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**THE TOTAL MAN CONCEPT APPROACH IN SCHOOL SERVICE  
DELIVERY IN NIGERIA: A STRATEGY FOR POVERTY  
ERADICATION AND NATIONAL DEVELOPMENT**

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**ASSOC. PROF. GLADYS UZOECHINA**

*Department of Educational Foundations,  
Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus,  
Anambra State.*

**Abstract**

*The hallmark of what education stands for is the development of the three structures or realms of the human person for full actualization of the functionality of an individual in his society. The human person is triune in composition – spirit, soul and body. Any curriculum that lacks the capacity to develop and empower the total man cannot attain the overall objective of education. The “current” of globalization has so much broadened the demands of education subscribers and stakeholders that skill empowerment in every graduate of higher education has become imperative. The thrust of this paper therefore anchors on the thesis that poverty eradication and socio-economic development of Nigeria can only be achievable if the Total Man Concept paradigm will be embedded in school curricula as well as in the delivery of instructional programmes. This paper also posits that the curricula should reflect Values Education (VE) which serves as the bedrock for entrepreneurial education. School leavers from the secondary and university levels in the Total Man Concept, should be able to transform knowledge into marketable products for self-reliance and functionality.*

**Keywords:** Total Man, Concept, Approach, Service delivery, poverty eradication, National development.

The tool of educational training is an all time strategy for the development of the human person. Education is a mover per excellence for advancement and empowerment of the spirit, soul and body. Most of the instructional programmes (curricula) offered in schools especially in underdeveloped nations reflect the conventional subjects, which are for the development of the mind (cognitive region). Any body of knowledge that lacks the capacity to transcend from the soulish region

(mind) to empower the hands for entrepreneurship may not be able to thrive in this contemporary period of skill acquisition and poverty alleviation campaigns. The total man concept viewpoint to school service delivery advocates for development of an indigenously “vibrated” curriculum that will be able to impart and impact on the three personality structures of the students – the spirit soul and body thereby empowering them to become wealth creators and not white-collar job seekers. An individual who cannot make effective use of his or her mind to create wealth is handicapped and a liability instead of being an asset. The mind a God-given instrument to human beings. It is a compartment of the soul beside the will and emotions. Several researches both empirical and theoretical have revealed that the power of the mind is unlimited. A finding revealed that all other living creatures are endowed with different self-defensive weapons such as horns, hoofs, pines, paws, carnivorous teeth, venom, sharp beaks and the likes, but humans are defenseless in terms of physical appearance (Abionye, 2010). It was reported that the weapon of the mind alone empowered humans to become leader and controller of all other animals. The unlimited power of the mind empowered humans to subject all animals to become their pets. The mind is the soulish region for intellectual activity. In other words it can only be productive when an entrepreneurship-inspired curriculum is exposed to it.

According to Odum, Nwabueze & Ugwulebo (2016), first class graduates of higher institutions move about with their “honorable” certificates in search of white-collar jobs. They posit that it is only when Nigerian school curricula most especially the university curriculum is wired and coated with the cultural forces of the indigenous magnetic field, tertiary institution cannot produce entrepreneurial graduates. An educated individual ought to be a person operating with productive minds that empower him or her to create wealth through entrepreneurship and creativity. A total man concept approach in school instructional delivery requires a vibrant, pragmatic, entrepreneurial and culture-inspired curriculum, which should be based on the current existential needs and aspirations of the society. Odum et al (2016) report that Covenant University Ota, Ogun state was recently ranked among the best ten universities in African as a result of the “Total man concept” which her curriculum reflects. The instructional programmes offered to students in the school are targeted at eradicating liability or consumer mindset from the students through developing the three constructs of the individual-body, soul and spirit. Covenant university instructional programmes are administered to empower the mind first (the soulish realm) with proactive knowledge, empower the psychomotor domain (the body) through relevant entrepreneurial training and spiritual development of the student through a well-scheduled periods of worship and devotion to the creator (God).

### **The Total Man Concept**

From the foregoing, it has been established that man is a tripartite creature comprising of the spirit, soul and body. The spirit of man connotes the part of his

celestial endowment which enables him to have a relationship with the sovereign God. This is the reason; an individual can take up a career as a priest or spiritualist. The soul of a man is made up of the will, the mind and emotions. According to Templer (2006) as cited in Igbokwe and Odum (2016), the ego part of the soul is so dynamic that it is referred to as the reality principle and the executive personality. To him, the ego personality structure has been given the man to be able to do some work on overcoming the uncivilized and reproachable aspects of behaviour. This paper, therefore stands on the premise that the soul which houses Will (the superego) Mind (the ego) and Emotions (id) can only be developed to be a wealth creator or functional in the society, if it is exposed to a curriculum that emanates from the social environment so as to effectively engage the five human senses to create wealth. The dynamic nature of the soul and its capacity to produce wealth is further exposed in the excerpt below:

*One unique quality which man has is his superior brain which enables him to manipulate ideas, think, create things conceptualize and react to others critically. The accumulation of these ideas, which he shares with others enables him to create enduring social organization (Andarh, 1982:4)*

The body of the individual is the part of personality with which he relates to the immediate environment. The body region has to do with the five human senses which include: sight (eyes), hearing (ears), taste (tongue), smell (nostrils) and touch the (skin). These senses have strong physiological association with the unseen parts of personality. This is to submit that every instructional programme packaged by the school administrators that fails to impart these visible and invisible senses cannot produce a functional individual who can create wealth. More so, man as a living creature operates by body, soul and spirit, all working together in harmony and not independent of one another.

### **School Administration and Curriculum**

School service delivery or school administration operates on the cord wheel of curriculum. That is to say that there is no school service delivery without an outlay of instructional programmes to which learners will be exposed. A school administrator is a planner, organizer, controller and a leader. He is responsible for the implementation of educational policies and programmes designed by educational managers in order to ensure effective and efficient school service delivery.

### **Overview of Educational Administration**

At the level of educational administration, thoughtfulness and systematic human relations are paramount. This is because the process of Administration has direct dealing with the human resources of the institution among others. Peretomode (2008) writes that the Education Administrator is essentially a thoughtful organizer and executor of plans, policies and programmes designed for strategic educational objectives. He reiterates that the process of Administration can be considered as an

aspect of the management process. On the other hand, Nwankwo (1987) submits that Administration, as it has to do with education, connotes the systematic arrangement of human and material resources and programmes that are available for education and carefully utilizing them thoughtfully within designed guidelines or policies to achieve educational goals. To this paper, the thrust is equipping or empowering the school administrator with relevant knowledge on how to plan and execute instructional programmes that will be able to develop a total man who can be a contributor and not liability in the society.

It is worthy of note to state that in the process of implementation of educational policies, Educational administrators also involve themselves in planning, organizing, coordinating, controlling and leading at the institutional or micro-level and they also contribute to the policy formulation process.

### **Administrative Skills Required by the School Administrator**

An administrator is a leader and a leader requires some competences which will empower him or her to function as an effective leader. Katz (1955) has identified three major skills upon which, successful administrator rests. For the purpose of analysis, these basic skills are follows:

- **Technical skills or competence:** An educational administrator who wants to command exploits in school service delivery should possess proficiency in the use of tools, strategies, theories, procedures and techniques of a specialized field such as education to be able to perform specific tasks and responsibilities. The school administrator like his counterparts in medicine, engineering, nursing, a psychologist, a musician and so on needs adequate technical skill to be able to accomplish the mechanics of his or her job.
- **Human skill:** In as much as school administrator is a field personnel who is constantly in touch with human resources he or she must be equipped with interpersonal skills. He or she works with, and through other people on close range and also in group setting. Therefore, it requires an understanding of group dynamics and the ability to motivate and drive other people either as individuals or groups.
- **Conceptual skills:** Conceptual skills have to do with the knowledge of concepts, principles and theories associated with the specialized field such as education. To Lipham and Hoer (1974) as cited in Peretemode (2008), an educational administrator can only conceptualize and discern theories when he or she possesses a wealth of cognitive and organized information. According to them, conceptual skills connote the mental processes to coordinate and integrate the entire interest and programmes of the institution and most especially the ability to apply information and concepts to practice. The school administrator should know and see the school, the school community and the instructional programmes as a systematic whole and discern how the various parts of the institution depend on one another and how a malfunction in any part can affect the whole system.

### **Curriculum Administration for the Development of the Total Man**

The enormity of the capacity of man to recreate his world cannot be ascertained because man possesses a multi-faceted talent. Curriculum of the school especially at the post-primary and tertiary levels of education should be environment- friendly. To this paper, such curriculum is referred to as “mushroom” curriculum. The mushroom grows or originates from the earth crust and its features make it to possess numerous food substances that nourish the body. As posited by Odum, Nwabueze and Ugwulebo (2016), curriculum should emanate from the vibrations of the cultural magnetic ecosystem of the environment so as to engage the hands of the graduates to become wealth creators instead of wealth consumers. Learning is controlled by a set of laws. One of such laws is the law of association. According to this law, you become what and who you choose to follow. It states that what you focus on consistently overtime, will greatly determine who and what you will look like. African indigenous education thrives on the law of association where learners learn by close observation of indigenous knowledge and skill. Such values education (VE) was able to produce functional individuals in their respective societies. The contemporary school curriculum in Nigeria should not be eroded by colonial conventional curriculum. For instance, the current Child Rights Act which has succeeded in clipping the wings of administrators and teachers in the area of strict discipline is a neocolonial imposition on school administration in Nigeria (Nwabueze, Odum and Nwabueze, 2016). Educational training is not all about parading of certificates. University training in Nigeria should be measured by the capacity of the graduate to solve real life problems and thereby create avenue for wealth creation, innovation and creativity. Ibiyeomie (2007) posits that if a graduate lacks the capacity to solve life problems that will attract financial returns to him, such individual is not worthy to be called an educated person. Presently, the curriculum ought to provide for students capacity training and skill acquisition. The instructional programmes in schools are to be re-strategized to give the learner the requisite knowledge and skills that will be pragmatic in future capacity endeavours for sustainable development in Nigeria. The curriculum at all levels in Nigeria should be a skill development curriculum and curriculum developers in Nigeria should design a problem-solving indigenous curriculum, which will have the innate capacity to empower the soul, body and spirit (The Total man concept).

### **Entrepreneurship Education for National Development**

It has been noticed that the cord wheel on which the education enterprise is being driven to functionality in recent times is entrepreneurial training. According to Odum and Ezekwe (2015), as Nigeria confronts reality in her search for intellectual and economic freedom in the present era of recession, she needs a pragmatic philosophy of education, which is anchored on the African indigenous ingenuity but geared toward her rebirth of entrepreneurial education. In their proposition, Nigeria is in dire need for a rapid renaissance in the area of functional (entrepreneurial) education to be able to

revitalize her educational system to respond to skill acquisition, human relations techniques, proactive leadership, social efficiency, economic efficiency, and due respect for human rights among others.

Entrepreneurial Education refers to the integral part of general education including the Junior secondary school, the senior secondary school and technical education obtained in Polytechnics, Monotechnics and Colleges of Education (Technical) (FRN 2004). It has to do with the kind of vocational training that will be able to make the brain to “sweat” and empower the hand to create veritable avenues for wealth. If the percentage of self-reliant individual out-weighs the percentage of “bookish” white collar job seekers, Nigerian economy will receive a boom. Okoro (1999) is of the view that entrepreneurial education is that form of education whose primary objective is to prepare persons for profitable employment in recognized occupations. Entrepreneurial education preoccupies itself with micro (personal) and macro (national) economic development programmes. These programmes are to be located in the following goals of the subject which are to:

- (i) Provide trained manpower in the applied sciences, technology and business particularly at craft, advanced craft and technical levels.
- (ii) Provide the technical knowledge and vocational skills necessary for Agricultural, commercial and economic development.
- (iii) Give training and impart the necessary skills to individuals who shall be self-reliant economically (FRN, 2004: 30, 32).

A cursory retrospect on the position of Asuquo (2005: 39-49), the contribution of Entrepreneurial education to National development should include:

- (i) Meeting the manpower needs of the nation for its ever-increasing industrial and Agricultural service sectors.
- (ii) Reduction in poverty rate and unemployment through quipping people with relevant skills;
- (iii) Training and empowering individuals for self-employment and job creation through skills acquisitions;
- (iv) Minimizing dependence on foreign technology and products as the graduates can produce goods that can compete favorably with imported ones;
- (v) Encouraging economic self-sufficiency and industrial growth through the production of adequate manpower.

### **Conclusion**

Total man concept paradigm needs to be incorporated into synchronizing the laudable and enviable objectives of the value-laden curricular and visible economic values of entrepreneurial and vocational education in Nigeria. The school administrators should understand that the mind has unlimited potential to be a wealth creator if only the curricular will be able to transform knowledge into marketable products for self-reliance and National development.

### **Recommendations**

From the position of the study the following recommendations are made:

- I. Curriculum developer in Nigeria should come up with an indigenously packaged instructional programme at all levels of education that can provoke both the mind and the hands of graduates to “sweat” in wealth creation.
- II. University curriculum should be repositioned in a manner that will produce creative thinkers thereby empowering the graduates to surpass their uneducated counterparts in an unparallel frequency in wealth creation.
- III. Instructional programmes in technical and vocational institution should emphasize on economic self-reliance of student for National development.

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