

EDUCATION AND PRODUCTIVITY IN NIGERIA

14



Edited by:

E.O. ENGBAMIYE, D.O. OUNGBAYO

PUBLISHED BY:

**Nigerian Association for Educational
Administration and Planning, Unilorin.**

First Published 2000

ISBN: 978-35169-4-9

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means without the prior permission of the copyright owner or the publishers.

COVER DESIGN: by Kayode Olanrewaju

PRODUCED BY:

HAYTEE PRESS & PUBLISHING COMPANY LIMITED

154, Ibrahim Taiwo Road, P.O. Box 8697, Ilorin

FOREWORD

This book arose out of the annual conference of the Nigerian Association of Educational Administration and Planning held in Ilorin from January 30 to February 2, 2000. The conference focused on various aspects of productivity with particular reference to educational institutions.

A very common assumption in this country is that workers are generally not as productive as they could be and so wages are generally low and would remain low unless workers are more productive. Nevertheless, one wonders why the converse of this assumption is not considered, that productivity is not as high as it could be because the enabling environment for greater productivity is yet to be available.

This book is divided into five sections with a total of 27 chapters. Section one focuses on issues in measuring of teacher productivity and a general overview of productivity in Nigeria. Section two considers the various aspects of human resource management and productivity, human resource development and productivity, teachers' remuneration, conditions of service and their productivity, resource allocation and utilization, personnel management and productivity in education, personnel practice, role stress and productivity. Section three considers productivity in relation to the available physical facilities. Section four examines the relationship between teacher professionalism and productivity, and Section five considers the crucial variables such as school climate, gender factors, welfare services, staff morale and productivity.

Even though the coverage has not been exhaustive, these papers are a useful contribution to a more profound understanding of the correlates of productivity in educational institutions in Nigeria.

Our expectation is that this book of readings will generate discussion and research on teacher productivity at all levels of the education system in this country.

E.O. Fagbamiye

TABLE OF CONTENTS

Title page	i
Copy right page	ii
Foreword	iii
About the contributors	iv-v
Table of contents	vi-ix
Sub-Theme 1	
Measurement of Productivity in Education	
CHAPTER ONE: Education and Productivity in Nigeria: An Overview	
- Dr. J.O.Fadipe	1
CHAPTER TWO: Issues in Measuring Teachers Productivity	
- Dr. A.O. Sofoluwe	9
CHAPTER THREE: Measuring Teachers Productivity and Primary School Quality: An Evaluation of Concept and Issues	
- Mr. J.B. Odunuga & Mr. P.K. Ajila	16
CHAPTER FOUR: Measuring Teacher Productivity: An Overview of the 'APER' Form - Dr. A.F.S. Ahmed	22
Sub-Theme 2	
Human Resource Management and Productivity	
CHAPTER FIVE: Human Resource Development and Productivity	
- Prof. Segun Ogunsoju	32
CHAPTER SIX: Teachers' Remuneration, Conditions of Service, Job Satisfaction, Attitude to Work and Job Performance in Selected Secondary Schools in Lagos State	
- Prof. E.O. Fagbamiye	41
CHAPTER SEVEN: Resource Allocation and Utilisation for University Education in Nigeria: Trends and Issues	
- Prof. D.O. Durosaro	51

CHAPTER EIGHT: Staff Personnel Management and Productivity in Education - Dr. R.O. Oduwaie	68
CHAPTER NINE: Personnel Practices and Role Stress as Correlates of Students' Academic Performance in Public and Private Secondary schools in Lagos State	
- Dr. S.A. Oyebade	77
CHAPTER TEN: Belief Systems of Secondary School Principals and Vice Principals about Productivity of Teachers in Ilorin Metropolis, Kwara State	
- Dr. (Mrs.) Yetunde Ijaiya	88
CHAPTER ELEVEN: Enhancing Educational Productivity through Effective Staff Personnel Administration in Nigerian schools - Dr. P.K. Ojedele	99
CHAPTER TWELVE: Providing Quality Education when Resources are Scarce: Strategies for Improving Secondary School Effectiveness - Dr. Ngozi E. Uzoka	109
Sub-Theme 3	
Management of School Physical Facilities and Productivity	
CHAPTER THIRTEEN: Physical Facilities and Productivity in Education	
- Dr. G.O. Oyesola	118
CHAPTER FOURTEEN: The Role of School Plant in Educational Productivity - Dr. N.B. Oyedele	128
CHAPTER FIFTEEN: Maintenance of School Infrastructure for Productivity - B.M. Taiwo	134
Sub-Theme 4	
Teacher Professionalism and Productivity in Nigeria	
CHAPTER SIXTEEN: Teacher Professionalism and Productivity A management Perspective - Dr. A.T. Alabi	142

CHAPTER SEVENTEEN: Towards Teacher Professionalism and

Productivity in Nigerian Primary schools

- A.T.L. Ojibara & N.B.L. Ojibara (Mrs.) 147

Sub-Theme 5

Other Correlates of Education and Productivity in Nigeria

CHAPTER EIGHTEEN: School Climate and Productivity in Selected

Secondary Schools in Owerri and Umuahia

Educational Zones of Imo and Abia States

- Dr. Uche Emetarom 154

CHAPTER NINETEEN: Impact of Welfare Services on Productivity of

Academic Staff in Colleges of Education

- K. Udensi 165

CHAPTER TWENTY: Gender Behavioural Flexibility and Productivity of

Women in Nigeria - Dr. O. Mowaiye Fagbemi 176

CHAPTER TWENTY ONE: Theory Z A Management Model for

Increasing Teacher Morale and Productivity in Nigeria

- Dr. (Mrs.) A. N. Okorie 186

CHAPTER TWENTY TWO: Strategies for Achieving Productivity in the

Universal Basic Education (UBE) Scheme

- Dr. M.O. Arikewuyo 198

CHAPTER TWENTY THREE: The Socio-Economic and Socio Cultural

Context of Juvenile Street Trading in Lagos

- Dr. J. O. Omokhodion 208

CHAPTER TWENTY FOUR: The Making of a Productive Teacher of

Social Studies for Nigerian Secondary Schools

- Drs. C.C. Okam, G.O. Bozimo and

Mr. S.A. Rinfat 212

CHAPTER TWENTY FIVE: Deprofessionalization of Teaching and

Teachers' Productivity in Nigeria

- Dr. R.W. Okunloye 219

CHAPTER TWENTY SIX: Organisational Climate and Teacher

Productivity in secondary Schools in Jos-North Local

Government Area of Plateau State

- Dr. E.E. Oluchukwu 226

CHAPTER TWENTY SEVEN: Lecturers' Job Satisfaction and

Performance in Nigerian Colleges of Education

- Dr. (Mrs.) A.I. Fabiyi 237

- Ejorfor P.N. (1986) *Employee Welfare Programme*. Lagos Development Press Limited
- Ejorfor A.M. (1985). *Theories of Job Satisfaction and Job Performance: An Overview and Critique*. Lagos Joja Press Limited
- Eneasor O.G. (1993) *Academic Job Satisfaction and Organisational Climate of College of Education in Nigeria*. Unpublished Ph.D. Thesis, Department of Education, University of Nigeria, Nsukka
- Fagbemi J.A.O. (1986) *Practical Strategies for School Administration Under Austerity*. Ibadan: University Press Limited
- Miss. T. (1975). *Human Resources: Why the New Concern*. Harvard Business Review, March-April, 120-134
- Nwagwu C.C. (1988) *The Relationship between Leadership Styles of Principals and Organisational Climate of Secondary Schools in Anambra State*. Unpublished Ph.D. Thesis, University of Nigeria, Nsukka
- Strauss A. and Sayless (1960) *Personnel: The Human Problems of Management*. Prentice Hall
- Udoeme M.O. (1982) *Employee Service in Nigeria Organisation*. Unpublished Article 7, 12-16
- Ukeje B.O. Nwagbara and Okne (1992). *Educational Administration*. Enugu: Fourth Dimension Publishers Co. Ltd
- Yisa A.N. (1975). *The Problems of Retention of Primary School Teacher in Bida Agale/Capal L.G.A*. Unpublished B.A. Project, ABU, Zaria
- Yoder M.V. (1977) *Work and Motivation in Industry*. London: Rogan Pub

GENDER BEHAVIOURAL FLEXIBILITY AND PRODUCTIVITY OF WOMEN IN NIGERIA.

BY
DR. O. MOWAIBE-FAGBEMI

Abstract

In Nigeria, as in most developing nations of the world, women still lag behind men in every sphere of life, especially in high status professions. Teaching, at the University level is one of such. However, in developed nations of the world, where there has been abundance of research in the area of women studies, certain demographic factors and characteristics have been identified as been common to most women in high professions, such studies are still in dearth in Nigeria. The present study was therefore carried out with a view to finding out selected background profile of women who are university lecturers with samples of women in adult programmes in selected Universities. The paper also expounds on how constraints within the social and cultural milieu can affect productivity of women in professions, the home-front and invariably national productivity.

Introduction

Women are believed not to be oriented to high achievement and work in a male dominated profession. This is assumed to be so because of the different socialization factors which constrain them. However, many have gone into male dominated professions and have succeeded therein. Thus, it becomes important to find out factors that aided such people. In Nigeria, teaching at the university is a male dominated profession. This is inspite of the general perception that teaching is a feminine profession. Thus, the present study used females in selected Nigerian Universities. This paper also attempts to see how productivity is affected.

Morris (1982) purpose was to compare selected demographic variables such as: common factors in socialization, educational background and career commitment between women in leadership positions with women in education who have not attained leadership positions. The sample came from Michigan professional women, the administrative group were women (N=100) holding administrative positions in public school districts. The teachers group (N=303) were

women employed in non-administrative positions. An investigator's questionnaire was used in the research.

The variables explored in the research included:

- (i) Career status of mother.
- (ii) Childhood experiences
- (iii) Order of birth
- (iv) Sex of siblings
- (v) Family size
- (vi) Age at career decision
- (vii) Elementary and Secondary school achievement
- (viii) Type of College attended
- (ix) Highest degree held

The results indicated that women administrators when compared to women teachers had childhood experiences similar to those of males and that the women were high achievers, held higher degrees and had specific career goals. They were also said to be acting on the goals and were involved in more career related activities.

Another study by Roger, (1984) examined the relationship between adult women's perception of their sex role and their level of achievement. Sex Role orientation was defined by the scores achieved on the Bem sex role inventory, while achievement level was based on an index of education work role and salary. A high achieving group in Michigan participated in the study. It was found that as women reported higher achievement levels, they tend to perceive themselves as having more instrumental traits that can make for higher productivity from them without losing their traditional expressive traits. Lower achieving females, in their own case, perceived themselves as having a higher expressive orientation than the higher achieving females.

Dwinnell (1980) in her own work attempted to study the effects of some selected demographic variables in the career development of women age 35 and above, enrolled in higher education. Half of the subjects were in the college of Education, the other half were from the other colleges in the university used for the study.

The demographic variables researched into were -

- (i) Age
- (ii) Age of children
- (iii) Career pattern
- (iv) Reasons for enrolling
- (v) Educational background of father, mother and spouse.

Ninety women took part in the study. The result indicated that women who enrolled in the University for the purpose of advancing in a present career had higher career development means than others. Also, women who had recent work experiences had higher career development means than others.

Andruskiw (1978) tried to look at sex role attitudes of women and men who were higher education administrators. The administrators were in top level positions, President, Vice-Presidents, Provost, Academic Deans, Deans of Schools and Deans of faculties. There were in all, ninety-eight women and eighty-six men as participants. Percentages, the Chi-Square and the Spearman rank order Correlation were used for the analysis of data. The findings revealed that the women and men in the study were traditional in their attitudes towards sex characteristics and sex role images. It has also been postulated that these are the traits that make for higher professional productivity, especially among women.

Bachtold and Werner (1971) studied three generations of women psychologists and found that the women response to Cattell's 16 (sixteen) personality factor questionnaire indicated that they were significantly more aloof-flexible, adventuresome, inner-directed, confident, radical and self sufficient than non professional women.

Tangri (1972) investigated the personality characteristics of role innovative college women. He classified the women as role innovators on the basis of their occupational choices in fields hitherto considered inappropriate for females. For example, fields in which fewer than 30% of those employed were women. It was found that self-descriptions of role innovative college women tended to be characterised by response scale as unconventional, intellectual, not too successful and away from the "feminine" position. The profile also emphasised autonomy, self-reliance, and the assumption of responsibility for others.

O'Leary (1977) concluded in her work, by saying successful women academicians when writing their biographies emphasize the dominant role that older female role models played in their own development. For example, Walum cited in Douvan (1976) found that twenty-five female Ph.D holders had strong identifications with some female models.

help
Dowry then made the observation that effective role models

the young intellectual women to concretise her own role conception, invest her aspirations with greater reality and perhaps offer her some useful clues about ordering her sphere of action. (P 5)

These also make for greater level of productivity among the women in whatever field they find themselves.

Goldstein (1979) has also noted that while male sponsors may bestow on their male proteges greater responsibility, make him aware of the informal values, help pave the way for his acceptance by others and provide feedback to strengthen the proteges image of himself as a competent professional, for the female, such support may not be available. A similar finding was earlier reported by Spear (1978) whose findings showed that role modelling influences people in the areas of occupational behaviour and occupational aspiration, among others.

The present study was therefore carried out with the aim of finding out certain selected variables relating to the women under study, and these included the Lecturer's career models and parental level of education, amongst others. Getting a composite review as was carried out in other nations for studies in Nigeria was not readily available. One reason for this could be the sceptical research in gender issues in Nigeria and the few who venture into such areas are usually women who again may be incapacitated by varied factors.

Statement of the Problem

It is a truism that nobody can give out more than what he/she is. Thus, national productivity is the cumulative productivity of individual productivity in any given nation. Individual productivity is a total product of varied intervening variables within the individual.

This paper could only look at some of these variables to see how national productivity could be affected in Nigeria, especially because women are in high proportion in the country.

Purpose of Study

The study aimed at finding out selected variables that can aid or impede career progress of the women under study and invariably their

productivity. Specific variables selected were parental literacy level of subjects and their role models, and thirdly, their level of rigidity as regards traditional values of femininity. Findings of an earlier study reported by Spear (1978) showed that role modelling influences people in the areas of occupational behaviour and occupational aspiration, among others.

The present study was therefore carried out with the aim of finding out certain selected variables relating to the women under study, and these included the Lecturer's their career models and parental level of education amongst others.

Methods

The stratified random sampling and the purposive sampling procedure were used to select the Universities and subjects. The University of Abuja, Nigeria was purposively chosen as it reflects national characteristics as the nation's capital, while five Universities were chosen from each of the Eastern, Western and Northern zones of the country. The questionnaire were not wholly filled by the respondents, this accounts for the difference in the total (Ns) in the study. Selected demographic factors were focused on in the study, in which respondents were required to indicate their first career choice in life, and other identified factors. The questionnaires were randomly distributed to female students in some instances, in the selected Universities. The sex Role Orientation Instrument was used to determine the Sex Role Orientation of the respondents. (Mowaiye Fagbemi, 1999).

The questionnaire was the final product of a pilot study carried out by the investigator at the University of Ilorin. The same questionnaire was given to women of comparable age with the lecturers (above 30 years) who were just undergoing their first degree programme on part-time basis. This was for comparison purposes.

The simple frequency count, percentage and Chi-Square analysis were employed for analysis purposes.

Results and Discussion

(1) The literacy level of the subjects' parents

The literacy level of the parents of the female subjects under study was analysed. Where one of the parents was literate, a subject was categorised as having literate parents. A parent was however considered illiterate only if he or she had at least the Primary School Certificate.

Table 1 summarizes the result for this particular study. Female students in adult programmes were also used.

Table 1 Literacy Level of Subjects Parents

Group	Literate	%	Illiterate	%	Total
Academics	149	(68.3)	69	(31.7)	218
Students	108	(27.1)	291	(72.9)	399
Total	257		360		617

As shown in Table 1, a greater proportion of the female academics had literate parents as compared with the female students. Female students who had literate parents made up just 27.1% of students in the study, while 68.3% of the female academics had literate parents. The Chi-square analysis of the distribution in Table 1 to test for significance of difference between the obtained frequencies revealed a χ^2 value of 98.5 which is greater than the table value of 3.8 for 1 df. This shows that the number of students who had illiterate parents is significantly greater than the number of those who had literate parents and vice-versa for the lecturers/academics. The lecturers therefore differ significantly from the students in this regard.

Role Model of Lecturers

Many of the lecturers indicated having religious figures like Jesus Christ, Mohammed as models. Some named parents as their models. Table 2 is the summary.

Table 2 Role Models of Female Lecturers

Group	Frequency	Percentage(%)
(i) Religious figures	63	31
(ii) Parents	58	28
(iii) Relative	51	25
(iv) Acquaintances	34	16
Total	206	100

Table 2 revealed that most of the lecturers had parents (28%) and religious figures (31%) as role models. This analysis was carried out to find those who could be regarded as models and serve as career aids for female academics.

Are the Female Under Study Psychologically Androgynous?

To answer this question the frequency counts and percentages of those who fell under the feminine and androgynous groups were obtained following the procedure to determine membership of the two groups using the sex role instrument (Mowave Feagbeni, 1989).

The study revealed that the proportion of female lecturers in the two groups (feminine and androgynous) were not much different (i.e. 54.2% and 44.4% respectively), while the female students were predominantly feminine oriented 71.9%. Table 3 is a summary of the result. Only those who responded to all the items on the instrument (SROI) were included in this analysis.

Table 3 Incidence of Androgyny and Femininity Among Female Students and Lecturers in the Sample.

Group	Students	%	Lecturers	%	Total
Feminine	179	71.9	77	54.2	256
Androgynous	63	25.3	63	44.4	126
Indeterminate	7	2.8	2	1.4	9
Total	249	100	142	100	391

The result showed that the proportion of female lecturers was just a little higher than that of androgynous lecturers. However, the same was not the case with the students. A very high proportion (71.9%) of them were feminine while a relatively smaller proportion (25.3%) were androgynous. This suggests that female students tended more to be feminine than the lecturers.

The Chi-square statistic was applied on the distribution in table 3 to test for significant χ^2 value of 15.8 which is greater than the table value of 5.9 for 2 df was obtained. This shows that the students and the lecturers differ significantly in this regard.

Conclusion

The results revealed the lecturers being more gender flexible and androgynous than the students and this was found to be significant.

Many of the women did not indicate any academic role model but rather religious figures were identified as models. It could be because as argued by many, females may not have would models who could equally serve as role models but that what females may have would usually be

guidance and encouragement from a variety of people fulfilling different functions of a mentor. Cassel and Walsh (1993) had argued that men to have greater "network" which serve as a convenient way for men to make useful contacts with superior colleagues and ensure advancement (p. 111). Many of the lecturer also had literate parents who may have been more gender flexible in behaviour and this no doubt aided their career progress unlike their counterparts just going through part-time programme for varied reasons.

It must be pointed out that one cannot bring out of oneself more than what one perceives one to be or what one is. If a woman believes she has no business being productive outside the "homefront" and to have a meaningful contribution to her profession and national productivity, achieving this could be a Herculean task. High level of productivity from individuals in any given nation does not come by chance. It entails planning and "workings" at various aspects of individual and national life. Nations where women are perceived to contribute highly to national productivity did not first come about by wishful thinking. Changing individuals orientation, national orientation and bringing about personality traits that can make this possible are all that must be worked. For a developing nation like Nigeria, more still needs to be done to achieve greater level of productivity from the female folks. Invariably, this will spill over to the national life, in more ways than one. For example, having a productive woman who can be trusted to handle challenges as they come at home while the man is probably busy on a National assignment would no doubt give the man needed peace of mind, rest and ability to face what he is supposed to face when due. But for a women who may be psychologically dependent on the man in the house for almost everything and every decision, that may not be too easy for a man who does not live a sedentary life. Furthermore, a woman's productivity must not be seen as just in her career or profession but also in her roles as a wife, mother and homemaker. For invariably, the quantity she brings to bear even on the training of the children in the home for instance, cumulatively will be the quantity of leaders that the nation will produce tomorrow and what they will bring to bear on the national life.

Most developed nations have been able to make the progress they have been able to make because they have been able to encourage gender flexibility that may not be biological from both sexes. Nothing gets diminished in anyone because of so called atypical behaviour except what is already diminished in individuals before.

In conclusion it is necessary if change is to be effected quickly in the society for females to be trained educationally for them to be better equipped for the roles of wife/mother and career and having a role model especially one that could show the path-way for females to move up in their career line. It is also necessary to train women to be gender flexible as regards stereotypic gender roles in the society for developmental purpose. This will enhance productivity among women at the individual level and nationally.

Raising literacy level among Nigerians will also aid the acceleration towards gender flexibility among the people, especially when there are greater number of women that can serve as role models for the girl-child.

References

- Anderson, M. (1983). *Profiles of women* Chief Executive Ph.D. dissertation, University of Arkansas.
- Andruskiw, O. (1978). *Women and Men Higher Education Administrators. Sex role attitudes and evaluation*. An unpublished doctoral dissertation, University of Michigan.
- Bachold, L.M. and Werner, E. (1971). *Personality Profiles of Women Psychologist* *Developmental Psychologist* 5, 273-278.
- Douvan E. (1967). *Personal communication*. The self concept revisited. *American Psychologist* 73 (28), 404-416.
- Dwinell, P.L. (1980). *The effects of selected demographic variables on the career development of women of age 35 and over, enrolled in Higher Education*. Ph.D dissertation, University of Georgia.
- Goldstein, E. (1979). *Effects of same sex and cross sex role models on the subsequent academic productivity of scholars*. *American Psychologists* 34 (5) 497-510.
- Morris, E. (1982). *Women in Educational Leadership position*. An investigation of some common factors in socialization, educational background and career commitment. Ed.D. Dissertation. Western Michigan University.
- Mowaive-Fegbemi, O. (1999). *The development of a sex Role instrument in Nigeria* *African journal of information technology* vol.5, April 1999, 63-68.
- O'Leary, E. (1977). *Towards understanding women*. Belmont, California: Books/Cole Publishing Inc.

Roger S. (1984) The relationship between women's level of achievement and self reported characteristics, using the BSRI, Doctoral dissertation, Western Michigan University.

Spear, K. (1978) The pattern of role model influence on women's career development Ph.D Dissertation, North Western University, USA

Tangn, S.S. (1972) Determinants of occupational role innovation among college women *Journal of Social Issues*, 28(2) 177-199

THEORY Z: A MANAGEMENT MODEL FOR INCREASING TEACHING MORALE AND PRODUCTIVITY IN NIGERIA

BY

Dr. (Mrs.) A.N OKORIE

Abstract

Educational managers today are looking for effective ways to improve teacher-morale, productivity and quality. To achieve these goals, behavioural management theorists advocate a need for collaborative relationship between management and employees. Management is the vehicle by which educational services and "products" are delivered. These services and products will be mediocre at best unless educational sectors are managed by competent administrators who possess the knowledge and skills necessary to coordinate people and resources such that quality service and product can be delivered. This paper has attempted to explore the process of Theory Z, a management system, and recommends its utilization in the Nigerian educational system in order to enhance motivation and productivity.

Introduction

Education in Nigeria has been inundated in the last several years with printed matter devoted to its health and general state of affairs. Not only are present programmes and services under the microscopic eye of the public, but the basic quality of the nation's educational "product" is also being questioned (Adegbija 2000, Okorie, 1998, Solaitin, 1994). Retrenchment exercise is a common event and studies about educator/administrator stress and burnout are widespread (Okorie, 1998, Adegoroye, 1995). While there are many ways to interpret these concerns and events, the uncertainty that prevails in both the private and the public sectors suggests that Nigerian education is lodged squarely in the centre of a major societal transformation.

Given this perspective, it is clear that educational leaders must consider among other things some management practices that can enhance teaching staff morale, productivity and quality. It is equally clear that efforts to achieve these goals must be based on a dramatic change in relationship between administration and workers and between union and administration as well as on the need for improvement in the development of educational leaders.