

UNIVERSITY OF PORT HARCOURT

**“LEVERAGING THE CLIENTELE AND
INTEREST GROUPS FOR OPTIMAL
EFFECTIVENESS IN DEVELOPMENT
PLANNING IN EDUCATION”**

VALEDICTORY LECTURE

BY

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PROGRAMME

- 1. GUEST ARE SEATED**
- 2. INTRODUCTION**
- 3. THE VICE CHANCELLOR'S OPENING REMARKS**
- 4. CITATION**
- 5. THE VALEDICTORY LECTURE**

The lecturer shall remain standing during the citation. He shall step on the rostrum, and deliver his Valedictory Lecture. After the lecture, he shall step towards the Vice Chancellor, and deliver a copy of the Valedictory Lecture and return to his seat.

- 6. CLOSING REMARKS BY THE VICE CHANCELLOR**
- 7. VOTE OF THANKS**
- 8. DEPARTURE**

DEDICATION

This lecture is dedicated to God, The Almighty, our help in ages past and our hope for years to come. The lecture is also dedicated to the following: (1) My parents, Late Chief Macaulay Jacob Enaohwo and Late Chief (Mrs) Osiahweke Enaohwo for their love for the education of their children, and (2) My in-laws, Late Mr. Michael Anoro Dafitohwo and Late Mrs Georgina Avwarieyeren Dafitohwo for the right upbringing of my wife, Nessie (as fondly called by me), and the rest of their children.

ACKNOWLEDGEMENT

I hereby express my sincere and lovely appreciation, together with total indebtedness, to my sweetheart and wife of upward of 40 (forty) years, Chief (Dr.) Lady Agnes Kohwo Enaohwo (fondly called Nessie by me) for being there for me through every thick and thin, all challenges and tribulations, including our moments of triumph, through the help of the Almighty. Secondly, my gratitude goes to all my children for living up to expectations in their various walks of life, and being able to sustain the noble spirit of the Enaohwo family.

To my colleagues in the Faculty of Education and the entire university community, I thank you all for your cooperation and mutual understanding throughout my service in the university, and the public, at large. Similarly, I commend the authorities of the University of Port Harcourt for the opportunity to serve society through the academia.

In addition, my special thanks to my select friends, both home and abroad, for remaining steadfast at all times. Finally, my gratitude also goes to my students for allowing me to learn from them at every opportunity.

Preamble

Theme: “The moment the hunter realises that the sun is overhead, he knows it is time to retreat home for the day”

The chosen theme of this valedictory is a reflection of the old adage that the actor should leave the stage when the ovation is loudest. However, before doing that, it is necessary to give a few words of advice to colleagues on how to attain self-satisfaction at the workplace, through proper leveraging or cooperation, and at the same time propel the institution or organization ultimately onto the expected level of effectiveness. As a result, the lecturer would like to seize this opportunity to express and indicate his intention and desire to gracefully bow out of the University of Port Harcourt after 44 years of diligent service; thirty-three of which as a full professor. It has been a long journey and this moment definitely marks the beginning of the end of a period of very rigorous and fulfilled career in the university.

This lecture therefore provides leveraging as a critical tool for excellence in any chosen field of human endeavour for no man is an island. However, leveraging as a tool, it must be emphasized, is not intended as a substitute for the acclaimed and universal principles and theories or concepts of the various disciplines and knowledge in the academia or scholarship. Instead, leverage as a process is advocated to regulate and streamline inter-personal relationships in academics, on the one hand, and at the same time promote a healthy disposition towards management and the entire organization, on the other, for the purpose of institutional effective by individuals and thereby subsume their personally acceptable goals for the interest of the organization.

As a policy concept or option, leveraging is a qualitative alternative to institutional growth and development in any level of education. Besides, leveraging acknowledges the axiom that a tree does not make a forest hence no one is indispensable in the long run. In this respect, the valedictorian wishes all his colleagues and other staff of the university, being left behind, the best of life and God's bountiful blessings.

Introduction

For too long academics have operated and practiced their profession from an esoteric perspective whereby non-experts and non-specialists are shut out and not given any window of opportunity for any input. This is so in the regulated professions such as medicine, dentistry, engineering, pharmacy, surveying and architecture, to mention a few. Of recent, laboratory science, animal science and teaching have been accorded legal status as professions in this country hence they will eventually adopt the anachronistic tradition of the older professions of not welcoming viewpoints of non-members. This practice has stifled certain breakthroughs in the traditional professions because of their refusal to welcome the expertise or thoughts of non-members. This prevailing situation of monopoly of knowledge loses sight of the fact that most of the innovations in the traditional professions were discovered or invented by non-members. A few examples will suffice in this context. However, this problem can be ameliorated through leveraging or the process of sharing from the expertise of others for the benefit or improvement of one's occupation or profession.

For this purpose, leveraging can be considered from two main perspectives; namely, as endogenous leverage involving cooperation internally among members of the same profession or occupation to solve a problem or overcome a challenge. This is common in medicine where doctors work as a team to solve the problems of patients. This approach throws a challenge on the teaching profession to adopt team teaching, especially at the tertiary level, instead of depending on one teacher as a sole actor who assumes total knowledge of everything in his discipline. Such a shift is akin to the symposium approach to team teaching which has aided, among other factors, in propelling Finland to the enviable position of

having one of the best education systems in the world (www.helsinki.fi/education/Finland, 2019; www.minedu.fi, 2019, and www.bigthink.com, 2019). Specifically, team teaching involves two or more qualified teachers or lecturers jointly teaching the same topic/concept to a group of students at the same time through symposium. This is unlike co-teaching a course by different lecturers to different groups of students, using the same course outline.

The second form of leverage is exogenous in nature. This takes place between members of a professional group, on the one hand, and people or experts, interest groups who do not belong to the occupational group, as the case may be. Although the exogenous type of cooperation is very enriching, it is the form of leverage that is prone to more resistance by professionals for obvious reasons. One of the main causes of such indifference to suggestions from non-members is the need to preserve the sanctity of the professions and the fear that such ideas from outside sources could lead to the lowering of standards already codified by law.

Leveraging does not involve depending on the clientele or end-users in order to carry out one's duties in a chosen profession or practice, rather the process of leveraging consists of cooperating and relating with end-users for necessary feedback for self-improvement in any chosen profession, practice and occupation. This feedback and interaction with the clientele or patients, students, or members of the society could result in ultimate enhancement or innovation for better practice. This was how traditional Chinese medicine, through the use of artemesinin-based combination therapy (ACT), displaced orthodox medical treatment for malaria when patients became resistant to chloroquine and similar malaria drugs (<https://www.malariaconsortium.org>). In the same vein,

teachers benefit immensely from feedback from students, parents, guardians on the progress of their children and wards, thereby enhancing the teaching-learning process. Similarly, medicine is incomplete without doctor-patient interaction to identify the background or symptoms of ailments. In transportation or logistics, road users' reactions and feedback on utilization of facilities such as roads, buildings, landscape development constitute relevant avenues for improvements in engineering and architectural professions.

Furthermore, the process of crowd science by which scientific research by amateurs or non-professionals, whereby the significance of traditional herbs is investigated for their relevance for western, orthodox medicine and pharmacy, has since been acknowledged to be of immense value to the cure of many ailments such as malaria, yellow fever, diarrhea and cough, etc. Such herbs, as revealed in a recent BBC programme on crowd science, are discovered by traditional healers who get their inspiration from the behavior of animals, just as orthodox doctors use animals as guinea pigs in their experiments (<https://www.bbc.co.uk>>programme; and (<https://www.bbc.co.uk>>episodes, 10th February, 2020).

In a further revelation by Franzoni (2014), crowd science or the organization of scientific research is considered as an open collaborative process which involves some characteristics which are germane to leveraging in scientific thought. Essentially, the attributes of crowd science or networked science, as shown through Franzoni research, are : (i) recognition of heterogeneity in scientific projects or process, a pivotal principle of leverage; (ii) open participation and sharing of ideas and inputs; (ii) peculiar benefits as a result of sharing of knowledge, and (iv) eclectic approach to overcoming challenges due to inputs from various directions (<https://www.sciencedirect.com>>pii).

Leverage and Development Planning

In exceptional cases, clients or members of the public who are laymen or experts in different fields have contributed immensely to innovations in several professions, to the benefit of all. Such leverage could be of immense value to development planning in education, a process by which goals are set for self and corporate improvement by specifying aspirations or expectations of the organization, together with the steps or stages for the achievement of such goals and objectives.

Development planning comprises performance plans, with spelt-out goals of individuals which must be harmonized with corporate objectives hence they seek to address the needs and challenges of the organization or education. As originated in local government planning in the United Kingdom, such plans specified the modes of land utilization for residence, industries and agriculture, etc (www.pkc.gov.uk.development, 2015). The main advantage of development plans, which were also adopted by the Nigerian governments in her national plans up to the nineteen-eighties, is that there is always provisions for: (i) measurable objectives; (ii) modes of achievements through quantifiable evaluation procedures, and (iii) synergy between individual and organizational, corporate or public policies (www.oas.org.BITO papers, 2014). In addition, leveraging in development planning taps into the experiences, knowledge and expertise among the clientele for continuous review and self-improvement. In view of these overwhelming advantages, it is relevant to consider some outstanding innovations which emerged from leveraging, especially in the medical field, science and engineering, aviation, and education as a field of study, over the years.

Medical Field

In the field of medicine, specifically, inventions by non-practitioners are legion. Some of these are (1) invention of medical thermometer by Gabriel Fahrenheit, a non-medical doctor, in 1714 (which later became digital and with its equivalent in centigrade/celsius scale) (<https://www.livescience.com>); (2) invention of ex-ray imaging technology by a German physicist, Wilhelm Conrad Rontgen in 1895 (<https://www.history.com>germ>); (3) invention of CT scanner and MRI by Dr. Godfrey Hounsfield, a biomedical engineer, and later improved upon by Dr. Raymond V. Damadian (a medical doctor) to differentiate between cancerous and non-cancerous cells in oncology. (<https://www.sciencedirect.com>topic>) (<https://www.ncbi.nlm.nih.gov>pmc>); (4) Conrad Roentgen a physicist and a mechanical engineer, invented medical imaging in 1895. This is indispensable to medical and allied professions (Nitske, 1971), while Martin Evans and Gail Martin discovered stem cells in 1978 for medical therapy (<https://www.bioinformant.com,cited2019>). In 1846, Williams T.G. Morton, a dentist, invented anesthesia for surgery, thus vividly revealing the importance of interdisciplinary co-operation in related fields or endeavours (<https://www.woodlibrarymuseum.org>). Similarly, Alexander Fleming, a biologist, physician and microbiologist successfully discovered penicillin in 1928, thereby pioneering a major breakthrough in pharmacy. This earned Dr. A. Fleming the Nobel prize in medicine (physiology) in 1945 (<https://www.nobelprize.org>prizes>). Again, the relevance of inter-disciplinary and mutual collaboration by practitioners in various professions is self-evident here.

Inventions and Innovations in Other Fields By Experts and Non-Professionals

James Watt's Inventions

In other fields of endeavours, James Watt, a Scottish mechanical engineer and chemist, invented the following: (1) compasses and scales in 1767; (2) the steam-engine in 1776 that became the driving force of the industrial revolution in the United Kingdom (1760-1840); (3) introduced watt as a measure of electricity; (4) copy machines; (5) micrometer in 1770 to measure tiny distances; (6) rotary engine, and flexible water mains or pipes on the bed of rivers. These eclectic innovations by an individual, traversing various disciplines, would not have been possible if this innovator was inhibited by monopoly of knowledge by licenced professionals. Let us proceed to another outstanding achievement by non-professionals in the field of aeronautics by the Wright brothers on the advent of the 20th century.

Aviation-The Wright Brothers

The Wright brothers, Orville and Wilbur, were bicycle repairers and technicians without university education. As a result, they neither had formal training or education in engineering nor aeronautics but invented and built the first aeroplane with fixed wings in 1903 and flew it without any training as pilots (<https://www.airandspace.edu>>online, cited 2019). As pioneers of modern-day aviation, both brothers would have been denied their place in history of aeronautics if they were prevented by experts in these fields for lack of basic education. Definitely, this is a lesson in tolerance and accommodation of alternate viewpoints in any field of study or occupation. Leveraging will further promote this type of innovation in any chosen field of study.

Other Breakthroughs in Science

Equally important are some outstanding contributions in other occupations or professions. Some of these specific examples are listed as follows: (1) Contribution of non- scientists to science- (a) Antoine Gombaud (Chevalier de Mene), French noble man and gambler, created fair dice game with the help of friends and thereby established the foundation of probability theory and statistics; (b) King Charles II created the Royal Society, through a charter, for the funding of research in science (<https://www.quora.com/Who-are-some>) ; (c) Lamarr, an actress, and Antheil, a film star and composer, jointly developed the frequency spectrum (wifi), and created the algorithms and modern Bluetooth (www.quora.com); (d) quinine was discovered in 1600 by Jesuit missionaries in the jungle of South America when they lost their way in the jungle and met natives , infested by malaria, drinking from the pool of coloured water at the base of the quina-quina tree, and the bitter water made them well; (e) saccharin, a derivative of coal-tar, which is 400 times sweeter than sugar, was discovered in 1878 by Constantine Fahlberg who was analyzing the benefits of coal at Johns Hopkins University in the United States; (f)cornflakes was invented by Johns Kellog in 1894 as a nutritious breakfast after cooking wheat/corn for too long on a dry flay-pan; (<https://www.sciencealert.com/these-eighteen>); (g) tyre was invented by Charles Goodyear in 1839 by heating a mixture of rubber, sulfur and lead. This mixture hardened to become tyre which is resistant to heat and cold; (h) in 1827, a pharmacist, John Walker, made a mixture of antimony trisulfide and potassium chlorate, dried up on a tip of a stick, and in an attempt to scratch it off, cost a burst of frame and accidentally discovered matches; (i) in the 19th century, the Chinese, in an attempt to create elixir for long or eternal life, mixed salt, pepper, sulfur and charcoal to form or discover gunpowder,

and (j) a Swedish chemist and engineer, Alfred Nobel, invented dynamite in 1867 when he accidentally mixed nitroglycerin, powder shells or clay (sorbents) and stabilizers/gum.([www.mentalfloss.com>article>24-important](http://www.mentalfloss.com/article/24-important)).

Technological Impact on Education

In addition, it is relevant at this stage to consider the contributions of educationists or their tools to education as a discipline. To begin with, let us examine Verizon Innovative Learning (VIL) which demonstrates clearly the benefits of the impacts of technologists on education (www.verizon.com/). This platform provides technological devices at discount rates for use in the classroom. Through this avenue, Verizon classroom solutions are made available to students, teachers and administrators to provide them new pathways to success in in STEM (science, technology, engineering and mathematics), and other disciplines, by providing richer learning experiences.

Other benefits in this respect have led to the digital classroom at all level. As revealed by Enaohwo (2019), in her analysis of the usage of WhatsApp as digital learning tool by tertiary level students in Rivers State of Nigeria, students were happy and galvanized with interest through browsing but felt moody when off-line. In addition, by use of whatsapp, students learnt fast, unlike the use of voice call which is more easily affected by network, although it promotes more contacts with the teacher. Another benefit of this medium, as revealed by the researcher, is that images and graphs, video/audio files, pictures, animations, lecture notes, time-table can be sent through the platform, thereby concretizing the learning process to the advantage of students. Because of the multitude of advantages, closing the digital divide in the classroom through free internet and access, is now mandatory to cope with the challenges of the 21st century by taking advantage of

contemporary technological breakthroughs. Furthermore, there is still need to review the impact of non-educators in terms of leveraging in education.

Contributions of Non-Educators to Education

First and foremost, we look at the contribution of Clara Hemphill, a journalist, to education. Mrs Hemphill through her blogging site, insideschools.org, made relevant information available to children on the choice of careers, schools and professions with little or no assistance from counselors. This celebrated journalist eventually created a compendium of the activities of school boards and how children could benefit from the array of expertise in the New York school district (<https://insideschools.org>help-us-find>, cited 2019). Equally relevant is the work of Sir Kenneth Robinson, a celebrated authority on educational research in the University of Warwick, Coventry, United Kingdom. Robinson's research led to the restoration of creativity to teaching in particular, and education, in general (<https://www.toprducationdegrees.org>).

In respect of Diane Ravitch, her work exposed the hoax of private school movement in education. Ravitch's work, also based on New York City public schools, shows that private charter schools are only meant to destroy public schools and teachers' unions for the benefit of right wing think-tanks, the elites and the nova-riche in the society. Subjecting children to a battery of standardised tests for selection of children into choice schools was also denounced by Ravitch for a more liberal approach to examination in order to cater for all segments of society through integration (<https://dianeravitch.net>) (<https://dianeravitch.com>about-diane>). The position of Ravitch on private schools was given a further impetus by Randi Weingarten, a labour leader, who vehemently opposed private school tax and standardized tests

because of their capitalist and exploitative nature. In this respect, Sebastian Thrun (<https://www.robots.stanford-eddu>, cited 2020), a Stanford University professor of computer science, worked assiduously to offer free courses to the general public by providing elite education, through robots, and at no cost to anybody. In the same vein, Anant Agarwal, a professor of electrical engineering in Massachusetts Institute of Technology, founded edX, the online learning platform for free course materials and contents for those who cannot afford the expensive, private university education of the ivy-league institutions (<https://www.edx.org>>bio>anant-agarwal , cited 2020). In conclusion, Anthony Cochy, a celebrated blogger, developed 26 u-tube videos on how to strengthen public schools instead of destroying them and the future of the less-privileged in society (<https://www.gatecityfunerals.com>>service, cited 2020). Finally, Jose Ferreira, a photographer, developed a cloud-based platform to provide personalized learning plans, based on individual needs, for students to overcome the challenges inherent in ACT, SAT and GRE (<https://www.hulf-post.com>>author , cited 2020). All these efforts have contributed, in no small measure, to education as a discipline and development planning as a tool for a proper focus or foresight for future improvements in any sphere of life.

Beneficiaries and their Contributions

It is now necessary to consider the role of some agents or agencies in shaping outcomes in the process of development in education. Although they are the main beneficiaries, these stakeholders, by their contributions, constitute the main catalysts or forces to be reckoned with for the success of development plans, especially in education. To start with, let us consider the role of students in the entire process of development planning in education.

Students and Development

Although students are the main objects or products of effective development planning in education, they are the main catalysts to any success in education. The role of students is enhanced by three principal factors, namely: their natural ability; age, and their interaction in the environment through learning. This role is better illustrated by the famous axiom of the Netherlands Economic Institute, especially in social demand or consumption approach to development planning in education, which states that “if a sufficiently qualified citizen stands at the door or type of school he must be admitted, and it is the responsibility of the appropriate government authorities to anticipate his requests so that school capacity will be adequate to accommodate him (cited from Sheehan, 1973). Three factors stand out prominently in this statement. First, the individual must be qualified by ability; in other words, entry requirements must be satisfied since these are held as the surrogates of individual’s preparedness to benefit from the type of education in question. Secondly, there is an assumption that individuals should be able to make the necessary requests to pursue the programme. Thirdly, and by no means the least, is the fact that the public authority in charge of education should anticipate the requests. Necessary plans are therefore put in place beforehand to take care of these requests or demands.

It is note-worthy to understand from the outset that without students, there will be no educational institutions in the first place. Schools are developed to grow the capacity of students; and in the process, they contribute significantly to the success of education in the long run. In the same vein, inability of students to play their roles in effectively shaping outcomes in schools, through contributory negligence, could have some dire consequences on learning in the school sector. The

question that therefore arises is, how do students determine the outcome of school activities?

Outcomes

Students being the operands, not dormant passive agents in the learning process, facilitate learning through the following factors: (a) age or level of maturity hence they have to be mentally and physically prepared to pursue learning. Rushing children to school when they are underage is disservice to desirable outcomes; (b) the motivation to go to school must be present in children or in their parents or guidance. Once this is identified, such children can therefore ask or request to be educated. Such request is a matter of right at any level once the prerequisite requirements are satisfied; (c) pupils' full engagement is critical in the process of learning as active agents or partners and not docile surrogates at the mercy of the teacher. In this respect, the learner must be given the opportunity to be an interactive partner and not a receptacle on which the teacher can pour or download anything of his or her choice.

Other factors that can enhance the contributory potential of the child to school outcome are: (1) the child's state of health-lack of good health is the surest impediment to active participation in school activities by the students; (2) parental background-this may be an asset or problem. Where children have the advantage of good parental upbringing, availability of resources for school work, parents' own level of educational attainment will continue to have positive impact on students' outcome in schools. Where these forces are negative, the students will definitely bear the repercussion; (3) peer-group influence- where children are exposed to decent friends they are more likely to be decent themselves for birds of the same feathers flock together. However, if these associates are

wayward, the result can be disastrous for students in terms of academic outcomes, and (4) exposure to innovation and conducive environment.

Nature and Nurture

To achieve a relevant balance between nature (innate tendencies of the child) and nurture (the forces of the environment), as they shape the activities of the child in the school, students should be well exposed to embrace innovation in the environment. It is needless to emphasize the place of Information Technology (IT) revolution in this regard. Thus, children should be provided the necessary opportunity to explore the gift of the environment to enhance outcomes in the school. This should start from day one in the school until and even after graduation. In other words, learning in this perspective should be for life and not necessarily tied only to passing of examinations in schools as exemplified by the motto of the defunct Baptist College, Iwo (now Bowen University Iwo) which says “Not for school but for life” (non-scholae, sed vitae)(<https://onlinenigeria.com>>alumni). In addition, students should be actively engaged in the polity, not necessarily partisan politics, although those who have a flair for this are free to do so.

A good example of the active engagement of Nigeria students in the polity was the vehement opposition of Nigeria undergraduates in the 1960s to the then proposed or ill-fated Anglo-Nigeria defence pact after independence in 1960. This pact was successfully opposed by university students hence it died and never saw the light of the day. This was achieved without any form of partisanship. Even in the realm of politics, students should be allowed to test the popularity of their politics through the platform of their unionism on their various campuses. In countries with very advanced political or

democratic culture as we have in some western nations, students' wings of political parties are allowed because of the maturity of their democratic process. Finally, students' activities in volunteer work in and out of school could be of immense benefits to shaping outcome in educational institutions. For instance, the Community Service Course in the first degree programme of the University of Port Harcourt is an asset in this regard (<https://www.uniport.edu.ng>). Through such exposures, students could learn to become selfless by engaging in rural and community or environmental programmes, village (sanitary) work and hygiene, to mention a few. Further development of such volunteer spirit has led to the engagement of fresh Nigerian graduates, during the one-year NYSC programme, in election duties in place of permanent staff. This has saved the government some money that would have been needed to employ full-time staff for such services. Such volunteer spirit should be tapped at all times to promote school outcomes.

Discipline

Another major contribution of students to development planning, and its impact on education, is the level of discipline among learners. A disciplined crop of students at any moment stands to enhance outcomes in schools by several means. This ranges from obedience to the rules and regulations of the school, and self-discipline, by allowing the activities of educational institutions to progress unimpeded or without any interruption. Similarly, by maintaining law and order and being civic in their behaviours, students contribute in no small measure to reducing the cost of operation for the attainment and achievement of educational objectives in educational institutions. In this perspective, students gain a lot by graduating on schedule while school authorities are able to concentrate their energies on ways and means of improving the

academic challenges and endeavours to the satisfaction of stakeholders, instead of wasting useful time curbing indiscipline and malfeasance in the school system. Here lies the essence of compliance and commitment by staff and students for the purpose of planning education for desirable results in the school system. These roles could be enhanced by parents and guardians themselves.

Parents, Guardians and School Development

Parents constitute an indispensable force as determinants of outcomes through development planning in education. Being interested parties, with laudable goals, parents seem to provide the best opportunities for their children to become worldwide citizens on successful completion of their education. The same thing applies to guardians who see the school as a platform for self-actualization for their wards for their benefit and progress, including advancement and development of the entire society.

In order to be relevant in the school sector, parents and guardians have various channels to contribute to the development plans of educational institutions in order to achieve set objectives and outcomes. The roles of parents in this perspective can be considered from three major angles, namely: (1) the home; (2) the school, and (3) the society at large. The home and how it is organized and managed by parents to protect the interest and aspirations of the child is paramount here. Having been born with inherent potentials and abilities, parents are critical in creating enabling environment for the child to achieve his or her objectives through the school. If the home is not conducive, then, the purpose and process of the school is defeated. Thus, the home must be structured in a way by parents to provide the child the necessary avenues to realize his ambitions through the school. Fundamentally, parental responsibilities in this regard include

the following: (a) provision of a healthy and environmentally friendly home; (b) adequate care and provision of suitable nourishment for the child; (c) character building and creation of a descent personality; (d) clear definitions of the child's role and duties in the home; (e) provision of supportive educational or learning facilities in the home, and (f) acting as a role model for the child in the home and society.

In fact, the education of the child starts from the home and the parent is the first teacher of the child if development planning is to be of any import in the educational system. For this purpose, the role of parents and guardians continues well beyond the school into adulthood, the working life and service of the child, later in life and society. The child, even when he or she becomes an adult with his or her own family, should have a family and home to look up to as the bastion of advice, guardianship and mentorship.

As facilitators in the development planning and implementation process, parents are relied upon by the school authorities as agents of change for school development. In this respect, the impetus for quality change through development planning could evolve through parents and guardians. Thus, the wilful expectations and the expression of same through laid down procedures and platform could be a veritable source for inspiration for the development and reshaping of school programmes. For this purpose, the age-long platform of Parents Teachers Association (PTA) readily comes to mind. Though it has been useful for parental inputs into the growth and development of the school, the issue of transparency in the association activities in some institutions has been a source of concern for some time. Because of alleged collaboration between school management and some PTAs, at the detriment of the school and society, it is increasingly being felt that such

association should be transformed into Parents' Forum, backed by law for mandatory contributions to the budget of the school. Such contributions should be subject to scrutiny and auditing, as prescribed for all public institutions, unlike the present situation where PTA contributions are voluntary and hardly adequately scrutinized for transparency and accountability.

PTA and Parents' Fora

Apart from semi-formal avenues such as the PTAs' and Parents' Fora, individual parents and philanthropist have aided educational institutions in various ways. Some parents do establish their own private schools as models for public institutions while public-spirited individuals have endowed chairs in tertiary institutions or champion the development of physical infrastructure and facilities for the benefit of selected institutions. Such pecuniary contributions have indeed led to positive upliftment of affected schools, thereby paving the way for the accelerated achievement of educational goals.

In addition to financial contributions, parents and guidance have been useful sources of ideas and innovations in school development. Such roles are manifested through membership of schools' boards and universities' councils for the determination of policies as broad guidelines for effective management of educational institutions. Through such institutional involvement, parents have been given the opportunity to articulate their vision for the improvement of schools. Indeed, parents are the bedrock and main pool from which government taps expertise in the society for school development, usually on part-time basis as the institution demands. Although it is sometimes revealed that parents who are appointed to play such roles as governors in public institutions are people who are mainly in agreement with government policies, because of their identical political

affiliations, such contributions will still be of immense value if well harnessed. To overcome the influence of government lackeys and sycophants under the platform of the school institutional governance, it is apt to suggest that government should not lose sight of the general grievances and the expectation of the public through effective or objective criticism of public programmes in education. This role, and opinions of public critics or gad-flies, if well articulated without malice, could be a veritable source of development for public educational institutions. Such public critics are abundant in the academia and civic society.

Resources

Another critical area where efforts of parents and guardians are manifest, in development planning in education, is the utilization of three basic resources in the upliftment of education. These resources, such as land, labour and levies, the three “Ls” of development planning in the school set-up, are adequately tapped by parents and guidance for the development of any forms of schools, be they former missionary institutions, community schools or even government owned institutions.

As revealed by Enaohwo (2017, 118-124) in his exposition of interest groups’ contributions to the development of schools formerly owned by missionaries, it was vividly highlighted that parents and guardians ought to have been given a bigger stake in the quest for re-possession of these institutions by former missionaries. In actual fact, the credit ascribed to erstwhile voluntary agencies for the expansion of educational activities in many developing countries, such as Nigeria, Ghana, Kenya, etc. was mainly due to the efforts of various localities which were able to harness the abundance of land and labour (L & L), in their perspective societies, for the

development of educational institutions at both the primary and secondary levels. The practice of voluntary-agency expansionism in the field of education was greatly enhanced by free donation of hectares of land by groups of villages, towns, either singularly or collectively, in order to ensure the establishment of schools for the education of their children. Thus, the over-riding interest was the welfare and educational need of the community, a factor which actually led to competition and scramble by adjoining communities for the attention of one voluntary agency or the other, for the establishment of educational institutions. Faced with competing gestures of voluntary donation of land for educational purposes, the choices of voluntary agencies were ultimately determined by their followership or doctrine in the particular locality. In addition, the potential for proselytization became a crucial factor, really uppermost than anything else. As a result of this practice, compensation was hardly thought of in respect of any piece of land given for educational purposes, although in some cases tuition scholarship in the emergent educational institutions or secondary schools were awarded to a few children of the original owners of the land and economic crops acquired.

Other Inputs

It is therefore on the basis of this consideration that one could appropriately conclude that most economic inputs for initial take-off of voluntary-agency schools in the Third World were actually provided by the communities themselves, in addition to the collection of levies by all able-bodied men to subsidize funds for the capital projects of these schools. Having collectively contributed immensely to the establishment and development of schools in this manner, local communities left the running, naming and management of such institutions to voluntary agencies, whose contributions were directed mainly

at the provision of initial capital and recurrent expenditures. For this to succeed, there were also matching grants-in-aid from government sources. In addition, it is necessary to reveal that even part of the financial contributions from the voluntary agencies were raised by a cross-section of the locality-that is the converts or adherents of the faith propagated by the respective missionary organisations. These were in form of churches offerings, donations to special church funds, proceeds from thanksgiving ceremonies and also special development levies which were paid by church members as additional commitments, over and above the civic levies separately raised by indigenes of particular localities, as previously indicated.

Proprietorship

Closely related to these was the payment of a further levy by the parents of children in educational institutions owned and operated by the same missionary bodies, who subsequently became management agents and proprietors of established secondary schools. The system in the Third World worked like this: A missionary agency "A" which operated primary school "AB", would impose a special levy on adherents, on a graduated scale, for the establishment of a secondary school, to be managed by the same missionary group "A". Such a levy, paid for by parents, was mandatory for attendance at school and enrolment in yearly or terminal examinations. The location of the proposed secondary school was not seriously taken into consideration while imposing such levy.

Thus, it was a common occurrence, under missionary control, for all primary school pupils in institutions managed by the particular missionary body in question, in the same local government area (councils as they are also called) or even the whole state or regions, as the case was, to compulsorily subscribe to a secondary school whose location they did not

determine. This source of fund-raising was therefore employed for the building of schools within the immediate or neighbouring communities.

The only bond of payment was the common denominational or missionary factor. From this example, it is self-evident that local communities in the Third World contributed immensely to school development by sacrificing their land, economic crops and money, through donations and compulsory payments. This situation was sustained despite political independence in some countries. However, many governments have intervened in favour of contributing localities, although the situation in certain localities, which founded schools directly, was different. In such areas, only one form of community levy was used for financing such schools for there was no church and primary school levy. Communities which ventured into such tasks were directly involved in the management and control of their schools through a system of board of governors, drawn from the sponsoring towns and villages. Incidentally, before the take-over of schools by some governments as a result of political independence, such institutions received very little government attention in terms of grants. This situation emanated from the fact that voluntary-agent schools were preferred by government agencies whose policy makers were mainly the products of these institutions.

Moreover, voluntary-agency schools required lesser grants on individual basis than the established community-managed secondary schools, which emerged later. The former were able to fall onto their reserves of community generated funds, obtained through all sorts of levies, while the latter had limited resources with which to operate. Thus, on a singular basis, community-managed secondary schools required subsidy or funds from government but these could not be obtained hence

their fees were higher than those of mission schools. On the other hand, missionary-sponsored schools fared better and attracted more pupils because their proprietors had many schools for which grants were paid by government hence they organized their activities by utilizing the benefits of large-scale operation, which a single community school could not muster. This was enhanced by the larger population of missionary schools which helped to cut down on unit cost per student. Moreover, all schools belonging to the same missionary body, in any particular locality, and which were under the control of the church hierarchy in a state, diocese, parish or superintendence, were able to depend on a greater source of support than private proprietary schools. This was the predominant practice even before independence, and the system still lingers on in countries where there is partnership between state and missions in education matters.

The Labour Factor

Apart from the cheap exploitation of land and the utilization of financial resources of localities for educational expansion by voluntary agencies, the abundance of labour, the second factor of the “L & L” resource, was equally massively employed for the development of education in different communities. Labour is cheap in rural communities because of two main factors – the unskilled nature of it and the lack of market for its utilization. Thus, occasions which called for the employment of communal labour, during the capital development of institutions, provided opportunities or temporary relief from under-employment or unemployment among the rural population for whom the school was built. For the purpose of school development, two types of labour utilization were available for voluntary-agency and community schools. In the first place, there was a form of labour which is the compulsory form of labour. In this, a village’s court of elders or local

leadership, which is a form of village or town council, made participation mandatory through proclamation for all able-bodied men to turn up, for some particular days of the week, for the preparation of the school site. This involved bush clearing, weeding, uprooting of trees, landscaping and preliminary construction activities. Although this type of labour was not paid for, defaulters were penalized through a system of fines, with proceeds paid into the coffers of the village communal fund for development purposes. In several cases, however, recourse to such penalties was rare for the enthusiasm to work was provided since the community was assured of the opportunity of sending her children to the school, when completed. In addition, taxes were also relevant in school development.

The second form of labour in the rural community is voluntary in nature. This involves the provision of skills such as brick moulding, carpentry, teaching and cleaning for appropriate compensations by the missions, no matter how small the amount. This was the origin of poor pay or conditions of service by the missions for teachers hence their reward was deemed to be in heaven. Such service was nothing short of slave labour until the situation was ameliorated through the take-over of schools by government in the seventies. Unfortunately, with the advent of private schools at all levels again, due to the inability of various governments to own up their responsibilities for education, the missionary approach to teachers' compensation is back with us. Even though private schools and universities charge exorbitant or economic fees, their teachers remain the poorest paid in the country, without any enviable conditions or schemes of service. Indeed, most private universities depend heavily on adjunct lecturers without any hope of tenure.

Taxes

Closely related to these triple factors of contributions, parents also bear a lot of financial stress by owing up to their civic responsibilities of prompt payment of taxes to ensure effective school development. Specifically, in certain cases payments of taxes by parents is made a condition precedent by parents in the admission of pupils/wards in public schools. Thus, effective utilization of tax proceeds from parents can go a long way in improving facilities in the institutions. This being the case, taxation should be enforced alongside parental representation through adequate involvement in policy determination, review and futuristic planning for educational institutions. This is imperative for us to eliminate the problem of aloofness by parents if taxed without recognizing the needs for their contribution in policy and development in general. Such level of engagement by parents is also critical in the role of non-governmental organizations (NGOs) and foreign agencies in the development of education in the emerging and developing nations.

Non-Governmental Organizations(NGOs) and Foreign Agencies

The narrative of development planning education in Nigeria is incomplete without the role of non-governmental organizations and international or foreign agencies in the scheme of things. These agencies have not only contributed in the realm of programme planning, implementation and execution of projects but have been instrumental in several cases in shaping policy direction as the main impetus and catalyst for relevant innovations in educational planning and development in Nigeria. Emphasis in this analysis and subsequent evaluation is restricted to non-religious or missionary organizations. The roles of these agencies are well documented by Enaohwo (2017), Fanfunwa (1974) (also see

www.nigeria.anfinder.com>historyofeducation retrieved 2019: www.lagit.ng, 2019), Nwosu (2012) (cited from www.link-springer.com) and Olarewaju, (2017) (cited from www.slideshare.net, 2019). Some of these foreign agencies or NGOs are: (1) The Carnegie Corporation; (2) Ford Foundation; (3) Rockefeller Foundation; (4) Bill and Melinda Gate Foundation; (5) MacArthur Foundation; (6) Unicef; (7) Unesco, and (8) The British Council. A review of the contributions of these agencies shows, in a nut-shell, that leveraging is a necessary policy option for best practice in any chosen carrier.

The Carnegie Corporation

The Carnegie Corporation is been one of the main non-governmental organizations to champion development of education in Nigeria. Essentially, the activities of Carnegie are concentrated in the higher education sector. Basically, these efforts are centered on the following: (1) Carnegie African Diaspora Fellowship in the United States for the benefits of Africans studying in American universities (www.carnegie.org, 2018); (2) Carnegie Corporation Higher Education and Research in Africa (HERA) which involves diaspora linkages with Africa Universities. Alumni of this fellowship are awarded grants to interface with African and Nigerian Universities to share practices, identify opportunities and shortfalls by diffusion of knowledge, foster intellectual exchanges, expand academic communities or activities and encourage innovations in tertiary education, and (3) creation of Africa Universities Alliance for the development of opportunities for African scholars. Carnegie also recognizes the moral obligations needed to offset the extreme inequalities which capitalism engenders by making grants available to promote research in local herbs for the cure of tropical diseases such as sickle cell anaemia in ObafemiAwolowo University

2016 (www.carnegie.org, 2018). A further grant of four million dollars was made available to the University of Jos and Obafemi Awolowo University to institutionalize reforms in order to close gender gaps in the country (www.philantropistnewsdigest.org, 2019).

Overall, the goal of Carnegie Corporation of New York is to strengthen Africa higher education sector by enhancing academic training, research and retention in selected countries of sub-Saharan Africa. Thus, the principal areas of focus are: (a) post-doctoral support for capacity building for the academia; (b) diaspora linkages with African universities for new models and innovations, and (c) higher education and research including scientific publication (www.opportunityforafricans.com, cited 2019). Through this, the Carnegie corporation hopes to transform brain drain to brain circulation or brain gain. In all, 335 fellowships have been awarded since 2013 and these are obtainable in Nigeria, Ghana, Kenya, South Africa, Tanzania and Uganda (www.opportunityforafricans.com, cited 2019). Activities in this respect cover curriculum development, research collaboration, graduate students teaching, training and mentoring.

Ford Foundation

The Ford Foundation was inaugurated in 1936 with the object of using its funds for scientific, educational and charitable purposes. Funds for this purpose are meant for the following: (1) reduce poverty and injustice; (2) strengthen democratic values; (3) promote national cooperation and advance human achievement, including the pursuit of mission-related investment (MRIS), in addition to promoting creativity and freedom of expression in West Africa (www.fordfoundation.org)(vangaurdnigr.com, cited 2019).

Ford began its work in Nigeria in 1958 through the following: (1) grants to train government workers (human capital development); (2) in 1967, Ford agricultural programmes which supported the setting of up IITA (International Institute for Tropical Agriculture), Ibadan to find solution to hunger, malnutrition and poverty in the Third World; (3) funding of civil rights agencies as from the 1990s; (4) funding for fight against HIV/AIDs in West Africa, and (5) funds for sustainable peace, poverty and social exclusion in governance in the polity. Other activities carried out by Ford Foundation included: (1) grant to the Institute of Administration, Zaria and the Institute of Education, Ibadan; (2) research funds/grants for staff of University of Ibadan, OAU and ABU (fordfoundation.com, cited 2019).

At the secondary level, Ford Foundation was also actively engaged in Nigeria. According to Oladele (2016), these activities included: (1) establishment of the Comprehensive High School Aiyetoro and Port Harcourt as pilot projects for secondary education in Nigeria; (2) bridging the gap between male and female education in northern Nigeria; (3) financial and technical grants to Yaba College of Technology, and College of Education, University of Lagos; (4) grants for Africa studies and social sciences research for students and lecturers in Nigerian universities. Through this approach, Ford adopted the African Higher Education Initiatives (AHEI) to promote access to tertiary education, curriculum improvement in universities and advance the management of universities in the country. Other grants made available by Ford were \$375,000; \$150,000; \$516,000 and \$35,000 at various times to the Center for Management Development, Lagos. A further grant of \$325,000 was made to Afri-HUB Nigeria Limited for the expansion of ICT services in selected universities and polytechnics in Nigeria. Finally, a sum of \$300,000 was made

available in the year 2000 for the establishment of the Center for Development and Democratic Studies at Lagos State University (LASU) (eu/overall.org, cited 2019) (fordfoundation.org/about/missions.cfm, cited 2019).

In summary, the Ford Foundation has made available grants of over \$400 million since 1936 in the fields of education, human rights and gender equality and sustainability. These grants were spread over Africa, Asia, Latin America and North America. Currently, other major areas of emphasis by Ford Foundations are: (1) democratic and accountable government; (2) economic fairness and technical training; (3) education opportunities and scholarships; (4) freedom of expression and media rights; (5) human rights issues; (6) metropolitan opportunities such as housing rights and quality; (7) sexual and reproductive health, and (8) sustainable development, climate change and use of natural resources (<https://www.fundsforngos.org>, cited 2019). By 2018, these new programmes were allocated \$77.9million world-wide (<https://www.fordfoundation.org/work>, cited 2019).

Rockefeller Foundation

The Rockefeller Foundation is equally involved in the education sector, and to lesser degree, agriculture, health, and urban/city transformation (<https://rockefellerfoundation.org>, cited 2019). Rockefeller's activities in Nigeria comprise the following: (1) training of 900 Nigerian youths in IT for self-employment, in collaboration with the World Bank and Kaduna State government in 2018 (<https://www.thisdaylife.com>) (<https://www.today.nig>topic>) (<https://www.all/on.com>AboutUs.Rockefellerstaff/officI>); (2) grant of \$500,000.00 to BengaSesan in 2014 on paradigm initiative in Nigeria in order to create opportunity for Nigeria youths in technology and the digital job industry

(<https://techcabal.com>, 2014), and (3) rice farming initiative in cooperation with OLAM International Guarantee for the cultivation of ten thousand hectares of land for small holders in Nassarawa State in 2014- (to be expanded to sixty thousand hectares for 2018 by 16 thousand farmers). Other areas of emphasis by Rockefeller Foundation are: (a) advance or tertiary health programmes (b) revival of the ecosystem (c) secure livelihood (d) city and urban transformation (e) fellowship for the social sciences and ecological studies.

Bill and Melinda Gate Foundation

The Bill and Melinda Gate Foundation holds \$50.7 billion in assets and it was founded in 2000. Principally, the Foundation makes grants to cover the following areas: (1) grants to fight HIV/AIDs and malaria world-wide since 2002. This comprises 197 million insecticides treated nets, tuberculosis treatment for 5 million people, anti-retroviral treatment for 17.5 million people infected with AIDs, thereby saving 27 million people world-wide: (2) grant to fight ebola in Africa in 2014 and near eradication of polio world-wide. Specifically in Nigeria, 1.07 million people have been covered by anti-retroviral treatment since 2017 while 100,000 people were treated for tuberculosis and 18.1 million mosquito nets distributed locally, and (3) grants in higher education. Although principally in health care, the work of this foundation in education is derived indirectly from its health activities since children with malaria, polio and other diseases, who are prevented from being in school, are freed to attend school once cured.

MacArthur Foundation

Basically the work of MacArthur Foundation is in the realm of higher education. These activities include the following (www.mcfound.org, 2019): (1) strengthening Nigeria Universities and building research capacity in ABU, Bayero,

Ibadan and Uniport; (2) improving sexual and reproductive health in Lagos, Enugu, Cross River, Kano and Plateau; (3) advancing human rights in Nigeria to the tune of \$15m; (4) award for creative and effective institutions to the tune of \$100m (www.nigeria.mcfound.org, 2019); (5) improving information and communication technology; (6) staff and faculty development of e-library; (7) provision of facilities and equipments and scientific research; (8) collaboration and linkages with other universities and private sectors; (9) strengthening strategic planning in tertiary institutions; (10) building of fund raising capacities in the universities through university advancement centers; (11) creation of partnership for higher education for Africa with other foundations in 2000 (Carnegie, Ford, Rockefeller, Mellon, Kresge and Hawlett). This partnership has contributed over 352 million dollars for 56 African universities in 9 countries with a further pledge of 200 million dollars from 2001-2005 for increase of internet connectivity in Nigerian universities (www.foundation-partnership.org).

In specific terms, the MacArthur Foundation has made available funds to the following universities for IT purposes, namely \$6 million to ABU since 2000; \$8.7 million to Bayero for Agriculture Faculty, Nursing Programme, Dentistry and Staff Development, \$11 million to University of Ibadan since 2000 for Distance Learning, thereby tripling its enrolment from 7000 to 25,000 in 2010. Part of these grant was also used for the central research laboratory, IT and staff development.

For the University of Port Harcourt, MacArthur Foundation gave \$4.7 million dollars for infrastructural development, \$1 million dollars for ICTC, and facilitated \$10 million dollars donation by Elf Total Fina to establish the Institute of Petroleum Studies. Finally, the Foundation also gave \$430

million dollars for family and life aid education and pre-service training for teachers in Nigeria, \$250 million for Action Aid in Nigeria and \$400 million dollars for reproductive health and right for women in the country.

UNICEF in Nigeria

The main concern of UNICEF (United Nations International Children Emergency Fund) in Nigeria is to provide equitable access to education for children in this country (<https://www.unicef.org/nigeria>, 2019). This is against the background in Nigeria where 13.2 million children were out of school in 2019 at the first two levels, as against 10.4 million in 2015 (premiumtimesng.com, 2019). Other major interests of UNICEF relate to health, water sanitation, hygiene and nutrition for children. In addition to promoting basic quality education, UNICEF also engages in preventing and controlling HIV/AIDs, emergency and disaster risk reduction, social policy analysis, research and communication as they affect the interest of children. In carrying out these activities in this country, UNICEF's ultimate goal is to ensure total access for all children of school age, and also engage in teacher training and staff development. In this respect, functional child education and integration of koranic schools with regular education is also of utmost priority. To make this visible and acceptable by communities, UNICEF solicits the cooperation of traditional rulers as champions of education in their various communities.

UNESCO Activities in Nigeria

Fundamentally, the goal of UNESCO is to contribute to peace and security in the world by promoting collaboration among nations through education, science, culture and communication. This goal is pursued in order to further universal respect for justice, rule of

law, human rights and fundamental freedoms. (<https://en.unesco.org/themes/education>).

In order to achieve this major goal, the work of UNESCO encompasses educational development from pre-school to higher education, in addition to development of teaching and learning materials for use in educational institutions (<http://unesdoc.unesco.org/ark>). To achieve this laudable objective, UNESCO has sponsored and produced several reports on Nigeria education such as: (a) world data on education in Nigeria; (b) education statistics in Nigeria, and (c) Nigeria literacy rate 2017 (www.unesco.org/new) (www.unesco.org/new/microscience). It is on record that UNESCO mobilizes funds from her own resources and only involves recipient nations through counterpart funding.

USAID (United States Agency for International Development)

USAID is the arm of United States government that is involved in international cooperation and the execution of projects especially in developing countries for the purpose of local empowerment. Basically, the activities of USAID in Nigeria have been carried out in this country since independence in 1960. In sum total, United States aid to Nigeria was a total of \$400.19million by the onset of 2019 (<https://www.puast.nigeria/news/world>, 2019). This was a significant improvement on the \$100.21million aid to Nigerians by 2017 (<https://www.usaid.com/nigeria>, 2019).

Essentially, these aids were meant for emergency food and nutrition assistance to IDP (Internally Displaced Persons) and school children, medicare, sanitation and emergency shelter. In addition to the block grants made available by the end of

2018, USAID also provided additional \$89million to Nigerian to cover specific areas such as HIV/AIDs control, education support, improvement of water infrastructure, good governance and energy/power provision. In terms of humanitarian assistance, Nigeria also got a whopping \$500.26million from USAID to cover special humanitarian activities for displaced persons in 2017.

It must be emphasized however that the work of USAID is not limited to Nigeria on the African continent or Asia. For instance, Uganda was provided \$436.4million while Zambia got \$428million within the same period. Kenya, on the other hand, got a total of \$639million for general assistance programmes from USAID within the period under review.

Compared to aids to African countries, the level of assistance to American allies were much bigger. For instance, Israel a staunch American ally, got \$3.0001billion while Egypt, another ally, got \$1.3813billion in 2018. Similarly, Afghanistan got \$782.8million in the same year (<https://www.usaid.gov>>nigeria,2019) (<https://www.fundsforngos.org>>usaid).

The British Council

The main focus of British Council aids in Nigeria is cultural relations and promotion of educational opportunities. Thus, the main target of assistance consists of the following:

- (1) creative entrepreneur and film sector assistance;
- (2) strengthening the rule of law and curbing corruption, and
- (3) reduction of impunity in the Nigeria polity (<http://www.britishcouncil.org.ng>) .

Other areas of emphasis by the British Council in Nigeria are: (a) research and policy projects; (b) development of primary and secondary education, and (c) higher education and skills development. Of relevant importance to the British Council also is the encouragement of enterprise and the promotion of global education network. Finally, the British Council equally engages in the provision of examination services such as IELTS (International English Language Test Service) for individuals who want to immigrate to UK, Canada and other developed countries.

Local Donors

It must be put on record that many Nigerian philanthropists and individuals have seen the need to provide assistance to government and individuals for educational development. Most of these philanthropists emerged from the private sector of business; notable among them were Late Chief Lulu Briggs and Late M.K.O Abiola. Others are Alhaji Aliko Dankote and Tony Elumelu Foundation, to mention a few.

Lulu Briggs Foundation

The major trust of the work of Lulu Briggs Foundation was the donation of \$50m for the endowment of professorial chair for geriatric studies in Rivers State University in 2019 (Nation, May 26, 2019, 2). Apart from this lump sum, the foundation, through income generated from oil exploration by the late chairman, makes series of scholarship awards and training grants to individual students, especially from the Rivers State of Nigeria. Also important in the work of the Foundation was the construction of the children recreation center in the University of Port Harcourt in 2013.

Aliko Dangote Foundation

The Aliko Dangote Foundation is the largest and most focused in the Nigerian context. The foundation carries out its work through the following channels: (1) partnership with Bill and Melinda Gate Foundation in Nigeria since 2012; (2) endowment of \$1.2 billion for health, education and economic empowerment fund for individuals and groups in Nigerian and other African countries for ten years (<https://allafrica.com>); (3) assistance to individual schools in Nigeria to the tune of ₦120million for the development of Nawau-Ud-Ddeen Comprehensive College, Lagos (<https://leadership.ng>>2018); (4) dedication of ₦4billion for scholarship to various students in various universities in Nigeria; (5) promotion of girl child education, including the setting up of Dangote Business School in Bayero University and University of Ibadan, Ibadan, and (6) establishment of ₦10billion anti-poverty grants for women and youths in all 774 local government areas in Nigeria(sharpgenews.com).

The Tony Elumelu Foundation

The focus of Tony Elumelu-foundation is entrepreneurship or self employment. Altogether, the foundation has empowered 752 entrepreneurs in Africa with a total investment of \$25million. In 2019 alone, 216,025 applications were received for consideration for awards in 2019. (<https://www.tonyelumelufoundation.org>).

Essentially, the thrust of Tony Elumelu Foundation is empowering Africa entrepreneurs, where start-up packs and grants are made available to successful applicants on a regular basis. The foundation believes that the future of Africa is in the hands of the youths, and for them to succeed, they must be empowered to achieve the African dream. The foundation was founded in 2010 by Tony O. Elumelu based on the belief that

with the right support, entrepreneurs can be empowered to contribute meaningfully to Africa prosperity and development (<https://m.facebook.com>thetonyelu>).

M.K.O Abiola and Sports Development

The Late Chief Moshood Abiola was popularly regarded and noted as the pillar of sports in Africa. Although he later became a politician, he was first and foremost a business mogul in the private sector. He was so devoted to the upliftment of the downtrodden and felt this could be achieved through sport and assistance to education in general. Before his death on 7th July 1998, he emerged as a philanthropist devoted to the following areas: (1) financial assistance for the establishment of 63 secondary schools in Nigeria; (2) grant for the building of 121 mosques and churches in Nigeria; (3) establishment of 41 libraries in various schools and institutions in the country; (4) various donations and grants to sports agencies and bodies in various countries in Africa and, of course, the establishment of his own football team, the Abiola Babes. Other notable areas of assistance by the Late Abiola were: (1) support for 260 Koranic schools in the country; (2) free tuition to pupils in secondary schools he established in Abeokuta and other selected institutions in various cities and towns in Nigeria; (3) donation of =N=1million (approximate current value =N=360 million) to each state or federal university for hostel development in 1991; (4) endowment of \$12 million for award of excellence in 1985 to the best graduating Nigeria student in Al-Azhar University, Cairo (Kilani, 2013, (cited from www.gamji.com, 2018).

In order to promote his philanthropic activities, M.K.O Abiola was patron to 149 societies in Nigeria by 1998 (Kilani 2019) (cited from <https://muslimnews.com.ng>democracy>). Through this platform, the Late Abiola was able to reach out to societies

and individuals across the country as a friend indeed to youths, not only in Nigeria, but the entire African continent (<https://www.pmnewsnigeria.com>) (saharareporters.com).

Blending into the African Tradition

Another salient example of leveraging is found in African tradition through enculturation. This approach lays emphasis on the indigenous culture as opposed to acculturation which is based on the assimilation of other people's culture at the detriment or expense of the native norms. It is still possible to make Africa the focus of research and innovation in academics by tapping into the usefulness of the African tradition in the various disciplines. Thus, the resourceful academic should endeavour to identify and leverage on relevant African proverbs to prove his or her point in order to achieve best practice in any chosen field. Thus, proverbs are very relevant in this respect. The African culture is replete and awash with legions of wise sayings or thoughts which can be adapted to suit the needs of the academic environment, and thereby bring the benefits of research to the doorsteps of the layman in terms of his growth and development. Researchers and academics should therefore not shy away from the maxims of general truths or proverbs which often determine the rule of conduct in the African society. Some examples of these maxims of African traditional thoughts, by way of closing remarks, could be a useful and beneficial tool in defining interaction or social advisory in any chosen profession or occupation. Besides, it is noteworthy that these axioms are meant to regulate the mode of personal behaviour or activities in the organisation.

Moreover, these maxims can determine the nature, level or type of relationship prevailing among individuals and groups, on the one hand, and between individuals or groups and management, on the other. These factors therefore contribute

to determine the shape or level of success in the institution. It is therefore necessary to explore some of these maxims in the following table.

Table I: Selected African Maxims

SELECTED MAXIM	APPLICATION/INTERPRETATION
1 The forest is the gateway to the village	Basic qualifications and publications are the passport to advancement in academics or research
2 Once it sets off, no obstacle can deter or block the monkey from arriving at her destination	Vision, coupled with appropriate nation, is critical for the scholar to be successful, no matter the hurdles on his or her way
3 No matter the level of demolition or destruction suffered by the anthill, it can never be reduced to the ground level	Be careful how you attack those in authority, they cannot be reduced to nothing else
4 The stump of the Iroko tree is also an Iroko by any stretch of imagination	Even if you lose in a struggle, your legacy, no matter how small, lives on
5 No single tree can make a forest	No one is indispensable- live and let live; accommodate others and collaborate in research, if possible
6 The Okra stem does not grow taller than its owner	No matter what you become in academics, don't forget your mentors, that is, be humble
7 It is the trees by the pond that understand the noise of the fish therein.	It is the loyal people in any organisation that know the goings-on or secrets in it.
8 It is the child who washes his hands clean that eats with the elders	To be relevant, you must be ready to submit to instruction or command
9 The storey building, together with its stair case, is the nemesis or enemy of the cripple	Lawlessness or non-conformity is always an insurmountable obstacle to progress
10 Because of the recklessness or mobility of the chicken, it inadvertently deprived itself of her biceps, unlike other birds.	A rolling stone gathers no dust even in academics. Lack of focus, or doing too many things at the same time, can deprive one of success.

11 Remember, the neck is the effective fulcrum of the head.	Publication or research is the essential pathway or catalyst to progress in academics
12 In any mode of interaction, give and take is of essence and thus critical.	Learn to accommodate others' opinion - sacrifice is critical for success in academics.
13 To look for the eye of the fish, you must search for it in the head	For success in academics, you must be tolerant, hard working and above board.
14 No matter the power of the sun as a drying agent, it cannot appropriate to itself the clothes meant for drying.	No matter the power of management in the university, it cannot appropriate the power of the professor or lecturer on what to teach and how to teach it.
15 Unable to fight for being a coward, the son-in-law blames his defeat on the fact that his attackers are his in-laws.	Unable to progress, the lazy lecturer places his woes or defeat on his enemies, superiors or lack of research grant.
16 Do not ever wash your hands to the shoulders whenever you are invited to share in a meal, stop at the wrist.	Do not be selfish but be moderate in your ambition. Keeping your secrets to yourself while seeking to know the secrets of others is not only selfish but dangerous. Do not be a beneficiary all the time but also be a benefactor.
17 How long does one live in this world to stay in an uncompleted house indefinitely?	Plan your life ahead to avoid unnecessary delays in accomplishing your goal.
18 Let your life be like the floating calabash which can never be sunk by the tide.	No matter the level of oppression at the place of work, you cannot be destroyed if you are hard-working and focused, especially with the fear of God.
19 The hut is the headquarters of the farmstead.	Always respect your elders or superiors for they are the custodians of the workplace.
20 Even if the dishes are your own property, you must equally wash them before being used to dish your food.	A prophet or leader must be given honour in his village. Even if you are friendly with those in authority, respect them as others do.
21 If stranded in a hut in the farmstead because of bad weather, you must learn to eat the left-over corn/ meal.	Necessity is the mother of invention-learn to improvise when necessary.

22 Whether or not a chicken is able to crow, it is still suitable for a pot of stew.	No matter your personal set-back or impediments, learn to overcome your challenges for when there is a will, there is a way.
23 Both hands must cooperate to achieve a perfect or clean wash.	Cooperation is the essence of success in team work or the place of work.
24 Do not wait for the battle cry/day before you tie or prepare your amulets.	Be ready at all times, like the boy scouts, to face the challenges of life.
25 If the pen is invaded by soldier ants, then the dance steps of the goat is inevitable.	Necessity is the mother of invention-austerity begets a coping strategy.
26 If you set a trap using a goat as a bait, you should know what to expect.	If you invest big in research and scholarship, you should expect to reap the reward in a big way through accelerated promotion.
27 Do not burn your fingers because you are roasting fingerling.	Learn to ignore little favours in order not to get hurt.
28 Instead of a pig, always aspire to slaughter a cow.	Aim big by tackling big challenges or goals in scholarships instead of petty benefits.
29 The squirrel is never suitable for the meal of the chief.	Absolute dependence on emolument is inadequate without other lawful means of income.
30 Ancestors have their independent means of sustenance hence they do not depend only on the annual sacrifices from their descendants.	Do not depend on salary and other lawful entitlements alone as an employee, explore other lawful means for a worthwhile life.
31 Avoid thorns when weeding your farmland for they can be injurious.	Avoid fomenting trouble in your place of work because you may be consumed by it.
32 A farmer who defecates in a corner of his farmstead will, sooner than later, encounter the mess when weeding his farm.	The evils that men do live with and/or after them, even in the place of work.
33 The fact that the hair is overgrown does not mean we should not recognise the forehead.	Because we are all professors does not mean we should not recognise seniority.

Conclusion

It must be noted, by way of closing remarks, that these African maxims of thought are not meant to replace the theories, paradigms, principles and postulates already well-established in scholarship or research in the various disciplines, occupations and professions. Rather, they have been selected and identified as social norms that should guide our mode of operation with colleagues who are neighbours in the workplace. Thus, these postulates should be considered as complementary to the rules and regulations of employment in order to restore amity and good neighbourliness at work. Once this open climate is ensured, crises could be brought to a minimum while at the same time promoting the goal achievement in the organisation. In other words, these postulates serve as pathways or catalysts to optimal functionality in the process of development planning and programme implementation in education, and other fields of human endeavour. They are more or less the wise sayings of elders, which mature with time, hence we should not attempt to cast them aside but integrate them, as much as possible, into the fabric of our activities in order to arrive at our chosen goals with little or no stress.

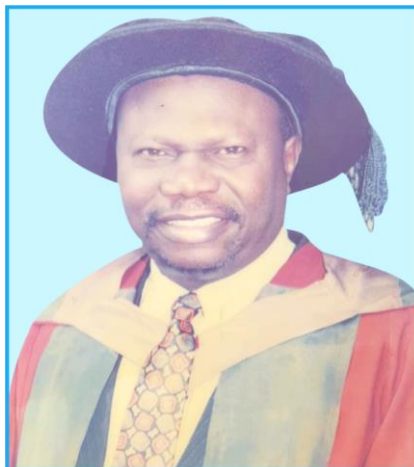
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Born 7th July 1950, Professor J.O. Enahwo, who is a pioneer/foundation staff of the University of Port Harcourt, is a product of the University of Ibadan, and the University of Wales, UK. He holds a Bachelor's degree in Education (2nd class upper division, 1975), Master's (1977), and a Ph.D (1980) in Educational Planning and Economics of Education. He is author of over a hundred publications, including two major tertiary level textbooks. He was appointed a full professor in October 1987 and became a Justice of the Peace (JP) in 1996.

On the international scene, he was Visiting Professor at the University of Alberta, Edmonton, Canada and External Examiner, University of Zimbabwe, Benin and Ahmadu Bello, to mention a few. A member of the International Society for Educational Planning, Commonwealth Council for Educational

Administration, and member of the Organizing Committee of the International Intervisitation Programme in Educational Administration (IIP'82), Prof. Enaohwo is cited in Marqui's Who's Who, and the International Directory of Distinguished Leadership. Besides, Prof. Enaohwo was made an International Socrates Award Laureate, Oxford, UK, 2009, and equally a member of The Club of Rectors of Europe, Oxford, UK, 2009. He is a Paul Harris Fellow of Rotary International, Evanston, USA and Past President of the Club. He is also: (1) Fellow, Nigerian Academy of Education (FNAE); (2) Fellow, Nigeria Institute of Management (FNIM); (3) Fellow, Chartered Institute of Personnel Management of Nigeria (CIPM); (4) Fellow, Nigerian Association for Educational Administration and Planning (NAEAP), and (5) Fellow, Institute of Management Consultants.

In terms of professional leadership, growth and development, Prof Enaohwo is a former Head of Department of Educational Management, University of Port Harcourt; Provost and Chief Executive of the College of Education, Agbor for seven years (1990-1996), and Director, Institute of Education, University of Port Harcourt (1999-2000). In 1999, he was appointed Chairman of the Visitation Panel to the Federal College of Education (Technical), Gusau. He was also Director, College of Continuing Education, University of Port Harcourt, from 2000-2002, and Deputy Vice-Chancellor (Academic), in the same university, from 2002 to 2004. Since 2003, Prof Enaohwo has been a Human Resource Consultant to the NDDC (Niger Delta Development Commission).

From December 2004 to November 2009, Prof. J.O. Enaohwo served a full 5-year term as the Vice-Chancellor, Delta State University, Abraka. During his tenure, Prof. Enaohwo established the Faculties of Pharmacy and Engineering, and

secured accreditation for all programmes, including medicine in the institution. Professor Enaohwo also introduced the Science/Medical Laboratory programme, and the e-payment/e-learning/e-library in the university.

At present, Prof. Enaohwo is fully engaged in research in the University of Port Harcourt, with emphasis on: (a) “Gender and Woman Empowerment in Higher Education”, and (b) “Human Capital Flight in Tertiary Education and Capacity Building through the Diaspora”. Finally, Prof. Enaohwo was appointed by the Federal Government in December 2010 as a Member of the Board of the Nigerian National Merit Award (NNMA).

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