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A Journal of

The Faculty of Education
LAGOS STATE UNIVERSITY
Badagry Expressway, Ojo.
P.M.B. 0001, LASU Post Office, Ojo.
Lagos, Nigeria

©Lagos State University

ISBN 978-978-36040-5-8

Published by

*Faculty of Education, Lagos State University, Ojo.
Lagos, Nigeria.
www.lasu.edu/faculty.org*

EDITORIAL

Educational Perspectives is a peer-reviewed and refereed multidisciplinary journal published by the Faculty of Education, Lagos State University, Ojo. The journal which is published twice in a year (April and August) operates a blind review process system.

The objective is to provide a forum for the publication of scholarly write-ups. In pursuit of this, the editorial review process not only publishes high quality research papers, but also ensures that the published papers achieve broad international credibility.

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Socio-Psychological Effect of Nigerian Leadership Problems on Education

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Abstract

This paper examined the socio-psychological effect of Nigerian leadership problems on the education sector. It also identified problems of leadership and the effect of the problems on the education sector. Some of the problems identified were mismanagement of funds, embezzlement of public funds, bribery and corruption and other unethical practices. Implications of the unwholesome and unethical practices on the Nigerian education sector were critilized. It further suggested that for Nigeria to realize the Vision 20: 20 efforts must be made by all stakeholders in education to ensure that leadership problems identified in this paper are tackled.*

Introduction

Leadership as a concept is inevitable in every organization, it is found in every aspect of human relation that deals with human behavior. Perhaps this is why the great founders of sociology to have taken the phenomenon of leadership into cognizance by seeing the study of human society as scientific study of human behaviour. The term leadership may be described as the ability to influence individuals or groups of people towards achieving a particular set of goals. In other words, leadership involves attempts of a leader to influence the behaviour of followership. Ratzburg (2011) explains leadership as a process shapes the goals of a group or organization, motivates behaviour towards the achievement of those goals and helps define group organizational culture.

It is important to note that the primary function of every leader is to 'influence' the followers in order to achieve the desired goals of every organization.

organization in human society. In the education sector, perhaps in every institution, for instance, the attribute such as intelligence, action-oriented judgment, eagerness to accept responsibility, understanding of followers and their needs, skill in dealing with people, capacity to motivate people, trustworthiness and courage and resolution are qualities every leader needs in the education sector in order to solve problems that may emanate in the system. In view of this, Wright (1996) in Doyle and Smith (2009) highlighted four basic principles of behaviour of leaders to develop people's style of working and it includes:

- a. Concern for task: leader must emphasize the achievement of concrete objectives. Leaders must look for high level of productivity and must be able to organize followers in order to achieve or meet the desired goals.
- b. Concern for people: leaders must also look upon their followers as people - think of their needs, interests, problems and development.
- c. Directive Leadership: This style of behaviour of leadership is characterized by leaders taking decisions for others and expecting followers to follow instructions according to the rules and regulations of the organization.
- d. Participative leadership. In this style leaders try to share decision-making with others or followers.

Who is a Leader?

Many definitions of who a leader is have been found in literature. Hornby (2005) defines a leader as a person who leads a group of people, especially the head of a country or an organization and so on. However, in this paper a leader refers to a person who leads others towards the attainment of a goal or goals. He has the ability to persuade others to seek defined objectives enthusiastically. There are various types of leaders, for example we have civilian political leaders who are in charge of handling the affairs of a country. The civilian political leaders include the Head of State, the Governors, the Local Government Chairmen, the councilors and in fact all holders of political positions. Apart from civilian political leaders mentioned above, another category of political leaders are the military leaders which include the military Head of State and other military leader. Similarly, we have religious leaders who are in charge of the various religious associations and organizations.

Under religious leaders are the Imams, the Reverends, and the Pastors. Similarly, we have cultural/traditional leaders such as the Obas, the Obis, the Emirs, Oborogs and Chiefs who are in charge of handling the affairs of people in their various domains. There are also academic leaders such as those found

in the institutions of learning from the primary school level to the university level. Such academic leaders include the head teachers, the principals and the vice-chancellors. Other channels of leadership include market places, we have market leaders such as the Iya oloja General (Mama Abibatu Mogaji), who sees to the smooth running of the markets put in her charge. Sometimes people become leaders through promotion. Examples of this abound in the civil service where for example we have the permanent secretaries and directors generals.

Qualities of a Good leader

While some leaders are considered to be good and effective, some others are regarded as bad and ineffective leaders.

Certain qualities are associated with good leaders. A good leader must be:

- i. honest
- ii. hardworking
- iii. intelligent
- iv. just and fair to all
- v. resourceful
- vi. tolerant
- vii. self-confident
- viii. charismatic
- ix. exemplary
- x. democratic

A good leader must be ready to listen to the good, the bad and the ugly. He must be accountable to the people who put him there and there must be laws and regulations to check abuses. Leaders as used in this paper is not limited to political leaders as many of us may think, for the political leaders are just part of leadership. Thus other types of leaders earlier on identified in this paper along with the political leaders contribute to the national growth/development of our nation.

What is Leadership?

Leadership as rightly explained by Mohammed (2001) is the ability to lead others to follow. He further explained leadership as the supervisor's ability to influence an individual or group towards the achievement of goals. Similarly, Stoghill (1994) considered leadership as a process involving two or more people in which one attempts to influence the behaviour of the others towards the accomplishment of some goals. Leadership performs a key role in

success or failure of organizations and as such many people are interested in focusing on leadership.

Leadership Styles

Four leadership styles have been identified in this study. They are:

- The democratic leadership style.
- The autocratic —coercive —dictatorial leadership style.
- The laissez —faire leadership style.
- The situational leadership style.

The Democratic Style is seen in a leader whose primary role is to assist a group to reach its goals by giving information, suggestions and motivation. Democratic style of leadership is very common and popular.

The power of decision rests on the majority of the people. The leader dances to the whims and caprices of the majority. In most cases decisions are arrived at after voting.

The Autocratic Leadership Style is that which is largely influenced by the organizational leader. The leader practicing autocratic style of leadership sees himself as one who has the superior thinking that surpasses that of the group. He pays no attention to the contributions of his subordinates. Autocratic style is the oldest form and is very common within the military.

It is a style that results from over-centralization of authority in an individual. In many cases people tend to obey at first but with the expansion of educational opportunities and travelling, the efficiency of this method is fast fading. Examples can be seen in the recent happenings in the Arab countries such as Libya, Egypt and Yemen.

The Laissez — Faire Leadership Style for this leadership style, the leader's role in the organization is very limited. He is not active but rather passive. His attitude is that of "I don't care". It is a permissive leadership style that allows decision making to be based on group consensus. The leader that adopts this leadership style acts as a facilitator not as a manager.

Situational Leadership Style this is not necessarily a leadership style. It is a style based on which style is appropriate under a given circumstance.

Having discussed the four styles of leadership, no particular one is identified as the best. However a mixture of all styles of leadership with a high dose of the democratic style may prove more effective.

Leadership Problems and their Effect on Education

Over the years, Nigeria as a country has been experiencing some leadership problems. For example, Oguniola (2010), in the Nigerian Education Times wrote an article titled "Leaders with Dirty Soul". In that article, Oguniola opined that "as at today most of our systems are not working, electricity remains erratic after several undisclosed official billions of naira spent on it since Obasanjo's Regime. There is no water in most cities, education is in comatose; and our roads particularly the highways are now death traps". We can see from these few lines quoted that the problem of national development does not rest squarely on the political leaders alone, as each of the organization mentioned by Oguniola (2010) has somebody serving as the leader of the organization.

The education sector has its problem of leadership; the problem of leadership in the educational institution is not so much that of lack of wealth but mismanagement and lack of accountability among the few ones who may see themselves as leaders (sociologically, the bourgeoisie) on one hand and due to lack of purposeful leadership in every sector of the social system.

Thus, the kind of leaders that education sector needs are people who are courageous, who have self discipline, integrity and ability to perform whatever functions are assigned to them. They should also be honest and be a model to address unethical practices or those factors that promote corruption and inequality that have been institutionalised in Nigerian education sector.

Sadly, some of the problems of leadership according to Oguniola (2010) include embezzlement of public funds, inefficiency and general lack of feeling for the populace by our leaders. Similarly, Olukaju (2011) while writing on "Quality Leadership is in short supply in Nigeria", rightly opined that leaders are not just born like that, you need to train them and nurture them. Here, issues of training and experience come to bear as experiences have shown that sometimes round pegs are put into square holes in positions of leadership. Fraud has also been identified as a leadership problem in Nigeria. Oguniola (2010) identified embezzlement of public funds, which Aina (2005) elaborated upon in his article on "Planning for Safety and Security in Nigeria: Strategic Role of National Plans and Programmes".

Aina (2005) opined that contract award has come to be generally recognized as an avenue for spending government funds. It is one of the major roots of bribery and corruption. Through it as rightly stated by Aina (2005), party members, friends and fellow members of the same ethnic group are rewarded for service poorly rendered or yet to be rendered.

As a result of the mutual benefits accruing to the parties concerned, high-priced contracts or over-invoicing tend to be favoured. This has fueled inflations and has resulted to governments at both state and federal levels paying for services not rendered. They should also be honest and be a model to address unethical practices or those factors that promote corruption and inequality that have been institutionalized in Nigerian education sector.

We need to search our minds and ask ourselves how the country can develop when a substantial part of her revenue/resources is being fraudulently mismanaged by some of our leaders.

At this stage of our development, we must ensure that efforts made towards the development of our education are purposeful, dynamic and comprehensive. Moreso, leaders in the education sector, should also exercise their integrity, fairness in decision making, honesty and so on. It is believed that given the scope of our present limited financial resources, we need to assign priority to all the various conflicting demands. Our first order of needs must include the provision of minimal infrastructure; constant and adequate supply of water, adequate funding of the education sector with accountability, provision of electricity, posts and telegraphs, motorable highways, and the guarantee of adequate food, sound health, housing and environmental sanitation for all needs.

Our national development especially the education sector rests on our ability, as a people to seriously find solution to the problem of fraud in all its ramifications. As rightly stated by Ogunsola (2010) most leaders (especially political leaders) in Nigeria are attracted by the glory of power and are merely looters with nothing but the inordinate to rule. Hence, Afolabi (2010) noted that cultural change takes time to manifest itself and may span several generations until fully established. He however, sees this as an essential ingredient in making anti-corruption efforts sustainable in the long run. Be that as it may, it is the responsibility of all in the education sector to play a vital role in the development of education as the devastating effect of the monster called corruption calls for multi stakeholder involvement to resolve. Thus, the leaders in the education sector should endeavour to shun socio-psychological problems such as bribery, unethical practices in an area. Selfishness, nepotism as well as lack of welfarism.

We need to note that we are all stakeholders in the development of our nation, as the nation will stop to develop with further dilapidation in every sector if fraud is not reduced or completely eradicated. Leaders in every sector of the

economy should therefore be committed, law-abiding and they should also endeavour to be model of integrity.

In Africa, as in other parts of the World, Nigeria's Vision 20:2020 which is a perspective and economic plan that is intended to make Nigeria a fully developed country by the year 2020 is the ambition to make Nigeria one of the twenty largest economies in the world by the year 2020, that is nine years' time. For us to realize this giant ambition all our leaders at all levels, must ensure that money voted for whatever project is judiciously spent on what they are voted for. Government at Federal, State and Local levels must provide necessary infrastructure needed for the realization of vision 20-2020 especially in the education sector.

Conclusion

In conclusion this paper has examined who a leader is, what leadership means, the various leadership styles, problems of leadership and how the problems affect national development especially, the education sector. Efforts must be made to ensure that people having the right qualities of leadership are the ones put in places of authorities as leaders. As much as possible frantic efforts must be made to tackle the problems of leadership identified and discussed in order to ensure that the nation moves forward in her development bid. In addition all hands must be on deck for the realization of positive growth of our education sector in Nigeria.

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Abstract

This study was carried out to find out the extent to which service, education and regulatory health communication approaches will impact on bakers in their use of banned bread additives and whether any variation will exist among the impact of these approaches. A sample of 127 master bakers from Ojo local government area of Lagos State participated in the study. The instrument for data collection was a self-developed Bakers Perception Questionnaire (BPQ). The instrument was validated and test-retest was carried out to determine the reliability and a coefficient value of $r = 0.71$ was obtained. The copies of the questionnaires were personally administered by the researchers and were retrieved on the spot. A total of 116 copies that were found usable were coded and analyzed using Frequency counts, percentages and Chi-square. Findings revealed that the first three of the formulated hypotheses were not significant viz a-viz service (cal $X^2 586.51 < 0.001, C = .471$), education (cal $X^2 710.5 < p0.001, C = .493$), regulatory (cal $X^2 690.92 < p0.001, C = .490$), the three hypotheses revealed a moderate impact of approaches on bakers behavior. The fourth hypothesis on variation among impacts of approaches was statistically significant ($0.93 < 15.51$) at 0.05 level of significance and

Introduction

Across the world, the environment for communicating health is increasing and changing. These changes according to Piotrowski, Kincaid and Rimon (1998) as reported by Healthy People (2010) include dramatic increases in the number of communicating strategies and channels or approaches and the number of health issues vying attention. On the other hand, the increase as posited by Annandale & Morrale (2001) also has to do with various agencies that are involved in communicating health.

Health communication has been described by Northouse and Northouse (1998) as encompassing the study and use of communication strategies to inform and influence decisions that enhance and promote health in individuals