



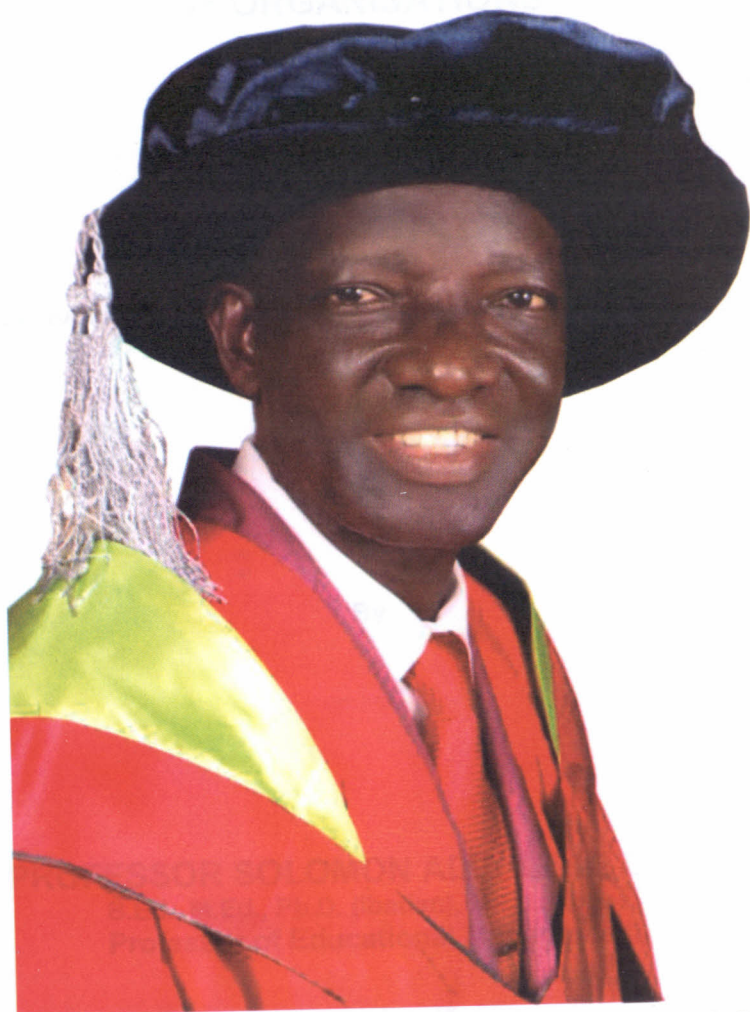
UNIVERSITY OF LAGOS, NIGERIA
Inaugural Lecture Series 2017

TOPIC:

**INFORMATION CONSCIOUSNESS:
LIFEWIRE OF ORGANISATIONS**

By

PROFESSOR SOLOMON ADEKUNLE BELLO



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B.Ed., M.Ed., Ph.D. (Ibadan), M.Sc. (Lagos)
Professor of Educational Management

INFORMATION CONSCIOUSNESS: LIFEWIRE OF ORGANISATIONS

This inaugural lecture is dedicated to The Wonderful Counsellor, Abimbola, Everlasting Father and the Prince of Peace, my parents, Mr. Adekunle Bello and Mrs. Jaso. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without the permission of the author.

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By

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DEDICATION

This inaugural lecture is dedicated to The Wonderful Counsellor, Almighty God, Everlasting Father and the Prince of Peace; my parents, the late Mr. Adepoju-Bello and Mrs. Awawu Adepoju-Bello; members of my immediate family; and the University of Ibadan – My alma mater.

The University Librarian
The Provost, College of Medicine,
Dean of Faculty of Education,
Deans of other Faculties,
Members of Senate,
Heads of Departments,
Directors,
Academic and Non-Academic Members of Staff,
Family Members, Church Members and Friends,
Distinguished Guests,
Gentlemen of the Press,
Distinguished Ladies and Gentlemen.

PREAMBLE

It is my pleasure to welcome you to my inaugural lecture. It is indeed a great honour to stand here today to deliver the 320th inaugural lecture of this University, the 30th in the Faculty of Education, the 5th in the Department of Educational Management and the first in Management Information System with special reference to Educational Management. Today's inaugural lecture is a special lecture because this is the first inaugural lecture to be delivered under the administration of our new Vice-Chancellor Professor Oluwatoyin Temitayo Ogundipe. In the mighty name of Jesus I pray for you; you will not fail. You are welcome sir.

I give God all the glory, honour and adoration for making this day a reality.

I will like to express my profound gratitude to the Vice-Chancellor and members of the management team for their kind approval and support for the presentation of this lecture. I

PROTOCOL

The Vice-Chancellor,
Deputy Vice-Chancellor (Academic & Research),
Deputy Vice-Chancellor (Management Services),
Deputy Vice-Chancellor (Development Services),
The Registrar,
The Bursar,
The University Librarian,
The Provost, College of Medicine,
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Deans of other Faculties,
Members of Senate,
Heads of Departments,
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also want to appreciate our immediate past Vice-Chancellor, Prof. Rahaman Adisa Bello for giving me the honour to be the first person to deliver Inaugural Lecture under the administration of our new Vice-Chancellor. Let me also congratulate you on the successful completion of your tenure as the 11th Vice-Chancellor of University of Lagos, University of First Choice and the Nation's Pride. The Lord will take you to the next level successfully. Thank you sir.

Mr. Vice-Chancellor Sir, please permit me to share an experience I had some time ago with the audience because of its relevance to my inaugural lecture. On the day of my interview for promotion from Senior Lecturership to Associate Professorship, our former Vice-Chancellor, Professor Adetokunbo Babatunde Sofoluwe of blessed memory was the Chairman; may his soul rest in perfect peace; when he wanted to ask me a question, first said, "Dr. Bello, adjust your seat, sit down comfortably and relax so that you can confidently answer my question". There was dead silence in the room in order to hear the Vice-Chancellor's question. Then he said: "Can you please tell this panel when you want to deliver your inaugural lecture?" I could not answer that question because I did not prepare for it as somebody just being considered for the position of Associate Professor. Today, to the glory of God, I am here by the special grace of God to deliver my inaugural lecture.

Mr. Vice-Chancellor Sir, the degeneration of a generation is the reason for the demolition of that generation. This is a new generation. A new era started in the University of Lagos on Wednesday 22nd February, 2017 when two new Deputy Vice-Chancellors were appointed in addition to the existing one. Professors B.E.A. Oghojafor and F.T. Ogunsola were appointed as Deputy Vice-Chancellor, Management Services and Deputy Vice-Chancellor, Development Services respectively. Professor Toyin Ogundipe (our new Vice-Chancellor) was the Deputy Vice-Chancellor (Academic and Research) making three Deputy Vice-Chancellors in all. This is generational growth initiative because according to the Bible

(Eccl. 4:12), a threefold cord is not quickly broken. "Aro meta ko gbodo da obe nu" (Yoruba literary translation). Therefore, there is hope for our generation that we shall do better because we are operating on a better platform.

Mr. Vice-Chancellor sir, my university education started in 1980, when I gained admission into Nigeria's Premier University, the University of Ibadan, to study Mathematics in the Faculty of Science. However, because Mathematics was neither my first choice nor my second choice, at the end of the first year, I applied for a change of course from Mathematics to Educational Management and Economics, instead of losing another academic year while trying to re-apply for admission.

I proceeded for my Masters Degree programme in the same Department in 1987. I wanted to write on Economics of Education for my project but Professor John Nwankwo, one of my lecturers strongly advised me to consider another area he later suggested Management Information System. Therefore, I started writing on Management Information System and continued in the same area for my Ph.D. programme in the same Department. Consequently, my research focus has always been on Management Information System with special reference to Educational Management. Today, I am here to deliver my inaugural lecture on "Information Consciousness: Life Wire of Organisations".

Introduction

Mr. Vice-Chancellor Sir, the first question I would like to answer is "why this topic"? "Information Consciousness: Life Wire of Organisations".

I am not in Computer Science
I am not in Information Technology
I am not even in Computer Education

I am an educational manager, however, Information and Communication Technology is applicable to every discipline. According to Nwankwo (1985), in an era of information

explosion, in an age when time has become a valuable and even a rare commodity and in the modern technological society in which accuracy with speed and precisions are assets, the uninformed, time-unconscious or imprecise manager is as good as dead. Today's organisations require managers who can get at, interpret and appropriately use information. To collect, analyse and use information speedily and appropriately, a good Management Information System (MIS) is imperative. These and more of such reasons are perhaps why modern management regards information consciousness as one of the most attributes of a good manager. These are also reasons why modern information scientists are devotedly preaching the gospel of computer literacy, information technology and communication exposure as necessary adjuncts of modern living.

Consequently, the ability and capacity for timely acquisition (capture), analysis, utilisation, communication, security (storage) and retrieval of relevant and accurate data have become some of the greatest attributes of the modern manager. This theme which runs through both my assigned role and my research interest in this University of Lagos explains the basis for choosing this topic for my inaugural lecture.

The subtopics for this lecture include the following:

1. Basic concepts of Management Information Systems (MIS).
2. Why (MIS) in Educational Management?
3. Communication in Schools.
4. Information Requirements for Management Decision.
5. My Contributions to Knowledge.
6. My Contributions to Human Resource Development.
7. My Contributions to Community Development.
8. Recommendations.
9. Conclusion.
10. Acknowledgement.

1. Basic Concepts of Management Information Systems (MIS)

1.1 Information

Information is any action that conveys a message either in the form of sound, rays, signals, traffic light, (i.e., green-safe and red-danger). In other words, information may be used to refer to words, figures and symbols presented in such a way that may be meaningful to the receiver as well as stimulate his decision making, behaviour or action. It is presented as data that empower efficient action. Bride (1986) stated that information is the interrelated or structured data including collection, storage, processing and dissemination of news, data, facts, messages, opinions and comments required in order to react knowledgeably as well as to be in a position to take appropriate decisions.

In addition, if we consider the following statements:

- Ibadan is the third largest city in Africa.
- Nigeria became a republican state on 1st of October, 1963
- The climate of Kano is cool.
- For the first time, I saw a pregnant man yesterday.

These statements convey something to you. It does not matter whether they are true or false, each is telling a story. The story being passed to you is what is known as information. Therefore, information is news passed to you either orally or in written form.

1.2 Information System

A system is defined as a collection of interrelated components that work together in a well co-ordinated fashion to achieve a particular objective or some objectives. These components can be organisations, people, machines, software and concepts. In most cases, a system is characterised by four features; namely, input, process, output and feedback.

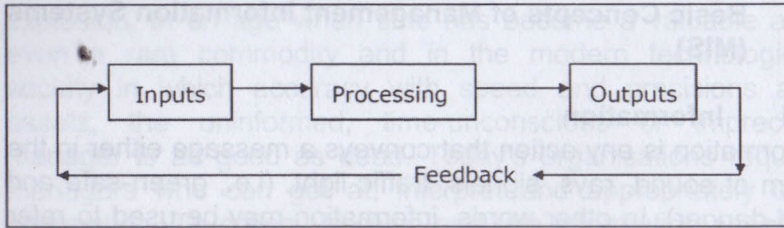


Figure 1: Data Processing Cycle

The above figure shows the relationship among the four stages in a system. Inputs are those things that enter the system and can be from within the organisation or from its external environment. A system that receives inputs from the environment and sometimes returns outputs to the environment is called an open system. On the other hand, a closed system has selected boundaries and neither receives input nor produces outputs; that is, it is independent of its environment.

Processing refers to all the procedures required to convert or transform raw input into a form that is more meaningful. Output is the finished product resulting from all the system's activities. Feedback is the process by which all the outputs of a system are measured against required standards.

1.3 Information Consciousness

Information consciousness is the degree to which individuals and organisations handle information properly for it to be meaningful and yield a desirable result.

Mr. Vice-Chancellor Sir, information consciousness is vital because without it, the recipient for whom the information is intended might not be able to digest the content of the information effectively. Lucey (2005) stated that the degree or the level of information consciousness of individual's manager or administrator is a function of some basic factors. Good information is that which is used and which creates value. Experience and research show that good information has numerous qualities. Information is good if it is:

1. Relevant for its purpose

Information must be relevant to the problem being considered. Too often reports, messages, tabulations and so on contain irrelevant parts which make understanding more difficult and cause frustration to the user.

2. Sufficiently accurate for its purpose

Information should be sufficiently accurate for it to be relied upon by the manager and for the purpose for which it is intended. The level of accuracy must be related to the decision level involved. Accuracy should not be confused with precision. Information may be inaccurate but precise or vice versa as shown in the figure 2.

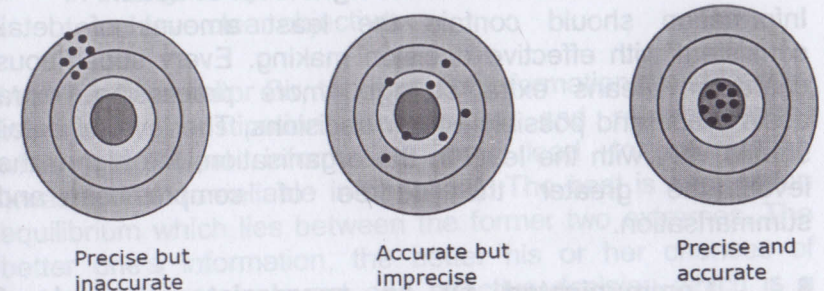


Figure 2: The distinction between accuracy and precision
Source: Lucey (2005).

3. Complete enough for the problem

It is essential that all the information required for a decision should be available. However, this never happens. What is required is that the information is complete in respect to the key elements of the problem.

4. From a source in which the user has confidence

For information to have value, it must be used. For it to be used, managers must have confidence in the source. Confidence is enhanced when:

- the source has been reliable in the past
- there is good communication between the information producers and the manager.

5. **Communicated to the right person**

All managers have a defined sphere of activity and responsibility and should receive information to help them carry out their designated tasks.

6. **Communicated in time for its purpose**

Good information is that which is communicated in time to be used. To an extent, the need for speed can conflict with the need for accuracy although modern processing methods can produce accurate information very rapidly. Delays in data gathering, processing or communication can transform potentially vital information into worthless wastepaper.

7. **That which contains the right level of detail**

Information should contain the least amount of detail consistent with effective decision making. Every superfluous character means extra storage, more processing, extra assimilation and possibly poorer decisions. The level of detail should vary with the level in the organisation; the higher the level, the greater the degree of compression and summarisation.

8. **Communicated by an appropriate channel of communication**

To be used by the manager, information must be transmitted by means of a communication process. Whatever the process, good communication results where the sender and receiver are in accord over the meaning of a particular message.

9. **That which is understandable by the user**

Understandability is what transforms data into information. If the information is not understood, it cannot be used and thus cannot add value.

Borrent (1991) suggests that if managerial functions are to be carried out both efficiently and effectively, it becomes imperative that high quality information is available to inform decision-making at the various managerial levels. Laudon

(1998) drew attention to this dependence on the type of quality of information provided.

The work of any organisation depends increasingly on what its information systems are capable of doing. Increasing in market share, becoming the low-cost producer, developing new products and or increasing employee productivity depend more and more on the kinds and quality of information systems in the organisation. An information system therefore, should be reliable and provide:

- the right information;
- to the right people;
- at the right time;
- in the right way; and
- to achieve clear objective.

Mr. Vice-Chancellor Sir, too much of information could lead to information constipation (dehydration and re-dehydration) while insufficient information may lead to information 'kwashiorkor' (unreliable information). The best is information equilibrium which lies between the former two extremes. The better one's information, the better his or her chances of making a strong, relevant and effective decision which is a prerequisite for successful planning in any organisation.

1.4 **Information Management**

Mr. Vice-Chancellor Sir, I am interested in Management Information and not Information Management. The two are not the same. "E ma je ka gbe omo Oba fun Osun": That is, we should be careful of wrong interpretation of concepts. What then is the difference between the two?

Information management involves input and output systems. This consists of data collection, collation, storage, processing, analysis, interpretation, dissemination and display.

1.5 **Management Information**

This implies information on management, that is, information needed for specific area of management. According to Henry Fayol, one of the earliest writers on management (as cited in

Ogunu, 2000) stated that management consists of the five basic processes or “elements”: planning, organising, commanding, coordinating and controlling (POCCC).

A more popular classification of the management process is what is referred to by the acronym – POSDCORB. POSDCORB represents the seven elements which two well-known management specialists – Gullick & Urwick (1939). analysed as the constituents of the management process. The seven elements are: Planning, Organising, Staffing, Directing, Coordinating, Reporting and Budgeting. Nwankwo (1985) also believed that from the various definitions of management, it seems clear that most definitions agreed that management involves elements of:

- Planning
- Organisation
- Direction
- Communication
- Decision making
- Problem-solving
- Human relations and
- Control

These elements of management can be schematically represented as shown in the figure 3.

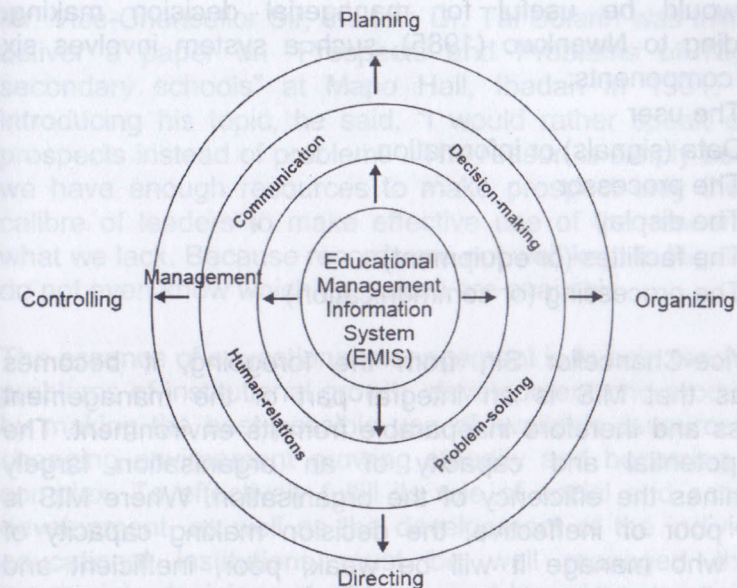


Figure 3: The Basic Elements of the Management Process
Source: Nwankwo (1985).

Figure 3 indicates the focal place of information in the management process. To sum it up, while information management involves information processing, management information implies specific information for management. As shown in the diagram (Figure 3), Educational Management Information (EMIS) is the pillar that holds all those basic elements of management together. Like a Christian would say, “Jesus Christ is the pillar that holds my life” (Acts 17: 28).

1.6 Management Information System (MIS)

Management Information System (MIS) is a planned system of collecting, storing and disseminating data in the form of information needed to carry out the functions of management. It also implies the techniques, the process as well as the structure concerned with systematic, accurate and speedy organisation and control of relevant signals, data or messages from the different parts and environments of an activity unit, through appropriate collection, editing, analysis, display, storage and retrieval of such signals or messages in manners

that would be useful for managerial decision making. According to Nwankwo (1985), such a system involves six major components:

- The user
- Data (signals) or information
- The processor
- The display
- The facilities (or equipment)
- The processing (or communication)

Mr. Vice-Chancellor Sir, from the foregoing, it becomes obvious that MIS is an integral part of the management process and therefore inseparable from its environment. The MIS potential and capacity of an organisation largely determines the efficiency of the organisation. Where MIS is weak, poor or ineffective, the decision making capacity of those who manage it will be weak, poor, inefficient and concomitantly, the whole process of management will be inefficient. Information consciousness is thus the life wire of organisations.

2. Why MIS in Educational Management?

Mr. Vice-Chancellor Sir, if I should ask any person reading this or even sitting here listening to me, a simple question such as: What are the basic problems of educational management in Nigeria? More than ninety percent of the general response would be:

1. Financial constraints
2. Economic constraints
3. Political constraints
4. Religious constraints
5. Cultural constraints

Only very few people would remember anything about the problem of management of information on available resources for educational management. According to a Yoruba philosophical saying, "*ohun ti owa leyin efa oju eje lo*". That is, the figures after six (6) are more than seven (7).

Mr. Vice-Chancellor Sir, the late Dr. Tai Solarin was invited to deliver a paper on "Prospects and Problems of Nigerian secondary schools" at Mapo Hall, Ibadan in 1991. While introducing his topic, he said, "I would rather speak on the prospects instead of problems". The reason is simply because we have enough resources to make prospect only the right calibre of leaders to make effective use of the resources is what we lack. Because records are not well kept in Nigeria, we do not even know which resources are available.

The essence of educational management is to help resolve the problems of institutional growth, development and productivity by making the best possible use of available resources in a changing environment growing steadily and becoming more complex. To effectively fulfill its role of social and economic development, as well as the development of the individuals, educational institutions must be well managed through appropriate decisions at all levels and based on accurate and timely information.

Managing modern educational institutions requires administrators, planners and managers who can carry out a structured set of operations. The most important of which include:

- definition of objectives determined by policies;
- design and development of functions, and definition of appropriate operations and tasks to achieve those objectives through the functions;
- definition and forecasting, especially of human and material resources, in the form of budgets, projects or schemes;
- planning of operational activities in order to attain the set objectives;
- implementation on the basis of the resources for the activities defined and or forecast; and
- monitoring and evaluation of the activities.

Each stage of the above operations demands a high capacity of information management. Where this is lacking,

management problems such as, falling standards in educational quality, unarticulated objectives and programmes, incomplete educational reforms, poor quality and productivity of personnel, resource mismanagement or perennial resource inadequacy, difficulties in decision making on the directions and dimensions of educational services, piling up of administrative matters causing discontent among staff, students and parents, unpaid staff and sluggish staff appointments, and irregularities in the conduct and process of examinations.

The list of management problems in the educational system particularly of the less developed countries can be inexhaustible. A careful study of such a list would reveal that majority of the problems exist not necessarily because of lack of financial and material resources (as is commonly believed), but because of poor management of available resources and particularly information resources on the variables. Obviously, the presence of a good MIS in a school or Ministry would reduce the mentioned problems and make management a smooth and happy activity.

In real life, immediately a man stops breathing, the doctor will say the man is clinically dead. The Bible says (Gen 2: 7) that the Lord God formed man of the dust of the ground, and breathed into his nostrils the breath of life, and man became a living soul. This implies that without the life of God in the life of a man, the man is clinically dead. Similarly, any organisation in which management information system is weak or inadequate, such an organisation is "clinically" dead because MIS is the "central nervous system" of organisations. Therefore, information consciousness is the life wire of organisations.

3. Communication in Schools

3.1 What is Communication?

Communication is the process of passing information from one person to another.

According to Adetayo (2017), communication is:

- conveying a message among individuals or groups;
- a connection that allows access between persons or places; and
- a process of meaningful interaction among human beings;

More specifically, it is the process by which messages are perceived and understandings are reached among human beings.

Mr. Vice-Chancellor Sir, communication permeates every process of school life. The goals of the schools become known and useful when they are communicated, thus, establishing communication as a continuous task of the school administrator. Communication always involves at least two people, a sender and a receiver. The process is as shown in the figure 4.

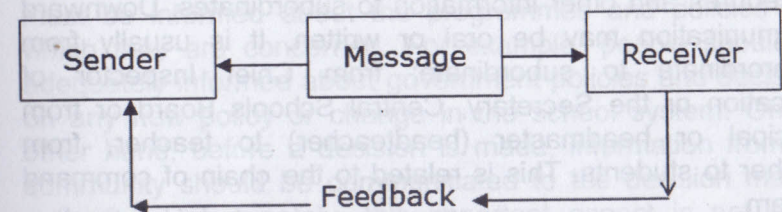


Figure 4: A Simple Communication Model

The sender sends a message to the receiver. The receiver provides some feedback to the sender. Based on the response (feedback), the communicator (sender) can repeat, elaborate, or explain the message.

It is important to note that as long as there is no perception or there is an imperfect reception of the idea intended, effective communication has not occurred. A school administrator communicates with the public, students, teachers and other employees. Communication does not take place unless the receiver interprets exactly the information being transmitted and gives a feedback.

Obilade (1989) believed that it is generally agreed that communication is a two-way process; sometimes it is even multi-directional. In the two-way process, each person is a receiver only temporarily, with the roles shifting as messages are passed. Unlike one-way communication, information travels both directions in the channel.

3.2 Channels of Communication

Mr. Vice-Chancellor Sir, according to Obilade (1989), in every organization, the communication network has two distinct but equally important channels: the formal; and the informal.

Both channels carry messages from one person or group to another in downward, upward, and sideward or horizontal directions.

- **Downward communication:** This is used by the administrator to communicate directives, objectives, policies, procedures and other information to subordinates. Downward communication may be oral or written. It is usually from superordinate to subordinate; from Chief Inspector of Education or the Secretary, Central Schools Board or from principal or headmaster (headteacher) to teacher, from teacher to students. This is related to the chain of command system.

- **Upward communication:** This goes from the subordinates in the organisation to the superiors. Upward communication usually is more of a questioning and reporting nature, including suggestions, complaints, and grievances. An example of upward communication is from the Principal to the

Chief Inspector of Education or Secretary, Schools Board; from the teacher to the principal and from student to teacher.

- **Horizontal (or Lateral, sideward) communication:** In addition to downward and upward communication, there is a third direction of formal communication which is essential for the efficient functioning of an enterprise. This is sideward or lateral or horizontal communication, which is concerned with communication between departments or people on the same level but in charge of different functions. In order to achieve coordination between the various functions, a free flow of horizontal communication is essential. The major purpose of horizontal communication is to coordinate educational activities on the same level. For example, a Principal can give information to another principal so that their activities or curriculum emphases will be similar in different schools.

Communication as we have seen needs to be of three kinds: down, up and across. In addition, face-to-face communication appears to be very important if organisation members are to be motivated to do their best.

When a decision is made, it must be communicated to all the sub-systems of the school social system that are to be affected by the decision. Also, the people of the community must be informed about the programmes and policies with which they are concerned. For example, people should be adequately informed about government policies and decisions on any new policy or change in the school system. On the other hand, before a decision is made, information from the community should be communicated to the decision making authority. Unfortunately, this important aspect is not given adequate attention, in the Nigerian society. The day-to-day communication on routine decisions necessary for school operations are also very important.

Only through adequate communication can members of an organisation remain aware of organisational goals and keep clearly in mind how their own work contributes to these goals.

It is also through adequate communication that members can understand how the work of others contribute to the goals; and only then can they be in a position to make suggestions for the improvement of operational procedures in the organisation. For an organisation to function effectively, communication must flow up and down the organisational hierarchy and also across (laterally) at each organisational level. Communication is central to many administrative activities. It is essential to the survival of any organisation. Therefore, information consciousness is the life wire of any organisation.

3.3 Choosing the Communication Process

Put in the words of Lucey (2003), many factors need to be considered in deciding upon the appropriate method of communication among which the following are examples:

- **Urgency:** How urgent/critical is the message? How important is the information to the recipient? What would be the effect of delay?
- **Security/confidentiality:** Are the contents of the message confidential or of a sensitive nature? Does the message contain classified information? Would unauthorised access to the message cause problems?
- **Nature/complexity:** Does the message contain detailed/technically complex information that could be misunderstood if, it was transmitted orally?
- **Number of recipients:** Is the message intended for one person, a selected group or everybody?
- **Record:** Is a written record of the message necessary? Is the record for proof/confirmation/legal purposes or for subsequent reference?
- **Distance:** Is the message for internal use only or does it need to be transmitted further?
- **Impression and appearance:** Is the message required to create a favourable impression by its style/quality/appearance? Are the recipients' tastes/requirements known? Is a more formal/informal style required?

- **Feedback:** Will an instant response be required from the message? What amount of interaction is required from the message?
- **Cost:** What will be the cost of the preparation of the information in the message or the method of communication chosen? Does the urgency/importance warrant the cost?

3.4 Barriers to Communication

Mr. Vice-Chancellor Sir, effective communication is very important for the school system to work effectively but it is difficult to achieve. A number of barriers are responsible for ineffective communication. These barriers can be classified into four broad categories.

1. Intrapersonal Factors

There are two types of barriers under this category viz: selective perception and individual differences in communication skills. Selective perception occurs when people block out or distort new information especially if it is in conflict with what they believe. In addition to selective perception, people also differ in their ability to develop and apply basic communication skills. For instance, some people are able to read but find it difficult to comprehend; others are unable to express themselves verbally but are able to write clear and concise messages.

2. Interpersonal Factors

This category includes climate, trust, credibility and sender-receiver similarity. Climate refers to the relationship between a superior and a subordinate arising from the attitudes and treatment they both receive from each other. Lack of credibility, distrust and suspicion between a superior and a subordinate can lead to less likelihood of effective communication. Furthermore, the degree of similarity between the sender and receiver in terms of such characteristics as frames of reference, age, sex, intelligence and socio-economic status also affect communication.

3. Technological Factors

The most important factor here that must be mentioned is that of information overload. The school administrator may have difficulty making a decision or communicating, not because of the absence of information but because of excessive information. Sometimes, school administrators are so deluged with information and data that they cannot absorb or respond adequately to all the messages directed at them.

4. Organisational Factors

Organisational barriers to effective communication include hierarchical differentiation, school size, time pressure and network breakdown. In terms of hierarchical differentiation, the taller the school organisational structure, the more layers a message must pass through, the longer it takes to reach its destination and the less likely it is to be accurate.

Network breakdown is another factor that can bring about ineffective communication in schools. For example, a misplaced memo or letter or a message may not be received at the appropriate time by the right person or when staff get so busy that they forget to relay pieces of information.

Finally, status problems may create problems that block upward communication because, sometimes, subordinates do not wish to express an opinion that is different from that of their superiors or superordinates.

3.5 Overcoming Communication Barrier in Education

A school administrator or others within the school system, who from time to time initiate communication for the purpose of attaining educational objectives and goals, can prevent barriers to communication if proper care is exercised and the following points taken into consideration:

1. Use clear and concise words.
2. Use face-to-face communication wherever possible.
3. Follow up important verbal discussions with a note.
4. Be sensitive to educational or official status.

5. Use repetition if the message is complicated or necessary.
6. Select proper channel to convey message, that is, use the channel that is most appropriate for the situation.
7. Encourage feedback.
8. Time message properly.
9. Remove inter-group hostility.
10. Regulate information flow and use the informal communication channel (use the grapevine).
11. Be sure your actions support your communication.
12. Develop effective communication skills including listening skills.

3.6 The Seven Commandments of Communication

There are seven commandments that are expected to guide communication process in order to achieve effective communication. Briefly summarised, these commandments are:

1. **Credibility:** The receiver must have confidence in the sender; he must have a high regard for the source's competence on the subject. This climate of belief starts with and is built by performance on the part of the practitioner.
2. **Context:** A communication programme must square up with the realities of its environment. The content must provide for participation and play back. The context should conform with and not contradict the message.
3. **Content:** The message must have meaning to the receiver and must be compatible with his or her value system. It must have relevance for him. The context determines the audience, since in general, people select those items of information which promise them the greatest rewards.
4. **Clarity:** The message must be put in simple terms. Words must mean the same thing to the receiver as they mean to the sender. Complex issues must be compressed into themes or slogans that have simplicity and clarity. The farther a message has to travel, the simpler it must be. An institution must speak with one voice not many voices.

The flow of information at this level is within the frontline staff or supervisors. Within the school system, examples of such managers include Principals, Year Tutors, Heads of Departments, etc.

4.1 The Information Needs of the Different Management Levels

Mr. Vice-Chancellor Sir, information requirements differ, depending on the management level within the organisation and the type of decisions to be made. In every case, it is of great importance that appropriate information be directed to the proper decision maker.

a. Top Management Level (Planning Information)

This type of information is related to the task of formulating objectives, determining the amounts and kinds of resources necessary to attain the objectives, and the policies that govern their use. Almost all information at this stage will come from outside sources and will relate to factors such as the present and future situation in the operational area, resource availability (financial, human and material) and the political environment. This information forms the input for decisions made at this level.

At the strategic planning level, information is highly refined, compact and thoroughly fine-tuned to reflect the bare essentials of any information. This is because the objectives to be formulated and the decisions to be made must reflect the environmental context – the various components of the operational system or environment. Detailed information reflecting minute particulars is useless at this level. Rather, highly refined and compressed information features at this level.

b. Tactical Management (Control Information)

Information at this stage is one that aids managers to make decisions which are consistent with the achievement of organizational objectives and to discover how effectively resources are being used. Information at this level helps

managers to reconcile 'actual results' with 'planned-for-results'. Information here is heavily dependent on internal sources of information and is involved in tasks such as developing budgets and assessing personnel performance. Information for middle management is not as finely tuned as that intended for top management.

c. Operational Management (Operational Information)

This information relates to the day-to-day activities of the organisation and is thus the most detailed. Operational data are usually required with regards to three broad categories: people, property and operations. They include routine and necessary types of information such as financial accounting, inventory control and scheduling. Information is internally generated.

Mr. Vice-Chancellor sir, it is good to note that information becomes smaller and compressed as it moves up the management hierarchy. Information needs are determined by asking how, when, by whom it will be used and in what form it is needed? These types of questions recognise the fact that different managerial levels require different types and forms of information.

It should be noted that too much information may actually hinder a manager's performance.

At the top management level, we need adequate and reliable information for decision making specifically for:

- Policy formulation
- Policy analysis
- Policy interpretation
- Policy implementation
- Policy evaluation

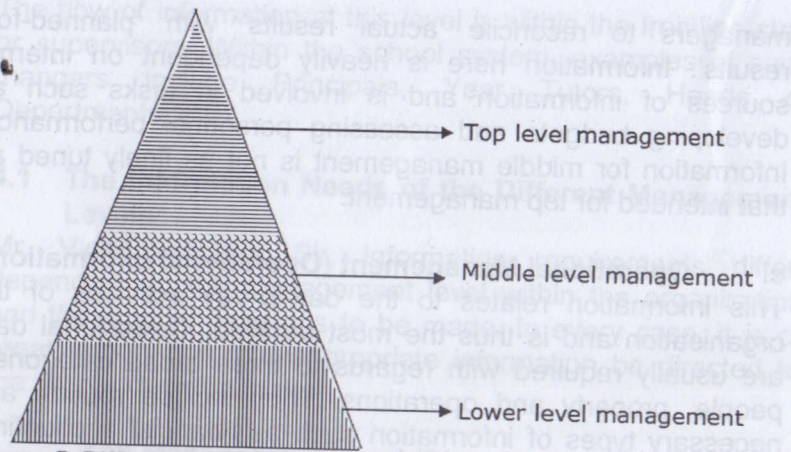


Figure 5: Different Levels of Management

From the diagram above, the base is the broadest, and it narrows until it reaches the apex, which is the narrowest. This structure is the representative of management information requirement. Information at the bottom is very detailed, at the middle it is more refined, and information at the top is most streamlined and compact. In other words, information become smaller better refined, and compressed as it moves up the management ladder. The reason is because the quality of information required at the top level management is usually higher than that of the lower level of management. Top level management has little or no time for unreliable information. Hence, Odekunle (2017) stated that:

with the costly outcome, men and women in work place still get involved in rumour mill. It however needs be said that dedicated individuals in a workplace may not have the luxury of time for rumour mill. These ones may not be more than 20% of the workforce. They actually may be the ones generating 80% of the organization's output. These ones are the "vital few" in the organization. Conversely, the ones "parroting" about constitute 80% of the workforce generating merely 20% of the organization's output. These may be referred to as the "trivial many" in the organization exhibiting little productivity or else negative value. Hence, rumour circulation may qualify as a manifestation of idleness and redundancy or disguised unemployment.

5.0 My Contributions to Knowledge

Mr. Vice-Chancellor Sir, Nwankwo (1984) emphasised that basically, research implies a diligent and systematic attempt to provide plausible answers to questions by the process of logically designed operations or steps. The answer so provided may be abstract (basic research) or concrete and specific (applied research). In each of the cases, the investigator aims at uncovering facts and formulating generalisations based on the interpretation of the information available. The essence of research operations therefore, is the manipulation of things, concepts, or symbols for the purpose of generalisation and to extend, correct or verify knowledge, whether the knowledge aids in the construction of a theory or in the practice of an art. The physician or educator is a research worker only when he attempts to generalise about all patients or all students in a given class.

Amin (2005) viewed education as the process that involves acquiring and imparting of knowledge, skills and values which society needs and utilises. Education researches can be considered as the systematic process of collecting information, analysing it, and interpreting it with the aim of providing or finding meaningful answer(s) to some educational issues of societal concerns.

Put in the words of Ogunleye (2000), research operation in education and social sciences have become very important and timely because educational research enables us to:

- examine educational and administrative problems in schools;
- solve social problems prevalent in schools;
- choose better techniques that could be used to improve the conditions of teaching and learning in institutions of learning;
- give satisfactory explanation of the various causes of failures in education;
- improve and update our existing body of knowledge; and
- predict future trends in the various aspects of education such as teaching, learning, methods, materials, etc.

These basic reasons constitute the purpose of conducting research in education and in other fields.

Mr. Vice-Chancellor Sir, permit me at this juncture to present a few of the studies and research activities carried out in my years of service. I will summarise some of these major research activities under the following subtopic:

- 5.1 Information Consciousness
- 5.2 MIS and School Organisation
- 5.3 ICT and Knowledge Creation
- 5.4 ICT and Management of Higher Education in Nigeria
- 5.5 Computer Technology and School Performance
- 5.6 ICT and Quality Assurance
- 5.7 International Conference
- 5.8 Research Grant

5.1 Information Consciousness

Mr. Vice-Chancellor Sir, in 2001, I carried out a study on the "Influence of teacher information consciousness on students' academic performance in Oyo state secondary schools". This study was based on the fact that communication is imperative for organisational functions. Without adequate communication, a school organisation cannot function appropriately. Just as it is with other social organisations, colleges and universities have dire need foreffective communication, they require systematic means of collecting, organising and sharing information. Effective information is that function of high level of information consciousness.

Table 1: Sources of Information

S/N	Item	Mean Score	Z-Score	Remark	% Sig
1.	Central Schools Board	3.58	63.4	S	36.36%
2.	Professional Colleagues	3.09	55.0	S	
3.	Inspectors	2.83	50.5	S	
4.	State Ministry of Education	3.31	50.3	S	
5.	West African Examination Council	2.71	48.4	NS	
6.	Publishers	2.48	44.5	NS	
7.	Federal Ministry of Education	2.48	44.5	NS	
8.	Nigerian Educational Research and Development Council	2.35	42.2	NS	
9.	Students' Relations	2.32	41.7	NS	
10.	Institutions of Higher Learning	2.14	38.6	NS	
11.	Joint Admission Matriculation Board	2.06	37.2	NS	

*S – Significance NS – Not Significant

Findings from this study showed that the major source of information was through the Central Schools Board. The reason for this is likely because it is the central schools board that coordinates the activities of the post-primary institutions within the state. It is therefore necessary for teachers to be conscious of the dictates of the central schools board. The defect of such situation is that teaching learning activity in schools will be adversely affected due to lack of improper information flow from central schools board to teachers in the schools.

It was rather surprising that not much useful information on education emanated from the Joint Admissions and Matriculation Board (JAMB). JAMB had the least score (Z-score of 37.2) whereas ordinary publishers when compared with the JAMB had a better score (Z-score of 44.5). The information from publishers could be heavily biased in favour of the products they are expected to promote. Their publications might not necessarily be in the right form or the best available.

Surprisingly, most of the teachers used in this study were those teaching SSS III (senior classes). These are the people one would expect that one of their best sources of information

would be JAMB, so that they would be able to assist their students more effectively regarding choices of courses and universities particularly when preparing for JAMB examination. The importance of this finding is that teachers in post primary institutions should be highly enlightened on the importance of JAMB as a good source of information.

Another major significant finding of this study was that there was a very high positive correlation between the teacher information consciousness and students' academic performance. The implication of this finding to educational administrators is that efforts to improve students' academic performance should therefore not be made without considering how to improve teachers' efficiency to ensure that when teachers are adequately exposed to useful sources of information and management information system in the school is efficiently developed, teachers will efficiently process, store, retrieve and disseminate information. Then students are likely to receive updated information on current trends in education as well as useful hints on how to improve their academic performances.

Moreover, this study also supports the fact that adequate maintenance and retrieval of records would enhance good teaching learning activity in the school. Where records are not effectively kept and could not be easily retrieved, teaching-learning activity would be deficient. Therefore, in order to improve the efficiency of the school system, teachers and educators in general have the important responsibilities of:

- i. determining what information needs to be obtained;
- ii. obtaining accurate information; and
- iii. imparting the information in readily understood terms to the persons responsible for making decisions.

The study concluded that there is a need for a continuous information flow between JAMB and the school system while the school system needs to know what exists in the universities through JAMB, JAMB also needs information about students from the school system.

The importance of information consciousness in educational organization cannot be over emphasized in this regard. Bajah (1977) also asserted that:

The 36th session of the UNESCO-IBE International Conference on Education has defined five underlying principles we should apply to educational information systems.

- i. Recognition of the information component in the decision making process;
- ii. Cooperative networking;
- iii. Standardisation in the interests of economy and compatibility;
- iv. Professionalisation within the larger framework of information science; and
- v. International cooperation to facilitate the transfer of educational experience.

5.2 MIS and School Organisation

Another study was conducted in 2008 to examine the influence of the appropriateness of information management system on school performance in selected higher institutions. The results of the study are as presented in the table below.

Table 2: Relationship between Information Management and Effective Academic Planning

Variables	N	Mean	SD	P	df	r-cal	r-tab	Remark
School information management		81	32.52					
Effective academic planning	160	69.1	32.53	0.05	158	0.99	0.159	S

* Significant

Table 2 above shows that a strong and significant relationship exists between school information management and effective academic planning. This implies that a good or adequate information management will promote effective academic planning as well.

Table 3: Relationship between Information Management and Utilisation of Resources

Variables	N	Mean	SD	P	df	r-cal	r-tab	Remark
Information management	160	53.6	35.94	0.05	158	1.0	0.159	S
Utilisation of resources		96.3	35.94					

* Significant

Table 3 above shows that significant relationship exists between information management in schools and utilisation of resources. This implies that adequate information management will provide useful data or hints on the utilisation of resources available in school.

Table 4: Heads of Departments Knowledge of Information Management System knowledge and Administrative Competence

Variables	N	Mean	SD	DF	P	r-cal	r-tab	Remark
Head of department information management knowledge	160	102.2	28.58	158	0.05	4.99	1.96	S
Administrative competence		47.83	28.58					

* Significant

Information on table 4 shows that there is a strong relationship between heads of department knowledge of information management and their administrative competence.

Table 5: Information Management and Academic Performance

Variables	N	Mean	SD	DF	P	r-cal	r-tab	Remarks
Information management	160	68.2	36.15	158	0.05	2.82	1.96	S
Academic performance		80.2	37.61					

* Significant

Table 5 presents the analysis of the data collected on information management and how they influence academic performance. The result shows that strong and significant relationship exists between information management in higher institutions and academic performance of students in Lagos State. This implies that information management if effective will significantly influence students' academic performance positively.

Implications for Policy and Practice

The findings of this study shows that there is a significant relationship among information management; effective academic planning, utilisation of resources, administrative competence, enhancement of teaching duties and academic performance, the school performance effectiveness. The implication of these findings to all stakeholders in education, government, policy makers, educational administrators and planners, heads of department and academic staff is that the issue of proper management of information at our higher institution calls for urgent and serious concern.

On the basis of the importance of information management to schools effectiveness, government agencies or parastatals responsible for tertiary institutions should ensure that modern technology/tools needed for collection, collation, processing, storage, dissemination and retrieval of all information relating to school activities are made available. In essence, all activities at higher education level should be computerised.

In addition, it is essential that all school personnel, i.e. both teaching and non-teaching should be trained on how to use a computer or at least know how to manage information at respective levels.

5.3 ICT and Knowledge Creation

Mr. Vice-Chancellor Sir, in 2012, I conducted a study on Enhancing Knowledge Creation in Nigeria through Communication Technology. In recent times, knowledge creation has become the focus of attention for many academics. Responding to new challenges and demands, there is a need to build on existing knowledge within organisational networks to create new knowledge necessary for competitive advantage. The main aim of this study was to investigate if demographic characteristics would influence academic staff views on knowledge creation, identify knowledge creation barriers and strategies or knowledge enablers requiring for its integration into the university system.

findings of the study showed that:

Demographic characteristics (gender, age, status, designation, years of experience and type of institution) to a high extent influence academic staff perception of knowledge creation. This result was confirmed by the high percentage score from all the classifications. Supporting this finding is Knight and Chukwurah (2002), who reported that age and experience are common factors considered in the process of knowledge re-engineering. They argued that younger academics are best suited for knowledge in re-engineering process because they are more conversant with the latest technology and skills. However, a finding (Boeth, 1998), which has appeared with remarkable consistency in industries is that age, designation and years of working experience do not significantly relate to the process of knowledge creation.

The study also showed that academic staff are of the view that knowledge creation is important in the universities and as such are willing to create new knowledge especially with existing information. Added to this fact is that there is no suitable environment, support systems and access to relevant information that will enhance knowledge creation in the universities. The findings agreed with previous studies (Grant, 1996; Zack, 1999) which suggest that the critical role of knowledge creation in the success of organization cannot be overemphasised. In the same vein, Kogut and Zander (2003) asserted that better knowledge creation process is necessary to connect knowledge in new and distinctive ways to provide sustainable competitive advantage.

Moreover, the result of the data analysis also revealed that lack of ICT systems and processes was the major barrier perceived by academic staff, followed by lack of existing culture, time, trust among staff, recognition and reward, communication and activities that can lead to knowledge creation. This finding corroborates that of

Lopes-Nicolas and Soto-Acosta (2010), who found out that ICT has a significant positive influence on the four processes (socialisation, externalisation, combination and internalisation) for knowledge creation. It is to this extent that Mbakwem (2011) lamented the condition of Nigerian universities in terms of ICT which he claimed have paved the way for slow development within and outside the universities. Incidentally, these barriers are found to be very critical in creating new knowledge. For instance, Kogut and Zander (2003) identified the role of management in knowledge sharing through ICT, creating suitable work environment, providing systems that support the work process and providing knowledge workers with timely, relevant information and data.

4. The study again revealed that strategies such as the creation of suitable environment, promotion of access to information and data, introduction of ICT systems and tools, integration of available knowledge into the university system and introduction of reward system are vital in knowledge creation. This finding agrees with Lee and Choi (2003) and Kim and Lee (2006) findings that identification of knowledge enablers as creation of right context, culture and structure; collaboration in terms of support process; ICT support for collation, searching, assessing and storing data; manage conversation in form of sharing tacit knowledge with others; encourage trust in the degree of faith in others intention and behaviour, and globalize local knowledge. Al-Gharibeh (2011) also found out a positive relationship between these knowledge enablers (strategies) and knowledge creation.
5. Finally, the study also revealed that there is no significant difference in the views of academic staff in public and private universities. In other words, knowledge creation is considered to be important in the university system and as such certain strategies as identified in this study need to be put in place for more competitive advantage.

The study concluded that universities played a critical role in knowledge production and in turn knowledge creation adds value to effectiveness and efficiency of universities. This exploratory research discovered that academic staff feel strongly about the significance of knowledge creation in an academic environment. It is very significant and as most academic staff have agreed, there should be commitment towards it. Based on this, barriers to knowledge creation should be overcome. The strategies for enhancing knowledge sharing should be adopted. However, ICT should be given high attention as it remains the vital link and tool to enhance knowledge creation through the provision of systems that facilitate communication and brainstorming. An enabling environment should be created where the process of knowledge creation can thrive with improvement amidst intervention, development and transformation to facilitate reforms in the universities.

5.4 ICT and Management of Higher Education in Nigeria

Mr. Vice-Chancellor Sir, higher education around the world is facing unprecedented changes. As these changes continue to accelerate the various higher institutions are subjected to external and internal pressures from shareholders and students. Major reforms in higher institutions have recognized the changing nature in higher education and the need for change at both the institutional and individual level to make them more mobile, synergetic, creative, future-oriented and sustainable. In view of this, Bello and Johnson (2012) investigated the role of ICT in managing higher education for sustainable development.

Mr. Vice-Chancellor Sir, the findings of this study revealed that accessibility of ICT facilities are high in some areas like the cybercafe, institution ICT centres and institution library than in other areas like staff quarters, classrooms, personal offices and departmental offices. This implies that in terms of accessibility to ICT facilities, it is still low because they are not easily accessible in areas where lecturers carry out their day-to-day activities which require ICT usage like classrooms and

personal offices. Agabi and Uche (2006) affirmed that in today's information technology-driven society, relevant timely and adequate information can only be achieved using ICT medium and information processes that are available and accessible. In their study, they reported that accessibility of ICT medium has been a major problem in most of the higher institutions in Nigeria and it has adversely affected the quality of their education. Also, this has great implication on ICT adoption in higher institutions because they are not easily accessible to both students and lecturers. Kuzib (2002) carried out a study on ICT and networking options in Sub-Saharan Africa and established that adoption of ICT is a function of availability and accessibility of ICT facilities. It also has great implication on people's orientation. In Nigeria, the application of ICT to all areas of operations in higher institutions has been inhibited by availability and accessibility.

The sub scale of affective domain, behaviour intentions, perceived usefulness and competence were used to measure lecturer's perceived attitude towards ICT usage. The study revealed that from the affective domain, which reveals more of lecturer's reaction to ICT usage, lecturers do not comfortably make use of ICT facilities. According to Udida et al. (2006), this may be attributed to the factors reviewed earlier – availability and accessibility. Also, it may be attributed to lack of competence in ICT skills, awareness and poor orientation. Behaviour intention measures show that ICT facilities are used only when it is unavoidable. This implies that given other alternatives, of which there seem to be none, they will opt out. Despite this attitude, the perceived usefulness measure reveals a positive disposition of lecturers towards the usefulness of ICT in different areas. The perceived competence measures lay credence to the findings of Omofaye (2006) that lack of inadequate competence in ICT skills has been a major factor hindering ICT usage by lecturers. Rosswell (1999), Balantyne, Labelle and Rugard (2000) on the other hand, attributed this to complex nature of change which requires a process of attitudinal transformation and which is mostly affected by age and experience. In other

words, this perceived competence measure is greatly affected by lecturer's age, working experience and ability to learn new ways of doing things. In a nutshell, lecturers are of the opinion that ICT facilities are useful to them at work but their behaviour showed they might not use them where possible, or would rather get people to handle their work relating to ICT for them. Generally, they have positive dispositions towards its usage. From this vantage point, the problem deduced is that of skills and competence in ICT usage.

The study also revealed that lecturers' perception of the role of ICT in the management of higher education is high. This finding shows the extent to which lecturers appreciate the role of ICT and how ICT has permeated the teaching/learning process, research and administration of higher institutions. Contrarily, Akpan (2008) confirmed that lecturers' perception of the role of ICT in university education management is significantly low. He attributed this to lecturer's low ICT competence. This study further revealed that low ability or inability to make use of ICT facilities does not necessarily mean that the usefulness of ICT cannot be discerned and appreciated. This comes to the fact of lessons learnt and not necessarily experience as a motivating factor towards adoption or application. In addition, evaluating the findings of this study, it revealed a low perception in the area of transmitting knowledge through research findings. This finding can be explained on the ground that most of the research outcomes are not put into practice or use, and contributions to knowledge are merely blueprints that are never implemented. It is worthy to note that this study found that lecturers irrespective of age or working experience agreed that ICT facilities are very useful to them in their work life. This also corresponds to the finding of Teo (2006) that ICT has reduced academic staff workload and has made teaching-learning process interesting.

The study further showed that inadequate provision of ICT facilities; inadequate or lack of competence in ICT skills; insufficient time or heavy workload; power failure; low

motivation, low access to ICT facilities; inadequate funds and ICT complexity were among the numerous factors inhibiting ICT usage in the management of higher education for sustainable development. This does not mean that other factors ranked low cannot hinder effective usage of ICT in enhancing and promoting higher education. Ajinma (2006) indicated that only 22% of the higher institutions in Nigeria have less than 5% access to ICT facilities such as electronic mail facilities, computer for networking, internet services and e-library. This has resulted in low application of these ICT facilities by lecturers and students in higher institutions in Nigeria.

5.5 Computer Technology and School Performance

Mr. Vice-Chancellor Sir, Bello and Adeoye (2007) in a study on effects of computer technology on the school performance of selected private and public secondary schools in Lagos State found out that:

- There is a significant relationship between computer technology and teacher performance.
- Computer technology has significant influence on effective planning process in secondary schools.
- There is a significant relationship between computer technology and students' academic performance.
- There is a significant relationship between computer technology and secondary school effectiveness.

To sum it up, the study revealed the indispensable role of computer technology in enhancing positive personalized learning, teachers' performance, effective planning, students' academic performance and school effectiveness.

Implications of the findings of the study include the following:

- The necessity for the provision of computers for our school system cannot be over-emphasized especially at this age where everything is driven by computer technology.
- The implication of this to the government, federal, state and local is that time for computerizing the academic and administrative activities at the secondary school level is

now. Computer should be provided for all public secondary schools.

- Relevant educational agencies should also embark on the training of teachers and all administrative staff on how to use computer for day-to-day activities in the school.
- Also, the contributions from Parent Teacher Associations (PTA), philanthropists, Non-Governmental Organisation (NGOs) and companies cannot be ruled out at this moment, especially when it seems government cannot carry the burden of financing education. The communities can provide computer accessories to schools in their respective environments.

5.6 ICT and Quality Assurance

The development of any nation depends on the quality of its education and so conscious efforts are made to assure its quality at every level. One of the greatest concerns of Nigerians has been the issue of standard and quality of our educational system. This explains why a uniform educational standard was established in the National Policy on Education (FRN, 2004) and various policy measures put in place by the Federal Government to assure quality in our educational system.

The establishment of specific bodies to control quality at various levels of education is a clear indication of the commitment of the Federal Government to assure quality. Some of these bodies are: Universal Basic Education Commission (UBEC); The National Board for Technical Education (NBTE); National Commission for Colleges of Education (NCCE) and the National Universities Commission (NUC). The National Universities Commission (NUC) as a coordinating body for the universities is charged with the responsibility of assuring quality in the universities, through accreditation which is a quality assurance programme (Babalola, 2006).

Bello, Adetoro and Uzoka (2010) carried out a study to examine the Information and Communication Technology (ICT) options for Quality Assurance in Tertiary Institutions in Lagos State. As part of measures to save Nigerian tertiary institutions from crisis of quality assurance, the study was carried out to identify the measures to be considered to revive the lost glory of tertiary institutions' quality assurance through information and communication technology (ICT) options.

The ICT is a major technological breakthrough that is reshaping not only our society but also our tertiary institutions worldwide. In view of this, academic institutions have to make use of ICT for teaching and learning in order to make progressive development through the use of ICT-based learning within the distance education environment.

The study revealed that majority of the benchmarks were crucial when considering ICT options for quality assurance in tertiary institutions, and in general the participated institutions strove to incorporate them into their policies, practices and procedures.

This study also revealed that quality assurance in Nigerian tertiary institutions can be improved upon by adopting ICT options. It was also confirmed that the most important factor is the human resources, i.e. the lecturers, hence, the popular saying holds, "No organisation can rise beyond the quality of her human resources". There is the need therefore for the educational administrators in tertiary institutions in Lagos state to give ICT its pride of place in their education programme.

5.7 International Conference

Mr. Vice-Chancellor Sir, I was in the United States of America in 2012 to attend the Global Conference on Education. I presented a position paper on Challenges of E-Education in Nigeria (Bello, Johnson & Salisu, 2012). The paper posited that the role of information technology in teaching and learning is rapidly becoming one of the most important and widely discussed issues in contemporary education policy (Rosen & Well, 1995; Thorer, 2000).

There is no doubt that computer can aid the instructional process and facilitate students' learning. Many studies have found positive effect associated with technology aided instruction (Burnett, 1994).

Today, nearly everyone in the industrialized nations have gained access to Information Technology (IT) and the purchase of computers for school use in such nations as the United States has been increasing at such a pace that it is difficult to keep track of how many computer machines are now in American schools (Harper, 1987). In Britain, the study is the same as the wider availability of computers in schools was made possible through government funding largely through the Local Education Authorities (LEA). In Africa, concerted efforts have been made by many governments to initiate internet connectivity and technology training programme.

In Uganda, an interconnectivity programme known as "Uganda School Net" is dedicated to extending educational technology (Carlson & Firpo, 2011). In Senegal, teachers and students are using computers extensively as information tools. These programmes in the African countries mentioned are supported by government through the Ministry of Education.

Moreover, this paper also discusses reasons why Nigeria needs information technology. The question of why Nigeria needs information technology may appear too simplistic and unnecessary. However, if Nigeria wants to be a major player in the global market place of ideas and prepare her citizens for the new environment of today and the future, the country should embrace IT for the following purposes:

- IT as aid to teaching and learning;
- IT as a tool for management;
- IT as instrument for economic development;
- IT as instrument for high technological development, and
- IT as a course of study.

Furthermore, this paper also identifies some of the challenges of information technology in Nigeria, which include the following:

- Cost of production
- Weak infrastructure
- Lack of trained manpower
- Lack of relevant software and
- Limited access to the internet.

To sum it up, this paper concluded that there is no doubt that teachers and students in secondary schools in Nigeria will have incredible resources available to them if they have access to the internet. By integrating information and communication technology into the school curriculum, fundamental shifts in the way teachers teach and students learn will evolve. However, to integrate computer into teaching and learning in Nigeria, there must be proper and adequate funding and financing of education.

5.8 Research Grant

Mr. Vice-Chancellor Sir, in 2008, Prof. Aloy Ejiogu, Prof. Virgy Onyene and I won a research grant from the University of Lagos through the Central Research Committee. The grant was used to carry out a study on Universal Basic Education (UBE) programme.

The Federal Government, under President Olusegun Obasanjo, launched UBE scheme in the year 1999. In the implementation blueprint issued by the Federal Ministry of Education in 2004, the UBE programme, which includes primary and junior secondary education (i.e. first nine years of compulsory schooling), aims to:

- develop in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion;
- provide free, compulsory universal basic education to every Nigerian child of school-going age;
- reduce drastically the dropout rate from the formal school system through improved relevance and efficiency;

- cater for the dropouts and out-of-school children through various forms of complementary approaches to the provision of basic education; and
- ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills.

On the implementation approaches and strategies, the blueprint emphasises among other things, the need for “optimal allocation and efficient utilisation of resources”. The purpose of the study therefore was to ascertain how well prepared and if not, in what areas of administration and management the head teachers need to be trained/retrained to equip them for the numerous task of ensuring “optimal and efficient utilisation of resources” for a successful UBE scheme.

A “Management Training Needs Questionnaire (MTNQ)” was constructed to address the research questions. As a prelude to designing the questionnaire, a randomly selected sample of officials of the UBE Commission in Lagos State were asked to list what they consider the essential duties of head teachers in the primary and junior secondary schools.

The findings of this study showed that:

- Majority of the participants agreed that there is the need to organise training for headteacher on a regular basis in addition to enlightenment programmes which should be organised for parents, guardians and other stakeholders;
- The preferred methodologies for such training sessions are multimedia presentation, case study and discussion method;
- Training sessions should be certificate based and this also forms the basis for attending such training programmes;
- These training sessions should also be neighbourhood based and organised during long vacations;
- Most of the highlighted topics to be included in the training programmes were considered to be urgent and important for head teachers;

- The educational administration and management graduate studies were found to know and apply more of the school management theories and principles than their non-educational administration counterparts.

The study therefore recommended that head teachers preparation should be an integral part of new system for Nigeria public education. These changes should start from the government in terms of planning, redesigning school curriculum and organising training workshops.

6. My Contributions to Human Resource Development

Mr. Vice-Chancellor Sir, in addition to teaching at undergraduate and postgraduate levels, I have also been fully involved in supervising students’ projects at all levels. The total number of students supervised is stated below.

Undergraduate Projects	=	250
Masters’ Projects	=	253

Ph.D Supervised (First Supervisor)

1. Tiliye, Rose Nkem (2010)
Classroom Management as a Determinant of Students’ Academic Performance in Selected Secondary Schools in Delta State
2. Osifila, Gboyega Israel (2011)
Incentive Packages as Correlates of Lecturers’ Attitude to Work in Colleges of Education in South-West, Nigeria
3. Adejumobi, Fasilat Titilayo (2011)
Organisational Climate and Teachers’ Job Performance in Public and Private Secondary Schools in Lagos State, Nigeria

Ph.D (Second Supervisor)

4. Johnson, Olushola Angelina (2010)
Role Perception, Professional Development Needs and Job Performance of Academic Staff in Universities in South West, Nigeria
5. Salisu, Rasheedat Adedoyin (2010)
Education Policy, Implementation Strategies and Teacher Productivity in Lagos State Secondary Schools
6. Olisaemeka, Blessing Uzoma (2012)
Computer Technology Usage and Teaching Efficiency in Tertiary Educational Institutions in Lagos State, Nigeria
7. Aiyeomoni, Sola Niyi (2013)
Principals' Management Skills and Schools Climate as Predictors of Teachers' Job Performance in Secondary Schools in Lagos State
8. Ajero, Joy Ifeoma (2016)
Principals' Leadership Role Performance and Organisational Effectiveness in Private and Public Secondary Schools in Delta State, Nigeria.

Moreover, my department has established a computer laboratory particularly for postgraduate students. Mr. C. O Olatokunbo and I are in charge of this laboratory. The purpose of this laboratory is to train the students in order to increase their knowledge of ICT. When you are trained, you increase your efficiency in life.

I was the Sub-Dean for the Faculty of Education for the 2005/2006 and 2006/2007 academic sessions. It was not an easy task to be Sub-Dean during those periods because:

- It was the year two admission exercises (2004/2005 and 2005/2006) were combined together;
- It was also the first time the university introduced post-UTME.

In order to implement the new policy, a lot of things were involved. Therefore, it was more than critical to be a Sub-Dean during those periods. However, by the special grace of God, I was able to meet up with the challenges of that office. To God be the Glory.

Furthermore, as a coordinator of Postgraduate Diploma in Education (PGDE), I was able to contribute significantly and positively to the development of PGDE programme. Mr. Vice-Chancellor Sir, during the 2011/2012 academic session, the School of Postgraduate Studies carried out a study on Efficiency of Postgraduate Programme Delivery in the University of Lagos (2006-2012). The results of the study are as shown in the figures below.

Graduation Statistics

The graduation statistics for all the Postgraduate Diploma and Masters' degree programmes for the six year period and across the faculties (2006-2012) is presented in figures 6.

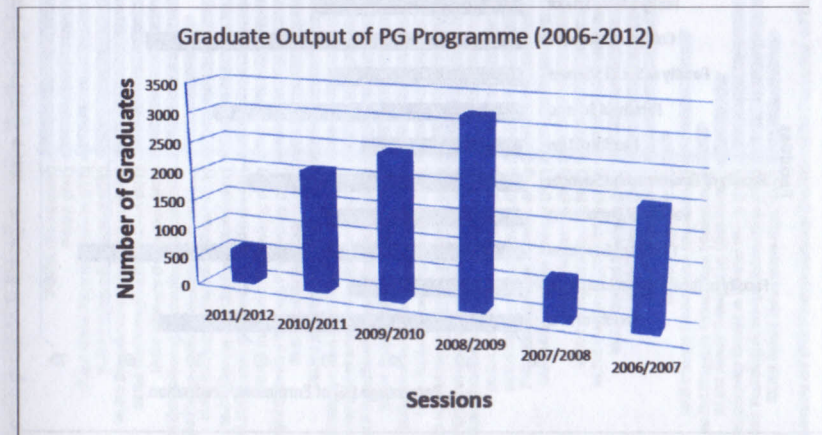


Figure 6: Graduate Output of PG Programmes (2006-2012)

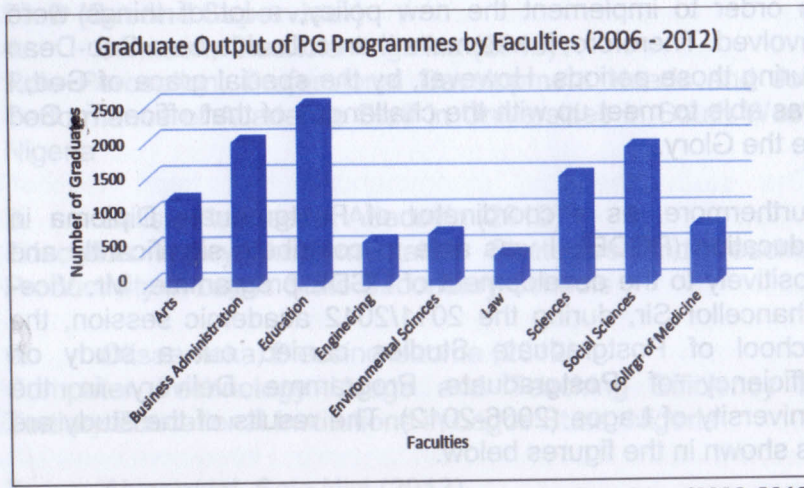


Figure 7: Graduate Output of PG Programmes by Faculties (2006-2012)

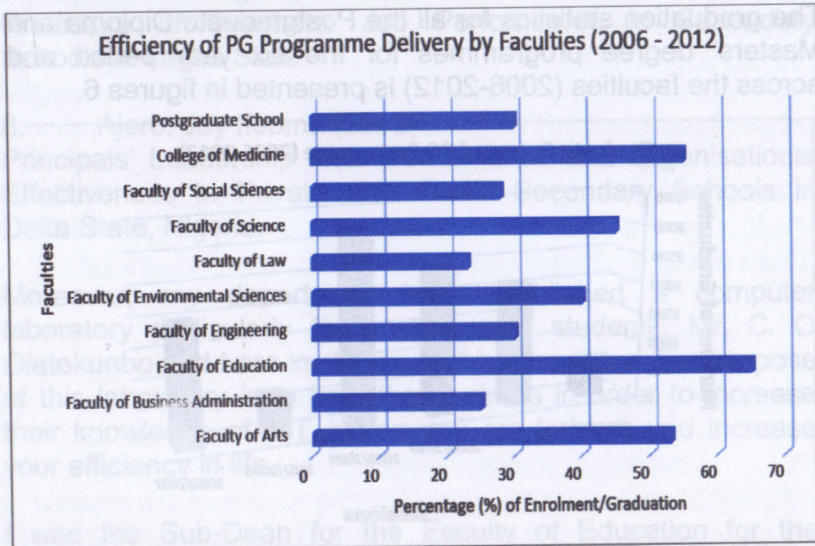


Figure 8: Efficiency of PG Programme Delivery by Faculties (2006-2012)

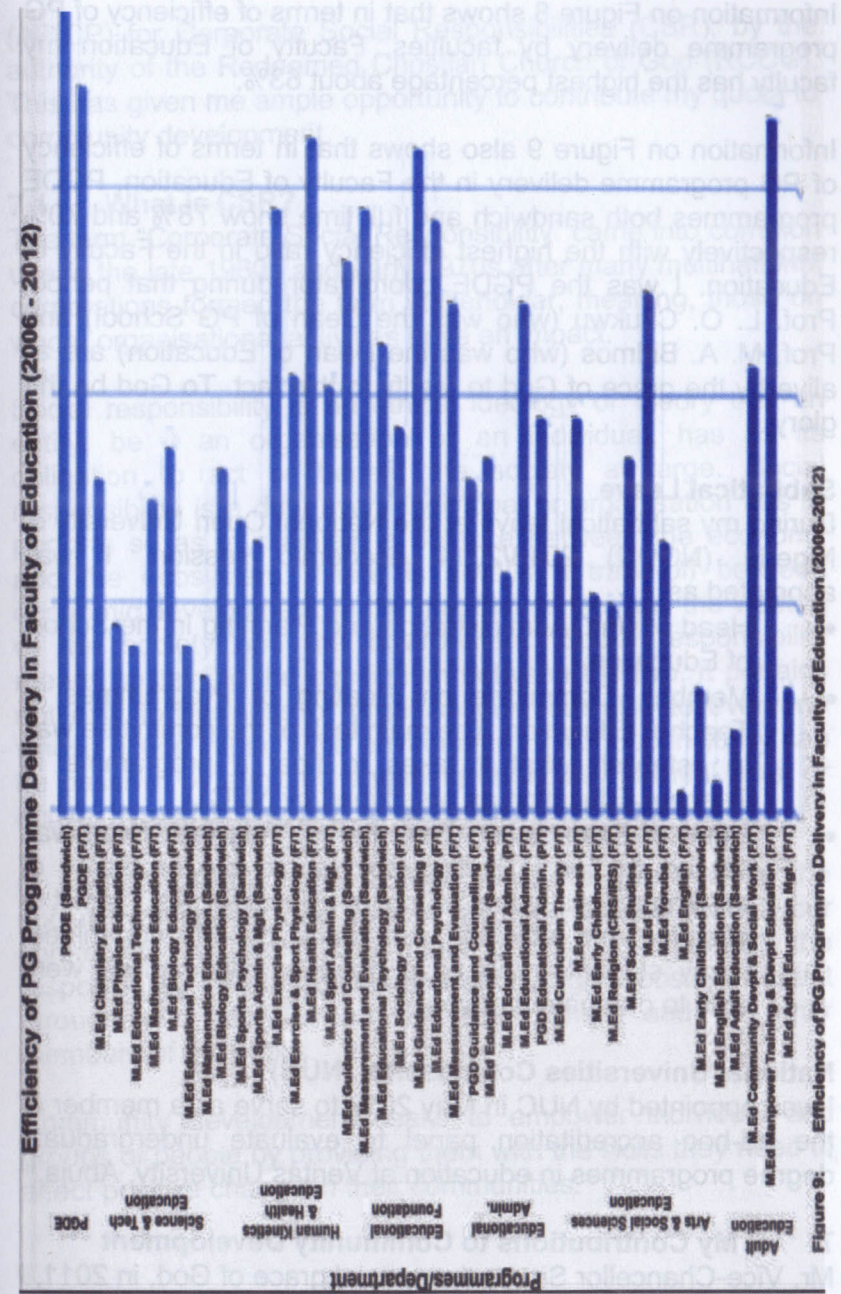


Figure 9:

Information on Figure 8 shows that in terms of efficiency of PG programme delivery by faculties, Faculty of Education my faculty has the highest percentage about 63%.

Information on Figure 9 also shows that in terms of efficiency of PG programme delivery in the Faculty of Education, PGDE programmes both sandwich and full time show 78% and 70% respectively with the highest efficiency ratio in the Faculty of Education. I was the PGDE coordinator during that period, Prof. L. O. Chukwu (who was the Dean of PG School) and Prof. M. A. Bidmos (who was the Dean of Education) are all alive by the grace of God to testify to this fact. To God be the glory.

Sabbatical Leave

During my sabbatical leave at the National Open University of Nigeria (NOUN) 2013/2014 academic session, I was appointed as:

- Head of Unit, Administration and Planning in the School of Education.
- Member, Committee on Floating of Programmes in Teacher Education. The main task of the committee was to establish what it takes to float a programme in Teacher Education as prescribed by NUC.
- Head of Examination Task Force. This task force was set up to find a lasting solution to the problems of missing results in the School of Education. As a result of effective and efficient work done by this committee, many students who have been hanging before were able to graduate that year.

National Universities Commission (NUC)

I was appointed by NUC in May 2017 to serve as a member of the ad-hoc accreditation panel to evaluate undergraduate degree programmes in education at Veritas University, Abuja.

7. My Contributions to Community Development

Mr. Vice-Chancellor Sir, by the special grace of God, in 2011, I was appointed the Assistant Pastor in charge of Province

(APICP) for Corporate Social Responsibilities (CSR), by the authority of the Redeemed Christian Church of God (RCCG). This has given me ample opportunity to contribute my quota to community development.

7.1 What is CSR?

The term "Corporate Social Responsibility" came into common use in the late 1960s and early 1970s after many multinational corporations formed the term stakeholder, meaning, those on whom organisational activities have an impact.

Social responsibility is an ethical ideology or theory that an entity, be it an organisation or an individual, has as its obligation to act or benefit the society at large. Social responsibility is a duty every individual or organisation has to perform so as to maintain a balance between the economy and the ecosystem. There is always a trade-off between economic development, in the material sense, and the welfare of the society and the environment. Social responsibility means sustaining the equilibrium between the two. It pertains not only to business or organisations, but also to everyone whose action impacts the environment. This responsibility can be passive, by avoiding engaging in socially harmful acts, or active, by performing directly advance social goals.

In a more specific term, CSR is mainly to give back to the society we belong and to look at how we can impact our community positively. Our main goal is to embrace the responsibility for our actions and encourage a positive impact through our activities on the environment and all other members of the public.

Community development seeks to empower individual and groups of people by providing them with the skills they need to affect positive change in their communities.

7.2 Possible Areas of Corporate Social Responsibilities

Possible areas of corporate social responsibilities may include any or all of the following:

- Feed a child project;
- Tutorials for students who are waiting for admission into universities;
- Sponsoring of indigent students' education;
- Road transformation;
- Adopt a child;
- Sensitisation workshop or programme on well-being/family planning;
- Building of crèche, clinic;
- Provision of first aid boxes in public primary and secondary schools;
- Provision of borehole – water purification plants;
- Provision of free medical services and strengthening of rural medical facilities;
- Providing information on sexual integrity education;
- Improvement of school infrastructure;
- Back to school programme for school drop outs, slow learners, and under-achieving children;
- Rehabilitation of high risk, trafficked and abandoned boys and girls;
- Providing leadership and mentoring training for the youth;
- Provision of vocational skills for the youths;
- Providing entrepreneurial, marketing and financial management skills for women;
- Creating awareness on preventive malaria programme;
- Providing youth/sport centre/training in ICT;
- Creating capacity building for teachers and educators;
- Encouraging environmental sanitation and establishing waste management board;
- Provision of essential commodities for motherless babies.

7.3 Funding of CSR

Sources of funding for CSR may include any or all of the following:

- General church offering
- Raising partners
- Special programmes
- Freewill donation
- Sponsor for special projects
- Collaboration with corporate bodies
- Launching
- Support in kind
- Partnership with communities
- Church building and development committee.

Provision of nation building, national progress and infrastructural development are not the task for government alone, but should be seen as our collective responsibility. We all have to make our impact felt in our respective spheres of contact. It may be in our community, place of work, city or nation at large. Always look out to meet needs. David was not in the army, yet he was moved by the plight of his people and chose to make an impact, recognised, he could change the destiny of his people (1Samuel, 17: 29-51).

If one is a teacher for example, there are lots of community help services one can do. For instance, he/she can take up the responsibility to organise free extramural classes for students and pupils in the community or neighbourhood. By doing this, he/she will be making a great difference in the lives of the young ones whose parents cannot afford to pay their school fees. Many youngsters have grown to become violent and angry at the society because they were not exposed to the little aids that could have been given at no cost. You can be the one to make the difference.

8. Recommendations

Mr. Vice-Chancellor Sir, the quality of a system may be evaluated in terms of its effectiveness and efficiency. Information contributes to organisational effectiveness and

efficiency. Information is basically responsible for the growth and continuous existence of any organisation. However, not all information is relevant to organisation's goals and objectives.

Adequate and reliable information is the life wire of every organisation. In developing nations, the problem of most of the organisations is inadequate information. In this age of comparative and continuous increase in organisation problems, organisations have come to realise the importance of information management. It therefore follows that steps have to be taken to improve on the existing methods and systems of gathering and developing information relevant to organisational goals and objectives.

Consequently, I make the following recommendations:

1. Government

- Government and individuals should realise the fact that for Information Technology (IT) to be effective, this department should occupy the central activity of the organisation. In other words, data storage, management and information security should occupy the priority list in an organisation.
- Government should increase funding for the entire educational sector with emphasis on Information and Communication Technology (ICT). This will help to improve the level of ICT facilities in our schools.
- Government should reduce the tariff placed on the production of information and communication technology facility so that individuals and companies can obtain them at affordable prices.
- There should be continuous and periodic training of teachers in computer and ICT skills acquisition. This will assist them to get acquainted with general global trends.
- Since government is the main policy maker, it is therefore necessary for the government to provide relevant policies that will promote positive revolution in our educational

institutions. A good educational policy should not fizzle out because there is a change of government. The adverse impact of such a decision can best be imagined. The government through the various Ministries of Education and educational agencies and parastatals should create awareness on the need to recognise talent, ability and interest in the choice of courses in higher institutions of learning in order to promote individual career growth and development. The implication of this orientation is about improvement of the society as well as in social, political and economic growth and stability.

2. Joint Admissions and Matriculation Board (JAMB)

There is a need for a continuous flow of information between JAMB and the school system. While the school system needs to know what exists in the universities through JAMB, JAMB also needs information about students from the school system.

3. University of Lagos

Mr. Vice-Chancellor Sir, the only thing that is permanent in life is change. Therefore, we should expect change in the university policies from time to time. However, if there is going to be any change, for instance, change in the criteria for assessment of academic papers for promotion at all levels, there should be adequate dissemination of information. Notice must not be too short for staff to meet up with the new requirement.

Moreover, we need to look at the present method of scoring again. Particularly, the issue of collaborative work, the reason is that in most cases, the first person on the list might be the most senior lecturer who is likely to be a professor who does not need the paper for promotion again but just to boost his/her curriculum vitae (CV). In the present system, the rich are getting richer and the poor are getting poorer.

• General Information Consciousness

The Bible says "Seest thou a man that is hasty in his words? There is more hope of a fool than of him" (Prov. 29:20). According to Olukoya (2016), the average person speaks

50,000 words daily, what is more disturbing is that we do not need more than 5 or 10% of that number daily. Two things are important concerning our words. One is the quality of the words and the other is the quantity of the words. We must be concerned about both. Quality has to do with how relevant your words are. "Oro pupo iro lo nmu wa". Quantity refers to the amount of words spoken. It is wisdom to speak relevant words.

God has given us one mouth and two ears so that we can speak less and listen more! Let every man be swift to hear, slow to speak, slow to wrath". Your ear will never put you in trouble; it is always your mouth that does (Chris, 2016).

Therefore,

Always speak once,
Think twice,
Listen thrice.

Finally, we should pray for all our student union leaders, staff union leaders, members of management and government agents, media men and women, that they may have the courage to disseminate fair and true information because information consciousness is the life wire of organisations.

9. Conclusion

Mr. Vice-Chancellor Sir, information guides decision making. The quality of the decision one makes is determined by the information one has. With in-depth and current information on a subject matter, one will be guided to make better decisions than when one never had access to such information.

We have a poor culture of record keeping in Africa. Many of us cannot trace our family history a hundred years back. Lack of record keeping has put many people into trouble, including imprisonment for embezzlement of government or church money. Sound, accurate and useful information are overt and always blessings to those who will receive them and apply

them. So many limitations can be overcome by the acquisition of information.

For efficient and effective running of any organisation or system, free flow of relevant information is very vital. Any manager that knows when, where and how to obtain accurate, relevant, valid, reliable and adequate information enjoys the monopoly of power in an organisation.

There is a greater need for every person to be very conscious of information, managers have to realise the place freeflow and management of information has in an organisation. Also, high organisational performance is directly dependent on appropriate, relevant and efficient management information system (John, 2002).

Hagg (2000) argued that throughout the history of the world, people have characterised their existence by time, periods or ages. Long time ago, we had the ice age and the "Neolithic time period". In modern times, we had the "renaissance period", the agricultural age, the age of enlightenment and the industrial age. Today, we have moved into another age that is different from any other. That is the information age – a time when knowledge is power. Information is vital to the survival of any establishment. Like a stitch in time, a piece of information rightly conveyed, promptly and correctly given saves time and money.

Mr. Vice-Chancellor Sir, I want to conclude my discussion on this topic.

When we were in primary school, we were taught some songs. Unfortunately, we did not understand the meaning of those songs. Instead of being sober while singing, we would jump and dance. Please permit me to sing two of those songs.

"Bo ti wu korun, ko mu to
Sanmo dudu die yio wa
Bo ti wu kaiye wa layo
Yio l'akoko ekun re

Gbadura wa Oba olore
Gege bi awa ti nke pe O
Ma se je k'awa omo Re rahun
La tubo tan aiye wa".

The lesson from this song is that, whatever the level of your achievement in life, there will always be some challenges simultaneously. However, our prayer is that God will not allow us be tempted beyond our power (1Cor.10:13).

The second song is the best way to summarise this lecture

"Wherever you go,
Wherever you be,
Do not say yes, when you mean to say no".

"Do not say yes when you mean to say no" implies that you must be conscious of whatever information you share with anybody at any point in time.

The Bible says "Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things" (Phil.4:8). "Prove all things; hold fast that which is good" (1Thes. 5:21). Anybody that is not informed is deformed. Therefore, Information consciousness is the life wire of organisations.

• **Food for Thought**

According to Mensa (2006), a group of 95 year olds and above who had lived life to its fullest were interviewed and asked a very simple question.

What would you do differently if you had your life to live all over again?

Their answers were illuminating. There were four things that were of prior importance to them. Four things they would have done differently if they had their lives to live all over again.

- They would spend more time with their loved ones; wives, husbands, children, brothers, sisters and all their friends, and invest quality time in the lives of the people most important to them especially their children.
- They wished they had taken more risks when they were younger. They wished they had made much bolder decisions in their youth. They wished they had not been afraid or timid and had followed their life's dreams.
- They wished they had saved more money when they were younger.
- They wished they had spent more time offering sacrificial services to others.

This list is very informative and the answers are likely to be replicated in any part of the world. It should therefore provide food for thought for every young person or anyone who seeks to live a fulfilled life.

You do not need to wait till the sunset of your life to come up with a similar list and an accompanying sense of regret. Remember that nobody gets to live his/her life again. And as it is appointed unto men once to die, but after this the judgement (Heb. 9:27). Therefore, make the most use of your time and opportunities while you have life. Set your priorities right.

ACKNOWLEDGEMENTS

Abba, Father. How can I thank You enough for the great things You have done for me.

You are my Rock, my Fortress, my Deliverer, my Strength, my Hightower, the Horn of my Salvation, the Health of my Countenance, the Incomparable, Irreplaceable and Incomprehensible God.

Your greatness is unsearchable and your understanding is infinite.

Oh Lord You have succeeded in proving this simple spiritual mathematical equation to be true in my life.

II Cor 3: 5 + II Cor. 9: 8 = II Cor. 12:9-10 (My grace is sufficient for you)

Thank you!

I appreciate the management of the University of Lagos, starting from the Pro-Chancellor and Chairman of Council, Dr. Wale Babalakin (SAN, OFR); the Vice-Chancellor, Professor Oluwatoyin Ogundipe; Deputy Vice-Chancellor, Management Services, Professor B.E.O. Oghojafor; Deputy Vice-Chancellor, Development Services, Professor F.T. Ogunsola; the Registrar, Dr. (Mrs.) Taiwo Ipaye; the Bursar, Mr. Nurudeen Olalekan Ajani Lawal; the University Librarian, Dr. Oluremi Fadehan and the Dean of Education, Professor 'Supo Jegede.

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Professor R. A. Alani, you are a brother indeed. You brought my letter of appointment directly to my house. I pray that God will never forget your labour of love in Jesus name. God who

has used you to make ways for me will also continue to make way for you too in every area of your life. Thank you sir.

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Song: *Iya ni wura iyebiye*
Ti a ko le fowo ra
O loyun mi f'osu mesan
O pon mi fun odun meta
Iya ni wura iyebiye
Ti a ko le fowo ra

I want to specially thank God for the children God gave me: Oluwakayode Bello, Oluwaseun Bello and Oluwabukunmi (Blessing) Bello. You are all fearfully and wonderfully made. I thank the Almighty God for your lives. Thanks a lot for your support. My God will never leave you nor forsake you in Jesus name.

Mr. Vice-Chancellor Sir, my research work started at the University of Ibadan, Ibadan in 1987, where I discovered a very beautiful 'flower' in the School of Pharmacy, Aderonke Ayinke Adepoju-Bello, Nee Adewale and she became my wife on 3rd October, 1992.

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God will never fail you too in Jesus name. What God has done for you shall be permanent in Jesus name.

You and I will praise the Lord (2ce)
You and I (2ce)
You and I will praise the Lord.

Thank you my darling wife.

I have gone through the works of other authors and publishers in order to benefit from their wealth of wisdom. I have thus quoted many of them usually because they said what I wanted to say better than I could myself. I therefore, accept responsibility for any identified error found in this lecture.

In the course of my acknowledgments, it is possible some names are not mentioned. I pray that God that remembered Noah, Joseph and Hannah will remember, honour and bless the owners of such names abundantly in Jesus name.

Mr. Vice-Chancellor Sir, I have fought a good fight, I have finished my course, I have kept the faith (II Timothy 4:7). Please permit me to close with these songs:

Olorun to da awon oke igba ni
Eyin ni mo fi ope mi fun
Ta ni n'o tun gbe ga o bi ko se Baba loke
Ta ni n'o tun fi gbogbo ope mi fun
Olorun to da awon oke igba ni
Eyin ni mo fi ope mi fun.

All the glory must be to the Lord
For He is worthy of our praise
No man on earth should give glory to himself
All the glory must be to the Lord.

Mr. Vice-Chancellor Sir, distinguished ladies and gentlemen, I thank you all for your attention. May the Almighty God honour you and see you safely to your destinations in Jesus name. Thank you for coming.

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