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Zhuljeta Daja[1]

Arsimi në Shqipëri në Periudhën 1912-1939, si e Drejtë dhe Detyrim

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Abstrakt

Arsimi është baza dhe themeli i personalitetit të individit dhe si i tillë ai duhet t'i shërbejë atij për qëllime avancimi dhe përmirësimi, duke e përgatitur individin për një të ardhme të panjohur, kështu duke e bërë një person të pajisur me njohuri, me qëllim që t'i përshtatet me lehtësi shoqërisë e cila është gjithnjë në ndryshim e sipër. Arsimimi nga ana tjetër si një nga të drejtat themelore të njeriut, është një nga elementet bazë për t'i dhënë mundësi që të bëjë më të mirën me jetën e tij. Nëpërmjet këtij artikulli synojmë të japim evoluimin e arsimimit në Shqipëri nga Shpallja e Pavarësisë deri në pushtimin fashist 1939. Arsimi në Shqipëri përgjatë periudhës 1912-1939 ka pasur problematika, të cilat ishin pasojë e zhvillimeve ekonomike dhe politike të vendit. Kjo është një nga periudhat e rëndësishme në historinë e arsimit shqiptar. Megjithatë falë atdhedashurisë dhe punës së palodhur të intelektualëve pati arritje të mëdha. E rëndësishme është se në këtë periudhë arsimimi u bë pjesë e së drejtës legjitime të njeriut dhe për këtë mjafton të shohim legjislacionin në fuqi, i cili filloi të bënte pjesë të tij këtë të drejtë. Në këtë kontekst u bënë përpjekje të shumta për hapjen e shkollave, hartimin e programeve të reja, dhe mbi të gjitha për mësimin në gjuhën shqipe, të cilat çuan në zhvillime cilësore të së drejtës për arsimim. Për të shkruar artikullin jemi mbështetur në literaturë historiografike dhe në dokumente arkivore. Në përfundim mund të pohojmë se shteti dhe shoqëria bëri përpjekje për arsimimin e shoqërisë, duke e vlerësuar si të drejtë dhe detyrim për qytetarët e saj. Sigurisht, mund të mos ishin të mjaftueshme, por gjithsesi hodhën bazat e arsimit dhe arsimimit në Shqipëri.

Fjalë kyçe: *Arsimim, Legjislacion, Shqipëri, Shkollë, 1912-1939*

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Hyrje

E drejta për arsim është një nga të drejtat më të rëndësishme të njeriut sepse shërben si përforcuese e të drejtave të tjera kur është e garantuar dhe si përjashtuese për gëzimin e tyre, në rast se mohohet(Tomasevski 2003,1).

Nëpërmjet arsimimit individët kapërcejnë disnivelet e skajshme ekonomike dhe përgatiten për të marrë pjesë në mënyrë të plotë në komunitetin e tyre. Rëndësia e kësaj së drejte është e pamohueshme, jo vetëm pasi është një nga të drejtat themelore të njeriut, por mbi të gjitha pasi ka karakteristikat e një të drejte instrument, nëpërmjet të cilës realizohen të drejtat e tjera të njeriut. Ajo është një nga të drejtat bazë sepse luan një rol të rëndësishëm në përparimin dhe zhvillimin e njerëzve dhe të vetë shtetit. Arsimimi ka një ndikim thelbësor në aftësitë dhe potencialet e individëve dhe komuniteteve për të arritur zhvillimin, si dhe suksesin social dhe ekonomik. Arsimimi siguron njerëzit me njohuri dhe informacion, si dhe kontribuon në ndërtimin e ndjenjës së vetëvlerësimit dhe vetëbesimit dhe drejt realizimit të potencialit të çdo individi. E drejta për arsim është artikuluar në mënyrë të qartë në Deklaratën Universale të të Drejtave të Njeriut dhe më pas përpunuar në Konventën kundër Diskriminimit në Arsim, në Paktin Ndërkombëtar “Për të drejtat ekonomike, sociale dhe kulturore” dhe në traktate të tjera ndërkombëtare dhe rajonale. Akti i shteteve nëpërmjet të cilit shprehin angazhimin në nivel ndërkombëtar për respektimin, mbrojtjen dhe zhvillimin e të drejtës së edukimit, gjeneron pritshmëri për realizimin e saj në nivel kombëtar (Mico 2019, 24). Shtetet duhet të marrin masa normative për të promovuar edukimin, të shoqëruara këto nga masa ekonomike dhe sociale për të lejuar fëmijët dhe të rinjtë të përfundojnë arsimimin.

Cili është roli i shtetit në këtë mision? Çfarë duhet të marrë përsipër shteti për të bërë të mundur përhapjen e arsimit cilësor, pa diskriminim, të pranueshëm dhe të mundshëm për përshtatje, për të gjithë? Shteti duhet të luajë rolin kryesor për reforma ligjore dhe institucionale, deri në realizimin e objektivit për të shpërndarë edukim për të gjithë individët, pasi arsimimi ka një rol të pazëvendësueshëm në jetën e qenieve njerëzore. E drejta për arsim funksionon si shumëzues, apo përforcues për gjitha të drejtat e tjera të njeriut kur garantohen dhe përjashton gëzimin e shumicës, kur i mohohet.

Në vëndin tona ka disa periudha kur kjo e drejtë vlerësohet dhe merren masa nga ana e shtetit për të përfshirë të gjithë fëmijët për t’u arsimuar. Për herë të parë e shohim të ligjëruar këtë të drejtë në vitin 1920, në Kongresin e Lushnjës. Gjithsesi, edhe pse nuk e kemi të përfshirë në legjislacion, përpjekjet e patriotëve janë të shumta për hapjen e shkollave shqipe e futjen e fëmijëve në to. Këto përpjekje janë më të mëdha pas Shpalljes së Pavarësisë e në vazhdim. Qëllimi i studimit është të evidentojë funksionimin e së drejtës për arsimim në Shqipëri, gjë që duket jo vetëm në numrin e shkollave por dhe në rritjen e përgjegjsisë së shtetit për këtë të drejtë të shtetasve të saj. Në vendin tonë gjatë sundimit osman nuk mund të flitej për të drejtë arsimimi. Arsimimi shihej në kontekstin e përhapjes së gjuhës shqipe dhe ruajtjes së idenditetit kombëtar. Ky artikull për të arriturr qëllimin, analizon problematika, që kanë të bëjnë me zhvillimin e së drejtës për arsimim në aspektin ndërkombëtar, evoluimin e kësaj të drejte në Shqipëri dhe kufizimet në kohë që ajo ka patur. Edhe pse në legjislacionin shqptar është shfaqur vonë e drejta për arsimim, në fakt ajo ka ekzistuar në shpirtin e shqiptarëve. Motivet kanë qenë politike dhe shoqërore.

1. Sfondi teorik

Tema e trajtuar i përket fushës së historisë, në kontekstin e legjislacionit. Artikulli titullohet: "Arsimimi në Shqipëri në periudhën 1912-1939, si e drejtë dhe detyrim". Arsimi si e drejtë për shqiptarët është future von në legjislacion. Kjo është suprizuese duke patur parasysh rëndësinë që mbart kjo e drejtë për zhvillimin e qenieve njerëzore (Volio,1979,19). Sipas Fernando Volios, është kjo e drejtë e cila thirret në marrëdhëniet e njeriut me shtetin dhe që i përket çdo qenieje njerëzore, por në kontradiktë me rëndësinë që mbart, u përfshi vonë në marrëdhëniet e shtetit dhe të drejtat e njeriut dhe përcaktimin e karakteristikave që gëzon në kohët tona. Në Shqipëri, për herë të parë, çështja e rëndësishme e të drejtave dhe lirive themelore të njeriut, është prekur në veprën e shkruar nga Sami Frashëri "Shqipëria ç'ka qënë, ç'është dhe ç'do të bëhet", botuar në Bukuresht në vitin 1899. Pas këtij momenti e deri në vitin 1939 ka pasur ngjarje në të cilat është trajtuar e drejta e arsimimit të shqiptarëve. Ajo ka qenë e kufizuar, por megjithatë në kohën kur funksionoi kjo e drejtë luajti rol të madh për arsimimin e shqiptarëve.

2. Formulimi i problemeve dhe qëllimieve të punimit

E drejta për arsim në pikëpamje kushtetuese e ligjore në Shqipëri ka qenë e vonë. Në artikull synojmë të paraqesim si ka evoluar kjo e drejtë. Gjithashtu, edhe pse nuk ka qenë e pranuar ligjërisht dëshira dhe përpjekjet për arsim të popullit shqiptar kanë qenë të mëdha, sidomos që nga Rilindja Kombëtare deri në 1939.

3. Pyetjet dhe hipoteza

Pyetja që të vjen menjëherë në mëndje është, çfar kanë bërë shqiptarët për arsmimin e tyre? Si ka ecur e drejta për arsimim e popullit shqiptar. A e ka parë si detyrim të tij shteti në periudhën që shkruajmë? A është vlerësuar si e drejtë dhe detyrim për qytetarët? Pse nuk është vlerësuar drejt në këtë periudhë? Përgjigjja e parë që më vjen ndërmend lidhet me pushtimet e njëpasnjëshme të shqipërisë dhe gjendjen ekonomik e sociale të Shqipërisë. Nga konsultimet me literaturën rezulton se arsimi si e drejtë ka ecur më ngadalë në raport me të drejtat e tjera tek shqiptarët. Gjithsesi shqiptarët kanë bërë më të mirën e mundshme në këtë drejtim.

4. Materiali dhe metoda

Metodologjia e përdorur është studimi dhe interpretimi i fakteve të dhëna në literaturë dhe në burime arkivore. Materialet e shfrytëzuara i kemi parë në një këndvështrim të ri, si zhvillim i së drejtës për edukim të qytetarëve. Të dhënat qoftë nga literatura apo arkivi i përkasin më së shumti Elbasanit, por edhe më gjerë.

5. Rezultatet dhe diskutimet

5.1. Zhvillimi historik i të drejtës për arsim në aspektin ndërkombëtar

E drejta e njeriut për arsimim nuk ka qenë plotësisht e njohur në kontekstin e të drejtave ndërkombëtare të njeriut, deri pas Luftës së Dytë Botërore. Më pas nën kujdesin e Kombeve të Bashkuara filloi të funksionojë si e tillë. Për të kuptuar përmbajtjen normative bashkëkohore të kësaj të drejte është e domosdoshme që të gjurmohet zhvillimi historik i të drejtës së edukimit dhe objektivat e saj. Përgjatë mesjetës, shteti shumë rrallë luante rol për të inkurajuar hapjen apo për të kontrolluar shkollat.

Vetëm në shek. XVI, shtetet filluan të tregonin në disa raste interes në edukim dhe kjo për disa arsye: Së pari, të frymëzuar nga autorët klasikë, humanistët mbronin idenë që cilësia e jetës mund të përmirësohej, nëse përmirësohej edukimi qytetar dhe moral i njerëzve.

Filozofët e shquar Xhon Loku (1632-1704) dhe Zhan Zhak Ruso (1712-78) në shkrimet e tyre aludojnë drejt koncepteve moderne të të drejtës së njeriut për arsimim Sipas Lokut në "Traktati i Dytë i Qeverisë" natyra i vesh prindërit me pushtet atëror për të mirën e fëmijëve të tyre gjatë moshës së fëmijërisë, për të kompensuar mungesën e aftësive dhe njohurive të nevojshme nga ana e fëmijëve për të menaxhuar veten dhe të mirat e tyre. Edhe Zhan Zhak Ruso në veprën e tij "Emile" i referohet detyrimit prindëror për të edukuar fëmijët deri sa ata të jenë në gjendje që të përdorin në mënyrë të plotë liritë dhe aftësitë e tyre" Sipas Rusoit "Ne kemi lindur të dobët, ne kemi nevojë për fuqi; të pashpresë, ne kemi nevojë për ndihmë; të pamend, ne kemi nevojë për arsye. Gjithçka që na mungon në lindje, gjithçka që ne kemi nevojë kur bëhemi njerëz, është dhuratë e edukimit (Mico, 2019, 24). Nën influencën e periudhës së Iluminizmit, ku të drejtat e njeriut po merrnin një perceptim të ri në dritën e parimeve të lirisë dhe barazisë, revolucioni francez dhe ai amerikan kontribuan në formimin e edukimit si një funksion publik (për përfitimin e shumicës së qytetarëve). Rusoi e kupton edukimin racional si një mënyrë riorganizimi shoqëror dhe të së drejtës për arsim në zhvillimin e individit, të botëkuptimit të tij dhe të shoqërisë (Rousseau,1762).

Parë në këtë kontekst, duhej shteti të merrte përsipër edukimin si të mirë publike. Kështu përgjegjësia për të hapur dhe kontrolluar shkollat binte mbi shtetin. Së dyti, feja dhe edukimi moral synonin të afirmonin autoritetin e mbretit dhe të shtetit. Në luftën kundër herezisë dhe mosmarrëveshjeve politike, sovranët i kthyen sytë nga edukimi. Ata e dinin që mësuesit ishin propaganduesit e ideve të reja dhe "që kur Monarkia u shpall pushtet absolut tregonte interes për metodikën që formonte mendjet dhe zemrat e njerëzve" (Mico, 2019,4). Gjatë shek. XVIII, u rrit ndjeshëm roli i shtetit në drejtimin dhe përmirësimin e shoqërisë. Kjo, pasi individi dhe të drejtat e njeriut filluan të merrnin një konceptim relativisht të ri.

Gjatë gjysmës së dytë të shek. XIX, e drejta e edukimit gjeti mbështetje në akte të brendshme të shteteve që mbronin të drejtat e njeriut. Shumë shtete filluan të miratonin legjislacionin, nëpërmjet të cilit përcaktohej e detyrueshme pjesëmarrja në shkollë. Këto masa shoqëroheshin me zvogëlimin e numrit të orëve të punës në ditë për fëmijët, me qëllim që të krijohej mundësia, që fëmijët të frekuentonin shkollën. Kushtetuta e Perandorisë Gjermane e 1849 përmbante një seksion të titulluar "Të drejtat themelore të popullit gjerman", në të cilën kishte të sanksionuar 7 nene (nenet 152-158) lidhur me të drejtën për arsim.

Ishte Kushtetuta gjermane e vitit 1919 ose ndryshe Kushtetuta Gjermane e Vajmarit e cila trajtonte në nenet 142-145 "Arsimimin dhe Shkollimin" duke ia atribuuar shtetit si detyrë primare garantimin e arsimimin me anë të shkollimit të detyrueshëm dhe pa pagesë (Mico, 2019, 5).

Megjithatë, është neni 121 i Kushtetutës Sovjetike të vitit 1936 i cili ka të sanksionuar për herë të parë të drejtën për të marrë arsimim kundrejt detyrimit respektiv të shtetit për të siguruar këtë arsimim. Ajo parashikonte arsimim falas dhe të detyrueshëm në të gjitha nivelet, një sistem bursash shteti dhe sistemin e trajnimit profesional në ndërmarrjet shtetërore. Së bashku me të drejtën e punës dhe të drejtën për sigurime shoqërore, e drejta e edukimit ishte e veshur me karakteristikat e të drejtës kushtetuese të shteteve socialiste (Mico, 2019, 5).

Pas Luftës së Dytë Botërore, në vitin 1948, Organizata e Kombeve të Bashkuara hartoi dhe miratoi Deklaratën Universale të të Drejtave të Njeriut, në të cilën shpallej dhe pranohej ndërkombëtarisht e drejta për edukim. Fëmijët janë përfituesit kryesorë të kësaj të drejte dhe kryesisht për ta janë ndërtuar sistemet dhe teknikat e edukimit. Megjithatë, neni 26 i Deklaratës
Universale të të Drejtave të Njeriut (Deklarata, 1948) i referohej edukimit të të rriturve duke e konsideruar atë një proces dinamik dhe të vazhdueshëm. Kjo, për vetë arsyen e thjeshtë që nuk ka një moment në jetën e njeriut në të cilën edukimi mund të ndalojë, pjesërisht sepse njohuritë nuk mund të qëndrojnë pezull, apo sepse nevojat individuale për ndriçim të mendjes nuk ndalojnë në një moment të caktuar, apo për më shumë, sepse nevoja korrespondon me stimujt që vijnë nga mjedisi që është gjithmonë në ndryshim.

5.2. Arsimi në Shqipëri në vitet 1912-1939

Arsimi para Shpalljes së Pavarësisë karakterizohej nga prania e disa shkollave turke, të cilat në fakt vetëm shkolla nuk ishin. Sipas kujtimeve të Hilmi Daklit[2]qeveria turke i kishte ndarë shqiptarët më dysh: turq (myslimanët) e kaurrë (të krishterët). Të parët futeshin në "mejtepe", shkolla gjoja turke, ku mësimi ishte feja: mësohej kurani përmendësh. Të dytët futeshin nëpër shkolla greke të hapura për propagandë.
Shkollat muhamedane ishin shkolla private feje, pa program, të çelura nga ndonjë imam (fetar) mëhalle, që dinte të lexonte vetëm librin e shenjtë, Kuranin, dhe pak, fare pak turqisht. Këto shkolla si lokal kishin në verë sofanë e xhamisë dhe në dimër ndërtesën e brendshme të saj. Çdo djalë do t'i paguante hoxhës (mësuesit) një shumë të pacaktuar në krye të çdo muaji (50 santim ar e më poshtë). Në vitin 1890, Abdyl Abdulla Xhinsi, që kishte mbaruar Normalen turke në Stamboll, hapi një shkollë private në Elbasan, në vendlindjen e vet, një shkollë fillore turke, por krejt sipas sistemit të ri që mund të bëhej asokohe në Turqi (Dakli, 2017, 17). Pra, Elbasani dhe shumë qytete të tjera, nuk kishin asnjë shkollë fillore. Kjo do të thotë se qeveria turke nuk e kishte prioritet arsimin dhe nuk e quante si detyrim apo të drejtë të shtetasve të saj. Kjo periudhë, e cila në Shqipëri njihet me emrin "Rilindja Kombëtare", bëri përpjekje të mëdha për gjuhën dhe shkollën duke i vlerësuar si kusht për ekzistencën e kombit shqiptar. Një nga detyrat kryesore, që u shtrua që në fillim të Rilindjes Kombëtare Shqiptare, ishte

[2]Hilmi Dakli, autori i librit "*Ahmed Dakli*". Ishte i afërm i Ahmed Daklit, gazetarit të guximshëm dhe drejtues i partisë "As i Pashës as i Beut". Hilmi Dakli ishte diplomuar për jurisprudencë në Itali.

pikërisht ajo e lëvrimit të gjuhës shqipe, e përhapjes së arsimit shqip, e përhapjes së njohurive shkencore dhe të letërsisë së re me përmbajtje patriotike (Myzyri, 1978, 12).

Pas Kushtetutës turke të vitit 1908, populli shqiptar me përpjekje e sakrifica arriti të hapë 70-80 shkolla në gjuhën shqipe dhe një *mësonjëtore* për mësues në Elbasan (Shapllo, 1973, 64). Pas Shpalljes së Pavarësisë shteti i sapokrijuar shqiptar u përball me një sërë detyrash të rëndësishme dhe të domosdoshme për t'u kryer. Së pari duhej të siguronte njohjen ndërkombëtare, të vendoste autoritetin në të gjithë teritoret shqiptare, të ngrinte administratën, etj. Në kuadrin e prioriteteve një vend të rëndësishëm zuri edhe arsimi. Shpallja e Pavarësisë e gjeti vendin me një numër shumë të kufizuar institucionesh arsimore, ku numëroheshin rreth 250 shkolla fillore dhe disa dhjetëra plotore (Historia, 2007,44). Në qytetet kryesore kishte nga një gjimnaz të vogël. Shkollat shqipe ishin të pakta. Mësimet jepeshin turqisht, greqish dhe italisht. Shumë prej tyre punonin me programe fetare (Historia, 2007, 44).

Programi i Qeverisë së Përkohshme të Vlorës parashtronte si qëllim krijimin e sistemit arsimor kombëtar laik, futjen e arsimit fillor të detyrueshëm, përdorimin e detyruar të gjuhës shqipe në shkolla. Edhe përgatitjen e mësuesve përmes shkollave normale dhe kurseve pedagogjike e vlerësonte me përparësi (Rama, 2005, 11).

Në zbatim të kësaj politike, në gusht të vitit 1913, qeveria shqiptare "vendosi që të çilet në çdo sundimtari nga një normale përgatitore ku nxënësit do të pranoheshin mbi bazën e disa kushteve (Rama, 2005, 11). Kushtet caktoheshin në urdhërin e Ministrisë së Arsimit, sipas të cilit, shkolla fillore ishte e detyrueshme për të gjithë nxënësit e Shqipërisë, kurse shkollat e veçanta do të funksiononin vetëm pasi të kishin plotësuar kriteret e përcaktuara në ligj(Përlindja e Shqipëniës, 2013, 2).

Pas ardhjes së Komisionit Ndërkombëtar të Kontrollit, në tetor 1913, Qeveria e Përkohshme e Vlorës u ndodh përballë trysnisë për hapjen e shkollave të huaja, në veçanti për rihapjen e shkollave në gjuhën greke për komunitetin ortodoks, të financuara nga Patrikana e Stambollit (Puto, 1987, 614-617).

Kjo tendencë ishte në kundërshtim me masat e marra prej saj, për të vendosur sistemin arsimor në baza kombëtare ku në të gjitha shkollat mësimi do të zhvillohej në gjuhën shqipe. Hapja e shkollave të huaja, ndonëse i shërbente të drejtës për arsimim të shtetasve shqiptarë, nuk plotësonte nevojën e tyre për një arsim në baza kombëtare. Gjatë viteve 1916-1917, vazhduan përpjekjet për hapjen e shkollave, duke filluar nga "Shkolla Popullore", me rihapjen e shkollave të huaja etj. Në rregulloren, urdhërat dhe qarkoren që doli nga Drejtoria e Përgjithshme, të cilën duhej ta zbatonin shkollat në Shqipëri midis të tjerave synohej, që të mbështetnin shkollat edhe për ndjekjen e detyrimit shkollor, apo frekuentimin e shkollave nga të gjithë nxënësit (Gjedia, 2013, 32). Në vitet 1916-1917 për arsimin shqiptar hapet një fazë e re. Pushtimi Austro- Hungarez, gjatë Luftës së Parë, krijoi një situatë të re edhe për arsimin. U hapën shkolla në gjuhën shqipe jo vetëm në qytete por edhe në fshatra të Shqipërisë (Gjedia, 2013, 32). Hapja e shkollave në këtë kohë ishte një vlerë e shtuar për arsimin shqiptar.

Pas mbarimit të Luftës së Parë Botërore, situata e arsimit pati ndryshime të ndjeshme. Mjafton të përmendim këtu mbajtjen e Kongreseve arsimore (1920-1924), të cilët morën vendime të rëndësishme për arsimin në Shqipëri. Këto vendime kishin të bënin me kontrollin e shtetit mbi shkollën dhe strukturën e saj (Musaj,2002,106). Forcimi i shkollave ekzistuese do të mbetej në qendër të vëmendjes, por kjo nuk do të thoshte se nuk që të mos i kushtohej vëmendje hapjes së shkollave të reja. Kongresi, me të drejtë, kërkonte këtë zgjidhje paralele (Historia, 2003, 106). U vendos për hapjen e "gjysmëgjimnazeve", të cilët do të ndiqeshin nga djem që kishin mbaruar shkollat plotore. U caktuan si qytete për "gjysmëgjimnaze", Berati, Durrësi, Elbasani, por me përparësi dy qytetet e para, pasi Elbasani kishte Normalen (Historia, 2003, 106).

Qeveria e Zogut kur erdhi në pushtet në vitin 1925 trashëgoi një gjendje të rëndë në fushën e arsimit, me shkolla të pakta, me bazë materiale të pakët, me një proces mësimor me plagë të mëdha, që nga periudha e sundimit osman. U shtua numri i shkollave fillore në qytete dhe në fshatra, u krijua fizionomia e arsimit parashkollor, u zhvillua arsimi i mesëm i përgjithshëm dhe profesional. Këto ishin arritje gjithsesi.

Gjatë periudhës 1925-1939, çështja e ruajtjes së frymës kombëtare të shkollës dhe laicizimit të saj, mbeti në rendin e ditës, si një problem i rëndësishëm, në rolin e përgjithashëm të emancipimit të popullit dhe përparimit të atdheut në një vend me tre besime fetare dhe me prani shkollash të huaja. Në vitin 1933 ministri i Arsimit Mirash Ivanaj do të kërkonte reforma radikale që, shkolla të ishte gjithështqiptare dhe në radhë të parë të e mbi çdo gjë të edukonte atdhetarë… Shteti nuk mund të hiqte dorë nga përgatitja totale, absolute e tërë dhe e pandarë e qytetarëve të ardhshëm. Vetëm me këtë edukim shkollor, sipas Ivanajt, mund të sigurohej e tashmja dhe e ardhmja e vendit (Historia, 2003, 443). Me propozim të tij u ndryshuan nenet 206, 207, të Statutit të Shtetit Shqiptar: Mësimi dhe edukimi i shtetasve shqiptarë, janë një e drejtë ekskluzive e shtetit (Historia, 2003, 443).

5.3. Përmbajtja e legjislacionit arsimor si shprehje e së drejtës për arsimim në vitet 1912-1939

Krahas përpjekjeve për arsimin dhe hapjen e shkollave pas Shpalljes së Pavarësisë, i rëndësishëm është fakti se, tashmë arsimimi po bëhej e një e drejtë për popullin shqiptar. Kjo e drejtë në fakt nuk fillon me Pavarësinë, përkundrazi e gjejmë më herët si kërkesë. Në lidhje me këtë të drejtë Sami Frashëri ka shkruar që në 1899: "Gjithë djemtë e vashatë që më 7 vjeç e gjer më 13 do të jenë të shtrënguarë të venë domosdo në shkollë edhe ata qërtohen e të shtrëngohenë t'i dërgojnë. Mësimi do të jetë pa ndonjë pagesë, edhe të varfëret do t'u epnë fletore, karta etj. pa pagesë" (Frashëri, 1988, 76).

Pas Shpalljes së Pavarësisë, qeveria e Vlorës vendosi që arsimi fillor të ishte i detyrueshëm për të dy gjinitë, u morën masa për hartimin e programeve dhe teksteve shkollore si dhe u hodhën bazat fillestare të ligjshmërisë arsimore (Historia, 2003, 265).

Në vitin 1914 Statuti Organik i Principatës Shqiptare sanksiononte të drejtën e fëmijëve për t'u arsimuar, pra e vlerësonte si një të drejtë që ju takonte këtyre fëmijëve. Kjo tregon edhe për nivelin e administratës së Princ Vidit. Një administratë e civilizuar që përparimin e vendit e lidhte me shkollimin.

Pas mbarimit të Luftës së Parë Botërore, Shqipëria rrezikonte të humbte përsëri Pavarësinë. Në vitin 1918 u mbajt Kongresi i Durrësit dhe qeveria e dalë prej tij mori disa masa positive për arsimin. Një nga vendimet e kësaj qeverie ishte që shkolla të ishte 7 vjeçare dhe arsimi të bëhej i detyruar (Historia, 2003, 363). Ky vendim ishte mjaft i rëndësishëm, pasi shpreh pikërisht një të drejtë të qytetarëve për t'u arsimuar. Gjatë kësaj kohe u rrit ndjeshëm numri i shkollave, i cili arriti në 99 të tilla (Historia, 2003, 366). Kjo tregon edhe një herë se shkollimi po bëhej në një farë mënyre me dëshirë. Zhvillimet e mëvonshme politike bënë të domosdoshme mbajtjen e kongreseve dhe analizën e sistemit arsimor në Shqipëri.

Kongreset arsimore të zhvilluara në vitet 1920-1924, megjithë rëndësinë që patën dhe detyrat e rëndësishme që shtruan, nuk arritën që të realizojnë mbi baza ligjore të drejtën dhe detyrimin për arsimimin e shqiptarëve. Madje edhe qeveria e Nolit, ndonëse pati një program ambicioz për arsimin, nuk arriti të hartonte dhe miratonte ligje në zbatim të programit (Repishti, 1987, 75). Sipas Aurela Anastasit: "Programi i qeverisë të kryesuar nga Fan. S. Noli në vitin 1924 do të parashikonte organizimin e arsimit, mbi baza moderne kombëtare e praktike, në mënyrë që shkollat të formonin qytetarë të vlefshëm, patriotë dhe punëtorë"

(Anastasi, 1999, 84). Kjo do të thotë se akoma nuk ishte situata për ta vlerësuar ligjërisht arsimin si të drejtë dhe detyrim për shqiptarët. E drejta për arsim u bë pjesë e kushtetutës në vitin 1928.Statuti Themeltar i Mbretërisë Shqiptare, e trajtonte atë si një të drejtë themelore të njeriut duke shënuar progres për vetë zhvillimin e kësaj të drejte, por që nuk arriti të legjitimohej plotësisht.

Gjatë periudhës së qeverisjes së Zogut (1925-1939) në aspektin formal legjislativ, dispozitat ligjore edhe në fushën e arsimit, mbulonin në mënyrë të detajuar aspekte të ndryshme të veprimtarisë së shkollës dhe elementëve përbërës të sistemit arsimor.

E drejta për arsim është përfshirë për herë të parë zyrtarisht në ligjin kushtetues të vendit në vitin 1928. Statuti Themeltar i Mbretërisë Shqiptare, e trajtonte atë si një të drejtë themelore të njeriut duke shënuar progres për vetë zhvillimin e kësaj të drejte. Nenet 206 dhe 207 të Statutit sanksiononin të drejtën për arsimin fillor të njohur nga shteti për të gjithë shtetasit, duke e bërë atë të detyrueshëm dhe falas (Omari, Anastasi, 2010, 87-88).

Sipas nenit 206 “Arësimi filluer për gjith shtetasit shqiptar asht i detyruëshëm dhe në shkollat e Shtetit jepet gratis.” Neni 207 përcaktonte se:“Në konformitet me ligjet dhe mbrenda në prencipet e programeve të pranuëme prej Shtetit për shkollat e veta dhe kurdoherë nën kontrollimin efektiv të Qeverisë, vetëm Shtetasit shqiptarë mund të hapin shkolla të ndryshme private.Të huëjt, në konformitet me ligjët, mund të lejohen vetëm për shkolla teknike e bujqësie me programe theori-praktikë (Luarasi, 1999, 132).

Por duhet thënë se e gjithë kjo nuk kishte të bënte me ndonjë angazhim serioz të qeverive të kohës për të respektuar e për të vënë në jetë të drejtat themelore të shtetasve. Ato ishin formale, në kushtet kur të drejtat politike mund të konsideroheshin mjaft të vakëta, pa realizimin e të cilave nuk mund të flitej për respektim serioz të lirive individuale.

Ligji Organik i vitit 1933 me një amendamet kushtetues i dha shtetit të drejtën ekskluzive për arsimimin e qytetarëve të tij. Qeveria u përpoq të eliminonte propagandën shkombëtarizuese, që ishte e pashmangshme në shkollat e agjencive fetare të huaja dhe përçarëse (Jacques,1995, 433).

Dy nga klauzolat më të rëndësishme të ligjit të vitit 1933 ishin: Arsim i detyruar, por jo gjithnjë falas dhe jo domosdoshmërisht i detyruar. Nga ky detyrim përjashtoheshin pjesërisht me ligj fëmijët që banonin në zonat rurale të vendit, për shkak të pamundësisë financiare të shtetit për të pajisur me godina shkollore dhe personel të mjaftueshëm mësimor, shkollat në këto zona. Pra edhe ky ligj tregon se arsimimi nuk po bëhej i detyruar dhe e drejtë.

Pavarësisht gjendjes së vështirë ekonomike të vendit, parashikohej edhe mbajtja e shkollave fillore nga ana e popullsisë në rastet kur të ardhurat e bashkive apo komunave ishin të pamjaftueshme. Kështu në këtë mënyrë evidencohej sërish që arsimi fillor, pavarësisht se ishte sanksionuar si një mundësi falas për fëmijët, rëndonte mbi shpatullat e familjarëve që duhej të paguanin për përballuar shpenzimet e domosdoshme të shkollës lidhur me ngrohjen, transformimin dhe meremetimin e ndërtesave shkollore si dhe pajisjen e tyre me mjete didaktike.

Në këtë mënyrë shteti lehtësohej nga ofrimi i kushteve të domosdoshme për të realizuar shkollimin për fëmijët, duke ulur në të njëjtën kohë edhe gjurmimin për frekuentimin e mësimit nga ana e tyre. Nga ana tjetër, fëmijët nuk gëzonin dot mundësinë e frekuentimit të arsimit fillor që ju njihej në ligj. Duke e kushtëzuar detyrimin shkollor me gjendjen dhe cilësinë e ndërtesës, si dhe me stafin e mjaftueshëm arsimor, shteti vetë nuk sanksiononte garanci ligjore e financiare për shtetasit, për ta bërë këtë të drejtë të zbatueshme.

Nga detyrimi shkollor përjashtoheshin gjithashtu:

a. fëmijët e prindërve e kujdestarëve që nuk kishin banim të qëndrueshëm;

b. fëmijët e prindërve dhe kujdestarëve që familjarisht jetonin jashtë shtetit;

c. fëmijët që kishin ndonjë gjymtim fizik e mendor kur në vendbanimin e tyre nuk funksiononin institucione fillore të ngritura për ta, si dhe

d. fëmijët që vuanin prej ndonjë sëmundje ngjitëse të pashërueshme (Fletore Zyrtare, Nr.54, Tiranë, 28 Shtator 1934. Neni 28).

Nëse analizojmë përmbajtjen vemë re se, pikërisht kjo përmbajtje e kufizon më së paku të drejtën për arsim dhe më së shumti bën diferencime të pajustifikuara midis fëmijëve. Ky ligj përjashton grupe të ndryshme dhe në përfundim na lind e drejta të pohojmë se kjo e drejtë ishte vetëm në letër dhe me pamundësi zbatimi. Shteti duhet t'i mbështeste këto grupe shoqërore, por nuk e bënë. Kjo është ndofta edhe një nga arsyet që arsimi po ecte me ritme të ngadalta. E thënë në mënyrë të drejtpërdrejtë, ligjet miratoheshin, por zbatimi mbetej i vështirë. Janë një sërë faktorësh që ndikojnë, duke filluar nga ato ekonomike, politike, infrastrukturore, kulturore, sociale etj.

Të gjitha këto përjashtime në realitet lidheshin me shtresat në nevojë dhe në vështirësi ekonomike, qasja e të cilëve ndaj të drejtës për arsim mbetej shumë e vështirë.

Jo të gjithë fëmijët trajtoheshin në ligj në mënyrë të barabartë. Nxënësit që jetonin në qytet ishin më të favorizuar në lidhje me përfitimin e mundësisë për edukim sesa fëmijët që jetonin në fshat. Kjo diferencë bëhej e dukshme që në momentin e parashikimit të moshës së detyrimit shkollor. Në qytet detyrimi shkollor fillonte me shkollat foshnjore prej moshës katër vjeç. Për shkollat e lokalizuara në fshat, detyrimi shkollor ishte vetëm brenda kuadrit të shkollës fillore dhe fillonte nga mosha shtatë vjeç. Kjo qasje vihej re edhe në themelimin e shkollave fillore. Akses jo i barabartë i të drejtës për arsim mes meshkujve dhe femrave. Nisur nga fanatizmi dhe konservatorizmi i theksuar për shkak të veprimit të normave të kanunit, në veçanti në qytetet veriore të Shqipërisë edhe vetë fryma e ligjit bënte dallim mes trajtimit të meshkujve dhe femrave në kuadër të aksesit në arsim. Kështu, neni 68 i "Dekret- ligjës organike të Arsimit" parashikonte që: "Shkollat fillore janë veçan për djelm dhe veçan për vajza. Por kur e kërkon nevoja mund të jenë edhe të përzieme". Kjo ndarje ndërmjet meshkujve dhe femrave shoqërohej edhe nga personeli mësimor, i cili duhet të ishte në përshtatje me gjininë përkatëse të nxënësve të cilëve do t'u jepte mësim (nenet 69-70 të Dekret- ligjës organike të Arsimit").

Kësaj panorame i shtohej edhe terreni i thyer dhe mungesa e komunikacionit, të cilat pengonin lëvizjen e banorëve në qendrat urbane si dhe bënin të pamundur lëvizjen e vajzave për në qendrat ku kishte shkolla.

Ligji i vitit 1938 ishte ligji që e vlerësoi si prioritar dhe përgjegjësi të shtetit. Njëkohësisht bëri edhe reformat ë mëdha në arsimin shqiptar. Këto reforma e dhanë rezultatin në rritjen e numrit të shkollave, të nxënësve dhe numrit të mësuesve. Përmbajtja e legjislacionit që e konsideron arsimin sit ë drejtë dhe detyrim pati një zhvillim në kontekstin historik. Mbase pak von, por janë kushtet historike që e përcaktuan këtë të drejtë.

5.4. Përfundime

Në përfundim të këtij punimi mund të pohojmë se e drejta për arsimim është shfaqur në historinë e Shqipërisë që në periudhën e Rilindjes Kombëtare.

Pas Shpalljes së Pavarësisë Arsimi dhe e Drejta për arsimim u vu në programin e Qeverisë. Kjo qeveri e vlerësonte si të drejtë legjitime për qytetarët.

Në periudhën e viteve 1912 deri në vitin 1939 legjislacioni shqiptar evoluoi në drejtim të vlerësimit të arsimit si e drejtë dhe detyrim për qytetarët. Ndonëse nuk arriti të realizonte maksimumin e mundshëm, bëri hapa përpara.

Shkolla shqiptare bëri përpara në këtë të drejtë, gjithashtu edhe në masivizimin e saj. Ka rritje të numrit të shkollave, të numrit të nxënësve dhe mësuesve.

Përmbajtaj e programeve dhe kurrikulës pati një ndryshim cilësor, që i shërbente kërkesave të zhvillimit të shoqërisë. Me emancipimin e shoqërisë dhe politikës e drejta për arsim bëhet detyrim shpirtëror, krijohet besim dhe shihet si shpëtim.

E drejta për arsim zhvillohet dhe mbrohet nga shteti, por për këtë të drejtë dhe detyrim duhet të perfshihet e gjithë shoqëria. Kombet e arsimuara bëjnë gjithnjë përpara me arsimimin e shoqërisë.

Ndonëse u bënë përpjekje për përmirësimin e legjislaciont, duke pëfshirë të drejtën dhe detyrimin, në fakt asnjëherë nuk u krijuan kushtet për realizimin e kësaj të drejte. Duhet vlerësuar fakti që gjithsesi legjislacioni bëri hapa të rëndësishëm përpara drejt kësaj. Ishte situata e tillë që nuk leonte zbatimin e kësaj të drejte.

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WWW.Ideologjia e Jean Jacques Rousseau.

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A Critical Assessment of Selected Warning and Advisory Proverbs in Yoruba Routine Conversation

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Abstract

This paper delves into the utilization of proverbs among the Yoruba people, focusing specifically on their role as instruments of warning and facilitators of peace and unity within the community. Proverbs, deeply embedded in the Yoruba culture, serve as reservoirs of wisdom, reflecting beliefs, cultural norms, historical contexts, and moral principles. They are employed to elucidate, moralize, and embellish discourse across various aspects of human life. Using a stylistic analysis approach, this study examines twenty randomly selected Yoruba proverbs from routine socio-linguistic communication. Through the lens of Yankah's (1989) Theory of Proverb Praxis and other stylistic and pragmatic tools, the aim is to unveil the nuanced meanings and patterns inherent in warning proverbs. The analysis reveals that warning proverbs play a significant role in shaping desirable traits, fostering credible character development, and maintaining a harmonious societal structure within Yoruba culture. These proverbs serve as guiding lights, illuminating diverse human situations and offering timely warnings to navigate through challenges. Warning proverbs exemplify the cherished values and strategies for personal growth characteristic of African societies, particularly the Yoruba community. They serve as invaluable tools for cultivating peaceful coexistence and fostering unity among individuals. Through the analysis of these proverbs, a deeper understanding of Yoruba cultural values emerges, highlighting their pivotal role in nurturing a cohesive and harmonious human community.

Keywords: *Stylistic Analysis, Selected, Warning, Advisory Proverbs, Yoruba*

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Introduction

Proverbs are concise and often witty expressions which serve as potent vehicles for encapsulating the beliefs, culture, and worldviews of language users. The richly woven African discourse utilises proverbs to function as palatable spices that impart conversations with depth and meaning. Proverbs not only reflect the realities of life but also serve as pillars upon which the expression of culture and societal values rests. As Chinua Achebe famously remarked, "In Africa, proverb is the palm oil with which words are eaten," thereby accentuating the vital role of proverbs in communication and cultural transmission.

These linguistic ornaments, often marked as figurative and idiomatic expressions, serve versatile functions within societies. Such functions of proverbs are in the areas of moralizing, acculturating, and fostering social cohesion. As a result, Proverbs act as guiding principles of socialisation; directing individuals towards desirable behaviours and attitudes, especially for a peaceful and ongoing society. Their diverse functions can be categorized into three distinct categories, each shedding light on different aspects of human experience.

The first category comprises abstract statements that express universal truths and life's realities, such as "what goes up will surely come down" or "a hungry man is an angry man." This category of proverbs serves as timeless reminders of fundamental principles. The second category draws attention to everyday occurrences through vivid examples, crafting indisputable points that echo universal truth. For instance, "Don't count your eggs before they are hatched" expresses the folly of premature assumptions. The third category delves into specific domains of wisdom, encompassing traditions, agricultural practices, and the vagaries of nature. Proverbs in this category draw on established patterns of life, beliefs, and behavioural norms, such as "a hand that refuses to toil deserves no morsel of food."

In the Yoruba worldview and culture, proverbs play requisite socio-cultural roles, serving as vehicles for the reiteration of views, beliefs, and traditions. They substantiate facts, sanction behaviours, and teach moral and societal norms, contributing to the overall education and social order of the Yoruba society. Proverbs pervade Yoruba music, literature, and various socio-political and economic activities, dynamically enriching these domains with their wisdom. Their persistent usage underscores their significance as integral components of Yoruba identity and corporate existence.

Moreover, proverbs persist in popularity across Africa, serving as commentaries on life and guardians of social order. They serve as signposts illuminating Yoruba civilization's commitment to equity and peaceful coexistence, moving the timeless wisdom of ancestors into the contemporary milieu.

Given the profound impact of proverbs on societal values and character formation, it is imperative to assess, illustrate, and analyze warning and advisory proverbs among the Yoruba people. Understanding their effects on peaceful coexistence, moral values, and character development will further illuminate the enduring relevance of these linguistic resources in shaping Yoruba society in particular and that of the world in general.

Literature review

Proverbs are "short traditional utterances" which serve as potent vessels that sum up cultural truths and reflect recurrent social situations. Embedded in nonfigurative statements, proverbs offer insights into the general truths and realities of life, providing expressive means to showcase the beliefs, culture, and worldviews of language users.

In their comprehensive roles, proverbs apply persuasive and dissuasive powers, expressing reverence or confidence, echoing worry, instilling fear or esteem, and even employing mockery, as specified by Meider (1985:6). Proverbs concentrate their attention on specific spheres of conventional wisdom and traditions, drawing upon established patterns of life, beliefs, and behavioural attitudes to convey their messages.

Contemporary Yorùbá writers adeptly employ Yoruba proverbs to depict colonial and post-colonial political experiences, thus inspiring political consciousness and active participation in public administration for socio-cultural and political emancipation, as noted by Adeyemi (2009:531). Proverbs thus serve vital socio-political functions, creating awareness and stimulating engagement in the governance process.

Asade (2000:124) underscores the versatility of proverbs as a universal linguistic phenomenon, particularly among the Yoruba people. Proverbs enrich speech by logically presenting ideas and elevating discourse content, concretizing and clarifying the underlying messages. They remain enduringly popular across Africa and within the Yoruba-speaking world, serving as commentaries on life and guardians of social order, reflecting Yoruba civilization's commitment to equity and peaceful coexistence.

Reflecting Dynamic and culture-specific roles, proverbs portray the evolving relationships among phenomena, beings, and thoughts, expressing various characteristics of static or dynamic systems, as highlighted by Paczolay (1996:59). Marital norms, codes, and women's roles are deeply ingrained in Yoruba proverbs, reflecting societal values and norms, as noted by Kolawole (1998:73). Through proverbs, the concept of an ongoing society is realized, incorporating general and personal behavioural patterns, family values, marriage customs, and societal norms.

Proverbs serve as invaluable sources of knowledge, fulfilling functions of warning, education, and moralization throughout history. Hussein (2005:58) underscores the roles of proverbs as value-carrying instruments, facilitating cultural understanding and social transformation. Therefore, meaningful analysis of proverbs as a linguistic form should consider such factors as cultural, social, cognitive, and historical surroundings, the degree of mediation between text and situation, and the range of context being addressed. In this vein, Mey (2001:246) stresses "the universe of discourse which comprises an ensemble of phenomena in socially determined conditions." These conditions define the cultural background of an occasion as formal, informal or festive.

Halliday (1996;89) emphasizes the role of language in establishing and maintaining human relationships, while Akinlade (1987:54) underscores the importance of proverbs as a linguistic resource to articulate warning proverbs as the instrument for the maintenance of peaceful coexistence. Widdowson (1996:97) suggests that investigating language use in texts or talks reveals linguistic patterns that inform intuitive awareness of artistic values. In analyzing warning proverbs, Critical analysis enhances our understanding of the inherent ideologies and communicative intentions embedded within these proverbs and also, and pragmatic analysis which explores the contextual and situational factors surrounding the use of proverbs and, its role in promoting peaceful coexistence and social cohesion.

This paper critically assesses, illustrates, and analyzes proverbs that perform warning and advisory functions, exploring their impact on peaceful coexistence, moral values, and character formation among the Yoruba people. Through this exploration, deeper insights into the cultural richness and societal dynamics of the Yoruba community are illuminated.

Theoretical framework

The Theory of Proverb Praxis, as formulated by Yankah, presents a comprehensive framework for understanding the nature and utility of proverbs within specific cultural and situational contexts. Emphasizing the significance of context and situation, this theoretical framework facilitates a nuanced comprehension of proverbs' cultural intricacies and communicative roles. Yankah (1989) underscores the importance of context, which encompasses various socio-linguistic factors such as the social status and linguistic proficiency of both the speaker and the audience, as well as the specific circumstances in which the proverb is employed. Central to the Theory of Proverb Praxis is the acknowledgement of proverbs as repositories of profound cultural knowledge. By delving into the contextual and situational dimensions of language use, this theoretical approach enables a deeper understanding of the cultural subtleties embedded within proverbs. Furthermore, Yankah's framework recognizes the multi-layered nature of proverbs, acknowledging their capacity to convey diverse meanings. Through a contextual analysis, the Theory of Proverb Praxis aims to unravel the intricate layers of meaning inherent in proverbs, thereby elucidating their cultural significance and communicative functions. In the context of this research, this theoretical framework serves as a valuable analytical tool for examining the warning functions performed by proverbs. By adopting a contextual approach, researchers can discern how the context shapes the meaning and intent of proverbs, particularly regarding their role in reinforcing cultural values, social norms, and cohesive communication. On this note, Yankah's Theory of Proverb Praxis provides a robust foundation for conducting thorough studies and analyses of proverbs, offering valuable insights into their cultural relevance, communicative strategies, and socio-linguistic functions.

Method of Data Collection and Analysis

This research involved selecting twenty proverbs randomly from Yoruba socio-linguistic communication to represent diverse warning and advisory functions. Critical analysis focused on linguistic features contributing to these functions, while pragmatic analysis explored contextual and situational factors. Illustrative examples supported the analysis, providing insights into proverbs' practical application in everyday discourse. Overall, the method of data collection and analysis provided valuable insights into proverbs' cultural significance and communicative efficacy.

Data Analysis

Data analysis was done mainly at stylistic and pragmatic levels to demonstrate the issue of warning proverbs and their capacity to employ proverbs to perform warning and advisory functions and their effect on peaceful coexistence, moral value and character formation among Yoruba people.

-Data 1. *Mákùú ò mawo, ó ń bá wọn bọ́pa; Mákùú ò mọ̀wẹ̀, ó ń bá wọn mòòkùn lódò, ìgbàwo ni Mákùú ò ní kú? '*

*Literal translation: Mákùú is uninitiated but he dabbles in the occult; he cannot swim yet dives into a river. How long could he survive such escapades?

The proverb employs metaphorical imagery, comparing uninitiated individuals to someone dabbling in the occult and unable to swim yet diving into a river. This imagery emphasizes the recklessness and danger of engaging in activities without proper preparation or knowledge. The proverb uses a rhetorical question to drive home its message. By asking, "How long could he survive such escapades?" the proverb prompts reflection on the potential consequences of reckless behaviour. The structure of the proverb follows a parallel pattern, repeating the phrase "Mákùú ò" to emphasize the contrast between someone uninitiated and their reckless actions.

The proverb makes use of the illocutionary forces of assertion, warning and doubt to assert the foolishness of engaging in activities beyond one's capabilities and warn against reckless behavior as well as illuminate the potential consequences of overestimating one's abilities. Rhetorical question is utilized to express doubt about the survivability of someone like Mákùú engaging in risky behaviour. The proverb reflects Yoruba cultural values and beliefs, particularly the importance of initiation rituals and acquiring necessary skills before undertaking certain activities. It underscores the significance of wisdom and caution in decision-making.

Data 2: *Ọba ń pe ọ́, O ní ò ń mu gaàrí lọ́wọ́, ta ló niọ́? Ta ló lomi tí ò fi ń mu gaàrí?*

*Literal Meaning: The King is calling you, and you claim to be eating gaàrí. Who owns you? Who owns the water with which you are eating gaàrí?

The proverb employs rhetorical questions to emphasize the absurdity of making excuses and to express doubt about the sincerity of the excuse given by the person being called by the King. The repetition of "ta ló" ("who owns") in both questions reinforces the rhetorical effect. The proverb juxtaposes the regal command of the King with the mundane act of eating gaàrí, adding a humorous element to the expression. This juxtaposition highlights the incongruity between the authority of the King and the triviality of the excuse. The use of "eating gaàrí" metaphorically represents engaging in everyday activities or making excuses, while "The King is calling you" symbolizes a summons or command from authority.

A pragmatic force of assertion is utilized to assert the authority of the King and emphasize the necessity of obedience to his commands. It warns against disobedience and the consequences of making flimsy excuses when called upon by those in power. The rhetorical question expresses doubt about the sincerity of the excuse provided by the individual being called by the King. The analyzed proverb, therefore, serves as a poignant reminder of the importance of obedience, respect, and accountability in Yoruba society.

Data 3: "*Ẹ jọ́ tó o rò títi láàárọ̀, tó òjàre, báwo lo ṣẹ f'ẹrò ó lálẹ́ tó ó jàre?"*

*Literal Meaning: A case you could not win with your pleadings in the morning, how do you hope to win it in the evening?

The proverb exploits a rhetorical question to express doubt about the effectiveness of delaying action in resolving issues. The question challenges the logic of postponing action, highlighting the futility of hoping for a different outcome by delaying intervention. The metaphorical comparison between winning a case with pleadings in the morning and winning it in the evening illustrates the concept of delayed action and its potential consequences. It vividly portrays the idea of addressing issues promptly to avoid unfavourable outcomes. The structure of the proverb follows a parallel pattern, repeating the phrase "tó" ("that") to emphasize the comparison between morning and evening and the actions taken within those time frames.

The proverb asserts the importance of taking timely action in resolving issues or challenges. The rhetorical question expresses doubt about the effectiveness of delaying action and highlights the necessity of addressing issues promptly. The proverb reflects the cultural value placed on diligence, promptness, and taking proactive steps to address issues within Yoruba society. The proverb functions as a warning to individuals to take immediate action when faced with challenges or responsibilities. The analyzed proverb serves as a powerful reminder of the importance of diligence and the pitfalls of procrastination within Yoruba culture. Its stylistic devices and pragmatic functions contribute to its effectiveness as a tool for imparting cultural values and practical wisdom.

Data 4: "*Ode toba siyemeji lode npa"*

*Literal Meaning: A hedging animal betrays itself to the hunter's gun.

The proverb uses metaphorical language comparing indecisiveness to a hedging animal. This figurative language makes the message more vivid and memorable. It adds depth to the warning by drawing a parallel between human behaviour and the behaviour of animals. The proverb is concise and rhythmic. The proverb repeats the idea of indecisiveness leading to exposure to danger, reinforcing the central message. This repetition emphasizes the importance of decisiveness and the consequences of indecision. The stylistic features of metaphor, rhythm, and repetition contribute to the proverb's effectiveness.

Understanding the cultural context of Yoruba society is crucial for fully grasping the meaning of the proverb. Yoruba culture places value on decisiveness and taking a clear stance, making this proverb particularly relevant within that cultural framework. The proverb serves a social function by guiding proper behaviour in critical situations. It warns against indecisiveness and encourages proactive decision-making, which aligns with societal expectations of assertiveness and accountability. The proverb can be applied to various real-life situations, such as decision-making in personal relationships or career choices. The pragmatic function lies in providing cultural guidance and practical wisdom for coping with life's challenges.

Data 5: *"Eni to duro ko kiyesara"*

*Literal Meaning: He who stands should beware of falling.

This proverb utilizes metaphorical language, comparing standing to maintaining a position or stance and falling to failure or downfall. Metaphors make the message more vivid and impactful. "He who stands should beware of falling." The proverb employs a parallel structure, with the first part stating a condition ("He who stands") and the second part providing a consequence ("should beware of falling"). This parallelism reinforces the cause-and-effect relationship between maintaining a position and the risk of failure. The stylistic features of metaphor, parallelism, and conciseness contribute to the proverb's effectiveness in conveying its message

The proverb serves to heighten awareness of the risks inherent in maintaining a position or stance. By cautioning individuals to beware of falling, it encourages them to assess the potential consequences of their actions and remain vigilant against complacency or overconfidence. It encourages humility by emphasizing the need to acknowledge one's vulnerabilities and limitations. Its pragmatic function lies in promoting risk awareness, humility, and self-awareness among individuals.

Data 6: "*Enikan kii wodo tan ko maa kigbe otutu"*

*Literal Meaning: He who steps into the river should not bemoan cold.

This proverb employs analogy by comparing stepping into a river to making certain decisions or taking certain actions. Parallelism is used to draw a line between familiar experiences (feeling cold in a river) and the consequences of one's actions. The proverb establishes a clear cause-and-effect relationship between stepping into the river and feeling cold. This causal relationship emphasizes the inevitability of certain consequences and discourages complaining about them after the act. It states a direct result of an action and highlights personal accountability. The stylistic features of analogy, causal relationship, and pithiness contribute to the vividness of the proverb's message.

The proverb underscores the importance of personal responsibility and accountability for one's actions. By cautioning against complaining about foreseeable consequences, it encourages individuals to accept the outcomes of their decisions and take responsibility for them. The proverb promotes resilience and adaptability by urging individuals to accept and cope with the inevitable outcomes of their choices. Functionally, the proverb serves as a cautionary reminder for individuals to consider the potential consequences of their actions before taking them. The pragmatic function of the proverb lies in promoting personal responsibility, resilience, and strategic decision-making among individuals.

Data 7: *"Eni ba dale a ba ile lo."*

*Literal Meaning: "He who betrays will surely die of betrayal".

The proverb makes use of a parallel structure by repeating the pronoun "he who" followed by a verb phrase "betrays" and a consequence "will surely die of betrayal". This parallelism emphasizes the cause-and-effect relationship between the action of betrayal and its consequences, "Eni ba dale a ba le lo." The repetition of the word "betrayal" in both the action "ba dale" and the consequence "ba le lo" reinforces the message and emphasizes the severity of the warning. This repetition adds rhetorical weight to the proverb. The use of the word "surely" in "will surely die of betrayal" conveys a sense of inevitability and finality. This certainty strengthens the warning by implying that the consequences of betrayal are unavoidable and absolute. The stylistic features of parallelism, repetition, and emphasis contribute to understanding the proverb's message,

The proverb conveys a moral lesson about the principle of retribution. It advocates that betraying others will ultimately lead to facing similar betrayals in return. In Yoruba culture, betrayal is viewed as a serious offence that disrupts social harmony and damages trust. The proverb reflects cultural values of honesty, integrity, and loyalty while warning against behaviours that undermine these values. The pragmatic function lies in promoting the karmic principle of retribution, reinforcing cultural values of honesty and integrity, and serving as a deterrent against betrayal.

Data 8: "*Eni bani baba nigbejoo niija ija igboro"*

Literal Meaning:* He, who does not have a backing, does not go about looking for trouble

The proverb employs a parallel structure by repeating the phrase "does not" followed by a verb "have" and "go about" and a consequence "looking for trouble". This parallelism emphasizes the cause-and-effect relationship between lacking support and avoiding trouble. The use of negation "does not have" and "does not go about" adds emphasis to the message by highlighting what one should avoid. It reinforces the idea of caution and restraint in certain situations. The proverb provides a clear and specific scenario -not having support- to illustrate the broader lesson about avoiding trouble. The stylistic features of parallelism, negation, and specificity contribute to the proverb's effectiveness in conveying its message,

The proverb offers practical advice for risk management by advising individuals to assess their limitations before engaging in confrontational actions. It promotes a strategic approach to decision-making by encouraging individuals to prioritize self-preservation and avoid unnecessary conflict. In Yoruba culture, there is recognition of the importance of social support networks and alliances in navigating life's challenges. By highlighting the importance of having support or backing, it encourages individuals to consider the potential consequences of their actions on themselves and others. The pragmatic function lies in promoting strategic thinking, and risk management, and reinforcing cultural values of prudence and discretion.-

Data 9: "*Falana gbo tie, tara eni laa gbo"*

*Literal Meaning: Falana should learn to mind his own business...

The proverb utilizes imperative sentence and parallel structure to accentuate the verb phrase "should learn to" followed by two contrasting actions "mind his own business" and "dabbling into what does not concern him". This parallelism highlights the contrast between appropriate behaviour -minding one's own business- and inappropriate behaviour -meddling in others' affairs-. The use of imperative verbs "should learn to" emphasizes the directive nature of the advice, urging Falana and others to heed the warning and adjust their behaviour accordingly. The stylistic features of direct address, parallelism, and imperative form contribute to the proverb's effectiveness in conveying its message.

Meddling in others' affairs can lead to unwanted conflicts and disruptions. The proverb serves as a pragmatic reminder to prioritize one's concerns and responsibilities, thereby avoiding unnecessary entanglements and maintaining harmony in relationships. In many cultures, including Yoruba culture, there is a recognized social norm surrounding the concept of minding one's own business. The proverb reflects this cultural value by offering practical guidance for navigating social interactions and relationships, conflict avoidance, and adherence to social norms surrounding privacy and discretion.

Data 10: *"Jakunmo kii rinde osan, eni abii ire kii rinri oru."*

*Literal Meaning: A well-bred personality should avoid wandering in the night.

The proverb makes use of a parallel structure by comparing the prohibition for Jakunmo to wander in daylight with the expectation for a well-bred individual to avoid wandering at night. This parallelism emphasizes the similarity between the two situations and reinforces the directive to adhere to societal norms. The proverb uses metaphorical language to convey its message. It compares the prohibition for Jakunmo to roam during the day with the expectation for a well-mannered individual to avoid being out at night, illustrating the broader lesson about appropriate behaviour. The repetition of the "r" sound in "rinde" and "rinru" creates a rhythmic quality in the proverb to reinforce its message. The stylistic features of parallelism, metaphorical language, and alliteration contribute to the proverb's effectiveness in conveying its message, The proverb reflects cultural norms and expectations surrounding appropriate behaviour and conduct. It underscores the importance of propriety, decorum, and respectability in society. By promoting adherence to societal norms and expectations, the proverb contributes to the maintenance of social order and harmony within communities. It encourages individuals to consider how their actions are perceived by others.

Data 11: *"Moja mosa laa mo Akikanju loju ogun"*

*Literal Meaning: A valiant should know when to fight and when to retreat.

The proverb presents a contrast between fighting and retreating, emphasizing the importance of knowing when to engage in battle and when to withdraw. This contrast highlights the complexity of decision-making in challenging situations and underscores the need for strategic thinking. The proverb uses metaphorical language by comparing the actions of a valiant individual to the strategies employed in warfare. This metaphorical comparison makes the message more vivid and emphatic. Parallel structure is utilized in repeating the phrase "know when to" followed by a verb ("fight" and "retreat"). This parallelism reinforces the directive nature of the proverb and emphasizes the importance of both actions.

The proverb functions as a directive, offering advice on how to approach challenging situations with wisdom and foresight. It emphasizes the importance of strategic thinking and decision-making, particularly in situations involving conflict or adversity. The proverb reflects cultural values surrounding bravery, courage, and strategic thinking. While valour and bravery are esteemed, the proverb also acknowledges the importance of intelligence and discernment in navigating conflicts. By emphasizing the need to know when to fight and when to retreat, the proverb offers practical guidance for conflict resolution. It encourages individuals to assess situations rationally and make decisions based on the likely outcomes, rather than acting impulsively or recklessly.

Data 12: "*Orí bíbẹ́ kọ́ ni oògùn orí fífọ́.*"

*Literal Meaning: Decapitation is not the antidote for headache.

The proverb uses metaphorical language by comparing the extreme act of decapitation to the relatively minor issue of a headache. This metaphorical comparison makes the message more vivid as well as emphasizing the absurdity of using an extreme solution for a minor problem. The proverb presents a contrast between decapitation and headache, highlighting the disparity between the severity of the problem and the proposed solution. This contrast underscores the message of proportionality and restraint in problem-solving. The repetition of the "o" sound in "Orí bíbẹ́ kọ́" and "oògùn orí" adds a rhythmic quality to the proverb.

The proverb functions as a warning or piece of advice, cautioning against the use of extreme measures to solve problems. The proverb offers a pragmatic perspective on problem-solving, advocating for a rational and proportionate approach. Highlighting the absurdity of using decapitation to treat a headache, it underscores the importance of considering the severity of the problem and selecting an appropriate response.

Data 13: "*Tọ́rọ́ tó ń̄ṣiṣẹ́ sàn ju ṣílè kan tó jókòó sí ojú kan lọ."*

*Literal Meaning: A three-penny coin that is busy working is better than one shilling that sits in one place doing nothing.

The proverb employs metaphorical language by comparing the diligent three-penny coin to the idle one-shilling. This metaphorical comparison highlights the contrast between industriousness and idleness. The proverb presents a contrast between the active three-penny coin and the inactive one-shilling, emphasizing the superiority of proactive behaviour over inactivity. This contrast underscores the importance of industriousness and productivity. The repetition of the "s" sound in "tó ń̄ṣiṣẹ́ sàn ju ṣílè" adds a rhythmic quality to the proverb and reinforces its message.

The proverb reflects a universal value found in many cultures about the virtue of hard work and the importance of being proactive and industrious. It encourages individuals to adopt a strong work ethic and take appropriate initiative. From a pragmatic perspective, the proverb encourages individuals to adopt a proactive mindset and approach to life. It promotes the idea that taking initiative and engaging in productive activity can lead to positive outcomes and personal fulfillment.

Data 14 "*Omo araye npatewo fefon efon nyo, efon ko mo pe oun fiku sire"*

*Literal Meaning: People clap for the mosquito and it rejoices, oblivious that it is toying with death.

The proverb uses metaphor by comparing individuals receiving praise to a mosquito being clapped for. This metaphorical comparison vividly illustrates the idea that individuals may receive superficial or misguided recognition for actions that are ultimately harmful. The proverb utilizes irony by highlighting the contradiction between receiving praise and the potential harm it may bring. While the mosquito rejoices at the applause, it remains unaware of the danger it faces, creating a sense of irony in the situation. The proverb incorporates vivid imagery, particularly with the image of clapping for a mosquito. This imagery adds depth to the metaphor and makes the message more impactful.

The proverb serves as a cautionary tale, warning individuals to be discerning and critical thinkers, recognizing that not all praise or recognition is beneficial. From a pragmatic perspective, the proverb offers practical advice for navigating social interactions and avoiding deception or manipulation. It prompts listeners to be wary of superficial gestures of approval and to critically assess the intentions behind them. By highlighting the irony of clapping for a mosquito, the proverb encourages listeners to be critical thinkers and reflect on the importance of perceiving the true nature of situations and recognizing when praise may be misleading or insincere.

Data 15 "*Ti baba ba binu ti o somo sinu eeru, tibinu baba ba tan tibinu eeru oba tan nko"*

*Literal Meaning: If a father gets so angry as to throw his kid into a raid of army ants, by the time he calms down, the ants may not be.

The proverb utilizes metaphor by comparing the consequences of acting in anger to the scenario of a father throwing his child into a swarm of ants. This metaphor vividly illustrates the potential harm caused by impulsive actions fueled by anger. The proverb incorporates vivid imagery, particularly with the image of army ants. This imagery adds depth to the metaphor and makes the message more impactful. The proverb utilizes hyperbole or exaggeration to emphasize the severity of the consequences of acting impulsively in anger. By describing an extreme scenario, the proverb highlights the irreversibility of impulsive actions.

The proverb serves as a cautionary tale, warning listeners about the dangers of allowing anger to cloud judgment. It urges individuals to pause and reflect before acting impulsively. From a pragmatic perspective, the proverb offers practical guidance for managing emotions and making sound decisions. It advocates for emotional restraint and the importance of exercising caution in decision-making, particularly when emotions run high.

Data 16 "*Ijalo kole wosoko fun omiran sugbon ole bosoko fomiran*"

*Literal Meaning: The soldier ants are certainly not as big as a giant, but if disregarded, they may easily disrobe anyone.

The proverb employs metaphor by comparing the threat posed by soldier ants to that of a giant. This metaphor vividly illustrates the idea that seemingly minor issues or adversaries can escalate into significant problems if neglected or overlooked. The proverb presents a contrast between the size of soldier ants and that of a giant, highlighting the disparity between the perceived threat and its potential consequences. This contrast underscores the importance of vigilance and proactive action in addressing potential challenges. The proverb incorporates vivid imagery, particularly with the image of soldier ants disrobing someone. This imagery adds depth to the metaphor and makes the message more vivid.

The proverb serves as a warning against complacency and underestimation. It emphasizes the need for vigilance, attentiveness, and proactive action in addressing potential threats or challenges, regardless of their initial size or apparent insignificance. From a pragmatic point of view, the proverb offers practical advice for risk management and problem-solving. It emphasizes the importance of foresight and proactive action in identifying and addressing potential threats or challenges, even if they initially appear minor.

Data 17 "*Ti ogiri oba lanu alangba kole woho ogiri"*

*Literal Meaning: If there are no crevices in the wall, the lizard cannot penetrate it.

The proverb makes use of metaphor to vividly illustrate the negative consequences arising from underlying vulnerabilities or weaknesses. The proverb incorporates imagery, particularly with the image of a lizard attempting to penetrate a wall. This imagery adds depth to the metaphor and makes the message more memorable and impactful. The proverb explores the concept of cause and effect by suggesting that negative consequences or problems arise when there are weaknesses or vulnerabilities in a system or situation. This idea underscores the importance of addressing root causes to prevent problems effectively.

From a pragmatic perspective, the proverb offers practical advice for problem-solving and decision-making. It emphasizes the importance of identifying and addressing underlying weaknesses or vulnerabilities to prevent or mitigate undesirable outcomes. The proverb underscores the importance of prevention in avoiding negative consequences.

Data 18 *"Ile ti aba fi ito mo, eri ni yio woo"*

*Literal Meaning: A house built with saliva will collapse under dew drops.

The proverb makes use of metaphor to compare structures built on deceit to a house constructed with saliva collapsing under dew drops. This metaphor vividly illustrates the idea that anything built on dishonesty or deceit is inherently unstable and likely to fail. The proverb incorporates imagery, particularly, the image of a house collapsing under dew drops. This imagery adds vigor to the metaphor and makes the message impactful.

The proverb utilizes symbolism by representing structures built on deceit as unstable and likely to fail. This symbolism underscores the importance of honesty and integrity in all actions and relationships. From a pragmatic perspective, the proverb offers practical wisdom about the importance of honesty and emphasises the value of personal integrity and truthfulness.

Data 19 "*Ti iku ile oba pani, tode o lee pani*"

*Literal Meaning: If there are no enemies within, those without can do us no harm.

The proverb utilizes metaphor to vividly demonstrate the idea that internal discord or weaknesses pose a greater danger than external threats. The proverb presents an antithesis by contrasting the dangers posed by internal conflicts or weaknesses with the lesser threat posed by external enemies. This contrast emphasizes the importance of addressing internal challenges proactively. The proverb exhibits parallelism in its structure, with the repeated use of "no enemies within" and "those without" to emphasize the comparison between internal and external threats.

From a pragmatic perspective, the proverb offers cautionary advice about the dangers of neglecting internal conflicts or weaknesses. The proverb offers practical wisdom about the importance of addressing internal conflicts and weaknesses to strengthen resilience against external threats. It encourages a proactive and self-reflective approach to conflict resolution and defense, promoting unity and resilience in the face of adversity.

The analysis of the selected proverbs above, explicates the pivotal role of warning proverbs in shaping desirable character traits, fostering credible character development, and upholding a harmonious societal structure within Yoruba culture. These proverbs act as guiding principles, shedding light on various human situations and offering timely admonitions to navigate challenges effectively. They exemplify the cherished values and strategies for personal growth inherent in African societies, particularly within the Yoruba community.

Conclusion

In conclusion, proverbs serve as invaluable tools for cultivating peaceful coexistence and fostering unity among individuals. Through the examination of these proverbs, a deeper comprehension of Yoruba cultural values emerges, underscoring their central role in nurturing a cohesive and harmonious human community.

Scholars are encouraged to explore additional functions of existing proverbs and contemplate their integration and sustenance of their usage in enriching routine communication, preserving cultural heritage, and transmitting the inherent communicative competencies to future generations.

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Ralph Ellison's *Invisible* Man in the Light of Homi K. Bhabha's Concept of Third Place

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Abstract

Ralph Ellison's powerful work *Invisible Man* reflects the position of African Americans in American society at the beginning of the twentieth century. Their difficulties and struggles are clearly portrayed through the life journey of Invisible, the narrator, who is also in continuous search of his own identity. Taking this into consideration, this paper will attempt to analyze Ellison's novel in the light of Homi K. Bhabha's concept of Third Place. It will seek to demonstrate how the concepts of non-belonging, in-betweenness, homeliness, and mimicry developed by Bhabha within the postcolonial theory clarify the narrator's positioning, his individual and communal identity, as well as his 'quest' for the self, considering how Invisible has to face and endure the complex situation of being defined by society as a "strange" being, prone to marginalization and rejection. In other words, it will show how the society in which the narrator lives try and, somehow, succeeds in shaping his identity, by defining his position in society primarily in the light of the white people's behavior towards him, as it is the case of their blinded approach towards any individual of color. The paper will also demonstrate that the challenges the narrator - as an exemplification of colored people – faces, are rooted in a changing and evolving society that exists in a Third Space and imposes a hybrid identity for the narrator and not only.

Key words: *Invisible Man, Third Space, identity, non-belonging, homeliness.*

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Introduction

Invisible Man, a social and political novel by Ralph Ellison, tells the story of a young man who does not identify himself but whose narration provides the reader with a loyal picture of the life of the poor young African Americans living in the south of the United States in the 1930s. Published in 1952, not long after the victory of the US in World War II and at a time when the struggle of colored people against the Jim Crow laws was at its height[8], the novel also sheds light on how African Americans were prey to discrimination and how they were segregated and marginalized in a society dominated by the mindset of a white supremacy. The reality of colored people was conditioned by the rules and ideologies of the white community and the journey of the narrator is a representation of an imposed style of life and choices that make him face a struggle of personality and identity, a problem that every member of the colored community seems to have faced at least once in the period Ellison attempts to fictionalize.

Taking these into consideration, this article will analyze Ellison's *Invisible Man* in the light of Homi K. Bhabha's concept of Third Place, referring to identity shaping and defining concepts, such as non-belonging, in-betweenness, homeliness, and mimicry, developed by Bhabha in his seminal work *The Location of Culture* (1994). Thus, the analysis in this light of the narrator's positioning, his individual and communal identity, as well as his 'quest' for the self will strive to demonstrate that the experiences Invisible, as a fictional exemplification of his community, undergoes make him prone to marginalization and rejection. Simultaneously, it will be shown that the society in which the narrator lives, somehow, succeeds in shaping his identity by defining his position in society primarily in the light of the white people's behavior towards him, as is the case with their blinded approach towards any individual of color.

In a relatively ironic manner, *Invisible Man,* through the story of a fictional young African American gentleman in the 1930s, relates the experiences faced by a community whose skin color defines the unfortunate and difficult path of life. The novel is set mostly in Harlem, the neighborhood where the Harlem Renaissance, the artistic and intellectual movement which contributed to the development of African American culture, started. In relation to this, scholar Ernest J. Mitchell emphasizes that although there are "[c]ountless variations, […] the underlying narrative remains the same: the 'Harlem Renaissance' was a movement of black

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[8]Jerrold M. Packard. *American Nightmare: The History of Jim Crow*, US: St. Martin's Griffin, 2003, 21

artists that began in the 1920s and 'failed' shortly thereafter."[9] To Mitchel, in spite of its debatable success, the Harlem Renaissance helped to portray how African American culture was understood by white Americans, it integrated black and white cultures, and also it set the stage for the Civil Rights Movement years later. This not necessarily amicable cultural encounter and the impact it had on American society are pictured in *Invisible Man* from the perspective of the narrator, whose journey into adulthood and maturity also shed light on the experiences and struggles of the non-white community in the country where they were born and lived.

Besides being a multifaceted account of an African American, another aspect that adds to the significance of the novel is the fact that it uses extensive imagery to depict American life and culture: Luke D. Mahoney states: "Ellison's powerful use of accurate and detailed imagery depicting the many aspects of black American life and culture in *Invisible Man* are the hallmarks of its success and widespread acclaim".[10]

Ellison to a great point also describes his life journey through this work, and this makes it even more reliable. Mahoney claims: "Ellison delved into the lives of black Americans living in Harlem, and personally witnessed the effects migration, slavery, industrialization, racism and segregation had on his culture."[11] That is, the novel not only manages to reflect issues such as racism-based segregation, slavery-rooted poverty, and segregation-nurtured Othering, but also the dimensions of being a man of color in a marginalized colored community. Mahoney continues:

> Ellison sews together the previously separate identities of the intellectual and the rural, black Americans from the North and the South. His aim in doing this is to not only challenge the mainstream American opinions of black Americans, but to repair the cultural rift between these two conflicting aspects of culture identity in the black American community.[12]

In other words, *Invisible Man* manages to "bring together" the non-white community, whose members were positioned against one another, either because of their background or experiences in either rural or urban areas of the North or the South, as a mode of exposing

[9] Ernest Julius Mitchell, "'Black Renaissance': A brief History of the Concept." *Amerikastudien/ American Studies* 55, no. 4 (2010): 642.
[10] Luke D. Mahoney, "How Ralph Ellison's Invisible Man Retold the Story of the Black American Experience for the Cultural Mainstream," *Inquires Journal/Student Pulse* 7, no. 10 (2015): 2.
[11] Mahoney, "Invisible Man Retold the Story of the Black American Experience," 2.
[12] Mahoney, "Invisible Man Retold the Story of the Black American Experience," 2.

their lack of unity and of repairing the cultural rift among non-whites. Ellison's famous novel, thus, pinpoints the underlying issues that nurture the division among the African American community and clarifies their position, challenging the stereotype that colored Americans are less educated, less intellectually adept and less capable of integrating into society as a people that can fully exercise their human and civil rights.

Mahoney also underlines that "[D]uring this time in history, many black Americans are faced with what appeared to be a one-way-or-the-other decision: to choose to retain the cultural identity of their past, or shed that and adopt the cultural identity of Mainstream America."[13] Hence, during the first decades of the 20th century, African Americans seemed to have been in front of a dire choice: a choice between their cultural existence and an easier path towards a more decent future. This is exactly the sort of choice the narrator of *Invisible Man* is faced with, although, for a certain period of time, obviously, he opted for the wrong one. Upon understanding that his journey could have been totally different, Invisible observes, "[W]hat and how much had I lost by trying to do only what was expected of me instead of what I myself had wished to do?"[14] Hence, the choice imposed on Invisible by the white-dominated society, which was to give up his cultural identity, besides being impossible to achieve, was also a path that led to failure.

As it is obvious in Invisible's disappointment, at a given point, every individual needs to belong, to take a side, to be identified, and to make choices in compliance with his social existence, that is, his identity. From this perspective, *Invisible Man* does not only provide a voice for the marginalized. It is also a call—a message—to those who have tried to manipulate and hide the truth, and to those who have not wanted to accept or have closed their eyes in front of the injustices colored people have been subjected to. And although *Invisible Man's* focus was the United States during segregation, its message is more encompassing. It demonstrates how this part of history has been written and how the white and colored community have contributed in their peculiar ways to its writing. It serves as a reminder of the African American struggle and of their undeniable contribution to art, culture, literature, and every other aspect of American life.

From a different perspective, *Invisible Man*, as the account of a common man, is about an individual's search for a sense of belonging and feeling safe and accepted. The struggle of

[13] Mahoney, "Invisible Man Retold the Story of the Black American Experience," 2.
[14] Ralph Ellison, *Invisible Man* (New York: Penguin Books, 2001), 206.

Invisible should obviously be seen through the lens of marginalization; he is a member and literary representative of the non-white community of people with fewer rights who, in order to fit in with society, had to shape their identity in compliance with the imposed requirements. Thus, *Invisible Man* is a story that contains a considerable number of events that reveal the real face of American society at the time, especially the way this society has constructed ideas and violated the real freedom of the non-white. The protagonist is inevitably puzzled by and feels insecure when faced with reality. It is not the propagandized coexistence of a diversity of cultures. Instead, it is the clash of this concept with long-established racial relations and the rigid rules it imposed on society. Invisible struggles to succeed but is faced with racist rejection. He feels threatened because of his color although his actions are not culturally-triggered or culturally-identifiable. Indeed, he attempts to behave as any young citizen of a free country. It is the structure of society that places him in such a difficult position, and he does not feel as if he belongs to any cultural community. He is neither black nor white; he is just in-between.

Invisibly Third Space Dweller

Taking into consideration the narrator's experience and search of his own identity and the predominating sense of non-belonging that characterizes his quest, it could be maintained that Homi Bhabha's theory of Third Space—Hybridity theory—would provide viable and valuable insights on the novel but would also shed light on the experience of the African American community. The concept 'Third Space' derives from sociology and cultural theory and refers to a dynamic "*in-between* space" in which "cultural translation" takes place."[15] Coined by Bhabha in his seminal work *The Location of Culture* , "Third Space" is a concept in postcolonial theory that examines the state of "in-between"[16]. Another definition of the concept was provided by Edward Soja and Barbara Hooper. To them, Third Space, "a difficult and risky place on the edge, in-between, filled with contractions and ambiguities, with perils but also with new possibilities," "containing more than simple combinations of the original dualities.[17]

Hence, the 'Third Space' as a hybrid space, found and borrowing from two original "first spaces," develops autonomously to turn into a "product" – a space of its own standing. This

[15] Homi K Bhabha, *Nation and Narration* (London: Routledge, 1990).
[16] Homi K Bhabha, *The Location of Culture* (London: Routledge, 1994), 1.
[17] Edward Soja and Barbara Hooper, *Place and Politics of Identity* (London: Routledge, 1993).

theory rejects binaries and creates a new space that serves as an area that develops when two or more individuals and cultures interact, and it questions and challenges the concept of defined cultural identity. In *The Location of Culture*, Bhabha clarifies that "the transformational value of [third space….] lies in the rearticulation, or translation, of elements that are *neither the One* […] *nor the Other* […] *but something else besides*, which contests the terms and territories of both."[18] Thus, 'Third Space' undermines "the binary thought and essentialist identities produced by colonial knowledge."[19], as pointed out by Jefferess. It deconstructs the binary of 'the self' and 'the other', and, the colonizer and the colonized.

In the present, it is difficult to defend the existence of pure cultures, as people live in a globalized world where everyone and everything is interrelated. Globalization and hybridization are also interrelated and this leads to a mixed culture and diverse way of living. Colonialism and globalization have fueled cultural interaction, providing our world a dynamic Third Space, or turning it into one. According to Papasterigiadis, for Bhabha, hybridity is the process by which the colonial power attempts to transform the identity of the colonized people within a uniform global framework, producing something recognizable and new.[20] From this perspective, the Third Space is the hybridity which characterizes and can be relied on to analyze individuals, languages, ethnicity, society, cultures, race and several more elements and interrelations. This provides opportunities for new spaces, in mostly everything people are and do, as interrelations have come to define human nature.

Taking into consideration that interrelations of all sorts demand negotiation between both original positions, Bhandari claims:

> The cultural negotiation in the third space undermines the total and absolute power of the colonizer. The colonized subjects resist the total subjugation to the colonial authority in their ambivalent retention, which creates a gap between the expectation of the colonizer and the response of the colonized.[21]

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[18] Bhabha, *The Location of Culture*, 28.
[19] Jeffress, D. (2008). *Postcolonial resistance: Culture, liberation and transformation*.
University of Toronto Press. P 28
[20] Nikos Papastergiadis, "Tracing Hybridity in Theory," in *Debating Cultural Hybridity Multicultural Identities and the Politics of Antiracism*, ed. Pnina Werbner and Tariq Modood (London: Zed books Ltd, 2015), 257-281.
[21] Bahadur Nagendra Bhandari, "Homi K. Bhaha's Third Space Theory and Cultural Identity Today: A Critical Review," *Prithvi Academic Journal* 5 (2022): 173.

Therefore, cultural negotiation in the Third Space denies the existence of any absolute power which prevents or strengthens the colonizer. This being the case, the subject colonizer is provided with the 'space' to resist.

In Ellison's *Invisible Man*, the narrator is the one who states his struggles from the very beginning of his fictional journey, and this voicing, just like his being African American (in his country of birth), makes him a "Third Space dweller". Bhandari states that "Bhabha's third space fails to make a decisive intervention to subvert the relation of exploitation for economic and social justice for the underprivileged."[22] The narrator in *Invisible Man* is a "Third Space dweller" also as an underprivileged citizen - in Bhandari's terms -, he struggles to achieve economic and social justice. Taking this into consideration, the three main elements that can be considered in analyzing the narrator through the concept of Third Space or Hybridity are: identity, non-belonging and mimicry.

Invisible's Identity

Identity is, obviously, the set of traits what define an individual. In Ralph Ellison's *Invisible Man* the position of the narrator and his struggle to build his own identity is noticed from the very beginning. The very first paragraph in the prologue point to this:

> I am an invisible man. No, I am not a spook like those who haunted Edgar Allan Poe; nor am I one of your Hollywood-movie ectoplasms. I am a man of substance, of flesh and bone, fiber and liquids -- and I might even be said to possess a mind. I am invisible, understand, simply because people refuse to see me.[23]

The narrator claims that he is invisible, not because of any physical condition, but because others refuse to see him as an individual. Either as form of reaction or obedience to this approach, Invisible does not share his name with the reader. By making him anonymous, Ellison turns the young into the symbol of any non-white young man that lived in the American society of the 1930s and faced the hardships and discrimination which had significant impact on any individual belonging to the "non" communities. Considering Bhabha's theory of Third Space, the uncertain identity in the Third Space, as a product of two different spaces is in parallelism with the uncertain identity of the narrator which creates place for invisibility. He is stuck between the African American and white community, which leads

[22] Bhandari," Homi K. Bhabha's Third Space," 175-176.
[23] Ellison, *Invisible Man*, 3.

to confusion, stemming mostly from the different perspectives that African Americans have related to their position in the society.

Another example of this is the narrator's grandfather, who advices him to exaggerate his servility toward the whites as a mode of acceptance. However, the exaggeration of his servility would shape the narrator's identity, turning him into the person the society wants and expects him to be. Invisible contemplates: "I didn't know what my grandfather had meant, but I was ready to test his advice. I'd overcome them with yeses, undermine them with grins, I'd agree them to death and destruction. Yes, and I'd let them swallow me until they vomited or burst wide open. Let them gag on what they refused to see."[24] The narrator is advised to fit in the society as a way towards a better life and the achievement of his dreams. As part of the African American community in white-dominated society makes the narrator feel the tension and struggle to identify himself; he is between the spaces that he forcefully rejects but, in fact, are the ones that identify him. In spite of his appearance and the facts that he is prejudged and feels invisible, he has to come to terms with white supremacy. Moreover, he is expected to adapt their lifestyle in order to fit in society. In other words, the narrator is stuck in his own skin; whatever he decides to do or stand for, he finds himself in a Third Space of "both … and" as much as "neither…nor", a condition of hybridity clearly shown in the fact that he does not know where and if he belongs.

In relation to Invisible's condition, university professor and scholar Thorpe Butler states: "He cannot stand being a black American, especially in the rural South. Rejecting his racial identity means suppressing much of his own past experience."[25] It should be noted that Invisible is actually rejecting his believed identity; this is to a degree a rejection of his fixed identity. The approach of the two identities he is exposed to creates diversity in his identity. This is clear in the light scholar Easthope reads Bhabha's theory. He observes: "Bhabha claims there is a space 'in-between the designations of identity' and that this 'interstitial passage between fixed identifications opens up the possibility of a cultural hybridity that entertains difference without an assumed or imposed hierarchy."[26] From this perspective, the narrator's rejection of his

[24] Ellison, Invisible Man, 394.
[25] Thorpe Butler, "What is to be Done? - Illusion, Identity, and Action in Ralph Ellison's Invisible Man," *CLA Journal* 27, no. 3 (1984): 318.
[26] Antony Easthope, "Homi Bhabha, Hybridity and Identity, or Derrida versus Lacan," *Hungarian Journal of English and American Studies* 4, no. 1/2 (1998): 145.

African American identity and his – at times, brutal - confrontation with the white identity forces him into a struggle for self-discovery.

The narrator's journey to discover its identity is not easy, he has to face humiliation. He won a scholarship to college, but, then, he was faced with betrayal. He started working in low-paid job, became part of the Brotherhood, met new people and encountered different situations and even tried to follow his grandfather's advice. He was also offered by Brother Jack to take a new name and start a new life, if he would become part of Brotherhood: "I was swept into the large room and introduced by my new name. Everyone smiled and seemed eager to meet me, as though they all knew the role I was to play."[27] Obviously, he adopted various survival methods, but none of them worked for him fully. As Invisible eventually comes to understand the roles and identities society tries to impose on him only define more forcefully his belonging in the Third Space, that is, the non-space.

Invisibly In-between

This leads one to another concept that is to be found in *Invisible Man*: in-betweenness. Bhabha observes that "to be unhomed is not to be homeless, nor can the 'unhomely' be easily accommodated in that familiar division of social life into private and public spheres."[28] So, the narrator gets stuck between home and unhomeness; he does not feel home neither within the African American community, nor is he possibly accepted by the white one. He is caught between two clashing cultures and the feeling of unhomeliness makes him feel in-between, and, at times, he is stuck between the choice to keep his status as one of the members of the African American community or to achieve his aims, such as education and to construct a new way of belonging for himself. The narrator's in between existence is more clearly defined when compared to the other characters. He meets several other African Americans who have different views related to the society. Ras the Exhorter is an extremist who wants to overthrow the white supremacy; he strives for this and wants Invisible to join his gang. On the other hand, Invisible's grandfather suggested he relied on servility toward the whites because, to him, this was the only way in which he could succeed. Dr. Bledsoe, the African American president of the college where Invisible was a student, claims that non-whites should adapt the manners of the whites. Yet, he does not seem to be promoting their true enlightenment. Besides being stuck between two races, two cultures, two identities and two different paths

[27] Ellison, *Invisible Man*, 241.
[28] Bhabha, *The Location of Culture*, 25-107.

for the future, the narrator does not find any other role model or palpable advice. The moment he falls in the hole he claims:

> Why, if they follow this conformity business they'll end up by forcing me, an invisible man, to become white, which is not a color but the lack of one. Must I strive toward colorlessness? But seriously, and without snobbery, think of what the world would lose if that should happen. America is woven of many strands; I would recognize them and let it so remain. It's "winner take nothing" that is the great truth of our country or of any country.[29]

Even though the sense of unhomeliness is present in the mind of the narrator, he reflects and understands that more important than any sort of success or victory is not to lose his sense of identity, even though this means the accepting of his complex identity, shaped by the circumstance and the society of the time as it is. According to Huddart, Bhabha somehow rejects stable identity associated with national form.[30] So, a complex identity, as the narrator is characterized, is product of in-betweenness and non-belonging, and the narrator feels the sense of unhomeliness because his own culture is always seen as "the Other".

Invisible Mimicry

Mimicry is another element discussed by Homi Bhabha. To him, mimicry is a strategy of colonial powers' emblematic desire for an approved, revised Other.[31] Mimicry is when colonized people imitate the culture of the oppressor, in this way the oppressor will have a recognizable "other". This is exactly what happens in the *Invisible Man*; the narrator is expected to act like the whites in order to be somehow accepted or rejected less. From this standpoint, although the white community is discriminative towards African Americans, the oppressed latter has to deny its culture, tradition, behavior and values for some sort of acceptance This is clear when the incident with Mr. Norton is taken in consideration. Upon his request, the narrator shows the wealthy white man the African American neighborhood, where he happens to see the "real black life". In relation to this, Dr. Bledsoe is furious at the narrator and states: “"Norton is one man and I'm another, and while he might think he's satisfied, I know that he isn't! Your poor judgment has caused this school incalculable damage.

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29 Ellison, *Invisible Man*, 447.
30 David Huddart, *Homi K. Bhabha* (London: Psychology Press, 2006), 69.
31 Peter Childs and R.J Patrick Williams, *An Introduction to Postcolonial Theory* (New York: Routledge, 2013), 129.

Instead of uplifting the race, you've torn it down."[32] So, by pretending to be covering the reality of the life and situation in which African Americans are found, Dr. Bledsoe is among those who takes care that in the eyes of the powerful white community everything looks perfect. He strives to camouflage the issues within his community in order for them to look as the whites think they are.

As pointed above, Invisible is quite intelligent and mannered, which, at the time, are presumed to be whites' qualities. This is reminiscent of Bhabha's words on Frantz Fanon. According to Bhabha, Fanon found identity somewhere between his black body and his white education, like those who are 'almost the same but not quite'.[33] Similarly, the narrator of a black a skin has the skills and education associated with the white community and tries uselessly to fit in by adapting the rules and culture of the white community, what turns him into a perfect "not white, not quite".

Also, "mimicry repeats colonial presence at the place of authority where resemblance is denied in a process of recognition, as the colonized are almost the same as the colonizers, and disavowal (but not quite)."[34] The narrator is not comfortable with the identity forced on him. After acquiring a new name, once he was recruited by the Brotherhood, Invisible feels tense: "Little worries whirled up within me: That I might forget my new name; that I might be recognized from the audience."[35] His pondering is also elusive of the insecurity one feels when forced to be who he is not. In other words, his attempted mimicry does not satisfy him; he imitates but never feels like fitting in.

Conclusion

To conclude, the theory of Third Space indicates two or more cultures interacting and creating a product which has its own qualities except what it has taken from both cultures. The narrator in the *Invisible Man* is someone who struggles for his own identity, as the white supremacy controls and shapes his way of living. Being African American creates in him a sense of in – betweenness, and he does not know where he belongs and does not feel home neither within the African American community nor within the white one. Thus, he is a non-belonger; someone who reflects a complex identity, who during his journey tries to find himself, tries to

[32] Ellison, *Invisible Man*, 110.
[33] Bhabha, *The Location of Culture*, 86.
[34] Childs and Williams, *An Introduction to Postcolonial Theory*, 132.
[35] Ellison, *Invisible Man*, 259.

take the roles that the society imposes on him, doing what others want him to do and acting the way they want him to act, but still does not find his direction. He, like other African Americans is part of the Third Space, someone who searches for his belonging and realizes that his belonging is the “new (non)space”. Also, mimicry serves as a reflection of what the narrator faces, the oppression to surpass his own identity and the impact that his origin has on his life opportunities, leading him to doubt his identity and to the need to hide it. So, the narrator of *Invisible Man* is a faithful representative of what Third Space stands for.

His journey is a testimony of preferring “blindness” in order to adapt and achieve success in life because society cannot accept values of an individual who is a member of a community which is not like “theirs”. Every choice has a cost, the position the narrator overtakes makes him weak and strong at the same time, but neither way is right for him. He is not just an African American man, who has lived in a period when self-denial meant hope to achieve well-deserved chances and when he was obliged to adapt in the society; otherwise, his marginalization would be carried on. Most importantly, Invisible is the narrator of the story of any African American who desperately needed a Third Space to know that he belonged.

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Staff Training and Motivation as Correlates of Organisational Effectiveness in Colleges of Education in Ogun State

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Abstract

This study examined Staff training and motivation as correlates of organisational effectiveness in the Colleges of Education in Ogun State, Nigeria. A descriptive survey research design was utilised, and the study focused on 445 academic staff members from Sikiru Adetona College of Education, Science and Technology and Federal College of Education (FCE) Osiele, Abeokuta. From the total population, a sample of 250 academic staff members was selected. The researchers developed an instrument with a reliability coefficient of 0.78. Mean and standard deviation were used to address the research questions, while Pearson product-moment correlation (PPMC) was employed to test the hypotheses. The findings of the study revealed a significant positive correlation and a positive impact of staff training and motivation on organisational effectiveness. It was also noted that higher utilisation of staff training and motivation correlated with greater organisational effectiveness. As a recommendation, the study suggests that organisations should prioritise investment in training programs for their employees. Additionally, providing training opportunities can serve as a source of motivation for employees, leading to enhanced organisational effectiveness.

Keywords: *Training, Motivation, organisational Effectiveness, Colleges of Education*

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Introduction

The concern for organisational effectiveness is shared by stakeholders and government in public organisations. Achieving organisational effectiveness relies on providing employees with training opportunities and ensuring their motivation. An organisation consists of individuals who establish an independent business identity for a specific purpose, while the desired outcome within allocated resources defines effectiveness. Organisational effectiveness refers to the extent to which an organisation successfully achieves its intended results. Proper staff training and motivation are critical for achieving organisational effectiveness. When employees are highly motivated, the organisation can attain superior levels of effectiveness and growth (Ovidiu-Iliuta, 2015). Emphasising employee training and motivation is crucial as it enhances effectiveness. As a result, employees are less likely to resist changes, feel valued by the organisation, and contribute significant ideas.

The role of training in enhancing organisational effectiveness encompasses two aspects. Firstly, training programs aim to enhance the skills and abilities of employees, resulting in increased productivity for both the individuals and the organisation as a whole. Secondly, training serves the additional purpose of reinforcing the value and significance of employees within the organisational context. Training refers to the formal and ongoing educational activities, programs, and techniques offered by an organisation to its staff. It can be attended voluntarily or as a mandatory requirement and aims to improve employees' knowledge, skills, abilities, and performance. Training involves knowledge sharing among colleagues, career development interventions, and can serve as a motivator for employees. It includes various components such as formal training, employee skills development, off-the-job training, induction programs for new employees, and training programs for existing staff. Through formal and informal training initiatives, organisations can enhance the abilities of both new and experienced employees, enabling them to effectively manage their work tasks. Research indicates a significant relationship between the development of human capital and improved operational performance. Organisations that invest in providing training opportunities for their employees often witness increased employee attachment and commitment (Wu & Chaturvedi, 2009; Shaira, 2012).

Training equips employees with the necessary skills to enhance their job performance and prepares them to take on greater responsibilities within an organisation. It also serves as a means to cross-train employees in various skills and roles, ensuring a holistic understanding of different functions within the organisation. As stated by Dialoke, Ukah, and Ikoro (2016), training aims to bridge the gap between current performance levels and the desired performance standard. Traditionally, training is defined as the acquisition of knowledge and skills required to perform diverse tasks within an organisation.

The significance of training in promoting organisational effectiveness can be viewed from two perspectives. Firstly, training programs enhance employee skills and abilities, resulting in increased productivity for both the individuals and the organisation as a whole. This enhanced productivity contributes to overall organisational productivity as well. Secondly, training also serves a subtle function of reinforcing the value and worthiness of employees within the organisation. Employers sometimes express concerns about investing in training, fearing the potential loss of trained staff to rival companies, as mentioned by Li and Sheldon (2010). However, it has been argued that employees respond positively when organisations invest in their training, displaying increased commitment and loyalty (Kim & Wright, 2010). Research conducted by Wang, Yi, Lawler, and Zhang (2011) demonstrates a positive correlation between employee training and higher levels of organisational commitment, reduced work withdrawal behavior, and decreased turnover intentions.

As suggested by Ovidiu-Iliuta (2015), a motivated employee aligns their goals with those of the organisation and directs their efforts accordingly. To incentivize desired performance and outcomes, both financial and non-financial rewards are utilized for individuals, teams, or groups, as noted by Boselie (2010) and Tan and Nasurdin (2011). Employees can be driven by both intrinsic and extrinsic motivations. Monetary rewards are categorized as an extrinsic motivator for encouraging participation and allocating discretionary efforts (Prieto & Pérez-Santana, 2014). In addition, organisations witness greater success when their employees consistently seek ways to enhance their work performance. However, motivating employees to reach their full potential under challenging circumstances is a demanding task that can be achieved by implementing effective motivational strategies.

Motivation, as defined by George & Jones (2006), is the internal drive that compels individuals to pursue personal and organisational goals despite challenges. It encompasses psychological forces that influence the direction of behavior and the level of persistence in the face of obstacles within an organisational context. Motivation plays a central role in workforce dynamics, as it explains why people behave the way they do in organisations and how this behavior contributes to organisational effectiveness. A motivated employee demonstrates a willingness to contribute discretionary effort and share knowledge for the betterment of the organisation. When employees are motivated to make meaningful contributions, organisational effectiveness is likely to be high.

To encourage employees to focus on outcomes that benefit both themselves and the organisation, organisations must establish a connection between pay and performance (Bohlander & Snell, 2004). This approach serves as an incentive for employees to strive for excellence and achieve desired results. According to George & Jones (2006), motivation refers to the psychological forces that shape an individual's behavior and determine their perseverance in the face of obstacles within an organisational context. Understanding motivation is crucial as it explains employees' behavior in organisations and its impact on organisational effectiveness. Motivated employees are more inclined to contribute discretionary effort and share their knowledge for the betterment of the organisation. A strong climate of cooperation among employees enhances organisational commitment and involvement, further bolstering organisational effectiveness.

In order to incentivize employees to perform at their best, it is important for organisations to offer competitive salaries, as monetary rewards serve as a significant motivator (Bohlander & Snell, 2004). Money holds considerable influence in shaping individuals' behavior, particularly in production-focused industries where employees can use it to fulfill their needs. Therefore, pay plays a crucial role in instilling dedication and commitment among employees. However, research suggests that relying solely on financial incentives may not yield long-term boosts in productivity, and monetary rewards alone do not significantly enhance effectiveness (Bohlander & Snell, 2004). Focusing exclusively on financial gains may also negatively impact employees' attitudes, as they may become solely driven by monetary rewards. There are other non-financial factors that positively impact motivation, including recognition, feedback, and rewards (Bohlander & Snell, 2004). These factors, such as social recognition and performance feedback, can be highly effective in influencing individual and group behavior to enhance organisational effectiveness. Many companies employ various forms of rewards, such as promotions, bonuses, and other incentives, alongside monetary compensation to motivate employees and improve performance.

To utilize salary as a motivator, managers must develop well-defined salary structures that consider job importance, individual performance, and any special allowances (George & Jones, 2006). This ensures that employees perceive their salaries as fair and commensurate with their contributions. While financial rewards play a significant role in motivating employees, organisations should not rely solely on money as a driving factor. Incorporating non-financial factors like rewards, recognition, and feedback alongside fair salary structures can help create a more holistic approach to employee motivation and enhance organisational effectiveness (Bohlander & Snell, 2004; George & Jones, 2006).

Leadership plays a crucial role in motivating employees and ensuring that tasks are accomplished effectively (George & Jones, 2006). A leader must earn the trust of employees and inspire them to follow their lead. However, in order for employees to trust their leader and perform their tasks effectively, they themselves need to be motivated (George & Jones, 2006). It's a mutual relationship where leaders and employees support each other to cultivate high levels of morale and motivation.

Trust is key in organisational success as it influences employees' motivation and fosters effective communication (Bohlander & Snell, 2004). Trust is the perception an individual holds towards others and their willingness to act based on communication or decisions. Therefore, organisations should prioritize building trust to enhance employee motivation and foster interpersonal relationships (Bohlander & Snell, 2004). Regardless of the level of technical automation, achieving high productivity depends on the motivation and effectiveness of the staff.

Implementing employee training programs is an essential strategy to enhance motivation in the workplace (George & Jones, 2006). These training programs help develop skills and knowledge, ultimately contributing to employee motivation. Moreover, effective communication between managers and employees reduces ambiguity and stimulates motivation (Bohlander & Snell, 2004). While there is evidence supporting the positive correlation between employee training, motivation, and organisational effectiveness, there is limited literature on which factor has a greater impact (George & Jones, 2006). Therefore, thorough research is needed to fully understand the influence of staff training and motivation on organisational effectiveness.

Purposes of the Study

The main purpose of this study was to examine Staff training and motivation as correlates of organisational effectiveness in the Colleges of Education in Ogun State, Nigeria. Specifically, the study examined the influence of:

1. Academic staff training on organisational effectiveness in Colleges of Education in Ogun State.
2. Employees' motivation on organisational effectiveness in Colleges of Education in Ogun State.

Research Questions

The following research questions guided this study:

1. What influence does training undergone by the academic staff have on organisational effectiveness in Colleges of Education in Ogun State?
2. What influence does employees' motivation have on organisational effectiveness in Colleges of Education in Ogun State?

Research Hypotheses

The following research hypotheses were tested in this study:

H01: There is no significant correlation between staff training and organisational effectiveness in Colleges of Education in Ogun State.

H02: There is no significant correlation between motivation and organisational effectiveness in Colleges of Education in Ogun State.

Methodology

Descriptive research design of survey type was adopted in conducting this study. The population for this study is 445 academic staff in the two Colleges of Education in Ogun State of Nigeria. One of the two Colleges of Education is owned by the State Government while the other is owned by the Federal Government. These are Sikiru Adetona college of education, science and technology, Omu-Ijebu, and Federal College of Education, (FCE) Osiele, Abeokuta. In view of the relatively large number of employees' population in the Colleges of Education in Ogun State, proportional stratified random sampling technique was used to select the sample size. A sample size of 250 academic staff was drawn from the population. This is to ensure that the sample is a representation of the characteristics used to form strata. A researcher developed instrument was used to elicit response from respondents. The items were structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The rating scale is a modification of five (5) point Likert Scale. The instrument was validated by experts in the field of management. Cronbach's Alpha was used to determine the reliability index at .05 significance level and it yielded 0.78. This implies that the instrument is reliable and can elicit required data for the study. Pearson product moment correlation (PPMC) was used in the analysis of data to test the hypotheses at 0.05 levels of significance.

Data Analysis

Research Question 1

What influence does training undergone by the academic staff have on organisational effectiveness in Colleges of Education in Ogun State?

Questionnaire items 1 – 17 were used to answer this research question. The data on research question 1 are summarized and presented in Table 1.

Table 1

Mean Responses on the Influence of Training Undergone by the Academic Staffs on Organisational Effectiveness in Colleges of Education in Ogun State (N= 250)

Items	SA	A	D	SD	Mean	SD	Remarks
Training promotes and enhances the development of better communication techniques with other employees.	74(29.6)	102(40.8)	53(21.2)	21(8.4)	2.92	0.92	Agree
Training facilitates avenues for mutually beneficial relationships with other employees	43(17.2)	151(60.4)	38(15.2)	18(7.2)	2.88	0.77	Agree
Training promotes opportunities for practical exploration	85(34)	31(12.4)	122(48.8)	12(4.8)	2.76	0.98	Agree

Training reduces tension and minimizes the occurrence of interdepartmental conflicts	43(17.2)	109(43.6)	80(32)	18(7.2)	2.71	0.84	Agree
Training gives opportunities for new vistas of alternatives that can guide decision making	132(52.8)	80(32)	29(11.6)	9(3.6)	3.34	0.82	Agree
Training afforded acquisition of new skills, abilities and knowledge	202(80.8)	16(6.4)	26(10.4)	6(2.4)	3.66	0.76	Agree
Training improves the overall performance of the organisation	208(83.2)	14(5.6)	22(8.8)	6(12.4)	3.70	0.73	Agree
High performance is a benefit of training programmes	206(82.4)	12(4.8)	28(11.2)	4(1.6)	3.68	0.74	Agree
Training programs have provided employees opportunities to grow in the institution	44(17.6)	48(19.2)	144(57.6)	14(5.6)	2.49	0.85	Disagree
Training programme is in place for employees as they are employed into the institution	47(18.8)	54(21.6)	112(44.8)	37(14.8)	2.44	0.96	Disagree
Periodically, offer to train the employee has been received from the management	76(30.4)	112(44.8)	35(14)	27(10.8)	2.95	0.94	Agree
For increase performance to be sustained in the organisation, employee should participate in training formulation	49(19.6)	141(56.4)	54(21.6)	6(2.4)	2.93	0.71	Agree
Higher level of performance in the organisation is a benefit of employees'	33(13.2)	75(30)	120(48)	22(8.8)	2.48	0.83	Disagree

participation in training formulation							
Employees are provided with sufficient training opportunities	41(16.4)	109(43.6)	82(32.8)	18(7.2)	2.69	0.83	Agree
Participation in training programmes has enhanced the performance of the employees	134(53.6)	60(24)	49(19.6)	7(2.8)	3.28	0.88	Agree
Extensive formalised training programmes are available for new staffs	168(67.2)	18(7.2)	60(24)	4(1.6)	3.40	0.91	Agree
Training has improved the standard of job competencies in the organisation	166(66.4)	30(12)	48(19.2)	6(2.4)	3.42	0.88	Agree
Average Mean Value = 51.23/17 = 3.01							

Source: Field Survey, 2024

Table 1 revealed the mean and standard deviation on the influence of training undergone by the academic staff on organisational effectiveness in Colleges of Education in Ogun State. Based on cutoff point of 2.50, the result implies that 82.35% of the items raised were accepted by the respondents. The mean score obtained ranged from 2.44 to 3.70. On the overall, the mean indicated that there was significant influence of training undergone by the academic staff on organisational effectiveness in Colleges of Education in Ogun State.

Research Question 2

What influence does motivation of employees have on organisational effectiveness in Colleges of Education in Ogun State?

Questionnaire items 1 – 10 were used to answer this research question. The data on research question 2 are summarized and presented in Table 2

Table 2

Mean Responses on Influence of Motivation of Employees on Organisational Effectiveness in Colleges of Education in Ogun State (N= 250)

Items	SA	A	D	SD	Mean	SD	Remarks

Institutional support is always received to achieve goals	134(53.6)	46(18.4)	23(9.2)	47(18.8)	3.07	1.18	Agree
Financial motivation produces the best result	89(35.6)	101(40.4)	44(17.6)	16(6.4)	3.05	0.89	Agree
Employees have the opportunity to be promoted to positions of greater pay and/or responsibility within the institution	28(11.2)	19(7.6)	70(28)	133(53.2)	1.77	1.0	Disagree
Employees receive recognition and praise for doing good work	40(16)	56(22.4)	121(48.4)	33(13.2)	2.41	0.90	Disagree
The compensation system is rewarding	92(36.8)	37(14.8)	89(35.6)	32(12.8)	2..76	1.09	Agree
The benefits employees receive are as good as most other organisations offer	110(44)	90(36)	36(14.4)	14(5.6)	3.18	0.88	Agree
Employees are being paid a fair amount for the work they do	49(19.6)	25(10)	136(54.4)	40(16)	2.33	0.97	Disagree
When employees do a good job, they receive the recognition for it that they should receive	122(48.8)	63(25.2)	53(21.2)	12(4.8)	3.18	0.93	Agree
Average Mean Value = 21.75/8 = 2.72							

Source: Field Survey, 2024

Table 2 revealed the mean and standard deviation on influence of motivation of employees on organisational effectiveness in Colleges of Education in Ogun State. Based on cutoff point of 2.50, the result implies that 62.5% (5 out of 8) of the items raised were accepted by the respondents. The mean score obtained ranged from 1.77 to 3.18. On the overall, the mean indicated that there was a significant influence of motivation of employees on organisational effectiveness in Colleges of Education in Ogun State.

Testing of Hypotheses

H01: There is no significant correlation between staff training and organisational effectiveness in Colleges of Education in Ogun State.

Table 3: Descriptive Statistics and Correlations between Staff Training and Organisational Effectiveness in Colleges of Education in Ogun State.

Variables	Mean	Std. Dev	r	P

Organisational effectiveness	33.3840	4.18120	1.000	
Training	51.7160	6.03898	.140*	1.000

Source: Field Survey, 2024.

Table 3 shows mean, standard deviation and zero order correlation between the variables. It was observed that there was significant relationship between staff training and organisational effectiveness in Colleges of Education in Ogun State in the order of ($r = 0.140$, $P<.05$). On this premise the null hypothesis is hereby rejected and researcher concluded that there is significant correlation between staff training and organisational effectiveness in Colleges of Education in Ogun State.

H02: There is no significant correlation between motivation and organisational effectiveness in Colleges of Education in Ogun State.

Table 4: Descriptive Statistics and Correlations between Motivation and Organisational Effectiveness in Colleges of Education in Ogun State.

Variables	Mean	Std. Dev	r	p
Organisational effectiveness	33.38	4.181	1.000	
Motivation	21.75	3.147	.115*	1.000

Source: Field Survey, 2024.

Table 4 shows Mean, Standard Deviation and zero order correlation between the variables. It was observed that there was significant relationship between motivation and organisational effectiveness in Colleges of Education in Ogun State in the order of ($r = 0.115$, $P<.05$). On this premise the null hypothesis is hereby rejected and researcher concluded that there is significant correlation between motivation and organisational effectiveness in Colleges of Education in Ogun State.

Discussion of Findings

The outcomes of this study have been categorised and discussed based on the research questions and hypotheses.

In Table 1, it was observed that 82.35% of the items received positive acceptance from the respondents regarding the impact of training undergone by academic staff on organisational effectiveness in Colleges of Education in Ogun State.

Table 2 revealed that 62.5% (5 out of 8) of the items raised were accepted by the respondents as indicators of the influence of employee motivation on organisational effectiveness in Colleges of Education in Ogun State.

According to Table 3, a significant relationship was found between training and organisational effectiveness in Colleges of Education in Ogun State ($r = 0.140$, $P<.05$). These findings align with the research conducted by Shaira (2012), which demonstrated the significant effect of training on workplace performance.

Table 4 indicated a significant relationship between motivation and organisational effectiveness in Colleges of Education in Ogun State ($r = 0.115$, $P<.05$). This further supports the notion that motivated employees contribute positively to organisational effectiveness. This relationship is also affirmed by a study conducted by Muhammad (2011), which found a significant positive correlation (0.287) between employee motivation and organisational effectiveness (Muhammad et al., 2011). Motivated employees tend to work in the best interest of the organisation, leading to growth, prosperity, and improved productivity.

Conclusion

After examining staff training and motivation as correlates of organisational effectiveness in the Colleges of Education in Ogun State, the results of this study indicate a significant positive correlation and a positive impact of training and motivation on organisational effectiveness. These findings align with previous research conducted in this field. Previous studies within the realm of human resource management (HRM) have consistently upheld the viewpoint that well-designed training and motivation initiatives can enhance organisational effectiveness. In summary, this study has established a clear association between a higher implementation of staff training and motivation and improved organisational effectiveness. The research findings further support the notion that organisations can achieve greater effectiveness by prioritising the training and motivation of their employees.

Recommendations

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

i. Organisations should invest in Training programmes for their employees.

ii. Organisations should recognise employees who do a good job, this motivates employees to put in their best towards achievement of organisational effectiveness.

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Influence of Teaching and Research Activities of Lecturers' Job Productivity in University of Education Lagos State

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Abstract

Teaching, research, and community service are the three core responsibilities of academic staff in universities. This study analysed the research and teaching activities of lecturers and their job productivity in University of Education in Lagos State. A descriptive research design was employed for the study. The population of the study comprised 470 academic staff from the seven existing colleges in the university. A total of five colleges were selected through simple random sampling and 70 academic staff was drawn using proportionate stratified random sampling technique. Three research instruments tagged "Research Activities Questionnaire (RAQ), Teaching Activities Questionnaire (TAQ) and Job Productivity Questionnaire (JPQ) were designed for the study. The study found that teaching activities is hampered by inability to deploy the use of ICT. The study further established that research and teaching activities contribute varyingly to the job productivity of lecturers in the University. The study recommended that the University management should ensure that teaching activities of academic staff is given adequate priority in the criteria for promotion and quality of research work should be improved through the provision of adequate funding and sponsorship of local and international conferences, seminars and workshops.

Keywords: *Research activities, teaching activities, job productivity*

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Introduction

The issue of Job Productivity in an organization is it educational or otherwise is a recurring issue. In the higher institutions lecturers effectiveness on their job is majorly measured by their job productivity and this is a function of many factors such as teaching activities, research activities, work environment, technology adaptation, professional development, personal factors, etc (Chotivanich 2007, Graham and Nikolowa 2013, Underwood 2009, Bangun et al 2021, Ajayi and Adeyemi 2011). The problem of lecturers' Job Productivity is a contemporary issue that requires a continuous study as a result of its relationship with the university efficiency and its tendency to predict the quality of the products from the system.

According to Armstrong (2001), productivity is the act of accomplishing an organization's ultimate goals through processing input to represent the system's anticipated output. According to Mathis and Jackson (2000), job productivity is a measure of the volume and quality of work produced while also accounting for the cost of the resources utilized to carry out the activity. They said that one should take into account unit labor cost or the total labor cost per unit of output in order to gauge job productivity. They stressed that three factors such as ability to work, level of effort, and assistance provided to a person determine productivity. They defined productivity as ability times effort times support and this is synonymous to job performance. In addition, they emphasized the need to consider production quality as part of productivity since there may be an alternative in which a more but lesser quality is produced.

In his study, Naseer (2010) found that the following variables affected academic staff members' productivity: personal skills, the teaching-learning process, obligations and punctuality, administrative skill, supervision, and professional ethics. According to Watson, Hayes, and Tekelas (2020), academics productivity is impacted by increased teaching and high demand for teaching, academics' pressure to participate in more research activities, problems with governmental policy changes, and a shortage of funds. To substantiate this, Folunso, Adewale, and Abodunde (2014) argued that the performance of academic staff is crucial because high-quality tertiary education is an important way to develop the teachers required for Universal Primary Education, the skilled medical professionals, community workers, and welfare providers, as well as the economists, accountants, and journalists needed for better private businesses and better governance. Additionally, they said that higher education must guarantee that the standards required for socioeconomic and political development is contributed to in order for it to foster the aforementioned capacities.

According to Mbon et al (2019), job productivity refers to the extent to which university academics undertake a variety of tasks, including teaching, research, and community service. Many factors have been identified as contributing to problem of Job productivity of academic among these are workplace conditions or work environment, participation in decision making , students behavior and attitude in the classroom etc (Naseer, 2010). The dimension of the problem has been brought out by different studies based on different criteria such as specific stages of the educational process, such as input (staff qualifications, student characteristics, and material resources), processes (teaching methods, student involvement, and feedback), and output (student qualifications, employment rates, and staff publications). There may also be quantitative information available, including test pass rates, reference counts for academic works, etc. In other cases, survey data from students or employers may be collected. Metrics like alumni feedback are often employed in higher education institutions to evaluate the effectiveness of the teaching staff. Teaching includes both the actions taken and the processes used. If higher education institutions wish to assure quality performance in teaching, they must make sure that their students are prepared both for their initial position and the foundation for performance in future jobs. The ability to be cognizant of the client's needs is a component of performance quality. Universities must work hard to develop graduates who can meet companies' needs (McNay, 1997; Ashe-Eric, 2001; Mulford, Kendall & Kendall, 2004; Griffith 2004)

The efficiency with which resources are used to produce output is gauged by teaching activities. It is defined as the ratio of output produced by the organization and the resources consumed in the process of teaching and learning, It is a gauge for how well the entire teaching and learning process employs its workforce. According to Babalola (2009), by expanding the labor force, the amount of labor performed per hour, and wages, productivity can be raised. However, negating this assertion Ashenden (1990) points out that increased productivity does not result from spending more funds or working longer hours. Teaching productivity therefore is concerned with maximizing output, in order words, the output that is student performance is very important in this regards.

Research activities, according to Okonedo, Popoola, Emmanuel, and Bamigboye (2015), are frequently used interchangeably with publication output, publication productivity, research output, and occasionally knowledge productivity. Research Productivity is the indication of efficiency of academics in solving the numerous problems in their specialize field or in education in general. It could be measured both qualitatively and quantitatively. Many factors have been identified as affecting research productivity these factors include institutional features, demographic variables, academic capacity, confidence and self-efficacy, Choice of topic and various social aspect such as workload, time spend, level and types of communication, supervision of doctoral student etc (Brew et al 2015). Contributing to factors influencing lecturers research performance Gunawan (2020) stated that salaries is related to academic ranking and this affect job satisfaction which in turn determines organizational performance. He further reiterates that academic ranking affects job performance referring that productivity of professors is higher than other positions. The study of staff development practices and lecturers' Job Performance between Nigeria and Parkistan Universities carried out by Awodigi and Ijaya (2019) revealed that a significant difference exist between lecturer teaching performance in Nigeria and Parkistan universities in terms of staff development practices and it was concluded that staff development practices has contributed to lecturers' teaching performance more in Parkistan than in Nigeria. Teaching as one of the activities of the lecturers has been given less attention as put by Ifedili and Ifedili (2011) that teaching as one of the expected duties of lecturers has been relegated, with emphasis placed on writing of papers for publication to earn promotion than attending to lectures. The problem of lecturer job productivity could be a function of many institutional base factors and beyond, existing studies have shown that little have been done on the relative and composite contributions of teaching and research activities on lectures' job productivity. Therefore, specific to this study was the need to verify the influence of research and teaching activities on Lecturers' Job productivity.

Purpose of the Study

The study analyzed research and teaching activities and Job productivity of lecturers in University of Education in Lagos State. In specific terms the study attempted to;

- determine the combined influence of teaching and research activities on lecturers' job productivity in Lagos State University of Education.
- determine the relative influence of teaching and research activities on lecturers' job productivity in Lagos State University of Education.
- determine the relationship between teaching activities and lecturers' job productivity in Lagos State University of Education.

- determine the relationship between research activities and lecturers' job productivity in Lagos State University of Education.

Hypotheses

The following hypotheses were formulated to guide the research.

$H0_1$: There is no significant composite contribution of research and teaching activities on lecturers' job productivity in Lagos State University of Education.

$H0_2$: There is no significant relative contribution of research and teaching activities on lecturers' job productivity in Lagos State University of Education.

$H0_3$: There is no significant relationship between research activities and lecturers' job productivity in Lasued.

$H0_4$: There is no significant relationship between research activities and lecturers' job productivity in Lasued.

Literature Review

Concept of Job productivity of academics

Productivity according to Wilberforce (2004) denotes the actual ratio to output of any work organization. This is the aggregate of academic activities of an academics capable of adding values to the institution. The structure of the discrete behavioral episodes that a person engages in over the course of a typical period of time is also measured by the total expected value. Kell and Motowidlo (2012)

Concept of research activities of academics

Research activities comprise of two major words: research means to find out, investigate or observe a phenomenon or situation, while activities refer to occupation or enterprise. According to Iqbal and Mahmood (2011), research efforts in higher education refer to the publication of papers in scholarly journals, books, or conference proceedings. Academics frequently refer to the concept of research activities as knowledge creation. Research activities are described by Abramo and D'Angelo (2014) is a process where the inputs are people, tangible (scientific instruments, materials, etc.) and intangible (accumulated knowledge, social networks, economic rents, etc.) resources, and where the output, new knowledge, has a complex character of both tangible and intangible natures (tacit knowledge, consulting activity, etc.).

When academics become more teaching and research-focused rather than working more intensively in the classroom, they encounter challenges (Iqbal & Mahmood, 2011, Nguyen, 2015). This is just one of many factors affecting academics' research output and activity. Similarly, Babu and Singh (1998) proposed eleven factors that affect academic researchers' research productivity, including perseverance, adequate resources, access to literature, initiative, intelligence, creativity, and learning capacity. Additionally, they recommended fostering leadership, a drive for success, an outward focus, and a commitment to one's vocation.

Concept of teaching activities of academics

Teaching activities basically is the output of the process of learning visible through a change in behaviour or quantifiable academic performance. In the opinion of Elison (1986) many factors other than pay contribute to teaching activities such include method, techniques, management of teaching, research and development, leadership, organizational culture, and teacher competence. Teaching activities is the process of attending to peoples need experiences and feelings and making specific intervention to affect their behaviour positively. Teaching activities is the interactions that take place to achieve desired objective in an educational system.

Relationship between Research and Teaching productivity

It has been argued that teaching and research are related. According to Rowland (1996) investigation on faculty members' perceptions of the relationship between the two. Teaching and research should co-exist in any department in a synergistic balance. The provision of support and stimulation is one clear connection between teaching and research. It is believed that university lecturers should actively participate in both teaching and research as key components of their jobs because doing so would raise the level of their instruction. The American Assembly of Collegiate Schools of Business (AACSB) also provided four reasons for conducting research: (i) It enhances society's general knowledge; (ii) It is an essential component of good education; (iii) It enhances the application of a specific field in the actual world of concerns; (iv) maintaining one's own self-discipline or self-image is vital; and (v) maintaining one's own affairs.

The lecturers training and potential for research affect the quality of the instruction. Everyone should strive to produce high-quality research and instruct students effectively as these activities also support employment security of academics. Research has the propensity to draw in students of various academic levels, this is also crucial for the university's long-term development. Pratt & Margaritis (1999), laid emphasis that following new performance targets has become crucial for universities, including the quantity of PhD and MBA graduates, the quantity of research contracts, and of course the caliber of research and publications are important issues of note in the universities. Levy and Cooke (1990) presented an opposing viewpoint to the one above, arguing that conducting research reduces a faculty member's efficacy as a teacher and raises the possibility that teaching and research are incompatible in a university setting.

Hattie and Marsh (2002) and (2004) in their report on a meta-analysis of the relationship between teaching and research among university academics and subsequent contributions comparing the relationship between teaching and research in a particular institution came to the conclusion that research output example (quality, productivity, citations) and various teaching quality (student evaluation, peer rating) were discovered to be inextricably linked.

In contrast, Fox (1992) presented her findings on the topic, "research, teaching, and publication productivity: Mutuality versus competition in Academia". She expressed the opinion that there is a conflict between research and teaching and that individuals with high publication productivity have significant investments in research but not in teaching. These results revealed that academic investments are not confined to a single dimension, but rather involve various conflictions between research and teaching.

Empirical studies on Research and teaching activities

Summarizing the views of Mantikayan and Abdulgani (2018) on the elements affecting research productivity, from a critical analysis of the literature, they listed the following factors such as self-efficacy, affiliation, motivation, commitment, orientation, and basic and advanced research skills as individual variables that have an impact on faculty members' research output.

In the research work by Jameel and Ahmad (2020) on factors impacting research productivity of academic staff at the Iraq higher education system, they found that research productivity is a vital element in enhancing the university ranking and, it is an important metric to measure the performance of academic staff. A survey was carried out among 87 academic staff randomly selected at the university to determine the impact of fund, collaboration, Information and Communication Technology (ICT), and Job Satisfaction on Research Productivity. The results indicated that fund, collaboration, ICT and Job Satisfaction had positive and significant impact on Research Productivity.

In another study Naz, Ahmad. and Batool (2021) on the correlation of personal and institutional factors with research productivity among university teachers found that different components of institutional elements research procedure of departments, job and compensation, and assets and helping material have a poor, however positive correlation with research profitability of teaching personnel . Moore and Forero (2016) in their work on the considerations for higher efficiency and productivity in research activities reported that many factors that are known to affect research productivity; some of them imply the need for large financial investments and others are related to work styles. Awodigi and Ijaya (2019) comparing staff development practices and lecturers' job activities at universities in Nigeria and Parkistan found a significant difference between the lecturers' teaching activities at Nigerian universities and those at Parkistan universities in terms of staff development practices. It was also found that staff development practices had a greater impact on lecturers' teaching productivity in Parkistan than in Nigeria.

According to Namotebi (2019), who studied the relationship between instructional leadership and lecturers' productivity in public universities in Uganda with a population of 341 lecturers and 35 heads of departments, improving instructional leadership can be achieved by providing lecturers with adequate instructional resources and effectively supervising and monitoring them. According to Mayer (2012) research on the impact of online teaching on faculty productivity, 10 faculty members were interviewed to learn more about their reasons for choosing to teach online as well as how it has affected their productivity in both their teaching and their research. Ten people spoke about their own personal and professional reasons for wanting to teach online. As a result of design decisions and a rise in workload, according to the analysis of the interviews, numerous academics believed their productivity as teachers had increased. Gunnawan (2020) reported in his research, "Analysis of lecturers demographic factors affecting the lecturers research performance in Indonesia," that, of the other demographic factors taken into account for the study, only gender and administrative position had a significant impact on the performance of publications over a three-year period.

The findings of Fox (2012) on the research, teaching, and publication productivity: Mutuality Versus Competition in Academia, the article assesses two theoretical views about which there has been considerable, unresolved speculation. The findings pointed to a strain between research and teaching, those whose publication productivity is high have strong investments in research, but not in teaching. The findings suggested that research and teaching do not represent aspects of a single dimension of academic investments, but are different, conflicting dimension. Coldwell and Callaghan (2014) on Research versus teaching satisfaction and research productivity found that individuals who derive their primary job satisfaction from teaching are less research productive than individuals that derive their primary job satisfaction from research.

Methodology

This study analysed the research and teaching activities of lecturers and their job productivity in University of Education in Lagos State. A descriptive research design was employed for the study. The population of the study comprised 470 academic staff from the seven existing colleges in the university. A total of five colleges were selected through simple random sampling and 70 academic staff was drawn using proportionate stratified random sampling technique. Three research instruments tagged "Research Activities Questionnaire (RAQ), Teaching Activities Questionnaire (TAQ) and Job Productivity Questionnaire (JPQ) were designed for the study. The reliability indexes were 0.76, 0.81 and 0.76

Presentation of results

$H0_1$: There is no significant composite contribution of research and teaching activities on Lecturers' Job productivity in Lagos State University of Education.

Table1: Model Summary of the composite contribution of teaching and research activities to lectures' job productivity

Model	R	R Square	Adjusted R Square	Std. Error of the Estimates
1	.506[a]	.256	.254	9.81320

Predictors: (Constant), RESEARCH, TEACHING

From the model summary table, the coefficient of determination or the R-Square value is 0.256 indicating that the combine predictors, teaching and Research explained 26% of the variation in the outcome job productivity. While factors accounting for 74% are outside the scope of this study.

Table 2: **ANOVA**

	Model	Sum of Squares	Df	Mean Square	F	Sig
	Regression	4875.744	2	2437.872	25.316	.000[b]
1	Residual	14155.928	147	96.299		
	Total	19031.672	149			

a. Dependent variable: JOB PRODUCTIVITY

b. Predictors: (Constant), RESEARCH, TEACHING

Based on the analysis performed on the data, the model is observed to be significant (P (F=25.316) = .000) of the two predictors (teaching and research) incorporated in the regression model, as one of the predictors is significant. The hypothesis is rejected

$H0_2$: There is no significant relative contribution of research and teaching activities on Lecturers' Job productivity in Lagos State University of Education.

Table 3: The **C**oefficient table showing the relative contribution of teaching and research activities to lectures' job productivity

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	33.993	3.616		9.401	
1 TEACHING	.232	.148	.146	1.571	.118
RESEARCH	.929	.216	. 400	4.306	.000

a. Dependent Variable: JOB PRODUCTIVITY

From the co-efficient table, both predictors teaching and research are observed to be significant. However, research contributed (0.400) while teaching indicated (0.146). Research is observed to be a stronger indicator compared to teaching on the standardized co-efficient (Beta). The prediction equation derived from the analysis performed is as shown below.

JPTV = 33.993 +0.232* + Teaching + 0.929* research

The above equation indicated that an increase in teaching activities would lead to increase in 0.232 in lecturers' job productivity activities. Also, an increase in research activities would lead to 0.929 in lecturers' job productivity activities.

$H0_3$: There is no significant relationship between teachings activities and lecturers' Job productivity in Lagos State University of Education.

Table 4: Showing relationship between teaching activities and lecturers' Job productivity in Lagos State University of Education

Correlation is significant at the o.o1 level (2-tailed)

		TEACHING	JOB PRODUCTIVITY
TEACHING	Pearson Correlation	1	.403
	Sig. (2-tailed)		.000
	N	150	150
	Pearson Correlation	.403	1
JOB PRODUCTIVITY	Sig. (2 tailed)	.000	
	N	150	150

From the table above, teaching and Job productivity are observed to be related. The relationship between the two variables are relatively weak (r= 0.403 or 40%) in the positive direction and significant (P= 0.000 < 0.05). The relationship between teaching and job productivity indicates a weak likelihood of a change of one variable when the change in another variable takes place. More so, the hypothesis is therefore rejected (P < 0.05). However, there is significant relationship between them.

H0$_4$: There is no significant relationship between research activities and lecturers' Job productivity in Lagos State University of Education.

Table 5: Showing relationship between research activities and lecturers' Job productivity in Lagos State University of Education.

		TEACHING	JOB PRODUCTIVITY
JOB PRODUCTIVITY	Pearson Correlation	1	.494**
	Sig. (2-tailed)		.000
	N	150	150
	Pearson Correlation	.494**	1
RESEARCH	Sig. (2 tailed)	.000	
	N	150	150

From the table above, research and job productivity tend to be related. The relationship is slightly high (r= 0.4940) in the positive direction and significant (P=0.000 < 0.05). Based on the above, the hypothesis is therefore rejlected (P < 0.05). Inspite of this, there is significant relationship between them.

Discussion of findings

Teaching, research and community development are the core areas of academic staff responsibilities in any higher institution. These areas must be attended to in other to earn promotion as and when due. The first hypothesis established that teaching and research contributed 24% jointly to academic staff productivity. This finding agreed with Mantikayan and Abdulgani (2018) findings that many factors outside the focus of the study could influence job productivity of academic staff. Likewise, this research also concurred with Moore and Forere (2016), Jameel and Ahmad (2020) that many indices such as collaboration, Information Communication Technology (ICT) and Funding could influence research activities to a very great extent. In the second hypothesis, research was observed to be a stronger indicator compared to teaching on the standardized co-efficient table (Beta). The findings above corroborate the findings of Fox (1992), Fox (2012); Coldwell and Callaghan (2014) that research activities affect lecturers' productivity more than their teaching activities. The third hypothesis found a likelihood weak relationship between teaching and lecturers' job productivity. The findings of this study disagreed with fox (1992) and Fox (2012) that teaching is seen to have less influence on Lecturers' Job Productivity. Hypothesis four established significant relationship between teaching and lecturers' job productivity, The finding was in consonance with the finding of fox (2012), Coldwell and Callaghan (2014) that research activities contribute higher to lecturers' job productivity and that a positive relationship exist between the two.

Conclusion and Recommendations

Based on the research's findings, it was inferred that research and teaching activities enhance lecturers' job productivity but in varying intensity in Lagos State University of Education**.** Research activities was found to contribute more to lecturers' job productivity than teaching activities while it also revealed that a positive relationship exist between teaching, research and job productivity but the potency of relationship is stronger between research and teaching productivity. It is therefore recommended that university management ensures that teaching activities of lecturers is given adequate recognition in the criteria for promotion. The quality of research work should be improved upon through the provision of adequate funds, sponsorship of local and international conferences, seminars and workshops should be attended to. Staff development programs in form of ICT training and deployment in teaching should be intensified to improve lecturers' job productivity.

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Covid-19 Lockdown and Vulnerable Groups in Lagos State, Nigeria

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Abstract

COVID-19 met the entire world unprepared, hence, the impact was felt in all sectors of many countries especially in the developing countries. The developed countries were able to manage the post COVID-19 crises while the developing countries like Nigeria are still battling in the euphoria of the past. Most people live from hand to mouth even before the pandemic and during the lockdown process they were unable to perform any economic activities. This lingers for a long time, posing a ripple effects on the post pandemic time. Despite the assistance receive from major international bodies, the vulnerable groups in Nigeria are part of the people who suffer major loss during and after COVID-19 with less attention given to them by the Government. The study therefore, x-ray the challenges faced by the vulnerable groups during COVID-19 and post pandemic in Nigeria.

Keywords: *Vulnerable Groups, COVID-19, Pandemic, Lockdown*

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Introduction

The economic impact of the Covid-19 pandemic in Nigeria, a lower-middle income country, has been significant, with plunging oil prices in particular affecting Nigeria's heavily oil dependent economy (World Bank, 2021). It is also important to mention that the economic impact of Covid-19 has worsened poverty levels in Nigeria, which even prior to the pandemic hosted more than ten percent of the world's extreme poor, defined by the World Bank as people living on less than $1.90 per day. As was the case in most parts of the world, women in Nigeria have been disproportionately harmed by the economic impact of the pandemic. Nationwide household surveys on the socioeconomic impact of Covid-19, conducted by the National Bureau of Statistics (NBS), a federal government agency, found that among people surveyed in September 2020 who were working before the crisis, women were almost twice as likely to have become economically inactive than men (13 percent versus 7 percent). Aside from the women, there were so many other vulnerable groups affected with the pandemic.

Vulnerability is the degree to which a population, individual, or organization is unable to anticipate, cope with, resist, and recover from the impacts of disasters. It is often defined as a potential consequence of many risk factors, but which risk factors should be considered as the most important remains a question for debate. Vulnerability may be caused by insufficient social integration (non-participation informal and informal social networks, including leisure activities, insufficient social support and social isolation) and insufficient cultural integration which involves norms and values related to active social citizenship and non-compliance with normative requirements such as a poor work ethic, abuse of the social security system, criminal behaviour, 'inappropriate' treatment of women and men's duties and rights, non-participation in a neighborhood or in social activities in general (Jehoel-Gijsbers & Vrooman, (2007) cited in Sobowale, 2020).

Vulnerable groups in the context of how people are affected during COVID-19, are the women that are low income earners, the elderly, the ill or people with pre-existing conditions and people with series of disabilities. All these people are affected differently during the pandemic and after pandemic (NBS, 2022). For instance, NBS surveys have shown that, although many people have been able to resume work or other economic activities, many Nigerians are still earning less than before the pandemic. Over 67 percent of households interviewed nationwide in 2020 reported that their total income had decreased compared to August 2019. This is because there was salary slash for those who are working in the organization who are supposedly low income earner. This also affected those who are supposed to assist the vulnerable with some cash or gift items.

Lagos, a state in the southwest Nigeria, is called a land of opportunities with a population of 20 million spanning across high income to low income earners. People from across the world come to Lagos to look for job or have a means to an end. However, despite the growing number of high-end apartment buildings in Lagos state, majority of the vulnerable groups in the state live in informal housing because of the high rent. Many in the hundreds of slums or informal settlements spread throughout the city, and which often lack security of tenure, access to water, education, healthcare, transportation, and sanitation. Some of the vulnerable people also works in the informal sector ranging from street traders, street beggars, taxi drivers, and tradespeople, to food vendors and hairdressers. The combination of poverty, reliance on the informal economy, and the relatively high cost of living made urban poor communities in Lagos State extremely vulnerable to the economic impacts of the Covid-19 pandemic.

The Covid-19 pandemic had a devastating impact on the livelihoods and access to food of urban communities in Lagos State, as a five-week lockdown, the prolonged economic downturn that has accompanied the pandemic, and rising food prices left many households including the vulnerable groups struggling to feed their families. Aside from the economic sector, the impact of the lockdown was also felt in virtually all the major sectors that affects the livelihood of the people. In the same vein, the vulnerable groups felt the impact of lockdown in the health sector. Vanguard Newspaper in April 2023 also reported that most people in Lagos state especially the vulnerable are unable to access the healthcare facilities as they cannot afford to pay for the COVID-19 test and almost all the primary healthcare centres are filled with people under observation leaving no space for people coming for other clinical issues. The issue is also compounded with high prices of drug and restriction of movement which limited the number of pharmacy opening the store.

Similarly, the pandemic also affected education of the child of vulnerable people. An article submitted by World Economic Forum (2020) opined that the immediate costs of the COVID-19 pandemic to education in Nigeria are evident. With school closures persisting for months, students, especially the most vulnerable, are missing out on learning. The government and individual schools are adapting by switching mediums and delivering learning through digital platforms. Nonetheless, the country's severe digital divide (in terms of infrastructure and expertise) exacerbates pre-existing educational inequalities. Muthuraman & Al Haziazi (2020) assessed the impact of COVID-19 in the Education sector and promoted awareness of the impediments to education. The researcher reported that COVID epidemic has not only exposed Nigeria's inadequate health infrastructure and services, but it has also highlighted the truth of education's dilapidation and under-funding. Aside from the health sector, COVID-19 has had little influence on education. As a result of the absence of infrastructure essential for operating virtual courses, the bad internet network, the unreliable power supply, the high cost of mobile data, and other obstacles, opening our schools virtually is not only difficult but also impossible in Nigeria. There were already a lot of kids out of school before the epidemic, and now there are even more kids out of school owing to the outbreak.

The impact of the pandemic lockdown was also felt in the financial situation of the vulnerable groups. Ihekweazu (2020) reported the experience of people who were retrenched or demoted from their work, people who were unable to pay for their house rent as a result of inability to open their store or shop. Generally, people who suffered most from the lockdown are people who sell perishable items like food, the street hawkers, street beggars and those who live from hand to mouth as they were unable to go out despite the lockdown starting unaware. Moreso, The lost livelihoods, reduced income, and rising food prices caused by the Covid-19 pandemic have devastated many Nigerians' ability to feed their families. The NBS data confirmed that 58 percent of households interviewed nationwide in 2020 had run out of food in the past 30 days, a period that included the March 30 to May 3, 2020 lockdown. More than one quarter of respondents and 35 percent of the vulnerable households recounted that they or a member of their household had not eaten for a whole day during the last 30 days due to lack of money or other resources.

Even after the lockdown ended in May, Nigerians continued to experience hunger at levels higher than before the pandemic. An NBS survey administered in August 2020 found that 59 percent of households, 61 percent in the vulnerable people had run out of food in the past 30 days. By November 2020, six months after the lockdown ended, an NBS survey found that almost half (48 percent) of all households had run out of food because of lack of money or other resources in the past 30 days, and in 18 percent of households at least one member of the household went without eating for a whole day. These numbers equate to millions of Nigerian households and tens of millions of individuals who have gone hungry during the pandemic.

It is not uncommon to note that two years after the lockdown, it is disheartening to note that up till date the effect of the lockdown still lingers as most of the vulnerable groups have not been fully restored. It is also imperative to note that with the number of assistance, loan and help that Nigeria government receives before, during and after the lockdown, her citizens still struggle to leave beyond 1$ dollar per day which is the benchmark for poverty level. This is evident in the high number of unemployed people as a result of the pandemic, the economic situation of the country, the number of businesses that have been closed and the increased rate of school drop-out based on economic issue and effect of lockdown, hence, the motivation for the study to examine the influence of COVID-19 lockdown on vulnerable groups in Lagos state, Nigeria.

Problem Statement

COVID-19 as a deadly infection and its rapid spread brought about the issue of lockdown in many parts of the world, Nigeria inclusive. Lockdown was seen as the only option to curtail the spread of the virus but it is at the detriment of so many sector of the economy. Although lockdown was declared all over the nation but in Nigeria, the vulnerable groups were severely affected during and after the lockdown. It seems that the COVID-19 lockdown affects the healthcare system of the vulnerable group and this brought about so many dead as various health centres were not accessible even with the fact that they were open. It also appears that the lockdown also affects the education of the vulnerable groups as submitted by Muthuraman & Al Haziazi (2020). Some of the children of school ages were not able to attend classes and they are unable to afford the virtual classes which were organized by the standard and highly revered schools, hence, the increase in the number of out of school children. There are also indications that the lockdown also affects the financial situations of the vulnerable groups as they are unable to work since some of them are low income earners and people that feed from hand to mouth or depend on other people who were not paid during lockdown. It also appears that the ripple effect of lockdown is also felt in the cost of food items which is the basic necessities for the vulnerable groups as they are unable to afford a daily meal during the lockdown and even after the lockdown. Despite the amount of aids received by the Governments at all level, the vulnerable group had a rough and tough time as the impact is still felt in two years after the lockdown. These serves as motivation for the study to examine the influence of COVID-19 lockdown on vulnerable groups in Lagos state, Nigeria.

Purpose of the study

The general objective of the research is to examine the influence of COVID-19 lockdowns on the vulnerable groups in Lagos state, Nigeria. The specific objectives are to:

1. Investigate the effects of the COVID-19 lockdown on the health care of the vulnerable groups in Lagos state, Nigeria;
2. Determine the effects of the COVID-19 lockdown on the financial situation of the vulnerable groups in Lagos state, Nigeria;
3. Assess the influence of COVID-19 lockdown on the education of the vulnerable groups in Lagos state, Nigeria;
4. Ascertain the influence of COVID-19 lockdown on the basic necessities of the vulnerable groups in Lagos state, Nigeria.

Research Questions

1. What are the effects of the COVID-19 lockdown on the health care of the vulnerable groups in Lagos state?
2. What are the effects of the COVID-19 lockdown on the financial situation of the vulnerable groups in Lagos state?
3. To what extent does COVID-19 lockdown influences the education of the vulnerable groups in Lagos state?
4. What is the influence of COVID-19 lockdown on the basic necessities of the vulnerable groups in Lagos state?

Research Hypotheses

H_0 1: COVID-19 lockdown has no significant effect on the financial situation of the vulnerable group in Lagos state.

H_0 2: COVID-19 lockdown has no significant effect on the education of the vulnerable group in Lagos state.

Methodology

The study adopted descriptive design to have a full glance of the study. Data was collected through the use of closed ended questionnaire from the vulnerable groups in Lagos state. Split half reliability technique was used to determine the validity and reliability of the test. Three hundred and twenty (320) respondents were selected through Yamane sample formular in seven local governments being one third of the twenty local governments in Lagos state. This was done to ensure that major local government where vulnerable people lives were captured and to enable generalised of he study. Likert four point scale was used in the questionnaire. The result was analysed with simple percentages to answer research questions raised and Pearson product moment correlation was used for hypotheses formulated at 0.05 significant level.

Data Analysis

Table 1

Research Question One: What are the effects of the COVID-19 lockdown on the health care of the vulnerable groups in Lagos state?

Items	Strongly Agree	Agree	Strongly Disagree	Disagree	Total
Lockdown worsened the accessibility of daily routine healthcare	104 (32.5%)	111 (34.7%)	59 (18.4%)	46 (14.4%)	320 (100)
During lockdown, the vulnerable are exposed to risk of complications	118 (36.9%)	103 (31.2%)	51 (15.9%)	38 (11.9%)	320 (100)
It is very difficult to access healthcare facilities during lockdown	140 (43.8%)	96 (30%)	35 (10.9%)	49 (15.3%)	320 (100)
Getting drugs for other ailment during lockdown was very easy	66 (20.6%)	70 (21.9%)	120 (37.5%)	74 (23.1%)	320 (100)

Table one shows that 215(67.2%) of the respondents agreed that lockdown worsened the accessibility of daily routine healthcare, 221(68.1%) agreed that during lockdown, the vulnerable are exposed to risk of complications, 236(73.8%) of the respondents also agreed that It is very difficult to access healthcare facilities during lockdown while 194(60.6%) disagreed that getting drugs for other ailment during lockdown was very easy.

Table 2

Research Question Two: What are the effects of the COVID-19 lockdown on the financial situation of the vulnerable groups in Lagos state?

Items	Strongly Agree	Agree	Strongly Disagree	Disagree	Total
Lockdown denied people the means of sustenance	120 (37.5%)	117 (36.6%)	50 (15.6%)	40 (12.5%)	320 (100)
So many people were retrenched or sacked during lockdown	124 (38.8%)	106 (33.1%)	45 (14.1%)	35 (10.9%)	320 (100)
People are richer during lockdown more than before lockdown	30 (9.4%)	39 (12.2%)	145 (45.3%)	106 (33.1%)	320 (100)
People find it difficult to meet their financial responsibility during lockdown	186 (58.1%)	90 (28.1%)	32 (10%)	32 (10%)	320 (100)

Table two shows that 237(74.1%) of the respondents agreed that lockdown denied people the means of sustenance, 230(71.9%) agreed that so many people were retrenched or sacked during lockdown, 251(78.4%) of the respondents also disagreed that people are richer during lockdown more than before lockdown while 276(86.2%) agreed that people find it difficult to meet their financial responsibility during lockdown.

Table 3

Research Question Three: To what extent does COVID-19 lockdown influences the education of the vulnerable groups in Lagos state?

Response	Number of Respondent	% of respondents
Very large extent	200	62.5
Large extent	70	21.8
Mild extent	30	9.4
No influence	20	6.3
Total	320	100

Table three shows that 200(62.5%) of the respondent opined that lockdown influences the education of the vulnerable group in a very large extent, 70(21.8%) of the respondents opined that the lockdown affect education of the vulnerable group in a large extent, 40(9.4%) of the respondents also opined that the influence of lockdown on the education of the vulnerable group is very mild, while 20(6.3%) of the respondents opined that there is no influence of lockdown on education of the vulnerable groups in Lagos.

Table 4

Research Question Four: What is the influence of COVID-19 lockdown on the basic necessities of the vulnerable groups in Lagos state?

Items	Strongly Agree	Agree	Strongly Disagree	Disagree	Total
As a result of COVID-19 lockdown so many people cannot afford food prices	110 (34.4%)	110 (34.4%)	50 (15.6%)	50 (15.6%)	320 (100)
Food supply during COVID-19 lockdown was very low	118 (36.9%)	110 (34.4%)	42 (13.1%)	50 (15.6%)	320 (100)
COVID-19 lockdown affects the earning of people negatively	149 (46.7%)	96 (30%)	35 (10.9%)	40 (12.5%)	320 (100)
COVID-19 affected the income-generating capacity of households of daily income earners	120 (37.5%)	84 (26.3%)	66 (20.6%)	60 (18.8%)	320 (100)

Table 4 shows that 220 (68.8%) of the respondents agreed that as a result of COVID-19 lockdown so many people cannot afford food prices, 228 (71.3%) agreed that food supply during COVID-19 lockdown was very low, 245 (76.7%) of the respondents also agreed that COVID-19 lockdown affects the earning of people negatively while 204(63.8%) agreed that COVID-19 affected the income-generating capacity of households of daily income earners.

Table 5

Hypotheses Testing

COVID-19 lockdown has no significant effect on the financial situation of the vulnerable group in Ifako-Ijaye LGA of Lagos state

	COVID-19 LOCKDOWN	FINANCIAL SITUATION OF VULNERABLE GROUP

COVID-19 Lockdown	**Pearson correlation Sig. (2-tailed)**	**1**	**.806**** **.000**
	N	**320**	**20**
Financial Situation of Vulnerable Group	**Pearson Correlation Sig. (2-Tailed)**	**.806**** **.000**	**1**
	N	**320**	**320**

**Correlation is significant at the 0.05 level (2-tailed).

Table 5, illustrates that the Pearson product moment correlation index obtained is positive at 'r' = 0.806. The significance or p-value = 0.000 which is less than predetermined alpha=0.05. This result indicated that COVID-19 lockdown has significant effect on the financial situation of the vulnerable group in Lagos state. In conclusion. Since the null hypothesis stated is rejected, it implies that there is a significant relationship between COVID-19 lockdown and the financial situation of the vulnerable groups in Lagos state.

Table 6

Hypothesis 2

COVID-19 lockdown has no significant effect on the education of the vulnerable group in Ifako-Ijaye LGA of Lagos state.

		COVID-19 LOCKDOWN	**EDUCATION OF THE VULNERABLE GROUP**
COVID-19 Lockdown	**Pearson correlation Sig. (2-tailed)**	**1**	**.807**** **.000**
	N	**320**	**320**
Education of the Vulnerable Group	**Pearson Correlation Sig. (2-Tailed)**	**.807**** **.000**	**1**
	N	**320**	**320**

**Correlation is significant at the 0.05 level (2-tailed).

Table 6 illustrates that the Pearson product moment correlation index obtained is positive at 'r' = 0.807. The significance or p-value = 0.000 which is less than predetermined alpha=0.05. This result indicated that there is significant effect of COVID-19 lockdown on education of the vulnerable group. In conclusion. Since the null hypothesis stated is rejected, it implies that there is a significant effect of COVID-19 lockdown on the education of the vulnerable groups in Lagos state.

Discussion of Findings

Findings from research question one show that respondents opined that lockdown worsened the accessibility of daily routine healthcare, during lockdown, the vulnerable are exposed to risk of complications, it is very difficult to access healthcare facilities during lockdown not to mention getting drugs for other ailment. This is in line with Muthuraman & Al Haziazi, (2020) findings that lockdown strategies worsened the accessibility of routine health services because of the sudden freezing of economic activities and significant adverse impact on income across various employment categories which left vulnerable groups at risk for preventable diseases and complications, especially in sub-Saharan Africa. Also, The United Nations Children's Fund (UNICEF) supported the result through their submission that the reduction in access to healthcare and general disruption are expected to have devastating effects, including a significant increase in child and maternal deaths. An increase in the death rate by 10% is also anticipated in countries with higher HIV/AIDS burdens because of the COVID-19-related interruption of the medical supply chain.

Findings from research question two and hypothesis one show that lockdown denied people the means of sustenance, so many people were retrenched or sacked during lockdown, people are not richer during lockdown more than before lockdown and people find it difficult to meet their financial responsibility during lockdown. This is in line with Ngozika, Dominic, Ogechi, Mathias, Paul & Onu (2023) findings that prolonged lockdown was distressful to both individuals and businesses. Many artisans that depended on daily wages were worse off. The lockdown prevented them from performing their daily vocations, thereby denying them means of sustenance. While government paid salaries of public servants, private business operators could not pay their staff and some were retrenched. Moreso, the study of Sheptak & Menaker (2020) corroborated the finding that the Nigeria economy being predominantly constricted even before the pandemic was characterized by huge unemployment and underemployment rate. As a result of pandemic, many employee working in private organisations either lost their jobs or have to accept pay cuts to remain working.

Findings from research question three and hypothesis two show that COVID-19 lockdown influences the education of vulnerable groups to a very large extent. This is in line with the study of Guan, (2020) that the crisis of COVID-19 has exacerbated preexisting educational disparities by reducing the opportunities for many of the most vulnerable children, youth, and adults, those living in poor or rural areas, girls, refugees, persons with disabilities and forcibly displaced persons, to continue their learning. Similarly, the education disruption has had a big effect on their learning. Meanwhile, the study is also corroborated by the submission of UNESCO (2020), that the closure of schools has affected 36,400,000 primary and secondary school learners across Nigeria, including those in internally displaced camps. Few of these learners - mostly from financially privileged households - have access to quality learning opportunities from the comfort of their homes.

Lastly, findings from research question four showed that as a result of COVID-19 lockdown so many people cannot afford food prices, Food supply during COVID-19 lockdown was very low, COVID-19 lockdown affects the earning of people negatively and affected the income-generating capacity of households of daily income earners. This is in line with World Bank (2020) report that the pandemic is creating tensions for food availability and accessibility in many countries. Again, scientific observation indicates a shortage in household food within the first week of the lockdown. The finding is also supported by the study of Onyekwena & Ekeruche (2020) that the pandemic has affected the income-generating capacity of households on contract job or daily income earners. This finding is the same with Buja et al. (2020) who found that one of the lockdown crises is restrictive preventive measures, which ultimately affect labour wage and household income. It is imperative to note that there is a strong correlation between COVID-19 and low purchasing power of households, considering the inability of some households to access sufficient, nutritious and safe food.

Conclusions

It is imperative to note that the study was able to found that the impact of lockdown especially on the vulnerable groups was high in at least five major sector that affects their livelihood even some years after the lockdown. Therefore, there is need for adequate provision for the masses especially those who only feed from hand to mouth to reduce the poverty level in the society. The study therefore recommend among others that health centres should be more proactive during pandemic so as to encourage people to visit them, the society should be encouraged to patronize the small scale business so that they can thrive during and beyond pandemic, employers and friends should always look out for vulnerable people during pandemic as they are most hit by such and Government at all level should wake up to their responsibility in providing palliative that will be adequate and sufficient for the citizens especially those who are mostly affected with the lockdown process.

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Development and Incorporation of Technologies for Operative Execution of Project Based Learning in Colleges of Education in Ogun state, Nigeria

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Abstract

The study explored the development and incorporation of technology in Colleges of Education as a method for effectively implementing project-based learning in Ogun State's colleges of education. The design was descriptive. This study's population comprised of 1,345 teaching staff from Ogun State's two (2) institutions of education, with 785 males and 560 females. The Sikiru Adetona College of Education, Science, and Technology, Omu-Ijebu and the Federal College of Education, Abeokuta are both educational institutions. The study's sample size was 480 participants, with 242 male and 238 female teaching personnel taken from the community applying a stratified random sampling approach. A questionnaire was utilized to collect statistics, and the test-retest Cronbach's Alpha was used to yield a consistency value of 0.84. To answer research questions, the data was reviewed using mean values. The Z-test was used to test hypotheses with a significance level of 0.05. The findings demonstrated that connecting Colleges of Education's vision with the objectives of comprehensive incorporation of the project. Leaning into the system, providing the appropriate communication networking infrastructures, and adapting curriculum designs to be deliverable through project learning mode are all critical methods to integrating project-based learning into the College system. College administrators should seriously consider the advantages of project-based learning in the college arrangement, with the goal planning to support the integration of learning innovation into the conventional face-to-face teaching and learning strategy to increase scholars' educational knowledges and accomplishments. The significance of the research for teachers and similar Colleges of Education to improve learners learning and motivation, also to educators for quality teaching practices.

Keywords: *Projecting, Incorporation, Skills, project-base Knowledge, Colleges of Education.*

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Introduction

The goal to enhance students' teaching and learning experiences has remained a top priority in policy discussions on how to improve curriculum implementation strategies for quality and sustainability in higher education. To address this, scholars and educationalists have drawn on Greg and Ben's engagement theory to advocate for the diversification of learning approaches, as well as the need for teachers to use activity-based learning methodologies in teaching-learning settings, which outperform the traditional face-to-face lecture method (Ali, 2019). This is congruent with the idea that teaching and learning are so inextricably linked that they may be compared to a coin with two sides; it is thus hard to describe one without addressing the other. The main contrast between them is that while the instructor teaches, the student learns. (Akharazz, 2021).

Al Mulhim (2020) discovered that learning occurs through observation, exercise, skill adaptation, and attitude modification, culminating in behavioural change. This meant that learning extends beyond watching and hearing; it involves physical actions in which students employ their cognitive capabilities in manipulating things to acquire facts and ideas with which to develop and solidify knowledge. This position is congruent with the assumptions of Vygosky's constructivism and Piaget's cognitivism theories of human learning processes, which assert that people construct meaning from objects, actions, and experiences in their surrounds (Lu, 2020). Environments in this context are not limited to the external conditions of learners' surroundings, because learners' internal environments, such as psychosocial and subconscious constructs, heavily influence how individuals reflect on their experiences, held beliefs, and opinions, which governs how they reconcile new experiences with previous ones to construct new knowledge. Keeping this perspective in mind, professors are considered as facilitators of knowledge growth, as opposed to the traditional lecture method, which considers lecturers as knowledge repositories and distributors, (Ekhmimi, 2018).

Although lectures have long been the most popular teaching method in higher education institutions, face-to-face interaction between professors and students is essential. The lecture technique encourages students to sit and listen passively, take notes on major points made by the speaker, provide little or no input during lectures, and expect to recall and regurgitate the information during assessments, (Haruna, 2019). Clearly, this technique does not create an atmosphere in which students are engaged in learning activities that accelerate the development of the psychomotor and cognitive skills that university education is recognised for. As a result, it comes as no surprise that many schools of education have initiated programmes to complement traditional lecture techniques with technology to enrich students' learning experiences and improve their learning outcomes (Changming, 2020).

To put it another way, the development of Information Communication Technologies (ICTs) has broadened the channels via which teaching and learning may take place without constraint. It has not only allowed educators to deliver instructions to remote students, but it has also raised the need for educators to combine multiple learning techniques and approaches to achieve their educational objectives. E-learning, e-education, distance learning, and e-professionalism are examples of ICT-driven innovations in education, as is Project-Based Learning, which is the integration of technologies into instructional processes to enrich both the instructor's and learners' teaching and learning experiences (Saleh et al, 2020, Muhammad et al, 2023).

Project-Based Learning is a new concept with many different interpretations, ranging from incorporating technologies into traditional face-to-face teaching and learning approaches to using multimedia facilities to sustainably stimulate the learning environment and pique students' interest in participating in classroom activities. Zhang, (2022) description of project-based learning as the combination of many instructional modalities to meet learning goals is consistent with this concept. Similarly, Wardat, (2022) believe that Project-Based Learning is the combination of face-to-face teaching methods and technologies to improve overall instructional quality by increasing students' participation in classroom activities to accelerate their comprehension-pace for maximum understanding.

According to the definitions mentioned above, project-based learning is the use of a variety of educational techniques, ideas, concepts, tactics, models, and technologies to facilitate teaching and learning. Technologies in education may be defined as the application of structured knowledge, ICT tools, and machines to increase the effectiveness of teaching and learning. Live blogs and chatrooms, message boards, discussion platforms, virtual communities, social media tools (such as Facebook, Twitter, YouTube, etc.), synchronous videoconferencing and calls, instant messaging, webinar, applications, online forums, and web-based tutorials using e-devices such as mobile phones, computers, projectors, and other audio-visual gadgets with data. According to Xiaole (2021), project-based learning includes various aspects of e-learning and online learning innovations to enhance the traditional face-to-face teaching style, with the goal of increasing the quality of teaching and learning so that educational experiences are engaging, exciting, and thorough.

The face-to-face component of Project-Based Learning integrates both teacher- and learner-centered methodologies; however, the e-learning and online components of the learning innovation display synchronous and asynchronous qualities in practice. According to Xialoe (2021), synchronous project-based learning happens when teaching and learning take place online using tools such as webinars, videoconferencing, or other real-time exchanges between students and teachers (Manoj, 2022). Asynchronous project-based learning is when ideas and learning resources (including recorded films, audios, and digitalized e-books) are exchanged and downloaded for offline learning via computers, cellphones, and other devices such as projectors, optical discs, and flash drives. According to Mark (2022), the e-learning component of Project-Based Learning enables students and instructors to develop e-platforms on which professionals, cohort and focus groups, students, and lecturers can interact, share information, exchange scholarly ideas, and challenge theories, ask questions, and receive feedback while on the go. This combination of technology and face-to-face instruction goes beyond making learning exciting and pleasurable because it captures learners' attention and sustainably inspires their participation in classroom activities, resulting in an increase in understanding and knowledge retention rates that would be difficult to achieve with lecture alone (Migdad, 2022, Anulika et al, 2023).

Hamad et al (2022), on the other hand, observed that many studies on project-based learning share a common framework and contextual complexities that frequently inadvertently puncture their findings, some of which include the archetypical characteristics of those studies and, to a lesser extent, an overreliance on circumstantial interpretation of the results. For example, Jina (2022) observed that slow learners learn better when conventional techniques are used, but exceptional students learn quicker when technology is combined with traditional classroom teaching. According to Ruiz (2021), one of the most significant challenges in Project-Based Learning is determining appropriate instructional designs for individual courses, as well as digitising curriculum content and instructional resources in a way that accommodates learners' diverse needs and self-directed learning.

Nonetheless, there are multiple examples of considerable academic progress among students who have been taught through Project-Based Learning (Adams, 2019). Project-based learning is distinguished by its capacity to combine diverse mediums to explicate, emphasise, and analyse concepts and objects, hence improving students' clarity, understanding, and learning outcomes (Chan, 2020). This suggests that project-based learning might be used to overcome the many learning obstacles encountered by many slow learners (Rees, 2019). According to Adedigba (2020), project-based learning allows educators to engage in live discussions with students, connect them to relevant online learning resources, and provide guidance on strategies for searching and accessing both online and offline materials to deepen disciplinary knowledge and broaden intellectual horizons, resulting in improved academic and career outcomes.

Despite the obvious benefits, Nigerian colleges of education look cautious and uncertain when it comes to incorporating project-based learning into their university system. According to Carrillo (2020), the National Open University of Nigeria (NOUN) study centre in Owerri, Imo State, experienced several challenges when implementing project-based learning. These obstacles included a dearth of computer skills among undergraduates, as well as a scarcity of ICT equipment like as working on computers, projectors, and dependable network access for distant learning. Furthermore, Alshahrani (as reported in Sambo et al, 2020) emphasised the considerable difficulty given by instructors' digital competencies and students' preparedness to engage in long-term independent scholarship within the context of project-based learning. The researcher emphasised that inadequate planning and implementation were important contributors to the approach's shortcomings (Bruno et al, 2022). These findings highlight the critical need of careful preparation for Project-Based Learning prior to its implementation.

Planning entails defining activities ahead of time, as well as developing programmes and a sequence of implementation to reach specified aims and goals. It also entails preparing to mobilise the limited resources required to carry out these programmes. According Okure, (2018), planning is an intentional and purposeful attempt to identify future activities ahead of time, with the goal of defining programmes that will help accomplish desired results. Oluwatuyi, (2020), Ukaigwe (2019) define planning as a decision-making process that includes analysing the situation to determine future actions, developing goal-oriented programmes, breaking them down into tasks, and scheduling these tasks in a logical and cost-effective order to achieve set goals.

The first element of incorporating Project-Based Learning into the university system is to create a Project-Based Learning Guide that is consistent with the institution's vision and purpose statements. This guidance should be simple to understand for members of the university community, as well as consistent with the overarching national goals for university education. The initial managerial duty is critical in the planning process. During this stage, the school leadership should inform the university community and important external stakeholders about the importance and advantages of project-based learning for students, lecturers, and national growth. This awareness generation is critical because it involves the participation of the whole school system and external help to properly design, implement, and integrate project-based learning (Marek, 2021).

According to Mark (2021), the process of school-based planning needs the participation of numerous stakeholders inside the institution. These stakeholders should include educational planners, administrators, curriculum developers, digital content designers, lecturers, digital technologists, web developers, instructional managers, technicians, competent architects, student reps, and other relevant professionals. The goal of this assembly is to discuss and reflect on the integration of technology and face-to-face teaching techniques. The group of planners must be managed by an experienced educational manager with expertise in digital education and administration. This individual will oversee coordinating with committees of specialists who will handle various elements of the planning process, such as fact-finding duties, (Ukaigwe, 2020). According to Flores (2020), these committees act as consultative entities for planners, offering essential data and information to influence debates and decisions. This information is critical in establishing unit costs, operating expenses, and maintenance costs, all of which are required for successful plan execution. Other expenditures to consider include resources for programme monitoring, system maintenance, technical support services, follow-up exercises, performance evaluation activities, and feedback (Alizade, 2019).

Behima (2021) emphasised the need of strategic planning in procuring standardised communications infrastructures, instructional facilities, and equipment to support a project's successful implementation and sustainability. These facilities must fulfil the functional criteria for instructing certain courses in a project-based learning setting. As a result, planners must guarantee that both the staff and the facilities fulfil the required quality and quantity requirements, technological specifications, and accommodate to students' different demands.

In addition, Hafeez (2021) emphasised the need of incorporating engineers and architects in the building design process. Their knowledge is essential when evaluating variables such as student population, space needs, and installations to improve the learning environment's aesthetics, brilliance, safety, and security for both staff and students. To implement such a comprehensive strategy, institutional leadership must give steadfast support from the start. This includes the timely release of budgeted funds to facilitate the procurement and installation of critical infrastructures such as electricity, equipment, and ICT facilities such as internet connectivity, satellite dishes, Wi-Fi, laptops, desktop computers, projectors, televisions, electronic boards, books, and other learning resources (MacLeaod, 2020).

According to Makeeva et al (2020), the implementation of Project-Based Learning in a university necessitates a thorough assessment of the institution's staffing requirements. This assessment should consider the staff's quality and strengths, as well as their competencies and training needs. Identifying these needs allows the institution to make the required preparations to address concerns linked to staff continuous professional development (CPD). This will guarantee that both current and future employees get the necessary skills in information and communication technologies (ITCs) and pedagogy, which are required for effectively combining diverse forms of learning.

Furthermore, Ngu et al (2021) emphasise the need of collaboration among planners and professionals in website development, software engineering, and digital design. This partnership is critical in developing solutions to digitise instructional content. This allows students to not only view online resources published by their teachers, but also download them using their unique login credentials. Furthermore, the researchers recommend that control managers such as Deans of Faculties and Heads of Departments (HOD) oversee the execution of these plans. These managers may designate personnel to help them supervise implementation in their areas of responsibility. Furthermore, senior managers can plan monthly meetings with middle-level managers to examine progress reports and get input on the acceptance, efficacy, and efficiency of project-based learning (Min Lu et al, 2023).

Revelle (2020) emphasised that the effective deployment of Project-Based Learning in the school system is strongly reliant on the availability of a complete and synchronised student database. This database allows university officials to readily identify and contact with students and parents as needed, as well as record and publish continuous assessment scores on the authorised school website. To accomplish this, it is critical to have dependable technological infrastructures in place, such as a strong communication network, broadband services, computer hardware and peripherals, as well as applications and digital platforms that provide students with access to a variety of educational resources. Furthermore, online learning environments must be properly developed and maintained to ensure the preservation of students' and instructors' privacy, dignity, and right to participate.

Research Problem

The conventional method of teaching in Colleges of Education, which involves face-to-face lectures, has faced criticism for its inability to bring about the desired behavioural changes in students, particularly in terms of practical skill development. This lecture-based approach lacks opportunities for meaningful interaction between learners and instructors, leading to a passive learning experience. Moreover, it restricts learners from actively exploring the information presented to them. In contrast to more successful activity-based learning techniques, the lecture method does not give instructors with the essential reflective space to engage in higher-order thinking and cognition during instruction, limiting the development of practical skills among university graduates. As a result, many graduates lack marketable skills with economic value in the labour market, exposing the conventional face-to-face education method's inability to produce skilled individuals capable of contributing to national growth.

Recognising the limits of the old approach, several colleges of education are striving to use technology into face-to-face instruction. However, these attempts have generally failed owing to several issues, including poor communication networks, a lack of power supply and e-learning facilities, and insufficient digital skills among both instructors and pupils. These issues can be attributable to ineffective planning. As a result, the researchers performed a study to investigate the integration of project-based learning into the university system, using planning as a major instrument to solve these challenges.

Research Aim and Purposes

The goal of this study was to examine the techniques for implementing project-based learning into established practices in colleges of education, using organisation as a tool. More specifically, the study aimed to:

1. Identify ideas for better integrating project-based learning into the College of Education framework.
2. Determine how excellent planning might help integrate project-based learning into the College of Education system.

Research Questions

1. How might project-based learning be better integrated into the college of education system?
2. How does the planning process help to integrate project-based learning into the College of Education system?

Research Hypothesis

Ho_1: Is there a statistically insignificant distinction between the average ratings provided by male and female participants regarding the methods of improving the incorporation of Project-Based learning within the College of Education system?

Ho2: Is there a statistically insignificant difference in the average scores given by male and female participants about how planning facilitates the integration of Project-Based Learning within the College of Education system?

Research Methodology

To collect data, the researchers used a descriptive survey methodology. This study's target population consisted of 1,345 teachers from two colleges of education in Ogun State. There were 785 males and 560 female teaching personnel. The research comprised two colleges of education: the Sikiru Adetona College of Education and Science in Omu-Ijebu and the Federal College of Education in Abeokuta. The study's sample size was 480 respondents, including 242 male and 238 female teaching staff from the two colleges of education. The respondents were chosen using a random selection method. Purposive sampling was used for selecting the participants for the study. Purposive sampling is a sampling technique where the researcher selects units to be sampled based on their knowledge or experience.

Instrument & Data Analysis

To assemble statistics, a questionnaire called the "Planning and Integration of Technologies for Effective Implementation of Project-Based Learning in Colleges of Education Questionnaire" (PITEIPBLCQ) was employed. The questionnaire was verified and designed in a four-point Likert scale style, with response possibilities ranging from Strongly Agree (SA) to Agree (A), Disagree (D), and Strongly Disagree (SD). To ensure validity of the questionnaire, three experts in the field of Technical and vocational education critically examined the face and content validity of the questionnaire items. To determine the reliability of the questionnaire items Cronbach's Alpha was used to establish the extent of consistency of the items. The reliability coefficient yielded 0.84 which was considered appropriate for the questionnaire to be use. The questionnaire consisted of two components. Section A attempted to collect respondents' demographic data, whereas Section B featured 10 questionnaire items meant to elicit responses relevant to the research aims. The acquired data was analysed using mean and mean-set to answer the study objectives. The choice to accept or reject each item was based on a computation in which the scores of 4, 3, 2, and 1 were added and divided by four, yielding a threshold of 2.5. Items scoring $x > 2.50$ were approved, while those scoring less were discarded. The two hypotheses were examined using a Z-test with a significance threshold of 0.05 alpha.

Semi structured interview protocol was the instrument used to collect qualitative data. The interview protocol was used to obtain in depth data on the instructional strategies adopted in the 2 Colleges of Education and understanding, and the strategies that can be employ for mixing Project-Based Learning in 2 Colleges of Education and learning at tertiary institutes in Nigeria. Qualitative data for the study was analysed using thematic (content analysis) with the help of NVIVO version 12. Themes generated from the interview were coded using axial coding. Both face and content validation of the interview protocol were done by experts. To enhance the trustworthiness and credibility of the interview, member check and peer debriefing was used to establish the reliability of the interview protocol. Respondents and colleagues peer debriefed and checked the transcripts to assess the transcription and was later given to the researcher for analysis.

Research Results

Research Question One

Table 1: Mean evaluations of male and female teaching staff on strategies to enhance the integration of project-based learning in the College of Education system.

	Items	**Staffing means**		Sets	Comments
		Male	**female**		
1	Associating the College vision with the objectives of fully integrating project-based learning into the system.	3.10	**3.12**	**3.11**	**Agreed**
2	Provision of needed communication and networking infrastructures.	**3.08**	**3.21**	**3.15**	**Agreed**
3	Modifying curriculum designs to become deliverable through Project-Based learning mode.	**3.20**	**3.12**	**3.16**	**Agreed**
4	Preparing instructors and students to acquire digital. expertise required to adapt to Project-Based learning surroundings	**3.09**	**3.23**	**3.16**	**Agreed**

5	Developing operative data-based of staff and students to enhance functionality of online virtual communities	**2.79**	**3.14**	**3.00**	**Agreed**
	Mean	**3.05**	**3.16**	**3.11**	

The statistics in table 1 show unequivocal agreement on all issues, resulting in high grand mean scores of 3.05 and 3.16 for male and female respondents, respectively. The grand mean-set of 3.11 outperforms the criteria mean score of 2.50, indicating that the itemised statements are effective means for encouraging the integration of Project-Based Learning in the College of Education.

Ho_1

Table 2: The Z-test examines the disparity in average ratings between male and female teaching staff regarding the methods used to promote the incorporation of Project-Based learning within the College of Education method.

s/no	Staffs	N	Mean	SD	df	z-cal	z-crit	Sig level	Remark
1	Male	242	3.05	0.69					
					588	1.76	±1.96	0.05	Not Significant (H_o accepted)
2	Female	238	3.16	0.80					

Table 2 shows that at a significance level of 0.05 with 588 degrees of freedom, the computed z-value of 1.76 is less than the crucial z-value of ±1.96. As a result, there is no statistically significant difference in the average ratings of male and female teaching staff for the approaches used to improve the incorporation of Project-Based Learning within College of Education system.

Research Question Two

Table 3 shows the mean evaluations of male and female teaching staff on how planning helps to integrate project-based knowledge into the College of Education system.

Items' Descriptions	Staff Means	Sets	Comments

		Male	female		
6	Planning makes ensuring that experts' opinions on pertinent project-based learning topics are sought out and considered.	3.33	3.09	3.21	**Agreed**
7	Planning helps to evolve goal-directed blueprint for Project-based technologies with lecture method.	3.16	3.28	3.22	**Agreed**
8	The implementation of project-based learning planning guarantees that the acquisition of standardised instructional facilities takes technological efficiency into account.	3.00	2.96	2.98	**Agreed**
9	Determining the teachers' learning requirements is aided by planning.	2.89	3.13	2.86	**Agreed**
10	Planning aids in establishing moral guidelines for creating interactive virtual learning environments and communities.	3.05	3.19	3.12	**Agreed**
	Grand Mean	**3.09**	**3.10**	**3.11**	

The results are shown in Table 2, which shows that the computed z-value of 1.76 is seen to be lower than the crucial z-value of ±1.96 at a significance level of 0.05 and 588 degrees of freedom. Thus, the average scores of male and female teachers with respect to the strategies used to improve the implementation of project-based learning in the College of Education system do not differ statistically significantly.

Ho_2:

No	Teaching Staff	N	Mean	SD	df	z-cal	z-crit	Sig level	Remark
1	Male	242	3.09	0.87					
					588	0.28	±1.96	0.05	Not Significant (Ho admitted)
2	Female	238	3.11	0.84					

The results shown in Table 4 show that the computed z-value of 0.28 is less than the crucial z-value of ±1.96 at 588 degrees of freedom and a significance level of 0.05. Therefore, when it comes to the average ratings of male and female teachers about how well planning works to integrate project-based learning into the College of Education curriculum, there is no statistically significant difference.

Discussion

The examination of the statistics presented in table 1 demonstrated that positioning the visualisation of the College of Education with the goal of fully integrating Project-Based learning into its system, providing the necessary communication networking infrastructure, and adapting the curriculum to be deliverable through Project-Based learning are crucial methods for integrating Project-Based learning into the College of Education system, as indicated by the findings. These findings are consistent with Shumeiko (2021) research, which highlighted the importance of sharing the school's objectives about the incorporation of e-learning with important parties including educators, learners, parents, and others. This collaboration enacted a significant function in supporting the school governance and leadership in developing a design for incorporating technology into the instructional delivery process, resulting in successful outcomes and goal achievement.

Furthermore, the scholar attributed the achieved successes to the support received from the school's direction and the collaboration among managers, educators, and other shareholders involved in the planning and implementation process. Diana et al 2021 also noted that the effective implementation of Project-Based learning necessitates the provision of adequate communication infrastructure and equipment that adhere to established standards. This is since the plan's execution may be hampered by the lack of necessary resources like a power source, computers, and a dependable network system like the internet, LAN, and Wi-Fi (Hussein, 2021). Additionally, this study found that one of the ways for integrating Project-Based learning is to support school personnel and students in obtaining digital skills that enable them to successfully engage in a Project-Based learning conditions.

Another approach involves development a functional database of employees and learners to develop the functioning of virtual communities on the internet. Consequently, that there was no discernible difference in the mean scores between respondents who identified as male and female with respect to improving the integration of project-based learning within the College of Education system is not unexpected.

Thus, these results align with the research achieved by Woenrdi et al (2022), who discovered that the process of planning plays a crucial role in coordinating the implementation of e-learning in educational institutions. This is primarily because planning enables the allocation of necessary funds for preparing educators on how to effectively utilize and integrate software mechanisms into traditional teaching methods. As highlighted by Almazroui (2022), planning ensures that a specific budget is set aside for this purpose. The findings also support the assertions made by Aksela (2019), who emphasized the significance of training in equipping instructors with the digital skills required to enhance instructional designs and create an engaging learning environment using technology. This includes utilizing illustrations to capture students' attention, incorporating interactive learning activities to promote understanding, and fostering a positive learning experience.

Additionally, the study revealed that effective planning is essential for the successful integration of Project-Based Learning (PBL) in the College of Education system. It ensures that the expertise of professionals in relevant areas of PBL is sought and taken into consideration. Furthermore, planning facilitates the development of a goal-oriented blueprint for integrating technology with traditional lecture methods, while also considering the technical efficiency in the procurement of standardized digital instructional resources.
These findings align with the study directed by Alraje (2021), who emphasized the importance of planning in integrating electronic and online learning technologies (particularly, Project-Based learning) with traditional face-to-face teaching techniques. The academics contended that efficient planning enables educational establishments to rearrange their goals and requirements., thereby establishing a foundation for long-term improvement strategies aimed at the sustainable integration of Project-Based learning into the College of Education system. Additionally, highlighted the benefits of planning and implementing Project-Based learning, as it not only facilitates on-the-go learning for university students but also helps them strike a balance between their academic and professional commitments. The limitation to this study on the other hand, challenges in implementing PBL include faculty resistance and readiness, curriculum design and assessment complexities, and time and resource constraints. It is essential to acknowledge and address the challenges in implementing Project Based Learning to maximize its benefits.

Conclusion and Implications

After examining the methods by which Project-Based learning can be incorporated into the conventional teaching approaches within the College of Education system, as well as the ways in which planning can facilitate the integration of instructional technologies, this investigation ultimately asserts that preparation plays a crucial role in augmenting the amalgamation of Project-Based education into traditional instruction procedures, thereby leading to improved learning outcomes for students.

Recommendations

Based on the results obtained, the subsequent suggestions were put forward:

1. The administrators of the College of Education should consider the benefits of Project-Based learning within the educational framework. They should prioritize preparing to facilitate seamless incorporation of this innovative culture approach with the conventional in-person instruction and learning methods. This integration will ultimately enhance students' learning experiences and academic accomplishments.
2. The managers of educational institutions should equip instructors with the necessary knowledge and skills to effectively utilize information and communication technologies (ICTs) equipment and facilities. They should also modify the application. strategies of the curriculum to ensure the successful integration of Project-Based learning into the College of Education system.

Suggestions for Future Research

The results indicated that Project Based Learning engage students in learning. Thus, the findings of this research approve the acceptability of all hypotheses. The results for all hypotheses were significant, indicating that there exists a favourable attitude among students and teachers toward employing the PBL approach in learning. Therefore, future work should consider establishing guidelines for teachers to incorporate the PBL approach in different areas of learning and learning processes. Future efforts should also reflect the opinions of teachers as well as other higher education stakeholders regarding the PBL approach for use in academic environments. It is recommended to explore constraints and facilitating actions in future work, given that different points of view from different regions and cultures of the world will undoubtedly improve the research. Future work may also provide more insights into how to deal with this issue in universities in different educational settings.

There are limitations to this research. However, these limitations were considered an opportunity for others to research further. The limited sampled participants who were selected from 2 Colleges of Education and depending on their busy teaching schedules to answer the questionnaire was a possible reason for limits. Another limitation is to note the accessing the samples institution or interviewing the participants was a challenge that limited the capability of the researchers access more data due to the role of gatekeeper in the context, however, it was an additional information for the findings.

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