

Trends and Advances in Education and Management in Africa

Edited by
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TRENDS AND ADVANCES IN EDUCATION AND MANAGEMENT IN AFRICA

*Proceedings of the International Conference of the Association for the
Promotion of African Studies on African Ideologies and Innovative
Trends and Advances: Honouring the Past and Shaping the Future,
25th May, 2021*

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DEDICATION

To all the members of the Association for the Promotion of African
Studies

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INTRODUCTION

The year 2021 marks the beginning of a promising decade for Africa. In spite of the Covid-19 pandemic, the continent continues to be home to seven of the world's 10 fastest-growing economies. Ours is a continent that has continued to give birth to beautiful and inspirational stories, in spite of difficult circumstances. It is on this basis that the Association for the Promotion of African Studies on 25th May, 2021 had her Annual International Conference on the theme: *African Ideologies and Innovative Trends and Advances: Honoring the Past and Shaping the Future*.

The 2021 International Conference did not only highlight the triumphs of past years but focused on strategies for tackling forthcoming challenges in the African continent. The collective action of the members of the association as scholars in discussing innovative trends and advances within Africa is representative of the shared energy and excitement around Africa's academic potential.

This conference was inspired by a retinue of questions that have bothered the inquisitive minds of the members of APAS and beyond. This book is, therefore, the proceedings of the effort by the members of APAS who took up the challenge to respond to these questions through research.

The date for the conference, 25th May, which was AFRICA DAY, established by the Organization of African Unity (OAU), now African Union (AU) in a bid to enhance change and freedom in Africa, is very significant for the association and the conference. As the association marked this day in a great style, the present work is a part of the ideas generated for greater change and freedom in Africa.

The present piece titled: *Trends and Advances in Education and Management in Africa: Proceedings of the International Conference*

Introduction

of the Association for the Promotion of African Studies on African Ideologies and Innovative Trends and Advances: Honoring the Past and Shaping the Future, 25th May, 2021 is part of the outcome of the conference.

INNOVATIVE TEACHING METHODS AND PEDAGOGY OF THE TWENTY-FIRST CENTURY

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Abstract

Education is a process of facilitating learning of knowledge, skills, values and habits. Basically, teaching must include two major components - sending and receiving information. Ultimately, a teacher tries his best to impart knowledge the way he understood it. The purpose of education is not only to make the students literate, but also to make them creative, knowledgeable, think of their own and to meet the demands of the workforce. The success of a student depends on the teacher and the innovative methods which he/she incorporates in teaching. The use of innovative methods in educational institutions has potential not only to improve education but also to empower people, strengthen governance and galvanize effort to achieve the human development goal for the country.

Keywords: Education, teaching methods, learning, innovative techniques.

Introduction

Education plays an important role in the growth of the students and in today's world. Education not only makes the students to think and also increase their own creativity by the innovative methods of teaching. Innovation and creativity in teaching are essential for both the students

and the teachers. Teaching has two important roles viz., sending information and receiving information. The innovative methods not only improve the education system, they also help the students to achieve different goals.

This study sought to determine the impact of the use of improvised instructional materials on student motivation to read, reinforcement of science concepts and ability to link classroom content to improvised materials. Instructors, therefore, often wonder about how to enforce reading compliance. In contrast, most students spend a lot of time on social and news media than on their school work. Therefore, there is a need for educators to devise instructional approaches, preferably those that meet the students where they are in terms of level of knowledge. In addition, educators in both K-12 and higher education are aware of the inadequate resources at their disposal. And so, even in well-funded schools and higher education institutions, there is always a need for instructor-creativity and improvisation to reinforce some concepts (Sithole*etal.*, 2016).

Mathematics was chosen as an object of study because it can be described as a common tool and the language used to define mental schemas throughout the world. Individuals who lack basic mathematical skills may face difficulties in school and social life; overcoming such difficulties requires the establishment of an effective learning environment. Reaching this goal depends on the employment of effective pedagogical methods; it is therefore essential to investigate different teaching methods—problem solving, inquiry-based teaching, discovery, games, lecturing, case studies, among others—and to draw attention to effective teaching and learning processes (Unal, 2017). Research-based teaching and learning are used for increasing student’s thinking ability and creativity.

This paper focuses on the effect of traditional methods of teaching as well as multimedia teaching and suggests other teaching methods that can be attempted in imparting knowledge to the students.

What is teaching?

Teaching is the process of attending to people's needs, experiences and feelings, and making specific interventions to help them learn particular things. In much modern usage, the words 'teaching' and 'teacher' are wrapped up with schooling and schools. According to Gary Meegan, "Teaching is the art and science of helping others to grow in their knowledge and understanding". But more than that:

- Teaching is holding the hand of a young one and saying "It's going to be ok".
- Teaching is being careful to acknowledge every student every day.
- Teaching is never forgetting that for a moment each day you might be the only person who touches someone's life.
- Teaching is constantly being aware of what you are doing wrong in the classroom and trying to find ways to fix them.
- Teaching is keeping up with both the latest research and honouring the enduring traditions.
- Teaching is worrying that you don't know about the subject deeply enough to make it easily accessible to everyone.
- Teaching is correcting papers when your family is relaxing, watching TV or out in the yard.
- Teaching is pushing both yourself and the students those last few weeks of school.
- Teaching is running around before school, getting your room ready, the copies made, the desks straightened, and being careful to check that the whiteboard markers are still good.
- Teaching is listening to attack parents complaining about how you mark too hard and hearing caring parents thank you for the tireless work.
- Teaching is receiving gift cards at the end of the year from shy students.
- Teaching is grading papers and entering grades while simultaneously eating lunch, giving a make-up test, and helping

a student with a particularly difficult math problem.

Traditional Teaching Method

In most parts of our country, traditional teaching methods are used in the educational institutions. In the traditional teaching method, teachers illustrate the concept to the students with the help of chalks and blackboard. Every important thing regarding the topic is written on the blackboard and students make important notes from the blackboard.

When the lecture is over, students revise their notes and try to memorize the notes. The main objective of traditional teaching is to pass the examination.

Limitations in Traditional Teaching Method

Teaching in the classroom, using chalk and talk is “one-way flow” of information.

- Teachers often continuously talk for an hour without knowing students’ response and feedback.
- The material presented is only based on lecture notes and textbooks.
- Teaching and learning are concentrated on “plug and play” method, rather than practical aspects.
- The handwriting of the teacher decides the fate of the subject.
- There is insufficient interaction with students in classroom.
- More emphasis has been given to theory, without any practical and real life time situations.
- There is learning from memorization but not understanding.
- It is about marks rather than results.

Innovative Methods of Teaching

Education should focus on fostering innovation by putting curiosity, critical thinking, deep understanding, the rules and tools of inquiry and creative brainstorming at the center of the curriculum.

There are some innovative tools suggested for classroom teaching:

Photographing whiteboard

The new means of technology changes the classroom experience. For example, the room is wired with cameras for photographing whiteboards, so students can receive the images as digital files.

Mind maps

Another innovative teaching method is mind maps, which is a simple technique for drawing information in diagrams, instead of writing it in sentences. The diagrams always take the same basic format of a tree, with a single starting point in the middle that branches out and divides again and again. The tree is made up of words or short sentences connected by lines. The lines that connect the words are part of the meaning. Mind maps are also very quick to review, as it is easy to refresh information in student's mind just by glancing at them once. Mind maps can also be effective mnemonics, and remembering their shape and structure can provide the cues necessary to remember the information within them. They engage much more of the brain in the process of assimilating and connecting facts than conventional notes. The key notion behind mind mapping is that the student learns and remembers more effectively by using the full range of visual and sensory tools at his/her disposal. Pictures, music, colour, even touch and smell, play a part in the learning armory, since they help to recollect information for a long time.

The sense of humour

The sense of humour can also be an innovative teaching method. Students always like lively and delightful personalities, and that is natural. If one teaches whatever he/she wants in a humorous, delightful and entertaining way, he/she can easily achieve the set target. There are many devices with the help of which one can teach effectively. This method involves learning through delight. For example, games like word-antakshari, spin-a-yarn, role-playing, etc., are very effective in developing learner's linguistic competence.

The mnemonics words

Another innovative teaching method is the mnemonics words. Here, the teacher is not supposed to talk on a particular concept for a long time. But to make it clear to the students, the teacher can just go on saying mnemonics or its associated meaning in words. Here, he/she goes on saying only words, instead of sentences, and once the students come to a basic understanding of the meaning of a particular concept, then the teacher will explain it in sentences. For example, in teaching language courses, this technique can be used as an effective medium by the teacher to develop word power.

Role-playing and scenario analysis

Moreover, role-playing and scenario analysis is another innovative method of teaching. Science and engineering courses are practical, but in support of those practicals, if students are given a scenario and other options to solve a particular issue, then the students are exposed to decision-making in a given environment. One main advantage of role-playing is the possibility to encourage evaluation and synthesis of the subject matter, while practically taking students out of their chairs and allowing them to learn it by doing it. In addition, it is the role of the teacher to explain to the students that it is not only fun, but an opportunity to participate in the learning process.

Methodology

In ancient times, the traditional approach to teaching was considered as formal teaching method. It involves the direct flow of information from the teacher as sage to students as a receptacle. That was the time of '*guru-shishyaparampara*' in India, when the classroom put students at the centre. The effectiveness of this transmission has been tested by posing various exercises to the students (Derek and Collett, 2003). The use of modern ICT in teaching develops higher order skills such as collaborating across time and place and solving complex real-world problems (Bottino, 2003; Mason, 2000; Lim and Hang, 2003). On the other side, Nickerson (1995) pointed out that technology does not

promote understanding in and of itself; it is a tool that can help students view learning as a constructive process and use simulations to draw students' attention. It provides a supportive environment that is rich in resources, aids exploration, creates an atmosphere in which ideas can be expressed freely and provides encouragement when students make an effort to understand (DelMas, Garfield and Chance, 1999).

Traditional teaching methods

There are many arguments on whether or not traditional or modern teaching is better. Either way, schools are starting to get an earful from parents on how their child is learning. In traditional teaching, teachers control what the students are doing. Students are putting pencil to paper instead of typing on computers. Teachers stand in the front of the classroom, give lectures and have the students take notes (Jayalaxmi, 2016).

Modern Teaching

Today, globalization, accelerating technological change, massive demographic shifts or whatever heavy words you choose to describe the present situation demands a change in education systems to more of the modern education format. Let us try to figure out what it is going to be like. Since new technologies appear at such a fast pace, formal education in the first 20 years of life, or the primary education as it is called, will only form a foundation for future learning. Unlike our parents once passed out of college, we cannot stop and say “that would be all”. Lifelong learning will become a necessity, even though it is not an ice-to-have idea.

Education is a very powerful instrument for social change and transformation, and innovative teaching practice is the only way to enhance the quality of our education. The use of innovative methods in educational institutions has the potential not only to improve education, but also to develop creativity, empower people, strengthen governance and galvanize effort to achieve the human development

goal for the country.

Innovative Teaching Methods

Any teaching method that does not destroy the objective could be considered as innovative method of teaching. The researchers believe that the core objective of teaching is an innovative practice that could be a pathway created to further the interest of the student and the institution. The analysis reveals some of the suggestions that the teaching community can practice in the classrooms. Teaching with technology engages students with different kinds of stimuli involved in activity-based learning. Technology makes the material more interesting. It makes students and teachers more media-literate, and the mostly suggested one is multimedia. Teachers can also consider Z to A approach as it explains the application part of a particular concept first, so students would get interested in what the actual concept is. This approach helps in creating long-lasting memories or correlation of a concept. Collaborative teaching, sometimes called cooperative teaching or team teaching also considered as an innovative teaching, involves educators working in tandem to lead, instruct and mentor groups of students. Problem-Based Learning (PBL) is a teaching method in which complex real-world problems are used as the vehicle to promote student learning of concepts and principles, as opposed to direct presentation of facts and concepts. In addition to course content, PBL can promote the development of critical thinking skills, problem-solving abilities and communication skills (Jayashree, 2017).

Innovative Learning Methods

If learners are actively engaged with a task which they accept is for learning, they are not simply following a prescription or set of rules, but contribute their own thinking to the task. The flipped classroom is a learning environment that provides students with a variety of means to the study of basic knowledge content aspart of homework and preparation for class meetings. The flipped classroom also contains homework assignments as asynchronous classroom preparation. Students may access the course materials as often as needed, and they

can return to reflect upon the materials while building more difficult concepts later in their course. Mind mapping is a learning technique which uses a non-linear approach to learning that forces the learner to think and explore concepts using visuospatial relationships flowing from a central theme to peripheral branches which can be inter-related. Experiential learning is any learning that supports students in applying their knowledge and conceptual understanding of real-world problems or authentic situations where the instructor directs and facilitates learning. MOOC is a new learning method in higher education. And it promotes active learning, where the learner watches videos and engages in interactive exercises (Jayashree, 2017).

Categories of Learning Styles

Auditory learner: learns more effectively through the ear (hearing). This style resembles the verbal/linguistic intelligence that deals with language and words which are to be heard by our ears.

Visual learner: learns more effectively through the eyes (seeing). Again this style resembles the visual/spatial intelligence which deals with what can be seen by the eyes.

Tactile Learner: learns more effectively through hands-on experience (touch).

Kinesthetic learner: learns more effectively through correct body experience (whole-body movement). This style resembles the bodily kinesthetic intelligence which involves using the body movement. This implies that during the learning process, students, unconsciously, prefer to use some senses and neglect others. Some students, for example, prefer to hear or listen to the teacher while they are learning. In this case, their dominant learning style is the auditory learning style. As a result, these students prefer lecturing, as a teaching style, and tend to learn best when they listen to the speech delivered by the teacher. Consequently, they remember what has been said by the teacher in a very strong way.

Meta-cognitive Strategies: Planning, monitoring and evaluating one's learning. **Cognitive Strategies:** Making mental or physical images, grouping, taking notes. **Social/Affective Strategies:** Interacting with others, co-operating, asking questions.

Teachers should provide students with various and different learning strategies so as to encourage them to learn and get more involved in the learning process. These strategies can help students to do difficult tasks which require learners to exert more effort (Kang, 1999).

Despite that the conventional methods of teaching have been more or less similar around the world, the adaptation of teaching strategies and styles to different social, economic and educational contexts has been an issue for consideration. The tremendous growth of technology and computer applications affected almost every aspect of everyday life, worldwide. This is also the case in the field of education; the latter has changed dramatically by endorsing applications that help students improve their written and verbal abilities as well as help them develop new skills that broaden their potentials.

The respective literature suggests the use of a plethora of instruments, both conventional and modern, for the teaching of accounting courses internationally. Technology of information and communication are the new dominant tools for teaching such courses effectively. This is in line with Beattie *etal* (1997) who, for instance, argued for the importance of “in-depth learning” in any given academic subject, as opposed to superficial knowledge or learning offered by different education providers, worldwide.

Traditional teaching methods, including case studies, group quizzes, lectures and more recently collaborative teaching, homework, use of the blackboard and even more recently computer programs and other techniques like the pause method, allow student participation in lectures while providing them with the opportunity to select their own learning process. Modern teaching methods, on the other hand,

including contemporary software programs, distance-learning and hybrid teaching methods aim for the same end (Bonner, 1999).

Hybrid teaching models include both traditional face-to-face interaction among students and teachers and alternative teaching methods. They seem to be quite popular, especially among female students (Dowling *et al.*, 2003). Such programs, which have been effectively applied in student populations, are the Business Planning Model (Bersky and Catanach, 2005), which is based on case study simulations and the SCAM Accounting Program (Crawford *et al.*, 2011), based on real company data. Other hybrid teaching models applicable in the real business world are “Creating Financial Models and Calculation of costs by using Spread-sheet” (Beamen *et al.*, 2005) and “Teaching Through the use of Low-Income Taxpayer Clinics” (Anderson and Bauman, 2004) that seem to be useful as secondary learning tools (Belias Dimitrios, 2013).

Different types of teaching methods

Traditional Teaching			
Chalk and Talk	lecture	Discussion	Books

Cognitive Teaching			
Thinking	Discussion	Analysis	Evaluate

Hybrid Teaching			
Face to Face	online	Questionnaire	Mixed and independent

Effective Teaching			
Innovative	Interactive	Constrictive	Collaborative

Modern Teaching							
Lecture	Discussion	Interaction	Problem solving	Audio and video visual	Skill based	Differe nt	Globally collabor

						language	ate
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Research-based teaching											
Set the goal	Explanation	Performance	New material	Practice	Concept	Understanding	Feedback	Flexibility	Technical equipment and practice	Connect globally	Learned differently

Innovative Teaching and Learning Outcome

It is clear that technological advances have improved teaching and learning processes. The students’ cognitive skills and their creative ideas can be developed through the following: professional learning, ICT teaching, Online interaction before, during and after class, demonstration, videos, self-learning, skill communication, group discussion, problem-solving teaching, use of digital tools and reusable learning objects, smart board class rooms, core qualities, interactive approach, critical thinking and analysis, activity-based learning, experimental approaches to class design, project-based teaching and learning, research-based teaching and learning, understanding best practices and special websites for teaching in the classroom. The students become very interested to learn with implementing these different types of teaching methods.

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AFRICAN TIME AND ADMINISTRATION OF UNIVERSITIES IN NIGERIA

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Abstract

The concern of this paper was to discuss African time as it relates to administration of universities in Nigeria. African time is a term given by Missionaries to describe the attitude of Africans towards the use of time, after observing that Africans began planned programmes behind schedule. This idea has crept into the education sector, where educational plans are not carried out as slated. Formal education was introduced to Africans by missionaries with its step-by-step pattern and an academic calendar which analyzed the semester stage by stage. It stated when to begin and when to end the semester, with all activities to be performed in clear terms. This was rigidly followed during the time of missionaries. Also, there was school time-table that described how the day must be spent, bit by bit. In Nigeria today, universities seem to be administered in the light of African time where academic events are performed behind schedule. Sometimes, academic calendar is not available as and when due to give directions; there is lateness in commencement of classes; examination papers are delayed and results are not available on time. Many a time, events like matriculation and convocation do not begin as intended and students and guests are seated for a long time. Above all, students spend prolonged years in universities due to unforeseen happenings like Academic

Staff Union of Universities (ASUU) strike action, students' riot, among others. It was then recommended that the issue of African time should be controlled in Nigeria universities through prioritization, and avoidance of procrastination to enable the country achieve educational values as handed over by the missionaries. Descriptive research of correlational type was used for this study, since it attempted to solve the problems of African time in Nigeria universities.

Keywords: African time, universities, Nigeria, prioritization, procrastination, ASUU strike action, missionaries, academic calendar and school time-table.

Introduction

This paper aims at discussing the concept of African time in relation to educational programmes in Nigeria, especially university education. In Africa, most importantly in Nigeria, before the arrival of the Europeans who introduced formal education, the Quranic schools and the learning of farming and other works, as well as the duties of adulthood and participation in the community were very common. This process was often supplemented by age-based schools in which groups of boys were instructed in community responsibilities by mature men. African type of education was informal and it was transmitted in relation to African concept of time. It is the oldest form of education belonging to African society, and Fafunwa (2003) has willingly called it 'Traditional African Education' (p.3). It can be regarded as home training. It is not done in an organized manner, but by regular information from elderly people in the home and learning what others are doing through repeated process. It is transmitted through interactions with others by the use of proverbs, folktales, folklores, songs, ceremonies and art. Methodology here is oral tradition. Informal education is simply the business of the

environment, which is what a given setting is able to inculcate into the mind of individual as long as one is part of it (Omojola 2020).

Western-style of education came to Nigeria through the missionaries in the mid-nineteenth century. This was done through the introduction of boarding system of education which was properly planned and implemented in the light of European understanding of time, which is in relation to clock that segments the day and night into hours, minutes and seconds. In the school system, time was fixed for every activity. School curriculum was well planned, when schools were to be in session or to close/vacate was fixed. Time was allocated to each subject, examination periods were fixed and time for labour and other extra-curricular activities was programmed.

There was time to commence and close daily activities and when to recruit personnel. School system was between September and July, and punctuality was a must because time was equally fixed for Easter and Christmas breaks, with long holidays that could enable school administrators to make long journeys and be committed to work when school was in session, in terms of being available at work. Each session was concluded before another one began and all records were closed and neatly filed. Proper planning was done before the commencement of a new school session, as the approved school calendar was effectively and rigidly followed by the team of administrators. A student could predict to a large extent when he would finish his studies. Routine life was common to the founders of formal education in Nigeria and this helped the much they normally put into administration during official hours. They hardly performed work without adequate planning and they did not give room for distractions. Therefore, work could be performed within a stipulated time.

The European understanding of time is different from the African conception of it. Time, for Africans, is morning, afternoon and night,

and activities are performed in the knowledge of this. Mbiti (1969), in justification of the above idea, defines the concept of time in relation to Africa as “a composition of events which have occurred, those which are taking place now and those which are to occur immediately. What has not taken place or what has no likelihood of an immediate occurrence falls in the category of “no-time” (p23). He went further to explain that, time is a two-dimensional phenomenon, a long past, a present and virtually no future. The linear concept of time in Western thought, with an indefinite past, present and infinite future, is practically alien to African thinking. The issue of definite and imaginable time is stressed by Mbiti.

Looking at these two thoughts comparatively, that is, ‘a long past, a present and no future’ and ‘indefinite past, present and infinite future’, one can deduce that in Western thought, the future is endless, time-wise, while this to Africans is not within the limit of time. Therefore, Africans live for the present, and probably the past by talking of time in relation to events. This means important events mark the times in the year. For example, they refer to years like these: “During the Kiriji War”, “At the second burial of an important person”, “During the last Ogun festival” and “At the time of independence”. Westerners, however, live for the present and look up to the future greatly. The regular use of calendar makes reference to date of events very easy for them.

In the understanding of missionaries, the concept of time, to Africans, is late coming, as one can see in the society when a programme is fixed for a specific time and people do not attend promptly. This is in an effort to translate or interpret the time for events to morning, afternoon and night. This is often misconstrued as “African time”, which implies that programmes are not done at the stipulated time. Even the organizers might not be ready at the fixed time. Therefore, Jones, in Maxwell (1977), might be right by saying that, “the trouble with being punctual is that nobody is there to appreciate it”. By implication, everybody comes late to functions. This idea has crept

into Africans' lifestyle from generation to generation, and it is being extended to academic work, not only social events.

Heller and Hindle (1998) talk about cultural differences with regard to perceptions of time and its usage - to them it varies worldwide. They identify differences in the average number of working hours per day or week, the importance of punctuality, or time spent on leisure activities. There are differences in the time spent at work in the understanding of Africans and Westerners. While seasons matter to Africans, they have little influence on the work of Westerners. Punctuality in Africa is in the light of morning, afternoon and night, not according to the hourly counting of the clock that missionaries celebrate. Leisure is done at any available time, especially evenings. In Western culture, however, punctuality is according to the time schedule. Leisure is regular because they value routine life, and holiday is done at a place that is far from home and work.

Concept of African Time

In Africa, before the arrival of clocks, local cocks, the sounds and music of birds were very useful in making our forefathers keep to time. They were able to manage their time by relating the first cock crow to a given time, second one to another and third crow to a particular time of the day. This is seen in the sounds of birds like: *odere ikoko*-red eye dove (*streptophea semitoquata*) and *orofo* that sings every hour between 6am and 6pm, and *oori or oriri* that sings every afternoon between 12noon and 1pm. *Owiwi* - African barn owl - sings only at night; *oloburo* sings every other hour and *koowe* sings to announce good or bad tidings. This helped the Africans to begin their daily activities early. They worked during the day, where sunrise and sunset suggested time to them. Also they could return home before dark to have supper and engage in moonlight play. In the evening, shortly after the cocks retire, they also retired. Routine life was common.

Achunine (1998) confirms this when he says that in our traditional society, people used the position of sun and shadow direction to make an estimate of time during the day. The length of the shadow cast by the sun helped people estimate time in the morning, mid-day, afternoon and evening; when to start going to market, when children were expected back from school or when to leave the farm for the house. At the dawn of a new day, an early cock crow indicated different segments of time before the day finally breaks. The first cock crow signaled the breaking of a new day when distant travelers usually set out on their daily business.

Time is planned at every stage – time to begin work, time to marry and time to have projects as achievement, because time, to Africans, also means what one has achieved in life in terms of family, wealth and societal status. There is evaluation from time to time, especially when peer groups are compared. Peer group societies are formed to support, encourage and mainly to evaluate. Seeing or meeting one another at peer group societies enable each member to make better plan or idea on how to grow. These regular meetings/events are done at a given time as agreed upon by members.

However, the missionary era introduced the regular use of clock and allocation of time to events. The responses of Africans to events in the light of their own understanding of time made the missionaries derisively label them to have “African time”. Meanwhile, “African time” originated as a result of great respect for elders, especially in Yoruba land. Given that each day is broken into morning, afternoon, evening and night, if a celebration is fixed for morning, it is understood to be before noon. If a king as the head of the village invites his council for a meeting, it will not commence until everybody has arrived. A talking drummer announces the arrival of each member, along with the type of dress they put on. The king can change his attire several times until no one wears what is better than his. When everybody is seated, then he comes out majestically and all must prostrate to greet him. Kings enjoy this greatly and various

council members in their clan will not come for any function until all are gathered. In fact, he will be sent for when all preparations have been made. A whole day is dedicated to any planned ceremony, so when it starts does not really matter and it may end at night, since serious traveling might not be involved.

Beginning of University Education in Nigeria

The origin of university education in Nigeria can be traced to the Yaba College that was established in 1932 in Yaba, Lagos as the first tertiary institution in Nigeria. In 1948, however, the Yaba College was transferred to Ibadan and the process of that led to the establishment of University College of Ibadan. On the foundation day (17th November 1948), the British Secretary of the State for the colonies, Arthur Creech Jones, led the inauguration ceremony. This university was an extension of University of London. With this assertion, missionaries and the colonial administrators founded university education in Nigeria. It was later handed over to first Nigerian Vice Chancellor – Kenneth Dike - in 1963, and today, the school library is named after him. With this development, one would expect the administration of Nigerian universities to continue as handed over, but they seem to be administered in African ways, with African time in focus.

According to Okoli, Ogbondah and Ewor (2016), the following universities are the “First Generation Universities”:

1. University of Ibadan, Ibadan, 1948
2. University of Nigeria, Nsukka, 1960
3. University of Ife, Ile Ife (now Obafemi Awolowo University), 1962
4. Ahmadu Bello University, Zaria, 1962 and
5. University of Lagos, Lagos, 1962

Consequently, on the 1st July, 1970, the University of Benin was recognized by the National Universities Commission as the University of Benin, as stated by them.

Administration of University Education

Administration is an act of doing the right thing at the right time, which stimulates effectiveness. It is an everyday affair and practiced by everybody. Administration reflects greatly in the family, in various offices and even in individual lives. The issue of administration in education is as old as education itself. Effective administration is vital to education, especially in Nigerian universities. Hrsht (2014) compiled the definition of administration by various authors and the following are relevant to this work. According to Marx, "Administration is a determined action taken in pursuit of a conscious purpose. It is the systematic ordering of affairs and the calculated use of resources aimed at making those things happen which one wants to happen and foretelling everything to the contrary" (p.1). In the mind of Pfiffener, "Administration is the organization and direction of human and material resources to achieve desired ends." p.1. Also, McCanny is of the opinion that, "Administration is the organization and use of men and materials to accomplish a purpose. It is the specialized vocation of managers who have skills of organizing and directing men and materials just as definitely as an engineer has the skill of building structures or a doctor has the skill of understanding the human ailments." p.1. It can be deduced from the above definitions that administration is about coordinating human and material resources for the attainment of organizational goals.

Therefore, educational administration is an act of organizing human and material resources for the accomplishment of educational goals. Ajayi and Ayodele (2001), while citing Nwankwo, defined educational administration "as the arrangement of human and material resources and programmes available for education and carefully using them systematically for the achievement of educational objectives" (p.40). In another development, they defined educational

administration “as process by which principles, methods and practices are used in educational institutions to establish, maintain, and develop such institutions in line with the goals/objectives of the institution” (p.40).

Education in Nigeria today has the above focus, but is not done according to stipulated time. Courses of four years are concluded after four years because of issues of irregularities like Academic Staff Union of Universities (ASUU) strike action, etc.. As a way of arriving at the proper management of education within the context of time, the opinion of Akinlua (2002) must prevail. He is advocating for curriculum planning, technical planning and manpower planning in these words: “Educational planning includes curriculum planning that is, preparation of curricula, time table and norms for assessment, technical planning which is formulating quantitative targets for the educational system and manpower planning which means determining the need for qualified manpower” (p.16). For him, all the educational objectives are clearly specified through the curriculum, and the means, procedure and methods of achieving education objectives are also provided in it.

He added that curriculum gives direction, spells out day-to-day activities of a school and makes the school to be organized and properly managed, time wise. Also, all the important cultural aspects of a society are passed on through the curriculum. Therefore, the researcher feels that educational curricular have to be planned by administrators as one of their primary assignment. This is not to save time, but because “education is not sure of occurring as wanted”, as he said. This indicates that education must not be left to chances but should be adequately planned within the space of time for effectiveness. If this is adequately adhered to, the issue of African time within the administration of education will not be an issue.

Education and African Time

Formal education in the hands of African administrators seems to be administered in the understanding of ‘African time’ where courses of four years can be extended to six years; this is different from situations that are personal, like class repetition, poverty, or cases where sickness and other personal situations do not allow one to move ahead as planned. Minor issues are allowed to disrupt educational plans and these hamper administrators in their effort to effectively push education forward. It has become a serious issue in Nigerian education, especially at higher institutions, where time is not properly managed by administrators, especially when they come late to school and leave early. It will become difficult to properly plan meetings; instead, there would be impromptu meetings.

Recruitment of personnel to time is unrealistic and planning school calendar and lecture time may sometimes be delayed. Severally, the lecture time-table is faced with regular interruptions and postponements. Students may wait for lectures without information. Tasks are not performed on schedule, interruptions are common. At times, scheduled examinations may be altered at the eleventh hour. Sometimes, events like matriculation and convocation do not begin as intended and students and guests are seated for a long time.

Achunine and Irondi (1998) are of the opinion that planning that suggests thinking ahead is very vital to administrative effectiveness. Administrators should plan an effective use of their time and should not perform tasks by chance. Planning can either be short-range, covering daily, weekly or monthly tasks or long-range, covering yearly or full six-year term. The researcher feels that the shorter the range, the more definite the plans can be achieved and the less the risk of non-achievement, especially in a school system where planning affects each set and the whole school at large.

The daily school time-table is an example of a clear, rather rigid plan of how the days in each week can be spent productively. It shows a daily/weekly plan of time allocation to the various school subjects, programmes and other activities. It ensures that everyone in the school

is productively engaged all the time, doing what the school approves as worthwhile. The scheduling of the programmes and the allocation of time are done in such a way as to ensure that important programmes receive priority attention. The school time-table highlights the significance of managing time to greater advantage.

In the experiment conducted by Mimosa (2010) on the importance of time-table, it was concluded that time-table is the best way the administrator can schedule students' time. To him, student scheduling normally occurs after the time-table has been determined. In some schools, courses can be offered in more than one section, that is, different instructors may offer the same course at different times and a student scheduling package helps the user decide which students should be allocated to each section to minimize student conflicts. Other issues in administration are the idea of not creating strategies for carrying out events, not writing down the task to be performed in the order of priority, and not making provisional time for interruptions.

Education and Prioritization

Administrators may not be perfect, because of lack of prioritization. Yager (1999) feels that prioritization helps administrators to sharpen their decision-making skills. They must continuously apply the rule of 'what is my number one priority right now?' and through this, time is saved. He continues by saying that if a new idea or approach is suggested, one should ask: is it faster or better? Is it lower or less effective? What makes the difference? These will help for effective time management.

Sometimes, administrators may use official time/hour to attending to personal issues like visitors and making lengthy phone calls. Most times, duties are not properly delegated and some administrators may be performing already delegated tasks unconsciously. Therefore, important meetings can be postponed, important issues can be

addressed any time. They sometimes accommodate extension of deadlines, as events that come up suddenly do consume some of their time and they could be interrupted by unrelated issues like re-reading old memos in the process of doing an important task.

At times, budget preparations are sometimes late and approved budgets are not readily available. Issuing of certificates may even be delayed. As a result of these, administrators may find it difficult to set organizational goals, check deviations from plans, supervise staff, build cohesive team work and assess organizational standards. All these lapses in administration are as a result of lack of proper time management and, at times, procrastination.

Education and Procrastination

As the saying goes, procrastination is the thief of time. This is a strong element in African time; there are lots of issues that should be addressed quickly but leaving it till the next moment does result in serious delay. Lay, in Eric (2005), observes that procrastination is very common among administrators, and Fiore (2006) identifies causes for this as: being over-extended, low motivation, lack of training, faulty assumptions, perfectionism, fear of evaluation and avoidance of negative experience. These points hold merit, especially the lack of training which results in low productivity. By implication, they can affect administrators. A punctual and devoted administrator will attract followers of his type

According to the research conducted by Thakkar (2010) on how administrators procrastinate, it was established that unless a deadline is fixed, many of them may not act as agreed. An example of paper writing was given – times without number. They agreed to present a yet-unwritten paper in the future, in the hope that the embarrassment of being forced to cancel or make a change would be a strong motivation for writing the paper prior to the presentation. In fact, many activities seem deadline-driven, particularly in our

contemporary society in which most people seem to be short on time. Procrastination in the academic realm, he continues, holds many negative consequences, including time loss and increased stress.

In the mind of Ajayi and Omojola (2020), while reflecting on factors affecting administrators' time usage in southwest Nigerian universities, they observed that "teachers' strike, students' unrest, sudden accident, fire outbreak, impromptu meetings and many other emergencies can interfere with administrators' daily schedule"(p.13). In the recent past, the issue of #Endsars protest and curfews, insecurity in Nigeria that comes in the form of kidnapping people, including students, and the Covid 19 pandemic lockdowns distorted time usage and affected academic activities greatly.

Recommendations

The idea of "African time", which is common among educational administrators, should be controlled through prioritization and avoidance of procrastination. Administrators will achieve more effectiveness if procrastination is reduced and planned work is executed as slated. Also, academic calendar and lecture time-table should be made available to give directions. Time should be respected and all academic programmes must be carried out as arranged.

Academic staff, however, need to be stable within office hours by being regular at lectures, attending to assignments in due time and making results available. This will be possible if work is properly planned and carefully performed; keeping in mind that procrastination is the thief of time and that large and continuous time without interruptions are needed to perform meaningful tasks.

Governments will increase the effectiveness of administrators if adequate attention is given to academic staff to avoid continuous strike action. This will encourage attainment of educational values.

Stakeholders should look into formal education to see how it can accommodate African understanding of time and enhance development through more vocational studies in future.

Conclusion

Western education in the light of African understanding of time will be suggesting “inculturated education” or living in the past or not imbibing the spirit behind education meticulously. If Africans have accepted Western education, therefore, their understanding of time is also part of it and should be retained as handed over. Western education in African understanding has brought a lot of lapses to peoples’ lives and part of it is that students spend more than the stipulated time in school, and these days, time-wasting has financial implications, especially at the postgraduate level. This creates a lot of anxiety to human life, and many are discouraged, while courses that waste time are dropped.

According to Adewuya (2004), the first critique of British educational system in Africa was made by the Phelps-Stake Commission (1920-21) where it was pointed out that the “educational services given by the missions to the Africans lacked any vocational skills that could foster development among the African peoples” (p.3). Then, the question is if this is why it is difficult to administer them as planned. There should be a revisiting of university education system to suit or accommodate Africans lifestyle.

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COMMUNITY DIPLOMACY: A VIABLE PARADIGM FOR CONFLICT MANAGEMENT AND RESOLUTION

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Abstract

In the present situation that the Nigerian society has found herself, it has become expedient that a fresh paradigm aimed at saving the country from anarchy and total security collapse be evolved. No doubt, the country is sitting at the moment on the keg of a gun powder which if not properly and diplomatically managed could explode, not just destroying the unity of the country, but will lead to wanton loss of lives and properties. The writers are worried by the heightened levels of insecurity, border conflicts and violent destructions of government installations. Community diplomacy remains a viable paradigm for conflict management and resolution, considering the levels of insecurity and destructions in most communities and state capitals in Nigeria. The writers observed that in the south east, for instance, conflicts and insecurity such as border communality conflicts, herdsmen attacks and violent destructions of government installations are on the increase. The writers, therefore, recommend that it has become imperative, in

view of the postulation by John Kennedy, that “Mankind must put an end to war, or war will put an end to mankind”.

Keywords: diplomacy, community diplomacy, conflict, conflict management, conflict resolution

Introduction

The levels of attacks and insecurity in Nigeria today are becoming so alarming that a new paradigm aimed at ameliorating this situation has become expedient. It will be devastating and catastrophic to allow herdsmen attacks and border community conflicts to degenerate from inter-community conflicts and escalate into a regional warfare which will not only lead to wanton loss of lives but will jeopardise economic activities and heighten political uncertainty. The role of traditional institutions in fostering alternative dispute resolution within and between her immediate neighbours cannot be overemphasised. As custodians of the people’s culture, it is incumbent on them to synergize with various stakeholders (youth organizations, women organisations and other relevant organizations) within the community with a view to unravelling the root cause (s) of any existing or future conflicts without which it will be apparently impossible to resolve such disputes.

Peace is not the absence of conflict but the presence of justice. No doubt, there cannot be a country or a community of absolute peace, except the community of the inhabitants of a graveyard, but creating an environment of justice guarantees relative peace. That said, it does not imply that peaceful coexistence is impossible, but it will be elusive when stakeholders are not “tying to try”, or are involved in the display of double standard informed by nepotism.

This paper is aimed at calling the attentions of political and traditional leaders towards a new paradigm of community diplomacy for ensuring a peaceful coexistence of all, irrespective of ethnic cleavages. Revolution, to a reasonable extent, may be a welcome

development towards a change, but no reasonable government will wait for it before taking necessary actions.

Overview of the Concept of Diplomacy

Diplomacy is the springboard and the framework upon which peaceful inter-governmental relationships rest. It is an established system conveniently accepted and adopted by peace-loving countries of the world to conduct official relations among them through the instrument of negotiation, dialogue, representation and other non-violent means. Diplomacy is an art, a craft and a profession, targeted at ensuring peaceful coexistence, and resolution of inevitable conflicts.

The word “diplomacy” is derived from the Greek word “diploma”. Diplomas are official documents that emanated from princes by which a privilege is conferred. It means something written on paper or parchment and folded. The term entered into the English language at the close of the eighteenth century when interstate intercourse between European states fully developed. (Collier Encyclopaedia, 242).

The term “diplomacy” has been perceived by renowned writers to connote different meanings. It is often used sometimes to convey an abstract quality or gift which means skill in the conduct of external relations. In this sense, diplomacy is seen as the “application of intelligence and tact to the conduct of official relations between governments of independent states, extending sometimes also to their business with vassal states (Satow, 1975:1). Another British authority writes that diplomacy “is an essential element in any reasonable relations between man and man and between nation and nation”. He further states that the essence of diplomacy is “common sense and charity applied to international relations” (Nicolson, 1952:14- 43). Diplomacy is also associated with the formulation and articulation of foreign policy and also the art of negotiations and representation.

These negotiations, according to Duchacek (1975), serve specific purposes and can be divided into four categories.

- (1) resolving a conflict of interest peacefully
- (2) preventing a clear and immediate danger of violent solution (or a risk of yielding to rival pressures.
- (3) restoring peace after a clash of interest had led to violence
- (4) establishing an atmosphere, framework, system or permanent organisation for the peaceful resolution of potential future conflicts.

Diplomacy, in recent times, has grown from bilateral talks to multilateral negotiations, summit and conference telephone conversations and the involvement of non-governmental organisations in diplomacy. In the case of community diplomacy, multilateral negotiations should be encouraged.

Diplomacy is the practice of conducting negotiations between representatives of states or groups with the intention to influence decisions and conducts through dialogue, negotiation and other non-violent means (*Encyclopedia Britannica*). Diplomacy is not usually a function or responsibility left in the hands of amateurs, but for the professional diplomats with the necessary skills of negotiation. It is germane that professional diplomats are employed to deploy their professional acumen to tackling topical issues.

Community Diplomacy

Community diplomacy is a new concept which the writers explain as the process by which community stakeholders are involved in conducting negotiation through dialogue in order to influence decisions with a view to minimizing conflicts, resolving conflicts and fostering greater and better understanding of one another.

Community diplomacy can serve as a framework for achieving order and reasonable peaceful coexistence. It is the oasis in the desert of lost

hope, created by irreconcilable conflict. Furthermore, community diplomacy is the hallmark of and the pivot on which all the chaos of present-day in various communities could be managed, hence fertilising the soil, for political, social and economic development.

The growth of diplomacy from the social contacts of the ancient Greek city-states of the Hellenic world, though lacking in a well-developed system of permanent representation, progressed with the extension of the Greek idea of ambassadorial immunity to encompass the immunity to the entourage, correspondence and equipment of the ambassador under the Roman diplomacy. The Roman empire, which crumbled under the pressure of the barbarian assault, produced the churchmen papacy who carried on a clerical diplomacy while utilising the many forms of secular politics during the medieval era of diplomacy (5th - 13 century). The Italian diplomacy of the era of renaissance to the early European diplomacy, after the peace of Westphalia of 1648, witnessed the emergence of the diplomat as a professional figure, a man of great political talent.

Modern diplomatic methods, practices and principles originated largely from European customs and is traceable to the 17th century. Beginning in the early 20th century, diplomacy became increasingly professionalized. Following the 1961 Vienna Convention on Diplomatic Relations which was ratified by most of the sovereign nations of the world, there was a provision of a framework for diplomatic procedures, methods and conduct. Most diplomacy is now carried out by accredited career and non-career diplomats through a dedicated political institution, usually with the support of staff and diplomatic infrastructure, such as consulates and embassies. Diplomacy is also conducted through other offices, such as envoys and ambassadors (Jay, 2014).

Forms of Diplomacy

- Gunboat diplomacy
- Public diplomacy

- Peer to peer diplomacy
- Migration diplomacy
- Preventive diplomacy
 - Quiet Diplomacy
 - Soft Power, etc.

For the purpose of this paper, we will confine our interest to three out of the various forms of diplomacy. The choice of the three is informed by the fact that we are discussing community diplomacy with reference to the border conflicts and attacks in the communities in south east.

Preventive Diplomacy

Preventive diplomacy is carried out through quiet means, as opposed to “gun-boat diplomacy”, which is backed by the threat of force, or “public diplomacy”, which makes use of publicity. It is also understood that circumstances may exist in which the consensual use of force (notably preventive deployment) might be welcomed by parties to a conflict with a view to achieving the stabilization necessary for diplomacy and related political processes to proceed. This is to be distinguished from the use of persuasion, influence, and other non-coercive approaches explored below.

Preventive diplomacy, from an expert viewpoint, is the range of peaceful dispute resolution approaches mentioned in Article 33 of the UN Charter, with emphasis on the pacific settlement of disputes when applied before a dispute crosses the threshold to armed conflict. Communities should not allow their conflicts to escalate to the point of armed struggle; hence, preventive diplomacy is highly recommended. It may take many forms, with different means employed. One of such forms of diplomacy which may be brought to bear to prevent violent conflict or to prevent its recurrence is “quiet diplomacy.”

Quiet Diplomacy

Also known as the "softly softly" approach, quiet diplomacy is the attempt to influence the behaviour of another state through secret negotiations or by refraining from taking a specific action (Nye, 2006). This method is often employed by states that lack alternative means to influence the target government, or that seek to avoid certain outcomes. For example, this form of diplomacy worked in South Africa when it engaged in quiet diplomacy with neighbouring Zimbabwe to avoid appearing as bullish and subsequently engendering a hostile response. This approach can also be employed in conflicts within our area of study.

Soft Power

Soft power, also referred to as "hearts and minds diplomacy", was defined by Joseph Nye (2006) as the cultivation of relationships, respect, or even admiration from others in order to gain influence, as opposed to more coercive approaches. Often and incorrectly confused with the practice of official diplomacy, soft power refers to non-state, culturally attractive factors that may predispose people to sympathize with a foreign culture based on affinity for its products, such as their cultural entertainments, schools and music (Dlamini, 2002). A community soft power can come from three resources: its culture (in places where it is attractive to others), its political values and economic interest.

Causes of Conflict

An attempt will be made at this juncture to briefly define conflict before we can examine its possible causes. Conflict can be defined as a situation in which parties are aware of the incompatibility of potential future positions and in which each party wishes to occupy a position which is incompatible with the wishes of the other.

Larfela (1988) defines conflict as: "Part of the competition process that is basic to the survival and successful evolution of the species, homosapiens and to his search for new and better ways to cope with

limited resources and stress from environmental change.”As human beings, we are a community of homosapiens with divergent but conflicting interests; hence, conflict arises when there is struggle or contest between people with opposing needs, ideas, beliefs, values, or goals. There are divergent views opined by scholars explaining the reason why conflicts inevitably occur. According to John Rourke (1983), conflicts are caused by a multiple of factors which could be better understood when classified into three levels of analyses, namely: system, state and individual levels of analyses.

System Level Analysis

At this level, it is believed that conflicts or wars are caused by a number of factors that are related to the nature and structure of world’s political system. This is due to the uneven distribution of power or the nature of global power structure resulting in arms race in order to achieve balance of power.

State Level Analysis

Watt (1959) argues that causes of conflict at this level are attributed to economic and political factors. At this level, what comes to mind are the internal political dynamic of countries, the character of the nation, economic factors, especially where there is population expansion, modernization, urbanization, nationalism in the form of ethnocentricisms, identified differentials and elite conflicts. A typical example of this level of analysis is the “Unholy matrimony and unfortunate mistake” that gave birth to the configuration we all call Nigeria in 1914 and the attendant ethnocentricisms, imbalances, marginalisation and deprivations associated with it.

Individual Level Analysis

Watts further explains that the root causes of conflict and war are traceable to the nature of human beings which, in his view, is proud, selfish, power-crazed, stupid and vicious. Drawing from this analysis, conflict arises either due to the character of the individual or based on the inherent nature of species. Such conflict emanates over matters of

territoriality than human aggression and individually or collectively; such conflicts can stem from stress, anxiety or frustration. For example, the conflict in the Niger Delta is as a result of frustration and deprivation - resulting in aggression as a means to draw attention to many years of systemic and institutionalised injustice. Rourke (1993) observes that the inability of leaders to perceive events objectively is caused by the factors that may be inherent in human beings.

Conflict Resolution Mechanism

In international relations, there are various conflict resolution approaches which include, but not limited to the following: mediation, negotiation, arbitration, adjudication, conciliation, counselling, peacekeeping, etc. For the purpose of this paper, three of the basic approaches will be discussed.

Mediation

Mediation is a voluntary process in which an impartial person (as mediator) helps to provide channels of communication and promotes reconciliation between the conflicting parties. Mediation is the most common form of conflict resolution. It involves an independent and impartial person helping individuals or groups reach a solution that is acceptable to the parties. Mediation is not prescriptive. It helps the parties involved to make progress in resolving their differences. It does not make judgments or determine outcomes. Success of mediation depends on the level of trust of both parties on the mediator.

Such a mediator must be prepared to cajole disputing parties into accepting proposals aimed at reaching a mutually acceptable agreement. It is imperative to note that the mediators must be accepted by the disputing parties. He or she must possess the required skills, capacity and propensity to bring to bear the wealth of experiences into an amicable resolution of conflict.

Negotiation

Direct negotiation between parties to a dispute is the most natural method of dispute settlement. It involves discussions among two or more people with the aim of reaching an agreement. It implies a formal meeting between opposing factions in which attempts are made to arrive at an agreement through discussions and compromises. When negotiating parties try to persuade each other to see issues their own way, the intention is to meet certain interests or needs through a collaborative and peaceful manner.

Adjudication and Arbitration

These are the most rigid and often the least satisfactory approaches to resolving conflicts. Both approaches are similar as they involve settlement through an independent legal tribunal. These mechanisms are applicable to settlement of international disputes - relying on international law.

It is imperative to state categorically that lengthy courtroom battles possibly resulting in the victory of one's opponent cannot amicably resolve any conflict; rather, whatever pseudo peace that may have been achieved through the court process is a time bomb in waiting.

Diplomacy as a Viable Conflict Resolution Mechanism

Diplomacy and war are two sides of the same coin – they are bed mates, but are no friends. Where one stops at its daily activities, the other takes over. Where diplomacy stops, war takes over, which implies untying with the teeth the diplomatic nut that has refused to yield to the tongue. The need for co-operation, peaceful coexistence and dialogue makes the preference of diplomacy to confrontation an overriding desire of the present age. It is a viable option that is incomparable to the horror and terror associated with war. Differences in religion, ideology, language, values, and interests, politics and political inclinations and economic institutions vary widely between people of divergent backgrounds and origins and they supply

abundant fuel for intractable conflicts. Conflicts arising there from, though intractable and herculean to resolve, can however be managed, such that the resort to the use of force to reconcile them becomes both unnecessary and an unacceptable option. This paper on community diplomacy was conceived with a view to exploring the usefulness of diplomacy as a means for resolving and reconciling every form of conflict, irrespective of complexities.

Diplomacy, to the layman, means cunning or crookedness, but it is simply the act of bargaining, which involves a roundtable negotiation with the intention of reconciling aggrieved persons, groups, communities or states. Diplomacy is a means to an end, but might not be an end in itself, not until disputing parties are willing to compromise and accommodate some of the interests of the opponent.

Humanity must embrace early diplomatic settlement of conflicts before such a conflict transmutes into an arm duel. This has become germane in view of the fact that war as an instrument of national policy became outlawed, following the Kellogg Briand Pact of 1928, to give way for diplomatic settlement of disputes.

In strategic studies, we learnt that, “*Si vis pacem para bellum*” (If you want peace, prepare for war). But for the loss of human lives and destruction of properties associated with war, this paper will paraphrase this statement to read: “*Si vis pacem para pacem*” (if you want peace, prepare for peace). Furthermore, “*Si vis bellum para bellum*” (if you want war, prepare for war). This paper is not in any way advocating for war as a means to settling disputes, but like the Igbo adage that states “*Agha eyiri eyi anaghi eri nwa ngworo*” “*Ma o ji oso agbakuru ogu amaghi n’ogu bu onwu*”. The worst thing that can happen to anybody, group or community is to hurry into a war without adequate preparations. It will amount to a colossal and monumental loss of the highest magnitude. We think that these postulations will serve a note of inviolable and unavoidable warning to war mongers.

Furthermore, it also calls on all to be careful in articulating who an enemy is; take some time to study your enemy when identified, and do not strike until you consider it fit to do so.

Furthermore, Sun Tzu states:

If your enemy is secure at all points, be prepared for him. If he is in superior strength, evade him. If your opponent is temperamental, seek to irritate him. Pretend to be weak, that he may grow arrogant. If he is taking his ease, give him no rest. If his forces are united, separate them. If sovereign and subject are in accord, put division between them. Attack him where he is unprepared, appear where you are not expected.

The Latin adage, *Si vis pacem, para bellum* “If you want peace, prepare for war”, should be discouraged because war has never done any nation any good; no wonder this submission by a former Israeli President, Shimon Perez: “Good neighbours are better than good guns”. War does not come with any form of palatability, but the horror of terror it unleashes on its victims results in quantum loss of beloved ones and infrastructure.

History, over time, has taught the human race that war in contemporary times is not a sustainable option to conflict resolution. Taking for granted even the weakest enemy can turn to be the worst nightmare to contain. It is one thing to win a war, but winning the peace often proves elusive. The United States of America in 2001 went to war in Afghanistan, believing it to be an easy task to smoke Osama Bin Laden out of the caves of Afghanistan; but irrespective of her superior firepower and sophisticated military strategies, it took her several years to realize that her target was hibernating safely in Pakistan - the air base for the “coalition of the willing” from where they launched their attack. Suffice to observe that the war several years after is still not over since the first bomb was dropped. The

American government is currently negotiating with the Taliban and tactically withdrawing their military from Afghanistan. The same scenario played out in Iraq in 2003, and until date, the war is far from over as the Isis terrorist organisation has hijacked the vacuum created by the exit of Saddam Hussein and has taken over most of the regions of Iraq, forcing America (the policeman of the world) to take to the option of pulling out her military from Iraq. There may not be enough time to describe the situation in Libya, since the destabilisation orchestrated by the America-led NATO forces which eventually led to the killing of Muammar Gaddafi. Since this incident, Libya has witnessed pockets of skirmishes and volatile arm duels, and more recent is the war between forces loyal to the Libyan government and the Khalifa Haftar forces.

The lesson to be learnt from all the narratives above is that war is an enemy of humankind because ‘*elelia nwa ite ya gbonyuo oku* (nobody no matter how weak should be taken for granted). Basically, therefore, this paper would like to advocate a diplomatic resolution of conflicts which galvanizes into peaceful relations between communities.

Recommendations

The under-listed recommendations are not exhaustive, but will, to a large extent, help individuals or groups objectively seeking a peaceful path to conflict resolution.

- Parties to a conflict should try to create an environment of trust.
- Disputants must develop the willingness to compromise.
- Both parties can exchange offers.
- Both parties should develop and imbibe objective and positive attitudes which are necessary to understanding the needs of each other.

- A win-lose approach to negotiations may not suffice in conflict management, but a win-win approach, though depending on the nature of the conflict.
- Both parties should strive towards arriving at mutual benefits.
- It is necessary to involve impartial and skilled third parties when the disputants are unable to handle the conflict.
- The major sources of conflict in Africa may not be too distant from issues of boundary dispute, chieftaincy/ezeship tussle, family property/inheritance, murder or poisoning, and matrimonial fall-outs. In resolving these kinds of conflicts, the principles of equity and justice, which are entrenched in African customs and traditions, should apply.
- The traditional African system of government was an open and inclusive system, where all people could participate in the decision-making process. While the West practised representative democracy, Africans practised participatory democracy, in which decisions were taken by consensus at village meetings. In the management of conflicts, this major attribute of African governmental system must be evoked.
- The Igbo traditional institutions for conflict resolution include: the family, Amala (council of elders), Okpara system (eldest male), Umuanna (clan), Umuada (female born in a town but married out), age grades, Ohanaeze (assembly of the people and the king), and agbara (local deities or oracles). The above-mentioned institutions should be revived with a view to maximizing the roles they play in conflict management.

Conclusion

Long before the advent of colonialism in Africa, and beyond slave trade, African societies had afro-institutional mechanisms as well as cultural sources to uphold the values of peace, tolerance, solidarity and respect for one another. These structures were responsible for peace education, confidence-building, peacemaking, peace-building, conflict monitoring, conflict prevention, conflict management and conflict resolution. If these mechanisms were effective in handling and managing conflicts among the people, it was largely because they reflected the socio-political orientation of the African people, addressing all the social, political and economic conflicts among a people who lived a communal way of life. Thus, it was customary as well as common currency for people sitting down informally to discuss and agree on important issues. This no doubt will also help in conflict resolution, when people sit down to discuss their differences with a view to arriving at a peaceful reconciliation.

The United Nations recognizes the importance of diplomacy when it enshrined in article 33 of its charter that parties to any dispute should first of all seek solutions by negotiation, enquiry, mediation, conciliation, arbitration, judicial settlement, resort to regional agencies or arrangement or other peaceful means of their choice. Each of the processes has different steps and outcomes; while some are more effective, some are more desirable for a particular conflict. The UN charter recommends three basic procedures: direct negotiation among the conflicting parties, mediation, conciliation and arbitration. Preference to early diplomatic solutions to judicial settlement is highly recommended by these presenters.

Peace is not the absence of war but the presence of justice. Conflict is an inevitable functional part of any society which cannot be wished away. The earlier we realize that there is no community or society where absolute peace is resident, the better we adjust to accommodate our differences and subsequently imbibe peaceful mechanisms

towards addressing our inevitable incompatibilities. Having said this, all hands must be on deck; peace is the responsibility of us all - fathers, mothers, and most importantly the youths. Time has come to match words with commensurate actions. We must try to live in peace and harmony with our neighbours. Diplomacy remains a viable option in conflict resolution and has no substitute except war.

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*Community Diplomacy: A Viable Paradigm For Conflict Management And
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ASSESSMENT OF E-LEARNING SKILLS NEEDED BY TEACHERS DURING COVID-19 FOR INNOVATIVE DISTANCE LEARNING IN NIGERIAN UNIVERSITIES

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Abstract

The effect of the novel Corona virus on education systems worldwide is massive. Almost every school has been shut down and teaching and learning process has been relocated to distance learning in the form of e-learning for teaching and learning to continue. Nigeria has also been trying to adjust to the impact of the Corona virus on her education system by promoting the use of e-learning, especially in the universities. Lecturers have been advised and directed to make use of e-learning for teaching and learning. However, no adequate preparations were made to prepare the lecturers for the use of these technologies; therefore, we propose to assess the skills needed in using e-learning. Specifically, the study focused on synchronous and asynchronous e-learning. The study sought to determine the skills needed in synchronous and asynchronous e-learning by lecturers. Two research questions guided the study. Two hypotheses were also tested in the study. The study made use of descriptive survey design and was carried out in Nigeria. The participants for the study were 276, comprising lecturers and computer technologists in the Management and Information Systems unit. A structured questionnaire was developed by the researchers and used for data collection. The participants' responses were analysed using mean and standard deviation for the

research questions, while t-test was used to test the hypotheses at 0.05. The results indicated that lecturers do not possess some skills needed in using e-learning for innovative distance learning. It was recommended that there is need to implement the findings of the study into training workshops for lecturers in Nigerian universities.

Introduction

COVID-19 has disrupted educational systems around the world. Educational institutions around the world closed the doors in 2020 due to the COVID-19 pandemic. The pandemic has created an enormous disruption of educational systems, affecting 94 percent of learners in more than 190 countries in all continents (UNESCO, 2020). In an attempt to contain the spread of the pandemic, different countries, including Nigeria, responded with widespread closures of schools as part of social distancing policies (Van Lancker & Parolin, 2020). However, the education system of most developing countries, including Nigeria, was not built to deal with such extended shutdowns (Dorn et al., 2020). Teachers, administrators and parents have worked hard to keep learning alive; nevertheless, these efforts were not likely to provide the quality of education that is delivered in the classroom (Dorn et al., 2020). To combat this problem, the introduction of e-learning and distance learning programmes has become an overwhelming response to these closures and a game changer in the way teaching and learning is conducted (Mulenga & Marban, 2020). The use of e-learning for appropriate distance learning has been adopted in various levels of education, most especially at the university level. The serious effect of COVID-19 has called for an implementation of distance learning and e-learning in Nigerian universities.

It is very critical to note that as the world continues to deal with the realities of COVID-19 and its challenges, especially in the education sector, appropriate strategies need to be employed to continue to

engage learners for teaching and learning. Universities have been adopting instructional approaches that will help them meet the increasing demands of education. One major area where this is happening is in the usage of new models, new innovations and new ways of delivering content, connecting with students and measuring outcomes. The need for exploring alternatives that will, therefore, make university education accessible to prospective students and to ensure continuous instructional delivery during this pandemic (COVID-19), more particularly, is very important. To ensure inclusive and equitable access to quality education and the promotion of lifelong learning opportunities for all, it is imperative to adhere to global trends that will help in the achievement of this sustainable development goal indicator. E-learning offers such an alternative (Tagoe, 2012).

The concept of e-learning has been considered by different authors in various perspectives. In literal terms, e-learning can be looked at as electronic learning that includes all learning situations that employ new technologies. Yelland & Tsembras (2008) considered e-learning as a broader concept than online learning due to the fact that the former uses electronic devices that are detached and do not depend on being online. Such devices include videos, CD ROMS, slides and photographs. This implies that whereas online learning basically depends on computer networks for delivering instruction, with a connection to computer networks by users in all cases, e-learning moves beyond network connectivity to the use of electronic devices that are used offline. In an interesting twist, e-learning is seen as an educational means that involves technology, communication, efficiency and self-motivation (Bloomsburg University, 2006). This perspective goes further to indicate that due to the limited social interaction that involves student-student and that of student-instructor, it is very necessary for the students to motivate themselves and have frequent communication to ensure that assigned tasks could be accomplished. For further distinction and clarity, online learning,

which is an aspect of e-learning, entirely replaces face-to-face classroom teaching and learning, and the needs of the new stakeholders are met through self-virtualization. The problems of space and time and face-to-face and distance are easily dealt with (Ravanelli & Serina, 2014).

Distance learning is a computer-based teaching and learning method in which the interaction between students and education practitioners is provided from a certain center in cases where classroom education cannot be performed due to limitations in general education and training process (Eygü & Karaman, 2013; Moore, Deane & Galyen, 2011). Distance learning has many benefits such as ensuring the sustainability of education (Akinbadewa & Sofowora, 2020; Omiles et al., 2019; Seage & Türegün, 2020), providing lifelong learning (Alharthi, 2020; Pambayun et al., 2019; Serhan, 2019) and reducing education costs (Al-Husban, 2020). Although the learner and the teacher are in different places, there are some limitations in terms of methods, schedule and time (Albalawi, 2018; Hilton & Canciello, 2018). In addition, many factors such as lack of infrastructure (software, hardware), economic reasons, technical staff problem, lack of awareness of the society and especially students in this regard, and regional differences in the level of utilization of information technologies are seen as obstacles to e-learning and, accordingly, distance learning (Gökdaş & Kayri, 2005). Distance learning is considered as a promising innovation with its flexible learning environments (Allen et al., 2010). Distance learning was first implemented by mail and then continued by letter. Thanks to the developments in radio and television technology, distance learning courses started to be broadcast on radio and television. With the development of satellite, fiber optic and computer technology, virtual learning environments started to be maintained with these technologies (İşman, 2011). To make distance learning more innovative and more effective during the pandemic in Nigerian universities, the inclusion of e-learning becomes important.

Web-based distance education is a relatively new form of teaching which requires new technologies. It is a favourite format in educational settings due to its flexibility and adaptability to students' needs (Allen & Seaman, 2016). It delivers teaching and learning using some tools across far distances (Xu & Xu, 2019). One of the primary aims of traditional in-person instruction is to provide learners with necessary knowledge and skills, which is also valid for distance learning (Girginer, 2002). Distance learning has been the only solution for university education to enhance access to education for students who have no chance to attend traditional classes in the pandemic period. Thanks to the advances in technology, e-learning has become the primal system among other distance education formats, such as telecommunication courses, and correspondence study (Xu & Xu, 2019). Although it has been helpful in the pandemic period, some forms of distance learning lack interaction between students and instructors, which has been very problematic. According to Offir, Lev and Bezalel (2008), students have been required to be independent learners much more than the traditional system. Undergraduates are adults and they are expected to be independent students, as defined by Ural (2007). So distance learning may be a useful practice for students who are independent learners.

Jarvis (2003) stated that e-learning-based distance education has two forms: synchronous and asynchronous, which provide organized technological opportunities to students who study individually. In synchronous distance learning, all of the attendants participate in digital classes in real time, which require two-way communication (Tsipianitis & Groumpos, 2018). In this system, teachers lead the learning and participants communicate with one another directly, so it increases student involvement (Shi & Morrow, 2006). Students' interactivity accompanies effective learning and satisfaction (Stephens & Mottet, 2008). According to Bernard, Abrami, Lou, Borokhovski, Wade, Wozney, Wallet, Fiset & Huang (2004), in synchronous learning students and instructors are away physically but

communicating immediately as in video conferencing method. In the synchronous form of distance learning, students receive immediate feedback (Almosa & Almobaraka, 2005), and also this form of learning provides social presence more than the asynchronous form (Münzer, 2003). While the synchronous form of distance education provides quiet interactive learning environments with real-time knowledge sharing and immediate access to the answers of the questions in mind, fixed date and time for the meeting contradicts the anywhere-anytime learning promise of distance education (Skylar, 2009).

In asynchronous distance learning, on the other hand, students and instructors do not have to participate in the learning event simultaneously. Instead, students who are given more control over their learning can learn anywhere and anytime (Tsipianitis & Groumos, 2018). Bernard et al. (2004) also indicated that the communication between students and instructors is separated by distance and time as in web-based courses. In this kind of learning, instructors do not have to follow strict time schedules; instead, they can post their course materials by wikis, blogs and e-mail. They can arrange online appointments in case of student need (Daniel, 2020). Thus, group interactions among students are limited in this kind of learning. Cleveland-Innes and Ally (2004) tested the two delivery forms for affective learning outcomes. The researchers discussed the interaction among students in terms of being flexible or not. Participants found asynchronous learning platforms more convenient. This is due to their having more time to reflect on their learning, while the synchronous platform requires joining the interactive classes in time, which is sometimes very difficult. They claimed that in asynchronous learning environments, interaction among students is more flexible. In other words, students can interact with one another whenever and wherever they like. On the other hand, asynchronous learning platforms create a sense of disconnection between students and teachers due to the lack of social interactions and feedback (Hines

& Pearl, 2004). When comparing synchronous distance education to asynchronous distance education, the former is claimed to improve students' brainstorming and group decision-making skills (Branon & Essex, 2001). Using synchronous or asynchronous distance education has its importance nowadays, especially in the pandemic period. Thus, assessing the e-learning skills needed by teachers in universities during the pandemic distance education period has a great impact on improving it for the future.

Research Questions

The following research questions were formulated to guide this study:

1. What are the e-learning skills needed by lecturers for synchronous distance learning in Nigerian universities?
2. What are the e-learning skills needed by lecturers for asynchronous distance learning in Nigerian universities?

Hypotheses

The following null hypothesis will be tested at 0.05

1. There are no significant differences in the mean responses of university lecturers, computer science experts and Management Information System experts on the e-learning skills needed for synchronous distance learning in Nigerian universities.
2. There are no significant differences in the mean responses of university lecturers, computer science experts and Management Information System experts on the e-learning skills needed for asynchronous distance learning in Nigerian universities.

Methodology

The study adopted descriptive survey research design. Descriptive survey design was necessary as the study sought opinions of lecturers, computer science experts and Management Information System experts. The area of study was Enugu State, Nigeria, involving the two public universities in the state. The institutions include; Enugu State University of Science and Technology (ESUT) and University of

Nigeria, Nsukka (UNN). Data were collected for the study by the use of a questionnaire that was developed by the researchers. Copies of structured questionnaire were administered on the respondents at these universities with the use of google forms. This was done due to the restrictions caused by the COVID-19 pandemic. The population of the study was 276 lecturers, computer science experts and Management Information System experts.

Cronbach alpha reliability method was employed to find out whether the questionnaire items were reliable. Statistical Package for Social Science (SPSS) was used for computation and 0.87 reliability coefficient was obtained. The questionnaire was on five point Likert scale and structured in three sections. First, background information was gathered on respondents' age, gender and highest qualifications, as well as experiences in the university as ICT experts or lecturers. Second, questions on the e-learning skills needed by lecturers for synchronous distance learning were asked. Finally, questions related to e-learning skills needed by lecturers for asynchronous distance learning in Nigerian universities were addressed.

Method of Data Analysis

The data collected from the study were analyzed using mean for answering the research questions and one-way ANOVA for testing the hypotheses at probability level of 0.05 and 95 degree of freedom (df). Any item with a mean value of 2.50 and above implied needed, while any item with a mean below 2.50 was considered not needed. Data analyses were carried out using IBM Statistical Package for Social Sciences (SPSS) version 22. The statistical tools employed are mean, standard deviation, Cronbach's alpha and one-way ANOVA. For the test of significance, the probability (p) value was used in comparison with the alpha value of .05 and at other relevant levels.

Results

The results for the study were obtained from the research questions answered and hypotheses tested through data collected and analyzed.

Table 1: Mean responses and ANOVA of respondents on the e-learning skills needed by lecturers for synchronous distance learning in Nigerian universities

S/N	Item Statements	Mean	SD	Decision	Sig.	H ₀
1	Identify and put relevant facilities in place to aid e-learning	3.71	0.45	Needed	.408	NS
2	Make adequate connection to e-learning facilities	3.66	0.49	Needed	.345	NS
3	Prepare e-learning contents	3.64	0.53	Needed	.800	NS
4	Upload prepared lesson on to the internet	3.64	0.55	Needed	.126	NS
5	Connect laptops to server for successful e-learning	3.57	0.62	Needed	.894	NS
6	Connect internet coaxial cable to laptops or other device	3.53	0.61	Needed	.342	NS
7	Install relevant software on laptops for transmitting lesson contents to students at different locations	2.98	0.94	Needed	.064	NS
8	Set up studio or office to aid e-learning	3.22	0.79	Needed	.950	NS
9	Power on every e-learning facility	3.12	0.77	Needed	.800	NS
10	Use information and communication technologies to plan instruction	3.12	0.79	Needed	.435	NS

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11	Put other supportive gadgets or facilities to aid e-learning	3.48	0.58	Needed	.887	NS
12	Testrun the prepared platform before commencement of the e-learning	3.35	0.60	Needed	.500	NS
13	Create interactive e-teaching contents	3.48	0.61	Needed	.738	NS
14	Manage learning activities online	3.53	0.59	Needed	.838	NS

Data in Table 1 revealed that 14 items had their mean values ranging from 2.98 to 3.71, and this showed that the mean value of each item was above the cut-off point of 2.50, indicating that all the 14 e-learning skills were required by lecturers for synchronous distance learning in Nigerian universities. The standard deviation of these items ranged from .45 to .94, indicating that the respondents were close to one another in their opinion. The table also indicated that all the items had their P-value greater than 0.05. This indicated that there was no significant difference in the mean responses of respondents on the 14 e-learning skills required by lecturers for synchronous distance learning in Nigerian universities. Therefore, the null hypothesis of no significant difference was upheld for the 14 e-learning skills.

Table 2: Mean responses and ANOVA of respondents on the e-learning skills needed by lecturers for asynchronous distance learning in Nigerian universities

S/N	Item Statements	Mean	SD	Decision	Sig.	H ₀
1	Give online assignments, tests and examinations for asynchronous distance learning	3.35	0.70	Needed	.971	NS
2	Coordinate and	3.43	0.58	Needed	.849	NS

	monitor assignments, tests and examinations online					
3	Make slideshows for asynchronous distance learning	3.49	0.63	Needed	.594	NS
4	Upload prepared lesson on to the internet	3.38	0.66	Needed	.565	NS
5	Create media rich contents for the teachers and students as well as global audience	3.48	0.58	Needed	.192	NS
6	Install relevant software on laptops for transmitting lesson contents to students at different location	3.29	0.62	Needed	.072	NS
7	Power on every e-learning facilities for asynchronous distance learning	3.24	0.74	Needed	.057	NS
8	Upload notes on websites and blogs for students.	3.39	0.73	Needed	.541	NS
9	Testrun the prepare platform before commencement of asynchronous distance learning	3.43	0.62	Needed	.305	NS
10	Create interactive	3.50	0.68	Needed	.842	NS

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11	e-learning contents for asynchronous distance learning Manage learning websites and blogs for asynchronous distance learning	3.34	0.63	Needed	.971	NS
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Data in Table 2 revealed that the 10 items had their mean values ranging from 3.24 to 3.50, and this showed that the mean value of each item was above the cut-off point of 2.50, indicating that all the 10 e-learning skills were required by lecturers for asynchronous distance learning in Nigerian universities. The standard deviation of these items ranged from .58 to .74, indicating that the respondents were close to one another in their opinion. The table also indicated that all the items had their P-value greater than 0.05. This indicated that there was no significant difference in the mean responses of respondents on the 10 e-learning skills required by lecturers for asynchronous distance learning in Nigerian universities. Therefore, the null hypothesis of no significant difference was upheld for the e-learning skills needed for asynchronous distance learning in Nigerian universities.

Discussion

The result of this study has shown how teaching and learning can still take place despite the challenges that COVID-19 poses. The study revealed that 14 e-learning skills were required by lecturers for synchronous distance learning in Nigerian universities. This means that there are some skills that Nigerian university lecturers require for them to use e-learning for synchronous distance learning. This finding is in agreement with previous findings of Bakare et al (2020), who observed that there are some skills required of university lecturers for them to be able to successfully use e-teaching and e-learning facilities and equipments. This lack of skills could be attributed to the fact that

these university lecturers have not been making use of e-learning; therefore, they do not have the required skills in conducting e-learning. This finding is also in agreement with previous findings of Kakoty, Lal & Sarma (2011), who stated that there are new skills required for acceptance and use of e-teaching and learning facilities.

The result of the study also shows that 10 e-learning skills were required by lecturers for asynchronous distance learning in Nigerian universities. This means that there are some skills that Nigerian university lecturers require for them to use e-learning for asynchronous distance learning. This finding is in line with the findings Ananga (2020), who observed that there are some skills needed for e-learning in the face of COVID-19. The study stated that e-learning should become an option for distance learning delivery, and instructors should have the required skills needed in using them. Since e-learning has been suggested as an option for asynchronous distance learning, it is important that lecturers have the skills needed to use e-learning for asynchronous distance learning.

Conclusion

COVID-19, which started in December 2019 and became a pandemic all over the world in a short time, affected the education sector as well as fields such as health, economy and tourism. Many countries around the world have temporarily closed educational institutions in an attempt to control the spread of the COVID-19 pandemic. These nationwide closures have affected more than 91% of the world's student population. As at the end of April, it is seen that approximately 1.6 billion students have been affected (UNESCO, 2020). To reduce the impact of COVID-19 on learning, the use of e-learning and distance learning has become essential; therefore, the purpose of this study was to assess the e-learning skills needed by university teachers for effective distance learning.

E-learning should be an option for higher education delivery, especially in Nigeria and globally, when COVID-19 has become a

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thorn in the flesh. Due to the peculiar situation in these times, it is strongly recommended that higher education institutions in Nigeria and globally should adopt an e-learning/online mode of delivering instruction in a well and carefully planned manner, until COVID-19 has been properly managed and physical contact could be tolerated again. This would ensure that effectiveness and efficiency, as far as the goals of education for development are concerned, are realized.

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Innovative Distance Learning In Nigerian Universities*

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EDUCATIONAL ACCOUNTABILITY IN NIGERIA: SCHOOL DATA BEYOND STUDENT PERFORMANCE DATA

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Abstract

Nigeria as a country has been in a perpetual struggle to improve its education system. So many factors have been identified as major setbacks to the attainment of the country's educational goals. Some of these factors include: inadequate funding, poor implementation of educational policies, unqualified teachers and lack of accountability. The phrase 'lack of accountability', within the context of this work, refers to inadequate use of data in both the administrative and instructional decision-making process. Different data types are available in schools, but there is little or no research indicating that they are put to optimal use. This underutilization of data resources could be linked to lack of data analytic and interpretation skills on the part of some school administrators and teachers. Overtime, most schools have relied solely on student performance data or students results (grades from tests and government-approved examinations) to measure how well a school is performing in meeting its educational goals. However, research has shown that student performance data, as an output data, is limited because it does not provide information on the processes that led to the output. It is, therefore, necessary to incorporate the input data (demographic, perception and school process data) to get a comprehensive view, identify root causes for

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not meeting goals, and plan the next action steps. Using the method of analysis, this work aims to identify other data types (demographic, perception and school process data) that contribute to the student performance data. This will be followed by the analysis of each data type to determine the role in the school improvement plan. We shall discuss the way forward in using data to improve teaching and learning in Nigeria's school and finally conclude.

Introduction

A lack of data and inadequate use of relevant data to measure teaching and learning are major contributors to the problem facing Nigeria's education system. Addressing this critical problem is essential in monitoring student progress and setting a vision for maximal student learning and overall school effectiveness throughout Nigeria. Utilizing multiple data sources will poise Nigeria's schools to better prepare its youth for their future in a globally competitive society. The purpose of this presentation is to identify and discuss types of data for making instructional and administrative decisions to improve teaching, student learning and overall school effectiveness. The questions guiding this discussion are:

1. What essential data types contribute to improving teaching and ensuring maximal student learning?
2. In what ways do the four types of data support and enhance teaching and learning?

Background

The place of data in the 21st century world cannot be over-emphasized. "Data plays important roles in industries such as manufacturing, entertainment, and service industries such as education, marketing and healthcare" (Del Favero, 2019, p. 1). It is, therefore, necessary that "Decisions made by Educational leaders must be well thought out and based on data and research" (Autin &

Davis, 2019, p. 57). John Dewey (1916), in ‘Democracy and Education’, described education as *learning by doing*. This implies a continuous process of trial and experiments. The above description of education by John Dewey explains why it is proper to have a yardstick for measuring the extent of students’ learning. Most schools rely essentially on test scores as a means of measuring how well students are performing. However, Bernhardt (2000) disclosed that “Test scores alone won't tell you who your students are, which ones are doing well, and why others are not as successful” (p. 1). They show how students are performing but do not assist the school to diagnose problems or manage improvement (Hess, 2008/09). Gathering data in a school means looking at information from three different critical audiences: students, teachers and staff, and the school community (Bernhardt, 2000). Attainment of the above objective involves providing leadership direction to data teams, modeling effective data use, scheduling time for collaborative data-driven conversation and connecting data analysis to clear action steps (Ronka, D. et al., 2008/09).

Review of Literature

A well known author on organizational change in schools, Reeves (2009), affirms that, “Only few candidates will look deeply into the data and guide the conversation about instructional practices, pursuing questions about differences in instruction, curriculum and assessment in the schools” (p. 69). Sustainable change requires understanding and utilizing school information obtained in data to guide meaningful and compelling decisions for school improvement. Bernhardt (2000) revealed that effective data analysis of a school or program includes four different types of data: demographic, perception, student performance and school process data.

Demographic Data

Demographic data provides a statistical representation of the school stakeholders: students, faculty and staff, parents and community. Some of the information provided by this data typically includes

ethnicity, age, gender, marital status, phone numbers, level of education and home address (Del Favero, 2019). School leaders may use demographic data in a variety of ways to inform teaching and learning decisions. For example, school enrollment information helps the school build its profile, including specific information about every student, their families, socio-economic status, and community services. These details help in the preparation to accommodate and meet the student learning needs. It also helps the school to determine the class size as well as the number of teachers needed to accommodate the program of study most efficiently. Teacher-student ratio is used to ensure that the number of teachers and staff is sufficient to provide the required educational services to the students. Information obtained from demographic data helps the school make decisions to meet the academic needs of all students.

Overtime, school leaders will be able to tell from analyzing these data changes that have taken place, identify trends and modify or create new goals based on result of data analysis. Student enrollment information for three years should tell the administrators whether the school enrollment is increasing, declining, or remains constant. Another important benefit of collecting and analyzing demographic data is that it helps a school project budget and resource allocation

Perception Data

Perception data provides vital information on school stakeholders' opinion of the school in a variety of areas. This data typically informs school leaders of what students, teachers, parents, and community members believe about the school climate, the instructional program, school resources, and stakeholder-school relationships. Community members play an important role as objective observers in assessing the overall school environment, programs and service to the people in the community.

Perception data is obtained through surveys, observations and interviews. It identifies areas of strength and opportunities for improvement. Schools gather perception data from stakeholders to assess how well the school is doing in all areas. It is instructive to note that perception data differ according to stakeholders. In gathering this data, survey instruments and interview questions must be designed to elicit the right information from the target stakeholder, either the students, teachers, parents or community. Knowing stakeholder perceptions is critical in creating positive change in the school environment (Autin, 2019). Overtime, this data should be able to indicate how the perception of stakeholders may have changed. Stakeholders' perception of the school will determine action steps defined by school leaders in collaboration with the school improvement team to be included in the school-wide improvement plan.

Student Performance Data

Student performance data describes an education system in terms of standardized test results, grade point averages, standards assessments and other formal assessments (Bernhardt, 2000). Schools, districts and states view performance data as how a student or group of students scores in standardized tests. Assessment under this data type is summative (output data). It does not include information gathered during instruction and formative assessment.

On the other hand, summative assessment is used to measure achievement—how well did the student meet objectives? It occurs after instruction at the end of a unit, the end of a term, or the end of the school year. It is used to assign grades and to determine next level of school (Autin 2020, Del Favero2019). Standardized tests are summative. This data is important in the school improvement process, because it evaluates programs and level of student learning. It also serves as a guide to curriculum development and instructional planning. Over a period of time, this data will be able to indicate the level of progress in students' learning. An analysis of performance

data will reveal trends in school-wide achievement and shed light on academic performance of subgroups.

School Process Data

School process data describes programs and pedagogical practices that support teaching and learning. It comes in a variety of forms and provides information on the day-to-day functioning of the school. This data information can be derived from the master schedule, school academic calendar, professional development data, student discipline data, teacher observation and evaluation data, response to intervention data and non-confidential information from the guidance department (Del Favero, 2019). Information from these sources can be used to measure the overall effectiveness of school processes and programs.

A major benefit of process data is that it helps to identify the root causes of areas of concern in the school's programs. Consequently, decisions can be made regarding appropriate actions to be taken to eliminate concerns and reassess steps for achieving desired outcome. For example, data collected from teacher observations help identify strengths and weaknesses of teachers. This data helps administrators create appropriate professional development plans to address areas of concern to improve teaching. Improving teaching results in improving learning for students.

An optimal benefit of process data is that it allows administrators to gain an understanding of how well the curriculum is being implemented. The short-term analysis of process data demonstrates what we have done in a particular content area of subject or program such as mathematics or the reading program. This allows administrators, program directors and teachers to evaluate how well curriculum is being supported and implemented school-wide. When school process data is analyzed over a period of three to five years, the trend will show the dynamics involved in teaching a content area of the years under review, indicating if there is improvement, retrogression or stagnation.

Critical Role of Data in Education

Data-driven decision-making involves gathering data to determine if a school or district is meeting its purpose and vision (Bernhardt, 2000). It helps to identify the root causes of teaching and learning challenges. Because of the high reliability of data, schools use data to replace guessing with facts when making administrative and instructional decisions. It is through data that the link between teaching practice and student performance can be established (Miller, 2000). Data help educators to assess teaching and learning needs from multiple sources. Evaluating teaching and learning through the lens of demographics, perception, student learning and school process data will provide administrators and teachers with diverse perspectives to diagnose factors contributing to teaching and learning challenges. It helps determine what tools and resources are needed to address concerns. Data collection and analysis provide an accurate profile of the school, including student performance, school culture and climate, governance, community perception and involvement. “Data-driven management should not simply identify effective teachers or struggling students but should also help render schools and school systems more supportive of effective teaching and learning” (Hess, 2008/09). Data analysis results guide the establishment of a comprehensive improvement plan, including goal setting, implementation protocols, and monitoring and evaluation strategies. Overall, data provide the foundation for creating a meaningful school vision and articulation of action steps to accomplish goals (Autin, 2020).

Data and Nigerian Education

Over the years, Nigeria’s education system has constantly struggled in its quest to keep up with the educational advancements of countries around the world. One of the key factors of 21st century advancements in education is the indispensable role of using data in schools to make critical decisions to improve teaching, learning, and school effectiveness at all levels. It is a common practice that educational

institutions in Nigeria engage in a variety of data collection. Data collection begins with the application and enrollment, and continues throughout schooling, including graduation data. The true impact is aborted as currently there is little to no research indicating how school data is used to guide improvements in teaching and learning. This regrettable situation may be indicative of a lack of knowledge and skills in collecting, analyzing and interpreting data by school personnel at all levels. This void may also be attributed to a lack of understanding of the profound role in using data to impact and sustain a school's vision for school improvement. Once this impact is realized, Nigeria is ready to take the first step towards becoming an educationally advanced country, equal to its counterparts around the globe.

The Way Forward - Using Data to Improve Education in Nigeria

To secure a place as an educationally advanced country in the world, Nigeria must institutionalize the collection and use of data in schools. It is a multi-pronged process. Mandatory guidelines must be created to ensure schools at all levels have comprehensive data-driven plan for collecting, analyzing and using results to improve teaching, learning, and overall school effectiveness. State mandatory guidelines must charge schools to establish a school improvement team that will be responsible for the coordination, implementation and monitoring of the schools' data plan. The schools should first engage in an assessment of data sources already in place and identify data sources needed to improve student achievement and overall school effectiveness.

Experts in school improvement warn that gathering high-quality data is not enough. Schools must invest in data teams, data coaches, time in the school calendar for collaborative analysis, developing faculty and staff data analysis and interpretation skills (Boudet & Steele, 2007; Lachat & Smith, 2004; Love, Stiles, Mundry & DiRanna, 2008). This requires professional development for administrators and teachers, an

integral component of the school's data plan. This is critically important to overcome the inhibitions derived from a lack of data analytic skills. Data teams and coaches will guide each school in becoming proficient in using data to improve teaching and learning. "It is only when we articulate the 'why' behind the data and turn the lens on our own teaching and leadership behaviors can we understand how to move from drowning in data to improving professional practice" (Reeves, 2008/09). Moreover, the school improvement team, data team and data coaches must be trained on using the research process to design action research plans for improving and eliminating achievement gaps identified in the data analysis (Autin, 2019). To promote success and ensure accountability to mandatory data guidelines, state education department should provide resources to schools to support their successful implementation of the data guideline requirements. When these measures are in place, each school will advance to the next level of achievement. Collectively, Nigeria is well situated to become an educationally advanced country.

Conclusion

This paper discussed the role of using different kinds of data as an integral component of accountability in Nigeria's schools. It disclosed that apart from student performance data which can be categorized as output, there are other types of data (input data) that complement student performance data. These data include demographic, perception and school process data. These different types of data provide school administrators with vital information to make informed administrative decisions to improve teaching and learning. With the identification of the four data types, this paper examined why data is very fundamental to educators. One of the major reasons is the need to build a school vision and articulate an action plan for school improvement based on verifiable facts from data. Moreover, because there is little to no research indicating that school data is put to good use in Nigeria, action steps were suggested to integrate the collection and use of data in Nigerian schools to enhance teaching and learning.

Educational leaders in Nigeria must understand the central role of data in their school improvement, planning and processes. They also need to know that different data types do not contradict one another. Each provides information which contributes to designing a comprehensive master plan for continuous school improvement.

The intersection of these data provides vital information which, through careful analysis, the school leaders working collaboratively with stakeholders (faculty, parents and community members) will be able to identify areas of strength and opportunities for improvement. The resulting plan will provide a reliable roadmap for accomplishing goals and realizing the school vision for maximal learning for all students.

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INNOVATION IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) INSTRUCTIONAL DELIVERY: PROBLEMS AND PROSPECTS

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Abstract

This study investigated the problems and prospects of innovation in instructional delivery in Technical and Vocational Education and Training (TVET) programmes in public universities in Enugu State, Nigeria. Two research questions and one hypothesis guided the study. The study used survey research design and was carried out in Enugu State, Nigeria. The population of the study was 303 TVET educators, comprising 138 lecturers and 165 instructors of TVET, drawn from public universities with TVET programmes in Enugu State. Questionnaire was used for data collection by the researchers with the help of one research assistant. The instrument was validated by three experts from TVET programmes in University of Nigeria Nsukka. Cronbach Alpha reliability method was used and an overall reliability coefficient of

0.87 was obtained. Data generated were analyzed using mean, standard deviation, and t-test which was used to test the hypotheses at 0.05 level of significance. Generally, the study found out that innovation in instructional delivery of technical and vocational education and training (TVET) programme in public universities in Enugu State is a welcome development and will be of great help in improving skills acquisition techniques, if the challenges associated with innovation are handled appropriately. The paper recommended, among others, the need for TVET educators to employ innovation in instructional delivery in TVET programmes, despite its challenges; also, stakeholders should collaboratively ensure that innovative equipment and facilities that will aid in instructional delivery in TVET programmes are provided in public universities in Enugu State.

Keywords: TVET, TVET innovation, innovation in TVET instructional delivery

Introduction

The development of new digital technology has affected so many areas of education, including the instructional delivery of technical and vocational education and training (TVET). Technical and vocational education and training (TVET) is a programme offered at different institutions that is aimed at acquisition of scientific knowledge and practical skills for economic and technical growth of a country. Audu, Kamin& Balash (2013) defined TVET as the education for work or occupation that is geared towards the needs of the industries and work force. TVET is understood as comprising education, training and skills development relating to a wide range of occupational fields, production processes, services and livelihoods (ILO, 2020). TVET, thus, is considered as a key instrument for equipping the workforce with the skills required for the ‘jobs of

tomorrow' (Tether et al., 2005). Technical, Vocational Education and Training is offered at secondary, post-secondary and tertiary levels and has the greatest potential to generate employment, sustain employment and reduce poverty in a society. TVET programme in the tertiary institution offers some programmes, including agricultural education, business education, computer education and industrial technical education based on the capability each institution can carry. This study considered the TVET programmes as a whole, since their instructional delivery is the same. UNESCO (2015) enumerated the component of TVET to include: the development of literacy and numeracy skills, transverse skills, citizenship skills, among others. The development of new digital technology has in many ways transformed TVET skills to embrace the innovation in education, work and society.

Innovation is described as a new or improved product that differs significantly from the previous products and that has been made available to potential users (OECD/Eurostat, 2018). Innovation is capable of introducing new skills demands that impact education, training and employment. European Commission (2011) and OECD (2015) maintained that innovation is the main driver of future social and economic development. Innovation and technical changes are said to be associated with an increasing demand for high-skilled workers, and a declining demand for low-skilled workers in modern economies (Arundel et al., 2006; Edquist, 2005). Innovation, therefore, is perceived as a 'solution' to different types of social, economic and environmental problems, with a specific focus on skill demand. TVET institutions innovate in different dimensions (organizational practices, ecosystem, teaching and learning processes, and products services). This study concentrated on the innovations in the teaching and learning processes (instructional delivery) of technical, vocational education and training programmes.

Instructional delivery is the art of teaching that creates impact in the intellectual, economic and social development of a learner. Chapuis

(2003) defines instructional delivery as a combination of knowledge and skills required for effective teaching. Logan and Logan, in Agina-Obu & Onwugbuta-Enyi (2017), described instructional delivery as a creative process which involves an imaginative person, who utilizes prior experiences, combines material, methods, ideas and media in new and existing ways which help learners integrate learning and reinforce concepts. Chika and Ebeke (2007) observed that among many factors that influence learners' achievement in schools, teachers' instructional delivery seems to be the most critical intervening factor. A good instructional delivery, therefore, is the door way through which individuals could be imparted with skills and knowledge leading to reduction of unemployment, increase in economic development, poverty reduction and transformation of people's attitude in their occupations. Innovations in TVET instructional delivery approaches and techniques refer to the development and implementation of new and relevant teaching and learning processes that aim to improve effectiveness, equity and delivery of TVET programmes. Innovations in TVET teaching and learning are mostly seen in the use of information and communications technology (ICT). ICT can be seen as any device, networking components, applications and systems that allow people to interact in the digital world. It is also considered as the use of technological tools for exploring knowledge, supporting learning by construction to improve the effectiveness of teaching and learning (Januszewski, 2001). The use of ICT in instructional delivery of TVET will help learners to familiarize themselves with new technology being used in different economic sectors and to develop the technical skills necessary in modern processes and implementation. ICT applications, according to Adaka (2010), provide assistive technology and bring to mind high-technology (hi-tech) devices that enhance meeting the needs of all categories of learners. Some of the ICT applications that should be used in TVET instructional delivery include; distant learning, open learning, fixable learning, blended learning, mobile learning, virtual reality, among

others. These applications can only be successful if the ICT tools and resources, such as computers, smart board, projectors and other projected materials that facilitate learning and improve performance are available. Bukhari (2010); Singh and Hardaker (2014); Ahmed (2010); Hu and Hui (2012); Fu et al. (2007) are of the view that non- or poor availability of infrastructures and awareness and abysmal management of innovation tools have been hindering most teachers from using innovative instructional delivery in TVET programmes. Drent & Meeliseen (2008) maintained that some challenges in the use of innovative facilities are seen in the installation, operation, maintenance of facilities, staffing, among others. Other barriers, according to UNESCO-UNEVOC (2019), include internal resistance to change teaching methods, pedagogical practices, the lack of access to new pedagogical equipment and others. Cedefop (2015), in his study, indicated that some of the barriers that may hinder the innovation in TVET instructional delivery are the culture of teachers and schools, such as pressure of work, habit, lack of confidence, among others. Universities must, therefore, seek effective ways of ameliorating the challenges facing the innovation in TVET instructional delivery. Tinio (2002) is of the view that issues like digital culture and literacy, ICT and teacher professional development, global awareness, investment benefits in ICT, resource constraint context, effectiveness, cost, equity, and sustainability should be looked into. Also, the acquisition of innovation skills in TVET instructional delivery should be addressed in pre-service teacher training and built on and enhanced in-service. Some prospects of using innovations in TVET instructional delivery, according to Frederick (2015), should include: empowerment of learners, enhancement of creativity and flexibility to instructional delivery, achievement of better value, development of professional workforce and fulfilled and curious citizens. Teachers and trainers will also need support through professional development programmes. More so, there should be monitoring, evaluation and quality assurance systems as it concerns innovation in TVET instructional delivery in the universities. Lack of innovation in TVET instructional delivery in

universities has contributed much in lack of student engagement, satisfaction, perceptions, achievement, progression and motivation evidence in unemployment rate of TVET graduates (Cedefop, 2015). Seatter and Ceulemans (2017) maintained that traditional methods of TVET instruction, such as lecture-driven delivery, have inadequately equipped students with the required competencies to make the transition from the classroom to today's real-world work. This can be attributed to the challenges encountered in the use of innovative instructional delivery in TVET programmes. This study, therefore, aimed at investigating the challenges that hinder the application of innovations in TVET instructional delivery and ways of emolliating them.

Purpose of the Study

The general purpose of this study is to investigate innovation in TVET instructional delivery, with its problems and prospects in technical vocational education and training programmes in Enugu State, Nigeria.

Specifically, the study determined:

1. To investigate the challenges of innovation in instructional delivery of TVET programmes in public universities in Enugu State.
2. To investigate the challenges of innovation in instructional delivery of TVET programmes in public universities in Enugu State.

Research Questions

The following research questions guided the study:

1. What are the challenges of innovation in instructional delivery of TVET programmes in public universities in Enugu State?
2. What are the challenges of innovation in instructional delivery of TVET programmes in public universities in Enugu State?

Research Hypothesis

There is no significant difference in the mean response of lecturers and instructors on the challenges of innovation in instructional delivery of TVET programmes in public universities in Enugu State.

Methodology

The study adopted survey research design and was carried out in Enugu State, Nigeria. Two research questions and one hypothesis guided the study. The population of the study was 303 TVET educators, comprising 138 lecturers and 165 instructors of TVET drawn from public universities with TVET programmes in Enugu State. There was no sampling, since the population is of manageable size. A structured questionnaire was used for data collection. The instrument was validated by three experts. Cronbach Alpha reliability was used and an overall reliability coefficient of 0.87 was obtained. The data were collected by the researchers with the help of one research assistant. Out of 303 copies of the questionnaire administered, only 288 copies were retrieved, giving a 95% return rate. Data collected were analysed using mean and standard deviation to answer the research questions and t-test was used to test the hypothesis at 0.05 level of significance. Any mean value that is greater than or equal to 2.50 was accepted, while mean values less than 2.50 were rejected. However, the null hypothesis was accepted if the p-value (t-calculated) is greater than 0.05 level (t-critical), but the null hypotheses was rejected if the p-value (t-calculated) is less than 0.05 level value of the t-critical.

Results

Table 1

1. Mean and standard deviation of the response of lecturers and instructors on the challenges of innovation in instructional delivery of TVET programmes in public universities of Enugu State.

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2.

S/N	Item Statements	Mean	S.D	P-values	Remarks	SIG
1	Unavailability of ICT tools in the universities	2.73	0.71	0.17	Agree	NS
2	Poor awareness, poor infrastructures and poor management of innovation in TVET instructional delivery	2.61	0.77	0.16	Agree	NS
3	Lack of skill for installation of innovation equipment	2.35	0.76	0.19	Agree	NS
4	Lack of skill for operation and maintenance of innovation facilities.	2.57	0.67	0.31	Agree	NS
5	Lack of time, resources and experienced staff	2.51	0.79	0.19	Agree	NS
6	Resistance to changes in teaching method	2.75	0.69	0.09	Agree	NS

S/N	Item Statements	Mean	S.D	P-values	Remarks	SIG
7	Resistance to change pedagogical practices	2.63	0.72	0.131	Agree	NS
8	Lack of access to new pedagogical equipment	2.54	0.66	0.11	Agree	NS
9	Influence of teachers culture and school culture	2.66	0.77	0.18	Agree	NS
10	Pressure of work and habit to work	2.57	0.64	0.16	Agree	NS
11	Lack of confidence on teachers	2.60		0.14	Agree	NS
12	Lack of investment on the part of government	2.51	0.60	0.06	Agree	NS

Keys: SD- Standard deviation; REM-Remark; NS-Not significant.

The data in table 1 revealed that all the 12 items have their mean values above the cut-off point of 2.50, indicating that the 12 items pointed out the challenges militating against innovation in TVET instructional delivery in public universities in Enugu State. On other hand, the standard deviations of all the 12 items in table 1 range from 0.79-0.60, showing that the respondents were not far from each other in their responses. On the other hand, the hypothesis showed that all the 12 items in table 1 have their p-values greater than 0.05 level of significance. The null hypothesis was, therefore, accepted. This means that there is no significance difference in the mean responses of the

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TVET lecturers and instructors on the items suggested hindering innovations in TVET instructional delivery in public universities in Enugu State.

Table 2

3. Mean and standard deviation of the responses of TVET lecturers and instructors on the solutions to the challenges of innovation in instructional delivery of TVET programmes in public universities in Enugu State.

S/N	Item Statements	Mean	S.D	Remarks
1	TVET teachers should incorporate digital culture and literacy.	2.64	0.64	Agree
2	There should be teacher professional development on innovative instructional delivery.	2.59	0.71	Agree
3	There should be awareness of innovation instructional delivery of TVET.	2.67	0.66	Agree
4	TVET stakeholders should invest into innovation of TEVT instructional delivery.	2.55	0.67	Agree
5	There should be equity in the distribution of innovation equipment in universities.	2.63	0.79	Agree
6	Acquisition of innovation skills in TVET instructional delivery should be addressed in pre-service and in-service trainings of TVET teachers.	2.77	0.65	Agree
7	There should be empowerment of learners.	2.52	0.72	Agree

S/N	Item Statements	Mean	S.D	Remarks
8	There should be enhancement of creativity.	2.57	0.66	Agree
9	There should be flexibility in TVET instructional delivery.	2.56	0.77	Agree
10	There should be support for TVET professional development.	2.73	0.71	Agree
11	There should be monitoring and evaluation as it concerns TVET innovative instructional delivery.	2.35	0.77	Agree
12	There should be quality assurance system as it concerns TVET innovative instructional delivery.	2.73	0.64	Agree

Keys: SD- Standard deviation; REM-Remark.

The data in Table 2 revealed that the 12 items listed as the challenges of innovation in instructional delivery of TVET programmes in public universities in Enugu State have their mean values all above the cut-off point of 2.50, indicating that the items suggested are necessary challenges of innovation in instructional delivery of TVET programmes in public universities in Enugu State. The standard deviation of the 12 items ranges from 0.79-0.64, showing that the respondents were not far from each other in their responses.

Discussion

The finding of the study in table 1 revealed that the 12 items that were pointed out as the challenges hindering the innovation of TVET instructional delivery were all accepted by the respondents. The implication of this finding is that the innovation in TVET instructional delivery in public universities in Enugu State is being hindered by many factors which, in turn, affect students' acquisition of the innovative skills and employment after graduation. This is in line with

Cedefop (2015), who noted that lack of innovation in TVET instructional delivery in universities has contributed much in lack of student engagement, satisfaction, perceptions, achievement, progression and motivation evidence in unemployment rate. Drent & Meeliseen (2008) also maintained that challenges of innovation in TVET instructional delivery are seen in the installation, operation, maintenance of facilities, among others. Supporting this, UNESCO-UNEVOC (2019) indicated some challenges to TVET instructional delivery to include; internal resistance to change teaching methods, pedagogical practices, lack of access to new pedagogical equipment, and others. There is need, therefore, to look into ways of eradicating these challenges for proper innovation in TVET instructional delivery in public universities in Enugu State.

The finding of the study in table 2 revealed that the 12 items that were suggested as the challenges to the innovation in TVET instructional delivery in public universities in Enugu State were all accepted as ways to eradicate the challenges for proper innovation in TVET instructional delivery. The implication of these findings is that the effectiveness of using innovation in TVET instructional delivery is based on following the above suggested solutions to the challenges. This is in line with Tinio (2002) who is of the view that issues like digital culture and literacy, teacher professional development, among others, should be looked into for proper innovation in instructional delivery. Also, TVET instructional delivery should be addressed in pre-service teacher training and built on at in-service training of teachers. More so, Frederick (2015) suggested some solutions to challenges of using innovations in instructional delivery to include: empowerment of learners, enhancement of creativity and flexibility to instructional delivery. It is, therefore, necessary that these should be used to address the challenges of using innovation in TVET instructional delivery in public universities in Enugu State.

Conclusion

The importance of TVET instructional delivery in universities cannot be over-emphasized. The digital age has brought in the growing need for innovation in TVET instructional delivery in the universities. However, much needs to be done to address the challenges hindering the implementation of innovations in TVET instructional delivery. TVET programmes in the universities should, therefore, incorporate the way out of these challenges to enhance the production of graduates with high-level skills needed in the digital world of work.

Recommendations

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

1. TVET educators should employ innovation in instructional delivery in TVET programmes, despite its challenges.
2. Stakeholders should collaboratively ensure that innovative equipment and facilities that will aid in instructional delivery in TVET programmes are provided in public universities in Enugu State.
3. TVET stakeholders should organize trainings in form of in-service conference and workshop for the update of TVET teachers' skills and knowledge in innovative instructional delivery.
4. TVET stakeholders should ensure adequate funding to facilitate innovation in instructional delivery that will aid youth employment.

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INNOVATIVE STRATEGIES: PANACEA FOR BUSINESS EDUCATION GROWTH AND DEVELOPMENT

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Abstract

This study determined innovative strategies as a panacea for business education growth and development in Enugu State, Nigeria. Two research questions guided the study, while two null hypotheses were formulated to guide the study. Descriptive survey research design was adopted for the study. The population for the study consists of 31 business education lecturers and instructors in public universities in Enugu State, Nigeria. The instrument for data collection was the researchers' developed questionnaire that was face validated by three experts. The questionnaire had 12-item statements titled: Innovative Strategies: Panacea for Business Education Growth and Development Enugu State, Nigeria Questionnaire (ISPBEGDQ). The reliability was ascertained using Cronbach Alpha reliability method, with an overall coefficient of .87. Data collected from the respondents were analyzed using mean to answer the research questions and the t-test statistic to test the null hypotheses at $p \leq 0.05$ level of significance. Findings revealed that innovative strategies in business education will, among other things, help in the growth and

development of the programme in Enugu State, Nigeria. The study recommended that business educators in Enugu State should be trained and re-trained on the use and application of innovative strategies and techniques so as to be abreast of the trend. There is need to provide innovative strategies platforms and equipment that will aid the teaching and learning in business education. Also, orientation on the need to promote innovative strategies among business educators and stakeholders should be encouraged for efficient and effective service delivery.

Keyword: Innovation, innovation strategies, business education, growth and development

Introduction

Innovation is the strength for growth and security of any society. By it, new technologies, products, services, education and organizations create jobs and rejuvenate industries. To reap the gains of innovation, policy makers need to understand how innovation is changing and what this implies for education and training policies. Innovation involves the entire process, starting from a kernel of an idea, continuing through all the steps to reach a marketable product and education processes that change the economy (Edison, Ali and Torkar 2013). Harnessing the benefits of innovation within the education sector itself is a key challenge. To do so, effective and evidence-based governance mechanisms are needed to encourage, facilitate and help measure innovation in education systems. Atakpa, in Emeasoba (2018), viewed innovation as the application of better solutions that meet new requirements, unarticulated needs or existing market needs. Innovation also implies that societies, education and training systems must empower people to advance and quickly respond to new skills needs generated by innovative strategies.

Strategies are plans or ways of attaining an aim. Freedman (2013) viewed strategy as a pattern or plan that integrates major goals, policies and actions into a cohesive whole. It is a broad action plan which leads to achieving a goal. Strategy is opined by Wilson (2012) as the creation of a unique and vulnerable position of tradeoffs in competing, involving a set of activities that neatly fit together, that are consistent, as well as reinforce and ensure optimization of effort. When the planned goal of an individual or institution is achieved, innovative strategy is said to have taken place.

Innovative strategy is seen as the birthing of a new idea into reality. In the opinion of Hamel, in Okanazu (2018), innovation strategy could be incremental or radical, depending on the arena it is used. The need for innovative strategy in business education cannot be overemphasized. Innovation in business education involves the revolution of the teaching and learning process into an active, dynamic, new and inspiring experience that will benefit its recipients. It implies an education that equips and empowers people to innovate and quickly respond to new skill needs generated by innovation. A range of innovation policy instruments are examined to identify how countries do or could foster educational ecosystems that facilitate self-sustained improvement and leave room for experimentation and radical innovation. A number of questions are raised to provide incentives and opportunities for innovation strategies in business education. They include:

- Does the rate of innovation increase when business educators are spurred on by competitive incentives?
- How much room does innovation strategies leave central and school-based approaches to curriculum decision-making?
- How do policy makers and educators need to develop a systemic approach when adopting technology-based innovations in business education?
- How best to integrate technology into classroom teaching, among others.

The ability to measure innovation is essential to an improvement strategy in business education. It also includes knowing whether and how much practices are changing within classrooms and educational organizations, and to what extent change is linked to improvements, strengthens the education knowledge base which informs policy making (Pitan 2016). New comparative information about innovation in education compared to other sectors is equally important. Quality in business education is relevant if growth and development is to be achieved.

Growth is the physical increase in some quantity over time. It includes physical changes in terms of height, weight, body proportions and general physical appearance. According to Bogin (2010), it involves both structural and physiological change. Growth is seen as change in size, in proportion, disappearance of old features and acquisition of new ones. Growth is one of the parts of the developmental process. Development refers to the qualitative changes in the organism as whole. Development is a continuous process through which physical, emotional and intellectual changes occur. It is a wider and comprehensive term than growth. It is also possible without growth. Development is a continuous and gradual process. According to Crews and Bogin (2010), development is concerned with growth as well as those changes in behaviour which result from environmental situation. Development refers to change through time, but not all changes are developmental. Developmental changes are systematic rather than haphazard, and successive rather than independent of earlier conditions. Therefore, development is a process of change in growth and capability over time due to function of both maturation and interaction with the environment. Development encapsulates the process of economic, political, educational and social transformation of both the individual and the society (Hasna 2014). Though subject to different interpretations, development is dynamic and changes with situations, including in the education sector.

Education is a light that shows mankind the right direction to surge. The purpose of education is not just making a student literate but to add rationale thinking, knowledgeably and self-sufficiency (Teo and Wong 2000). In today's era, information and knowledge stand out as very important and critical input for growth and survival. Rather than looking at education simply as a means of achieving social uplift, the society must view education also as an engine of advancement in an information era propelled by its wheels of knowledge and research leading to development (OECD 2014). When there is a willingness to change, there is hope for progress in any field. Creativity can be developed and innovation benefits both students and teachers in business education.

Business education is an engine for the growth and progress of any society (Mourshed, Farrell and Barton 2013). It not only imparts knowledge, skills and inculcates values, but it is also responsible for building human capital which breeds, drives and sets technological innovation and economic growth and conflict management (Madu, Okanazu and Anorue 2020). Business education is an institutions' programme that utilizes diverse technologies to promote and enhance teaching and learning (Etonyeaku, Onuoha and Kanu 2016). Business courses in tertiary institutions are designed to equip graduates with necessary skills and knowledge required to meet the dynamic nature of the ever-changing nature of the world of work. Business education is viewed by Ajisafe (2015) as a form of vocational education that is geared towards developing the learner to become a productive entrepreneur, paid employee, self-reliant, and even engage in the teaching business. According to Adedeji (2009), business education provides manpower with requisite knowledge, skills and attitude for harnessing other resources for productive purposes which will go a long way to improving or advancing the national economy.

Innovative strategies in business education can help create jobs for the individual and the society, thereby reducing poverty. It creates access to employment and social opportunities that are more affordable and efficient (Gazier 2019). The main element of skills for innovation in business education involves; technical skill (know-what and how), behavioural and social skills (self confidence, energy and perseverance, passion, leadership, collaboration and communication), skill in thinking and creativity (critical thinking, observation, curiosity, ability to make connection, imagination, etc) (Mourshed, Farrell and Barton 2013). In developing skills for innovation, there is need for innovation strategy in education and training which explores the role of business education and training system and fosters the dispositions and skills that are conducive to innovation. In innovation-driven societies, education and training systems must empower people to innovate and to quickly respond to new skills needs generated by technological and organizational change (Mevarech and Kramarski 2014).

A range of innovation strategy policy instruments are necessary to identify how to foster educational ecosystems that facilitate self-sustained development and encourage experimentation and radical innovation in business education (Foray and Raffo 2012). It will help to see how students demonstrate creative and critical thinking skills. This will help to establish explicit change and developmental standards for tertiary education (Enugu State universities inclusive) in choosing dimensions of creative and critical thinking skills. The problem of this study, therefore, determines innovative strategies as panacea for business education growth and development in Enugu State, Nigeria.

Purpose of the study

This study aimed at determining innovative strategies as panacea for business education growth and development in Enugu State, Nigeria.

Specifically, the study sought to;

1. Identify innovative strategies necessary for business education growth and development in Enugu State, Nigeria.
2. Examine how business education can be used to achieve growth and development in Enugu State, Nigeria.

Research Questions

The following research questions guided the study:

1. What are the innovative strategies necessary for business education growth and development in Enugu State, Nigeria?
2. How can business education be used to achieve growth and development in Enugu State, Nigeria?

Hypotheses

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

H0₁: There is no significant difference in the mean ratings of business education lecturers and instructors on innovative strategies necessary for business education growth and development in Enugu State, Nigeria.

H0₂: There is no significant difference in the mean ratings of business education lecturers and instructors on how business education can be used to achieve growth and development in Enugu State, Nigeria.

Methods

The study adopted a descriptive survey research design. The population of the study was 31 respondents. This comprised 23 business education lecturers and instructors from University of Nigeria, Nsukka and 8 business education lecturers and instructors from Enugu State University of Science and Technology, Enugu. There was no sample due to the manageable number of the population. Data collection instrument was researchers-developed questionnaire

titled; ‘Innovative Strategies: Panacea for Business Education Growth and Development Questionnaire’ (ISPBEGDQ). The questionnaire contained two sections: A and B. Section A elicited information on the demographic characteristics of the respondents with two items. Section B provided answers on the two research questions posed for the study. The section was designed on a cluster of two. Each cluster contained six items structured on a four-point rating scale of strongly agree (4-points), agree (3-points), disagree (2-points) and strongly disagree (1-point). The instrument was face validated by three validates, two of them were from Business Education Department and one from Science Education Department (Measurement and Evaluation Unit), all from the University of Nigeria, Nsukka. The overall reliability coefficient value of 0.87 was obtained after a trail test using the Cronbach Alpha Method. The choice of this method was informed by Udoh (2014) and Nworgu (2015) who noted that it is most appropriate for the determination of the reliability of items in rating scale. Data collected were analyzed using the mean to answer the research questions. The criterion mean of 2.50 was used to accept an item as mean scores below 2.50 were disagreed. The t-test statistic was used to test the null hypotheses at 0.05 level of significance. A null hypothesis was considered accepted if the calculated probability value is greater than 0.05 level of significance, but rejected if the calculated probability value is less than 0.05 level of significance.

Result

Table 1: Mean ratings of respondents on innovative strategies necessary for business education growth and development

S/N	Item statements	Lecturers n =25 x̄	Remark	Instruct or n =6 x̄	Rem ark
1.	Revolution of the teaching and learning process	2.78	Agree	2.69	Agree

2.	through partnership Inculcating skills that equip and empower people to innovate and quickly respond to new skill needs generated by innovative strategies	2.55	Agree	2.82	Agree
3.	Application of innovation policy instruments that facilitate self-sustained improvement	2.45	Disagree	2.57	Agree
4.	Provision of forum that encourages experimentation and radical innovative strategies	2.77	Agree	2.88	Agree
5.	When business educators are spurred on by competitive incentives	2.37	Disagree	2.64	Agree
6.	Understanding need for a systemic approach when adopting technology-	2.89	Agree	2.41	Disagree

based innovations in business education	Cluster Mean	2.63	Agree	2.68	Agree
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Table 1 shows the mean scores of agree for lecturers on items 1(2.78), 2(2.55), 4(2.77), and 6(2.89), but disagree items for 3(2.45) and 5(2.37). The table further indicates the mean scores of agree for instructors on items 1(2.69), 2(2.82), 3(2.57), 4(2.88) and 5(2.64), while item 6(2.41) has mean score below the criterion mean of 2.50 as disagree. The cluster mean of 2.63 for lecturers and 2.68 for instructors is an indication of variety of innovative strategies necessary for growth and development in Enugu State. Revolution of the teaching and learning process through partnership, inculcating skills that equip and empower people to innovate and quickly respond to new skill needs generated by innovative strategies, application of innovative policy instruments that facilitate self-sustained improvement, provision of forum that encourages experimentation and radical innovative strategies were some of the necessary strategies.

Table 2: Mean ratings of respondents on how business education can be used to achieve growth and development

S/N	Item statements	Lecturers n =25 \bar{x}	Remark	Instr uctor n =6 \bar{x}	Remark
1.	Diversifying business opportunities through impartation of knowledge, skills and	2.87	Agree	2.93	Agree

2.	values Creation of awareness on business education programmes for the growth and progress of the society	3.15	Agree	2.67	Agree
3.	Enhancement of business education skill for profit maximization which breeds innovation and economic growth	2.39	Disagree	2.75	Agree
4.	Provision of functional business education to our teaming youth for growth and survival	2.79	Agree	3.18	Agree
5.	Building team spirit for wide-range growth and	2.73	Agree	2.46	Disagree

6.	development Provision of business education in- service training for stakeholders	2.98	Agree	2.45	Agree
	Cluster Mean	2.84	Agree	2.67	Agree

Table 2 shows the mean scores of agree for lecturers on items 1(2.87), 2(3.15), 4(2.79), 5(2.73) and 6(2.98), but disagree items for 3(2.39). The table further indicates the mean scores of agree for instructors on items 1(2.93), 2(2.67), 3(2.75), 4(3.18) and 6(2.41), while item 5(2.45) has mean score below the criterion mean of 2.50 as disagree. The cluster mean of 2.84 for lecturers and 2.67 for instructors is an indication of variety of innovative strategies necessary for growth and development in Enugu State. Diversifying business opportunities through impartation of knowledge, skills and values, creation of awareness on business education programmes for the growth and progress of the society, provision of functional business education to our teaming youth for growth and survival, provision of business education in-service training for stakeholders were some of the ways on how business education can be used to achieve growth and development.

Table 3: t-test analysis of significant difference in the mean ratings of business education lecturers and instructors on innovative strategies necessary business education growth and development

Respondent	No of Respondents	X	SD	Df	P _{value}	Level of Sig.	Remarks
Lecturers	23	2.63	.26	366	39	.05	Acceptable
Instructors	6	2.8	.23				

With P_{value} (.39) greater than .05 level of significance, the null hypothesis is hereby accepted. This implies that significant difference was not found in the mean ratings of business education lecturers and instructors on innovative strategies necessary for business education growth and development in Enugu State, Nigeria.

Table 3: t-test analysis of significant difference in the mean ratings of business education lecturers and instructors on how business education can be used to achieve growth and development

Respondents	No of Respondents	X S D	Df	P_{value}	Level of Sig.	Remark
Lecturers	23	2.72	28	.73	.05	Acceptable
Instructors	6	2.56	36			

Table shows that the calculated P_{value} (.39) greater than .05 level of significance; the null hypothesis is hereby accepted. This means that significant difference was not found in the mean ratings of business education lecturers and instructors on innovative strategies necessary for business education growth and development in Enugu State, Nigeria.

Discussion of Results

Findings in research question one showed that there are various innovative strategies necessary for business education growth and development in Enugu State, Nigeria. Some of the ways it has

achieved this purpose, as indicated by respondents, were; revolution of the teaching and learning process through partnership, inculcating skills that equip and empower people to innovate and quickly respond to new skills needs generated by innovative strategies, application of innovation policy instruments that facilitate self-sustained improvement, provision of forum that encourages experimentation and radical innovative strategies. The above were some of the necessary strategies. This view is supported in the findings of Hamel, in Okanazu (2018), who said that innovative strategy could be incremental or radical, depending on the arena it is used. The need for innovative strategy in business education cannot be overemphasized. Innovation in business education involves the revolution of the teaching and learning process into an active, dynamic, new and inspiring experience that will benefit its recipients. This view agrees with Mevarech and Kramarski (2014) who saw business education as innovation-driven education and training systems that empower people to innovate and to quickly respond to new skills needs generated by technological and organizational change.

Findings in research question two proved that the respondents considered diversifying business opportunities through impartation of knowledge, skills and values, creation of awareness on business education programmes for the growth and progress of the society, provision of functional business education to our teaming youth for growth and survival, provision of business education in-service training for stakeholders, among others, as some of the ways on how business education can be used to achieve growth and development. This finding is in agreement with the view of Atakpa, in Emeasoba (2018), who viewed innovation as the application of better solutions that meet new requirements and unarticulated needs or existing market needs. Innovation also implies that societies, education and training systems must empower people to innovate and quickly respond to new skills needs generated by innovative strategies. It is in agreement with Adedeji (2009) who emphasized that business education provides manpower with requisite knowledge, skills and attitude for harnessing

other resources for productive purpose which will go a long way to improving or advancing the national economy used to achieve growth and development.

The result of hypothesis one shows that there is significant difference in the responses of the respondents on revolution of the teaching and learning process through partnership, inculcating skills that equip and empower people to innovate and quickly respond to new skills needs generated by innovative strategies, application of innovation policy instruments that facilitate self-sustained improvement, provision of forum that encourages experimentation and radical innovative strategies. The above were some of the necessary strategies, among others. In other words, it is important that quality is attached to business education in all institutions of learning, as innovative strategies are necessary for business education growth and development in Enugu State, Nigeria.

Result of hypothesis two proved that there is no significant difference in the mean responses of the respondents on how business education can be used to achieve growth and development. This is because gaining in business education will help recipients to be independent, self-reliant and productive citizens of the society, which are important tools for achieving growth and development.

Conclusion

The study has actually established the fact that recent changes in the external environment, such as internalization of education, technological innovations, as well as labour market demands for new skills, inevitably lead to a shift in perception about business education and societal expectations about institutions. This is because quality in endeavours is not determined by end product but by the process leading to the end product which only innovative strategies in business education can unravel.

Recommendation

Based on the findings of the study and the conclusion reached, the following recommendations are made:

1. The study recommended that business educators in Enugu State in particular should be subjected to in-service training and re-training on the use and application of innovative strategies and techniques so as to be abreast of the trend.
2. There is need to provide innovative strategies platforms and equipments that will aid teaching and learning.
3. Orientation on the need to promote innovative strategies among business educators and stakeholders should be encouraged for efficient and effective service delivery.

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INNOVATIVE TRENDS AND ADVANCES IN EDUCATION AND COMMUNICATION IN AFRICA

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Abstract

Education and communication on the African continent are almost as old as humanity. Education is gotten through communication, but the objective or goal of quality education is yet to be realized. The obvious reason behind this is doing things always in a stereotypical way, or doing things in the same way, and then expecting different results at the end. The raison d'etre for education is enlightenment and development of the whole human person; it is aimed at cultivation of the mind, which is fundamental in all developments. The question now is: How much has education helped to improve African mentality, better the lot of Africans? Also, how far are they imbibing this development or transformation through communication and education? The main purpose of this research is to see innovative trends and advances, and we do this in philosophical style, through analytical method. We clarify expression by elucidation of its use in a discourse. We analyze concepts, words, ideas, experiences, etc., in order to bring deeper meanings and clarity of thought. Using Nigeria as an example, we see that the country is gradually experiencing astounding progress in technological application to the fields of education and Information and Communication Technology. In the education sector, as well as in

communication, technologies as computers, projectors, laptops, I-pads, digital libraries and the likes, have enhanced communication, learning and research in no small measure. The biggest appreciation of technological boost in Nigeria today is seen in the Information and Communication Technology (ICT) sector. GSM technologies, up-to-date android versions, smart phones, latest laptops, I-pads, etc., have really made Nigerians feel like cosmopolitan citizens alongside their colleagues in developed worlds or countries.

Key words: Innovation, trend, advance, education, communication and Africa

Introduction

Looking at some countries in Africa, like Nigeria, South Africa, Ghana and the likes, we conclude that Africa is a developing continent. And likewise, with the Nigerian experience, we see that Nigeria is also a developing country, not as technologically advanced as the United States, France and most European and Asian nations, but the far-reaching worlds of technological revolution today has caught up with her. That the remarkable achievements or advancements of science and monumental technological feats have cut across all sectors of society: health, biomedical technology, transport, education, information and communication technology and the banking sector cannot be over emphasized. Other amazing areas where this candid transformation has been felt are in building and construction, power (electrical) generation, agriculture, military\warfare technology, industrialization, automation, among others. However, the main thrust of this research is to portray the innovation and novelties made in the areas of education and communication, mostly in education, owing to the scope or limitation of this research. But we must include communication, because education goes with communication, for it is through classroom or lecture hall communication that knowledge is transmitted to students, and of course through certain media.

Worthy of mention is the fact that the innovations in the different sectors of society in African countries are not solely the product or dividend of their governmental leadership, as many are the collaborative efforts of international and national agencies, foreign and local non-governmental organizations, religious bodies and the likes, with the leaders of the particular country in question. Taking United Nations Educational, Scientific and Cultural Organization (UNESCO) as an example, which we know is an international agency that seeks to build peace through international cooperation in education, the sciences and culture. In their mission in brief, it portrays that:

Owing to inadequacy of political and economic arrangements of governments to bring lasting and sincere support to the people, UNESCO holds that peace must be built upon intellectual and moral solidarity of humans. Owing to this UNESCO develops educational tools to help people live as global Citizens free of hate and intolerance. UNESCO works so that each child and citizen has access to quality education.¹

We now first define the basic concepts in this work before plunging into deep analysis; we start with innovation and trend.

Innovation - Innovation is the creation, development and implementation of a new product, process or service with the aim of improving efficiency, effectiveness or competitive advantage. This definition is good, though it points mostly to the business sector, but we dovetail it to the education sector, which is, of course, a business of its own kind. Another definition from Wikipedia holds it “as the multi stage process whereby organizations transform ideas into new/improved products, services or processes, in order to advance, compete and differentiate themselves successfully in that market place”.²

Trend - A trend is a general direction into which something is developing or veering toward. The term may also mean fashion. The verb “to trend” means to develop or change in a general direction. In the world of social media (communication), if something trends, it is the topic of many posts.³ Likewise, there are trends in education as well.

Advance – to advance means to proceed, to move forward in a purposeful way, to make progress. Thus, advances mean development or improvement. Employing it in this research, we mean education and communication have improved, owing to many innovative trends.

Africa/African Nations

Africa is the world’s second largest and second most populous continent, after Asia. At about 30.3 million Km², including adjacent islands, it covers 6% of earth’s total surface area and 20% of its land area. With 1.3 billion people as of 2018, it accounts for about 16% of the world’s human population. Despite the wide range of natural resources, the continent is the least wealthy per capital in large part due to the legacies of European colonization in Africa. Despite this low concentration of wealth, recent economic expansion and the large and young population make Africa an important economic market in the broader global context. When we talk of African nations, we are talking of 54 countries in Africa : Nigeria, Ethiopia, Egypt, DR Congo, Tanzania, South Africa, Kenya, Uganda, Algeria, Sudan, Morocco, Angola, Mozambique, Ghana, Madagascar, Cameroon, Cote d’Ivoire, Niger, Burkina Faso, Mali, Malawi, Zambia, Senegal, Chad, Somalia, Zimbabwe, Guinea, Rwanda, Benin, Burundi, Tunisia, South Sudan, Togo, Sierra Leone, Libya, Congo, Liberia, Central African Republic, Mauritania, Eritrea, Namibia, Gambia, Botswana, Gabon, Lesotho Guinea-Bissau, Equatorial Guinea, Mauritius, Eswatini, Djibouti, Comoros, Cape Verde, Sao Tome & Principe, Seychelles. Included are four dependent territories: Reunion, Western Sahara, Mayotte and Saint Helena.

Communication

Communication is “a process by which information is exchanged between individuals through a common system or symbols, or behavior”.⁴ Portraying some definitions of communication by some authors, C.S Okunna writes that Fiske (1990, P.1) defined communication generally as “social interaction through messages” and Mowlana and Wilson (1988, P.9) defined it as “social interact by means of messages.” Also, Jayaweera (1991, P.17) defined it “as an interaction process through which persons or groups relate to each other and share information, experience and culture.”⁵ She also noted three basic types of communication, namely: **Intra-personal**, which is within oneself or within a person, **Inter-personal**, which is between two persons or with micro group (organizational communication) and **Mass communication**, which is with macro group. “Mass communication is a process of imparting and exchanging information through mass media to large segments of population”.⁶ In our research, all the above types and definitions of communication are inclusive. In the olden days, local media of communication are employed, but as the world changed from global world through global sitting room, towards digital sitting room, owing to advancement of technology, communication likewise goes digital nowadays, as we will see below.

Education

Etymologically, education is derived from the Latin word “educare”, which means to lead forth, drag out or to pull out ideas which are believed to be innate from childhood.⁷ Education implies to lead out of darkness, a bringing forth into light. It is enlightenment. Thus, the goal or purpose of education, prior to 1960 (in Nigeria), was simply to lead into light or enlightenment/development of the new generation of civil servants and public servants who would take over from the colonial masters in all facets of the society.

Education has various definitions. Education is defined as the process or means by which the individual is acclimatized to the culture or environment in which he is born in order to advance it.⁸ Education here is believed to be the process and an instrument both for social and economic development. Again, education has been defined as a deliberate systematic and sustained effort to transmit, evoke or acquire knowledge, values, attitudes, skills and sensibilities.⁹ Here, education is seen from the universal sense of its formal and informal contents. All aspects of learning that enable the individual interact fully with his environment are emphasized. It is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs and habits.¹⁰ **Educational methods** include: storytelling, discussion, teaching, training and directed research. Education is the primary vehicle through which children and even adults learn the norms, values and skills they need to function in society.

Another writer, Reid, holds that “education is a purposive activity towards ends which are rightly or wrongly deemed to be good”,¹¹ while Essien posits that we think of education and educated in terms of the very restrictive labels of engineers, mathematicians, doctors, lawyers, nurses, rather than in those of citizens.

Giving much insight on education in the great Books of Western world, we are meant to understand that education is not itself so much an idea or a subject matter as it is a theme to which the great ideas and the basic subject matters are relevant. It is one of the perennial practical problems which men cannot discuss without engaging in the deepest speculative considerations. And it is a problem which carries discussion into and across a great many subject matters, namely: the liberal arts of grammar, rhetoric and a logic, psychology, medicine, metaphysics and theology, ethics, politics and economics. Thus:

It is a problem which draws into focus many of the great ideas : Virtue and truth, Knowledge and opinion, art and science, desire, will, sense, memory, mind,

habit, change and progress, family and state, man, nature and God.¹²

African Education in Antiquity (Nigerian Experience)

British missionaries in the 1840s introduced formal Western education in the country. The Methodist and Anglican Church Missionary Society (CMS) started first and were supported by the government, especially in building of elementary or primary and secondary schools,¹³ while Catholic missionaries later came and helped a lot to make education what it is today, owing to their pattern of pure formal education, for it is not just for learning service and songs as in Anglican CMS. Before the advent of the colonial masters and British missionaries in Nigeria, traditional/indigenous education and Islamic north- education have been in existence. Through the latter, children were drilled in the teachings of Qur'an and Arabic alphabets. In traditional education, students are taught practical skills needed to function well in traditional society. Children learn to sweep village square, clear bushes for farming, and the likes, and they also learn other things they need to become adults. Girls learn domestic skills, while older boys go for apprenticeship to master craftsmen. We now see the types of education.

Informal education: In the basic division of education, we have informal education and this refers to the one that can occur outside a structured curriculum. It can occur through conversation and exploration, and enlargement of experience can occur unnoticed. It includes home schooling, auto-didacticism (self-teaching) and youth work.

Formal Education is the one normally delivered by trained teachers in a systematic intentional way, within a school, higher education or school or university. It is on a regular basis, formally recognized. The programme is rigid and credential is gotten.

Non-formal Education includes various structured situations which do not either have the level of curriculum, syllabus, accreditation or the certification associated with formal learning, but have more structure than that associated with the informal, which typically takes place naturally and spontaneously as part of other activities. Examples include: swimming session for toddlers, community-based sports programmes, boys' scouts and girls' guilds programmes, community or non-credit adult education courses, professional conference style seminars and continuing professional development.

Innovations Aim at Quality Education

Quality education is one that focuses on the whole child- social, emotional, mental, physical and cognitive development of each student, regardless of gender, race, ethnicity, socio-economic status or geographical location. It prepares the child for life, not just for testing. And quality education is needed for development of Nigeria, African nations and indeed the whole world at large. This is the sole reason quality education is number four in sustainable developmental goals. By this we mean the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including poverty, inequality, climate change, environmental degradation, peace and justice. Sustainable development goals are global goals or a collection of 17 interlinked global goals designed to be a blueprint to achieve a better and more sustainable future for all¹⁴ (by 2030). The 17 SDGs were adapted by all United Nations member-states in the 2015 general assembly, with 169 targets to reach or to be achieved by 2030. The goals and targets are universal, meaning they apply to all countries around the world, not just poor countries. Here are the 17 sustainable development goals to transform our world:

1. No poverty; 2. Zero Hunger; 3. Good Health and well being; 4. Quality Education;
5. Gender equality; 6. Clean Water and Sanitation; 7. Affordable and clean energy;
8. Decent work and Economic Growth; 9. Industry, Innovation and Infrastructure;

10. Reduced Inequality; 11. Sustainable city and communities; 12. Responsible consumption and production; 13. Climate action; 14. Life below water; 15. Life on land; 16. Peace and justice, strong institution; 17. Partnership to achieve the goal¹⁵

Roles of Education

Education is a Vehicle for Change/Transformation

Education is a veritable means of change or transformation, for the human person and his society and environment as well. Education plays an important role as far as holistic development of man is concerned. First, premium is placed on the development of the human mind or cultivation of mind, and this is seen to be fundamental to all development. And it is from here that development starts and then reaches other sectors. Man is to be advanced holistically or integrally in both social, religious, political and in other perspectives. When we talk of advancement or development, we mean advancement of the whole man, whole facets, institutions, segments, practices and values (moral and ethical inclusive). All these are under the roles education plays in formation of the human person. And when it is done, change or progress has been made.

Education Helps in Value System Re-orientation and Ethical Sanitization

Most Africans, and especially their leaders, are self-centered and corrupt. Lack of self-discipline, both as individuals and as a society, is a major setback to the country/continent. The major problem of Africans is corruption. Corruption is the decline in ethical values, thus getting into moral anarchy, modernization of values, much recognition and esteem to riches and intellects and conceptual debasement of leadership itself. Owing to the above evils, there is urgent need for ethical sanitization and re-orientation of our value system. We need to hold in esteem the value of hard work and inculcate it into our youths, as France Fanon said that work over and above everything defines the essence of man and defines the existence of man as well. Another is

the value of truth, for truth is now a scarce commodity. Others include the value of respect for the elders and superiors, self discipline, and finally the value or respect for life, which has mostly been violated in our country Nigeria since the presence of Boko Haram terrorists/insurgents in 2009, Fulani herdsmen, kidnappers, gunmen and bandits as well, since 2015, under Muhammadu Buhari-led government.

Innovations in Communication

Innovation in Information, Communication and Technology in Africa/ Nigeria Experience

African countries are gradually experiencing astounding progress in technological application to the fields of education, Information and Communication Technology, banking, building and construction, power generation, among others. We elucidate vividly on the influence or the wave or revolution of innovative communication gadgets in the above sectors.

The experience in the banking sector is interesting, even the old people who did not enjoy e-banking facilities now do bank transactions with ease from the comfort of their homes. The hand phones (sets) or cell phones are now used to transact money and any deals beyond the usual Automated Teller Machine (ATM) transactions and Point of Sale (POS).

In the education sector, technologies as computers, projectors, laptops, I-pads, digital libraries and the likes have enhanced learning and research is no-small measure.

On building and construction, architects and civil engineers are transforming Nigeria to meet global standards, thanks to computer technology and mechanization. Power generation for industrial, public and individual use has known several boosts from various sectors, as hydro-electricity, solar energy, use of inverters, and petroleum energized plants of different categories. This really is a big boost to

business growth, industrialization and attaining comfort in our homes above others.

The biggest appreciation of technological boost in Nigeria today, however, is seen in the Information and Communication Technology sector. GSM technologies, up-to-date android versions, smart phones, latest laptops, I-pads, etc., have really made Nigerians feel like cosmopolitan citizens, alongside their colleagues in Europe, America, Asia and the Arabic worlds, working and communicating like partners under one assumed government. The media houses have been transformed and information base of Nigerians have been improved upon. Even in religion and education sectors, teachers, priests and pastors are now teaching and preaching with devices like projectors, computers, I-pads and other internet sources for effective teaching and evangelization. Gospels are delivered through the internet using packages in cell phones and smart phones like Facebook, Whatsapp and the likes.

INNOVATIONS IN SOME AREAS IN THE FIELD OF EDUCATION

Innovation by Introduction of Entrepreneurial Skill Acquisition

This area has made a gigantic move in so many countries in Africa. For example, Nigeria and even Zimbabwe and many other countries have witnessed and continue to witness promotion of entrepreneurial skill acquisition through vocational training. In Nigeria, it is compulsory for secondary schools to select one or two basic skills and teach to students in both theory and practical (or practice). However, not only students, but youths are also equipped with entrepreneurial skills that will enable them to create their own employment or business and employ others as well. This is more effective when organized by some genuine philanthropists and faith-based organizations, as some political appointees do enrich themselves with such vocational training and empowerment programmes on behalf of

government, owing to corruption which is really a big obstacle towards Nigerian and African development. However, the establishment of youth skill acquisition centers, vocational training centers, and conducting youths equipment or empowerment programmes have been the greatest innovation in the educational field, as this has raised many African youths and families from poverty to prosperity; thus, Africa's development is assured, as a good informal sector of the economy is being built up. Students are trained in music, clothing, farming, poultry, metal fabrication, fishery, and the likes.

Innovation through Introduction of Adult Education

This is another novelty introduced in the field education in African countries that has surely made enormous progress. From this, we learnt that no one is too old to learn. From the Nigerian experience, we hear of old men graduating from secondary school, but the latest is that reported in news media, including independent online news this 30th June, that a 71-year-old woman breaks record in UNILAG, bags Ph.D.¹⁶ UNESCO declared it that adult education can help tackle pressing economic, social and environmental challenges. Yet, too many adults still lack adequate learning opportunities. Promoting stronger adult learning and education policies and practices in UNESCO member-states is a core mission of the UNESCO Institute for Lifelong Learning.¹⁷

Introduction of Continuing Education Programme (CEP)

Adult learning and education has paved way for another similar programme in the tertiary institution called CEP and this is at least being intended for adult learners, especially those beyond traditional undergraduate college or university age. But nowadays, it is not made for adult alone, as it is a kind of post-secondary learning programme and it includes degree credit courses, by young and adult students, businessmen and women that do not have opportunity for regular programmes. It is also available in polytechnics, colleges of education and the likes.

Introduction of Distance Learning

Distance learning is another milestone evolving from this adult learning and education. Owing to quick advancements in the area of the ICT, some of the programmes mentioned above in adult learning and in CEP can be done on campus as well as online, thus, emergence of Online-Education in Africa.

Introduction of Virtual learning

Virtual learning is distance learning conducted in a virtual learning environment with electronic learning or study content designed for self-paced (asynchronous) or live web-conferencing (synchronous) online teaching and tutoring.¹⁸ This virtual learning, through the help of computer and internet, is now made popular, even in Africa, owing to the COVID-19 pandemic.

Constant Innovative Trends in Instructional Materials

Great improvements have been made pertaining instructional materials used nowadays in teaching-learning situation. It is just like in communication, like in Nigeria today, owing to much improvement in the ICT, GSM technologies, up-to-date android versions, smart phones, latest laptops, I-pads, etc., have really made Nigerians feel like cosmopolitan citizens alongside their colleagues in developed worlds/countries. It is still the same communication, though this one may be called, “*classroom or lecture hall communication*”. Instructional materials are those devices, or things that facilitate learning. It helps the teacher to teach well and the learner to learn well. UNESCO made emphasis on this and made it a cause for concern and work in science education, while seeing steady decline in enrollment of young people in science courses.¹⁹ We have hard and softwares, projected and non-projected, print and electronic media, visual, audio and audio-visual. And owing to innovational trends, nowadays, it is very easy for teachers to select the ones best suited for easy teaching and learning of a particular subject. However, consideration is done basing on the clarity, legibility, simplicity,

relevancy, durability, portability, manageability, flexibility, adequacy, storability and operative easiness.

Innovation by Great Emphasis on Education of Women

UNESCO agenda on education of African girls is a meaningful project. UNESCO lists women and Africa as priority areas for development, thus science education aims not only to generate a more science-oriented youths but places particular emphasis on the education of girls. It also hopes to have a positive impact on economic and social development by influencing teachers and curriculum planners.²⁰ This is one of the areas that witnessed the greatest advancement in the field of education as far as Africa is concerned. In the olden days, one used to hear that “women’s education ends in kitchen”, but with the number of African women professors and doctorate degree holders nowadays, it is quite obvious that women are outnumbering men as far as teaching/learning is concerned. This is evident with the Nigerian experience, where the number of female students in the tertiary institutions and number of females teaching in nursery, primary and secondary schools surpasses that of males with a good margin. However, low salary payment to teachers and lecturers by the Nigerian government and private school proprietors contributed more to this.

Innovation through Introduction of Environmental Education (and Ecological Sciences)

This was done to ensure improvement in the quality of life of all people and their environment. Environmental education is key for respecting nature and for achieving international agenda, including Millennium Developmental Goals (MDGs), the Convention on Biological Diversity (CBD), the United Nations Convention to combat Desertification (UNCCD) and United Nations Decade of Education for Sustainable Development (UNDESD, 2005-2014).

Innovation in Building Blocks or Structures

This area can never be forgotten. We mean the efforts to make teaching-learning environments conducive. This is seen by the construction of new schools, classrooms or lecture hall blocks and administrative blocks, hostels, library, ICT units and the likes. This is done by bodies like the UNESCO, UNISEF, federal government under Universal Basic Education (UBE), state governments through the ASUBEB (in Anambra, for example), school parent/teacher associations or dialogue, old boys associations, religious associations, families, philanthropists and the likes.

Innovation in Pedagogical Process and in Teaching Qualification

Another area is in pedagogical process. "Pedagogy which is concerned with the art of teaching is generally seen as a systematized and planned effort to impart knowledge to one who requires it, usually by one who not only possesses that knowledge, but also is qualified to impart such knowledge."²¹ One thing that is certain is that the innovation made here depends on a particular teacher or lecturer and application of teaching methods. And in the area of teaching qualification, certainly innovations are made and this is the sole reason why teachers in primary schools, secondary and even tertiary institutions rush each time to update their certificates or qualifications.

Innovation in Curriculum/Syllabus and in System of Education

Here, we see modernization of curriculum or syllabus after some years, owing to *aggiornamento*, that is, to update what is in the system before and make it current. Sometimes the whole system is changed. For example, in Nigeria, there was change from 6-3-3-4 system to the idea of basic education 9-3-4 system, and all these changes are geared towards quality education.

Innovation in Educational Evaluation and Supervision

In classroom or lecture hall communication, using cyclic model, the teacher teaches the students through various media. He gives assignment or evaluates them through examination and equally gets

feedback through their scripts. Now, we can see there are a lot of innovations pertaining to students' evaluation. Apart from teacher-made test, achievement and certification test that are common, we see innovations by introduction of continuous assessment test and even ranking test like Unified Tertiary Matriculation Examination (UTME) and post-UTME. And finally in supervision, there are updates on how to carry out both clinical supervision and quality assurance. All these innovations and novelties really have something to offer.

Evaluation

Thus far, we have gone through education in its cradle stage in Africa till nowadays, as it blossoms with certain innovations in various spheres. Most of innovations or novelties came into existence owing to advancement of science and technology which is education in its own sphere; as we know, education cut across different fields of human endeavour. Technology helps much in education, especially in its work of formation, information and reformation. This is a sort of Enwisdomization, and it is an improvement, advancement, as well as development via technology.

Novelties or innovations in certain spheres of the education sector are aimed towards quality education. Quality education is one that focuses on the whole child- social, emotional, mental, physical and cognitive development of each student, regardless of gender, race, ethnicity, socio-economic status or geographical location. It prepares the child for life, not just for testing.

Also quality learning is purposeful learning in which learners are provided with the ability to effectively learn and retain skills and knowledge gained. The skills in question are 21st century skills and the quality learning is usually associated with or based on the student satisfaction with the learning processes.

African education today (however, with the Nigerian experience) in comparism with that of yesteryears has really made a tremendous

improvement or progress, not only on the area of introduction of science and technological advancements, but also in curtailing the rate of illiteracy, for indeed illiteracy and the percentage of population without any schooling have decreased in the past several decades, and this is not only pertaining to Nigeria and Africa, but in most other countries in the world. Thus:

Today, there is some form of compulsory education in most countries. Due to population growth and proliferation of compulsory education, UNESCO has calculated that in the next 30 years more people will receive formal education than in all of human history thus far.²²

Another truism is innovation in certain spheres of learning is to equip students with 21st century skills. Owing to rapid change from global world to digital world, with digital economy and technology and their effects on the work places, there arises a great demand on educational system to prepare students for the workforce. Thus, education forms, informs and reforms students and workers towards meeting the demands of the changing and increasingly digital work place and society.

21st century skills which are series of higher order skills, abilities and learning dispositions have been identified as being required for success in the 21st century society and work-places by educators, business leaders, academics, and governmental agencies. Many of these skills are associated with deeper learning, including analytic reasoning, complex problem-solving and teamwork, compared to traditional knowledge-based academic skills.

Conclusion

As we praise UNESCO and other foreign, local and international agencies that support teaching and learning activities in Africa, in view of development of Africa, we pay more attention to the development of the whole human person or man himself whom we know is the primary agent of development and the beneficiary of

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development as well. This holistic development of man is the task of education. Finally, as corruption is antithetical to development, Africans and, especially, African leaders should imbibe the transformation of the whole man through education and eschew or avoid corruption which is very obvious more than anything else and stands as an unyielding obstacle in African's (and Nigerian's) path towards self-realization, self-actualization and, of course, authentic auto-developmentalization.

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**PERCEPTION OF BUSINESS EDUCATION LECTURERS
TOWARDS INNOVATION FOR SELF-RELIANCE OF
STUDENTS ON GRADUATION IN ENUGU AND ANAMBRA
STATE**

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Abstract

This study focused on examining the perception of business education lecturers towards innovation for self-reliance of students on graduation in Enugu and Anambra States. Two research questions were developed and answered in line with the purpose of the study. Two null hypotheses were formulated and tested at the probability of 0.05 level of significance and 106 degree of freedom. The population for the study was 108 business education lecturers. There was no sampling because the population was manageable. Descriptive survey design was used to generate data for the study. Structured questionnaire was employed to elicit information for the study. The questionnaire was face-validated by two experts in Business Education Department, University of Nigeria, Nsukka, and one expert in Business Education Department, Nnamdi Azikiwe University, Awka. The reliability of the questionnaire was determined using Cronbach Alpha reliability test. The reliability coefficient obtained was 0.85. The questionnaire was administered on 108 business education lecturers in Enugu and Anambra States personally by the researchers with the help of three research assistants. All the copies of the questionnaire were retrieved and analyzed using mean and standard

deviation to answer the research questions, while t-test statistic was used to test the hypotheses. The findings of the study revealed that business education lecturers perceive the need to equip students with innovative skills to ensure self-reliance of students on graduation. The findings also revealed that there was no significant difference in the mean responses of business education lecturers in federal and state universities in Enugu and Anambra States on the perception of business education lecturers on their perception of innovation for self-reliance of students on graduation. It was recommended that a policy aimed at equipping students with innovative skills should be enacted in business education programme, to ensure self-reliance on graduation.

Keywords: Perception, business education lecturers, innovation, self-reliance, students, graduation

Introduction

Production of self-reliant graduates remains the core essence of business education programme. A programme, namely business education, that has its core value as the training of youth to have the ability to think autonomously and trust in their own instinct, is in the right direction, towards solving society's overall developmental problems. Self-reliance is defined by Warburton (2016) as being able to take decisions and do things personally, independent of other people's assistance. For the purpose of this work, self-reliance refers to students' ability to lead a life of dependence on internal resources to provide life with coherence (meaning) and fulfillment on graduation. This implies that on graduation, the self-reliant student should be able to think independently, embrace their individuality and strive towards their own goals bravely, in order to achieve self-reliance, by being innovation-minded (Hughes, Lee, Tian, Newman & Legood, 2018). Innovation describes the actual implementation of ideas that give rise to the introduction of new goods or services or improvement in

offering goods or services (Schumpeter, 1983; Schiederig, Tietze & Herstatt, 2012). According to Edison, Ali and Torkar (2014), innovation is a new or changed entity producing or redistributing value. Contextually, innovation is defined as the students' proficiency in producing or adopting, assimilating and exploiting a value-added novelty in economic and social spheres; development of novel techniques of production; and establishment of novel management systems. Hence, innovation is both a process and an outcome. It remains the effort of business education lecturers to produce innovative graduates with the above charisma.

According to Agbo, Ugwoke and Edeh (2019), one is ascribed a business education lecturer when one has gotten an academic qualification in subjects associated with business from the universities, and teaches business-related subjects in institutions of higher learning. In this work, a business education lecturer is a professional teacher of business who is constantly aware of the state of the art in business education (Agbo, 2018). This implies that a business education lecturer is any person that plays a very important role in making business education viable and visible in the society, acts as an agent of change in business education, delivers high-quality business education programmes that equip students with innovative skills for self-reliance on graduation, and he that is able to identify problems facing learning and teaching in business education subjects, and is able to suggest solutions to these problems. The business education lecturers being considered here are in federal and state universities in Enugu and Anambra States. Federal universities lecturers are employed by the Federal Government of Nigeria, while the lecturers in state universities are employed by the state governments. The business education lecturers strive to equip the students with novel innovative skills on graduation to encourage them to be self-reliant.

A student is one who goes to school with the aim to acquire knowledge. Students could be children, teenagers, or adults who go to school. Students could also constitute other people who are learning in some other ways in colleges or universities. A younger student such as obtains in primary school is called a pupil (Mazzaferro, 2018). As a convention, students would be taught by a teacher in primary and secondary schools and by a lecturer in universities (Hancock, Dyk, & Jones 2012). A student could also refer to a person studying for a specific profession. In this case, the teaching is called training, whereas the student may be referred to as a trainee (Kim & Dopico, 2014). In the context of this work, a student refers to one who enrolled to study business education in federal or state universities in Enugu or Anambra States. Those students are often taught by business education lecturers, who hold diverse perceptions on the need to equip the students with innovative skills for self-reliance.

Perception refers to the arrangement, identification and interpretation of sensory information so as to comprehend the presented information or the environment (Agbo, Ugwoke & Edeh 2019). Furthermore, Mahmmad (2012) defined perception as the ability to see, hear or conceive an idea of something through the senses, taking into consideration the normal limits to human perception. In this work, perception describes the way in which innovation for self-reliance of students on graduation is regarded, understood or interpreted by business education lecturers in Enugu and Anambra States.

Graduation explains the award of a diploma or academic degree, or the ceremony that is often associated with it, after which students become graduates. The date of graduation is referred to as graduation day (Masunaga, 2015). For the purpose of this work, graduation is the award of an academic degree certificate in business education to students of business education, after their successful completion of academic programme in business education.

Statement of the Problem

Business education is an academic programme that has innovation for self-reliance as its core value. The programme of business education equips the students with innovative skills that make them get paid employment or become self-employed. The authors are, however, concerned about the rising rate of unemployment among graduates of business education. This worsening unemployment situation suggests that the core value of business education inherent in producing self-reliant students on graduation is not being realized. Notwithstanding the fact that educational institutions in Nigeria produce many graduates of business education yearly, a lot of the graduates remain unemployed years after their graduation.

It is the view of the authors that business education lecturers seem not to perceive reasonably the need to adhere to innovation for self-reliance as the core value of business education, which results in many students of business education remaining unemployed after graduation. This is consequent upon lack of innovative skills among the students on graduation.

Nevertheless, the method of equipping the students with innovative skills for self-reliance needs to be determined by the lecturers. This demands for a thorough analysis of the perception of business education lecturers towards innovation for self-reliance as they are the ones instrumental to equipping the students with innovative skills. The need arises, therefore, to inquire into the perception of business education lecturers towards innovation for self-reliance of students on graduation.

Purpose of the Study

The general purpose of this study was to examine the perception of business education lecturers towards innovation for self-reliance of students on graduation in Enugu and Anambra States. Specifically, the study sought to:

1. Examine the extent to which business education lecturers in federal and state universities in Enugu and Anambra States perceive equipping students with innovative skills for self-reliance on graduation.
2. Determine the extent to which business education lecturers in federal and state universities in Enugu and Anambra States perceive follow-up-targeted innovative skills for self-reliance of students on graduation.

Research Questions

The study answered the following research questions:

1. To what extent do business education lecturers in federal and state universities in Enugu and Anambra States perceive equipping students with innovative skills for self-reliance on graduation?
2. To what extent do business education lecturers in federal and state universities in Enugu and Anambra States perceive follow-up-targeted innovative skills for self-reliance of students on graduation?

Hypotheses

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

- H₀₁:** There is no significant difference between the mean ratings of business education lecturers in federal and state universities in Enugu and Anambra States towards equipping student with innovative skills for self-reliance on graduation.
- H₀₂:** There is no significant difference between the mean ratings of business education lecturers in federal and state universities in Enugu and Anambra States towards follow-up-targeted innovative skills for self-reliance of students on graduation.

Methodology

The study used descriptive survey design. Hence, the study obtained data from people through the use of questionnaire, observation and

interviews. The study was carried out in Enugu and Anambra States of Nigeria. The population for the study was 108 business education lecturers. Consequent upon the manageable size of the population, there was no sampling. A structured questionnaire face-validated by two experts in Business Education Department, University of Nigeria, Nsukka, and one expert in Business Education Department, Nnamdi Azikiwe University, Awka was used for data collection. The response options for the questionnaire items were Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The authors ensured reliability of the instrument by administering the questionnaire on 40 business education lecturers in Imo and Ebonyi States. The reliability of the instrument was determined using Cronbach Alpha reliability technique to obtain a grand alpha (coefficient) of 0.85, which implies that the instrument has a very high degree of internal consistency and is reliable to be used for the intended empirical purpose.

Data for the study were collected using questionnaire, jointly distributed by the researchers and their three research assistants to the respondents and also collected back from them on completion. The data collected were analyzed using mean and standard deviation for answering the research questions, while t-test statistic was used to test the hypotheses at 0.05 level of significance. The interpretation of results of the analysis made was guided by the following decisions: (a) Any item with a mean value of 2.50 and above showed that the respondents perceive to a high extent, whereas items with a mean value less than 2.50 showed that the respondents perceive to a low extent. (b) The hypothesis of no significant difference (H_0) was upheld for any item whose p-value is equal or greater than 0.05 level of significance. In the alternative, the hypothesis was rejected for any item whose p-value was less than 0.05 level of significance.

Results

The results of the study were obtained from the research questions answered and hypotheses tested for innovation for self-reliance of students on graduation.

Research Question 1

Hypotheses 1

Table 1: Mean, Standard Deviation, and t-test Analysis of Respondents Regarding Perception of Business Education Lecturers towards Innovative Skills for Self-reliance on Graduation

S/N	Item statement	\bar{X}	SD	t	P-value	Ext	Ho
1.	Innovation results in practical implementation of ideas.	3.43	0.50	0.03	0.96	HE	NS
2.	Innovation brings about introduction of new goods or services.	3.58	0.57	0.66	0.28	HE	NS
3.	Improvement in offering goods or services is a product of innovation.	3.04	0.60	0.74	0.06	HE	NS
4.	Innovation brings about a new or changed entity by creating or redistributing value.	3.50	0.50	2.05	0.19	HE	NS
5.	Through innovation more effective products, processes, services, technologies art works are provided.	3.56	0.52	1.87	0.06	HE	NS
6.	Business models are made available to	3.21	0.42	0.55	0.30	HE	NS

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	markets, governments and society through innovation.						
7.	Innovation involves the practical implementation of an invention.	3.52	0.48	0.27	0.67	HE	NS
8.	Organizations transform ideas into new improved products, service or processes through innovation.	3.41	0.56	0.24	0.47	HE	NS
9.	Production or adoption, assimilation, and exploitation of value-added novelty in economic and social spheres are achieved through innovation.	3.13	0.90	2.94	0.30	HE	NS
10.	Through innovation, an idea, practice, or object is perceived as new by an individual.	3.41	0.46	0.04	0.86	HE	NS
11.	Improvement of a product or service based on the known needs of current customers connotes innovation.	3.00	0.55	0.72	0.04	HE	NS
12.	Through innovation, a new product or service creates a new market which eventually displaces established competitors.	3.15	0.54	0.47	0.23	HE	NS

13.	Innovations are critical to long-term success in business.	3.22	0.66	2.08	0.26	HE	NS
	Cluster mean	3.58		1.14	0.38	HE	

Key: HE = High Extent; NS = Not Significant; Ext = Extent of Perception

The data in Table 1 revealed that the thirteen (13) innovative skills for self-reliance items had their mean ranging from 3.00 to 3.58. Each of the mean was above the cut-off point of 2.50. This indicated that all the 13 items were perceived to high extent by business education lecturers for innovation for self-reliance. The items had their standard deviations ranging from 0.42 to 0.90, showing that the opinions of the respondents were not far from the mean and they were close to one another in their opinions. The table showed as well that each of the 13 items had their p-values greater than 0.05 level of significance. This was an indication that there was no significant difference between the mean ratings of business education lecturers in federal and state universities in Enugu and Anambra States on perception of business education lecturers towards innovative skills for self-reliance.

Research Question 2

Hypothesis 2

Table 2: Mean, Standard Deviation, and t-test Analysis of Respondents Regarding Perception of Business Education Lecturers Towards Follow-up-Targeted Innovation for Self-reliance of Students on Graduation

S/N	Item statement	\bar{X}	SD	t	P-value	Ext	Ho
1.	Students are followedup to ensure they improve upon the innovative skills they acquired on graduation.	3.15	0.65	-0.12	0.51	HE	NS
2.	Follow-up with students on graduation	3.30	0.75	3.39	0.47	HE	NS

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	enhances their commitment to innovation.							
3.	Students are followed up to encourage their strategic orientation towards innovation.	3.45	0.54	0.75	0.13	HE	NS	
4.	Follow-up with students on graduation encourages them to maintain clear responsibilities.	3.54	0.68	-1.14	0.31	HE	NS	
5.	Following up with students on graduation enables them maintain innovative culture.	3.61	0.60	0.33	0.51	HE	NS	
6.	Students are followedup on graduation to encourage them to change management when necessary as innovators.	3.39	0.86	0.35	0.40	HE	NS	
7.	Follow-up with students on graduation encourages them to integrate all employees when necessary.	3.54	0.54	0.19	0.61	HE	NS	
8.	Collaboration is achieved by students on graduation motivated by follow-up exercise.	3.02	0.64	1.72	0.31	HE	NS	
9.	Optimum performance	2.05	0.60	1.73	0.42	HE	NS	

	is ensured through follow-up of students on graduation.						
10.	Follow-up studies enhance risk tolerance of students on graduation.	3.01	0.61	0.22	0.22	HE	NS
11.	Incremental innovation results from follow-up studies.	3.04	0.59	0.19	0.12	HE	NS
	Cluster mean	3.27		0.69	0.39	HE	NS

Key: HE = High Extent; NS = Not Significant; Ext = Extent of Perception

The data in Table 2 indicated that the eleven (11) items on follow-up-targeted innovation for self-reliance of students on graduation had their mean ranging from 2.95 to 3.61. Each of the means was above the cut-off point of 2.50. This showed that all the 11 items were perceived to high extent by business-targeted education lecturers for follow-up innovation for self-reliance. Those items had their standard deviations ranging from 0.54 to 0.75, which was an evidence that the respondents' opinions were not far from the mean and were close to one another in their opinions. The table also showed that each of the 11 items had its p-value greater than 0.05 level of significance. This indicated that there was no significant difference between the mean ratings of business education lecturers in federal and state universities in Enugu and Anambra States on the perception of business education lecturers towards follow-up targeted towards innovation for self-reliance of students on graduation.

Discussion of Result

The result of the study indicated that business education lecturers perceived to high extent the 24 innovation for self-reliance items as fundamental in ensuring self-reliance of students on graduation. The result of this study is in line with the findings of Thornhill (2006) in a

study on knowledge, innovation and firm performance. The author found out that for any academic programme to live up to its objective of producing self-reliant students on graduation in the modern society, equipping the students with incremental innovative skills is a prerequisite. The result of this study also agrees with the work by Omiyi in Agbo, Ugwoke and Edeh (2019) and in Godin (2019) that with globalization in place in the highly competitive Information and Communication Technology (ICT) era, business education should insist on its core value of producing graduates well equipped with innovative skills for self-reliance.

The findings of the study from test of hypotheses further showed that there was no significant difference in the mean responses of business education lecturers in federal and state universities in Enugu and Anambra States in the 24 innovation for self-reliance items needed to produce self-reliant students on graduation. The implication of this finding is that it served to authenticate the question raised and answered in this work. It also indicated that the area of operation of the two groups of respondents did not significantly affect their perceptions on innovation for self-reliance items identified in the study.

Conclusion

Innovation for self-reliance of students on graduation in contemporary society will produce students of business education who, on graduation, would be better placed to compete favourably in the job market, be self-reliant, and also shoulder other global economic challenges. Equipping students with innovative skills would make them able to generate ideas, solve problems, and implement the generated ideas, hence making them truly self-reliant. Innovation for self-reliance of students on graduation and follow-up towards innovation for self-reliance are inevitable for students of business education to live up to global economic demands on graduation.

Recommendations

Based on the findings made and conclusions drawn from the study, the following recommendations were made:

1. For purpose of producing self-reliant students on graduation, business education lecturers should emphasize generation of ideas, problem-solving, and implementation of the ideas as central in their teaching.
2. In order that the programme of business education lives up to its core value of producing self-reliant students on graduation, follow-up towards innovation for self-reliance is indispensable.
3. Business education lecturers should be subjected to regular workshops, conferences and seminars aimed at updating their knowledge of innovation in tune with prevailing global economic realities of the contemporary society.

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PERCEPTION OF ENUGU STATE BASIC TEACHERS ON USE OF POWERPOINT AS INNOVATION IN TEACHING DURING LESSON PREPARATION, DELIVERY AND EVALUATION FOR SUSTAINABLE DEVELOPMENTAL GOALS' ATTAINMENT

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Abstract

This study examined perception of Enugu State basic teachers on use of PowerPoint as innovation in teaching during lesson preparation, delivery and evaluation in attaining goal four (4) of the Sustainable Developmental Goals. Three research questions guided the study. Inter-disciplinary basic teachers sent for Enugu State 2020

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SDGs workshop, numbering 20, constituted the population for the study. Total population sampling technique was employed as sample due to manageable size of this population. As such, all the 20 Basic Teachers sent for the workshop formed the respondents. BATEPP instrument, made up of 12 items, with reliability of 0.87 using Cronbach alpha, also face-validated by three computer experts was used to collect data used to elicit information after being analysed in MS Excel. Means and percentages were used to answer the three research questions that guided the study. It was found out that the ICT and mathematics teachers utilized PowerPoint more than basic science and agricultural teachers, as seen in the means and percentages during lesson preparation, delivery and evaluation. However, all the basic teachers sent for the workshop had perception above average in each stage of the learning process and need to step down what they learnt to other teachers in the various LGAs that sent them to be their representatives. Every teacher needs to cooperate in this regard to facilitate the achievement of goal four (4) of the SDGs, leading to development and progress in the education sector.

Keywords: Perception, Basic Teachers, SDGs, teaching/learning process, pnnovation, MS PowerPoint.

Introduction

Perception is a way one regards or understands a concept. According to Longman (2021), perception is the way one thinks about something. Basic teachers' perception can affect what they use in teaching in class at the foundation level of education, during lesson preparation, delivery and evaluation of the entire lesson contents. Basic Teachers are found in all primary schools (Primary 1 to 6) and also in all junior

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secondary schools (JS1 to 3). Basic teachers teach pupils in primary schools. They also teach students in junior secondary schools. The basic teachers teach basic subjects that include ICT in Computer Studies, Mathematics, Agricultural Science, Basic Science and others. There is need to understand fundamental knowledge taught by basic teachers to enable better understanding at higher levels of education. Teaching in the past, called traditional method, made use of chalk and board. Teachers were more active than students, leading to difficulty in transfer of knowledge to learners which may have in turn promoted development in the education sector. Learning with understanding currently involves the use of smart phones, computers and laptops which are needed in this 21st century classroom instructions (Onah, Ude and Obe, 2017). Current researches found out that when learners participate more actively in the learning processes, they learn with understanding, which is promoted, leading to higher achievements (Agwagah 2007). This is why NTI (2018), in her three consecutive ICT modules for SDGs, boldly writes: 'practice makes perfect' and advises in her introduction - Leave No One Behind (NTI, 2016, 2017, 2018). The use of MS PowerPoint software, found in Computer, in the teaching process is called for in this 21st century, because it promotes understanding by learners.

To show the importance of the PowerPoint, the concept of MS PowerPoint is repeatedly seen in all the ICT modules produced by the NTI, including the NTI (2020) for Sustainable Developmental Goals' (SDGs') attainment. Basic teaching using PowerPoint (BATEPP) instrument developed by the researchers, made up of 12 items, may be of great use to teachers because the instrument employed basic processes involved in lesson preparation, delivery and evaluation in MS PowerPoint which the researchers have not seen before in any other write-up. Arrangement of learning contents from known to unknown, simple to more complex is also called for to promote understanding of what is being taught. Each slide is sequentially

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arranged in MS PowerPoint in ascending order of difficulty. Suggested effects -both animation and transition effects - need not be too much for better understanding of any of the stated educational objectives. This is in line with Bloom (1954) who stated that there are six major categories of educational objectives in the following order: knowledge, comprehension, application, analysis, synthesis and evaluation. While preparing a lesson in any basic subject, the order is borne in mind, especially in MS PowerPoint. This is an innovation that needs to be adopted by every basic teacher in order to achieve goal four (4) of the Sustainable Developmental Goals (SDGs). Innovation in teaching using computer is needed in this 21st century, as many educators recommend such for effective teaching and learning (Onah and Onyebuchi,2018). To be an innovative teacher is to be a creative teacher – adopting something new to enhance teaching and learning.

Defining innovation, Nkadi (2017) stated that innovation means creating something new by a teacher to promote effective teaching so that students learn with understanding. According to Onah and Onyebuchi (2018), effective teaching process occurs when students learn with understanding after lesson delivery using computer/smart phone in teaching every 21st century student.

Sustainable Developmental Goals (SDGs), which started in 2016 to end in 2030, is calling for development in every sector of life, including education, right from the grass root. The Sustainable Development Goals (SDGs), also called Global Goals, are 17 interlinked goals adopted by the United Nations in 2015 as a Universal call to end poverty, protect the planet and make lives better by 2030. The SDG 4 aims specifically to “ensure inclusive and equitable quality education and promote lifelong learning opportunities” (NTI, 2020). This goal four (4) of the Sustainable Developmental Goals (SDGs) is specific on improvement of teaching and learning, leading to development in the education industry. The

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actual statement of goal four of the SDGs means that there is need to include learning materials of teaching that are innovative in nature which can in turn promote lifelong learning opportunities for all, especially learning of basic subjects taught by basic teachers in primary and junior secondary schools. This can equally promote transfer of learning at higher levels of education, leading to growth and development in education industry. Since SDGs were initiated by UNESCO (2015) to end poverty and improve development in every area of life by 2030, all hands must be on deck to achieve the 17 interlinked goals which are categorized into three dimensions: social, economic and environmental, as in the chart on SDGs dimensions, according to NTI(2018) and also NTI(2020). The first five goals were under social to include: end poverty, end hunger, promote good health, quality education and gender equality. Goal four (4) is on quality education. Teachers' focus on this goal four (4) realizations is the main concern of the present researchers, and PowerPoint use for enhancement of teaching of learning contents is an innovation in teaching. The way basic teachers perceive its use matters a lot and hence this study.

PowerPoint use is simply an innovation in teaching where slides are emphasized in place of pages in MS Word. Facilities for giving different effects to one's created slides also exist in MS PowerPoint. In the past, chalk/board method was used in teaching the pupils/students, and this has many disadvantages when compared with use of computer in teaching. Previous researches found out that out of the major factors influencing students' achievement, that the teacher factor appears prominent (Onah, Ugwuanyi, Okeke, Nworgu, Agwagah, Ugwuanyi, Obe, Nwoye & Okeke, 2020). When teachers use innovative methods in teaching the students, the achievement of students in internal/external examinations will likely be high, instead of low (Azuka, 2013). Perception of teachers on the use of new technology software like PowerPoint may equally be high in the

teaching and learning processes when learning contents are sequentially arranged in the innovation employed.

One may, at this juncture, ask: What are the perception of teachers on the basic processes found in lesson preparation, delivery and evaluation using MS PowerPoint? To answer the above question is to portray the computer skills involved while using PowerPoint to create, deliver and evaluate in order to find out the achievements of the stated objectives in any teaching and learning process. These needed PowerPoint skills are embedded in BATEPP instrument which is made up of 12 items categorized into three groups of four items each for lesson preparation, lesson delivery and evaluation of learning contents delivered.

Defining PowerPoint, Azare (2016) indicated that PowerPoint is a presentation programme developed by Microsoft for Microsoft office system. Unlike MS Word developed by the same group (Microsoft office) where pages are emphasized, slides are always used in PowerPoint and not pages. Teacher's detailed description of course of instruction, bearing learners' level in mind, is sequentially arranged slide-by-slide in MS PowerPoint. After keying in the contents slide-by-slide, from simple to a more complex learning material, the slide show is run to check the animation and transition effects of the package and to correct any observed error in lesson plan developed before the actual presentation. These include correct words accompanying pictures seen in different slides. It is when this is done that the teacher starts the lesson presentation, followed by evaluation of objectives previously stated. Some experts in NTI (2020) refer to PowerPoint as slideshow presentation or presentation package. One of the advantages of PowerPoint is that although the learning contents are sequentially arranged, one can click on any slide of one's choice and learn from it after running the entire package slide-by-slide. Also, one can click on any slide to learn from each picture with accompanying words. One can easily critique for production of a

better package. This teaching innovation is very practical and needs to be adopted from grass root level in every basic school and not just in few schools. Pictures of some Nigerian children in PowerPoint class retrieved from the Net can be shown. Also, some texts with pictures in slide of what one can be taught using PowerPoint, such as diagram of interconnectivity of computers for computer network with definitions of Local Area Network (LAN) and Wide Area Network (WAN) such as Internet accompanying the pictures, can be seen in NTI (2020). Following this example, one can include diagram of a three-sided figure enclosed in straight lines in teaching triangle for the first time and writing text beside it to read that a triangle is a three-sided plane figure enclosed by straight lines. Diagrams of different types of triangles with texts can follow suit. Similar examples from Biology, Agriculture or any other basic subject can follow suit, with diagrams and explanations of texts indifferent slides of PowerPoint.

Since learning from PowerPoint slides is an innovation in the teaching process, and SDGs call for active participation of learners, leading to understanding and transfer of knowledge, determining the perception of basic teachers on its use is called for, so that effective learning can take place. This is because a teacher is supposed to be above the learner in classroom instructions, since teachers are curriculum implementers, and if the teachers have positive perception on its use, employing the new technology in teaching will be made manifest. When learners learn with understanding, attainment of the stated objectives of the SDGs will be made possible, at least as it affects quality education.

Problem of the Study

Poor performance of students in external examination due to poor teaching methods adopted by some teachers constitutes worries to educators in the field (Azuka, 2013; Agwagah, 2007). The use of computer in teaching has been found to be effective (Onah, 2015;

Laudon and Laudon, 2001). The way basic teachers, who are grass root curriculum implementers, perceive the use of innovative method of teaching, especially use of computer, as playing a vital role in the Nigerian society, because one can only give knowledge acquired. Attainment of SDGs in the education industry, which desires for proper understanding and transfer of learnt contents into another field of learning by every learner, is called for to prevent poor performance and promote high achievement by students, hence this study.

Significance of the Study

This study will be beneficial to everyone in the field of education as a means of attaining the developmental goals, irrespective of level of education. This is because students will learn with understanding from sequentially arranged learning contents by the teachers through pictures and texts in the same slide which PowerPoint promotes and also which will enhance better understanding by learners, leading to higher achievements in both internal and external examinations. Also pupils/students can transfer knowledge into another field, which indicates mastery of learning contents, leading to development in every area of life. Teachers and other educators will learn how best to use PowerPoint by sequentially arranging teaching contents with accompanying texts in slides.

Scope of the Study

The study was carried out in Enugu State of Nigeria and the use of PowerPoint as innovation in every aspect of the teaching process was adopted, ranging from lesson preparation, delivery to evaluation.

Purpose of the Study

The main purpose of this study was to ascertain the perception of Enugu State basic teachers on the use of PowerPoint as innovation in teaching. Specifically, the study sought to determine the perception of basic teachers on use of PowerPoint during lesson:

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- 1.Preparation.
- 2.Delivery.
- 3.Evaluation of the prepared and delivered learning contents for SDGs' attainment.

Research Questions

1. What is the perception of basic teachers on the use of PowerPoint during lesson preparation, as measured by their mean responses?
2. What is the perception of basic teachers on the use of PowerPoint during lesson delivery, as measured by their mean responses?
3. What is the perception of basic teachers on the use of PowerPoint during lesson evaluation for SDGs' attainment, as measured by their mean responses?

Theoretical Background of this Study

This study is related to the theory propounded by Benjamin Bloom (1954) that there are six major categories of educational objectives in the following order: knowledge, comprehension, application, analysis, synthesis and evaluation. This present study is interested in sequentially arranging learning contents in MS PowerPoint from prerequisite knowledge, emphasizing the objectives to be achieved from simple to a more complex one, according to Bloom. The arrangement in each slide also depends on the child's level of education. The study is equally anchored on the cognitive theory of Richard Mayer (1947) that learning becomes effective when it comes from words and pictures than words alone. Packages prepared in PowerPoint promote learning from words and pictures, and as such Mayer's cognitive theory of multimedia learning is related to this present study. According to Onah (2015), MS PowerPoint learning is an example of multimedia learning because of diagrams accompanying texts in each slide. When pictures/texts and words portray the same message, better understanding of learning contents is likely going to be achieved. The implication of this statement is that

when basic teachers highly perceive the use of PowerPoint in the teaching and learning process, achievement of students in both internal and external examination is expected to be high, leading to development and progress, which goal four of SDGs is calling for. When one wants to teach internet as interconnectivity of computers, the person can click the to add title and also click to add sub-title in the PowerPoint slide to enter texts with accompanying diagrams. Diagrams on different subject areas like Computers Studies, Mathematics, Basic Science, Agricultural Science or Technical Subjects can be inserted inside texts in the PowerPoint slides for better understanding. Some illustrations include: teaching internet with pictures of interlinked computers, teaching triangles with diagrams of three-sided figures shown, teaching photosynthesis with pictures of green leaves shown or teaching packaging farm products with diagrams of primary and secondary packaging shown on different slides. One can use two straight woods to demonstrate the concept of orthogonal/perpendicular of the two objects with accompanying texts. This present study aims at finding out the basic teachers' perception on the above issues and other through PowerPoint use in the teaching and learning process which includes lesson preparation, delivery and evaluation, for SDGs' attainment.

Review of Related Empirical Studies

Many studies conducted on effect/perception of teachers on use of computer software to enhance teaching and learning are in existence. Onah (2015) carried out a study on effect of PowerPoint on senior students' achievement in sets in Enugu State, Nigeria and found the package to have increased students' interest and promoted high achievement. Both male and female students performed highly. Onah and Agomuo (2016) researched on level of utilization of computer-aided design, instruction and learning by lecturers in the faculties of education in the universities in Enugu State and found out that some of the lecturers did, but some did not utilize the computer-aided packages during lesson preparation, delivery and evaluation of

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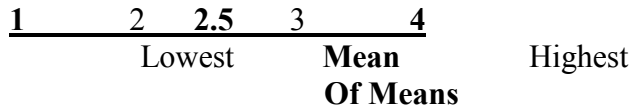
learning contents. Onah, Ugwuanyi, Okeke, Nworgu, Agwagah, Ugwuanyi, Obe, Nwoye & Okeke (2020) researched on evaluation of computer-assisted instruction on mathematics and physics students' achievement: implication for industrial technical education. The researchers found out that computer-assisted instruction significantly improved mathematics and physics students' achievement. The question now is; will the present study portray high perception? Researching on the awareness and perception of educators on the use of some ICT platforms: WhatsApp, Facebook and Zoom on dissemination of information on Covid-19, Onah, Obe, Ozioko, Enema & Ude (2021) found out that all the educators were aware of the use of the different ICT platforms in dissemination of information, but all are not in high perception on the use. The need for retraining the basic teachers regularly/annually to update their knowledge for effective teaching and learning is called for always, according to the above researchers, and the present researchers are of the view that finding the perception of the basic teachers on innovative method for effective teaching may be a way forward to promote the achievement of SDGs, being the 17 interlinked goals, according to NTI (2018), as shown below (See Appendix A), with emphasis on goal four, which emphasises quality education.

Method

The design used for this study is descriptive research design because opinions of basic teachers were sought on the use of PowerPoint as innovation in teaching during lesson preparation, delivery and evaluation for Sustainable Developmental Goals' attainment. The population for the study was twenty (20) Enugu State basic teachers sent for 2020 retraining workshop who were also used as sample due to their manageable size. Pilot test was done in a basic school in Ebonyi State. Basic teaching, using PowerPoint (BATEPP) instrument, developed by the researchers, made up of 12 items was used to collect data on perception of Enugu State basic teachers on the

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use of PowerPoint as innovation in teaching during lesson preparation, delivery and evaluation. Face validity of BATEPP was done by three computer experts and after trial testing, Cronbach alpha was used for determining the reliability of BATEPP and it resulted to 0.87. The questionnaire had Section A for demographic data and Section B, partitioned into three, for lesson preparation, delivery and evaluation. A 4-point rating scale was used to collect data, ranging from Very High Perception (4pts), High Perception (3pts), Low Perception (2pts) to Very Low Perception (1pt). After data analyses, decisions were taken based on the following: Mean of 2.5 and above, corresponding to percentages of 62.5 % and above, are for both High Perception (HP) and Very High Perception (VHP), while below are for both Low Perception (LP) and Very Low Perception (VLP). Diagrammatically represented, one can use number line to show positions of 2.5 for mean of means, 1 for lowest score and 4 for highest score in raw scores of 1, 2, 3, 4, thus:



The above four-point rating scale was used in taking decision with the equivalence in percentage (%).

Results

Research Question1

What is the perception of basic teachers on the use of PowerPoint during lesson preparation, as measured by their mean responses?

To answer this research question, the table below was generated from data collected, analysed and used as shown below:

Table 1
Mean responses on Perception of basic Teachers on the Use of PowerPoint during Lesson Preparation

No	Items	MM	CM	BSM	AM	R1	R2	R3	R
		%	%	%	%				4

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1	Creating learning materials starting with title /subtitle in testing prerequisite knowledge	3.8 95%	3.6 90%	3.2 80%	2.8 70%	VH P	VH P	VH P	H P
2	Creating slide's learning materials sequentially, bearing Bloom's taxonomy of educational objectives in mind.	3.6 90%	3.4 85%	2.8 70%	3.0 75%	VH P	VH P	HP	H P
3	Adding animation effects to slide(s) one by one or adding transition effects to two or more slides	3.4 85%	3.8 95%	3.0 75%	2.6 65%	VH P	VH P	VH P	H P
4	Preparing Offline/Online packages in CDROM/ Web respectively after running slide show	3.6 90%	3.8 95%	2.6 65%	3.2 80%	VH P	VH P	HP	V H P

Key: For **Table1** above and also for **Tables2** and **3** below, the following key holds as guide:

VHP,HP,LP,VLP stand for Very High Perception, High Perception, Low Perception, Very Low Perception respectively. MM,CM,BSM,

AM stand for Mean for Mathematics, Mean for Computer Studies , Mean for Basic Science, Mean for Agriculture respectively, with equivalence of each mean in percentage. R1,R2,R3,R4 each stands for Remark in order of the listed basic subjects.

Table1 above shows very high perception by Mathematics and Computer Studies teachers on the use of PowerPoint during lesson preparation, as measured by their mean responses. Mean for Basic Science and mean for Agriculture teachers, however, show high perception in three items each and very high perception in only one item each from the four items listed for lesson preparation. None of the four groups of basic teachers presented low perception during lesson preparation.

Research Question2

What is the perception of basic teachers on the use of PowerPoint during lesson delivery, as measured by their mean responses?

Table 2
Mean Responses on Perception of Basic Teachers on the Use of PowerPoint during Lesson Delivery

S/N	Items	MM %	CM %	BSM %	AM %	R1	R2	R3	R4
5	Delivering lesson from first slide to last slide during a first presentation in a basic class	3.8 95%	3.6 90%	2.6 65%	2.8 70%	VHP	VHP	HP	HP
6	Emphasizing mastering of slide one	3.4 85%	3.8 95%	2.8 70%	3.0 75%	VHP	VHP	HP	HP

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	before proceeding to another slide that is following								
7	Teaching /learning each slide's object with accompanying texts	3.2 80%	3.6 96%	3.0 75%	2.6 65%	VHP	VHP	HP	HP
8	Explaining the relationship between all the slides prepared for one topic mentioned with first slide bearing title	3.6 90%	3.4 85%	2.8 70%	3.0 75%	VHP	VHP	HP	HP

Table 2 above shows very high perception by Mathematics and Computer Studies teachers on the use of PowerPoint during lesson delivery, as measured by their mean responses. Mean for Basic Science and mean for Agriculture teachers, however show high perception in the four items listed for lesson delivery. None of the four groups of basic teachers presented low perception during lesson delivery.

Research Question3

What is the perception of basic teachers on the use of PowerPoint during lesson evaluation for SDGs' attainment, as measured by their mean responses?

Table 3
Mean Responses on Perception of Basic Teachers on the Use of PowerPoint during Lesson Evaluation

No	Items	MM %	CM %	BSM %	AM %	R1	R2	R3	R4
9	Evaluating the mastery of test for entry behaviour	3.4 85%	3.6 90%	3.0 75%	2.8 70%	VHP	VHP	HP	HP
10	Asking probing questions that test objectives at both knowledge and comprehension levels	3.2 80%	3.0 75%	2.8 70%	3.0 75%	VHP	VHP	HP	HP
11	Testing the pupils/students understanding on objectives in application and analysis	3.8 95%	3.6 90%	3.0 75%	3.0 75%	VHP	VHP	HP	HP
12	Asking more comprehensive questions that bring concepts together in form of synthesis and summary of evaluation	3.6 90%	3.4 85%	2.6 65%	2.8 70%	VHP	VHP	HP	HP

Table3 above shows very high perception by Mathematics and Computer Studies teachers on the use of PowerPoint during lesson

evaluation, as measured by their mean responses. Mean for Basic Science and mean for Agriculture teachers, however, show high perception in the four items listed for lesson evaluation. None of the four groups of basic teachers presented low perception during lesson evaluation.

Discussion of Findings

The findings presented in **Tables 1, 2 and 3** above are discussed as shown below:

Table 1 shows very high perception by Mathematics and Computer Studies teachers on the use of PowerPoint during lesson preparation, as measured by their mean responses. Mean for Basic Science and mean for Agriculture teachers, however, show high perception in three items each and very high perception in only one item each from the four items listed for lesson preparation. None of the four groups of basic teachers presented low perception during lesson preparation. This finding is similar to the study carried out by Onah, Obe, Ozioko, Enema and Ude (2020) who researched on perception of educators on the use of ICT and found out that some educators perceived highly the use of some ICT platforms in dissemination of information on Covid-19. However, some showed low perception in some items on the use of ICT platform items in the previous research. This research is also similar to that of Uzoechi (2006), who worked on perception of the availability and usage of resources for primary science teaching in the Federal Capital Territory, Abuja. The researcher found out that policy on the resource for teaching primary science is not adequately being implemented, as schools lack both human and material resources for science teaching, resulting in the use of inappropriate method of teaching which has brought about poor achievement by pupils. The implication of this finding is that if basic teachers' perception is high

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and also if teachers use appropriate method of teaching, the achievement of learners will be high. This is what SDG four (4) is clamouring for, to promote attainment of quality education by learners.

Table2 above presents very high perception by Mathematics and Computer Studies teachers on the use of PowerPoint during lesson delivery, as measured by their mean responses. Mean for Basic Science and mean for Agriculture teachers, however, show high perception in all the four items listed for lesson delivery. None of the four groups of basic teachers presented low perception during lesson delivery. The finding is in line with Onah (2015) that the use of Multimedia Projection Package like PowerPoint in teaching set enhanced students' achievements and needs to be encouraged for effective lesson delivery.

Table3 above shows very high perception by Mathematics and Computer Studies teachers on the use of PowerPoint during lesson evaluation, as measured by their mean responses. Mean for Basic Science and mean for Agriculture teachers, however, show high perception in the four items listed for lesson evaluation. None of the four groups of basic teachers presented low perception during lesson evaluation. This finding is in agreement with Laudon and Laudon (2001), that in an organization like school, teachers as curriculum implementers perceive the use of computer software and hardware as being useful in classroom processes. This is why Onah and Agomuo (2016) referred to computer as versatile electronic device, since every subject area uses it in teaching and learning. Computer is user-friendly, as such, every area of life needs to adopt its use for effective teaching and learning process.

From all the results above, one can generally state that all the basic teachers perceived the use of PowerPoint as either very highly or highly for being effective in teaching and learning processes for

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SDGs' attainment, as reflected in the NPE (2013). It is interesting to observe that none of the basic teachers had low perception on the use of PowerPoint. These findings give hope to Enugu State citizens in particular and Nigeria at large, that all things being equal, there shall be development in the education industry which SDGs are clamouring for before the deadline date of 2030. Let there be development in every sector for the 17 interlinked goals.

Conclusion

Based on the findings, the researchers conclude that generally, basic teachers perceive highly the use of PowerPoint as innovation in teaching during lesson preparation, delivery and evaluation. The problem of mass failures may lie on implementation. The use of PowerPoint in the teaching process as an innovation actually promotes understanding, since pictures and texts accompany most slides. This idea needs to be adopted by every teacher. Also, arrangement of teaching contents bearing Bloom's taxonomy of education objectives in mind is needed from every teacher to attain the SDGs through understanding, followed by high achievements by students in both internal and external examinations.

Recommendations

The researchers, from the findings, recommend as follows that:

1. Annual retraining of Enugu State basic teachers through SDGs workshops be continued and more teachers should be sent for retraining, not just 20 basic teachers sent for the 2020 workshop.
2. Teachers who have benefited from this workshop should not be nominated again, but opportunities should be given to others to benefit equally from the government sponsorship.
3. Teachers who have already benefitted from the training should step down what they have learnt to other teachers in the various LGAs that sent them, using detailed and updated manuals in the

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four key subjects for SDGs namely: Information and Communication Technology (ICT), Language Communication Skills (LCS), Teaching Methods and Skills (TMS) and Effective Classroom Management Skills (ECMS).

4. Every basic teacher should adopt the use of PowerPoint in classroom for better understanding of learning contents, especially learning of abstract concepts in any subject area, with both diagrams and texts in each slide.
5. Bloom's taxonomy of educational objectives should be sequentially adhered to by classroom teachers for promotion of transfer of knowledge and better understanding by learners.
6. This innovation (PowerPoint use) in teaching has to be embraced by all basic teachers as it will definitely lead to understanding, followed by high achievement by pupils/students, which will in turn lead to development.
7. Government should collaborate with school authorities in all the three tiers of education (primary, secondary and tertiary) levels in the sponsorship of teachers, in this regard, for effective teaching and learning for the attainment of the SDGs.

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EMERGING ELECTRONIC AGRICULTURAL EXTENSION TECHNOLOGY: PROSPECTS, CHALLENGES AND STRATEGIES IN ABIA STATE, NIGERIA

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Abstract

The success of the Nigerian agricultural sector is partly dependent on the accessibility of vital agricultural information by farmers. However, the shortage of agricultural extension personnel has been a major challenge to disseminating agricultural information to farmers. Due to recent developments in ICT, more farmers can be easily reached and within a short time, hence the emergence of e-agricultural extension technology. This emerging technological innovation in agricultural extension thrives in developed parts of the world; however, it faces numerous challenges in Nigeria. Electronic agricultural extension technology has lots of prospects in advancing the course of agriculture in Nigeria, but it seems that its strategies are not fully known by farmers and extension agents. Unfortunately, there seems to be dearth of empirical studies or literature in Nigeria revealing the challenges, prospects and strategies for this innovative trend of agricultural extension. Thus, this study investigated the prospects, challenges and

strategies for promoting e-agricultural extension technology in the 21st century in Abia State. Three specific objectives guided the study. A descriptive survey research design was adopted for the study. The sample size for the study was 364 persons, which was determined using the Taro Yamane formula (1967). A multi-stage sampling technique was adopted to select participants for the study. A validated and pilot-tested structured questionnaire was used for data collection. The reliability of the instrument was .86 using Cronbach's Alpha Coefficient Test. Research ethics were ensured during data collection and analysis. Data collected were analyzed using mean and standard deviation. The study identified 14 prospects, 13 challenges and 16 strategies to promoting e-agricultural extension technology. Therefore, it was recommended, among others, that government should enact policies, ensure regular supply electricity, and train farmers, extension agents and researchers on ICT skills to facilitate e-agricultural extension technology.

Keywords: Agricultural extension, Agricultural Advisory Services, e-agriculture, agricultural extension technology, farmer education, agricultural information, ICT

Introduction

Agriculture remains the pivot of economic development in Nigeria. However, the development of this sector of the economy cannot be achieved without efficient and effective agricultural extension systems (Koyenikan, 2008). Agricultural extension, which is also known as Agricultural Advisory Services (AAS) or agricultural information system and communication networks (AISCN), plays a salient role in facilitating agricultural productivity, increasing food security, improving rural livelihoods and promoting agriculture as an engine of

pro-poor economic growth (FAO, 2017). In the words of Bello (2011), it can be conceptualized as the process of providing information to farmers to help them make a positive change. According to Food and Agriculture Organization (FAO, 2017), the relevance of agricultural and extension services to agriculture and farmers include; improving the well-being of individuals and communities, changing production systems so that they improve rural livelihoods and sustain the resource base, improving agriculture and the social, economic and political status of rural communities, improving the well-being of farm families, improving productivity and livelihoods for farmers, increasing and improving farmers' incomes and productivity on a sustainable basis, enhancing farmers' production, attaining higher levels of efficiency in the farm enterprise and food security and improving rural livelihoods. Francis (2014) opined that agricultural extension is valuable in making agricultural information get to farmers on time. Agricultural information includes all relevant information the farmer needs for improved and effective agricultural production. It may include information on improved seeds, farm machineries, implements, tools, market, farming methods, etc. Therefore, agricultural extension plays a vital role in disseminating agricultural information to famers for increased agricultural productivity.

More so, Bell, Payne and Bohn, in Vignare (2013), stated that the roles of agricultural extension are to link farmers to markets, raise general awareness of opportunities, provide technical information, demonstrate or train, diagnose problems and recommend solutions, respond to follow-up questions raised by clients, provide mass advisories, facilitate access to credit and inputs, assist with business planning, and conduct surveys, monitoring and evaluation, and enumerations. Agricultural extension brings about changes, through education and communication in farmers' attitude, knowledge and skills and its basic role is dissemination of information, building capacity of farmers through the use of a variety of communication

methods and help farmers make informed decisions (Bello, 2011; Koyenikan, 2008). Bello (2016) asserted that providing farmers with timely and relevant information, access to credit, and better market prices through effective agricultural extension services could go a long way in addressing global poverty and improving agricultural productivity. These functions inevitably require different Information and Communication Technology (ICT) strategies and options to accomplish.

In Francis (2014), most of the farmers in developing countries, Nigeria inclusive, live in rural areas and are in most cases divorced from technology and vital agricultural support services needed to carry out farming activities. Therefore, a thoroughly planned and effective integration of ICT in agricultural extension services will be relevant to smallholder farmers in these areas, who remain the bedrock of the agricultural and food supply chains in Nigeria. According to FAO (2017), *ICTs are very useful in agricultural extension, and in facilitating and reaching out to family farmers*. The aspect of timely and relevant agricultural information, especially with the role of Information Communication and Technology (ICT) to connect farmers with the agricultural information they need, has received much attention in the last decade. Therefore, there is a growing body of experience providing lessons on factors required for successful ICT applications in agricultural extension and on how ICT can lead to beneficial behaviour change amongst poor farmers, especially in rural areas (Bell, 2016).

Some authors have noted that there has been a major shift in modernizing or restructuring agricultural extension services, especially with the emergence of ICT (Bell, 2011; Vignare, 2013; & Bell, Payne & Andrea, 2011). This is because any attempt to strengthen and enhance the capability of existing extension functionaries from traditional methods to ICT-oriented methods which will accomplish the objectives of agricultural extension is a welcome

step for agricultural development (Sharma, Murthy & Attaluri, 2016). ICTs have been recognized as possessing the potentials of strengthening the linkage between extension agents, researchers and farmers. Therefore, prevailing weak linkage between the tripartite parties can be strengthened by technology (FAO, 2017). Remarkably, the application of Information and Communication Technology (ICT) in agricultural extension services in form of “e-agricultural extension technology” is becoming increasingly important in the 21st century. This is probably due to its wide and timely spread of useful agricultural information across farmers for increased agricultural productivity with less effort, as compared to traditional systems of information delivery in agricultural education and extension services. In some countries of the world, traditional agricultural extension systems are being gradually replaced by electronic means. Electronic agricultural extension technology is an emerging trend in e-agricultural technology in Nigeria which focuses on the enhancement of agricultural and rural development through improved ICT processes (Singh & Kumar, 2015). More specifically, e-agricultural technology involves the conceptualization, design, development, evaluation and application of innovative ways to use information and communication technologies (IT) in the rural domain, with a primary focus on agriculture (Rajkumar, 2019). There are several types of activity related to e-agriculture applications that are widely recognized around the world today. The delivery of agricultural information and knowledge services (i.e. market prices, extension services, etc) using the Internet and related technologies falls under the definition of e-agriculture (Ghogare & Monga, 2015). Therefore, in the context of this study, e-agricultural education and extension technology is an aspect of e-agriculture which deals with the delivery of information to farmers through electronic devices or ICTs. The e-agricultural extension technology, based on Kamruzzaman, Daniell, Chowdhury and Crimp (2021), is a network of institutes that provide a more efficient alternative approach to the traditional extension system

for agriculture, fisheries and natural resources sectors. Kamruzzaman, Daniell, Chowdhury and Crimp (2021) further explained that recently, e-agricultural extension technology is the only measure to reach maximum number of farmers who are using android or basic phones. In agreement, Yahaya (2018) stated that electronic means of extending agricultural information to farmers is becoming a fastest way of reaching farmers in Nigeria. This is because young farmers have access to mobile phones and, therefore, it is easy for the agricultural education and extension workers to pass across innovative agricultural information on time. Most farmers who adopted technology mediated by agricultural extension service technology reported that the methodology and other details of innovations were useful (Bhattacharyya, Patil, Bhave, Sawant, Haldankar & Narkhede, 2018). The electronic agricultural extension technology reduces the time lag between need and application of farming technology, helps in cost reduction and waste reduction, assists farmers by opting as a part of decision-supporting system and improves traceability of farm products, which is a crucial parameter in the era of food certification. All these benefits together can contribute to doubling farmer's income (Bhave, Sawant, Parag & Narkhede, 2018). Also, Bhave, Sawant, Parag and Narkhede (2018) noted that electronic agricultural extension technology has the potential to transform traditional farming into precision farming. Precision farming requires the adoption of advanced technology; in most cases, agricultural technology is available, but its rate of adoption is slow. To enhance the adoption rate of agricultural technology by farmers, electronic agricultural education and extension would play a major role. The e-devices and software that can be used in disseminating agricultural information to farmers ensure data logs from sensors and through feedback. Management and analysis of these logs lead to improved technology which further enhances access to technology, inputs and thus improves the rate of adoption. Therefore, to accomplish the roles of e-agricultural education and extension technology, certain ICT strategies are required.

Potential applications of ICTs in e-agricultural extension technology, according to Arokoyo (2005), include the capacity to reach a large audience. For example, the use of radio, TV and Internet, can be effectively used for training and demonstrations. T.V., video, VCD, and CD-ROM can be used to make the extension systems and structures more efficient through better management of information and scarce resources. The use of databases for MIS and networking software or the search and packaging of information on demand and for exploring of alternative production options and technologies, the use of search engines, the web and databases, and ICT may be used for normal weather forecasts and as a warning system for disease/pests outbreaks and other disasters before they occur, and also for the provision of timely and sensitive market information with the use of Radio, TV and SMS. ICTs are important for networking among and between the key stakeholders in the Research-Extension-Farmers-Inputs-Linkage System (REFILS). For example, telephone, video, SMS, and ICTs can also be effectively used for community mobilization, learning and action, as seen in Radio, TV, public address systems and the Web (Arokoyo, 2005).

Some strategies identified by Albert (2014) in disseminating agricultural information to farmers using electronic means include, use of database-driven websites to make information sharing and access easier, using streaming media to make non-text (video & audio) information more widely available to audience who may not be literate, using call centers telephone-based services (voice information services and text messaging content), using interactive applications over one way communication tool, giving attention to ICT training for staff responsible for agricultural and rural development, using private sector cyber café and private sector telephone systems visa prophentary sites for information access, creating agricultural website, introducing farmers to agricultural website, training farmers on ICT,

creating zonal internet centres in communities and increasing recognition of the internet as tool for supporting information learning. Abdulsalam, Olaifa and Frederick (2016) stated that there are numerous ICT channels through which agricultural information can reach the farmers in a bid to enhancing agricultural development. Some of these channels are text messaging, e-mail, radio, television, fax, etc. Parag (2010) stated that the dissemination of information to farmers has become increasingly integrated into ICTs. Pagra (2010) further explained that in some countries, rural tele-centres provide electronic information on education, agricultural and health issues and equip rural citizens with skills on how to use computers and provide basic literacy. Also, radio and TV programmers feature agricultural information. Ghogare & Monga (2015) posited that daily and seasonal SMS alert can be used to convey agricultural information. More advanced applications of e- agricultural extension in farming exist in the use of sophisticated ICTs, such as satellite systems, Global Positioning Systems (GPS), advanced computers and electronic systems to improve the quantity and quality of production (World Summit on the Information Society, 2003). Agricultural extension, which depends largely on information exchange between and among farmers and a broad range of other actors, is an area on which ICT can have significant impact. Research scientists can relate directly using electronic means with the farmers through ICTs. Frontline extension workers, who are the direct link between farmers and other actors in the agricultural knowledge and information system, are well-positioned to make use of ICT to access expert knowledge or other types of information that could be beneficial to the farmers (Salau & Saingbe, 2008).

The emerging electronic agricultural extension technology which has thrived in other countries of the world has met lots of challenges in different parts of Nigeria, despite its prospect in the 21st century. However, there seems to be little or no empirical studies in Nigeria, especially in Abia State, x-raying these challenges. In a study, Ken

(2013) identified that these challenges may include scarcity of electricity supply, poor ICT infrastructure, low ICT literacy, lack of relevant content, non-integration of services, issues of localization of ICTs, lack of advisory services, resource mobilization, general lack of interest by stakeholders and lack of understanding of the potentials of e-agriculture. In agreement, the researchers observed that majority of farmers, especially in rural areas of Abia State, seems to lack basic ICT skills and devices to access agricultural information from databases of private and public agricultural education and extension agencies. More so, some farmers are in places with poor network and ICT infrastructure. It was also observed that even some educated farmers who have ICT skills and are in places where there is adequate network do not realize the need for e-agricultural education and extension in the 21st century. A short interview with few agricultural extension workers reveals that an effective electronic means of disseminating agricultural information to farmers through information-based websites, daily or weekly SMS, radio, TV, satellites, etc., has not been adequately used; instead, the traditional methods are employed, despite the shortage of manpower for agricultural education and extension services in Abia State. Notably, policies promoting e-agriculture/agricultural extension seem to be lacking and there seems to be dearth of empirical literatures in the area of e-agricultural extension in Abia State. These issues are probably because the prospects of e-agricultural education and extension in the 21st century have not been fully realized by farmers, educators, government and private agricultural extension agencies. This, in turn, would greatly affect quick agricultural technology transfer to farmers through the extension workers in the 21st century; thus, there would be a decline in agricultural productivity. Lack of quick access to agricultural information is one of the problems affecting farmers, especially those in rural areas. Emerging e-agricultural education and extension in the current ICT-oriented society has the potentials of facilitating effective and quick dissemination of agricultural

information to farmers for increased agricultural productivity. During the COVID-19 incidence, attempts by agricultural extension agencies to reach farmers through electronic means yielded little success, probably as a result of incompetency of agents and infrastructural issues; more so, it served an eye-opener to the prospects of electronic agricultural education and extension technology in Nigeria. In developed countries of the world, electronic agricultural extension technologies are greatly adopted in reaching farmers; however, there seems to be many backdrops in Nigeria which are yet to be fully uncovered by literatures. Thus, the study seeks to investigate the prospects, challenges and strategies to e-agricultural extension technology in Abia State.

Purpose of the Study

The purpose of the study was to investigate the prospects, challenges and strategies to e-agricultural extension technology in the 21st century in Abia State. The following specific objectives guided the study. To determine;

1. prospects of e-agricultural extension technology;
2. challenges to e-agricultural extension technology; and
3. strategies for promoting e-agricultural extension technology.

Research Questions

1. What are the prospects of e-agricultural extension technology?
2. What are the challenges to e-agricultural extension technology?
3. What are the strategies for promoting e-agricultural extension technology?

Research Methodology

A descriptive survey research design was adopted for the study. The area of study was Abia State which is located in Southeast geopolitical zone of Nigeria between the latitudes 5°25'N and longitudes 7°30'E. It comprises three senatorial zones, which include: Abia South, Abia North and Abia Central, with an estimated landmass of about

6320km². There are three main agricultural zones in Abia State, namely, Aba zone in Abia South, Ohafia zone in Abia North and Umuahia zone in Abia Central. Abia State was suitable for this study because of its location in the Southeastern zone of Nigeria, where there are no religious restrictions in pig farming.

The target population of the study was 568 persons who comprised 142 registered crop farmers, 325 registered livestock farmers and 101 agricultural extension agents in Abia State (Agricultural Development Project, ADP, 2019). Sample of study was 364 persons, made up of 105 registered crop farmers, 179 registered livestock farmers and 80 extension agents. This sample size was determined using Taro Yamane formula (1967). 105 registered farmers, 179 registered and 80 agricultural extension workers were selected through a multistage sampling technique for a fair representation of opinions from the various agricultural zones.

A structured questionnaire, titled “Prospects, Challenges and Strategies to E-Agricultural Extension Technology Questionnaire” (PCSETQ) was used as instrument for data collection. This instrument was adapted by the researcher from review of related literatures. The PCSETQ was structured on four-point scale of Agreed, Strongly Agreed, Disagreed and Strongly Disagreed, with a corresponding value of 4, 3, 2, and 1 respectively. The questionnaire items were grouped into sections A and B. The first section (A) comprised the status of respondents (crop farmers, livestock farmers and extension agent). The second section contained 14 items on prospects of e-agricultural extension technology, 13 items on challenges to e-agricultural extension technology and 16 strategies for promoting e-agricultural extension technology. The questionnaire was validated by 3 experts in Agricultural Education and Extension in Abia State. Some items were properly re-adjusted to elicit desired information from respondents after face-validation. A pilot study was conducted using 8

crop farmers, 7 livestock farmers and 5 agricultural extension agents in Akwa Ibom State and the internal consistency of instrument (PCSETQ) was established at an acceptable reliability index of .86, using Cronbach’s Alpha Coefficient.

Three hundred and sixty-four copies of the PCSETQ were administered by the researchers, with the aid of 2 research assistants, and an acceptable retrieval rate of 96.15% (350) was recorded. Data for the study were analyzed using descriptive statistics such as mean and standard deviation to answer research questions. Decisions on the questionnaire items were taken based on the 4-point scale average of 2.50; therefore, items that scored mean values less than 2.50 were regarded as “Disagree” and vice versa. Data collected for the study were cleansed, organized and analyzed by researchers using Excel and SPSS -version 22. Ethical permission to carry out the study was granted by the Agricultural Extension Unit of the Agricultural Development Project in Abia State. Respondents participated in this study voluntarily and their confidentiality in data analysis was ensured.

Results and Discussion

Table 1: *Descriptive statistics of respondents on prospects of e-agricultural extension technology in the 21st century in Abia State (n=350)*

S/N	Item Statement	\bar{X}	S	Remark
1	E-agricultural extension technology has the potential of reaching large population of farmers in a short time.	2.52	.856	A
2	It can provide 24 hours extension services for farmers.	2.54	.428	A

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3	Farmers can easily access agricultural information anytime.	2.55	.676	A
4	It can quickly convey agricultural information to farmers with less effort.	2.58	.762	A
5	It is an attractive form of agricultural information delivery system capable of making up for shortage of manpower in extension.	2.62	.722	A
6	Farmers will get quick feedback to solutions of their problems in farming.	2.85	.733	A
7	It saves time and cost in disseminating agricultural information.	2.98	.949	A
8	Extension agents can on a regular basis effectively communicate to farmers through e-agricultural extension system.	3.12	.738	A
9	It has a potential of uniting farmers, extension agents and researchers for exchange of ideas with less effort	3.13	.847	A
10	Extension agents and researchers can with less effort exchange ideas through e-agricultural extension system.	3.16	.542	A

11	Electronic agricultural extension has the potential to transform traditional farming into precision farming.	3.24	.860	A
12	It can encourage effective farmer education	3.26	.865	A
13	E-agricultural extension has a wide coverage than the traditional system.	3.39	.664	A
14	Agricultural information is delivered at the convenience of farmers through electronic means.	3.09	.787	A

\bar{X} = sample mean, S = standard deviation, A = Agreed, n = number of respondents.

Data in Table 1 reveal that all the 13 items on prospects of e-agricultural extension technology had mean ratings, ranging from 2.52 to 3.39, which are above 2.50 on a 4-point scale. This means that respondents agreed to all items on the prospects of e-agricultural extension technology in the 21st century. The standard deviation ranged from .542 to .949 This showed that their responses were close to the mean and to one another in degrees of responses.

Table 2: Descriptive statistics of respondents on challenges to e-agricultural extension technology in the 21st century in Abia State (n=350)

S/N	Item Statement	\bar{X}	S	Remark
1	Extension agents lack ICT skills needed for e-agricultural extension.	2.52	.949	A

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2	Farmers do not possess necessary ICT skills necessary for e-agricultural extension.	2.55	.652	A
3	Poor network services, especially in rural areas	2.64	.801	A
4	Lack of interests of the farmers	2.64	.801	A
5	Lack of capital	2.71	.698	A
6	Illiteracy	2.83	.661	A
7	Inadequate power supply	2.59	.661	A
8	Inadequate ICT infrastructures	2.86	.746	A
9	General lack of interest by government	2.86	.636	A
10	Non-integration of e-agricultural extension services in agricultural extension	2.88	.816	A
11	Lack of government policies on e-agricultural extension system	2.90	.815	A
12	There is little or no online agricultural extension database system or websites where farmers can get useful agricultural information.	2.98	.436	A
13	Lack of promotion of e-agricultural extension	3.09	.870	A

\bar{X} = sample mean, S = standard deviation, A = Agreed, n = number of respondents.

Data in Table 2 indicate that all the 13 items had mean ratings, ranging from 2.52 to 3.39 and above 2.50 on a 4-point scale. This shows that respondents agreed to all the 13 items on challenges to e-agricultural extension technology in the 21st century. The standard deviation of all items ranged from .542 to .949; this shows that their

responses were close to the mean and to one another in degrees of responses.

Table 3: *Descriptive statistics of respondents on strategies to promoting e-agricultural extension technology in the 21st century in Abia State (n=350)*

S/N	Item Statement	\bar{X}	S	Remark
1	Creating policy frameworks that can promote e-agriculture in the 21 st century	3.16	.542	A
2	Making available adequate ICT infrastructures such as Radio, TV, satellite, smart phones, laptops etc to farmers and extension agents that will support e-agricultural extension in various agricultural zones	2.98	.949	A
3	Developing an online database system that connects farmers, extension agents and researchers for information exchange	2.54	.428	A
4	Creating local ICT offices within agricultural zones to support and carry out e-agricultural extension	3.24	.860	A
5	Designing state/national networks for e-agricultural extension systems	3.13	.847	A
6	Provision of adequate funds for e-agricultural extension systems	2.58	.762	A,
7	Boosting existing networks, especially in rural areas	2.52	.856	A

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8	ICT training of stakeholders (farmers, extension workers and researchers) in agricultural extension for effective e-agricultural extension system	2.62	.722	A
9	Using database-driven websites to make information sharing and access easier	3.39	.664	A
10	Using of streaming media to make non-text (video & audio) information more widely available to audience who may not be literate	2.55	.676	A
11	Using call centers telephone and text messaging content	3.26	.865	A
12	Regular supply of electricity, especially in rural areas	3.12	.738	A
13	Using private sector cyber café and private sector telephone systems	2.85	.733	A
14	Creating agricultural extension websites	3.23	.423	A
15	Introducing farmers to agricultural websites	2.78	.876	A
16	Promoting recognition of the internet as tool for supporting information learning	3.12	.765	A

\bar{X} = sample mean, S = standard deviation, A = Agreed, n = number of respondents.

Data in Table 3 reveal that all the 16 items had mean scores, ranging from 2.52 to 3.39, which are above 2.50 on a 4-point scale. This means that respondents agreed to all the items on strategies to promoting e-agricultural extension technology in the 21st century. Also, the standard deviation for all items ranged from .542 to .949.

This shows that their responses were close to the mean and to one another in degrees of responses.

Discussion of Findings of the Study

The findings of the study on research question 1 showed that respondents agreed to 14 items on prospect of e-agricultural extension technology in the 21st century, which included its potentials of reaching a large population of farmers in a short time, providing 24-hour extension services for farmers, enabling farmers to access agricultural information at any time, conveying agricultural information to farmers with less effort, it is attractive and can make up for shortage of extension personnel, providing quick feedback to farmers, saving time and cost, ensuring effective communication between extension agents and farmers, uniting farmers, extension agents and researchers, encouraging effective farmer education, etc. Francis (2014), in agreement, partly opined that agricultural extension is valuable in making information get to farmers on time. Also, Arokoyo (2005) stated, in line with the findings of the study, that potential applications of ICTs in e-agricultural extension include: capacity to reach a large audience, networking among stakeholders of agricultural extension and it can be used to make the extension systems and structures more efficient through better management of information and scarce resources.

More so, the study also found that the following are some challenges to e-agricultural extension technology in the 21st century: lack of ICT skills by farmers and extension agents, poor network services, especially in rural areas, lack of interest by farmers, illiteracy, inadequate ICT infrastructure, lack of interest by government, lack of government policies promoting e-agricultural extension, etc. In line with the findings of the study, Ken (2013) pointed out that scarcity of electricity supply, poor ICT infrastructure, low ICT literacy, lack of relevant content, non-integration of services, issues of localization of ICTs, lack of advisory services, resource mobilization, general lack of

interest by stakeholders and lack of understanding of the potentials of e-agriculture are problems facing e-agricultural extension.

The study identified 16 strategies to promoting e-agricultural extension technology in the 21st century which included creating policy frameworks that can promote e-agriculture, making available adequate ICT infrastructures such as radio, TV, satellite, smart phones, laptops, etc., to farmers and extension agents that will support e-agricultural extension in various agricultural zones, ICT training of stakeholders (farmers, extension workers and researchers) in agricultural extension for effective e-agricultural extension system, developing an online database system that connects farmers, extension agents and researchers for information exchange, designing state/national networks for e-agricultural extension systems, boosting existing networks, especially in rural areas, ensuring regular supply of electricity, use of daily or weekly SMS, etc. These findings are in line with the strategies identified by Albert (2014) in disseminating agricultural information to farmers using electronic means. Albert suggested the use of database-driven websites, streaming media to make non-text (video & audio) information, call centers telephone, giving attention to ICT training for staff responsible for agricultural and rural development, using private sector cyber café and private sector telephone systems, creating agricultural websites, introducing farmers to agricultural websites, training farmers on ICT, creating zonal internet centres in communities and increasing recognition of the internet as tool for supporting information learning. In agreement with the findings of the study, Abdulsalam, Olaifa and Frederick (2016) stated that some of the channels through which information can be made available to farmers include: text messaging, e-mail, radio, television, fax, etc. Ghogare & Monga (2015) posited that daily and seasonal SMS alert can be used to convey agricultural information.

Conclusion

In an ICT-oriented society, there is need to fully integrate ICT into agricultural extension services for speedy dissemination of vital information to farmers. Due to developments in ICT, e-agricultural extension technology has thrived, especially in the developed parts of the world. In Nigeria, the emerging electronic agricultural extension technology has the potential of reaching a large number of farmers on time and within a short time for increased dissemination of information and agricultural productivity. Also, it would help to solve the problems of shortage of personnel or manpower in agricultural extension. Arguably, it should partly replace the traditional systems of disseminating agricultural information to farmers which have met a lot of challenges. The potentials of e-agricultural extension technology in Abia and other states in Nigeria cannot be underestimated in this information age; however, it has numerous challenges identified by this study, which must be thoroughly addressed. To overcome some of the challenges that may limit online agricultural extension technology in Abia State, there is need to create and adopt certain policy frameworks that can promote e-agricultural education and extension services. Other workable strategies include: making available adequate ICT infrastructures such as radio, TV, satellite, smart phones, laptops, etc., to farmers and extension agents that will support e-agricultural extension in various agricultural zones, ICT training of stakeholders (farmers, extension workers and researchers) in agricultural extension for effective e-agricultural extension system, developing an online database system that connects farmers, extension agents and researchers for information exchange, designing state/national networks for e-agricultural extension systems, boosting existing networks, especially in rural areas, ensuring regular supply of electricity, using daily or weekly SMS, among others.

Recommendations

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

1. Government should create policies that will promote the awareness and practice of e-agricultural extension technology.
2. Farmers and extension agents should be adequately trained on ICT skills to facilitate the implementation of e-agricultural extension technology.
3. Adequate ICT infrastructures should be made available to farmers and extension agents for successful running of e-agricultural extension technology.
4. Government should ensure regular supply of electricity to support the e-agricultural extension technology for effectiveness.
5. Local e-agricultural extension technology centres should be established by the government and private agencies to provide electronic information to farmers in all agricultural zones.

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AFRICAN ECOPHILOSOPHY AND COVID-19

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Abstract

The emergence of COVID-19 pandemic has brought unprecedented changes to all nations of the world. The outbreak of the epidemic rises on daily basis globally but in Africa, there remains till date low reports of COVID-19 pandemic. Many researchers emerged to discover why there low turnout of COVID-19 victims' cases in Africa. This led to different philosophies and theories of ecology. Using the method of critical analysis, the researcher discovers that there is great contribution of African ecology (environment) to the high survival of COVID-19. On the other hand, the search for a possible cure and a vaccine for the novel coronavirus disease led to experiments on chlorophyll, aspirin and different African ecological medicinal plants as possible cure to covid-19 in Africa.

Keywords: Africa, ecophilosophy, ecosophy, COVID- 19, ecology

Introduction

The COVID-19 pandemic is an unanticipated phenomenon that has exposed human fragility in an interconnected and interdependent world. In December 2019 a novel corona virus (COVID-19) was detected in Wuhan, China and has since spread around the world. COVID-19 is an illness caused by a novel corona virus called severe acute respiratory syndrome corona virus 2 (SARS-CoV-2; formerly called 2019-nCoV) which was first identified amid an outbreak of respiratory illness cases and uncontrollable death cases. According to Africa CDC (2020), the disease spreads from person to person through infected air droplets that are projected during sneezing or coughing. It can also be transmitted when humans have contacts with hands and surfaces that contain the virus and touch their eyes, nose, or mouth with the contaminated hands. To fight COVID-19, the Government has prohibited people from the crowding around, social distance, wearing masks and always washing their hands (Keni R etal;2020).

As of 18th April, 2020, 10:00am CEST; WHO reported more than 2.1 million confirmed cases of COVID-19, including 142,229 deaths in 213 countries, areas or territories. The most affected countries with more than 30,000 confirmed cases of SARS-CoV-2 are the United States of America, Spain, Italy, Germany, France, the United Kingdom, China, Iran, Turkey, Belgium, the Russian Federation, Canada and Brazil. However, the number of cases continues to rise throughout the globe and became a serious menace to public health. COVID-19 is majorly affecting many countries all over the world. The continent confirmed its first case of COVID-19 in Egypt on 14th of February, 2020, and from sub-Saharan Africa the first case was reported in Nigeria on 27th of February, in an Italian patient who flew to Nigeria from Italy on 25th of February, 2020

Later, as of 22 May 2020, 54 of 55 AU Member States (except Western Sahara) had reported over 100,000 cases and 3,100 deaths. The northern region of the AU had provided notification of the most cases at that time, reporting over 31% (over 31,000 cases) of the cases from Africa and the highest regional case-fatality rate (5%), with countries such as Egypt (15,003), Algeria (7,728) and Morocco (7,300) driving the overall numbers.

However, Africa is expected to be the most vulnerable continent where COVID-19 victim cases run into millions due to swamp environments and their inability to maintain hygiene and social distance as a result of overpopulation but there is no much cases of other continents. Different researches came up with various ecophilosophies ranging from our hot weather, chlorophyll emitted from herbs and other herbal medicines as a potential option to cure or prevent COVID-19.

COVID-19 pandemic

The introduction or outbreak of Corona Virus in December 2019 was firstly detected in Wuhan, China and since then, spread around the world. COVID-19 is an illness caused by a novel corona virus called severe acute respiratory syndrome corona virus 2 (SARS-CoV-2; formerly called 2019-nCoV) which was first identified amid an outbreak of respiratory illness cases and uncontrollable death cases. On January 30, 2020, the World Health Organization (WHO) announced that this outbreak had constituted a public health emergency of international concern (Mahase 2020). The novel coronavirus was initially named 2019-nCoV and officially as severe acute respiratory syndrome coronavirus 2 (SARSCoV-2) (Smith, S.,2020). As of February 26, COVID-19 has been recognized in 34 countries, with a total of 80,239 laboratory-confirmed cases and 2,700 deaths (WHO 2020). According to recent research of Viral Etiology, similar to SARS-CoV and Middle East respiratory syndrome coronavirus (MERS-CoV), SARSCoV-2 is zootoxic, with Chinesehorseshoe bats (*Rhinolophus sinicus*) being the most

probable origin. Majority of patients experienced fever and dry cough, while some also had shortness of breath, fatigue, and other atypical symptoms, such as muscle pain, confusion, headache, sore throat, diarrhoea and vomiting. Currently, the approach to COVID-19 is to control the source of infection and adhere to preventive measures (Franco FM, 2019).

COVID-19 in Africa

The most-affected countries so far are South Africa (confirmed cases = 2783, mortality = 1.8%), Egypt (confirmed cases=2844, mortality = 7.2%), Morocco (confirmed cases = 2564, mortality = 5.3%), Algeria (confirmed cases = 2418, mortality = 15.0%) and Cameroon (confirmed cases = 1016, mortality = 2.1%). However, due to inadequate testing capacity for COVID-19 the true number of cases may remain undetected, which makes it challenging to predict or conclude the true epidemiology of COVID-19 in the continent. Certainly, several major factors, such as late arrival of the pandemic, weak diagnostics including inadequate COVID-19 testing, lack of essential medical supplies and a large susceptible population will significantly affect and change the epidemiology of COVID-19 in the continent (Cunningham AB., 2020).

According to Daou, M. (2020) Table 1. Epidemiology of COVID-19 cases in some African countries as of 18th of April, 2020.

Country	Confirmed cases	Deaths.	Recoveries	First case/s
Algeria	2,418	364	846	25th Feb, 2020
Angola	19	2	6	21st Mar, 2020
Benin	35	1.	18	16th Mar, 2020
Botswana	15	1	0	30th Mar, 2020

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Burkina Faso	557	35	294	9th Mar, 2020
Burundi	6	1	44	31st Mar, 2020
Cameroon	1,016	21	168	6th Mar, 2020
Cape Verde	56	1	1	20th Mar, 2020
Egypt	2,844	205	646	14th Feb, 2020
Ethiopia	96	3	15	13th Mar, 2020
Ghana	641	8	83	12th Mar, 2020
Gambia	9	1	2	17th Mar, 2020
Guinea	477	3	59	13th Mar, 2020
Gabon	108	1	7	12th Mar, 2020
Kenya	246	11	53	12th Mar, 2020
Liberia	76	7	7	16th Mar, 2020
Mali	190	13	34	25th Mar, 2020
Morocco	2,564	135	281	2nd Mar, 2020
Niger	627	18	110	19th Mar, 2020

Nigeria	493	17	159	27th Feb, 2020
Sierra Leone	26	0	0	31st Mar, 2020
South Africa	2,783	50	903	5th Mar, 2020
Togo	83	5	48	6th Mar, 2020
Tanzania	147	5	11	16th Mar, 2020
Uganda	55	0	20	20th Mar, 2020
Zambia	52	2	30	18th Mar, 2020
Zimbabwe	24	3	2	15th Mar, 2020

African Ecophilosophy/Ecosophy

Researchers such as Geli, P. (2020) have claimed that medicinal plant-based treatments should be beneficial to treat and prevent COVID-19. Yang et al reported that plant species traditionally used as food can help to enhance the immune system of the body and help to prevent the manifestation of COVID-19 . This led to experiments on the following:

Hot temperature and humidity

Visual inspection of world maps shows that coronavirus disease 2019 (COVID-19) is less prevalent in countries closer to the equator, where heat and humidity tend to be higher.

Among the several environmental factors that influence the survival and spread of respiratory viral infections, air temperature plays a crucial role. Cold weather makes the respiratory system sensitive to infections. This is why people tend to suffer from respiratory infections during cold winter months. In tropical climates, influenza and respiratory viruses are transmitted more during the cold rainy seasons.

According to Folke, C. et al, In sub-Saharan Africa, most African countries that have recorded cases of COVID-19 such as South Africa, Nigeria, Senegal, Togo, Cameroon and Benin have mean monthly temperatures of 20 to 32 degrees Celsius in this same period. Meanwhile, Algeria and Egypt. North African countries that have seen cases had monthly temperatures between 11 and 17 degrees Celsius (World Bank; 2001).

Many respiratory viral infectious diseases such as those caused by the human respiratory syncytial virus (RCV), influenza virus, and human corona viruses show seasonal oscillation and are prevalent during winter. Transmission of influenza was found to increase in colder and drier conditions. In addition, the severe acute respiratory syndrome (SARS), caused by the coronavirus SARS-CoV, is affected by temperature. The fact that SARS and COVID-19 are caused by coronaviruses and the outbreak of both diseases started during the winter seem to suggest that winter conditions could be promoting transmission of these infections (Intergovernmental Panel on Climate Change (IPCC),2001).

Therefore, previous coronaviruses spread more during the colder winter months. Also, there are marked temperature differences between the most affected (colder) and least affected countries (warmer) in the COVID-19 pandemic.

Herbal medicines-All Leaves and Lemon Grass

The new coronavirus disease (COVID-19) pandemic has caused global socio-economic disturbances with a worrisome number of deaths and health issues, and the world has been struggling to find medicine to treat and prevent COVID-19. A number of combinations and trials have been done, but so far, they have not produced promising results. The different types of misinformation related to COVID-19 have been spreading throughout the world through social media, including use of medicinal plant products to prevent or cure COVID-19. Due to this situation, ethnobiologists collaborated with local people and document the medicinal plants. (Adnan N, Othman N, 2019)

There is a strong inter-relationship between people and plants. People are dependent on plants for different purposes such as for food, medicine, and houses. Plant species have always been a fundamental source for the discovery of drugs. People had used medicinal plants to fight against pandemics in the past, and dependency of people on medicinal plants might have increased in these days around the world as medicinal plants can be an alternative option to prevent COVID-19. Different researchers in Africa have suggested herbal medicine as a potential option to cure or prevent COVID-19.

In Africa, the medicinal plants are often used in the traditional medicine system. More than 80% of the people have been using traditional medicine such as medicinal plants. Medicinal plants are the primary source of healthcare for the people in Africa and are an integral part of their culture. Most of the people in Africa have been using medicinal plants as the alternative to allopathic or western medicine. It has also been playing an important role in increasing the economic level of people as Africans exports medicinal plants to different countries in the world. The elder people living in rural areas have more knowledge of traditional medicine. (Harris DR, Hillman G.,2016).

Again, according to Wackernagel, M. et al., COVID-19 the health care system is fragile and has a lack of infrastructure. In this context, home remedies, like the use of medicinal plants supported by the relevant authorities, can serve as an alternative option to combat COVID-19. The government has also valued medicinal plants as an immunity power booster used with prescriptions.

According to Van der Veen M. (2014), medicinal plants were combined with western medicine to treat a similar disease, Severe Acute Respiratory Syndrome (SARS). There is no effective medicine available so far for the treatment of COVID-19; medicinal plants are being used globally that might have increased the demand for medicinal plants. Some plants are useful to treat viral disease, but COVID-19 is a new disease, and the effectiveness of the medicinal plants to cure it has not been tested yet. Therefore, the excessive use of medicinal plants, however, could be problematic and is a matter of concern.

Therefore, all the stakeholders including ethnobotanists and community leaders should come together to educate people about the proper use of medicinal plants. The validity and reliability of such medicinal plants should be tested further by phytochemical and pharmacological research, and invalid information should be monitored and controlled in different social media platforms and communities. It is recommended that people follow information from authentic sources related to the COVID-19 pandemic.

Hot Water Therapy with Ginger, Garlic, Uziza leaf, Uda Seed, Turmeric powder and Lemon As An Undeniable Last Resort To The Treatment of Covid-19 Both in Africa and Globally:

The greatest conspiracy of Covid-19 is that it is not curable and many doubt if it is actually preventable. But the fact is now clear that the outcome of the Covid-19 pandemic is no more impossible to predict.

At the time of this writing, many doctors, health workers and professionals have questioned the pandemic nature of COVID-19 with all the known and common symptoms and curative responses from

across the globe. No doubt, the symptoms of Covid-19 infected patients are obviously synonymous to many of us in Africa e.g. African countries like Nigeria, Zambia, Lome-Togo, Ghana et cetera have been used to and accustomed with, instances remain the common malaria and Typhoid, Fever etc. However, this great killer called Corona virus pandemic, based on authentic and undeniable evidences and proofs majorly in Africa and by some brave Africans as Dr. Stella Immanuel [Cameroonian], confirms that COVID-19 pandemic is undeniably curable with some common medication that can be related to malaria medication. Equally COVID-19 patients have responded curatively to most traditional African medicinal herbs as uzizah, turmeric powder, ginger, garlic, hot water therapy and lemon leaves as already noted. Fortunately for Africans and her preventive climatic nature, there exists natural resources with regard to curative herbs constituting African Traditional medicine and the already quinine medication in Africa with the advent of the European explorers and their encounter with malaria pandemic. No doubt therefore that most dreaded diseases as have been termed deadly outbreaks and branded pandemic are actually regional diseases as Malaria in Africa and COVID-19 of the Western world.

It is no news that the aforementioned African Traditional herbs and remedies have been practically used to the treatment of many infected COVID-19 patients in Africa [Nigeria for example] and others globally, albeit, many studies projected that the severity and disaster of COVID-19 would have been a sorry sight in Africa. Thus, aside the benefits of these traditional African herbs and seed extracts to the treatment of Covid-19 as has obviously confirmed, the below stands as their other numerous health benefits.

Uda Seed (Negro Pepper):

Uda seed or Negro pepper is an aromatic spice commonly used in flavoring foods in certain parts of the world, including Nigeria, Ghana, Brazil, among others. It is called *uda* in Igbo language and *eeru-alamo* in Yoruba language. One thing about Negro pepper is that

it is versatile in nature, i.e. its bark, seeds, stem, fruit and leaves can be used for several purposes, ranging from culinary, medicinal and sexual purposes.

Nutritional Value of Uda Seed

- Has Anti-Inflammatory Purposes: Inflammation is the body's way of responding to injuries, infections, wounds and any damage of any tissue.
- Packed with Antioxidants: This means that this spice can be used for reducing the risk and effect of cancerous tumours.
- It is a Great Remedy for Dermatological Problems: It has been proven to be a great remedy for treating skin conditions including boils, itches, skin eruptions etc.
- Treats Respiratory System Diseases
- Prevents and Treats Malaria: Malaria is one of the life-threatening diseases in the world and is majorly caused by parasites spread to people via the bites of infected mosquitoes. No wonder it is a remedy to the treatment of Covid-19 pandemic and it really works. Ostensibly, report shows that more than 500 to 1000 million cases of malaria are recorded yearly and it led to the death of over 700,000 people. Common symptoms of malaria include fever, headach, chills, nausea, vomiting, fatigue, sweating, cough etc.
- It Keeps Rheumatism at Bay and Relieves Gastrointestinal Problems
- Also Used To Treat Menstrual Problems

Uziza: The spice is known to provide nutritional, culinary, insecticidal and medicinal benefits. The antioxidant (flavonoids) in uziza prevents oxidative cell damage and has strong anticancer and anti-ulcer activity. Uziza seeds are recommended for anti-inflammatory management and purposes. It is rich in dietary fibre. In Eastern

Nigeria, Uziza seed is consumed by women after childbirth to enhance uterine contraction and expel retained matter from the womb.

Lemon: The bottom line is that lemon contains a high amount of vitamin C, soluble fibre and many compounds that give a number of health benefits. It aids weight loss and reduces risk of heart disease, anemia, kidney stones, digestive issues and cancer.

Complementary Possible Treatments and Curative nature of COVID-19

Management of the complications of COVID-19 relies on supportive care and oxygen supplementation via non-invasive or mechanical ventilation. Patients who are critically ill may require vasopressor support and antibiotics for secondary bacterial infections(Chaplin, 2020). The absence of an effective treatment against severe acute respiratory syndrome corona virus 2 (SARS-CoV-2) infections has led clinicians to redirect drugs that are known to be effective for other medical conditions to the treatment of COVID-19. Key among these repurposed therapeutic agents are the antimalarial drug chloroquine and its analogue hydroxychloroquine, which is used for the treatment of autoimmune diseases, such as systemic lupus erythematosus and rheumatoid arthritis(Mehra*et al.*, 2020). These drugs have been shown in laboratory conditions to have antiviral properties as well as immunomodulatory effects. Other repurposed therapeutic agents include; remdesivir, lopinavir, interferon beta-1a, doxycycline and azithromycin.

Can COVID-19 be sustained and if so, for how long? are the most pertinent questions to humanity now. According to WHO at the time of this write-up, “to date, there are no specific vaccines or medicines for COVID-19. Treatments are under investigation, and will be tested through clinical trials.” But testimonies abound against WHO’s stand. This stand that there is *no known cure* is against all known vocal dissensions and applied cure from the globe as well as the much sounded trumpet of victory from Africa and beyond that COVID-19 is

curable with herbs and known dosage prescriptions of some curative drugs. Dr. Stella Immanuel (Gwandiku-Ambe) a bold medical professional from Africa that studied in Nigeria working in Houston Texas, who was actively involved in handling many COVID-19 patients, thundered alongside other medical professionals, in front of the Supreme Court in Washington DC:

I refuse to be chained by fake science. I have successfully treated over 250 COVID patients with *Hydroxy Chloroquine (HCQ) combined with Zinc and Zitromax*. No deaths. All these double blinded studies sponsored by big Pharma are fake science.

The speech was golden and consoling. It was in line with nature trying to regenerate itself. It fits into the known fact that there is always a way-out in every know predicament. Dr. Stella Immanuel, a Cameroonian, who studied general medicine in University of Calabar, Nigeria, is an Emergency Medicine Specialist in Katy, Texas. She graduated with honors in 1990. Dr Stella Challenged the CNN experts on COVID19 for this long deception on the curative of COVID-19. However, Dr. Harvey A. Risch, MD, PhD, a professor of epidemiology at Yale school of public health, said the key to defeating Covid-19 already exists. Dr. Risch, who has authored over 300 peer-reviewed publications and currently holds senior positions on the editorial boards of several leading journals, is calling on government and health officials to start using hydroxychloroquine, which has been shown to reduce coronavirus death rate by half in covid-19 patients. He is of the opinion that hydroxychloroquine has shown to be highly effective when given very early in the course of the illness, especially when combined with the antibiotics azithromycin or doxycycline and zinc supplement.

At the time of this writing, many doctors and health workers have questioned the pandemic nature of COVID-19 with all the known and common symptoms and curative responses from across the globe. The Symptoms of COVID-19 infected patients are symptoms many of us in Africa, Nigeria, have been accustomed with, like the Malaria-Typhoid symptoms. But we can learn from pandemics in history to determine our best courses. However, upon being discharged from the Gwagwalada isolation centre in Abuja, the founder of DAAR Communications, Mr. Raymond Dokpesi, had told journalists that he could not differentiate between malaria and COVID-19 because he was placed on dosage of malaria drugs while at the centre. These are our teachers – the Spanish flu, the AIDS pandemic, and more. Prevention is better than cure. Nobody is against it. It remains the best cure to all human ailments, even spiritual and other wise. As already reiterated above, it is a fact that most dreaded diseases that have been termed deadly outbreaks and branded pandemics are actually regional diseases like in the case of Malaria and Typhoid disease of Africa Continent and Pandemic of US and European extracts. In Nigeria for example, the hypes about COVID-19 were something else. People doubt if there was COVID-19 with shocking facts. And if there was, many believe that we are used to the symptoms. Equally some went out to show that it was curable against all odds like malaria and other dread diseases of the Western countries which are home ailments in Nigeria. In Nigeria Punch Newspaper of May 28, 2020 it was reported by the experts on the Presidential Tasks Force on COVID-19, 2020 as saying that “three of numerous claims of COVID-19 herbal cure validated”.

A renowned double Professor of Biochemistry and Toxicology, Emeka Ezeonu in the midst of these crises of confusion and misleading info gave a scholarly attention and professorial caveat on COVID-19, with special regard to Dr. Stella Immanuel’s comment on the hidden and much possible cure, reassures us in his pronounced take on the whole thing thus:

I believe there is sufficient empirical data to show that hydroxychloroquine is relevant for either protection or treatment of COVID-19 at the early stage of infection as it inhibits the cytokine storm but once that stage is overcome its use becomes unreliable. I believe that there are some powerful Pharma companies that are fighting the use of Chloroquine because it impedes their business interest. Chloroquine was a wonder drug discovered during the Second World War and was a frontline drug for malaria for almost six decades until Artemisinin was discovered. The WHO quickly put away a very cheap and affordable chloroquine for a far more costly Artemisinin based drugs. Till today there are people who never recover from boost of malaria except they take chloroquine. Sure chloroquine is toxic and most drugs are anyway, but weighed on a scale of balance its benefits are far higher. For me the simple solution is to let chloroquine be provided, it is contraindicated for susceptible clinical cases and age groups.

In all the theatrics and geopolitics of COVID-19, there was a dose of conspiracy theories that destabilized the world in utter confusion as a global pandemic and an economic inferno. However, from the onset of this monster disease, the voice of Africans seems not to matter with regard to its preventative nature as well as the curative status. Rather, Africans seem to be at the mercy of the European supremacy. It's unfortunate that many studies projected that the severity and disaster of COVID19 will be a tale of sorry sight in Africa.

Fortunately for the Africans and thanks to African climate there exists natural resources with regard to curative herbs constituting *African Traditional Medicine* and the already quinine medication in Africa with the advent of the European explorers and their encounter with malaria pandemic.

Notwithstanding the much lauded pandemic nature of COVID-19 the *Nigeria Centre for Disease Control (NCDC)* played it out in the Nigerian way as there were attempts made to declare fake COVID-19 cases in the state, hence, the concession. The *NCDC*, however, was established in the year 2011 in response to the challenges of public health emergencies. Equally, there are lots of conspiracies and lies with regard to COVID-19. One is tempted to questionably doubt what actually the authorities are trying to hide and achieve by making COVID-19 look untreatable and non-preventive when in actual fact it is so. An exercise of African philosophy of education on COVID-19 shows that: Malaria was and is still regarded as pandemic in most of the continental regions of the world while it is a mere common disease in Africa and many tropical regions.

COVID-19 may be a pandemic in temperate regions like China, US and European Continents but it is not a pandemic in African continent and many tropical regions of the world. That is, in Continents where malaria is a pandemic, COVID-19 is so but in other countries where Malaria and flu are not pandemic, COVID-19 is not. There should not have been any lockdown with regard to this sickness that is curable

and avertable. Leaving our schools under lockdown now is a sign that the stakeholders in Education Industry in Nigeria are well uninformed. Otherwise, the authorities in question must have known that the so called pandemic is mere epidemic and even mere sickness in our environment. As the saying goes that *anything can wait except training a child. His name is now*. Hence the great need for a functional African Philosophy of Education which will place education first. Therefore, there is need for a good philosopher of education who should be able to understand that COVID-19 is full of conspiracies and as Africans and Nigerians in particular the approach ought to be quite different.

Conclusion

The COVID-19 pandemic has not spared the world. Every nook and cranny on Earth has felt the heat of the pandemic. The aftermath of this epidemic is one that has never happened before. The number of its victims keep increasing daily but in Africa, there is relatively low Covid-19 cases. Despite different ecological theories and experiments on medicinal herbs, there's no guarantee that the pandemic cannot return back to Africa. Therefore we should help by adhering to its safety measures and the government should provide its vaccines and equipment. Success in controlling the virus in Africa is in the interests of the whole world for we will not be safe as long as the virus still exists somewhere. The United Nations will continue to stand by Africa as it confronts the COVID-19 threat both in its immediate and longer-term manifestations.

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AFRICAN ENVIRONMENT AND EDUCATION

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Abstract

Education is the backbone and a prerequisite for the development of any nation. The introduction of education in Africa undoubtedly brought advancement and transformation in all ramifications but some factors has posed a challenge to its success. Using the critical analysis, the researchers find out that countries across Africa face major challenges in education due to certain environmental factors: training programs suffer from low quality teaching and learning, lack of access to basic education as well as inequalities and exclusion at all levels. The researcher therefore has employed different strategies for education enhancement in Africa.

Keywords: Education, Africa, African environment

Introduction

Getting an education is not just a fundamental human right but is one of the most important investments a country can make in its future. Education refers to a set of knowledge that is accrued through learning using various methods of teaching for the purpose of providing

answers to the challenges that face our environments. Education is understood as a wholesome process of human learning by which knowledge is generated and passed on from one generation to another. It is a lifelong process that ensures that culture is preserved, transmitted and changed in line with the prevailing situation in a given society.

Education is an important aspect of all human societies while environment comprises of humankind, plants, buildings, animals and the ecological development. The need to eradicate illiteracy in the world has however been attracting the attention of those in governments. In the early sixteenth century the famous medieval traveler and scholar Leo Africanus (al-Hasan ibn Muhammad al-Wazan), who had travelled across most of North Africa giving detailed accounts of all that he saw there, suggested that the name 'Africa' was derived from the Greek word 'a-phrike', meaning 'without cold'.

There is no doubt that Africa is the second largest continent (after Asia), covering about one-fifth of the total land surface of Earth. The continent of Africa is the world's second largest continent after Asia, with a total surface area, including several surrounding islands of 30,313,000 square kilometres. The economic powerhouse of Africa south of the Sahara Desert is South Africa. The continent is bounded on the west by the Atlantic Ocean, on the north by the Mediterranean Sea, on the east by the Red Sea and the Indian Ocean, and on the south by the mingling waters of the Atlantic and Indian oceans.

Despite Africa being a great continent, it is one of the least in development in education and technological advancements. This is as a result of so many factors which will be developed in this article in which the African environment is a major factor.

THE HISTORY OF EDUCATION IN AFRICA

According to Fafunwa, A.B. (1974), the history of education in Africa can be roughly divided into precolonial and postcolonial periods. Since the introduction of formal education to Africa by European colonists, African education, particularly in West and Central Africa, is characterised by both traditional African teachings and European-style schooling systems. The state of education reflects not only the effects of colonialism, but instability resulting from conflicts in many regions of Africa as well as fallout from humanitarian crises such as famine, lack of drinking water, and outbreaks of diseases such as Malaria and Ebola, among others. Although the quality of education and the quantity of well-equipped schools and teachers has steadily increased since the onset of the colonial period, there are still evident numerous inequalities in the existing educational systems based on region, economic status, and gender.

In Ancient Egypt (between 2500 and 500 BCE), men were formally taught to become scribes and administrators, that is, people who could write and people who could govern. But in those early days most other African societies lived just above subsistence levels, which means that they produced little more than the basic goods they needed for daily life and their economy did not advance. So they had very little need for education. Generation after generation, children in Africa learned their skills and gathered their knowledge from their parents and relatives and their community. These skills have mostly to do with farming, and the knowledge was mostly about their environment and their social and cultural traditions. Basic level of education does not give the skills to advance their economy.

Formal education existed only in India and China and in the Mediterranean civilisations of Ancient Greece and Rome. A famous early example is the Platonic Academy of Athens, a school that was founded in 385 BCE. It was mostly for the elites (the rich and the powerful).

THE INFLUENCE OF ISLAM

The introduction of Islam in North Africa (around 670 CE) and parts of West and Central Africa (around 1075 CE) set off a rapid growth of formal education in this continent. Timbuktu, in modern Mali, was the centre of Islamic learning from the 13th to the 17th century, especially under the rule of Askia Mohammad I (around 1500 CE). Timbuktu's economic success attracted many scholars to the town, further strengthening the teaching of art, science and religion. With Emperor Askia Mohammad's support, thousands of manuscripts were written. About 700,000 of these manuscripts still survive in Timbuktu libraries today, and scholars are busy restoring, translating and digitising these valuable documents, so that we can learn more about the politics, economy and culture of this early African civilisation.

The question is: why did formal education start in Africa only after the establishment of Islam? In most sub-Saharan African societies, language was not written down. Skills and knowledge were passed from generation to generation in other ways, by story-telling, for example, or in cultural dances and rituals. And we know of the hunter-gatherer people in sub-Saharan Africa who expressed their ideas in cave paintings for thousands of years before written language was developed (somewhere in Mesopotamia and Egypt around 3700 BCE). The earliest known cave art, at Blombos on South Africa's southwest coast, dates from 80,000 years ago. But these hunter-gatherer groups – and the pastoral and agricultural groups that replaced them – did not develop or adopt written language.

The most likely reason why writing did not develop in sub-Saharan Africa is that the knowledge and technology of Egypt could not reach Central and Southern African countries because of the climatic differences between the Northern Sahel, the tropical forests of Central Africa and the Savannah of the south. American scientist and popular author Jared Diamond shows, for example, that knowledge of how to make paper from papyrus, a plant common in Egypt, was adopted by societies in the Middle East and Europe, but never by those in

Southern Africa, because of the barrier of the tropics.

Without writing, African societies could not develop a system of formal education like the European education system that developed during the Middle Ages (500 to 1600 CE). Instead, most African societies relied on traditional informal education where ritual, games, singing and dancing played an important role. Boys and girls were often taught separately to help prepare them for their adult lives. There were no teachers or lecturers as we know them. Instead, all members of the community did this work, helping to educate the children until their ritual passage ceremony from childhood to adulthood.

The arrival of Islam introduced more formal models of education to Africa. The Muslim conquerors and traders brought with them written texts. This meant that Africans who adopted Islam and learned Arabic could now read, write and deepen their knowledge of philosophy, religion, science, medicine and many other subjects. Now Africans could share in the knowledge of great thinkers and philosophers who came before them. They could study mathematics, science and medicine by reading what generations of scholars had written on these subjects. In the old days Africans had only the elders in their own villages to learn from. Now that they could read and write, they could make progress by ‘standing on the shoulders of giants’ – as the physicist and mathematician Isaac Newton (1642–1727) said. Written language gave them access to the works of great scholars. And with their influence, Africa could now produce its own internationally famous scholars. Ahmad Baba al Massufi, for example, studied at Timbuktu and by the time he died in 1627 he had published more than 40 books, becoming one of Africa’s greatest scholars.

THE INFLUENCE OF THE CHRISTIAN MISSIONARIES

Islam spread mostly to those countries at the top of Africa that were conquered by North African warriors or were part of the North African trade network. The rest of the African continent, particularly the Central Africa, East Africa, the southern parts of West Africa, and

all of southern Africa continued their traditional lifestyle without access to written texts. The arrival of Europeans dramatically changed this picture. During the 15th century, Europeans began to explore the coast of Africa in search of a route to Asia, where they hoped to trade in spices. In 1488 Bartolomeu Dias sailed from Portugal down the west coast of Africa, around Cape Point at the southern tip of Africa, and a little way up the East coast. Ten years later, Vasco da Gama was the first European to sail all the way from Europe around Africa to India. He returned to Portugal with large shipments of spices. Other traders followed, and until the Suez Canal was completed in 1869 this was the only sea route for Europe to trade with Asia.

Europeans began to settle in Africa, most noticeably at the southern tip of Africa. They brought with them printed books and taught them to read and write. Printing had been invented in Germany by Johannes Gutenberg in around 1450. This technology had brought a large increase in literacy – and economic growth – to Europe. Now, 200 years later, its benefits spread to Africa. The settlers built schools for their children where they could learn to read and write, and for some slave children too. Formal education, and with it a more advanced economy, had arrived in southern Africa.

These early schools were small and served only a small part of the African population. But something else that arrived with these Europeans began to transform African societies across the continent: The Christian religion. At the end of the 18th century, missionary societies began to set up mission stations in areas outside the border of the colony. The aim of these stations was to convert Africans to Christianity. But their work also had another – and very important – result. To become a Christian, a person must be able to read the Bible. So missionaries had to teach Africans to read and write. Just like the Islamic schools at the top of Africa, Christian mission stations at the other end of the continent were the main reason that southern African societies became literate.

Some missionaries went further into the continent to convert African societies. A famous example is David Livingstone (1813–1873), a Scottish doctor and missionary from the London Missionary society who explored deep into Africa. Livingstone’s geographical discoveries inspired missionaries to spread the gospel and the written word throughout Central, East and Southern Africa. The legacy of their efforts can be seen even today. Several economists have recently tested the effect the missionaries have had on people’s educational attainment and on their incomes. The results show that African residents on mission stations today reach higher levels of education and earn higher incomes than their African neighbours not living on a mission station. This is because missionaries emphasise the importance of literacy.

Literacy leads to higher productivity, more freedom and greater equality. Christian missionaries therefore made a strong contribution in many African countries not only to formal education but also to the economy and to the creation of a free and equal society. Not all missionary societies provided the same kind of education though. A recent study by an economist found that Protestant and Catholic societies had different effects. Both had a long-lasting effect on educational attainment. But although the Catholic mission teaching brought large benefits to men, it had no lasting benefits for women. The Protestant mission teaching, on the other hand, benefited women more than men. Both the Catholic and the Protestant missionaries benefited education in Africa, but the Protestants left a particularly large positive legacy because of all the positive externalities that women’s education brings.

THE INFLUENCE OF THE COLONISERS

One effect of Livingstone’s discoveries about the African interior was that they enabled European countries to claim African countries as colonies for their own benefit. Early 20th-century colonisation had a variety of effects, some good and some bad. We will take two examples.

The Republic of Ghana was colonised by the British. These colonisers brought new technologies and other improvements such as formal education to Ghana. They helped Ghana to develop an advanced market economy that could become part of the global trading network. But in the case of the Belgian Congo, the present-day Democratic Republic of Congo (DRC), colonisation brought very few benefits and many severe hardships. The colonial master, King Leopold II, and later the Belgian government, exploited the Congolese cruelly and invested little in the country in the form of building, technologies and education that would benefit later generations. The very different effects of colonisation in these two countries can be seen today. Ghana, the first sub Saharan country to gain independence (in 1957), is the rising star of Africa today. In contrast, the DRC suffers frequent outbreaks of political unrest and civil war. Income is the best reflection of the difference in living standards; Ghanaians today earn roughly ten times more per person than citizens of the DRC.

The differences between the colonial experiences of African countries are often explained as the effect of the nationality of the coloniser. Countries that were colonised by the British tend to be better performing economies today than those that were colonised by France, for example. Some economists have argued that this was because the British invested more in education than the other colonisers. But another economist suggests that this was because the British were more supportive of missionary education than other colonisers, who believed that education was the government's responsibility. British colonial governments 'privatised' their education. They encouraged private organisations to provide education, rather than providing it themselves. In this way, the British could educate far more children than the French could, even though the French may have spent more on education.

THE EFFECTS OF INDEPENDENCE

Already before independence, the need for formal education in Africa had been highlighted. The Phelps Stokes Fund, an American foundation, convened several commissions in the 1920s to study the educational conditions and needs of Africans, and made recommendations for improving access and quality. These recommendations were taken up especially after the Second World War, as European colonizers started to realize that they had to fundamentally change the principles and legitimization of colonial governance to maintain in power. Independence from colonial rulers occurred mostly in the 1950s and 1960s. It did not always bring better educational and economic results for the African citizens. In some countries the new political rulers invested in formal education, building new schools and providing more and better qualified teachers. This led to a revolution in African education, as literacy rates increased at massive rates. According to Michael Clemens (2004), it has “spent the last few decades bringing children into primary school at more than twice the rate achieved by today’s rich countries when they were developing. It has done this with an economy far less developed than the leading economies of the 1800s and less developed than the vast majority of countries after 1960.” Indeed, a revolution.

This rapid expansion in African primary education happened in nearly all African countries after the Second World War and continued after independence. This can be seen in work done by Ewout Frankema which presents the average enrolment rates (another indicator to measure education) in colonial Africa in 1938, 1950 and 1960. It is interesting to note the slower post-1940 growth of enrolment rates in British Africa. In other words, that British leads in African education is mainly due to the high rate of activity of missionaries in the British colonies prior to 1940, rather than supposedly effective educational investment policies in the postwar and independence years.

EDUCATION IN POSTCOLONIAL AFRICA

In 2000, the United Nations adopted the Millennium Development Goals, a set of development goals for the year 2015; “to ensure that by 2015, children everywhere, boys and girls alike will be able to complete a full course of primary schooling.” That same year, the World Education Forum met in Dakar, Senegal, and adopted the Dakar Framework for Action reaffirming the commitment to achieve education for all by the year 2015.

At the time, according to UNESCO, only 57% of African children were enrolled in primary schools, the lowest enrollment rate of any region surveyed. The report also showed marked gender inequalities: in almost all countries, enrollment of boys far outpaced that of girls. However, in some countries, education is relatively strong. In Zimbabwe, literacy has reached 92%. According to Sawyerr, H. (2012) steps such as the abolition of school fees, investments in teaching infrastructure and resources, and school meals from the World Food Programme helped drive enrollment up by millions. Yet despite the significant progress of many countries, the world fell short of meeting its goal of Universal Primary Education (UPE). In sub-Saharan Africa as of 2013, only about 79% of primary school-age children were enrolled in school. 59 million children of primary-school age were out of school, and enrollment of girls continued to lag behind that of boys. Disparity between genders is partially due to females being excluded from school for being pregnant.

Following the expiration of the MDGs in 2015, the UN adopted a set of Sustainable Development Goals for the year 2030. The fourth goal addressed education, with the stated aim to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” The World Education Forum also convened in Incheon, Korea to discuss the implementation of this goal, and adopted the Incheon Declaration for Education 2030. Data reflecting the effects the latest measures have on the state of education participation in African countries is not readily available. There are many underlying causes that deter progress towards education equity,

such as high attrition rates of students, teacher shortages, poor infrastructure and supplies, access to education for rural and remote areas, and stigmas surrounding marginalized groups, among many others (UNICEF;2005).

EDUCATION IN AFRICA TODAY

Many African countries have very low levels of education. Literacy, i.e., the ability to read is often used as a measure of basic education. Some African countries score very badly on this measure. Only 31% of people can read in Mali, only 42% in Sierra Leone and only 56% in Côte d'Ivoire. In contrast, some other African countries have more literate populations. In Namibia 89% can read, in Zimbabwe 92% and in Equatorial Guinea 94%. The average for sub-Saharan Africa is 62%. This is much lower than the average for the world, which is 84%.

There are big literacy differences between African countries. But there are also big differences within African countries. Literacy is not shared equally in these countries. The biggest differences are often across gender. To see how women's access to education in many African countries is restricted compared to men's. 78% of Nigerian men are literate, but only 66% of Nigerian women. Most African countries cannot produce enough skilled people to benefit from the world's advanced market economy (Norman, A.S.;2009). So the question now is, what are then the reasons for Africa's poor performance?

THE FUTURE OF EDUCATION IN AFRICA

There are many reasons for African countries' poor literacy rates and generally low level of education. Throughout history, better access to education and better quality education have gone hand in hand with better incomes. Better education helps people to get a higher income, but a higher income also helps people to get a better education. The extra income means they can buy goods that help them to benefit from education, from basics such as electric lighting and better food to

more advanced educational aids such as books and laptops. So improvements in education and improvements in the economy reinforce each other. The important point here is that as African societies become wealthier we can expect more Africans to demand better education from their schools and universities. If improvement comes too slowly, they will seek better education elsewhere. This does further damage to Africa, as valuable skills are lost. (Buchen, I;2005). In the past, to find better education usually meant leaving Africa, but with the rise of our digitally connected world, high quality education is just a click away. Modern communication technology is an essential tool in the quest to provide better education for African students.

Mobile phones are used everywhere in Africa. We all have one because it gives us quick and cheap access to all our friends, and smart phones give us access to the internet. Farmers in Tanzania use it to get market prices for their produce, entrepreneurs in Kenya use it to make secure payments for goods and services, South African consumers use it to pay their monthly electricity bill; these are just a few examples. Mobile phones can also be educational tools. Several African firms are producing mobile phone games for children to improve their skills, for example in mathematics or English. But the biggest advantage of better technology is access to the internet. As the libraries of Timbuktu did in the past, it gives access to a large body of knowledge previously unavailable to African students. Information about philosophy, medicine, economics, biology, engineering, statistics, history, geography, chemistry or any other subject imaginable is now at their fingertips. Not only is this information free, but the teaching of it is increasingly becoming free too.

Several courses from leading universities like Harvard and the Massachusetts Institute of Technology now provide free online courses in several subjects. Instead of enrolling at an African university, students can subscribe for free to these online courses and learn the skills necessary to partake in the advanced market economy. Perhaps, African tertiary education of the future will not all be large

universities funded by under-resourced governments. Perhaps some of them will be computer centres funded by communities where students can listen to and learn from the top professors from around the world. This demonstrates how transformative technology can be when combined with African ingenuity. Just as Islam traders and Christian missionaries brought the written word to African communities, promoting African scholarship, so too can the digital age provide rural African villagers with some valuable tools for transforming their communities from subsistence farming to sophisticated market economies.

But technology cannot do everything. Governments must provide the conditions necessary for all children to go to school. They must provide a safe and secure environment, because formal education usually stops during times of political unrest and civil war. They must provide a good transport system, especially during winter when roads are muddy and rivers too deep to cross. They must provide good classrooms with reliable electricity, to power everything from a light bulb to a computer. They must provide a healthy environment, because many diseases found in Africa, such as Malaria, make it hard for children to learn. And they must make education compulsory for all children and prohibit the employment of children in full-time jobs. Even though many African countries have made important improvements over the last 20 years, too many children in some of these countries do not have the basic conditions necessary for going to school.

Getting children into schools is important, but without good teachers even the most well-equipped school can do little. In South Africa, for example, nearly all children go to school, but the quality of South African primary and secondary education is very bad. In 2012 almost 90% of the final year South African students failed to obtain a grade above 50%. Many teachers are unqualified, often absent, and poor motivated to do their jobs well and unable to keep discipline in the classroom. The South African government has tried to solve the

problem by hiring more teachers and increasing their salaries, but with little effect. Governments are often slow-moving and have their own interests at heart rather than the citizens' interests. Teacher trade unions can add to the problem, for example, by preventing the dismissal of bad teachers. Clearly the culture of learning needs to improve, but this will not happen fast.

If governments cannot provide quick solutions, citizens of African countries must find other sources of help. Civil society, which involves citizens and private companies, must become more involved in education and not leave it all to the government. Parents must demand better education for their children. One way they can do this is through school governing bodies. These are run by parents and they make important decisions that affect the school. Schools that have active governing bodies, run by parents who are passionate about education, have better performing students. Further still, the wider society can also help. In several African countries, NGOs (non-governmental organisations) run classes in mathematics, science and English for underperforming students. In some countries church groups or other volunteer organisations provide textbooks and other school supplies. Sometimes foreign aid is used to support school feeding and health programmes.

But the best solutions are local solutions. An excellent example is Uganda's Mountains of the Moon University. In 2007, a rural western Ugandan community decided that they wanted tertiary education for their children. With the support of the local Archbishop, government officials and village elders, a new university was born. It is funded by the local community and its students are mostly from the surrounding area. This shows what a community can do if it demands better education for its children.

THE AFRICAN ENVIRONMENT

Africa is the world's second largest and second most populous continent, after Asia in both cases. At about 30.3 million km² (11.7

million square miles) including adjacent islands, it covers 6% of Earth's total surface area and 20% of its land area. Despite this low concentration of wealth, recent economic expansion and the large and young population make Africa an important economic market in the broader global context.

Africa's climate is dominated by desert conditions along vast stretches of its northern and southern fringes. The central portion of the continent is wetter, with tropical rainforests, grasslands, and semi-arid climates. Temperatures are about the same as those in the desert regions. The continent is surrounded by the Mediterranean Sea to the north, the Isthmus of Suez and the Red Sea to the northeast, the Indian Ocean to the southeast and the Atlantic Ocean to the west. The continent includes Madagascar and various archipelagos. It contains 54 fully recognised sovereign states (countries), eight territories and two de facto independent states with limited or no recognition. Algeria is Africa's largest country by area, and Nigeria is its largest by population. African nations cooperate through the establishment of the African Union, which is headquartered in Addis Ababa.

Today, Africa remains the poorest and least-developed continent in the world derided by hunger, poverty, terrorism, local ethnic and religious conflicts, corruption and bribery, disease outbreaks (OECD; 2006).

FACTORS AFFECTING EDUCATION FROM THE AFRICAN ENVIRONMENT

- African environment has resulted to degrading education. This is because of poor environment in which people live. Many are striving to survive and don't have enough money for education.
- Local attitudes and/or traditional practices
- Health and nutrition: Lack of access to good food which affects health
- Crisis and instability in leadership

- Distance to school: Most times, the students and teachers lacks mobility
- Poor quality environment (e.g., infrastructure, overcrowding, sanitation, violence)
- Poor quality content (e.g., outdated curriculum, inadequate materials)
- Poor quality processes (e.g., untrained teachers, poor school management)
- National legal framework (e.g., lack of compulsory education requirement)
- Poor legal enforcement of education policies
- Lack of national budgetary allocation to education
- School isolation from the national education system

RELATIONSHIP BETWEEN EDUCATION AND ENVIRONMENT

Education encourages people to use energy and water more efficiently and recycle household waste. By increasing awareness and concern, education can encourage people to reduce their impact on the environment through more efficient use of energy and water supplies, especially in areas of resource scarcity.

Education is a process that allows individuals to explore environmental issues, engage in problem solving, and take action to improve the environment. As a result, individuals develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions. However, environment can affect the growth of education in a particular area. For example, the level and system of the Americans are not the same with the Africans. This is because of low development and technological advancements.

CHALLENGES OF EDUCATION IN AFRICA

African education sector continues to face serious challenges of low and inequitable access to education, irrelevant curriculum and poor

learning outcomes, inadequate education financing, weak education system capacity, and weak link with the world of work. According to Kwapong, A. K. (1988) other factors include;

- **Poverty**

Illiteracy and lack of quality education is the main reason why Africans remains in poverty despite the abundance of both human and natural resources. Most schools lack learning facilities. Students travel long distance to attend classes. In Nigeria, rich people send their children to private and international schools while poor people are left with no choice than to send their children to public schools. Public schools lack good teachers and facilities and most times, their classes are overcrowded.

Low-income students tend to perform worse in school than their more affluent peers. Studies have shown that family income strongly correlates to student achievement on standardized tests. That may be partly because parents with fewer financial resources generally can't afford tutoring and other enrichment experiences to boost student achievement. In addition, low-income children are much more likely to experience food instability, family turmoil, and other stressors that can negatively affect their academic success.(Bloom, D., Canning, &Chan, K; 2006)

- **Vocational and Technical Education**

African countries paid little attention to Technical and Vocational Education during the early periods of their independence. Presently technical and vocational education has become a top priority in Africa along with Basic Education as a path to youth employment. Pupils should be exposed at the Basic Education level to range of practical activities in the vocational field in order to make them familiarize them with it and stimulate their interest in vocational subjects and occupational skills for further training. Technical and vocational training provides personnel with knowledge and skills necessary for agricultural, industrial, commercial and economic development,

matching the supply of skilled labour with demand. It also provides operatives, artisans, craftsmen, technicians and other middle-level technical personnel and prepares them for self-employment.(African Union, January 2007).

- **Strategic Capacities**

Most countries in sub-Saharan Africa lack the strategic capacities needed for the formulation, development and implementation of effective policies based on in-country processes. Curriculum managers, administrators, educators, supervisors and specialists should have jobs. The Universities in Africa need to develop specialised knowledge base to support the professional development of such personnel.

- **Education Statistics**

The quantity and quality of research-based data in Africa is extremely low compared to that of the developed countries and most of the educational policies do not have such empirical-based support. Well managed and responsive statistical information services are essential to viable policy formulation and efficient investment in education.

- **Teaching Profession and low income**

Teachers' conditions in most African countries in terms of management benefits and professional support are poor and teacher motivation and performance low. This situation has been detrimental to the quality of basic education in those countries. The teachers earn peanuts as salary which doesn't encourage them at all.

- **Female Education**

Several millions (approximately 30 million) African girls are out of school either because they have never enrolled in school or because they have dropped out of the education system. Girls in many poor communities still suffer from discrimination when it comes to decisions on whether a boy or girl should go to school. Girls still provide most of the household labour and are forced into early marriage after they have been denied a chance to take control of their

own destiny through education. Adolescent pregnancies, puberty rituals and sexual myths, and manipulation of culture, still lead to early entry into marriage and reduce the chances of bridging the gap. Access to schools must be improved and discriminatory practices against girls should be eliminated. Social and cultural practices should not stand in the way of girls' education. Recruitment of female teachers must be encouraged and incentives provided.

The cost of educating girls should be subsidized. Scholarships and uniform for girls may help raise enrolment. Above all, parents should be made aware of the benefits of girls' education like greater earning ability for families, reduced fertility, reduced infant mortality and increased levels of public health.

- **Science and Technology**

Without a strong science and technology base no country can develop in this modern era. African countries are really handicapped in this field. New techniques and products are emerging in the information sciences, communications, biotechnology, space science and aeronautics, medicine and many other areas. Our Universities and Research Institutes should take up the challenge. They should be more flexible; they should shed off the excess baggage carried over from the colonial era and re-equip themselves with learner more efficient resources.

- **Distance Education**

Africa has a predominantly youthful population. Presently the median age in Africa is 17.3 as against 33.7 in more developed regions and 22.0 in the less developed regions. It is estimated that nearly two-thirds of the population in Africa will be 24 years and below in the 2025. The 21st Century will therefore see many young people as youths and young adults demanding education, employment, basic services and other citizen's rights. The education sector must be ready to provide the necessary social, economic and technological skills for productive existence while at the same time offering the cultural and

spiritual dimension necessary for an integrated and fulfilled life. Unfortunately, our educational institutions cannot contain all the qualified candidates especially at the secondary and tertiary levels. Certainly more schools and universities will have to be opened but a viable and ultimately cost-effective alternative to formal delivery will have to be pursued with added vigour to meet the serious challenge of access to education in the next century.

Distance Education lends itself to full utilisation of technological and scientific advancements and meet the diverse human and social needs. It incorporates into its basic correspondence teaching methods, educational broadcasting, audio-visual aids, and recently telecommunication and computer based technologies. The development of interactive computer-mediated communication systems in particular, provides educational institutions with a means of both delivering education to individuals when and where they want it, and being receptive to students' views and queries (World Bank; 2006).

- **Education System**

African education system is on the whole centralized in nature and characterized by weak management, planning, evaluation, and incentive structures. Most countries do not have reliable information system to facilitate planning, monitoring, evaluation, policy formulation and resource allocation. More seriously, the system is not able to ensure proper use of funds often due to corrupt practices. The highly centralized nature of education delivery in most African countries precludes possibilities of local participation which could resolve some of the issues in resource mobilization, management, accountability, and sustainability of the education system. Most countries have not been able to meaningfully operationalize decentralization due to the problems involved in local capacity development and devolution of power and resources. But in the absence of proper budget and expenditure tracking systems, decentralization has in some cases been rendered ineffective either

because of limited financial management capacity or it has simply meant the decentralization of corruption to the local level.

- **Education Financing**

Education financing by African governments is still very inadequate due to low capacity of many of them to raise taxes for increasing economic and social investments. Little or no attention is paid in funding the economic sector.

IMPORTANCE OF EDUCATION TO AFRICA

Education is pivotal to increasing employment and income opportunities. It is fundamental to breaking the cycle of poverty. Education is the key to unlocking the golden door of freedom for all in Africa. It is the bedrock of social and economic development. Education is crucial as it is an investment in human capital. This yields tremendous benefits at many levels and spheres. According to Summers, L (2000), importance of education to Africa includes;

- Creating More Employment Opportunities
- Education brought technological advancement and enlightenment in all ramifications.
- Securing a Higher Income: People with higher education and varied experience are more likely to get high-paying, expert jobs. Study hard, dedicate your time and effort to acquire knowledge and reach a high level of competence if you would like to lead a comfortable lifestyle.
- Developing Problem-solving Skills: One of the benefits of education is that the educational system teaches us how to obtain and develop critical and logical thinking and make independent decisions.
- Improving the Economy: Education helps countries grow economically.
- Creating Modern Society: Education is of key essence for modern society. One needs to learn about culture, history and other important aspects so that they would be able to contribute to modern society.

- Creating equal opportunities: The importance of education in society has always been great as it is irrespective of caste, race, gender, religion. Educated people are treated as equals on the basis of their knowledge and competence.
- Introducing Empowerment: Education is the key to turn a weakness into a strength. It offers different tools and ways to understand problems that lay ahead of us and helps resolve them. It offers different tools and ways to understand problems that lay ahead of us and helps resolve them.
- Education is critical for development and helps lay the foundations for social well-being, economic growth and security, gender equality and peace.

CONCLUSION

It can thus be concluded that education is the key for development when the programs created are able to deal with the challenges that face human beings. Education must provide answers to societal problems and when utilized, be able to improve the livelihood of the people. It defeats any intelligent mind to say one is educated when the same is not able to manage the environment, and more specifically the environment in which he is working and particularly the area of his competence.

Education is the key to prosperity. History shows that countries prosper when they are part of the advanced market economy and integrated into the world economy. The key to integration is a well-educated workforce. If the next century is to be the African century, it will be because students know the history of education in Africa and the problems we face today and are determined to get a good education not only for themselves but for future generations.

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AFRICAN ENVIRONMENT AND FASHION

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Abstract

Fashion is not novel to the contemporary African society. It has in most cases been erroneously seen as being peculiar to human's physical adornment. But a more careful look at the word shows that it denotes trends not only in the aspect of human adornment but as it relates to a lot of other things in a changing world. The African environment is a unique environment which takes into consideration the perspective of an African man in relation to the changes in his environment. Fashion in this study is seen from the perspective of an African man as it relates to aesthetics a branch of Axiology which deals with beauty in relation to values. Using the method of critical analysis the researchers find out that the African environment like a natural environment is simply fashionable. Such environment nevertheless do not only pick interest in what the current trend is but rather takes pride in the value of such trends as it relates to their cultural ethics and aesthetic. The researchers suggest that the value of fashion be put into consideration even as we try to fit into the

changing world. It is, therefore, necessary that philosophical ethics and aesthetics be put into consideration in deciding and appreciating what fashion is in an African environment.

Keywords: Fashion; ethics; aesthetics; African environment;

INTRODUCTION

The term fashion is plagued by its many different uses, and by the unclear application of the concept. For example, the term connotes difference, but also sameness. It signifies the latest distinction, as well as the return of the old. While it may be defined by an insular and esteemed aesthetic elite, who make a look exclusive, this look is often using references from those excluded from making the distinction.

Whereas a trend often connotes a peculiar aesthetic expression and often lasting shorter than a season, fashion is a distinctive and industry-supported expression traditionally tied to the fashion season and collections. Style is an expression that lasts over many seasons and is often connected to cultural movements and social markers, symbols, class, and culture (ex. Baroque, Rococo, etc.). According to sociologist Pierre Bourdieu, fashion connotes "the latest difference."

Even though the terms are often used together, fashion differs from clothing and costumes — "clothing" describes the material and technical garment; "costume" has come to mean fancy-dress or masquerade wear. "Fashion," by contrast, describes the social and temporal system that "activates" dress as a social signifier in a certain time and context. Philosopher Giorgio Agamben connects fashion to the current intensity of the qualitative moment, to the temporal aspect the Greek called *kairos*, whereas clothing belongs to the quantitative, what the Greek called *Chronos*.

Africa is one of the most diverse continents in the world. The diversity in Africa, especially sub-Saharan, is normally centred around culture, ethnicity, gender, religion, etc. However, commentators assert that people of African descent encounter similar challenges and therefore point to the need for integration to realize the full benefit of its diversity. The call from commentators comes on the heels of diversity's critical impact on growth and development. Notable among these elements of diversity is ethnicity, which sometimes bring predicament to the continent in the form of ethnic conflicts among others. Diversity in Sub-Saharan Africa (SSA) coupled with the advent of globalization puts pressure on societies as well as on organizations to appreciate its relevance due to the benefit derived when managed efficiently to ensure inclusion. A well-managed diverse environment fosters inclusion which can translate into growth and development.

A more detailed study on the nature of African environment show a peculiar unity in diversity as the ethical values and norms of an African man seems not to have any significant difference from each other. It can be understood that in relation to fashion the aesthetic view of trend in relation to cultural ethics is not just limited to one part of African but rather shows an inter connectedness. It is therefore no wonder that the ancient African man has a unique sense of fashion and relates it strongly to cultural ethics, this explains why the ancient African woman goes bare and still do not arouse the porosity of the African man. This goes further to explain that the African sense of beauty is devoid of animalistic porosity and molestation. The African woman do not go bare in the ancient time for wanting to expose herself rather she is compelled by lack of clothing to do so. Fashion to the African is therefore a mind set of what is valuable and morality; this is apparently portrayed in their disgust and frown to current trends that fails to appreciate morality in its real sense.

The African environment still embodies its natural beauty which fits into any form of trend and is characterized by richness of natural resources. This state of the African environment attracts a lot of

prying eye of foreigners who wish to impose their harmful fashion on the African environment and if possible poses and explore the uniqueness of its environment.

It is important to note that the African man's sense of fashion has been the underlying factor for a beautiful environment as they see fashion as valuable and believes that if a particular trend would harm their environmental heritage then it's not worth venturing into.

FASHION AND AESTHETIC

Aesthetics is a branch of philosophy dating to Plato and Aristotle. Prior to the nineteenth century, aesthetics had two goals, to analyze the creative process and establish rules for judging beauty and taste in the fine arts. In the late nineteenth century, two developments changed that direction. First, as psychology developed an epistemology, aestheticians began to apply its theory and methods to the study of aesthetic judgments. Second, as standards of living rose, consumers began to demand products that were both functional and attractive. In response, aestheticians broadened their scope to include the design of everyday objects. Today, the term "aesthetics" is construed to mean the study of both the fine and applied arts.

In the broadest sense, Fashion includes objects and endeavours designed to appeal to any sense. However, in common usage, fashion is taken to relate to a person's way of dressing or a new trend in the clothing industry. According to aestheticians, the purpose of the fashion industries is to create "significant beautiful items that beautifies the everyday life of individual in different sense. They also endeavour to keep abreast of the new development in and are in fact the orchestra of what the people see as trend. Individuals consume fashion to meet higher others needs pleasure in perceiving beauty and emotion in grasping the meaning of symbols. In the "aesthetic experience", beauty and expression are inextricably linked.

Fashion refer to the design of household objects, such as consumer products, furniture, appliances and clothing. Compared to painting and

sculpture, fashion meets a broader set of needs. To achieve significant form, fashion must meet utilitarian as well as aesthetic needs. While most household objects are not such fine examples of significant form of fashion, in a society where most products meet utilitarian needs, aesthetic attributes help in people's choice and appreciation of what fashion is.

More than a decade ago, Holbrook (1981) challenged consumer researchers to shift their focus from utilitarian to aesthetic attributes of products. Despite sporadic attempts to rise to Holbrook's challenge, we continue to neglect the aesthetic aspects of consumption. Nowhere is this more apparent than in the design of fashion goods.

Fashion is a pervasive phenomenon of our culture. While fashion affects the design and consumption of many products, clothing is the classic example. In fact, the effect of fashion on the way we dress is so profound that the design, production and marketing of clothing, which encompasses many industries, is collectively known as "the fashion industry." Given the status of fashion as a multibillion dollar industry and the ability of "significant form" to meet a broad spectrum of consumer needs.

THE FASHIONABLE NATURE OF AFRICAN ENVIRONMENT; A PREY FOR WESTERN INDUSTRIALIST.

The biggest concerns over unethical Local fashion industry insiders across Africa are exploring new sustainable solutions, and tapping into more traditional ones, that will enable them to stay afloat financially as well as protect the environment.

practices in Africa's fashion landscape is the heavy dependence on imported garments and materials from Asia and the West which often contain traces of hazardous chemicals as well as the use of plastics and toxic chemicals dyes that may include bleach or lye residues that could end up in natural or municipal water sources.

The global fashion industry has been harming the planet for decades. After the oil industry it's the world's worst polluter. It relies on water-intensive production, uses toxic dyes, and the extensive air-polluting travel associated with fashion shows also set bad records.

The African fashion industries has little or nothing to contribute to the destructive nature of the fashion industries world wide. The Africans has been mindful of anything that would harm their environment and have therefore opted for sustainable solutions thereby taping into more traditional ways to enable them stay afloat financially and at the same time keep their environment safe.

By putting this much effort Africans has succeeded in maintaining a beautiful environment which has not been tampered by over exploitation nor harmed by the over zealously of the different fashion industries. This has caused the western industrialist to see Africa as a new environment for their unending exploitation to satisfy their greedy curiosity and claims. An environment the Africans has cherished and protected over the years has become a centre of envy for the westerners.

The Chinese has proceeded to buy lands in Africa while the Americans are so interested in controlling the population of Africans under a pretentious care for their well being. This in the actual sense is a ploy to wipe out Africa or better still reduce it to a helpless number and take over their rich environment. The truth is that the African environment is in no way threatened by the population of Africans in fact, the vastness and richness of the African environment would be enough to sustain a thousand more generation to come.

Till today Africans are still seen as an inheritance by the westerners they teach their students that they live in trees and that their lands are theirs to posses. An African priest once recounted his encounter with an English boy who walked up to him and asked "Fr, is it true that you live on tree tops" and the priest in response sarcastically said "yes dear, we do, even your Queen stayed on a tree when she visited" the

boy broke out crying on the thought of their all mighty Queen staying on a tree which was to him degrading and unheard of, this incident further explains how the Africans are being viewed by westerners even today.

The fashionable nature of the African environment which has today become the trend for the so called developed countries have maintained an original and natural look with its richness intact. This is a trend that can never go old and also very priceless. Africans should therefore be mindful of what they have and also try not to be ignorant of the treat around them and doing everything within their power to protect this heritage.

APPLICATION OF AESTHETICS IN THE APPRECIATION OF FASHION AND AFRICAN ENVIRONMENT; THE PERSPECTIVE OF AN AFRICAN MAN

Aesthetics is a way of relating characterized by multisensory perception, attention, emotion, and imaginative freedom. What is distinctive about environmental aesthetic appreciation, and what grounds that appreciation? In answering these questions, there is wide agreement that environmental aesthetics is largely concerned with the environmental character of natural objects as opposed to the object-centred approach typical of art, where the aesthetic object is conceived as fairly static and bounded, for example, a painting or sculpture. Environmental

aesthetics has also served as a critical response to the so-called “scenic model” of aesthetic appreciation of nature, where a focus on natural scenes has been held to be ocular centric and narrow, failing to capture the variety of multisensory and changing qualities of natural phenomena (Carlson, 2000). It is often claimed that the scenic approach is rooted in the Picturesque movement of the 18th and 19th centuries, where landscapes were judged as aesthetically pleasing according to standards of human design as seen in gardens and landscape paintings. The scenic model also tends toward a distanced

and mediated rather than relational and more intimate aesthetic encounter with the natural world.

The environmental approach recognizes the potential of multisensory attention to particular, individual living and non-living things, such as an eagle in flight or a striking rock formation. Importantly though, a more holistic experience of settings and atmospheres shape appreciation. The startling, eerie sound of a fox screaming will attract our attention, but this will be situated within a particular environment, say, having added force as it punctuates a quiet night. Many “objects” of aesthetic attention are better described as phenomena and processes, e.g., changing patterns of clouds in the sky, or the drama of a sudden thunderstorm. Living things move, grow, and decay at different rates, with ecological processes illustrating changes across both time and space in the long and short terms. These changes will be apparent in terms of aesthetic qualities that emerge with changes in weather, seasons, and over longer stretches of time.

It is sometimes argued that aesthetic valuing lies on the more humanizing, even anthropocentric, end of the perspectives and attitudes people take to the natural world. To address to this kind of criticism, various responses have been offered by philosophers and environmental aestheticians, one important one being that aesthetic value is a form of non-instrumental valuing. Translated into relational terms, our aesthetic relations with the world can be said to involve “sympathetic attention” rather than a self-centered perspective (Brady, 2003). More specifically, aesthetics can be understood as a way of relating in at least a couple of ways. As I see it, discovering aesthetic value in the world depends upon a very basic relation between that which is appreciated and the appreciator. To recognize aesthetic qualities in the world begins in sensory perception of phenomena. As such, when we talk about aesthetic qualities we’re always talking about relational qualities which emerge between perceiver and perceived.

Having seen aesthetic as beauty with value, the Africans has a strong sense of ecstasy in everything that deals with its fashion. The African man value quality and at such believes that quality translates to beauty. In the aspect of fashion, clothing in particular the Africans believe that the beauty of an outfit depends on how well that outfit covers the body. It is therefore safe to say that the African man do not appreciate dresses that exposes the skin no matter how beautiful one may think they look the African man still views it as disgusting and unacceptable. Some scholars referring back to the ancient tradition of ladies of different part of Africans going naked may argue that Africans celebrate nudity and therefore wonder why they frown at the western influence on fashion that exposes the flesh. The truth is that the

ancient African man saw fashion as a mind set and so beyond their nudity they created a moral standard which guided the conduct of the individuals in the society, these standard restricted their freedom to go against the believes and ethics guiding their view on the way they perceive their counter parts.

This particular ideology of Africans fashion sense as a mindset of morality portrays the innocence of the African man, they can at such be viewed in relation to the story of the biblical Adam and Eve who when hit by the consequences of their sin and were compelled by their guilt and knowledge revealed to them by their sinful act to cover up their nudity did so thoroughly without the intention of revealing it. The Africans take pride in the sacredness of the body even before the inception of the white men but lacked the materials to back up this believe.

The newly found fashion which the contemporary African man has tried to embrace with both hands has freed the African of the ancient ideology of what fashion really is, this covered their reasoning as they dwell only on the physical aspect of our ancient fashion side and uses

it as a pillar to hold onto the ideology of fashion today as it is presented by the white man.

CONCLUSION

The idea of the topic fashion and the African environment has been observed from two broad perspectives by the researcher. First the paper presented fashion from the African man's perspective. Secondly it also looked at the African environment as fashionable environment and as such appreciating the natural beauty and richness of the environment.

Ethics has always been upheld in the different practices of the Africans and this has guided the way they see thing. Though the ancient African man did not study any kind of philosophy yet he has applied it in the way he goes about different practices and also in his view about fashion. The sense of an African man's beauty as aesthetic (attaching value to beauty) has been one of the reasons our environment has not been robbed off its natural richness which is ever fashionable.

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AFRICAN ENTERTAINMENT INDUSTRY IN SEARCH OF AFRICAN VALUES AND AFRICAN ETHICS

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ABSTRACT

Formally, the entertainment industries are known for adding values and morals to the lifestyle of people, but today the entertainment industries are now a threat to the culture, ethics, and belief of the Africans because of the higher rate of corruptions which came into the society as a result of the things people read, listen or watch all the time. Unfortunately, the entertainment industry is widely followed by the youth. Using the method of critical analysis, the researcher finds out that a lot of Africans devote much interest in sponsoring the immorality that is been practice in the entertainment industry than supporting the education of the youths. Therefore, the researcher recommended that Africans should learn how to give attentions to what concerns the betterment of education rather than wasting their resources on what damages our values and ethics, and causes higher rate of immorality among Africans.

Keywords: *Africans, Entertainment industry, African culture, African Values and Ethics, Education.*

INTRODUCTION

The entertainment industry over the past years has helped in the consolidation and promotion of cultural heritage of different societies as an agent of socialization in influencing cultures. Since film is a

subtle and powerful tool in passing information across to people as well as creating an image both domestically and internationally, government had often used it to communicate to their audience. With home video, modern technology recorded one of its most exciting inventions. Hardly will you see a home without home video in this era. Sadly, most people are carried away by the pleasure of television without cross-examining the negative influences of television on our lives, with particular reference to the youth. People waste their time in watching home, all in the name of having rest or relaxing.

Without sentiment, the entertainment industry weighs the power of influencing the attitude, character, lifestyle and culture of individuals either negatively or positively. Today, the nature of most African movies have grown or evolved from bad to worse, with regards to portraying sex, pornography and vulgarity. This is woefully malevolent because a great majority of the audience of African movies are mostly children. The media, especially television, on the other hand, is as well capable of influencing children's behavior. The negative effects of these videos will always indirectly affect the society. Research has shown that viewers are very likely to emulate models of dressing, acts and posture they see from the media and exhibit such gratification seen towards another person. Different studies have also continually given the understanding that it has the capacity to influence the behavioral pattern of the audience, when they expose themselves to it consciously or unconsciously.

There are a lot of children movies in the internet that are waiting for children to watch that might include: Nickolodia, Tom and Jerry, Sophia the first, Bible study movies etc., and music like Destiny kids, Super kids etc., but how many of these children's movies do Africans produced in order to educate their children based on the African customs and tradition? The Nigerian Nollywood never put interest in that. Worse still, people these days spends a lot in giving support to the entertainment industries, like Big Brother Naija, than supporting

the youths in education. Some people would prefer spending on home videos than on their children's education.

So therefore, people should start giving scholarship to the youth whom are willing to study, and stop wasting their money in sponsoring the entertainment industry. It is also very necessary to the African to be very conscious of the type of movies which they allow their children to watch in order to checkmate and reduce the immoral acts the children and the youths are learning from the entertainment industry.

THE ENTERTAINMENT INDUSTRY IN AFRICAN

Entertainment industry is any business that generates values by providing people with something interesting to do or to watch. These industries are associated with vibrant and thrilling experiences that are packaged for mass consumption (Spacey 2019). The industry includes:

Films industry: They are those industries which are responsible for recording a motion picture on photographic film. The film recording studio includes: Hollywood, Nollywood, Bollywood etc. All their films are shown in the African magic.

Music industry: They are known for production and performance of music and related media such as music video. Afro music, for example, constitutes a station where the Africans display their music.

Media industry: This involves the communication of information and entertainment which includes film, music, television, radio, and social media. It is important to note that not all media is for entertainment. It is dependent on the content.

Sports industry: This industry involved any activity that uses physical exertion or skills competitively under set or rules that is not based on aesthetic.

Attraction industry: It includes theme parks, amusement parks and zoos.

Museums: Cultural attractions such as art, history, and science museums.

Cultural Events: it involves festivals, parades and cosplay conventions.

Performance Art: Performance such as theatre, concerts, dance performances, circuses, comedies and magic shows.

Video Games Industry: These are responsible for the development, marketing and delivery of video games and other digital experiences.

Night Economy: Activities that celebrate the night, predominantly, night clubs etc.

All these entertainment industries above are used to entertain people, either in a good way or in a bad way. Basically, all of them are medium of African entertainment.

CONCEPT OF AFRICAN ENTERTAINMENT

African entertainment industries are those industries designed to give pleasure or relaxation to an audience, whether the audience participates passively as in watching opera or a movie, or actively as games. Most firms are familiar and associable to Africans environment. They may include storytelling, music, drama, dance and different types of performance which exist in all culture. The modern entertainment industry records, manufactures, and sells entertainment to people. It means that the modern entertainment industry gives employment to Africans and also make them to be engaged in a particular kind of commercial enterprise.

HOW AFRICAN ENTERTAINMENT INDUSTRY AFFECTS THE VALUES AND ETHICS IN AFRICA

Entertainment industry in this present era has been associated with all forms of misconduct which are occasioned as a result of corruption. The conventional media practice in this period lacks in values which has caused loss of trust on both the medium itself and the practitioners. The relevant indigenous ethical and cultural values like integrity, truthfulness and courage, with the essence of beauty, love, are no longer found in today's media.

Hornby (2000) contends that some immoral/violent materials in movies include: sex scenes, nudity, obscenity, vulgar language, curses, indecent dresses, killings, murder, rape, beating up women, cultism, smoking, molestation and harassment affect the youths etc. It is obvious that Nollywood to a very large extent contributes to violence in African. A worrisome aspect of these films is that none of the film-makers actively canvasses for the discouragement of the negative tendencies acted out on the screen. And the failure by movie producers to make any strong comment against social ills is a short coming of the films that use violence in their messages. The implication is that such films rather than ameliorating immoral acts in our children tend to aggravate them (Folarin, 1999). These add no value to the African culture nor to the people, but hamper their existing life pattern and the good morals that ought to be transmitted to their children. Many African parents nowadays no longer pay attention to their children's behaviour because they spent much of their time in watching home video that has no values to add in their lives.

The entertainment industry also affects youth education because youths no more have time to read their books, but have the whole time to watch home video. Youths of today no longer value the African culture and belief due to the bad influence formed on movies. Many youth dress half-nakedly, some smoke, many are rapist, married man beats their wife, some women treating their husband badly, all because of the bad influence of the home video. Thus, African values and ethics are badly affected because of entertainment industry.

THE IMPACT OF AFRICAN ENTERTAINMENT ON CHILDREN

Home video impact positive and negative values and morals in the life of children, depending on the individual child and the kind of entertainment programmes they are exposed to. It impacts in them on how to interact with their peers and other social institution. There are a lot of movies where there are sexual encounters. These tends to imprint on the minds of young girls and boys that sexual interaction is the only way to prove to a person that you really care for them without taking notes of age appropriateness and protective measures (Mtandika 2013). Hence, many children fall victims of underage pregnancy, leading to school dropouts, shattered dreams and future.

Home videos appear to have become today children's close companion and caregivers of some kind. They can go to any video shop to rent or buy any video of their choice, including pornographic ones, without restriction. Upon arrival at home from school, many children automatically go straight to the television set and sit for hours watching films. Many of these entertainment products (films) are morally and ethically questionable, just as they represent children improperly. This is because a considerable number of their themes vividly portray gratuitous violence, obscenities, and exaggerated cultism which are very distasteful to Africans (Omoera and etal, 2017).

Evidence shows that the negative impact of entertainment industry is far more than its positive impact in the life of the children. Unfortunately, children no longer have interest in watching the programmes that are meant for them, rather they have interest in watching adult movies. This inflames moral decadence that we see today in the life of children.

INFLUENCE OF AFRICAN ENTERTAINMENT INDUSTRY ON EDUCATION

Entertainment education would involve “the process of purposely designing and implementing a media message to both entertain and educate, in order to increase audience’s knowledge about an educational issue, create favorable attitudes, shift social norms, and change over behavior” (Singhal & Rogers 2004, 5). Education, on the other hand, generally includes informal, non-formal, formal forms of education (Igboabuchi and Stems). The entertainment industry has its informal and formal way of educating Africans, and its negative and positive impact in people's life.

The informal way of entertainment industry has the habits of educating the Africans on their culture, belief, customs and their religious. The Africans easily get such knowledge through engaging themselves in storytelling, music, dance, drama and others. Children, youths and women, learn their place and positions through such educational process. Children and youths learn good morals such as being obedient, wearing decent dress, respectful, etc. The entertainment industry here educates on how to avoid immorality. There is no school for this kind of education.

The formal entertainment education accumulated in this modern time serves to influence both negative and positive morals in the lifestyle of people, most especially the youths. Today entertainment movies engage the children and youth on online teaching, Cowbell competition, Debates, spelling Bee and others, which serves as a tool for child’s learning. Educational games are designed to teach people about certain subjects, expand concepts, reinforce development, understand an historical event or culture, or assist them in learning a skill as they play. Children learn how to use English words and other languages from entertainment TVs. However, on the negative hand, some entertainment movies educate the youths on immoral behaviour which might include: sex, nudity, obscenity, vulgar language, curses, indecent dresses, cultism, killings, murder, rape beating up women,

smoking, molestation and harassment etc. These to a very large extent contribute to violence and moral misconduct in the African society.

Informal entertainment education, thus, proves more preferable than today's entertainment industry. This is primarily because Africans learn more good morals and behaviour which add values to the African culture through it, whereas the formal entertainment industry increases more the rate of corruptions in the African society.

INFLUENCE OF AFRICAN ENTERTAINMENT INDUSTRY ON THE SOCIAL LIFE OF STUDENTS

Some of the influences of the African entertainment industry on the social life of students include:

Physical inactivity: Socially these students are rendered physical inactive. While watching TV, a student does not move but mainly sits or lies. This affects the development of his muscles. Besides, movement plays a significant role in brain development.

Impaired eye accommodation: The human eye has the ability to adapt to the environment by refracting the retina and changing the size of the pupil. When watching TV and movies, the eye passively perceives an image that is reflected on the retina. This causes the eye to atrophy and loses its ability to see well.

Affects the brain: Rapidly changing scenes do not leave an opportunity to think about what is happening, therefore the brain passively perceives information without processing it. The brain becomes a mere receptor rather than creating the scenes like in the case of reading.

The Release of cortisol: When scenes are constantly changing, the person perceives this as a danger, which leads to the release of this hormone. The accumulation of cortisol poisons the body at the level of the psyche because the person is constantly in a state of stress.

Reception/Adoption of aggressive behavior: On television, there are a lot of scenes of violence, murder and humiliation, even from the main good characters. This means that the student takes such a model of behavior for granted and adopts it to life.

Affects the student's performance: Students with dependence on television read less, have less developed imaginative thinking and mathematical abilities. This leads to poor grades in the educational institution and the lack of any desire for studies. And since watching TV and movies consumes a chunk of his/her time, there is then not enough time, subsequently, to study at all. Despite all the negative impacts of television on students, some researchers argue that it can have a positive effect. For example, television programs are often used for educational purposes. Tutors use fragments of television programs in order to diversify the content of pairs and make them accessible to students with different perceptual characteristics. In addition, information programs are a source of knowledge for young people about different cultures and political situations.

All of the above only confirms that watching TVs and movies is not always positive. Though everyone has to decide how much time to spend watching TV, it is unlikely that a person who cares about a healthy human person will ignore its negative impacts. (Wikipedia 2021).

CONCLUSION

Corruptions and crimes that are increasing every day came greatly as a result of the kind of movies our youths are continuously watching and assimilating. Entertainment industry previously took pride in educating the Africans on their culture, customs, and tradition as well as inculcating good. But today the reverse is majorly the case. People learn many immoral acts like rapping, violence, kidnapping, cultism, indecent dressing etc. The worst is that some wealthy people among the Africans go on to even sponsor some moral questionable entertainment programmes like the popular Big Brother Naija. Yet

these are seriously influencing and distracting the youths. Therefore, the researcher recommends that Africans should direct attention to concerns on betterment of education rather than wasting their resources on what increments immorality rate among Africans, and damages our academic, cultural and social values.

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