

## CHAPTER SIX

### Mathematics Knowledge for Entrepreneurship Educational Practice

**Dr. Unodiaku, Stanislus Sochima**

Deputy Director (Academics),  
Entrepreneurship Development Centre (EDC),  
Enugu State University of Science and Technology (ESUT).

Phone Number: 07033059999

EMAIL: [unodiakustanley@gmail.com](mailto:unodiakustanley@gmail.com)

#### **Abstract**

The paper intended to appraise the inevitability of Mathematical knowledge/skills/competencies required for entrepreneurship educational practice. Acquisition of appropriate mathematical competencies or skills by prospective entrepreneurs during their period of schooling is an immeasurable asset for effective entrepreneurial practice and cannot be overemphasized. This is because Mathematics is widely used in all spheres of human endeavours, entrepreneurship practice inclusive. Entrepreneurship is a new concept in the recent time in business enterprise and success in its practice is highly dependent on how hands-on one is with Mathematical skills acquisition and manipulations. Graduates, therefore, need to be equipped with mathematical skills/competencies/knowledge so as to be able to apply mathematical skills in transaction of business profitably, recording, classifying, summarizing and analyzing business transactions, thereby reducing wastage of resources and encouraging business growth. However, some kinds of mathematics have been found to be more relevant for success in entrepreneurship practice than others. They include, but not limited to, Business Mathematics/commercial mathematics which include, elementary mathematics (such as fractions, decimals, percentages, elementary algebra, statistics and probability). Business management has been made more effective because of more advanced Mathematics such as calculus, matrix, algebra, linear programming and probability theory that were infused into its study. It was suggested in the paper that school's mathematics curricula contents should be an embodiment of those mathematical aspects that can make the students self-reliant, assist them to establish career in small, medium size business, make profit, self-independent and more crucially entrepreneurs after graduation. More so, it was suggested that Federal Government of Nigeria should reposition her mathematics curricula to enable graduates build solid foundation in Mathematics from their early childhood care, crèche or nursery up to their university education.

**Keywords:** Educational, Entrepreneurship, Mathematics, Knowledge, Practice

### **Introduction**

Mathematics is a core science which deals with numbers and their manipulations. Its practice involves computation, calculation, problem-solving and describing the shapes of objects. It is a science concerned primarily with creation of human mind, ideas, processing and power of reasoning. Mathematics has been highly rated among other subjects. Consequently, it has been described as ‘queen,’ ‘language’ of science and ‘servant to all disciplines.’ Lappan and Schram (1998) defined mathematics as a way of thinking about or organizing one’s experience. Unodiaku (2017) defined mathematics as a science of abstract reasoning and exactness which explains and predicts various aspects of physical universe. Mathematics is a powerful tool for instilling lifelong skills which can make an individual self-reliant (Abubakar, 2018), because it is filled with unending skills and confidence that working with mathematics concepts improve one’s daily practice which gives support and encouragement (Ogunkule, 2014).

There is virtually nothing man can do on earth or space without mathematics involvement in one way or the other. This is because mathematics has become part and parcel of our life and everyday activities. It has become an indispensable tool for the progress and development of the entire world today (Roohi, 2012). This is more reason competency in mathematics is prerequisite and not merely being knowledgeable on the subject. Competency in mathematics means being able to manipulate it and gainfully apply it and solve routine or day-to-day activities. Competency in mathematics unlock the doors to every productive future while lack of mathematics competence closes the door (Odiri, 2020). The need for mathematics can be as old as mankind.

The need for mathematics arose out of the man’s desire to count and keep record of number of domestic animals, farming activities and products, festivity periods, days, weeks, months, and seasons of the year. Till date mathematics has remained the foundation of science, technology, engineering and Mathematics Education have become very important at this stage of national development (Mamma and Isa, 2018). Obviously, science remains the springboard for national development while Mathematics remains the foundation key to the success of science. There is no doubt that every society requires the knowledge of mathematics as an essential component of every human resources. It may be stated that where there is no mathematics, there is no science and where there is no

science there is no technology and that the absence of technology means lack of national development.

One of the goals of Nigerian education is the acquisition of appropriate skills and the development of mental, physical and social abilities as equipment for the individual to live in and contribute to the development of the society (FRN, 2013). To acquire the skill what is needed is a subject that will help students achieve the required skills; one of such subjects is Mathematics (Emeji, Izuegbunam and Obi, 2018). Ale and Lawal (2010) stated that the line of demarcation between the developed and the underdeveloped nations is based on their level of mathematical attainment and initiatives. Therefore, the gap between the developed and the underdeveloped nations can be bridged through mathematics education of the citizenry. Many of the top jobs such as business consultants, computer consultants, airline pilots, company directors and host of others require a solid understanding and application of basic mathematics and in some cases require a quite detailed knowledge of mathematics (Efioma, 2017). It may be probably because of these observations that mathematics is occupying central position in the school curriculum which emanated from its vital roles in scientific, technological development, poverty reduction, self-reliance, ICT supported, economic growth among others and as such is the basis for developing entrepreneurial skills.

According to Amarjeet (2016), mathematics has attained the great distinction of involvement with every subject of science, management, commerce and economics. The study of mathematics is also important in the teaching of entrepreneurship, marketing and salesmanship (Odiri, 2021). The central position of mathematics in the national curriculum can be observed in the objectives of mathematics education of the Junior secondary, senior secondary and tertiary levels.

Objectives of Mathematics at the Junior Secondary level, Post Basic Education and career development of secondary and Tertiary as the Basis for Entrepreneurship Skills Acquisition and Practice are to:

1. provide the child with diverse basic knowledge and skills for entrepreneur's development, wealth generation and educational advancement.
2. provide opportunities for the child to develop manipulative skills that will enable the child function effectively in society within the limits of the child's capability

3. inculcate values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour.
4. develop patriotic young people equipped to contribute to social development and in the performance of their responsibilities; and
5. inspire national consciousness – and harmonious co-existence, irrespective of differences in endowment, religion, ethnic and socio-economic background.

Moreso, in NPE (FRN, 2013), the objectives of post basic education and career development (PBED) are to:-.

1. provide entrepreneurial, technical and vocational job specific skills for self-reliance, agricultural, industrial, commercial and economic development;
2. provide holders of the Basic Education Certificate and Junior Arabic and Islamic Studies Certificate with opportunity for education of a higher level, irrespective of gender, social status, religion or ethnic background;
3. offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles;
4. provide trained manpower in the applied science, technology and commerce at sub-professional grades;
5. develop and promote Nigerian languages, art and culture in the context of world's cultural heritage;
6. inspire students with a desire for self-improvement and achievement of excellence;
7. foster patriotism with a desire for self-improvement and achievement of excellence;
8. raise morally upright and well-adjusted individuals who think independently and rationally respect the views and feelings of others and appreciate the dignity of labour.

**The Goals of Tertiary Education as stipulated in NPE (2013) include:**

1. Providing high quality career counselling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of works;
2. Promoting and encouraging scholarship, entrepreneurship and community service;
3. Contributing to national development through high level of manpower training;
4. Providing accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerian;
5. Reducing skill shortages through the production of skilled manpower relevant to the needs of the labour market;

6. Forge and cementing national unity; and
7. Promoting national and international understanding and interaction.

Obviously, emphasis on entrepreneurship skills in acquisition which guarantee life-long learning and self-reliance cut across the three tiers of the education system (basic level, senior secondary and tertiary). The NPE objectives are aimed at calling for the training of educated men and women who can function effectively in the society or environment where they live in. Such training is in the field of entrepreneurship that can enable them to be dependent on what they can do by themselves, not depending on seeking for white collar jobs or government employment (which is not forthcoming). The above objectives clearly indicated that the inevitable tool needed for entrepreneurial skill acquisition is mathematics. The emphasis on developing in the child manipulative skills at the lower basic level is to equip the child with entrepreneurial skills at post basic and career development level as well as at tertiary level of education with ultimate intention to make the child self-reliant, self-employed, and employer of labour. According to Odumoso (2010), federal government of Nigeria and many other developing nations are faced with unemployment due to lack of implementation of entrepreneurship education program for their school curriculum.

Nevertheless, successful implementation of entrepreneurship education program that can produce entrepreneurs who will be self-reliant depends of how they were equipped with functional mathematics education. There is need for the nation to have functional mathematics education that will serve as a tool for entrepreneurship for the students to acquire skills so that when they graduate, they can be self-employed (Odiri, 2021). At this juncture, it is pertinent to ask, who is an entrepreneur?

### **The Concept of an Entrepreneur**

An entrepreneur is a person who is willing to have ability to acquire educational skills that can enable him/her to explore and exploit investment opportunities, establish and manage a successful business venture. Ideally, an entrepreneur is a person who organizes, manages and takes the risk of a business establishment or business enterprise. Entrepreneur is often a risk taker, self-starter or initiator of a business and one who think creatively. Invariably, the most important subject for creative thinking is Mathematics. An entrepreneur may not be the person who initiated or created a new business venture or services, but he/she may be the one who has the vision of how that idea and result and be turned into reality profitably for everyone.

According to Satiider Pal Kaur (2017), Mathematical knowledge is an important tool in everyday living and in almost all activities whether social, economic and political that need mathematical knowledge to function properly. Mathematics Education for functional use is the most constructive way of achieving entrepreneurship skills and employment generation, because it is the key for scientific and social development of every nation (Efiom, 2017). Therefore, a person who formally acquire sound Mathematics education can gainfully apply it in building his/her entrepreneurship skills and practice. There are various ways of building entrepreneurial skills and practices that are essential for business success, but the most effectiveness according to Gigame (2017) include the following:

1. Ability of the entrepreneur to take a path different from the path others are or have been towing.
2. Ability to take courage and start a business outlet without fear of failure.
3. Ability to join colleagues in their businesses
4. Ability to delay any form of gratification
5. Ability to take responsibility to lead others or on a new business course.
6. Ability to practice common skills
7. Ability to learn from a mentor
8. Ability to work in sales
9. Ability to manage with his own finance/capital
10. Ability to engage other entrepreneurs into his/her business
11. Ability to assist other entrepreneurs to succeed in their businesses
12. Ability to keep on learning on the business
13. Resilience
14. Ability to be focused in his/her line of businesses
15. Ability to maintain long-term investment
16. Ability to find and manage people who come in business contact with him/her
17. Ability to make sales
18. Ability to learn and change as situation demands
19. Ability to evaluate him/herself or have self-reflection
20. Ability to have self-reliance or confidence in him/herself.

Based on these aforementioned ways an entrepreneur can build his/her skills and put them into practice, an entrepreneur can be looked at from the perspective of a process that is dynamic with regards to vision, job opportunities, wealth creation which needs the

effectiveness of energy input and creativity skills that must yield desired results. Based on this knowledge of who an entrepreneur is and the most effective ways he/she can build his/her entrepreneurial skills and put the acquired skills into practice, it becomes pertinent to ask, what is entrepreneurship and what is entrepreneurship education?

### **Concept of Entrepreneurship**

Entrepreneurship has been traditionally conceptualized to mean the process of designing, launching and running a new business such as start-up company, offering a product process or services (Gigane, 2017). Moreso, Bloomberg (2010) sees entrepreneurship as the activity of the entrepreneur involving three main parts, namely: - generating business ideas which involves formation and formulation of goals, organization of cases which include effective ways by enforcing such goals, and enforcement of such cases which could involve generating the choice of activities. Entrepreneurship is the ability to explore and exploit business opportunities, mobilize resources and engage in business venture for self-reliance (Nwagwu, 2007). Idu (2018) defined entrepreneurship as the art or science of being an entrepreneur or one who undertakes innovations, finance and business acumen in an effort to transform innovations into economic goals. It may involve the creation of better or more effective products, services, processes, technologies or ideas that are accepted by markets, governments and society (Satiinder 2017). Ideally, entrepreneurship is an act of applying Mathematical and probability principles and ideas acquired formally or informally into business to arrive at a correct decision and earn huge business success. Contributing significantly to economic growth, entrepreneurship generates numerous job perspectives. The insight or knowledge of who an entrepreneur is and what entrepreneurship and entrepreneurship education skills are, necessitate asking what entrepreneurship education is conceptualized to be.

### **Entrepreneurship Education**

In view of the contextual framework of education, entrepreneurship education is conceptualized to refer to the transfer of necessary business knowledge/skills and attitude to the learner by the teacher/instructor through formal education. For instance, Chukwuma (2008) defined Entrepreneurship Education as an educational process that induces basic attitude and skill essential for responding to one's environment which empowers the beneficiary with the necessary skills to be successful employer instead of an employee. Entrepreneurship education is that aspect of education which equips an individual with

mindset to undertake the risk of venturing into something new by applying the knowledge and skills acquired in School (Oviawe, 2010). In the recent past, entrepreneurship education is one of the fastest growing and spreading courses across tertiary institutions in Nigeria.

This incorporation of entrepreneurship education into school curriculum becomes necessary in view of the present unemployment that has ravaged Nigeria citizens, especially the youths so as to sensitize, develop and empower them through formal education. This is contrary to the past Nigerian curriculum that was oriented towards producing graduates that are seekers of non-existing or scarce white-collar jobs. To make students aware of the possible benefits of being an entrepreneur, a basic entrepreneurship programme should be incorporated in the regular curriculum as a mandatory subject (Malborough, 2019). Probably because of this notion that Nigeria is re-positioning her curriculum to stimulate economic growth through a deliberate agenda of producing entrepreneurial graduates (Efiom, 2017). This initiative will not only boost the interest and hope of students to go into personal business on graduation but as well help them to embrace any upcoming opportunities to be successful practicing entrepreneurs. Basic entrepreneurship education programmes will serve as a path-breaker and trend setter providing quite a beneficial initiative for future generations. According to Marlborough (2019), entrepreneurship education teaches students crucial life skills such as: how to collaborate and work with a team; how to speak in public and prepare an effective presentation; how to collect and analyze data; how to use social media as an advocacy tool; how to solve real, complex problems that don't have a definite answer; how to use curiosity and creativity to find an innovative approach to difficult problems. In that case students can learn to understand the product development cycle, come up with their own unique business proposals and be able to deliver multiple pitch presentation. In view of the need for producing entrepreneurial graduates, objectives/goals of entrepreneurship education have been set.

### **Objectives/Goals of Entrepreneurship Education**

Basically, entrepreneurship education was geared towards achieving certain objectives/goals. These objectives/goals according to Mamman & Isa (2018) are to:-

1. provide graduates with training and support capable of assisting them to establish career in small as well as medium size businesses.



2. provide meaningful education for the youths which is capable of making them to be self-reliant and in turn encourage them to make profit and self-independent.
3. provide graduates that will be equipped with training in risk management, thereby making uncertainty to become possible and easy.
4. provide graduates with adequate training that will make them creative and innovative in identifying new business opportunities.
5. equip small and medium sized companies with the opportunity to employ qualified graduates equipped with training and tutoring in the skills relevant to the management of the companies.
6. produce graduates that will obtain training in skills capable of making them meet the manpower needs of the society.
7. stimulate economic and industrial growth of rural and less developed areas.

Focusing on these aforementioned, objectives/goals of entrepreneurship education, it is worthwhile to discuss the Mathematical skills or competencies or knowledge that entrepreneurs should possess in order to achieve the noble objectives in practice.

### **Mathematical Skills/Competencies needed to Achieve the Objectives/Goals of Entrepreneurship Education and Practice**

Mathematics is taught as compulsory subject starting from early childhood education through basic to senior secondary school level. In the tertiary level, the mathematics content is taught to students based on nature of the students' disciplines, such that for instance more mathematics course/contents are covered by students in physical sciences than their counterpart in social sciences. It is within expectation therefore, that insofar entrepreneurship education and practice differ from those of physical sciences and social sciences, Mathematical skills/knowledge/competencies required of an entrepreneur will differ too. Ideally, Mathematics aspect that will be most appropriate to enhance entrepreneurship education and practice is "Business Mathematics," sometimes called commercial mathematics" which is taught from secondary school level to tertiary level.

According to Keating (1973), Business mathematics is applied by commercial enterprises to record and manage business activities. Mathematics typically used in commercial enterprises includes elementary mathematics, such as fractions, decimals, percentages, elementary algebra, statistics and probability (Keating, 1973). Business Management can be made more effective in some cases by use of more advanced mathematics such as calculus, matrix algebra and linear programming (Keating, 1973) are

taught at higher institutions. Obviously, business mathematics is the only aspect of mathematics that matter in business, if success must be recorded in business. For instance, at the end of every session or a business period, one can look at the figures – revenues, profits, dividends and margins. To arrive at an appropriate figure at the end of the business period, one need mathematics involvement in the process.

This will facilitate a practicing entrepreneur correct decision-making in entrepreneurship practice. This is observed in the present-day global business practices. Ideally, making mistakes in not something most entrepreneurs can afford to make, because of the high level of competition prevalent in today's business world. New entrants into the same business will do everything possible to exploit every silly decision made by already practicing entrepreneur. To overcome that, an entrepreneur must make evidence-based choices to avoid losses. He can then make use of random testing, probabilities and simple calculus to make optimal choices. An entrepreneur can stimulate different decisions before testing, or use data to make optimal decision that will strike balance between or among competing forces. In business, an entrepreneur is left with more than three choices. The most popular choice is the average returns which is a rational risk management technique. The other plans are maximum and minimum risk-return.

You cannot apply or use those options if you do not have enhanced mathematics skills. Giving mathematics precedence in entrepreneurship practice ensures that all decisions are superior while neglecting mathematics can expose your business/firm to decisional thinking which can result to bankrupt practices and failure. Therefore, for prospective entrepreneurs to be trained adequately (as demanded by the objectives of entrepreneurship education) in schools, they should be equipped with knowledge/competencies inherent in business mathematics so that they can overcome management risk, thereby helping them to make uncertainty to become possible and easy.

It may not be necessary to require prospective entrepreneurs to study trigonometric functions, because it would be time-consuming and useless to most business students, except perhaps economics majors. Economics majors who plan to continue economics in postgraduate school are strongly encouraged to take regular calculus, linear algebra and other advanced mathematics courses instead of business calculus (Satiinder, 2017). Ideally, mathematical knowledge/competencies needed to provide meaningful entrepreneurship education and practice for the youths do not cut across all mathematics courses or branches. This may be the reason Brechner (2006) remarked that other subjects

typically covered in business mathematics curriculum include; Matrix algebra, linear programming and probability theory.

Uka (2015) noted that some important skills such as computational skill, problem solving skill, innovative skill, analytical skill, decision making skill and creativity skill acquired in mathematics are essential ingredients for success in entrepreneurship activities. This observation is in support of the objectives stated in NPE (2013) which stated that goal of entrepreneurship education is to provide graduates with adequate training that will make them to be creative and innovative in identifying new business opportunities. This is obvious, since entrepreneur require these mathematical skills in order to be able to calculate profit and loss, prepare balance sheets, make cash plans, complete sales forecasts, prepare expense budgets, do ratio analysis, breakeven analysis, quality control and sales which are basic mathematics knowledge/skills needed by entrepreneurs to be creative and innovative in identifying new business opportunities and practice.

Business organizations are using mathematics in the field of accounting (like financial accounting, cost accounting, corporate accounting, management accounting) inventory management, sales forecasting, marketing, financial analysis (Karatzas & Shreer, 2008). Obviously, an entrepreneur who is equipped with mathematical training and tutoring in skills relevant to the field of accounting, can manage small and medium sized companies successful.

Therefore, to achieve the objectives of the entrepreneurship education requires equipping graduates with mathematical skills so as to be able to buy and sell goods and earn profit, apply mathematics in recording, classifying, summarizing and analyzing the business transactions, thereby reducing wastage of resources and manage small and medium sized companies. Obviously, mathematics is capable of making it possible for many individuals to obtain training in skills capable of making them meet the manpower needs of the society. Based on that they can solve their business problems successfully through careful calculation, thereby building self-confidence and encourage persistence efforts in carrying out entrepreneurship practice. A graduate who is equipped with mathematical training can manage business risk, have self-confidence, can make uncertainty to become possible and easy, all of which are inbuilt in mathematics.

Mathematics, if well taught can encourage self-reliance and enable individual to learn to solve his personal problems which can translate to solving problems on

entrepreneurship activities thereby enhancing entrepreneurship skills (Nwagwu, 2007). In other words, if mathematics is well taught and gainfully learnt by an entrepreneur, he can be self-reliant and in turn be encouraged to make profit and be self-independent.

Abraham (2007) listed out four phases that mathematics education must cover to be able to develop entrepreneurship skills in students. The phases of mathematics according to Abraham (2007) are:

1. Mathematics as computation, formal reasoning and problem solving;
2. Mathematics as a way of knowing;
3. Mathematics as a creative medium
4. Application of mathematics

Application of mathematics (practically) for instance, include checking accounts, price discounts, payroll calculations, simple and compound interest, consumer and business credit. Emphasis on these aspects is a computational skill and their practical application with practical application dominating. Mathematics can provide powerful support for business decisions (Kenneth, 1971). Actually, if mathematics education cover these four phases, students will be adequately equipped with computational, formal reasoning, problem solving and creativity skills, all of which are ingredients or competencies needed for successful entrepreneurship practice (who may be business consultant or director).

Moreso, the idea of teaching an entrepreneur mathematics, may trigger one to ask why do business consultants and directors need to know mathematics. People who ask such question failed to understand that business is all about selling a product or unit and at the same time recording the scales in the business unit accounts and quite often involve very huge sums of money. Business consultant more crucially need the knowledge of mathematics to be able to estimate the effect of changing numbers in the accounts when trying to work out his expected performance for next year.

Business consultants and directors who also are entrepreneurs rely heavily on using percentages. In that case, they need to be quick at knowing mental arithmetic, approximation and in working out percentages. The more percentages discount you offer to a customer when you sell a product to him/her, the less profit your business unit make, which leads to low income. So it does pay to know your mathematics.

### Conclusion

There is no doubt that the knowledge or acquisition of basic mathematical skills/competences/knowledge is a pivot on which entrepreneurship education hinges; and the rock on which entrepreneurship education can stand and yield fruitful results. It is obvious that mathematics is a prerequisite for functional entrepreneurship education and practice; and acquisition of mathematics skills/knowledge/competencies is inevitable for an entrepreneur to be self-reliant, self-sufficient, self-actualization and problem solver. The objectives of entrepreneurship education can be achieved through the articulation of the objectives/goals of mathematics education into the main stream of entrepreneurship practice. In other words, failure to build in the objectives of mathematics education into the objectives of entrepreneurship education curriculum, graduates on leaving school cannot engage themselves profitably in entrepreneurship practice.

### Suggestions

Based on the issues raised on this paper concerning Mathematical knowledge for entrepreneurship educational practice, the following suggestions were made: -

1. Solid foundation in mathematics should be inculcated into children from their Early Childhood Care, Development and Education (ECCDE) through teaching them the rudiments of numbers; letters; shapes; etc. from the age 0-4 years in a crèche or nursery.
2. Mathematics contents necessary for entrepreneurship educational practice should be selected, organized hierarchical from crèche to nursery to university level. The need for selection is because mathematics needed for entrepreneurship education and practice do not cut across all mathematics aspects or. Branches.
3. Mathematics contents to be entrenched in the curriculum should be capable of making the pupils functional in their various areas of their capabilities (as autonomous entrepreneurs) at the completion of their 9 years BEC programme.
4. Curriculum designers should ensure that only those Mathematical aspects that can make the students self-reliant, assist them to establish career in small, medium size business, make profit as well as be self-independent should be selected, and entrenched in the curricular.
5. Nigeria should re-position her curriculum with ultimate agenda of producing entrepreneurial graduates who have acquired competencies and skills in mathematics before graduation.

6. Entrepreneurship Education should be made a compulsory course of study in the university curriculum as well as a field of study with adequate mathematics contents capable of assisting the graduates to cope with career in small and medium size business upon graduation.
7. Workshops, seminars, in-service training on mathematics for entrepreneurs, should be organized by government agencies especially corporate affairs commission and ensure that only entrepreneurs that have acquired comprehensive mathematics training will be given certificate of business operation. Based on their mathematical competencies the amount of risk and losses arising from poor auditing, accounting, marketing strategies, manipulations, forecasting, etc. can be averted leading to profit-making venture and business growth.

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## CHAPTER SEVEN

### Educational Technology and Classroom Management Enchantment

**Ahmed Bappah**

School of Education

Department of Educational Foundations

**Email:bappahahmed720@gmail.com**

#### **Abstract**

The impact of educational technology on improving classroom management in educational institutions was investigated in this paper. The importance and varieties of educational technology in teaching and learning in educational institutions were examined, as well as the notion of educational technology. Teaching management, managing teaching content, discipline management, training for behavioural changes based on the concepts of creating learning individuals and school and cohesion management, improving students' health, teamwork ability, and engagement in school to assist them in achieving their potential were also discussed. The conclusion was reached, demonstrating that the usage of educational technology in the classroom improves learning.

**Keywords;** Classroom Management, Educational Technology, teaching and learning, Technology

#### **Introduction**

These days, technology appears to be everywhere. The usage of information technology has been prevalent in most people's lives as computers have become more common. It's difficult to imagine a world without technology devices, whether they're handheld video games, personal digital assistants, cell phones, or any variety of computers. This is particularly true among the younger generations. probably arrived at a moment in academia when both students and teachers expect to use technology (Christensen, 2009). As students have become more tech-savvy, classrooms across the country have become "wired," and textbook publishers now provide a variety of digital teaching supplements, the trend toward technology enhanced classes has accelerated rapidly in recent years. According to Abrami (2006), technology has the capacity to change the learning environment from passive to active and more subject to the learner's control. Technology,

according to Roblyer (2013), may allow the student to be more actively involved in his or her own learning. While technology may improve the classroom and better engage today's students, most people do not feel it can replace the requirement for an organized, content-driven, theory-based learning process. Technology-based tools must be used in conjunction with adequate pedagogy to be effective (Laurillard, 2012).

Despite the notion that technology in the classroom is often beneficial, this may not always be the case. According to Burbules and Callister (2010), technology can be used effectively or ineffectively, and its efficacy is determined by how it is employed, by whom, and for what purpose. In their classes, instructors use various levels of technology. Some professors, for example, use PowerPoint slides or similar technology extensively or moderately during a course, while others use technology just seldom or never. There could be a variety of reasons why teachers decide to use technology in the classroom. For others, it may aid in the creation of more ordered and focused lectures. Others argue that using technology in the classroom assists pupils by engaging them more in the classroom and allowing them to listen more intently without having to record every word said. Because writing on whiteboards or blackboards limits instructors' capacity to connect with students, some professors may opt for technology.

Other teachers may employ technology as a time saver because it is widely available today, thanks to publishers wanting to persuade professors to use their textbooks. Although the motivations for using technology may vary, the underlying expectation is that it will improve the course, engage the students, and allow them to learn more. There may also be an underlying wish on the part of the faculty member for better teaching evaluations.

### **Management concept in the classroom**

Teachers' efforts to supervise classroom activities such as learning, social interaction, and student behavior are referred to as classroom management (Ritter & Hancock, 2007). One of the most important roles of instructors is to build and maintain a learning-friendly, helpful, happy, and orderly classroom atmosphere. They must have the essential Classroom Management skills to complete such a difficult undertaking. However, information from studies on prospective teachers' beliefs about classroom management is needed to increase efforts to improve professional preparation while working, as well as to build and implement effective teacher training programs (Caner & Tertemiz, 2015). Classroom management is defined as teachers' capacity to work together to manage time, space, resources, and students' responsibilities and behaviours in order to

create a learning environment (Edwards & Watts, 2010). Effective Classroom Management, according to Osakwe (2014), begins with mutual respect and the formation of interpersonal relationships, which are critical to boosting student accomplishment and teacher self-efficacy (defined as a personal judgment of how well one can execute courses of action required to deal with prospective situations). According to Cosier (2015), teachers should engage with one another via text messaging on a regular basis to make changes, communicate about student behaviour, share student work, and monitor student progress versus goals.

As a result, three indicators were used to assess the effectiveness of Classroom Management in the current study: (1) controlling teaching content; (2) discipline management: training for behavioural adjustments based on the concepts of building learning persons and schools; and (3) cohesion management: enhancing students' health, teamwork ability, and engagement in school to help them reach their full potential (Wu, 2015). Teachers reported classroom management issues with students, teachers, schools, classes, curriculum, courses, and parents (Akn, Yldrm, & Goodwin, 2016). Furthermore, according to Freiberg, Huzinec, and Borders (2008), using person-centered classroom management has a considerable favorable impact on student accomplishment.

### **Educational Technology as a Concept**

Educational technology, according to Roblyer (2013), is a combination of processes and tools used to address educational needs and problems, with a focus on using the most up-to-date tools such as computers and other electronic technologies, and instructional technology is a subset of educational technology that deals directly with teaching and learning applications (as opposed to educational administrative applications) Computers, mp4 players, robotics, computers, distance learning devices, and the Internet are all examples of educational technology. Smaldino (2005) defined an educational system that consists of a set of interrelated components that work together, efficiently and reliably, within a particular framework to provide learning activities necessary to achieve a learning goal as an educational system that consists of a set of interrelated components that work together, efficiently and reliably, within a particular framework to provide learning activities necessary to accomplish a learning goal.

### **Types of Educational Technology**

Teachers can improve the effectiveness and efficiency of their lessons by using a variety of educational technology, depending on their goals and objectives. Technical and non-technical tools are divided into two groups by Sarçoban (2006). Teacher uses the term

'technicals' to describe projected visual and audio-visual materials, as well as non-projected audio materials, and 'non-technicals' to describe pictures, flashcards, charts, puzzles, and other non-technicals. These two categories include real items and people, projection materials, audio, audio-visual, printed, and display materials, computers, the Internet, dioramas, teleconferencing, and distance learning.

Osakwe (2014) distinguishes between tangible high-tech hardware like computers and instructional media like overhead transparencies and videotapes, as well as other tools like methodologies, approaches, and activities used in designing, implementing, and assessing effective learning experiences. Picciano (2006) takes an alternative approach, categorizing technological uses as administrative or instructive. Administration technologies serve an area's or school's administrative tasks, whereas instructional technologies support teaching and learning activities that are primarily used by teachers, students, and school-related personnel like librarians.

### **Importance of Educational Technology in today's classroom**

As technology becomes more pervasive in all parts of life, according to Norton and Wiburg (2013), integrating technology into school curricula is no longer a luxury; it is a necessity for survival in a future driven and supported by technology. Reforms and the incorporation of technology into education have resulted in the rise of novel teaching methods. However, when developing new programs, technology has been overlooked, and as a result, technology integration has been restricted, if not non-existent. Those today have different demands and goals than students in previous generations. If their real-world experiences with technology are overlooked at school, they may come to believe that instruction is irrelevant. (Norton & Wiburg, 2013). According to Jonassen (2008), if this disparity is not recognized, students' perceptions of, values for, and use of technology, which is a critical component of today's instruction, will be ignored, and students will be exposed to inappropriate, uninteresting, and even meaningless learning experiences.

Furthermore, when students are given training in a variety of formats, they have a better chance of succeeding. Can our children receive the 21st-century education they need if technology is not used in the classroom? New technologies have become a vital part of children's lives. While still confined among old tools, many examples of new technology such as blogs, mobile phones, mp4 players, digital cameras, and social networking sites influence children and teenagers outside of school as much as they influence adult lifestyles (Holleis, 2010).

In many schools, incorporating technology into instruction has become a primary goal when developing instructional programs (Picciano, 2006). However, in order to generate new types of learning experiences, technology must be skilfully incorporated (Cennamo, 2010).

When integrated technology into instruction, it makes them an intrinsic part of the teaching and learning process. The verb 'integrate' implies to mix two or more elements to form a whole (Cennamo, 2010).

As a result, technology integration must be tuned in a variety of ways, including the resources used, teacher and student duties, and the nature of instructional activities (Cennamo, 2010). Consideration of educational technology integration alone is insufficient to achieve successful instruction because new learning environments necessitate changes in the role of the teacher in the classroom, particularly in the sense that technology has created increasingly interactive learning environments, making technology-assisted instruction more student-centered, collaborative, active, and problem-based. Teachers and textbooks are no longer the only sources of knowledge in the classroom, thanks to the usage of educational technology. Teachers have evolved into facilitators who can better utilize technology if they have a deeper grasp of how students learn. As a result, one must be able to select the most appropriate technical tools for their students.

The majority of researchers appear to agree on the need of integrating educational technology, but few practitioners appear to know where to start. Changes in classroom organization, instructional delivery, teacher-student relationships, lesson design, and evaluation are required for true integration (Johnson, 2010). Discussion and identification of an overall learning philosophy are necessary for determining the function of technology in instruction. Teachers and administrators have established their own teaching and learning methodologies based on their own studies and experiences.

When adopting instructional technology, however, a philosophical framework should also be considered. Because technology is merely a tool for instruction, it cannot improve learning and thinking on its own. The main problem is integrating technology appropriately throughout the curriculum for effective utilization (Stewart, 2010). Because technology has become a preferred method of communicating, getting information, and learning about the world, it is critical to incorporate it into an educational vision or plan that aims to aid individuals in their understanding of the world. Although teachers frequently use existing simple, durable, flexible, and responsive curricula in their

classrooms, they must remember that while incorporating technology into education is simple, it is more important to redesign the learning environment and the relationship between students and teachers, as well as reshape the curriculum.

In order to build effective learning environments through the effective use of educational technology, several conditions must be met, as outlined in National Educational Technology Standards for Students:

1. A vision with the education system's support and proactive leadership
2. Educators experienced in the use of technology for learning
3. Content standards and curricular materials
4. Learning strategies that are centered on the student
5. Evaluation of the effectiveness of technology in the classroom
6. Use of modern technology, software, and telecommunications networks
7. Technical aid, for example, in maintaining and exploiting technology resources.

Within curricular areas, students can use word processing, spreadsheets, electronic encyclopedias, the Internet, and other technologies to improve learning (Picciano, 2006).

Educational technology can also be used to give teaching possibilities that are tailored to students' backgrounds and learning pace. Students can use computers or multimedia to help them learn certain knowledge and skills while working on certain projects. The major purpose of integrated technologies is to give students with subject-matter knowledge. Whereas in the past, technical instruments were merely a way of communicating messages and learning was mostly accomplished through teachers, technology has now evolved into an enabling tool for teaching in an effective educational setting. Furthermore, modern technology, mostly communications tools and computers, has given rise to a new notion, new literacies, which states that in order to be an educated person in today's technological period, one must possess particular technological abilities (Hefzallah, 2014).

When technology is employed as an engager and facilitator of thought rather than just a means of delivery, it can help students learn more effectively. As a result, both teachers and students are expected to engage in continuous learning, which demands consideration of numerous aspects of instruction, including curriculum, pedagogy, assessment, technology, and learning culture. The rate of technological advancements that can be used in the classroom to enhance and support learning has increased, and these

advancements create chances for both students and teachers to actively participate (Cennamo, 2010).

Unfortunately, despite the fact that modern technology, in particular, has the ability to transform teaching and learning methods, many classrooms today do not accept this innovative approach.

In addition to students' own usage of technology, teachers can use large-screen monitors, computers, films, and other multimedia applications to boost student learning by incorporating technology into classroom presentations and other instructional activities (Picciano, 2006). Simply integrating technology, even the most cutting-edge, into the classroom is insufficient for lesson design. Instead, it's critical to connect students' needs and the curriculum's focus with technology. The effective use of technology in education has two components: curriculum redesign and teacher training (Hefzallah, 2014). Practitioners must recognize that in order for technology to be used as a tool, the curriculum must be organized around concept-based education and ready for technological integration. Even more than a shortage of equipment, outmoded curriculum and a lack of understanding of how technology might be integrated into instruction can be barriers to technology integration (Okeke, 2014).

The appropriate use of technology in education can enhance and encourage learning when teachers introduce it carefully tying it to learning objectives, according to research, but teachers are the key to its effectiveness. Students must learn with technologies rather than from them for meaningful learning to occur, as technology use causes students to think and reason in causal, analogical, expressive, experiential, and problem-solving ways. As a result, the way technology is viewed in classrooms should shift from technology as a teacher to technology as a learning partner (Jonassen, 2013).

Teachers must know how to choose and use technological tools to help pupils gain a better understanding. As a result, they must be able to recognize diverse technologies, that is, they must understand what technical instruments offer for learning and how they may be put to good use in practice. Second, they require a practical portfolio of technologies, or a collection of learning technologies that can interest students and be used in teaching, in an environment where such technologies are stable, reliable, and well-supported (McCrorry, 2016). Not more technical literacy, but understanding of curriculum-based technologies that operate well in the teaching and learning process is critical information for teachers (McCrorry, 2016). To put it another way, instructors must learn to

translate technology potentials into answers to pedagogical challenges that are both local and deeply embedded in their respective contexts.

Even though teachers have a broad understanding of educational technology, they must apply it in such a way that specific technologies can be employed in their classrooms (McCrorry, 2016), because technology's strength comes solely in its applications. Teachers with these abilities are well-equipped to decide when to utilize technology and when not to.

### **Importance of Educational Technology in Education**

Educational technologies, according to McKenzie (2015), were created to make real-world applications easier for humans, and they may also bring those real-world applications into the classroom for students. Chalkboard was one of the first technologies employed, followed by overhead projectors, both of which allowed teachers to convey topics to the entire class by writing on reusable surfaces. Egbert (2007) highlights a widespread misconception concerning the benefits of educational technology. The integration of educational technology serves only one purpose: to help teachers make a difference in their students' lives by making instruction more useful, meaningful, enjoyable, and interesting as they discover new and innovative ways to do what they already do more efficiently, effectively, and interestingly.

The following are the primary reasons for using instructional technology in the classroom:

1. To more effectively meet existing requirements
2. To meet learning objectives that cannot be reached in any other way
3. For adaptive approaches to knowledge and skill acquisition.

According to Holleis (2010), innovative technology can improve the learning environment, and education can be more focused on pupils with less effort from teachers. New technologies, in particular, such as multimedia programs, allow for more interaction between students and learning materials (Hefzallah, 2014). Another benefit of these learning technologies is that teachers can create interactive learning environments to promote educational equality, as these environments are flexible and resource-rich, and provide engaging and appropriate learning experiences for all students, whether they are fast or slow learners (Okeke, 2014). In other words, instructional technologies can provide



all students equal opportunities to learn according to their needs, paces, abilities, and learning styles (Hefzallah, 2014).

Technology facilitates collaborative, active, constructive, deliberate, reflective, conversational, and conceptualization learning, the revolution produced by the emergence of digital technologies in education has allowed education to evolve further. To provide efficient learning, technological tools are also used. Software like word processors, search engines, and slide presentation tools, for example, can be utilized to make academic subject matter more appealing and effective. In addition, technology integration encourages meaningful learning in ways that traditional educational instruments could not (Cennamo, 2010). As new technologies support interaction, dynamic displays, multiple and linked representations, interactive models and simulations, networked communication, hyperlinked text, multimedia, and the storage and retrieval of multiple categorized information, students become more active in their learning and expand their personal understanding. They also create learning environments that are adaptable, interactive, interdisciplinary, and up-to-date, all of which are necessary for optimal learning (Okeke, 2014).

The primary focus should be on how technology may be used to improve critical thinking, problem solving, communication, teamwork, and global literacy skills (Stewart, 2010). Additionally, when students learn to take responsibility for their own learning, teachers must raise their expectations. Both teachers and students can benefit from using technology to obtain and discover new information, cooperate and learn from others, alter, organize, and evaluate data, and create products. Kent (2008) summed up the advantages of technology in education from four different angles:

Students: targeted and brief; interactive and engaging; relevant and reproducible; rapid reviews; immediate feedback

Lesson efficiency; reduced prep time; rapid evaluation and feedback; information and creativity; global collaboration; improved communication; assessment and organization. Teachers:

Constant feedback, communication, a visible curriculum, and at-home learning are all important to parents.

Increased efficiency, connectedness, and transparency in the school community; engaging and dynamic community.

Educational technology is used to change learning and teaching processes in a variety of ways, all of which are significant. Technology in the classroom promotes cooperative learning, facilitates peer teaching, and allows for enhanced learner diversity, motivation, and performance, as well as good attitudes toward learning (Ivers, 2009). Educators and teachers can assess and restructure their educational methods using technological tools and the chances they give. Teachers can prepare their classrooms more rapidly with technology, making it an important tool for classroom management. Furthermore, research shows that using technology to prepare lessons can benefit instructors in a variety of ways. Published materials, such as textbooks and teacher resource books, are also supplemented by educational technology. Even when resources are limited, the flexibility that technology affords instructors guarantees that they have several opportunities to integrate new materials (Cennamo, 2010).

In short, educational technologies are the primary means through which teachers may construct collaborative social environments for learning in previously unimaginable ways. Teachers benefit from using technology in the classroom because they can complete more complex tasks, spend more time on assignments, and have greater student enthusiasm, motivation, and confidence in their learning. They can also access information from all over the world, have higher self-esteem, and have lower dropout rates.

In terms of professional productivity, technology helps instructors and administrators with tasks like record-keeping (student attendance, grades, library loans, and so on), budgeting, communication and collaboration among educators, research, and planning, as well as classroom instruction. It also allows teachers to share their successes and challenges with colleagues both inside and outside of the school (Cennamo, 2010). Thus, for teachers, the two most significant benefits of technology integration are that it aids them in both instructional and administrative activities and simplifies classroom management (Ivers, 2009).

### **Conclusion**

The employment of educational technology in teaching and learning has a significant impact on students' lives, according to this paper. Edutech, as it is commonly known, improves classroom management because it requires students' undivided attention and equally motivates them to study. Teachers are the key to the efficiency of educational

technology in the classroom since it may enhance and promote learning. Students must learn with technologies rather than from them for meaningful learning to occur, as technology use causes students to think and reason in causal, analogical, expressive, experiential, and problem-solving ways. As a result, the way technology is viewed in classrooms should shift from technology as a teacher to technology as a learning partner.

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**Gender Violence as Physio–Psyco–Sexual–Maladjustment among Human Beings in Nigeria**

**Owojaiye Sunday Oni, *PhD, FIPMD, AMA***

Department of Physical and Health Education

Faculty of Education

University of Jos

Plateau State, Nigeria.

&

**Adewole Rufus Sunday**

Department of Physical and Health Education

Faculty of Education

University of Jos

Plateau State, Nigeria.

**Introduction**

At pre-colonial, colonial and immediately post-colonial era in Nigeria, sex (sex in a native sense is sexual intercourse) was regarded as a sacred thing and it was respected and was almost like small god even though a husband marries many wives. Culturally, no wife dares jealous, abuse or fight another wife. If any one dared the rule, she is punished by a heavy fine or driven away from the husband's house to her parents. No one dare mention sex, nor sexual affairs. Sexual acts were for adult. Children detested and were feared not to talk about it. Even young adults were restricted in affairs of sex and sexual act (intercourse) and sexuality (male or female). Male gender and female gender respected their roles and it was attached with cultural attitudes. All the variables attached to the cultural attitudinal characteristics were believed to be sacred and no one dare cross their lines of action. Really, the female gender possesses the most delicate and respected dignity. Female molestation was rare, in fact a man who molested girls, lady, women in the past (1821 – 1985) in the native communities were labelled “Weaklings”. So, the masculinity of the man, was viewed very high. No man dares bring down himself to nothing by beating, slapping or wiping the feminine major in the woman. (Owojaiye 1994).

Furthermore, at this period 1821 – 1985AD, fathers were the role model of the sons; while mothers were the role models of the daughters. Parents of this period were

disciplined to respect human life; care of neighbourhood, discipline of the children was commonial, imploring of the children was for the whole community; the cultural community people care for people's feeding, clothing, shelter, moral attributes and behavioural patterns. Community at this period detected misdemeanor quickly, strangers were identified promptly. Females were not married out without thorough research of the characteristics of the groom's hereditary traits of the family. Wife bitters in this period 1821 – 1985AD travel outside the community for marriage. It was as if the elderly parents knew science of marriage than contemporary period.

### **Statement of the Problem**

Contemporary man and woman {trained and ethical boy and girl} do not have enough patience to trail the parental lessons on marital affairs. It is even worst with marriage as under aged boys and girls become husbands and wives. Men (husbands) do not study their women (wives) well enough before marriage. Marriage cultural attitudes are not adhered to very strictly. Marriage poisons significantly affects husbands and wives. Men and women in Nigeria do not understand the meaning of sex, sexual ability, sexual problems, sexual psychology, influence of heredity, cultural attitudinal characteristics of husbands and wives.

### **Purpose and Significance of Submission**

With the rise in gender violence; sexual assault, rape, in Nigeria communities, this lesson is compiled to awaken the interest and focus of men and women, boys and girls to their role as either masculine or feminine. Also, that proper decision should be taken before consummating marriage as in the conception of proper physiology of sex, psychology of sex and sexual maladjustment.

### **Anthropologically and Sexual–Maladjustment among Human Beings**

Sex is the biological aspect of an individual determined by chrosomal inheritance and expressed through primary (e.g. reproductive organs and hormones) and secondary (e.g. musculature, body hair, leg, body built) sexual characteristics. While gender refers to the social expression of a person is identified as it relates to their social role and behavior. Gender is generally self-defined. Societal and cultural norms may influence gender choice. To Anthropologist, examination of the skeleton is what is used to determine sex, individual discrete pattern of morphological is used between males and females and this also is formed sexual dimorphism. (Umar 2018)

### **Sex and Sexuality**

In layman's perception, the word sex connotes the distinction in the category of human creation. This sex is either male or female. Male has masculine characteristics; while female has feminine characteristics. From creation, healthy men have penis; while healthy women have vagina and other reproductive organs. The masculinity of a man endowed him with beards, thick muscles at the right places of the arms and legs and also physical strength while the feminine major of a women endowed her with succulent body, sweet voice, slender and lovely skin, develops breast and has succulent buttocks (bottom). These features endeared her to a man.

Sexuality contains the intrinsic features and or characteristics of male and female (man or woman or girl, wife, husband). These traits are in the mode of dressing, care for the hair (plaiting for women and low cut for men). These mode of plaiting the hair and low cut for male and female were prevalent during the 1821 – 1985AD. Contemporary hairstyles can significantly confuse gender depiction as male dress like female and vice – versa. Furthermore, the mode of talking, nuances, eating, walking, gossiping, playing, joking, laughing, crying, mourning, happiness, sadness and care. Women are endowed with caring ability than men. Women possess subtle, gentle, loving and sympathetic heart at most times than men. For strict and jealous husbands, a wife is thoroughly trained to evade extra marital affairs to the extent that husbands can be made to go crazy; even if nothing has happened amorously like sexual affairs. Furthermore, aggressive, jealous and down to earth trailer of his wife could be lured to the concubine's house unaware. Women (wives) are so trained.

### **Physiology of Sex**

Male human that is healthy has a penis and scrotum (with 2 testis), while a female possess vagina. Deeper down, reproductive apparatus like ovaries and womb. The testis is to produce sperm; while the ovaries produce eggs. A matured ovum or sperm contains 23 chromosomes, that is 22 autosomes and 1 chromosome. Each human cell ordinarily has 46 chromosomes i.e. 44 autosome and 2 sex chromosomes. These chromosomes carry genes that carry hereditary traits which makes human being features, behavior and personality different. Some people are tall, some are shorter, and some have tall and straight hair, curly hair, long nose, flat nose, bold eyes and indeed big or small head. The behavioural epic are so dynamic that groups of people act differently from others. Even from one family to another, behavior uniqueness exists. So, two families in marriage have to study themselves



to denote a common ground to harness the disparities. How do different people meet to agree on common goal?

**The Concept of Chromosomes**

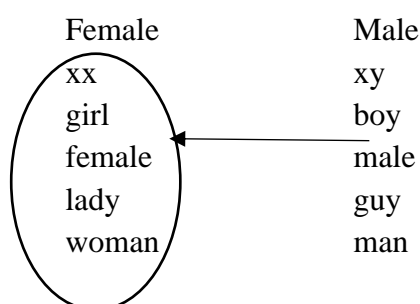
Chromosomes are rod – shaped bodies carrying the genes arranged in pairs in the cell. In order words, chromosomes are microscopic particles found in the cell nuclear and they carry the hereditary units that are to be transmitted from the parent to their offspring (Mackenzie, 2016). Genes are the individual determined heredity constitution that is referred to as chromosome that is chromosomes are composed of genes. Gynecologist Seklar (2018) said that genes are constituents of chromosomes which are carrier of heredity. Your child look like you because he or she is carrying your genes,

**Deoxyribonucleic Acid (DNA)**

The DNA molecules are the microscopic strands that are found in the chromosomes. They provide the chemical basis of the inheritance of characteristics. The DNA is used to clear the argument of paternity of children in the hospital. Whereas some women become pregnant by another man different from her husband, the DNA is used to denote the truth.

**Conception: The Biological Antecedent of Man**

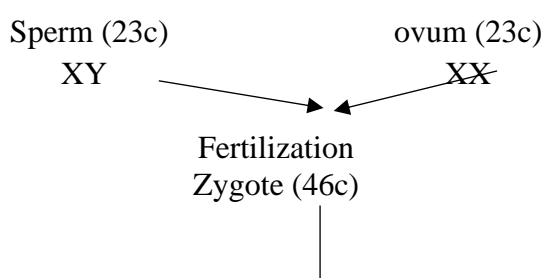
Each body cell consist of 46 chromosomes (23 pairs) homogenous in females (xx) and 23 pairs non – homogenous in males (xy). Women have x and x chromosomes only; while men have x and y chromosomes; as follows:



**Figure 1:** Egg and Sperm structure

In Figure 1, egg represents the cell carrying female fluid that will be ballooned into baby if the sperm from the male mixes with the egg cell. During conception, the father

donates 23 chromosomes from his sperm and the mother donates 23 chromosomes from her ovum. The sperm and ovum then unite to form the fertilized cell called the Zygote. This formation occurs in the female uterus, there begins the climax of the wonderful process of human's development. The pair of 23 chromosomes thus formed duplicate in each cell of the number of cell. The zygote results in the embryo, however, this embryo becomes noticeable around 8 weeks of the formation then it develops into fetus that possess some of the human characteristics.



**Figure 2:** Schematic representation of the process involved in pre – natal development

In Figure 2 female ovaries contain only X chromosomes combination, so the female chromosomes pair is XX. The male sperm consists XY chromosomes pair. During conception process, if the father donates Y to the X chromosomes donates X chromosomes to the pair for which the mother automatically donate an X, then a female child is sure to be born. Fathers (men) who challenged and blamed their wives for producing female children have no basis for quarrelling. What father gives to wife, she multiplies and gives it back to the father. It is very unfair and unjust for the father (man) to starve, punish, and torture the wife for the sin she didn't commit. The issue of all males and all female children is the work and blessing of the father. A wife does not to have any hand choosing male or female children. She can only pray to God for her choice. Again, in Africa, especially in Nigeria where the male child is desired to take up the continuity of the family lineage, some women deviate and have sexual intercourse with other men.

Further to these discussions on parenthood, the cultural attitudinal characteristics of the wife (see figure three below) has to be adhered to strictly despite the insults, torture, abuses, deprivation of food and social benefits in the family. It becomes imperative that Nigerian men should get it properly right. Sex linked inheritance refers to the genes which accounts for the abnormality that we see around, such as colour blindness, hemophilia,

albinism carrying the same chromosomes that determine the sex either male or female of a child. The Y chromosome is usually regarded as a defective chromosome because its functions in heredity appear as though it carries only the effective genes. The X chromosomes may carry either dominant or recessive genes. When X chromosomes carrying sex linked anomalies combines with a Y chromosomes, the anomalies is shown in the offspring; your son or your daughter.

In the same vein, if a healthy X chromosome in the sperm unite with a disease carrying X chromosome in the ovum, then the determinant healthy chromosome will nullify the disease effect of the unhealthy one in the new born baby. So the new born baby will not show the trait. But the child may be a carrier of the disease. So anomaly carrying male X chromosomes plus anomaly carrying female X chromosomes give rise to a child that will show sex linked anomaly. That is why there are cases of colour blindness and baldness in female. When the male genital fails to develop normally leading to sex ambiguity, hemophilia could become noticeable. This kind of hemophilia is the Klinefeller and Turner syndrome. This Klinefellers syndrome is evident when the testicle refuse to produce excess chromosomes whereby individuals possesses a total of 47 chromosomes instead of the normal 46 i.e. one of the pair will be XXC. Turner's syndrome is a situation whereby female child does not develop secondary sexual characteristics at the time when puberty changes are expected. This means that the female lacks one X chromosome to make up the requirements to be a normal female.

So, men: that it has been since creation. Though the influence of technology–fertilizer drugs, radiation, and ultra sound had significantly acted the naturalty of sex, sexuality and the physiology of human being. The naturalty of the subject of union between a man and woman had been talked about thus far. In Nigeria, marriage is attempted purposely for child bearing. Some men would have preferred to stay single to enjoy the freedom of being single. The reason for such singularity in existence of men and women are;- for men, some are vagina samples; they enjoy jumping from one woman to another woman. This enables them to experience the opposite sex psychology as in the depth, size, succulence, odour, screaming, talking, wringing, twisting, raising of legs, buttocks, touching of man's ear, leaking of man's ear, kissing for saliva taste and teeth teasing of man. What about the nature of women, some women's nature: inducer of quarreling.

In the same vein, the same women preferred to be single for the fact that they detest being controlled by a man. Some take delight in sampling the size of the penis of men, the length of penis, the thickness of penis, the smell of men’s armpit, hair, alcoholic breath of men and the masculinity of men while having sexual intercourse. For some women, one penis cannot satisfy them in a day. It is even more so far the nymphomaniacs who require one to ten (1 – 10) men per day. Some women love make – ups and are incomplete without make – ups. Some women are (1) possessed of very powerful spirit that repel men’s presence (2) talkative (3) gossipers (4) scorners, as in disrespectful (5) proud (6) fighters as in easily angered (7) bed wetters. All these frailties and more prevent men and women to wish to be single. But the cultural standard of the Nigerians society has no significantly support a singularity of human male and female. So men and women marry with these abnormalities in characteristics and attitudinal inappropriateness. But characteristics of cultural attributes has to be adhered to strictly. Apart from these, the problems in men, some men’s nature: inducer of quarreling (Osiki, 1995)

Furthermore, the populace is plagued by several sexual abnormalities that are inimical to successful marriage. The wife may be unaware of the husband’s sexual problem of priapism for instance until she is scorned, abuse and relegated as non – woman or non – wife. Priapism is a male disease where the victim suffers the act of exposing his genital organ the penis, at the sight of a beautiful lady; he starts fondling his penis to the extent that he releases sperm at orgasm. Immediately the sperm is released, he moves his penis inside his trousers and walk away. However, in the process of fondling his penis, if the lady becomes aware of the intention of the man and she immediately lift up her dress and opens wide her vagina, the priapist runs away. Apart from this priapism, several sexual psycho – physio – social maladjustment exist in tables 1 & 3: sexual object and choice of sexual aim as follows: propagated by Nwachukwu (1994).

**Table 1:** An overview of sexual objects and choice of sexual aim in human

Labeling	Concept	Observable within the environment	Attracted by the law	The intrinsic and extrinsic possible physiological effect
Deviation in choice of sexual object				

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Masturbation	Sexual gratification through self-stimulation	No	No	No? Effects unknown
Homosexual	Sexual relation between members of the same sex	No	Law varies	Yes? Can be infected with HIV
Pedophilia	Sexual activities imposed on a child by an adult	Relatively rare	Yes	Yes, often has no child
Incest	Sexual relations between close family members (blood relations)	Very rare	Yes	Yes, also harmful if it involves an adult and a child
Bestiality	Sexual contact with animals	Relatively rare	No	Yes? Debasing
Fetishism	Using an object (fetish) as a primary source of sexual arousal and gratification	Relatively rare	No	No?
Transvertism	Sexual stimulations by smelling clothes of opposite sex	Relatively rare	Legal when making public nuisance of self	No?
Trans – sexuality	Conscious compelling desire to think, feel and act like the opposite sex or to change one's sex	Common	Legal when making public nuisance of self	No?
Deviation in choice of sexual aim				

Voyeurism	Secret observation of individuals undress of having intimate intercourse	Relatively rare	No	Yes
Exhibitionism	Exposing genital to other	Common sex offence	Yes	Yes
Sadism	Sexual gratification through inflicting pain and humiliation on oneself or partner	Relatively rare	No	Yes

Source: Adapted from Nwachukwu A.T. (1994), *A handbook of Abnormal psychology and Health Education*

Apart from the maladjustment, some men fall into hands of prostitutes that are in very several types in the environment that are ready to serve your husband if your wives are very slow at allowing your husbands to have sexual intercourse with them. Wives that are not beautiful may even experience their husbands indulge in Voyeurism within the environment. Incest is rampant within Nigeria communities contemporarily. In the same vein, Pedophilias abounds that take delight in having sexual intercourse with little girls. The voyeurists, these wives into denying their husbands into visitation to prostitute’s brothels. These prostitutes do not have time for romance, foreplay nor inducement. They act on excitement phase alone. The characteristics discussed are as follows;

**Table 2: Autonomous sexual response in human beings.**

S/N	Phase of responses	Characteristic	
		Male	Female
1.	The excitement phase	Erection of the penis increase in size, protrude from the body through a. Sexual stimulation b. Erotic thoughts	Moistening of the vagina with lubricating fluid within 10-30 seconds of sexual stimulation Through a. Direct genital stimulation b. The breast

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		c. Small penis may double d. Contraction of muscles	c. Inner thigh d. Stroking of ear/hairs e. Erotic thoughts f. Stroking the clitoris
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**Table 3:** Categorization of prostitution

S/N	Prostitution type	Description	Intrinsic motivation	Extrinsic motivation	Remark: frequency
1.	In-house 1	Non-working/low salary earner wives having sex with men to obtain financial or influence assistance to assist their husband	Motivated to strive to be motherly	Husband and children low financially status of women	Very common
2.	In-house 2	Girls used to siphon money from sugar daddies	Motivated by wish to pay school fees, buy books, clothes and feed poor parents	To belong to the contemporary society	Very common
3.	In-office 3	Females getting promoted assigned to high position wooing their bosses in the office	Motivate by the zeal to increase the financial gains	Proof of gender power	Common
4.	In-business 1	Female used to attract customers, promoting the sales	Motivated by the financial gain	Getting influences being popular	Very common
5.	In-business 2	Males sexed through the anus	Motivated by the zeal	Laziness induced act	Rare

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		for money making	to increase the financial gains		
6.	Commercial sex working indoor	Females renting a room in the hotel or brothel, selling her vagina, breast, romance for specified amount for specified amount of money	Motivated by the urge to earn money to pay children's schools fees and school materials	Driven by necessities of child nurturing	Very common
7.	Commercial sex out-door	Females been picked to a man's house and used as mistress been sexed and perform caring services	Motivated by the urge to earn money to pay children's schools fees and school materials	Driven by necessities child nurturing	Very common could result to marriage or death
8.	Commercial sex working	Females roaming amusement parks been picked up and sexed under the flowers trees, kiosks and on seats.	Motivated by the urge to earn money to pay children's school materials	Driven by necessities of child nurturing	Common risky

Source: Adapted from prostitution in Nigeria/information Nigeria [www.Information.com/tag/prostitution-in-nigeria](http://www.Information.com/tag/prostitution-in-nigeria)

So, then having studies all these calamities in humans, some men and women detest tying themselves to a marriage; when family life is not adequately learn. It must be advised here however, that the demands of the family must be taught at pre – primary school to



tertiary institutions. This has become imperative judging from the frequency of wife battering, wife torture, wife dehumanizing, raping and killing. Therefore, the following discussions focuses on (i) concept of the family (ii) characteristics of a family (iii) types of family 1 (v) types of family 2.

### **Concept of the family**

The family refers to a group of people who are united by the ties of marriages, blood or adoption constituting a single household interacting with each other in their respective positions as sons and daughters, brothers and sisters, husbands and wives, fathers and mothers.

### **Characteristics of a Family**

Before a couple can be referred to as a family, there are four conditions which they must satisfy. These conditions are referred to as the characteristics of the family and they are as follows;

1. They must be joined together in wedlock or marriage which could be traditional, faith – based or court based.
2. There must be a mating or sexual relationship
3. There must be an economic, social and cultural system uniting the members together
4. There must be a common home or habilitation home bounding them together.

### **Functions of The Family**

The functions of the family includes among others;

1. Sexual satisfaction
2. Procreation
3. Economic survival
4. Child rearing
5. Education function
6. Legal function
7. Protective function

8. Recreational function
9. Religious function

### **Type 1 of The Family**

Family can be the following type;

1. Monogamy – one man, one wife.
2. Polygamy – one man marrying more than one wife. This type was rampant within Nigeria around 1821 – 1985AD. And it was very successful, hardly was there wife battering, raping, murdering or women ritual killing, care of the children was a collective effort supervised by the eldest wife.
3. Polyandry – one female marrying several husbands. This is not common in Nigeria, but this exists in Solomon Island in United States of America. In Solomon Island, 10 men can marry a woman and she has sex with the 10 men in arranged turns. But if she gets old, she marries one of these men or another man outside the group (Davenport 2006, Masters & Johnson 2006)
4. Group marriage – many males marry many females. This is a way of vagina sampling liberty. And penis sampling too. This is almost synonymous to wife swamping.

### **Type 2 of The Family**

This type two of the family are;

- a. Nuclear family – Husband and wife and their children
- b. Extended family – Either a nuclear (monogamous) family or polygamous family extend extended to include (i) parents (ii) uncles (iii) nieces, cousins (iv) husbands relations and wife relations
- c. Single parent's families – This type of families are widows or widowers with either husbands or wife's relatives.

- d. Married adults without children – This is not common in Nigeria due to cultural abuse, scorn, distaste and perceive curses, or very dangerous disease infliction. It must be taught thoroughly before engaging in family. The cumbersome characteristics of family makes it very terrifying.

Furthermore, certain responsibility of the father and mother or husband and wife have several functions regarding family health that must be dealt with in the family and wife should be master of all. Both caring for children and also caring for the husband! (1) personal and family hygiene, body hygiene, care of teeth, bathing (steps and rules) care of mouth and teeth, care of feet and prevention from infections, clothing; the need for clothing, care of clothing, hair, eyes, finger nails and ear. All these variables are organized and put into tables as it has been discovered that wives attitude to family health constitute the basic for violence in the family. Sokoya (1999) posited that some men due to their care for the children pick quarrels with their wives for dirtiness of their children as a result of non – challant attitude to bathing children, washing children’s cloth, delay in cooking and feeding children. (2) Some wives are very dirty, some do not bath properly, do not dress properly, do not brush their teeth on time, and do not compose themselves, sits anyhow, and talks anyhow, do not sweep the surrounding on time, until the husbands give order. Really, family health especially hygiene takes precedence. How is the family health accomplished?

**Table 4:** Personal hygiene and family health

Health is a crown upon a well man’s head as seen by a sick man			
s/n	Hygiene types	Hygiene principles	Description of hygiene variables
1	Personal hygiene	Avoid vulnerability to disease	Apply rules and practices designed to maintain health and minimize risks of infection
2	Communal hygiene	Shim clearance	Clear debris, waste materials, used articles for cooking, washing. Drain waste water in the

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			gutters. Avoid passing excreta anyhow clear bushes, cover open holes to prevent snakes, wild ante, scorpions. Remove waste stones, broken bottles.
3	Body hygiene	Care of the skin	<p><u>Care of skin</u>: The skin is taken care of by bathing or washing of the body regularly with clean H<sub>2</sub>O to remove sweat and oily secretions that had stayed on the body for a long time:</p> <ol style="list-style-type: none"> <li>5. Wear suitable clothes</li> <li>6. Use good pomade</li> <li>7. Protect the body against injuries</li> <li>8. Bath regularly with soap that is not corrosive</li> <li>9. Eat suitable and quality food</li> </ol>
4	Body hygiene	Bathing care	<p><u>Bathing</u>: Washing of the body</p> <ol style="list-style-type: none"> <li>10. Decide which the most convenient time for bathing is and keep it regularly.</li> <li>11. Warm water and soap are best for cleaning the skin and removing the dirt and bacteria spores</li> <li>12. Cold shower after a warm bath makes the body strong and improves the circulation of blood</li> <li>13. Bathing immediately after food interferes with the digestive system. So avoid this.</li> <li>14. When the body is not with sweat, cold baths should not be taken because of chill or diarrhea</li> </ol>
5	Body hygiene	Mouth and teeth care	<p><u>Mouth and teeth</u>: Keeping the mouth and teeth clean because food particles that can cause decaying of the teeth and at times there are offensive about coming out of the mouth.</p> <ol style="list-style-type: none"> <li>15. Teeth should be brushed daily and even after eating a meal and mouth rinsed out.</li> <li>16. Clean water with a little salt dissolved in it should be used to rinse the mouth</li> <li>17. Use soft tooth brush in an up – and – down motion cross wise to remove food particles.</li> </ol>

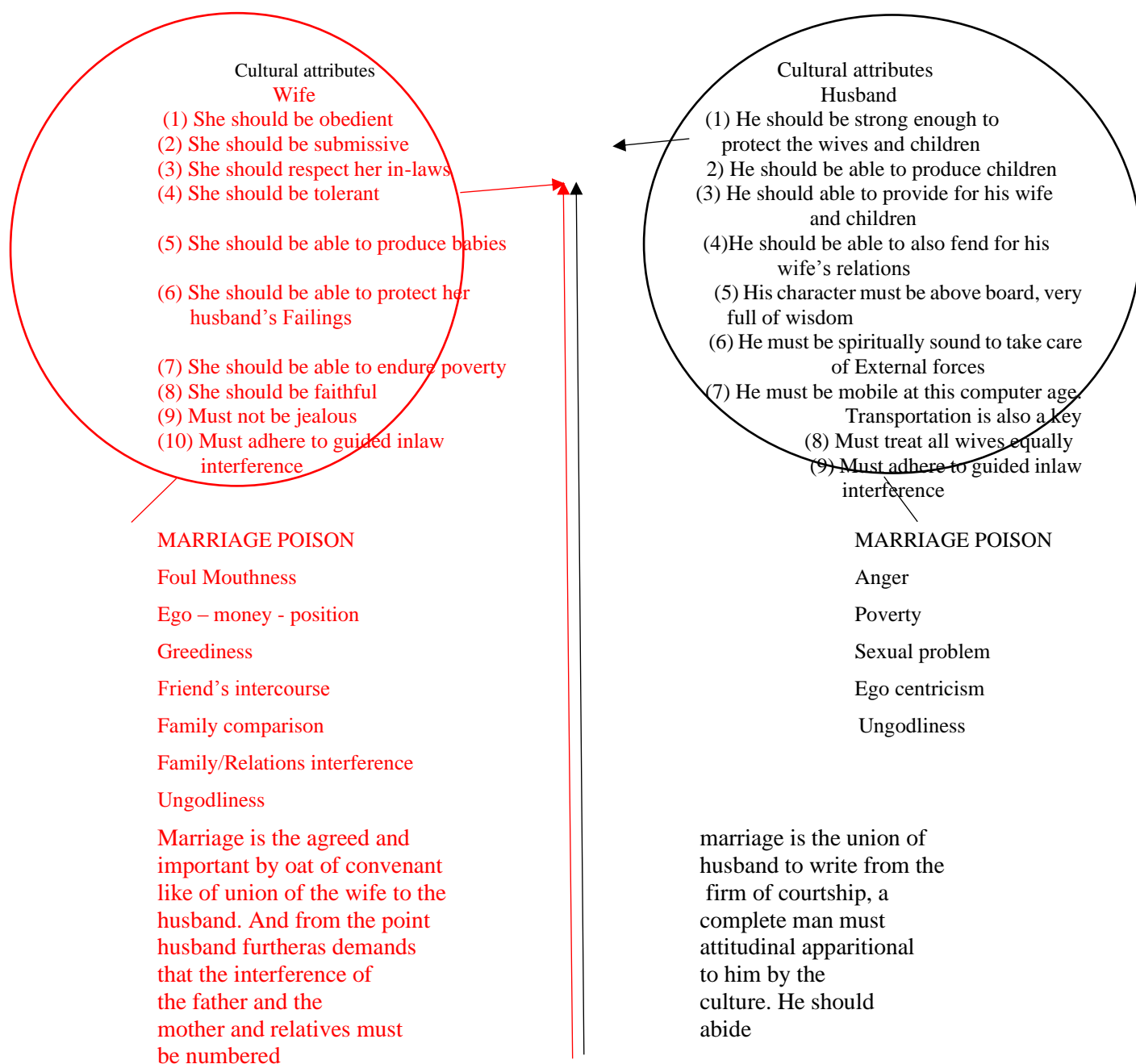
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			18. Prevent your teeth from decay as it could introduce poison to the food you chew.
6	Body hygiene	Feet care	<p><u>Feet:</u> Care of feet and prevention from infection</p> <p>19. Feet should be washed frequently with soap and dusting with boracic powder</p> <p>20. Shoe should be worn to avoid contact with diseases.</p> <p>21. Socks should be worn to avoid absorb sweat</p> <p>22. Socks or stocking worn should be washed daily</p> <p>23. All shoes should be cleaned both inside and outside by rubbing with a cloth soaked in a dilute solution of disinfectant which kills fungus spores</p>
7	Clothing hygiene	The need for clothing	<p>Clothing is required for covering a person's body that is dressing for aesthetic (beauty) purpose; to cover the body as to make one look beautiful and attractive. Also to enhance morale and self-confidence to fulfil the aesthetic;</p> <p>i. This depends on the types of materials e.g. cloth allows air and water to get out by convection</p> <p>ii. It depends on the choice of materials</p> <p>iii. And also sewing pattern</p> <p>iv. Plus fit and style</p>
8	Clothing hygiene	Care of clothing	<ul style="list-style-type: none"> <li>• Wash your dresses regularly when they are dirty</li> <li>• Wash with soap and if need be, put starch and blue</li> <li>• Expose your washed dresses into the sun to kill the germs, bacterial and fungal spores by drying</li> <li>• After drying, iron your clothes regularly and properly to make them look smooth and attractive as well as to help kill the remaining fungal spores</li> <li>• If torn, sew neatly with correct choice of thread</li> <li>• Avoid wearing a torn clothes which expresses horrible appearances</li> </ul>

			<ul style="list-style-type: none"> <li>• Dress corporately all the time to maintain your dignity, status and moral standard</li> </ul>
9	Hair hygiene	Care of hair	<ul style="list-style-type: none"> <li>• Comb your hair as regularly as possible</li> <li>• Wash your hair with shampoo or soap regularly</li> <li>• Plaiting should be done at regular intervals</li> <li>• Attachment remove hair from the root so avoid it</li> <li>• Boys to cut their hair very low for air penetration to the shed skin. Boys should not plait their hair</li> <li>• Girls to wash their hair and plait it</li> </ul>
10	Finger nails hygiene	Care of the finger nails	<ul style="list-style-type: none"> <li>• Cut down your finger nails regularly to avoid harboring dirty and germs</li> <li>• Wash your finger nails regularly</li> <li>• Don't allow it to grow</li> <li>• Nails fixing is unhygienic, so avoid it</li> <li>• Remove dirt under the nails regularly</li> </ul>
11	Ear hygiene	Care of the ears	<ul style="list-style-type: none"> <li>• Ear should be well kept and clean</li> <li>• Never allow dirt to accumulate inside the ear</li> <li>• Remove and clean the ear with soft cotton</li> <li>• Wash your ear regularly and daily</li> </ul>
12	Eyes hygiene	Care of the eyes	<ul style="list-style-type: none"> <li>• Wash your eyes daily with clean water</li> <li>• Protect your eyes from dust particles</li> <li>• Do not strain your eyes during reading</li> <li>• Do not wash with dangerous solution e.g. petrol, kerosene, gas, charcoal</li> <li>• Check your eyes situation from optician regularly; every 6 months interval</li> </ul>

**Source:** Adapted from Owojaiye, S.O & Omidiji, J.O. (2011). *Contemporary issues in Health Education for schools and colleges in Nigeria. Ilorin, Samadex prints: 78 - 83*

Table 4 presents hygiene for family health. Husbands and wives are required to adhere very strictly to all hygiene types, hygiene principles and follow the description of hygiene variables. As soon as husbands and wife marry. It indicates that the cultural attributes characteristics must be followed too.



**Figure 3:** Cultural attitudinal characteristics of husband and wife source

*Source: Adapted from Owojaiye, S.O & Omidiji, J.O. (2011). Contemporary issues in Health Education for schools and colleges in Nigeria. Ilorin, Samadex prints: 78 - 83*

In figure 3, the cultural attitudinal characteristics reveals that the woman has a chain on her neck as soon as she agrees to become man's wife. Being a woman is to become an adult. The girl must become a woman. At least age 21 years of age and a boy to become 21 years of age. At 21 years; psychologist believe that the brain is fully developed in both male and female humans. Further still, the organs of the body must have matured adequately. However, in the contemporary communities in Nigeria, age 10 girls could be married to age 15 years boy without the parents knowledge; with the turbulent characteristics of adolescents, where is the commitment and responsibility?

As stipulated above in cultural attitudes of husband 1, the husband should be strong enough to protect the wife and children. Therefore, he should be dominating, authoritative, intelligent and full of wisdom more than the wife. Therefore, the wife is rated like a child, and that's why it may be advisable that the husband is five to ten years or 15 years older than the wife. A husband that is 15 years older than the wife is qualified to be more experienced, patient, caring, understanding, pitiful and with a lot of tolerant. With the disparity in age, the cultural attitudes of wife with her feminine major nuances, antics, faking, stubbornness, and dribbler tactics will be moderated and adhered to. In many observed families where the husbands are like the senior brothers or own fathers, were hardly exists fighting or the dreaded wife battering, due to the husband's understandings. The olden day's husbands who were not quarrelling their wives as this contemporary period were experts at swallowing marriage poison of women. And they were stimulating the poisons due to cultural adherence. What are these poisons (figure 3 above refers), let us explain these poison in a table for proper perception. Most wife battering, killings, maiming, ridiculing, kicking out, slaughtering, humiliating results from money issues that leads to sexual intercourse denial from wives that results in forced sexual intercourse called rape!!!

### **Fending for the family: Red signs you should never ignore**

#### **1. partner dealing with financial troubles**

There are situations where the financial trouble is temporary setback. If he/she is transforming from one financial pitfall to another, the traits is okay. But if he is doing this constantly and expecting you to bail him out every time, you need to rethink things and consider making the right decision for yourself. In your



relationship, if that person is constantly asking you for a money, snaps the finger urgent 2k or 2T here and there, no matter how small”, you should be wary and you need to check things out yourself.

**2. Having too much money**

You say too much money is exactly what you seek in a relationship and your question is why an abundance of money would be an issue. The truth is wealth comes with its own set of wars and most often with its own form of vice, behavioral issues and financial carelessness. This may lead you to an unpredicted situation that money will not be able to solve. So if this is the case, you need to choose your portion, integrity and ethics, a popular story once said to watch how your partner treats a waiter at a restaurant and not how he treats you when he takes you to a restaurant.

**3. lack of money**

You should take into account the life stage of your partner compare to yours before you make that call to date or marry. If he/she is at the state of a career, such a partner may be short of money and may not be able to take on the financial responsibility of another person or if your partner is one that is just starting up a business and has invested all his savings and other sources of income into the business; you should be aware of this and know if this relationship is one that you are able to take on. Either you want to help out with your own income or you should know the timeline. Not forgetting that business has its own issues and when issues show up, your partner should be willing to get another source of income to beef up your current situation.

For those whose partner is still studying without any means of livelihood means income is any coming from one source. This could drain any relationship and as such each party should decide on what they need to do for the sake of their sanity and stability.

**4. partner being financially irresponsible**

Does he/she borrow money and forget to payback? Is your partner an impulse buyer? Buying expensive things on a whim without checking his/her account balance? Is your partner a consistent user of credit cards? Do not take these issues lightly because they can blow up in the future if care is not taken. Find a way to reason the problem now if you think issues are beyond repair. Don't try to

patch up things. Partners who are financially irresponsible have been known to be irresponsible in other things.

**5. partner always silent on many matters**

Silence on issues of money should serve as a warning of your partner is always evasive about many matters or routine financial matters whenever you try to initiate such a conversation, know that this issue may be deeper than it seems or your partner shies away from making financial plans for elections that concern both of you.

**6. partner's financial value different**

Does he/she live his/her life on loans while you, cannot even stand the thought of debt? Does he/she plan towards a purchase while you happen to be the spur – at – the – moment spender? Is he/she a risk – taking investor but you can't think beyond saving deposits? You need reconcile the differences while you are still dating or be ready for financial clashes later on.

**7. Partner Drowning in Debt**

Is your partner constantly getting calls from loan agents and has purchased several assets on loan? Both of you need to communicate clearly about breaking this habit and work on a concrete plan on how to pay off the current one. This is mostly a strong habit among people who have regular high paying jobs. They have an illusion that their monthly paycheck can pay off this loan regularly. So they tend to have from one pay – check to another pay – check, with no room to invest wisely in anything or have any disposable funds to save up.

**Summary**

Gender violence as physio – psycho – sexual maladjustment among human – beings in Nigeria was focused. Sex was discussed anthropologically and in the layman perception. Furthermore, sexuality was elucidated upon. For physio – anatomical explanations, terminologies like chromosomes, genes, Deoxyribonucleic Acid (DNA), conception: The antecedent of man was also dealt with. Further still, issues of male or female gender that is the bane of contextion within the family that usually create mis-understanding leading to fighting, defacing, divorce and even murder was explained. Also, the characteristics of men and women. Also, other phenomena that can induce mis-understanding within the family explained are as follows: (i) some women's nature: inducer of quarrelling;

(ii) some men's nature: inducer of quarreling (iii) an overview of sexual object and choice of sexual aim in human (iv) Autonomous sexual response of human beings; (v) categorization of prostitution (vi) family defined (vii) characteristics of a family (viii) functions of the family (ix) type 2 of the family (x) personal hygiene and family health (xi) cultural attributes of wife and husband (xii) read signs you should not ignore when fending for the family.

### **Conclusion**

Based on the discussions thus far, it could be concluded that;

- (i) the foreign culture of one husband one wife cannot work in Nigeria
- (ii) the cultural attributes eradicated in Nigeria society in the society in the olden days have been eradicated in Nigeria society is a problem within the marriage
- (iii) in – law – interference that were guided in the society in the olden days have been eradicated: this guided in – law – interference were further guided by elders within the community under the supervision of the Oba, Emir, Tor, Obi and high chiefs
- (iv) some women due to their role of bread winners in the family do not succumb to their husbands' control in the homes
- (v) these computer age, two masters are within the house controlling; but when friends put stings in the husband (like a horse) about his superiority; then quarrels ensue without boundary
- (vi) due to tradition debasement, the formal rituals and procedures for proper marriage had been abandoned
- (vii) couples marry at will these days; fathers and mothers are contracted for brides and grooms at this contemporary age
- (viii) the tradition of finding out the line age of would be husbands or would be wives had been abandoned
- (ix) husbands and wives marry lunatics these days unknowingly.

### **Recommendations**

Based on the conclusions, it could be recommended as follows;

1. Prospective brides and grooms must prevent attestation letters from the fathers and mothers signed in front of the head of the community.
2. Polygamous marriage must be resuscitated. Men by their nature are vagina samples
3. Certificate of mental health must be sought from a psychiatrist from a government recognized hospital before couples are joined in matrimony.

4. No marriage should be consummated unless a courtship of at least two years had been undertaken.
5. Unless a man or woman has a source of income, marriage should not be consummated.
6. Sound warnings should be drummed from the court restricting unwarranted in – law – interference in marriages in Nigeria.

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