

**PRINCIPALS' PARTICIPATORY AND AUTHORITATIVE MANAGERIAL
APPROACHES IN PROMOTING TEACHERS' INTEREST IN
TEACHING BUSINESS STUDIES IN SECONDARY
SCHOOLS IN AKWA IBOM STATE.**

BY

**DR (MRS) ENEWAN A. EVANSON
DEPARTMENT OF BUSINESS EDUCATION
AKWA IBOM STATE COLLEGE OF EDUCATION,
AFAHA NSIT**

ABSTRACT

The study was conducted to investigate the influence of principals' participatory and authoritative managerial approaches in promoting teachers' interest in teaching Business Studies in secondary schools in Akwa Ibom State. To guide the study, two specific purposes, research questions and null/hypotheses respectively were formulated. The ex post-facto survey design was adopted for the study. The population comprised 350 Business Studies teachers. A sample size of 307 Business Studies teachers was selected using cluster random sampling techniques. The researcher developed instrument entitled: Principals Participatory and Authoritative Managerial Approach Questionnaire (PDPMAQ) to generate data for the study. The instrument was validated by three senior lecturers one from the Department of Educational Foundations and two from the Department of Vocational Education, University of Uyo, Uyo. Cronbach Alpha was used to determine the reliability coefficient that yielded reliability index of .72 and .68 respectively. The mean, t-test and Analysis of Covariance (ANCOVA) were used to analyse the data obtained. The findings of the study reveal that the principals' participatory and authoritative managerial approaches all have influence on teachers' interest in teaching Business Studies in Junior Secondary Schools in Akwa Ibom State. The study also indicates that there is significant difference on the influence of principals' managerial approaches on the teachers' interest in teaching Business Studies in Secondary Schools in Akwa Ibom State. Secondary School principals' adoption of participative managerial approaches in managing their schools was recommended among others.

Introduction

The demand for high quality education in Nigeria has placed pressure on school managers to upgrade their skills in the management of human and material resources for the attainment of effective teaching and learning. This is because, improving and sustaining effective teaching and learning depends largely on teachers' interest, effective and efficient management of available resources. Usoro, (2006) believes strongly that educationists and other relevant specialists

employ different managerial approaches to improve the quality of education in Nigeria. Managerial approaches are those strategies that assist school managers in planning, coordinating, organizing and controlling human and material resources available in a school environment (Usoro, 2006). The view of Mandy (2001), Udo (2006) and Elisha (2011) may be summarised and presented simply as thus: when school principals prudently utilize managerial approaches, they are likely to motivate and stimulate teachers' interest for better performance.

Ogbonna (2007) described participatory managerial approach as that which favours decision-making by the group. In this approach the manager only gives instruction after consultation with the group (teachers) as explained by Ogbonna. The manager can easily, with the cooperation of the group, stimulate and motivate group members for high quality performance. Ogbonna further observed that management decisions of the participative manager are not unilaterally taken since such decisions usually arise from consultation with the entire group members which generally result in their full participation.

Authoritative managerial approach is viewed by Etuk (1991) as a centralized management strategy in which decision-making processes are vested in an individual. Contributions, suggestions and initiatives from subordinates are not entertained. While this approach permits quick decision-making as one person decides for the whole group, Etuk observed that it usually leads to autocratic management and abuse of managerial powers.

Business Studies is one of the compulsory subjects offered by the Junior Secondary School (JSS) Students in Nigeria as pointed out by Iroegbu (2014). It involves the teaching of subjects which equip the students with prevocational skills in general business course. The components of Business Studies are Shorthand, Typewriting, Office Practice, Commerce and Book-Keeping as well as Keyboarding which is a pre-requisite for Computer Education. The students at this level are not trained for a profession. Professional Training comes at the tertiary level where trainees receive vocational skills training in Business Education. The effect of inefficient management skill has been observed in teachers' lack of interest in their teaching subjects and students' loss of interest in school subjects, resulting in poor performances in internal and external examinations. Udo (2006) posited that it is possible that ineffective utilisation of managerial approaches by school principals is responsible for teachers' lack of interest in their teaching subjects.

Statement of the Problem

Experience has proved that some secondary school principals do not utilize appropriate managerial approaches in managing their schools. This apparently leads to a sharp decline in quality of teaching Business Studies as the interests of many teachers have been reduced. The result has been poor performance of students in both internal and external examinations in the last one decade. The Chief Examiner's report of Akwa Ibom State Examination Board (AKSEB) in Junior Secondary School Examination on Business Studies seems to buttress this observation by reporting the State's mean scores of 52.0 in 2008, 46.8 in 2009, 38.6 in 2010, 42.6 in 2011 and 45.7 in 2012 respectively (AKSEB, 2012).

This performance trend of below average is a disturbing phenomenon especially in a State that focuses on manpower development including her human potentials in entrepreneurship through Business Education. Moreover, attempts by some school principals to use civil service

rules and regulations to ensure effective teaching among teachers has met with stiff resistance and brought the principals into direct confrontation with teachers. This study, therefore, seeks to determine how participatory and authoritative managerial approaches of the school principals can engender interest in Business Studies Teachers in Junior Secondary Schools in Akwa Ibom State.

Purpose of the Study

The purpose of this study was to determine the extent of the influence of principals' participatory and authoritative managerial approaches in promoting teachers' interest in teaching Business Studies in secondary schools in Akwa Ibom State. Specifically, the study was designed to accomplish the following objectives:

1. to determine the influence of participatory managerial approach in promoting teachers' interest in teaching Business Studies in Junior Secondary Schools in Akwa Ibom State;
2. to determine the influence of authoritative managerial approach in promoting teachers' interest in teaching Business Studies in Junior Secondary Schools in Akwa Ibom State;

Research Questions

This study was designed to provide answers to the following research questions;

1. To what extent does participatory managerial approach influence teachers' interest in teaching Business Studies in Junior Secondary Schools in Akwa Ibom State?
2. To what extent does authoritative managerial approach influence teachers' interest in teaching Business Studies in Junior Secondary Schools in Akwa Ibom State?

Null Hypotheses

The following null hypotheses were formulated for the study and were tested at .05 level of significance.

1. **Ho₁:** There is no significant difference between the mean response of urban and rural teachers on the extent of the principals' participatory managerial approach in promoting teachers' interest in teaching Business Studies in Junior Secondary Schools in Akwa Ibom State based on location.
2. **Ho₂:** There is no significant difference in the mean response of teachers on the extent of the principals' authoritative managerial approach in promoting teachers' interest in teaching Business Studies in Junior Secondary Schools in Akwa Ibom State based on years of experience.

LITERATURE REVIEW

Management Approaches and Teachers' Interest

Management is an all encompassing occupation existing since human beings first came together in prehistoric times. Management entails activities involving people and materials (Akpan, 2003). It tries to control or direct the behaviour of people towards achieving set objectives. It is fundamental for maintaining and expanding the relevance, effectiveness and productivity of complex institutions such as government offices, business enterprises and school

systems as reported by Kerr (2003). Depending on the content and purpose, the word management has several meanings. Mbikpom (2000) asserts that management is both a field of practice and a field of study. As a field of practice, it is traceable to ancient times while as a study discipline, the systematic study of the field commenced at the beginning of the twentieth century. It is frequently used to describe the control of the day-to-day running of a business or institution.

Management may also be considered as that part of management process concerned with the institution carrying out of procedures by which the programme of activities regulated and checked against targets and plans (Paul, 2004). Akpan (2003) added to the above his view of managements as the co-ordination of human and material resources towards the attainment of some predetermined objectives. It is the art of organizing and managing men and materials to attain the goals of an organisation. Edem (2008) viewed management generally as planning activities which aim at the fulfillment of the goals of a particular organisation. Management is a process of working with human resources to accomplish the purpose of an institution. Educational management emphasizes the bringing of human and material resources together for effective functional teaching and learning in schools. Nwankwo (2000) affirmed that management as a major function in educational as well as business organisations.

In the views of Essang (1987) effective teaching is an art of transmitting and directing the affairs of the learners in order to achieve a desired goal. Ukpong (2006) observes that the main objective of teaching is to effect the behaviour changes of the target learners permanently, in such a manner that they would agree with the norms of the society in which the teaching and learning occur. This permanent change in behaviour as a result of instruction constitutes learning. Effective teaching on the other hand in the view of Obi (2002) the relative attainment of feasible objectives having to do with utilisation of physical facilities, equipment and human energies. Educational management is directed towards the realization of educational goals. The resources need be arranged in such a way that the goals and objectives are easily be achieved.

Participatory Managerial Approach and Teachers' Interest

Participative managerial approach according to Nwankwo (2001) demonstrates respect for every person in the group and leadership responsibilities are shared. Participative principal ensures that there is smooth flow of communication within the school. This type of approach allows room for broad based consultation, deliberation and participation of all the teachers in decision-making, criticism and praise are given objectively. New ideas and changes are welcome, while a feeling of responsibility develops within the group. Quality of work is high and the group or subordinates generally feels successful, since the manager consults with the subordinates and gets feedback.

Participative managerial approach encompasses discussion, debate and sharing of ideas and encouragement of people to feel good about their involvement. Participative approach is based on the principles of self determination, inclusiveness, and equal participation in the decision-making process. This approach, as perceived by Nwankwo (2001) is characterized by the distribution of responsibility and the empowerment of others. Participative managers tend to be empathetic listeners who encourage open communication through all levels of the business organization. Research has found out that participative managerial approach is one of the most

preferred managerial approaches which work best in situations where group members are skilled and eager to share their knowledge. According to Hackman, Jonhnson, Michael, and Craig, 2012) it is also important to have plenty of time to allow people to contribute, develop a plan and then vote on the best course of action.

The participative management consists in the principals sharing the decision-making abilities with teachers by promoting the interests of the group members and by practicing social equality. This approach of management encompasses discussion, debate and sharing of ideas and encouragement of people to feel good about their involvement. The boundaries of group participation tend to be circumscribed by the organisation or the group needs and the instrumental value of people's attributes (skills, attitudes, etc).

Authoritative Managerial Approach and Teachers' Interest

This is a type of managerial approach in which the manager is domineering and rules through the use of force and uses his legal power to enforce rigid discipline. According to Etuk (1991), authoritarian management is being used when a manager, who makes policies and procedures, decides what goals are to be achieved, and directs and controls all activities without meaningful participation by the subordinates. Authoritarian managers are commonly referred to as autocratic managers. They provide clear expectations for what needs to be done, when it should be done, and how it should be done. There is clear divide between the manager and followers. Cherry (2012) observed that authoritarian managers make decisions independently with or no input from the rest of the group. Authoritarian manager upholds stringent control over their followers by directly regulating rules, methodologies and action.

Ben (2009) opined that the autocratic or authoritative manager posses the following characteristics.

1. He is very conscious of his power. He is power drunk and intoxicated.
2. He has little trust and faith in members of the group.
3. He believes that power plays an important role in job performance
4. Orders are issued to be carried out with no questions allowed and no explanations given. In other words, the leader alone formulates and implements policies without consultation.

Communication in an autocratic setting is mainly from the top to bottom and rarely vice-versa and in such situations, the subordinates estranged from the organisation. An autocratic manager is highly task-oriented, extremely committed to the job, having to ensure that work is done even at the expense of the subordinates' health and life. He is careless about the idiographic (subordinates needs) aspects of the organisation. He is extremely homothetic (projecting organisational demands and interest(s). He is feared rather than respected. Authoritarian principals construct gaps and build distance between themselves and their teachers with the intention of stressing role distinctions. Authoritarian managers typically foster little creativity in decision-making Hay (2012) also found that it is more difficult to move from an authoritarian management to a democratic management than from a democratic form to an authoritarian form of management. Abuse of this managerial approach is usually viewed as controlling, bossy and dictatorial. Authoritarian managerial approach is best applied to situations where there is little time for group discussion.

METHODS

Research Design

The design of the study is ex-post facto research design. It is an enquiry design in which the researcher has no control over the independent variables because they had already occurred.

Area of the Study

This study covered Akwa Ibom State of Nigeria comprising 31 Local Government Areas.

Population of the Study

The population of the study comprised 350 Business Studies teachers in all the public Junior Secondary Schools in Akwa Ibom State. (State Secondary Education Board (SSEB 2013).

Sample and Sampling Techniques

The sample size for the study comprised 307 Business Studies teachers using a cluster random sampling technique for the study.

Instrumentation

The researcher developed an instrument entitled: Principals' Participatory and Authoritative Managerial Approach Questionnaire (PPAMAQ) was used to generate data for the study. It was subdivided into sections A – G, each section was to generate data for each identified managerial approach of participatory and authoritative approaches.

Validation of the Instrument

The instrument PMAQ was submitted to three experts for content validation. One expert was from the Department of Educational Foundations and two were from the Department of Vocational Education, Faculty of Education, University of Uyo.

Reliability of the Instrument

The instrument was administered to 307 teachers of Business Studies in Secondary Schools in Cross River State that were not earmarked for the study in Akwa Ibom State. Data collected from the respondents were analysed using Cronbach's Alpha reliability estimates. The results of the analyses yielded a reliability coefficient index of 0.72. This indicated that the instrument was reliable.

Method of Data Analysis

The mean, t-test and Analysis of covariance (ANCOVA) were used to analyse the data obtained. The mean and standard deviation were used to analyse responses in order to provide answers to research questions while t-test and (ANCOVA) were used to test null hypotheses one to seven at $p = .05$.

RESULTS AND DISCUSSION

Research Question One

To what extent does participatory managerial approach influence teachers' interest in teaching Business Studies in Junior Secondary Schools in Akwa Ibom State?

The summary of responses to questionnaires items related to research question 1 is presented in Table 1.

Table 1: Mean score Response of Influence of Participatory Managerial Approach In Promoting Teachers' Interest (N =306)

Influence of Participatory Managerial Approach on Teachers Interest	\bar{x}	Remarks
1 The principal holds regular discussion with staff	4.03	MT
2 The teaching staff contributing to day-to-day school management activities	3.93	MT
3 Responsibilities are distributing among staff	3.50	MT
4 The principal is empathetic listener to staff suggestions	3.63	MT
5 The principal encourage open communications with staff	3.89	MT

Cluster mean value = 3.80

Data in Table 1 reveal that all the items on Participatory Managerial Approach had mean values between 3.50 to 4.03 with a cluster value of 3.80. This implies that at most times, the principal holds regular discussion with staff, teachers contributed to day-to-day school management, responsibilities distributed among staff, the principal listens empathetically to staff suggestions and the principal encourages open communication with staff respectively. This means that the principal most times uses participating managerial approach to promote teachers' interest in teaching Business Studies in Junior Secondary Schools in Akwa Ibom State.

Research Questions Two

To what extent does authoritative managerial approach influence teachers' interest in teaching Business Studies in Junior Secondary Schools in Akwa Ibom State?

The summary of responses to questionnaire items related to research question 2 is presented in Table 2.

Table 2: Mean Score Responses of Influence of Authoritative Managerial Approach In Promoting Teachers' Interest (N = 306)

Influence of Authoritative Managerial Approach on Teachers Interest	\bar{x}	Remarks
1 The principal determining rule through the use of force	3.85	MT
2 The principal taking decisions and only inform staff for enforcement	3.97	MT
3 The principal ordering staff and students on every school issue	4.01	MT
4 The principal upholding stringent control over subordinates	3.81	MT
5 The principal giving directive and accepts no contributions from subordinates on school management.	3.72	MT

Cluster mean value = 3.87

Data in Table 2 reveal that all the items on Authoritative Managerial Approach had mean values between 3.72 to 4.01 with a cluster value of 3.87. This means that the principal most times uses authoritative managerial approach in promoting teachers' interest in teaching Business Studies in Junior Secondary Schools in Akwa Ibom State.

Testing the Research Hypothesis

Null Hypothesis One

There is no significant difference between the mean response of urban and rural teachers on the influence of principals' participatory managerial approach in promoting teachers' interest in teaching Business Studies in Junior Secondary Schools in Akwa Ibom States based on location: urban and rural.

The summary of results of testing the null hypothesis one is presented in Table 3.

Table 3: Result of Independent t-test Analyses for Difference in mean response of Principals on Influence of Participatory Managerial Approach in Promoting Teachers Interest based on location (N = 306).

Variables	\bar{x}	SD	df	t-cal	t-cri	Decision
Urban	6.13	1.10	305	29.35	1.96	Rejected H_0
Rural	5.00	1.00				

Data in Table 3 shows that calculated t-value of 29.35 is greater than the critical t-value of 1.96 at .05 level of significance and 305 degree freedom. Therefore, the null hypothesis stating that there is no significant difference between the mean response of urban and rural teachers on the extent of the principal's participatory managerial approach in promoting teachers' interest in teaching Business Studies in Junior Secondary Schools in Akwa Ibom State based on location is rejected and the alternative upheld. It is therefore concluded that principals' participatory managerial approach has significant influence in promoting teachers' interest in teaching Business Studies in Junior Secondary Schools.

Null Hypothesis Two

There is no significant difference in the mean response of teachers on the extent of the principals' authoritative managerial approach in promoting teachers' interest in teaching Business Studies in Junior Secondary Schools in Akwa Ibom State base on years of experience. The summary of results of testing the null hypothesis 2 is presented in Table 4.

Table 4: One Way Analysis of Covariance (ANCOVA) in the mean response of teachers on Principals' Authoritative Managerial Approach based on Years of Experience. (n = 306)

Source of Variation	SS	df	MS	F-cal.	F-cri.	Decision
Pre-test (Covariates)	274.50	1	274.50	12.93*		
Main effects	255.46	1	255.46	12.03*	4.03	Rejected H_0
Between groups	529.97	2	264.98	12.48 *		
Within groups	1633.70	303	21.22			
Total	2163.67					

* = Significant at .05 alpha level

Data in Table 4 show that the calculated F –value of 12.03 is greater than the critical F value of 4.03 at .05 level of significance and 303 degree of freedom. Therefore, the null hypothesis stating that there is no significant difference in the mean response of teachers on the extent of principal's authoritative managerial approach based on year of experience is rejected and the alternative upheld. It is therefore concluded that principal's authoritative managerial approach has significant influence in promoting teachers' interest in teaching Business Studies in Junior Secondary Schools in Akwa Ibom State based on years of experience. Based upon significance difference observed, a post hoc test is carried out to determine the direction of the significance.

Table 5: Scheffe's Post hoc Test for Direction of Significance on Principals' Authoritative Managerial Approach Based on Years of Experience

(I) Experience	(J) Experience	Mean Difference (I-J)	Std. Error	Sig.
1-7	15-19	-.24611*	.07793	.002
	8-14	-.18889*	.07793	.017
	27 AND ABOVE	-.44556*	.07793	.000
27 AND ABOVE	1-7	.24611*	.07793	.002
	15-19	.05722	.07793	.465
	8-14	-.19944*	.07793	.012
8-14	1-7	.18889*	.07793	.017
	15-19	-.05722	.07793	.465
	27 AND ABOVE	-.25667*	.07793	.001
15-19	1-7	.44556*	.07793	.000
	8-14	.19944*	.07793	.012

27 AND ABOVE

.25667* .07793 .001

The post hoc test shown in Table 5 indicate that the significant difference occurred in the 15-19 years of experience. The mean difference between 15-19years and 1-7 years is .4456, the mean difference between 15-19years and 8-14 years is .1994, the mean difference between 15-19years and 27 years and above is .2566, indicating all positive values. The p- values of 15-19 years is less than .05 level of significance, hence, it is significant. Thus, the significance lies in the 15-19 years of experience group.

Discussion of findings

The findings of this study reveal that principals' participatory managerial approach does have a significant influence in promoting Teachers' interest in teaching Business Studies. The findings of the study also show a significant difference in the opinion of teachers on principals' participatory managerial approach based on location, with respect to urban and rural teachers. The findings reveal that urban teachers view of principals' Participatory Managerial Approach differ significantly from rural teachers. This could be because Principals in urban schools may be involving teachers in the decision making process and in the running of the day-to-day activities of the school more than their rural principals. Principals regular discussion with staff, staff contributions to school management activities, distribution of responsibilities among staff, principals listening to staff suggestions and principals encouraging open communication with the staff have high influence on participatory managerial approach on promoting teaching Business Studies in Junior Secondary Schools. This findings is supported by Nwankwo (2001), which opined that participatory managerial approach demonstrates respect for every person in the group and leadership responsibilities are shared. Participative manager ensures that there is smooth flow of communication within the organisation.

The findings of the study reveal that the principal most times uses authoritative managerial approach in promoting teachers' interest in teaching Business Studies in Junior Secondary Schools in Akwa Ibom State. The post hoc test further reveals that principals' authoritative managerial approach has significant influence in promoting teachers' interest in teaching Business Studies in Junior Secondary Schools in Akwa Ibom State based on years of experience, with the 15-19 years of experience group being the significant group. Basically, those within the 15-19 years of experience are senior teachers with teaching as well as managerial experience. Principals determining rules through the use of force, taking personal decisions, ordering staff and students, upholding stringent control over subordinates, giving directives and not accepting contributions from subordinates are how authoritative managerial approach influences teachers' interest in teaching Business Studies in Junior Secondary Schools in Akwa Ibom State negatively. Supporting this findings, Ben (2009) stated that authoritarian managers construct gaps and build distance between themselves and their followers with the intention of stressing role distinctions. Authoritarian managers typically foster little creativity in decision-making.

Conclusion

On the bases of the findings of this study, the following conclusion were drawn that participatory managerial approach promote teachers' interest in teaching Business Studies in

Junior Secondary schools as it is based on the principles of self-determination and inclusiveness. Authoritative managerial approach also promotes teachers' interest in teaching Business Studies in junior secondary schools as it is best applied to situations where there is little or no time for group discussion.

Recommendations

Based on the findings of the study, the following recommendations were made.

1. Secondary school principals should adopt participative, managerial approaches in the administration of their schools.
2. Authoritative managerial approach should only be used in situations where there is little or no time for group discussion by school principals.
3. The State Ministry of Education should train and retrain school administrators on the use of the various managerial approaches in secondary schools management.

References

- Akpan, R. J. (2003). *Theories and Practice in Educational Administration*. Uyo: MEF Nigeria Ltd.
- Ben, C. B. (2009). Enhancing Gender Mainstreaming in Management Development Programmes in Nigeria. *International Journal of Vocational Education. Universersity of Uyo. Uyo*.
- Cherry, K. L. (2012). Administrative Approaches. Retrieved from <http://Psychology.Org>. on June 19th 2013.
- Edem, B. A. (2008). *Introduction to Educational Administration in Nigeria*. Ibadan: Spectrum Books Ltd.
- Elisha, A. K. (2011). *Educational Administration: Theory Research and Practice* (3rd ed.) New York: Random House Publishers.
- Essang, M. E. (1987). Entrepersonal Factors and the Administrative Effectiveness of Secondary Schools in Akwa Ibom State. Uyo: Ph.D Thesis of the University of Uyo. Pp 48 – 50.
- Etuk, E. J. (1991). *Foundations of Modern Business Management*. Calabar: University of Calabar Press.
- Hackman, B. Johnson, L. Michael, R. and Grag, S. (2012). *Management: A Communication Prospective*. New York: Long Grove.
- Hay, L. (2012). *Developing Instructional Leaders*. Retrieved from www.ercdigests.orgleaders.html-21k-cashed-similar on July 21st 2013.
- Iroegbu, U. J. (2014). Federal Science and Technical Year Book of Graduation, Uyo: Federal Science and Technical College. Paskation pp. 36 – 37.
- Kerr, D. (2003). *Teaching Competence and Teacher Education*. New York American Teacher College Record 84 (6): 52-61.
- Mandy, R. W. (2001). What the staffing functions Entails. *Journal of Personnel* 6(3): 30 – 36.
- Mbikpom, G. (2000). *Educational Administration and Planning*. Calabar: University of Calabar Press.
- Nwankwo, J. I. (2001). *Educational Administration and Supervision*. Ibadan: H. E. Books Publishers.
- Obi, E. (2002). *The Importance of Effective Communication in Nigerian School*. Owerri: Tony Ben. Publishers.
- Ogbonna, J. E. (2007). *Educational Administration: An Introduction*. Enugu: Master Press and Co.
- Paul, I. W. (2004). The Relationship between School Community Relations. Community Support and Students Achievement in Commerce of Different Socio-Economic Character. Wisconsin: Ph.D. Thesis of University of Wisconsin.
- Udoh, J. T. (2006). Effects of Teachers Involvement in Decision making on Teachers Attitude Towards the School Administration in Secondary Schools. Uyo (M. Ed). Seminar Paper. University of Uyo.
- Ukpong, O. U. (2006). Principals' Compliance with Standard Accounting Practice (SAP) in the Management of Secondary School Funds in Akwa Ibom State Uyo: An Unpublished Ph.D. Theses of the University of Uyo

Usoro, E. A. (2006). Administrative skills and Principals' Management of Human and Materials Resources in Secondary Schools in Akwa Ibom State. Uyo. Ph.D Thesis, University of Uyo.