

The Academic Journal of St Clements Education Group

VERITAS

Volume 14 No. 2 August 2023

ISSN 2307-2806

Letters to the Editor

**Britain and Higher
Education: Path
Dependencies and Change**

**Productivity of Christian
Based Non-Governmental
Organizations Operating in
Northern Uganda**

**Implementation of
Continuous Improvement
Initiatives for Operational
Excellence in Manufacturing
Enterprises: A Case Study on
OG Holdings**

**Effects of Using Form-
Focused Instruction on EFL
Students' Academic Writing
Skills Improvement and
Motivation**



**The Place and
Importance of Family
Health Centers
in Turkey**

**Challenges and
Solutions to Revenue
Collection in Urban
Areas in Developing
Countries**

**Impact of External Debt
on Economic Growth in
Nigeria (2002-2022)**

Important disclaimer

The publishers, authors and editors are not responsible for the results of any actions on the basis of information in this work, nor for any errors or omissions. The publishers, authors and editors expressly disclaim all and any liability to any person, whether a purchaser of this publication or not, in respect of anything and the consequences of anything, done or omitted to be done by any such person in reliance, in whole or part, on the contents of this publication. The views expressed in this work are not necessarily the official or unanimous view of the office bearers of the St Clements Education Group.

Copyright

© St Clements Education Group

All rights are reserved. No part of this publication shall be reproduced, stored in or introduced into a retrieval system, or transmitted in any form or by any means (including but not limited to electronic, mechanical, photocopying or otherwise) without the prior written permission of the copyright holder. Please contact admin@stclements.edu if you require permission.

VERITAS* is the official Academic Journal of the St Clements Education Group

St Clements Institute (Cambodia) www.stclements.edu.kh

SCPU (Switzerland) www.scusuisse.ch

St Clements University Higher Education School (Niue) www.stclements.edu.nu

St Clements University (Somalia) www.stclements.edu.so

St Clements University (T&C) www.stclements.edu

École Supérieure Universitaire St Clements & Commonwealth (Benin)

REGISTERED OFFICE: Box 1208, Suites A201 & A202 (upstairs),
Regent Village East, Grace Bay, Providenciales
TURKS & CAICOS ISLANDS - British West Indies
Reg. No. E 14905

Web Site: www.stclements.edu
Email: admin@stclements.edu

EDITORIAL TEAM: Editor: Mr Adrian Williams

CONTRIBUTIONS: Contributions should be forwarded to Mr Adrian Williams at
admin@stclements.edu

We accept: Lead Articles
 Short Papers
 Summaries of Dissertations & Research Reports
 Notes
 Book Reviews
 Letters to the Editor

Please note the Notes to Contributors at the back of this edition

COPYRIGHT: The contents of this Journal are covered by normal copyright conditions. Portions of the text may be quoted providing that the Journal No., author's name, the title of the article and the page number are given.

LANGUAGE POLICY:

Veritas is an English Language publication and the Editorial Board aims to ensure that contributors use grammatically correct and idiomatically appropriate English language. However, for many of our contributors English is a second and even third language and from time to time a strict language policy is modified to ensure that good articles are not excluded simply because they do not meet the highest English standards. We also hold it to be important that material be not over edited, providing its message is considered to be clear to the majority of our readers. The general objective that *Veritas* is to create conditions whereby all informed persons are able to contribute to the ongoing debates, regardless of their English language competence and their lack of familiarity with accepted journal protocols.

**Veritas* is Latin for truth, reality.

VERITAS

THE ACADEMIC JOURNAL OF ST CLEMENTS EDUCATION GROUP – ISSN 2307-2806

Volume 14 No. 2

August 2023



St Clements University – Where the Name Came From

Photo: <https://stclement.je>

St Clements is named after the Parish of St Clement on the Barwick of Jersey. The name was selected because the Founder of St Clements University's forefather came from the Parish of St Clement on the Island of Jersey.

IN THIS ISSUE

Letters to the Editor

Britain and Higher Education: Path Dependencies and Change – Bruce Duncan

Productivity of Christian Based Non-Governmental Organizations Operating in Northern Uganda – Christopher Oyat and Aleri Emmanuel

Challenges and Solutions to Revenue Collection in Urban Areas in Developing Countries
– James Jerera

Implementation of Continuous Improvement Initiatives for Operational Excellence in Manufacturing Enterprises: A Case Study on OG Holdings – Douglas Mapingire

The Place and Importance of Family Health Centers in Turkey – Osman Doruk

Effects of Using Form-Focused Instruction on EFL Students' Academic Writing Skills Improvement and Motivation – Mohamed Alinur

Impact of External Debt on Economic Growth in Nigeria (2002-2022)
– Udeh Sabastine Onyemaechi and Virginia Nkemdilim Udeh

LETTERS TO THE EDITOR

8th May 2023

Memo to Dr David Le Cornu & Mr Adrian Williams

From Dr John Potter

Gentlemen!

I received my Literacy Award Certificate yesterday. Thank you very much. It is appreciated.

Next month marks 26 years since I first noticed the existence of St Clements Education Group. I was sitting in my office at Wits University in Johannesburg getting ready to return to Australia. I had just had an article of mine returned from Education Theory in Illinois, USA, with the comment: "This is easily the most interesting article I have read this past year; unfortunately, it does not fit our criteria". If I could not get a good article printed in a Western academic journal how would my African colleagues get one printed?. I came home, connected with your office, and the rest is history.

I turned 89 last month. I am finally retiring! My contact with the St Clements Group has been a highlight of the past twenty years. I wish you well in all of your future endeavours.

With affection

John Potter

The Person of the Holy Spirit

Roman 8 verse 16 declares that *“God’s Spirit joins Himself to our spirit to declare that we are children of God”*. Do we as believers really comprehend the grace we experience in this process where God joins Himself with us? Or did we become so custom to the experience of God’s Holy Spirit presence that we do not recognize His presence in our lives anymore? The reason why so many believers battle with questions like these is because they do not know who the Holy Spirit is and His function.

This is the time of the year that believers celebrated the death and resurrection of Jesus. Forty days after the resurrection we commemorate Jesus’ Ascension. Ten days after the ascension we also commemorate the outpouring of the Holy Spirit on Pentecost. But the question we need to ask ourselves is: What do I understand about the Holy Spirit?

Pentecost is not in isolation and cannot be detached from any part of the Holy history. Pentecost is the fulfillment of the eternal plan of salvation of God that works through to every child of God and to the church of Jesus Christ. In John 16 verse 7 and 8 Jesus himself refers to the event of Pentecost. In the Greek language, the word "Spirit" is an unbiased word. However, when Jesus speaks of the Holy Spirit, Jesus uses the word "He" and not "it". (John 16:8) This clearly indicates that Jesus is not talking about an impartial power or influence - but about a person. Therefore the Holy Spirit is a person with whom we can have a relationship.

There are certain character traits that someone must meet to qualify as a person, such as.

- Intellect (thought, memory, reasoning, imagination),
- Emotions (John 3:16),
- Own will,
- Must be able to communicate.

Jesus says He will not leave us nor forsake us, the Holy Spirit will accompany us physically and help us emotionally through trials and tribulations in our life.

- The Spirit convicts us of Sin,
- The Spirit opens our hearts to understand God’s Word,
- The Spirit restores our relationship with God,
- The Spirit awakens in me a desire to live holy every day,
- The Spirit warns, guides, and inspires us,
- The Spirit makes us obedient and gives us victory over sin,
- Someone who pleads and prays with the Father (Rom 8: 26-27)
- He teaches us (John 14:26),
- Testifying of Jesus (John 15:26),
- Who Gives Gifts (1 Cor 12:11),
- We can grieve the Holy Spirit through our sin (Ephesians 4:30),
- We can oppose Him or resist Him (1 Thessalonians 5:19),
- The Spirit is God himself.

All this means that we are not dealing with an impersonal power or influence, but a person with whom we can live in a close relationship. A person who wants to talk to us and lead us to God’s perfect will. When we look at the person of the Holy Spirit, we come to the full realization that the relationship in which we stand with Him is a matter of the heart and not a matter of the head. Therefore we cannot reason out the working of the Holy Spirit. Matthew 6:33 says: *“But seek ye first the kingdom of God, and his righteousness; and all these things shall be added unto you”*. To find the Kingdom is to have the Holy Spirit in your life and abide in His righteousness.

1 John 5: 7 *“For there are three that bear record in heaven, the Father, the Word, and the Holy Ghost: and these three are one”*. The Holy Spirit is also known as the third person in the Trinity. We do speak of the third person but do not mean third in rank because all Three persons in the Divine Trinity are equal.

The outstanding feature of Holy Spirit is that He draws, convinces, and regenerates people. Yet he does not act in the foreground but the focus is on Jesus. It is this humble position that often causes people to underestimate His work and

even despise Him which results in different reaction in humans. Children of God can grieve Holy Spirit. This is when children of God miss the reality of the presence of Holy Spirit in their lives. i.e. To these people Holy Spirit is subordinated to other persons of the Trinity.

When disaster strikes or people experience difficulties in their lives they quickly lay down their sins and prepare their lives to live holy. But when their problem is over, they return to their old habits. This is precisely what happens when they deny the presence of Holy Spirit. The Spirit of God is denied by children of God however, they must at all times be aware of the presence of the Holy Spirit and His position as God in their lives, so that it will not be necessary to make quick adjustments in an attempt to please God. Holy Spirit is further denied in that God's children neglect the power of Holy Spirit in their lives, and, rather, make decisions in their own will and power.

If people deny the Spirit of God, they end up in the flesh. Suddenly they find that they are no longer in agreement with their everyday obligations. This cause children of God to begin to live and act more flesh-orientated than Spirit-oriented. When Christians start debating about sins and choosing the side of sin, it indicates the insensitivity and spiritual harshness that has set in (Ephesians 4:17-18). This is clear proof that the Holy Spirit has been denied and that God's children are no longer willing to hear His voice. How many children of God do not find themselves as spiritual wrecks on the path of life that are tossed around by every wind of error just because they lack the light of Holy Spirit. I do not mean that such a person is lost but that such a person reveals a lack of spiritual insight that results in dishonorable decisions and actions. Romans 2:24 For, as it is written, ***“The name of God is blasphemed among the Gentiles for your sakes”***. But when you and I walk in God's presence and God's Spirit and our spirit testify together that we are children of God then there is unity.

Before Jesus' death, there was uncertainty among His disciples. Jesus' death destroyed all the expectations the disciples had of Him. The resurrection brings this expectation together again and they now understand who Jesus really is. Jesus' Ascension makes it possible for them to begin to respond and the outpouring of the Holy Spirit gives them the opportunity to begin preaching the Word. With the outpouring of the Holy Spirit, there is the final link to Pentecost in which we see how this frightened group of disciples moved away before the death of Jesus to a powerful and confident group that does not hesitate to preach the Gospel. This contrast of the disciples before Jesus' death and after Pentecost could not have been greater. Before Jesus' death, they struggled to truly understand who Jesus was. They were struggling to stay awake in the Garden when Jesus asked them to watch and pray. We also see how they ran away when they were confronted in the garden. After Pentecost the same disciples did not hesitate to preach the gospel it did not matter to them what the price would be. They were inspired disciples full of the Spirit of God who communicated the Word of God with joy. It is now easy to see that this is only the work of the Holy Spirit. Therefore, 1 Cor 12:13 shows that we were baptized into one body by one Spirit.

“In the same way, all of us, whether Jews or Gentiles, whether slaves or free, have been baptized into the one body by the same Spirit, and we have all been given the one Spirit to drink”.



Blessings
Dr Bertie Roux,
D-Couns. PhD-Th

The editors at ‘Veritas’ welcome and encourage any responses to the articles in this publication by way of the LETTERS TO THE EDITOR forum.

BRITAIN AND HIGHER EDUCATION: PATH DEPENDENCIES AND CHANGE

Professor Dr Bruce R. Duncan*

Keywords: *path dependence, Privy Council, British Accreditation Council, brand-imagery, woke, Schumpeter, Brexit.*

Introduction

“History is the consequence not only of people’s actions but also of their forgetfulness.”

Salman Rushdie

Evolution reminds us to “adapt or die”. Britain’s rapidly emerging 21st-century sociopolitical and economic challenges require its citizens to adapt to innovative ideas and appropriate ways of doing things. Higher Education (HE), wallowing in a centuries-old, path-dependent, nostalgic academic culture, must adapt to evolving sociopolitical and economic scenarios. Consequentially, this social science probe will advocate for democratic reforms led “by the people, for the people” (Lincoln, 1863) to understand and then archive inappropriate path-dependent imagery and practices (Doerr and Teune, 2012), inhibiting higher education.

Our journey

This narrative argues for removing HE’s dated path-dependent structural discrimination, academic elitism¹, the Apartheid-styled drawbridge to HE and the formal resistance to optional online teaching. It is critical to customise the heart of HE to accommodate the democratic voice of 21st-century Britains.

So, the proposed Schumpeterian-styled reforms will remove path-dependent party-biased politics and the latent historical image (Cumming and Williams, 2012) of the Privy Council’s control² and the British Accreditation Council’s (BAC) management of tertiary education. A 21st-century referendum-elected body of cross-party/no-party citizens will replace the Privy Council³ and the BAC.

The reform outcomes will allow tertiary education actors and players to access and contribute to the educational market on equal opportunity playing fields created by the voices of referendum-elected stakeholders and create a 21st-century contextualised

path dependency. The innovative, open, free-market competition (Henderson, 2023) will also monitor and challenge fanciful promotional images (Lang, 1979) and carefully crafted but sometimes questionable league tables by flagging the Advertising Standards Authority (ASA) service. Educational businesses seeking to increase Britain’s GDP must answer to the people.

Under the new representative body, the changes will guarantee the statutory right for all education-committed enterprises to use the label “university” for academic and vocational (skills-based) learning and optional online interactive education for HE students will be a statutory requirement.

Reforms will work on marketing exercises to counter the arrogant and unjustified path-dependent bias in the superiority of academic qualifications over vocational skills (Hancock, 2014). Vocational skills and academic prowess are essential components to enrich Britain’s economic growth and educational curriculum. While the UK government has authorised universities to offer apprenticeship degrees in coalition with selected British companies (Gov.UK, 2023) this focus rarely features on websites. Arguably, the path dependent academic emphasis is more important.

After defining and analysing selected keywords, the thematic overview covers a synoptic sweep of time-bound learning in the Neolithic Age and early HE history to identify informal and outdated path dependencies. Then the focus turns to formal western HE education and skims historical references to Britain’s HE system. Each cited epoch contains comments about HE’s path-dependent strains.

So, the content will progressively introduce the dawn of religiously designed academia that morphed into Party political control, the birth of educational images, subsequent marketing ploys, interpretations and management of the word “accreditation” (Colleges and Degrees, 2021). Readers will note Britain’s Privy Council’s⁴ path-dependent hegemony and classism.

British education’s path-dependent strains in OECD nations (Lee and Paine, 2019; Lange et al. and Welch, 2011) affirm British colonialism’s footprint.

Crucially, before the ink runs dry, the narrative will emphasise the need for tertiary education’s governance by and for the people.

¹ Elitist Britain 2019: The education backgrounds of the UK’s leading figures. See

<https://www.gov.uk/government/publications/elitist-britain-2019>

² An organisation will only become a university when the Privy Council or His Majesty the King approves its actual title by order or by letter (<https://www.gov.uk/government/news/ten-institutions-on-track-to-become-universities>).

³ See <https://www.the-bac.org/>

⁴ The word “privy” means “secret”

Definitions

Path-dependence

The ignorance of path dependencies still causes social, personal, and culturally sensitive and divisive reactions.

David (2006) writes that path-dependence exists in “the development of historical social science, and its application in economic analysis and economic history [that] proceeds from intuitive general ideas about history and historicity in narratives”. Therefore, a critical revision must archive the historical ways of doing things and move HE into the 21st century (Mahoney, 2000).

Waterbury (1993) refers to and contextualises path dependence when writing about Egypt, India, Mexico, and Turkey (EIMT). He cites the directions in which countries had moved “at critical junctures, [when] voluntaristic choices were made, and a kind of internal path-dependency [was] set in motion”. He draws attention to the influence of political and nationalistic path dependencies influencing countries’ leaders.

Privy Council⁵

The Privy Council office, with the lord president of the council as the responsible minister, makes orders and issues royal charters, chiefly to municipal corporations, charitable bodies engaged in education, research, and the encouragement of literature, science, and the arts (ECB, 2023). However, this government-appointed body must give way to a referendum-elected body of cross-party/no-party citizens that pays equal attention to vocational training and addresses the needs of all citizens – a new path dependency.

Accreditation

The appointed British Accreditation Council⁶ is responsible for setting the standards within the independent and higher education sector. Its stamp of acceptance – brand mark - is unquestioningly used “by hundreds of colleges and training providers in the UK and overseas” (BAC, 2019). However, this body must give way to referendum-elected (cross-party/no-party) citizens who must pay equal attention to vocational training. This new path dependency will include statutory online HE instruction for students.

Imperialism

Imperialism broadly refers to economic, military, and political domination by one country over another without significant permanent European settlement (Stanford, 2016).

Colonialism

Colonialism’s broad meaning “refers to the project of European political domination from the sixteenth to the twentieth centuries that ended with the national liberation movements of the 1960s” (Stanford, 2016).

Neocolonialism

Neocolonialism is the control of developing nations by developed countries through indirect means. One example is China’s foreign direct investment (FDI) spread across Africa and some parts of Asia. For example, “China has overtaken the US to become the world’s largest foreign direct investor into Africa” (Ze Yu, 2023).

Another example is Oman. The Sultanate has signed a contract where core arterial gateways to the supply routes of economic sustainability now operate on the financial support of a contracted FDI. Oman and China signed a Memorandum of Understanding (MoU) in May 2018, whereby China would invest \$10 billion in Omani ports and commercial hubs (Iezza, 2019).

Britain’s unquestioned BAC-approved model impacts the educational curriculum of some countries. However, the package does not represent the minds of all 21st-century British people. The path dependency perpetuates discrimination, and elitist snobbery disregards the essential focus on vocational training and ignores the value of online learning in HE. The brand is past its sell-by date.

“Woke”

The writer is aware of reactionary attitudes to changes that challenge unrecognised, path-dependent, socially accepted golden calves⁷. Some people ignorantly label proposed changes as “woke” to heap disdain on “a certain type of socially liberal ideology they dislike – much as the term ‘political correctness’ can often be” (Smith, 2021 and Smith, 2022). Sadly, these verbalisations show an ignorance of the contextual meaning of “woke” and exemplify fake news! Using a word out of context distorts its meaning to suit the user’s mindset.

Originally the term referred to a need to wake up to, and stay ‘woke’ to, the realities of Black people’s place in America and the system designed to keep them down.

Smith (2021)

For instance, written and oral traditions often result in social behaviour, religious views and laws that oppressively and unjustly cause pain to people. Evidence for this bias appears in the ongoing struggle for “equality for trans people, gays and lesbians, racial egalitarianism, the Black Lives Matter [and] gender equality” (Smith, 2022). Opponents of change accuse the revisionary supporters as “woke”. Sadly, biting, derisive sarcasm cannibalises and distorts the meaning of “woke”. The practice shows the danger of blindly following – without rationally questioning - the “it is written” or “it is said” path dependencies. Humane reformers will justifiably call out archaic, framed, intolerant, brainwashed and irrational mindsets.

⁵ See <https://privycouncil.independent.gov.uk/>

⁶ See <https://www.the-bac.org/contact/>

⁷ See the Bible, Exodus 32 and I Kings 12 in the Old Testament, worship of the golden calf is seen as a supreme act of apostasy. The calf is a powerless object replacing the God of Moses.

Notably, however, “Woke” practices are not uncommon in Britain⁸. For instance, a “woke” British Society spearheaded the removal of the historical, legalised, socially accepted practice of slavery. However, in the face of biting criticisms, a “woke” Christian politician, William Wilberforce (1759 – 1833), tabled legislation leading to Britain removing the Biblical and social endorsement of the slavery path dependency⁹ from the statute book¹⁰. The reforms took a long time because of the opposition to change by the bigoted path-dependent enslavers (Peat, 2020). These all-powerful and influential sugar barons, tobacco lords, plantation owners, coffee importers and abusers of enslaved people – the elite - had their avaricious eyes on their slavery-supported bank balance¹¹. However, the “woke” politicians, free-thinkers and Christians had their day and prevented the development of a dystopian British society deprived of reason.

So, this article is “woke” - a reasoned and objective protest against socio-political injustice encasing HE. This path-dependent practice denies some people access to tertiary education.

General conclusions about education in the Neolithic Age: education’s DNA

Neanderthals lived from 130,000 to 40,000 years BCE before they vanished (Henry, n.d.). Their technology shows in 430,000 fossils; for example, they left evidence of their creativity at Stonehenge in the United Kingdom.

The British Museum (2023) records that Neanderthal farming began its intercontinental spread in the Middle East, China, India and South East Asia about 10,000 years ago. Settled communities, dependent on agriculture, replaced the hunter-gatherer lifestyle in many areas and introduced new path dependencies. Thus, the migrants from continental Europe introduced their experiences, knowledge and resources needed to farm. Agriculture led to a more settled way of life; deforestation provided space for crops and animal herds. The Neanderthals reared cattle and pigs and introduced sheep and goats to Britain, along with wheat and barley.

Aeons before Picasso’s different forms of art, “ancient [Neanderthal] artists in what is now Spain were doing creative works of their own, mixing pigments, crafting beads out of seashells, and painting murals on cave walls” (Greshco, 2023).

These innovative toolmakers also developed stone technology known as the “Levallois technique to make pre-shaped stone cores that could be finessed into a finished tool at a later time” (Henry, n.d.). So,

⁸ The original meaning of woke – see Woke Definition & Meaning - Merriam-Webster.

⁹ See https://www.kingjamesbibleonline.org/Bible-Verses-About-Slavery_KJV/

¹⁰ Read Oldfield, J (2011). *British Anti-Slavery*. https://www.bbc.co.uk/history/british/empire_seapower/antislavery_01.shtml

¹¹ UK taxpayers paid compensation to slave traders until 2015

necessity was the mother of invention, and entrepreneurial innovation crafted the tools to assist the Neanderthal’s survival needs. The people shared vocationally developed knowledge and skills to sustain each fledgling community. The people informally developed the knowledge for the people.

Of interest is the recent research on Neanderthal DNA reported by Wei-Hass (2020) that:

... modern Africans carry an average of 17 million Neanderthal base pairs ... about a third of the amount the team found in Europeans and Asians.

Our journey now scans post-Neanderthal learning.

General observations about early education, the Enlightenment and Britain

The informal, cultural sharing of education served the people and the army and focused on males until societal needs surpassed the existing knowledge served by religion, folklore, and the (respected) teacher who taught by word of mouth while students listened. The focus was on individuals working towards the sustainability of their society (Nasib, 2018). Learning needs, as determined by the elite (a repeating path dependency), served the needs and wants of the people. In some 21st-century societies, the teacher remains the “guru”, as noted in the path-dependent fibres of Confucianism. So, we note that education plays a core role in serving the needs and wants of society. Simultaneously, academic prowess became the crown of achievement – a brand was born – the image of academic prowess was the “must-have” to earn accolades and advance career development – at the expense of recognising vocational expertise.

Societal knowledge became part of the *raison d’être* of the Enlightenment and thereafter. Intellectual giants include Galileo Galilei (1564 – 1642), William Herschel (1738 – 1822), his sister, Caroline Herschel (1750 – 1848), Charles Darwin (1809 – 1882), and the Japanese inventor Ann Tsukamoto (born 1952), and Britain’s dynamic entrepreneur, James Dyson (born 1947) added new knowledge to humankind’s database. There is no mention of vocational skills.

Our journey now focuses on England.

Education and elitism: The Anglo-Saxons (410 – 1066) early Middle Ages

Under the leadership of Augustine in 597, missionaries from Rome¹² and Ireland began to convert the Anglo-Saxon immigrants from Germany, Denmark and the Netherlands to Christianity and its customs (path dependencies). However, they brought with them their languages, new customs, religion, and dress, and, over time, new shiploads arrived to create the country known as “Angle-land” – England. Influenced by the missionaries, the settlers soon learned Latin, and only a few children learned to read and write. Private tutors taught the children of the monarch and wealthy

¹² Under the orders of Pope Gregory, the Great.

families. For instance, Queen Elizabeth II and her sister, Princess Margaret, were educated privately by prominent tutors at the Royal residence¹³. The late Queen studied reading, writing, languages, music, dancing and history. After her father became the King of England (1936), she studied constitutional history and law. That elitist educational path dependency has not continued.

The Anglo-Saxons (410 – 1066) Middle Ages

Christian Churches ran schools where some children trained as monks and nuns. Formal education introduced children of the elite to Latin grammar and education linked to reading the Bible and related documents (a path dependency).

Apprenticeships enabled young people (males) to enter suitable employment (a path dependency).

Two founding universities affiliated with the church were the University of Oxford¹⁴, followed by the University of Cambridge¹⁵ (circa 1209), both related closely to training for clergy. Children of wealthy parents attended (a continuing path dependency). A reformed system of “free grammar schools” was established during the reign of Edward VI (1537 – 1553).

The Protestant Reformation (16th century) significantly influenced education and literacy in England, encouraging reading the Bible in the people’s vernacular. Counties in the east of England developed a higher literacy rate in the early years of the Reformation than other areas of England.

In the 19th century, the Church of England sponsored most formal education until the government established free, compulsory education towards the end of that century. University College London (UCL) and Kings College (KC) formed the University of London, followed by Durham University (early 19th century). The elite “redbrick” universities (elitism), new public universities and other path dependencies impacted HE (not elite and therefore not “the best”).

Colonisation and Brexit

Colonisation has existed since humankind began to spread its wings worldwide (Ghosh, n.d.). Britain’s tertiary education model steeped in nostalgia, crafted by unique regalia, and embellished with anecdotal garlands, became not only the exclusive brand that spread rapidly across its colonial empire but also defaulted from colonised territories to influence other nations (Lange et al. and Welch, 2011). Britain’s colonial exploits “covered the unique traditions of the colonised countries” (Lee & Paine, 2019).

Consequentially, the OECD nations also host educational remnants from the British Empire’s cross-border rampages.

However, in a dramatic reversal of colonial history, Brexit-free Britain has triumphantly emerged from the tenacious clutches of the neo-colonialists who control the European Union. Part of the phalanx of challenges facing the government is to remove the path dependencies that tied the sovereignty of the United Kingdom to the whim of the European Union. Despite the efforts of those Brits who confuse the zeal of patriotic nationalism with jingoism, the UK’s democratic referendum broke the contractual chains that limited UK sovereignty to European Law.

Brexit-free Britain seeks to further increase its GDP by developing its education exports because it “is a fundamental part of our offer to the world, and we will work to maintain and grow this in the years to come” (Hinds, 2019). Education is a lucrative UK government-targeted business source (c.f. Hinds, 2019). Recent figures reveal that its exports generate £20bn for the UK economy, adding a significant contribution to the financial coffers:

- Higher education - £13.4bn
- Transnational education (TNE) - £1.9bn
- Education products and services - £1.9bn
- English Language Training Courses - £1.6bn
- Independent schools - £0.9bn

Hinds (2019)

Democracy and hypocrisy

The UK is a democratic country (still a work in progress!). Among the core tenets of its evolving democracy are fairness, accountability, and quality education.

However, the conundrum is that private educationalists employing teachers/lecturers cannot operate on open playing fields, thus preventing many actors from addressing national and international educational needs. Non-traditionalist educationalists cannot work under the legally protected title of “University” and may not issue a university graduate certificate in Britain.

Schumpeter (1883–1950)

Zaman (2022) notes that “knowledge is the input to the creative process of producing ideas”. However, as noted in Neanderthal creativity, formal education did not transmit knowledge – the people did. Their observation of the environment, imagination, and probable experimentation with many prototypes led to the development of the Levallois product through observation, experimentation, and imagination.

Through experience, human beings gather tacit knowledge. Imagination and intuition produce knowledge in qualitative form, coined as art. Consequentially, all these three forms of knowledge fuel the creative process

¹³ There is reference that either Queen Elizabeth or her sister sat an academic exam. See Sutton, M at <https://www.goodhousekeeping.com/uk/news/a570344/what-qualifications-do-the-royal-family-have/>

¹⁴ Teaching existed at Oxford in 1096, but during the 12th century the University, staffed by teachers received students.

¹⁵ See http://news.bbc.co.uk/local/oxford/low/people_and_places/history/newsid_8405000/8405640.stm

of idea formation. But to scale up the implementation of ideas, we need effective and efficient means, which demands scientific knowledge.

Zaman (2022)

According to Zaman (2022), ancient philosophy affirmed praxis¹⁶, and the concept appealed to Karl Marx (1818 – 1883), who linked the idea to understanding humankind’s creative need to change as individuals and the world.

Schumpeter, an ex-Marxist, extended Marx’s praxis into his theory of creative destruction. Subsequently, modern economic thinking adopts this theory as the cornerstone in explaining how economies evolve and the role of the market economy (Zaman, 2022).

Schumpeter argues for the evolving success of capitalism, democracy, and socialism. He introduces the concept of “creative destruction” that replaces outdated societal laws, norms, and mores – the way of doing things. The subsequently archived practices give way to relevant innovations (Adler, 2023; Alm and Cox, 2023).

Later, these products and services contribute to the evolving cycle of innovative entrepreneurial enterprise. Consequently, the expanding business developments create new markets, products and services that address the ever-changing sociopolitical and economic environment and the needs and wants of people.

21st-Century Britain and Tertiary Education

So, changes must, with Schumpeterian zeal, remove dated restrictions discriminating against private educationalists and students wanting to access tertiary education. The rules of imposed bodies prevent non-traditional (but academically equal and independently accredited) higher education bodies from competing with government-approved bodies in the consumer market.

Furthermore, British HE does not offer degrees for vocational qualifications – only certificates¹⁷. Thus, the knowledge-based creativity and skill of the carpenter, plumber, electrician and other tradespeople remain embedded in the structures of the academically trained architects who receive the glory. The unique skills crafted by vocational learners lie hidden under the historical bias of academia.

The British government’s lack of a clear long-term vision and strategy for vocational education remains unclear. Since 2010, insufficient funding has led to fewer posts, and training standards remain “controversial”. The path-dependency bolstering academic degrees and looking down on vocational training by parents speaks for itself – a smack in the

face for those whose unique vocational input remains hidden¹⁸.

The writer links with others who believe that tertiary education in the United Kingdom must abandon the negative, time-bound spectres of its path-dependent imperialist past. The Dickensian-styled ghosts of Christmas past still haunt Britain and most OECD¹⁹ countries²⁰. Crucially, the sentimental refrains of “Rule Britannia”²¹ must wave “goodbye” to bloodstained historical rampages across the globe and focus on those in peril (not on the sea) but on Britain’s troubled island and its wobbly tertiary education system.

Conclusion

Education initially developed from the experience and minds of pre-historic people. Thinkers began to share knowledge, and the elite initially had access to that knowledge. Still, the process sidelined the less privileged who still cannot access formal higher education due to unfair and subjective top-down imposed barricades. So, the ownership and control of formal education must now rest in the hands of a referendum-elected body of citizens in a genuinely democratic Britain.

Sources

Adler, D. (2023). *Schumpeter’s Theory of Creative Destruction*. Available at Carnegie Mellon University: Schumpeter’s Theory of Creative Destruction - Engineering and Public Policy - College of Engineering - Carnegie Mellon University (cmu.edu) [Accessed 13 February 2023].

Alm, R., and Cox, W.M. (2023). *Creative Destruction*. Available at the Library of Economics and Liberty, <https://www.econlib.org/library/Enc/CreativeDestruction.html>. [Accessed 13 February 2023].

BAC (2019). Available at <https://www.the-bac.org/> [Accessed 25 February 2023].

Colleges and Degrees (2021). *Understanding Accreditation*. Available <https://www.collegesanddegrees.com/accreditation> [Accessed 4 May 2021].

Cummings, J., and Williams, S.E. (2012). Published in: *Handbook of Sport and Performance Psychology* (Ed: Murphy, S). Available at https://www.researchgate.net/publication/267749244_The_Role_of_Imagery_in_Performance [Accessed 7 March 2023].

¹⁸ Elitist Britain 2019: the education backgrounds of the UK’s leading figures. See <https://www.gov.uk/government/publications/elitist-britain-2019>

¹⁹ Organization for Economic Cooperation and Development.

²⁰ There are 37 OECD countries.

²¹ To contextualise this path-dependent nostalgic patriotism see <https://www.historic-uk.com/HistoryUK/HistoryofBritain/Rule-Britannia/>

¹⁶ The process of using a theory or something that you have learned in a practical way (Cambridge Dictionary).

¹⁷ Degrees

- David, P. A. (2016). *Path Dependence – A Foundational Concept for Historical Social Science*. Available at download (psu.edu). [Accessed 23 April 2021].
- Doerr, N., Teune, S. (2012). *The Imagery of Power Facing the Power of Imagery: Toward a Visual Analysis of Social Movements*. Available at Fahlenbrach, K., Klimke, M., Scharloth, J., Wong, L. (eds) *The Establishment Responds*. Palgrave Macmillan Transnational History Series. Palgrave Macmillan, New York. https://doi.org/10.1057/9780230119833_4 [Accessed 2 March 2023].
- ECH (2023). *Privy Council – United Kingdom Government*. Available at <https://www.britannica.com/topic/Privy-Council-United-Kingdom-government> [Accessed 1 March 2023].
- Ghosh, B (n.d.). *Colonialism in Different Countries: Causes, Establishment and End of Colonialism*. Available at Colonialism in Different Countries: Causes, Establishment and End of Colonialism (historydiscussion.net) [Accessed 2 May 2021]
- GOV.UK (2023). *Find a Degree Apprenticeship*. Available at <https://www.officeforstudents.org.uk/for-students/planning-to-study/degree-apprenticeships-guide-for-apprentices/find-a-degree-apprenticeship/> [Accessed 15 March 2023].
- Greshko, M (2023). *World's Oldest Cave Art Found - And Neanderthals Made It*. Available at National Geographic, <https://www.nationalgeographic.com/science/article/neanderthals-cave-art-humans-evolution-science> [Accessed 24 February 2023].
- Hancock, M (2014). *Bridging the divide between academic and vocational education*. Available at <https://www.gov.uk/government/speeches/bridging-the-divide-between-academic-and-vocational-education> [Accessed 5 March 2023].
- Henderson, R (2023). *Joseph Alois Schumpeter*. Available at The Library of Economics and Liberty, Joseph Alois Schumpeter – Econlib. [Accessed 8 March 2023].
- Henry, L (n.d.). *Who were the Neanderthals?* Available at the Natural History Museum. <https://www.nhm.ac.uk/discover/who-were-the-neanderthals.html> [Accessed 6 February 2023].
- Hinds, D. (2019). *Education generates billions for the UK economy*. Available at Education generates billions for UK economy - GOV.UK (www.gov.uk). [Accessed 20 May 2021].
- Iezza, N (2019). *Oman in Transition: Institutional Uncertainty and Economic Reforms*. Oman in Transition: Institutional Uncertainty and Economic Reforms (egic.info) 19 April 2021. Available at <https://www.egic.info/oman-in-transition-article> [Accessed 28 February 2023].
- Kane, P, and Groake, M. (n.d.). *British Empire Facts!* Available at <https://www.natgeokids.com/uk/discover/history/general-history/british-empire-facts/#:~:text=The%20size%20of%20the%20British,ruling%20over%20458%20million%20people.> [Accessed 19 May 2021].
- Lang, P.J. (1979). *Language, Image, and Emotion*. Available at DOI: 10.1007/978-1-4684-3548-1_4 [Accessed 6 March 2023].
- Lange, Matthew, et al. “Colonialism and Development: A Comparative Analysis of Spanish and British Colonies.” Available at: *American Journal of Sociology*, vol. 111, no. 5, 2006, pp. 1412–1462. *JSTOR*, www.jstor.org/stable/10.1086/499510. [Accessed 25 May 2021].
- Lee, A., & Paine, J (2019). What Were the Consequences of Decolonisation? *International Studies Quarterly*, Volume 63, Issue 2, June 2019, p.p. 406–416. Available at <https://doi.org/10.1093/isq/sqy064> [Accessed 24 April 2021].
- Lincoln, A (1863). *Gettysburg Address*. Available at Gettysburg Address | Text & Context | Britannica. [Accessed 24 April 2021].
- Mahoney, J. Path dependence in historical sociology. *Theory and Society* 29, 507–548 (2000). Available at: <https://doi.org/10.1023/A:1007113830879> [Accessed 11 February 2023].
- Martin, G (n.d.). *The Phrase Finder*. Available at Phrases and Sayings, with meanings and origins explained. Available at <https://www.phrases.org.uk/> [Accessed 24 May 2022].
- McAlpine, F (2020). *Why do the Brits Drive on the Left?* Available at Why Do the Brits Drive on the Left? | Anglophenia | BBC America [Accessed 23 April 2022].
- Peat, J (2020). *UK taxpayers were paying compensation to slave traders until 2015*. Available at <https://www.thelondoneconomic.com/politics/uk-taxpayers-were-paying-compensation-to-slave-traders-until-2015-190806/> [Accessed 7 March 2023].
- Rushdie, S. (2023). *Victory City*. ISBN 9780593597217. Random House Books, New York.
- Śledzik K., (2013), *Schumpeter's view on innovation and entrepreneurship (in:) Management Trends in Theory and Practice*, (ed.) Stefan Hittmar, Faculty of Management Science and Informatics, University of Zilina & Institute of Management by University of Zilina. [Accessed 25 February 2023].
- Smith, M (2021) a. *What does 'woke' mean to Britons?* Available at <https://yougov.co.uk/topics/politics/articles-reports/2021/05/18/what-does-woke-mean-britons> [Accessed 11 February 2023].

Smith, M (2022b). *Most Britons now know what 'woke' is*. Available at <https://yougov.co.uk/topics/politics/articles-reports/2022/09/26/most-britons-now-know-what-woke> [Accessed 11 February 2023].

Stanford (2016). *Colonialism*. Available at Colonialism (Stanford Encyclopedia of Philosophy). [Accessed 23 April 2021].

Tharoor, S (2016). *An Era of Darkness: The British Empire in India*. Aleph Book Company. ISBN-10 9789383064656 [Accessed 1 March 2023].

The British Museum (2023). Neolithic Britain. Available at <https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/classroom-resource-neolithic-britain> [Accessed 2 February 2023].

Waterbury, J. (1993). *Exposed to Innumerable Delusions*. Chapter 2, p. 34. Cambridge University Press. ISBN: 0-521-43549-8. [Accessed 20 February 2023]

Wei-Haas, M (2020). You may have more Neanderthal DNA than you think. National Geographic. Available at <https://www.nationalgeographic.co.uk/history-and-civilisation/2020/01/you-may-have-more-neanderthal-dna-than-you-think> [Accessed 8 February 2023].

Welch, J.P. (2011). British India and the Raj: British Colonial Influence 1612 – 1948). Available at (PDF) The British Raj and India: British Colonial Influence: 1612 - 1948 (researchgate.net) [Accessed 25 May 2012).

World Atlas (2021). *10 Facts about the Neolithic Age*. Available at 10 Facts About the Neolithic Age - WorldAtlas [Accessed 30 May 2021].

Zaman, R (2022). Schumpeter's Creative Destruction Distills from Praxis. Available at <https://www.the-waves.org/2020/07/02/schumpeters-creative-destruction-distills-from-praxis/> [Accessed 24 February 2023].

Ze Yu, S (2023). Why substantial Chinese FDI is flowing into Africa. Available at the London School of Economics and Political Science (LSE). [Accessed 11 February 2023].

About the Author



***Professor Dr Bruce R. Duncan holds: a Certificate in Life Coaching – Newcastle College; a Diploma in Counselling – CSCT, a Diploma (TESOL) Distinction, a Diploma in Teaching Business English (Distinction) – LTTC, a Cambridge CELTA, an MA (TESOL) – St Clements University, a D.Litt – St Clements University, an Honorary D.Ed – Commonwealth University. He is the founder and Chief Executive of Sanctuary Services, a Fellow of the Royal Society for the Encouragement of Arts, Manufactures and Commerce (RSA) and President of the Institute of Management Specialists – Comp.I.M.S. (Dip.IMS). Email address 110940@msn.com**

PRODUCTIVITY OF CHRISTIAN BASED NON-GOVERNMENTAL ORGANIZATIONS OPERATING IN NORTHERN UGANDA

Sir, Dr Christopher Oyat (PhD) & Mr Aleri Emmanuel*

Abstract:

The study focused on the level of productivity of Christian based non-governmental organizations operating in northern Uganda where in the study, great emphasis was put on assessing their effectiveness and efficiency in delivering mandated goods, works and services. Five Christian based non-governmental organizations in the region were studied. A total of 113 respondents participated in the study; and the authors adopted quantitative and qualitative approaches to investigation. Questionnaires and interview methods of data collection were used to collect data from northern Uganda. Importantly, the study was a one-time off, and cross-sectional in orientation. Ultimately and generally, the study revealed that in all the organizations studied, there was effectiveness and efficiency in the management of organizational affairs to yield the intended and desirable results projected by the leadership of the organizations. However, because of some gaps identified in the investigation, it is recommended that there should be more consideration in the effective and efficient management of time in all the organizations studied; that the leadership of these organizations should invest more time in getting regular feedback from staff members and beneficiaries; that regular and independent monitoring and evaluation of activities and programs be conducted; and that regular training of staff members on modern methods and techniques in productivity be appreciated and provided.

Key words: *productivity, effectiveness, efficiency and Christian based organizations.*

Introduction and Background:

Christian based organizations are usually considered as non-profit making and sometimes international organizations independent of governments (though often funded by governments) that are based on the person and teaching of Christ. They are active in humanitarian, educational, health care, public policy, social, human rights, environmental and other areas to effect changes according to their objectives. While productivity mainly focuses on the effective and efficient use of resources. Resources include time, people, knowledge, information, finance, equipment, space, energy and materials (Lou, 2013). A Christian based NGO's ability to acquire and manage human

resources, employee satisfaction, motivation and retention has an effect and impact on the goods and services delivered on the beneficiaries, and this is normally related with the long-term goal of the organization. The impact is measured by comparing the level of beneficiary attributes or population before and after they received the goods and services in order to know the effectiveness of the organization's activities. Most Christian based organizations channel their funding to direct activities leaving less attention to operation expenses.

According to Bhatti (2007), the present scenario about productivity across the world is drastically changing. In this situation the changes are taking place very rapidly. The condition is risky and uncertain. Over and above all, stiff competition is being faced in the market worldwide. Every organization is putting its best efforts to perform the work better. This is the only mantra in the present situation for survival, growth, stabilization and excellence in the business. Efforts are being put by Christian NGOs to increase the quality, quantity, decrease the time taken in production and cost involved during productivity in order to improve efficiency and effectiveness. Herein efficiency refers to the ability to perform the tasks with available resources that is to say, manpower, machine, money and materials. With the help of productivity measurement, the remedial and improvement actions can be planned by the management so that their working ability stays in tune with the need of the time to fulfill its objectives.

According to Bate (2006), by boosting productivity, we mean boosting output at work so that an employee can respond to tough or difficult competitive situations so that they can handle more challenges appropriately. Importantly, boosting one's productivity shows how to do this without detriment to the overall balance of one's life. Essentially, it is about getting more out of the same time or the same out of less time.

Productivity growth reflects growth in output not attributable to growth in inputs such as labor, capital and natural resources. Increases in productivity can be driven by technological advances - through innovations and increases in skills or improvements in efficiency by making use of existing technology (Karz, Kochan, & Colvin, 2007).

Real productivity is no longer just a macro measurement of output of an employee's work per day, but rather can be quantified down to the level of what type of work and quantity was completed, how long it

took, and how well it was executed (Lou, 2013). Many organizations have formal programs for continuously improving productivity, such as a production assurance program. Whether they have a formal program or not, organizations are constantly looking for ways to improve quality, reduce downtime and inputs of labor, materials, energy and purchased services. Often simple changes to operating methods or processes increase productivity, but the biggest gains are normally from adopting new technologies, which may require capital expenditures for new equipment, computers or software. Modern productivity science owes much to formal investigations that are associated with scientific management (Luthans, 2015).

Organizational Effectiveness:

In the 1980s, organizational effectiveness became more prominent, and switched to being a concept from the status of construct (Henry, 2011). This concept was related to issues such as the ability of an organization to access and absorb resources and consequently achieve its aims (Federman, 2006). As Baker & Brance (2002) pointed out, organizations, laboratories and universities that were involved in scientific researches suffer most, because they had to present effective management, behave more responsibly, and do jobs limited in order to improve their effectiveness.

According to Balduck & Buelens (2008), the issue of effectiveness in organizations revolved around four main approaches: the system resource approach, the goal approach, strategic constituency approach and the internal process approach. Organizations that performed well consistently learnt to use effective measures that were a combination of leading and lagging indicators relevant to the scope of a particular person, department or an entire company (Harpst, 2018). Top performance increasingly demand excellence in all areas, including leadership, productivity, adaptation to change, process improvement, and capability enhancement (knowledge, skills, abilities and competencies) models of organizational effectiveness (Venkataiah, 2000). Organizational effectiveness was at the theoretical center of all organizational models and was seen as the ultimate dependent variable of many organizations (Eydi, 2015).

Organizational Efficiency:

Organizational efficiency is the degree of an organization's ability to fulfill its mission with the smallest costs or resources (Eydi, 2015). As any organization is created for a course, it would better be created in such a way that it cost less to its creators (or owners, operators, employees among others) to get to the desired goals. That may require process improvement, but more than anything else, finding the right people to do the job. The efficiency may be ultimately measured in monetary terms. Although this was quite often implied, the most effective organization was not necessarily the most efficient (Brovkin, 2011). According to Gish (2018),

organizational efficiency essentially denoted how well an organization uses money. Non-profit assessment organization called "Charity Navigator" measured efficiency based on the relationship between the effectiveness of fundraisers and organizational expenditure! In public traded corporations, organizational efficiency lied in on an organization's ability to maximize profits based on capital acquired through equity and debt (Gish, 2018). Organizational efficiency is important in planning because it enables plans that were otherwise impossible to be executed satisfactorily (Li, 2018).

Problem Statement:

It has been argued that a number of national and international Christian based organizations in northern Uganda subject their employees to a lot of work to be executed on schedule. Meeting deadlines and working under great pressure to meet donor requirements have been reported to be common. A number of Christian based Foundations or organizations make it difficult for employees to indulge in ideas which may not be based on biblical principles and yet this may be useful for the organization. And because of this, it may result into frustrations and therefore slow organizational growth and development. To this extent, effectiveness and efficiency tend then to be compromised (David, 2014). According to Ager (2013), 68% of humanitarian works in Lira district, as a case in point, tend to experience high levels of symptoms of depression which then affects effectiveness and efficiency in executing duties and responsibilities. He argued that the effects and impact of Christian based NGOs in Lira district regarding the delivery of goods and services to the beneficiaries in relation to their long term goals and objectives have been unsatisfactory, most especially through their abilities in executing human resource management, employee satisfaction, job retention, effectiveness and efficiency in service delivery. It is upon this background that the researchers sought to establish as to whether these narratives, especially those hinging on effectiveness and efficiency are true or false - in as far Christian based NGOs in northern Uganda operations is concerned. The main questions for contemporary investigation are: Are these Christian based NGOs operating effectively and efficiently to deliver the intended goods and services for which they were established? How productive are these Christian based NGOs in executing their duties and responsibilities in northern region?

Purpose of Study:

To assess the level of productivity of Christian based NGOs in executing their duties and responsibilities in northern Uganda.

Scope of the Study:

The periodization ranged from 2012-2019, covering five Christian based NGOs, namely: Compassion International, Children of the Nation, ADINA

Foundation – Uganda, Child Restoration Outreach and Scripture Union – Uganda.

Methods of Study:

The study relied on both quantitative and qualitative approaches to generate results. It was a case study focusing on northern part of Uganda. The main instruments of data collection and analyses were: questionnaires and interview guide. The study was cross-sectional and a one-time off involving 113 selected participants from the region. Both primary and secondary data were relied on in the study. Triangulation of sources and methods were considered crucial in the investigation process to enhance validity

and reliability of data presentation, analysis and interpretation of findings. Descriptive statistics and correlations were used to analyze quantitative data; and Statistical Package for Social Sciences was as well relied on in the study. Quantitative data analyses were then presented in the form of frequencies and percentages, while qualitative data analyses were presented in the form of key personal voices representing and standing for crucial themes, based on computation of patterns of relationships.

Results:

Table 1: Showing background information of the respondents:

S/N	Variable	Options	Frequency	Percentage (%)
1.	Sex of respondents	Male	55	48.7
		Female	58	51.3
		Total	113	100.0
2.	Marital status	Married	61	54
		Single	45	39.8
		Divorced	7	6.2
		Total	113	100.0
3.	Age in years	20-30	36	32.1
		31-40	40	35.7
		41-50	22	19.6
		51-60	11	9.8
		61 and above	3	2.7
		Total	112	100.0
4.	Highest level of education	Ordinary level	3	2.7
		Advanced level	8	7.1
		Diploma	30	26.5
		Degree	58	51.3
		Post Graduate Diploma and above	14	12.4
	Total	113	100.0	
5.	Years of employment	5 or less	55	49.1
		6-10	39	34.8
		11-15	15	13.4
		16-20	3	2.7
		20 and above	0	0.0
		Total	112	100.0

Source: Field data, 2019

Level of Productivity

Under productivity, the study sought to establish views of respondents on the ability of the organizations to consequently achieve their aims, and to fulfill their respective missions effectively as well as with the smallest costs or resources possible. Under this, there are two areas for reporting as follows: effectiveness and efficiency.

Effectiveness in Productivity

The respondents were asked to rate the level of effectiveness of their organizations based on four parameters as shown herein:

Table 2: Productivity in relation to effectiveness

S/No	Statement	SD (%)	D (%)	SD+D (%)	N (%)	A (%)	SA (%)	SA + A (%)
1	I require external assistance in case of work overload	3.5	11.5	15.0	21.2	49.6	14.2	63.8
2	The organization policies enable me to fully execute my duties and responsibilities	4.4	16.8	21.2	25.7	35.4	17.7	53.1
3	The challenges I face are manageable and have little impact on my performance	5.3	12.4	17.7	35.4	35.4	11.5	46.9
4	I require new skills and ways to perform my duties and responsibilities better	3.5	8.0	11.5	22.1	38.1	28.3	66.4
	Average	4.2	12.2	16.4	26.1	39.6	17.9	57.5

Source: Field data, 2019

Table 2 shows that overall, the average stands at 57.5% of those who accepted that there is productivity effectiveness in Christian NGOs in northern Uganda, with 63.8% who accepted that they require external assistance in case of work overload; 66.4% of the respondents accepted that they require new skills and ways to improve on their performance. Based on the statistics shown herein, it is implied that there is generally productivity effectiveness in Christian based organizations in northern Uganda.

Meanwhile only 16.4% rejected that there is productivity effectiveness in Christian based organizations in northern Uganda; 21.2% rejected that organizational policies enable them to fully execute their duties and responsibilities; and 11.5% rejected that they require new skills and ways to perform better. Overall, an average of 26.1% of the respondents were not sure whether there is productivity effectiveness in their respective organizations or not; and 35.4% of the respondents indicated not being sure as to whether the challenges that they face are manageable and but have little impact on their performance.

The interview conducted sought to investigate the level of effectiveness in five selected Christian based NGOs in the region. Majority of the participants pointed out their views in respect to growth, results, performance, delegation, budgeting, interaction and implementation of duties and responsibilities assigned to them. A key informant interviewee had this to express:

“Employees are usually included in the annual budgeting and planning process and that they interact with beneficiaries more regularly and are directly involved in the day to day implementation of the organizational activities. Because of this, there is effectiveness and efficiency in executing duties and responsibilities” (Key informant interview conducted in 2019).

Another respondent had this to express on effectiveness: *“Our leaders are very consistent in the implementation of the organizational policies which ensures consistent progress in employee performance in terms of good results executed on schedule” (Key informant interview, 2019).*

Table 3: Efficiency in Productivity

S/No	Statement	SD (%)	D (%)	SD+D (%)	N (%)	A (%)	SA (%)	SA+A (%)
1	I provide the best kind of quality services to the community	5.3	10.6	15.9	18.6	46	19.5	65.5
2	All the resources of the organization are being properly utilized	9.7	30.1	39.8	20.4	17.7	22.1	39.8
3	I provide the required services in time to my organization	1.8	10.6	12.4	29.2	38.1	20.4	58.5
4	There is consistence in my performance of duties and responsibilities	2.7	11.5	14.2	26.5	38.1	21.2	59.3
	Average	4.9	15.7	20.6	23.7	35.0	20.8	55.8

Source: Field data, 2019

Efficiency in Productivity:

The respondents were asked to rate efficiency in productivity in their organizations. The above table shows their rating.

Regarding productivity efficiency, an average of 55.8% of the respondents accepted that there is productivity efficiency in Christian based NGOs in northern region with 65.5% accepting that they provide the best services to the community; and 59.3% accepting that there is consistency in their performance of duties and responsibilities. Overall, the table demonstrates and implies that there is generally productivity efficiency among the selected Christian NGOs operating in the region.

However, it is vital to note that 20.6% on average rejected that there is efficiency in productivity in the organizations, with 12.4% of the respondents rejecting that they provide the required services in time to the organization. The average score of respondents who were not sure as to whether there is efficiency in productivity or not stood at 23.7% with 18.6% not sure whether they provide the best kind of quality services to the community or not.

The interview conducted sought to investigate the rate of efficiency in the five selected Christian based organizations operating in the region. From the interviews conducted, the majority of the respondents pointed out to the notion of attitude, specialization, time management, positive feedback, quality of services, skills, equipment, awareness and regulation in service delivery. In an interaction, a key respondent had this to say:

“We are able to produce the best results out of the beneficiaries engaged within the shortest time possible because of the support got from the donors; we acquired the best equipment and employ skillful staff members to offer services so as to produce quality results” (Interview with a key informant, 2019).

Another key informant said that: *“less supervision is expected of us as staff members because we are aware of what is expected of us within a period of time, and also participate in planning and implementation hence resulting in efficiency in productivity” (Interview with a key informant, 2019).*

In all these interview results, what became clearer is that generally, the organizations prioritized awareness and employee participation in planning and implementation to achieve efficiency in productivity.

Discussion of Results:

The study answered the question of effectiveness and efficiency in productivity among the selected Christian based NGOs operating in the region. The researchers noted impact is measured by comparing the level of beneficiary attributes or population before and after

they received the goods and services in order to know the effectiveness of the organization's activities.

This study result agrees with Federman (2006) who defined effectiveness as the ability of an organization to access and absorb or use available resources, and consequently achieve its mission and aims. He suggested that an organization should be able to utilize the resources that it has acquired or fundraised to achieve its objectives. The study results also agree with Harpst (2018) who stated that organizations that perform well tend to consistently learn to use effective measures that take into account a combination of leading indicators relevant to the scope of work to be done. Federman (2006) noted the values of external assistance in case of work overload, the importance of user-friendly policies to execute tasks; and acquisition of skills to effectively execute duties and responsibilities; and that top performance organizations increasingly demand excellence in vital areas such as in effective management of leadership portfolio, productivity, and adaptation to change, process improvement, and capability enhancement (Knowledge, skills, abilities and competencies).

The study noted that most of these Christian based organizations appreciate channeling their resources directly for activities. Staff members appreciated the notion of time management and quality execution of duties and responsibilities. The notion of consistency and efficient utilization of resources was emphasized by staff members in this study, which then can afford to yield positive results. Once all these elements associated with efficiency can be appreciated and dealt with positively, then the communities being served can be able to realize the best services from staff members. The foregoing statements of results are in line with the arguments put forward by Eydi (2015). Eydi (2015) emphasized that successful organizations tend to efficiently manage time well in its quest to achieve its mission, aims and objectives overtime. He further noted the values of offering best services to community using available resources, and staff members being consistent and available in executing their attendant duties and responsibilities to yield intended results.

Conclusion:

In evaluating productivity of Christian based organizations operating in northern Uganda, a bigger percentage of respondents agreed that productivity is important and effective in the organizations studied. Productivity has been seen in terms of critical constructs or narratives such as: work load management; possession of relevant organizational policies to facilitate in the execution of duties and responsibilities; managing challenges facing employees' outputs; and the staff members possessing relevant skills to execute their duties and responsibilities. Regarding efficiency, the study noted that (generally) these organizations are being efficiently managed.

Recommendations:

- It is important that there is effective and efficient time management of activities executed so as to enhance further the level of employee productivity.
- The leadership of the organizations should appreciate the importance of regular feedback from staff members so as to enhance further the level of productivity in their respective organizations.
- Regular and independent evaluation of organizational effectiveness and efficiency is crucial to strengthen effectiveness and efficiency in productivity.
- Regular training of staff members using modern methods of productivity is called for to enhance effectiveness and efficiency in producing attendant goods and services. To this extent, the role of external consultants being invited to offer their independent services becomes crucial.

References:

- Ager, A., (2013), Global health, mental health, in *Journal of traumatic stress*, The Antares Foundation.
- Baker, K., & Branch, K. M., (2002), *Concepts underlying organizational effectiveness: Trends in the organization and management science literature*, management benchmark study.
- Balduck, A. & Buelens. M., (2008), Working paper: *A two-level competing values approach to measure nonprofit organizational effectiveness*, Vlerick Leuven Gent Management School working papers series.
- Bates, N.R., (2006), *Ocean carbon cycle in the Indian Ocean: 2 estimates of net community production*, in *Global Biogeochemical cycles*, 20(3), GB3021, DOI: 10.1029/2005GB002492.
- Bhatte, K. K., & Queshi, T. M., (2007), Impact of employee participation on job satisfaction, employee commitment and employee productivity, in *International review of business research papers*, 3(2), pp. 54-68.
- Brovkin, V. (2011), *Indelible footprint*, in *nature geoscience*, 4, 496.
- David, L. (2014), *Non-Governmental Organizations, management and development*, 3rd edition.
- Eydi, H. (2015), Finance and management, in *American journal of economics*, Volume 1, Number 5.
- Federman, M. (2006), Essay: Towards an effective theory of organizational effectiveness: Available at: www.whatisthemessage.blogspot.com/2006_03_01_archive.html
- Gish, W. (2018), *Organizational effectiveness vs. organizational efficiency*, Hearst Newspapers, Wadsworth, Cengage learning.
- Harpst, G. (2018), *Six disciplines for excellence: building small businesses that learn, lead and last*, Synergy books.
- Henry. E. A., (2011), *Is the influence of organizational culture on organizational effectiveness universal? An examination of the relationship in the electronic media (radio) service sector in the English speaking Caribbean*, www.ccsenet.org/ies International Education Studies, Vol.5.
- Jongjoo, D., & Houston, S. (2009), *Participative management concept: the history, theory and practice*, UK.
- Karz, H., Kochan, T., & Colvin A., (2007), *An introduction to collective bargaining and industrial relations*, 4th edition, McGraw Hill-Irwin.
- Li, A. (2018), *What is organizational efficiency factor? Small business* – chron.com, <https://smallbusiness.chron.com/organizacionalefficiency-factor-37839.html>
- Lou M. J., (2013), What is productivity versus effectiveness? Open water 733 Front street suite CIA, Francisco.
- Luthans, Fred, Stajkovic, Alexander D., (2015), “Provide recognition for performance improvement”, *Handbook of principles of organizational behavior*, pp.239-253.
- Venkataiah, P. (2000), *Models of organizational effectiveness*, department of business management, Osmania University, Hyderabad.

About the Authors

***Sir, Dr Christopher Oyat** is a Senior Lecturer in Gulu University. He holds a Doctor of Letters degree in Business Organization with a specialization in Community Organizations; a PhD in Management from UNEM, A Doctor of Science (Ad Eundem Doctorate) in Management and Business Research from Ballsbridge University; a PhD in Development Studies (Ad Eundem Doctorate) from Prowess University (USA); a Honorary PhD in Management from IIC University of Technology (Cambodia); a Fellow of Chartered Institute of Educational Assessors (FCIEA – UK); a Fellow of Chartered Institute of Arts Professionals (FCIEA –USA); a Fellow Chartered Educator (FCE – India); a Life Companion of Institute of Management Specialists (Comp IMS – UK); a Life Doctoral Fellow of European Institute for Financial Directors in Latvia (DFEIFD – Latvia); Life Doctoral Fellow of Institute of Professional Financial Managers (DFPFM – UK) and a Chartered Knight (MNDKOA – USA). **Mr Aleri Emmanuel** is a seasoned Project Manager working with Compassion International (an International NGO working in Uganda). The authors may be reached through oyatchris@yahoo.com

CHALLENGES AND SOLUTIONS TO REVENUE COLLECTION IN URBAN AREAS IN DEVELOPING COUNTRIES

Dr James Chikuni Jerera*

Introduction

In the last two decades, there were worldwide interests in decentralisation of Government. While decentralisation has undoubtedly gained popularity within the last two decades, it was not a new concept. “The term attracted attention in the 1950s and 1960s when British and French colonial administrations prepared colonies for independence by devolving responsibilities to the local authorities” (www.dx.doi.org).

Both developed and developing countries are pursuing decentralisation policies to empower local communities through giving them more power for self-governance. “The pursuit of decentralisation was widespread, as both developed and developing countries attempt to challenge central governments’ monopoly of decision-making power” (www.gunnisoncountry.org).

Decentralisation is the transfer of responsibility for planning, management and resource raising and allocation from the central government and its agencies to the lower levels of government. The four major forms of decentralisation are devolution, delegation, deconcentration, and divestment.

According to Urahn (2012), “as a critical part of decentralisation reforms, many countries are devolving revenue and expenditure responsibilities to local, including municipal governments.” Local governments, therefore, face the challenge of mobilising appropriate levels of revenue mainly from local tax collection to enable effective service provision and better address poverty and inequality issues. One source of potential revenue is property taxes and business licenses.

Globally, local governance enhances the delivery of goods and services. Nevertheless, local authorities may lack the capacity to provide basic services such as water, sewage, and roads to residents without outside financial assistance from the central government and donors.

Several factors in an urban area’s political, administrative, cultural, social and economic history affected the relationship between local government and the citizenry, and hence its ability to generate revenues and administer services. These include the legal and policy framework and socio-cultural traditions that indicate preferences or priorities and the ability to pay.

Other important factors that people overlook are the administrative systems, capacity, and credibility.

Main sources of revenue for urban areas

According to Williams and Yuri (2011), “the sources of local authority revenue in the US include transfers from federal and state governments, local taxes, fees, and miscellaneous receipts.” “In Nigeria, the sources of local government revenue include local rates, markets taxes and levies, shop licences, and slaughter slab fees” (www.geocities.org).

The main sources of revenue for local authorities are rates, user fees, business licenses, government grants, and loans. However, in the case of Zimbabwean local authorities grants are not forthcoming from the central government. The Ministry of Finance always made yearly allocations on paper but there is no disbursement of the funds because of the cash flow problems. Property taxes and rates are the largest sources of revenue for most local governments in Zimbabwe.

Water sales are also another major source of revenue for Zimbabwean local authorities contributing over 50% of total revenue. “For the US, property tax revenue constitutes 26% of all local government revenue and 72% of local tax-based revenue” (Urahn 2012).

Despite their current heavy contribution to local revenue, property taxes previously made up an even larger share of local revenues. “In 1961, property tax revenue contributed almost 43% to the local government revenues” (www.gov.uk). That share gradually declined until 1980 and has since hovered around 25%.

Other large components of many local governments’ revenues include charges and utility revenue. Charges include a wide variety of fees collected from such sources as school lunches, hospitals, parking, and parks. “Charges make up 21% of local government revenue while utility revenue, including water, electric, gas, and transit, makes up 8%” (Urahn 2012).

Some local governments also rely on sales taxes and income taxes for revenue. Overall, “sales taxes account for 6% of local government revenue, and income taxes account for just 2%” (www.pewstates.org). In the US, many local governments in every district state have sales taxes, but most do not impose income taxes.

“Missouri is the only district state with a significant amount of local income tax revenue, making up 2% of all local government revenue” (www.fairfaxcountry.gov).

In the case of Zimbabwe, sales tax goes to central government and not to local authorities. In England, “the main sources of income for local government are council tax, redistributed non-domestic rates, other government grants” (www.gov.uk).

In African countries, for example, Nigeria, sources of local government revenue includes local rates, markets taxes, and levies excluding any market where state finance is involved. There are also bicycle, truck canoe, wheelbarrow, and cart fees. Local government business investment, liquor licence fees, marriage, birth, and death registration fees form part of revenue sources.

It is vital to note that sources of revenue for local authorities depend on laws obtaining in the country, and type of government, unitary or federal. For example, revenue sources for local authorities in Nigeria differ from those in Zimbabwe.

In addition, just as the case in the US, property rates and taxes are a major source of revenue for local authorities in Zimbabwe. Despite the fact that property taxes are easier to administer at the local level, a major area of concern has been the inability of many urban councils to collect property rates. Inadequate data capture resulted in the urban local authorities losing revenue.

Another source of revenue is borrowing. Borrowing by urban councils for recurrent expenditure is not permissible. Urban local authorities have the authority to borrow to finance capital projects.

Challenges faced by urban areas in revenue generation

There seemed to be a decline in revenue collection in local authorities the world over. According to Brenton (2010), “in the US, local governments face a decline in revenue collection.” State aid and property taxes, which accounted for more than half of local revenues, are dropping. The challenge becomes worse because of the rising demand for government services, driven by stubborn unemployment rates, population growth, and other factors.

African local governments face a variety of difficulties to source adequate revenue. “In Nigeria, there is a decrease in revenue from the federal government” (Williams and Yuri 2011). “Revenue collection for services rendered and property rates are also low” (Grava 2009).

Local governments in many parts of the world continue to struggle with slowing revenues. The urban councils also depend on the property taxes and transfers from

state governments. Revenue from these sources may remain weak over the years.

Decreases in state revenues over the past few years led to a slowdown in transfers to local governments. Many urban areas are financially weak and rely on financial transfers and assistance from the central government. “The financial administrations are often inefficient, there is failure to collect all the revenue, and there is improper management of the available money” (Brunori 2007).

“In Ghana, for example, a large potential of revenue from property rates was not utilised” (Alani 2006). Property rates and business licenses, which constitute a substantial part of the total revenue for any local government, do not have full utilisation. The billing and collection effort by many local authorities are not up to expectation.

The revenue collection rate is very low even though some urban areas employ private partners for the collection. The reasons for the limited collection of finance are:

- Inadequate data on all economic activities in the towns, i.e., hairdressers, seamstresses, traders, barter, lotto kiosk, and backyard food outlets;
- Misclassification of properties and inappropriate tax assessment;
- Lack of realistic means of accessing the revenue potentials due to the absence of accurate data;
- Revenue collectors not paying to the local authority all monies collected and the absence of tracking mechanisms; and
- Property owners avoiding the payment of property rates

User fees do not generate adequate revenue for most urban local authorities. For example, water user fees are normally set at sub-economic levels as urban local authorities attempt to subdue consumer backlash. As a result, the majority of urban local governments in Zimbabwe do not use the cost recovery charging systems, which tie the amount of money paid directly to the water consumed.

In Zimbabwe, there are also other problems associated with charging fees. For instance, the payment of refuse fees is erratic as residents protest the failure of urban councils to offer a sustainable service. Clinic fees are also not determined based on full cost recovery.

The other challenges associated with revenue generation in local authorities are within the institutions themselves. For example, there is the mismanagement and misappropriation of state government funds. “Absence of transparency is one of the major problems of revenue generation in the Lagos State” (www.pewstates.org).

People with the responsibility to collect all the revenue sources do not adequately use their freedom to exploit other sources of revenue available. According to Urahn

(2012), “there is widespread corruption.” The internally generated revenue, which could accelerate the finance of the local authorities, is facing compromise because of the corrupt practices on the part of revenue collectors.

Some of the revenue collectors use unofficial receipts, which enable them to divert council funds into private use. Corruption is the ‘locust’ that ate local government revenue, this manifested in the distorting of revenue return receipts, embezzlement and misappropriation of funds.

Political interferences are also responsible for revenue generation problems in town councils. For example, the decision to cancel water bills for residents made by the Zimbabwean central government in the year 2013.

In the social environment, high prevalence rates of chronic diseases resulted in an increase in orphans and vulnerable families, and this had a negative impact on revenue collection as most breadwinners died. Harsh economic conditions saw many employees migrating to other countries in search of greener pastures thereby reducing revenue collected as well. The cost of services, electricity and water are still beyond the reach of the average employee resulting in them failing to pay their council bills.

Droughts and floods also compromise revenue generation capacity. For instance, in recent years, Zimbabwe suffered from a series of natural disasters through droughts. The natural disasters further diminished the urban dweller’s disposable income as he tries to assist the extended family in the rural areas with necessities such as food and clothing thereby reducing his ability to pay council bills.

Effect of low revenue generation in towns

Low revenue collection negatively affected service delivery in urban areas. The inadequacy of revenue collected by urban councils is evident in many ways. An analysis of the budget of an urban local authority can reveal misalignment between revenue and expenditure. In this regard, the existence of a budget deficit is, as a rule, compelling evidence of inadequate revenue.

Inadequate revenue dominated the context within which urban councils operate. Low revenue, in turn, resulted in poor service provision, which was evident in poor water supply, refuse removal, and sewage systems.

Fuest and Riedel (2009) argued, “the provision of public infrastructure and government services is a key factor for economic development.” In many developing countries, a lack of public service provision slows down economic growth and undermines efforts to improve the living standards of the population.

“There are a number of reasons for the failure of many governments (both central and local) in developing countries to provide sufficient public services” (www.fairfaxcountry.gov). “A lack of revenue is one of them” (Grava 2009).

The local authorities must provide services like water, sanitation, housing, and infrastructure development. There are challenges in service provision due to low revenue collection in the Zimbabwean local authorities.

With little margin in their budgets, even small declines in revenues can present huge challenges for local governments. To manage revenue, some urban areas reduced the number of employees. The downsizing of staff negatively affects service delivery.

In Zimbabwe, the drastic reduction in intergovernmental financial transfers did not occur in line with the increase in the revenue powers of urban councils. Urban councils have nothing to replace the funding, which is no longer coming their way. In as much as this paralyses their operations, it has not prevented the centre from burdening urban councils with unfunded mandates.

The lack of constitutional or statutory standing for intergovernmental fiscal transfers in Zimbabwe deprives urban councils of the legal basis for holding the central government to account for neglecting its obligation to disburse equalising grants. Inadequate revenue dominates the context within which urban councils operate.

Possible measures for enhancing revenue generation in urban areas

Some strategies could be in use to increase revenue generation by the local authorities. The options presented in this study are:

- Introduction of additional sources of revenue;
- Providing an incentive for extra efforts of the revenue generation staffs;
- Periodic raiding by officer of the revenue generation;
- Efficient and effective collection of existing taxes; and
- Public enlightenment and campaign that will educate the taxpayer on the importance of prompt payment.

In addition, while tax policy and tax laws create the potentials for raising tax revenues, the actual amount of taxes flowing into the local government treasury depends on the efficiency and effectiveness of the revenue administration agencies. Weaknesses in revenue administration lead to inadequate tax collections. Financing of the resulting budget deficit through borrowing can cause unsustainable increases in the public debt.

Revenue shortfalls shrink the financial budgets and affect the government's ability to provide public services. Unexpected dips in revenue collections also cause budget cuts that result in major inefficiencies in the public expenditure management.

The success of any revenue system requires the addressing of some institutional issues. Therefore, it is essential to focus on the needs of the users of any financial collection system and to analyse the existing operational procedures of the revenue mobilisation process.

Improving accountability and efficiency also enhances revenue capacity. Making the most of more limited resources will remain a priority for the near future. Much of the reduction in revenue resulted in the deferring of capital investments and projects.

There is a need for the urban areas to plug revenue leakages and ensure effectiveness when collecting user fees. However, there seems to be limited faith in the revenue generation potential of trading activities and investments. There is competition from individual businesses that were more flexible and responsive to needs of clients.

Recommendations

The study proposed some solutions for enhancing revenue collection in urban areas. The recommendations are:

- The need for urban councils to lobby central government for more revenue generation powers;
- Local authorities need to adopt electronic governance models so that they become responsive to the needs of the communities they serve;
- Attraction of investors is important for widening the revenue base for local authorities;
- There should be less political interference in revenue collection by urban councils, or if such interference is there, central government should cover up with grants; and
- There is a need for the urban councils to develop more areas that are residential. Housing rates and taxes had a potential for increased revenue generation, especially in light of the serious national accommodation problems in Zimbabwe.

Bibliography

Alani, E. (2006). *Crowding-out and Crowding-in Effect of Government Bonds Market on Private Sector Investment*, Institute of Developing Economies.

Brenton, J.E. (2010). *Trends in Local Government Revenues: The Old, the New, and the Future*, Lincoln Institute of Land Policy.

Brunori, D. (2007). *Local Tax Policy: A Federalist Perspective*, Urban Institute Press.

Fuest, C. and Riedel, N. (2009). *Tax Evasion, Tax Avoidance and Tax Expenditures in Developing Countries: A Review of Literature*, Oxford University Centre for Business Taxation.

Grava, L. (2009). *Raising Taxes Through Regulation? The Case of the Single Business Permit in Kenya*, World Bank Workshop on Business Regulation and Local Revenue Mobilisation.

Urahn, S.K. (2012). *The Local Squeeze, Falling Revenues and Growing Demand for Services Challenge Cities, Counties, and School Districts*, PEW Charitable Trust.

Williams, R. and Yuri, S. (2011). *State and Local Tax Policy: What are the Sources of Revenue for Local Authorities?* Tax Policy Briefing Book.

Websites

www.dx.doi.org www.fairfaxcounty.gov

www.geocities.org www.gov.uk

www.gunnisoncounty.org www.pewstates.org

About the Author



**Dr James Chikuni Jerera is a PhD graduate, with 15 years experience in logistics and general operations at Director Level. He has also commanded challenging and respectable administrative, strategy and corporate governance positions in government and the private sector. James is also the holder of a Master of Commerce in Strategic Management and Corporate Governance, an Executive Masters in Business Administration, Bachelor of Business Administration Marketing and Business Leadership degrees and various diplomas.*

Minechip Investment (a gold-mining organization) and Biscray Enterprises (a leading grain-commodity trader in Zimbabwe and Southern Africa) are entities where he is a co-founder. Dr Jerera went into business after retiring as a Senior Officer from the Defence Forces of Zimbabwe. He had served in various positions and had great achievements at Defence Management Training Institutions producing quality graduates thereby earning respect as a leadership authority, lecturer and an organizational consultant.

Dr Jerera has remained an advocate of good corporate governance as a principle-centred leader. This was his area of research for his PhD studies.

He is now on the Professorship course of the Institute of Professional Financial Managers (IPFM).

Dr James C. Jerera may be reached at jcjerera@gmail.com

IMPLEMENTATION OF CONTINUOUS IMPROVEMENT INITIATIVES FOR OPERATIONAL EXCELLENCE IN MANUFACTURING ENTERPRISES: A CASE STUDY ON OG HOLDINGS

Dr Douglas Mappingire*

This is a summary from the project reports written for the SCPU Ecole de Commerce Doctor of Applied Management degree program.

Implementation of Continuous Improvement Initiatives (CIIs) for Operational Excellence in Manufacturing Enterprises: A Case Study on OG Holdings adopting Lean Six Sigma (LSS) to Regain its eroded customer base in Zimbabwe and abroad.

Background and why the programme was carried out for OG

OG Holdings is a leather and footwear manufacturer and has been in business for the past five decades. At the height of its success, the organization employed 1500 people and produced 11000 pairs of shoes each day but lost its capacity to making 500 pairs per week. Over the years the organization changed hands several times and consequently operational quality standards went rock bottom. The repercussions were that the organization lost its export markets, its customers to competitors especially to cheap leather goods and footwear importers and key members of its workforce left. In brief the following were some of the challenges faced by OG that were solved by its adoption of *Lean Six Sigma* as a business strategy:

- Limited availability of affordable finance.
- External competition especially from Chinese imports.
- Out of date shoe styles.
- Antiquated Machinery - Outdated and Obsolete Equipment.
- The inflow of cheap imports negatively impacting OG Holding's Shoes.
- Skill Flight and Lack of Skilled Labour.
- Re-establishing Marketing Teams to make OG Holdings viable again.
- Lack of access to good quality hides to produce high quality leather.
- The hierarchical Corporate Governance structure made obtaining finance difficult.

Lean and Six Sigma methodologies as business improvement strategies

Nowadays, Lean and Six Sigma are the most popular business strategies for enabling continuous

improvement (CI) in the manufacturing, service, and public sectors. CI is the main goal for any company wishing to achieve quality and operational excellence and to enhance performance (Thomas et al. 2009). The integration of the two methodologies improves efficiency and accuracy and helps to achieve CI faster than the implementation of each approach in isolation (Salah et al. 2010). LSS is “a methodology that focuses on the elimination of waste and variation, following the DMAIC (Define, Measure, Analyse, Improve, Control) structure, to achieve customer satisfaction with regards to quality, delivery, and cost. It focuses on improving process, satisfying customers, and achieving better financial results for the business” (Salah et al. 2010).

Organisations give many reasons for implementing LSS; to improve business performance and operational efficiency, for example, especially given the growth of global markets; to improve product quality; reduce production costs and so improve customer satisfaction (Antony 2008; Snee 2010; Laureani and Antony 2012; Jayaraman et al. 2012). The chronicle of LSS and notable success stories of LSS implementation in the industrial world can be seen in many scholarly papers by authors such as Chakravorty and Shah (2012) and Thomas et al. (2009). On the other hand, not all companies can gain real benefits from LSS implementation; a poor attempt at LSS implementation can render it ineffective (Jayaraman et al. 2012).

OG LSS Programme

The first of the five projects of the programme was the Derby Shoes Production Line/cell which was treated as a Model where lessons learned from it were applied to subsequent production lines/cells/projects. The project was implemented in five phases following the Lean Six Sigma - DMAIC methodology (Define, Measure, Analyse, Improve, Control).

Phase One: Define

The Lean Six Sigma team was established, and the project defined. Deliverables of this phase were: Upper management support; Derby shoes Project team formation; Initial training and introductory meeting; Problem clarification and goal identification with metrics; Team Charter; Project Timeline and Project budget.

Phase Two: Measure

Deliverables of this phase were: Reviewal of existing records; Creation of process flowcharts and conducting throughput analysis; Collection of Process and Quality data from the basic 9 stages of the Derby shoe production process which are: **Inventory of raw material-Cutting/Clicking- Fitting and Assembly Sewing/Closing-Pre-Lasting-Post-Lasting-Finishing - Final Inspection and Despatch.**

The goal of the Measure phase was to quantify the problem by gathering information about the current Derby shoe process through the *current state value stream map*.

Phase Three: Analyse

Analysis comprised the data of the Derby shoe production cell and established baseline using and including the following tools: Cycle time analysis; Current value stream map for the Derby shoe and the 8 wastes removal; Machine and labour utilisation analysis; Fishbone diagram analysis; Machine Overall Equipment Effectiveness; Value -Added Process Analysis; Activity-based costing analysis; Defects per Million Opportunity-Quality Analysis; Failure Mode Effects Analysis (FMEA); Cost of Quality Analysis; Process capability; Sigma Level Calculation and DPMO Analysis; Pareto Analysis for Improvement Opportunities.

Phase Four: Improve involved

Identification of major cost and quality improvement opportunities; Determination, Evaluation, and selection of process, equipment, and method improvement alternatives; Removing non-value adding activities identified in the current value stream analysis, Working

out the future value-stream map of the Derby shoes. This involved analysing the current state of the Derby Shoes line layout and the amount of traffic that overlapped and the team recognised that waste was ubiquitous. The Derby Shoes machinery layout was reconfigured for optimal efficiency by reducing material and manpower movement within the work area. Through the analysis and application of Lean Six Sigma tools together with facility planning tools, an improved, customer-centric, future-state layout of Derby Shoes cell was established. As a result, ten operatives were made redundant from the cell and transferred to other parts of the business; Training of all employees and supervisors in the new Derby cell process.

Phase Five: Control

This phase involved:

- Standardizing the new Derby shoe manufacturing process through the development of standard operating procedures. Tools like control charts are part of the process as the product progresses through the various stages of the Derby shoe manufacture. Logbooks recording key metrics are maintained within the work centres.
- Establishing Mistake proofing mechanisms in all steps of the Derby shoe manufacture making it difficult to make errors. Graphical charts displaying the planned versus actual costs for each operation are also displayed daily as part of visual control.

The Court Shoes LSS project which is a mirror image of the Derby Shoes project came next, the only difference is, it took a shorter time to complete.

The following are the Key Performance Metrics (KPMs) before and after the implementation of LSS:

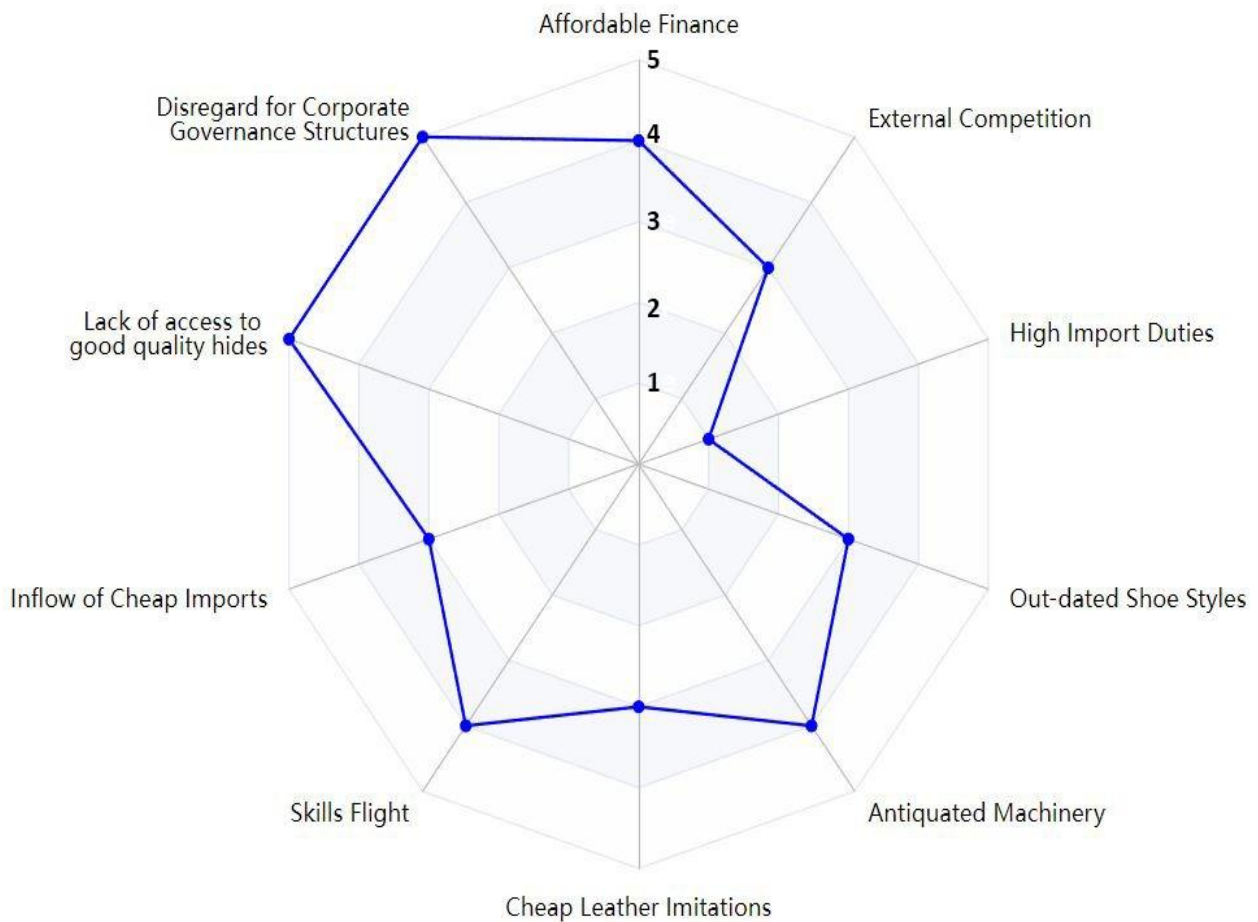
KPMs used	Before improvement	After improvement
Defect rate/Defect per unit (DPU)	0.18	0.0068
First time yield (FTY)	72%	85%
Process Capability index (Cp)	0.12	0.4
Process mean	2.45	2.75
Process standard deviation	0.069	0.0059
Overall Equipment Efficiency (OEE)	48%	83%
Sigma Quality level	3	4

Below is the Radar Chart summary of the Derby and Court LSS projects' impact on OG's challenges.

DIMENSIONS	ACTUAL	MAXIMUM
1. Affordable finance	4	5
2. External competition	3	5
3. High import duties	1	5
4. Out-dated shoe styles	3	5
5. Antiquated machinery	4	5
6. Cheap leather imitations	3	5
7. Skills flight	4	5
8. The inflow of cheap imports	3	5
9. Lack of access to good quality hides	5	5
10. Disregard for corporate governance structures	5	5

Impact Levels of LSS on the Business – from the centre of the radar below Level 1 is lowest and at its perimeter, Level 5 highest:

- Level 1: Pre- implementation
- Level 2: Beginning Implementation
- Level 3: First recognisable state
- Level 4: System stabilising
- Level 5: Sustainable system



Lean Daily Management

Soon after this LSS project was commissioned, OG management had to undergo further 2 days of training on how to manage the production lines daily using a Lean Daily Management system (Mann 2015), which is a process focused system comprising of four principal interdependent elements:

- Leader Standard Work (LSW)
- Visual Controls/boards
- Daily Accountability Process and
- Leadership discipline

Lean daily management is a tool used to establish new Lean Six Sigma habits and simultaneously extinguishing the competing old habits as it promotes constant positive reinforcement of the new and negative reinforcement of the old while addressing the challenges of the organisation (Mann 2015).

Discussion and Lessons Learnt

Critical Success Factors for this project are:

- Training and Education
- Communication
- Top Management Commitment and Involvement
- Linking the project to the customer
- Involving the supply chain
- Availability of resources
- Choosing the right people
- Including everybody in the implementation journey and beyond
- Linking LSS to HR reward system
- Organizational infrastructure

The lessons learnt from this project include involving everyone in the improvement activities, leadership activities, data collection and subsequent data -based cause validation. During the Define, Analyse, and Improve phases, all barriers in their execution were cleared by strong leadership in the middle management levels. Therefore, it is deduced that improvement initiatives need strong leadership both from top and middle management.

The Project Champion or Business Sponsor is the Operations Manager, the person with vested interest to the success of the project and had the necessary 'clout' to support the project. He represented the 'voice of the OG' and had access to the necessary resources and budget as well as committing the team's time needed to work on the project. He was a big catalyst in the implementation process of LSS in addressing process problems in the organisation.

Employees in the cells were sceptical about the change of culture through the implementation of the LSS project. They thought their job opportunities were in a precarious position through the implementation of this new process improvement methodology and that poor performance could result in them losing their jobs. The

CEO had to intervene and gave the assurance to the contrary but instead they would be rewarded for good performance both as an individual and as a team. As a result of the CEO's intervention, most of the team members' confidence was subsequently boosted and they embraced the new LSS process methodology. Still there were signs of resistance to change in certain quarters and if this remnant resistance had been foreseen, this would have been counteracted by implementing PROSCI methodology of change simultaneously with the LSS methodology. In PROSCI we find a model of change acronym ADKAR meaning:

- *Awareness* of the need for change,
- *Desire* to participate and support the change,
- *Knowledge* on how to change,
- *Ability* to implement desired skills and behaviours,
- *Reinforcement* to sustain the change.

This model focuses on the individual person as successful change happens at personal level where people involved in the change move through stages of acceptance and action and aims at limiting resistance to organisational change. (Hiatt, J.M.2006). Applying the model early in the project helps leaders to identify gaps, barriers, and best steps to take to help individuals adapt and move through the change process as a major system or project change is designed, planned, and implemented.

Prior to LSS implementation, the organization used different problem-solving techniques on different problems based on their experience and many times the root causes could not be identified. As a result, there was horrendous chaos across the organisation in many instances due to the absence of a standard way of problem solving. Lean Six Sigma provides senior management with a standard road map for confronting problems effectively and efficiently. The best feature of this system is its integration of problem-solving tools within its five- phase methodology and the use of data to challenge managers who constantly use their gut feeling and intuition when tackling problems. Having been given greater stimulus by the application of LSS, managers and engineers are beginning to apply it to other areas of OG such as administration, finance, new product development and supply chain management.

References

- Antony, J. (2008): 'Reflective practice: can six sigma be effectively implemented in SMEs?' *International Journal of Productivity and Performance Management* 57 (5): p.420-423.
- Chakravorty, S.S and Shah A.D. 2012. Lean Six Sigma (LSS): an implementation experience. *European Journal of Industrial Engineering* 6(1):118-137
- Franchetti, M.J. (2003): Lean Six Sigma for Engineers and Managers, CRC Press. Taylor & Francis Group.

Hiatt, J.M. (2006): ADKAR, A model for change in Business, Government and our Community-How to implement Successful Change in Personal Lives and Professional Careers, Prosci Inc.

Jayaraman, J., Kee, T. L., and Soh, K.L. (2012): 'The perceptions and perspectives of Lean Six Sigma (LSS) practitioners: An empirical study in Malaysia.' *The TQM Journal* 24 (5): p.433 – 446.

Kotter, J.P. and Schlesinger, L.A. (1979) Choosing Strategies for change, *Harvard Business Review*,57(2): 106-14

Laureani, A and Antony, J. (2012): 'Standards for Lean Six Sigma certification.' *International Journal of Productivity and Performance Management* 61(1): p.110 – 120.

Mann, D. (2015): Creating a Lean Culture – Tools to Sustain Lean Conversions, Third Edition, CRC Taylor, and Francis Group

Nakajima, S. (1988). Introduction to TPM, Total Productive Maintenance, Productivity Press, Inc.

Salah, S., Rahim, A. and Carretero, J. (2010): 'The integration of Six Sigma and Lean Management.' *International Journal of Lean Six Sigma* 1(3): p.249-274.

Snee, R.D. (2010): 'Lean Six Sigma – getting better all the time.' *International Journal of Lean Six Sigma* 1(1): p.9-29.

Thomas, A; Barton, R. and Okafor, C., (2009): 'Applying Lean Six in a Small engineering company - A model for change', *Journal of Manufacturing Technology Management* 20(1): p.113- 129.

About the Author



***Dr Douglas Mapingire** holds a trade certificate as a Fitter/Turner/Machinist. Besides several certificates in Training, Footwear and Leather Manufacturing, Machine shop Engineering, General Management, Magnetic Particle Inspection and Welding Inspection. His other high qualifications are:

- City and Guilds of London Institute Mechanical Engineering Technicians Part 1, 2 & 3 as well as a Full Technological Certificate in Engineering Production.
- Licentiate Diploma of City and Guilds of London Institute-Mechanical Engineering
- City and Guilds Quality Assurance Part two and Certificate
- Membership Diploma (MSc equivalent) of City and Guilds of London Institute-Mechanical Engineering
- Master of Science in Project Management from Coventry University-England
- Master of Science in Lean Six Sigma for Operational Excellence from Heriot-Watt University – Scotland
- Fellow – Institute of Manufacturing, Manufacturing Technologist
- Fellow – Institute of Mechanical Incorporated Engineers
- Member – Institution of Engineering and Technology
- Member – British Institute of Non-Destructive Testing-Licensed Engineering Practitioner
- Member – Institute of Six Sigma Professionals

He works for London Underground as a Quality Inspector and currently on a project management assignment of the rolling stock. With a working career spanning four decades in various industries as a Technician, Trainer, Lecturer, Factory Engineer, Division Manager and Operations Manager, and is board member of a Leather and Footwear manufacturing company in Zimbabwe.

Dr Douglas Mapingire has recently completed and received his Doctor of Applied Management from SCPU Ecole de Commerce.

He can be reached at email: dugmaps@hotmail.com

THE PLACE AND IMPORTANCE OF FAMILY HEALTH CENTERS IN TURKEY

Teaching Officer Osman Doruk*

(DBA, Associate Professor of Business Administration - SCU)

The complete version of this summarized article is available at:

<http://www.stclements.edu/articles/FamilyHealthTurkey.pdf>

This article has been translated into English from Turkish using Google Translate.

SUMMARY

The importance of the family health center in the field of health is very great. Family health centers have many functions, in fact family health centers can be preferred for every non-emergency health issue that does not require going to the hospital, even if it is not noticed most of the time. It is a unit that provides not only treatment services but also preventive and preventive health services. The technical equipment and operating system of family health centers are very important. According to the legislation published by the Ministry of Health, family health centers are required to fulfill their duties and responsibilities.

ENTRANCE

Family health centers are located at the 1st level. Family health centers are also known as health centers. Family health centers work under the family medicine system. In the city where each individual resides, they are attached to a certain family medicine in family health centers as determined by the ministry.

AIM

The aim of this article is to have an idea about the importance of family health centers and how patients prefer family health centers instead of hospitals in cases that do not require urgency.

METHOD

In the research, it was originally prepared by scanning the literature from the sources in Turkey about the family health center.

WHAT IS A FAMILY HEALTH CENTER?

A health institution where family medicine services are provided by one or more family physicians and family health personnel is called a family health centre. Family health centers provide primary health care services. Regular follow-up of individual and family health conditions can be done in family health centers. In health problems that do not require detailed examination, family health centers can provide all the services needed.

FAMILY MEDICINE SYSTEM HEALTH TRANSFORMATION PROGRAM

Formerly known as Health Centers, Family medicine practice was started in 81 provinces as of 13.11.2010 throughout Turkey. This is because; the "health transformation" program has been put into practice to create a new modern model instead of the decaying structure of the existing system. It is aimed to alleviate the workload of doctors, to provide better and quality service to patients, and to provide easy accessibility.

Family Health Center, a family physician and nurse were determined for each family, and the health transformation program was put into a specific structure.

CHANGING STRUCTURE OF FAMILY HEALTH CENTERS

No Waiting; the waiting period in the queue is over. With the computer system, the doctor followed the patient and a certain order and discipline was established.

LAST CHANGES - 2015

According to the newly planned latest development, FHCs will switch to the shift system on weekends. It is planned to increase the weekend shifts to 24 hours after 12 hours in the first stage.

According to the project, it is planned to introduce a watch system after 16.00 on weekdays and serve the public until 20.00 in the evening. Physicians on duty will receive additional fees.

Intended target in Family Health Centers; Transparency, Good approach, Awareness, High quality service = Patient Satisfaction and Easy Accessibility.

CREATING A FAMILY HEALTH CENTER

If the family physician has to provide mobile health services in more than one settlement, the family health center is established in a central location deemed appropriate by the directorate. In the selection of this place and in the determination of the settlements where mobile health services will be provided, features such as route, proximity, geographical features and the

usage habits of the citizens are taken into consideration.

Provided that they are within the working area, family physicians can change the place provided for service with the approval of the directorate and the approval of the Governorship, adhering to the above issues.

One or more family health centers can be used for educational, research and service purposes upon the request of the family medicine departments of the universities or the family medicine clinical chiefs of the training and research hospitals, the approval of the directorate and the approval of the Ministry.

Family health centers cannot be opened in places where there is a pharmacy in the building and its outbuildings.

Documents Required for ASM Opening - Closing Operations

ASM/AHB planning proposals are submitted to the Ministry together with the following documents, with the Directorate's top letter.

- Governor's Consent
- Form 1 and/or Form 2
- Map
- Building sketch
- Planning report and its annexes (Prepared by TSM/District Health Directorate/District State Hospital Chief Physician.) (Application petitions of family physicians are included.)
- Other information and documents (signed protocol and protocol conformity letter, allocation letter, lease contract, documents related to naming, documents related to special unit proposal such as prison/education/integrated, etc.)

FAMILY MEDICINE IN TURKEY

In the development and organization of health services in our country, the studies on the delivery of preventive and curative health services to individuals have accelerated in the development process from the proclamation of the Republic to the present. From the first years of the proclamation of the Republic, the foundation of today's health organization and health services in our country was laid.

In the Republican era, on the one hand, it was desired to expand the treatment service network, on the other hand, a great leap forward in preventive health services. After the proclamation of the Republic, Dr. Refik Saydam has made great contributions to the establishment and development of health services in our country. There are health policies in the Public Health Law (1930) for the planning and programming of health services, the conduct of preventive and curative medicine, the prevention of infectious diseases, and the increasing interest in medical faculties. It was carried out with the “vertical

organization” model. Starting from the places where the population is high, examination and treatment houses were opened, physicians working in preventive health services were supported, and the foundations of today's health transformation program were laid even back then.

The Health Transformation Program aims to transform the institutional position of primary health care services into a structure that will have authority and control over other service levels. Improving the conditions of individuals and healthcare professionals constitutes the starting point of innovations to be made in this regard. The most distinctive feature of the health transformation program is to provide individuals with access to healthy life programs, to reduce maternal and infant mortality, to prioritize combating infectious diseases and risk factors of chronic diseases, to improve individuals' ability to control their own health status, and to place preventive medicine at the center of health.

This practice, which is among the main objectives of the health transformation program, aims to increase the health level of our people, to provide more services by using our resources appropriately and to ensure that all individuals reach health services in accordance with their needs in the light of the principle of fairness and reduction of disparities. In order to achieve these goals, primary health care services are rearranged and disseminated with a contemporary approach and presented in a way that is preferable by all members of the community. One of the main elements of this approach is to have a family doctor that everyone can choose, easily access, consult and consult without facing any obstacle. In the words of Prof. Dr. Nusret Fişek: “Personal preventive medicine services and outpatient and home treatment services should be carried out together. The simplest of the integrated organizational model is contemporary family medicine.”

Our main goal is to provide health services to all individuals in a geographically balanced manner with contemporary family medicine, and to provide primary health care services with preventive, diagnostic treatment and rehabilitative aspects in the places where individuals live and work in a way that ensures the participation of the society. In the provision of health services, the main principles are to develop and strengthen primary health care services with continuous education, to encourage working physicians and other health personnel, to focus on the preventive health system by taking into account the needs of the individual, and to implement an acceptable referral system. These principles will prevent piling up in the secondary care and will ensure that enough time is allocated for the patients who need to be treated in the secondary care. Considering that family medicine is a multidisciplinary health approach, it predicts a holistic health care approach. Communicates based on trust, deals with problems in physical, psychological and social aspects. In addition to being individual-centered,

it is an important building block of family medicine practice because of its integrative, continuity, family and community-oriented features. The basic health care needs of the increasing number of elderly population will be met more effectively by family physicians who know them and can easily reach them.

The effective delivery of primary health care services will not only reduce the disease burden of the society, but also provide an opportunity for our secondary and tertiary treatment institutions to provide better and higher quality health services and health education.

The World Health Organization counts better access to basic health services based on family and society until 2010, and the understanding of "Health for All" in the 21st century, as a continuation of the decision taken at the Alma Ata congress, among its targets. Aiming to achieve this goal, the Health Transformation Program envisages providing family-based primary health care services in an integrated manner with health teams equipped with the necessary training and skills.

In order to strengthen the primary health care services in our country, to organize and present the quality, effective, efficient and equitable primary health care services, a Family Medicine Model unique to our country, as the way to reach the goals of the Health Transformation Program, is taken into consideration with the examples of other countries and the conditions and needs of our country. was created. In this context, the first regulations regarding family medicine practice were made, the Law on Family Medicine Pilot Practice No. 5258 published in the Official Gazette dated 24.11.2004 and numbered 25650, the Regulation on Family Medicine Pilot Practice published in the Official Gazette dated 06.07.2005 and numbered 25867, With the Regulation on Payments and Contract Conditions to be Made to the Personnel Employed by the Ministry of Health within the scope of the Family Medicine Pilot Implementation published in the Official Gazette dated 12.08.2005 and numbered 25904, the basic procedures and principles regarding the practice of family medicine were determined.

It was started as a pilot application in Düzce in 2005; 6 provinces in 2006, 7 provinces in 2007, 17 provinces in 2008, 4 provinces in 2009, and 46 provinces in 2010.

With the implementation throughout the country, taking into account the scientific and technological developments and the changes in service needs, efforts have been focused on improving the physical conditions and technical equipment of the service spaces, increasing the quantity and quality of the scope of family medicine services, and improving the knowledge, experience and capacity of family medicine staff.

HOW CAN WE BENEFIT FROM FAMILY HEALTH CENTERS?

In order to benefit from the services of family health centers, you must know which family health center you are registered to. The health directorate in your province registers you at the nearest family health center according to your residence status. You can find out which family health center you are registered to by entering your TR identity information at sbu.saglik.gov.tr/sbahbs/.

The service provided by family health centers is free, everyone can benefit from it. Those who do not have any health insurance can also get this service. You can make an appointment to family health centers through the ministry of health appointment systems.

CONCLUSION

The development and growth of the countries that have implemented family health centers are observed in the field of health. When Türkiye started to implement family health centers, the field of health began to develop as well. With the transition to the family health centers system, it can provide health services to the patients in the best way in terms of treatment, preventive and preventive health services. Family medicine practice also prevents many diseases with early diagnosis. In addition, in small places where there is no hospital, it best meets the purchase of health services in places such as villages and towns.

LIMITATIONS

The research has been prepared by means of scientific researches and internet resources conducted throughout Turkey.

SOURCES

<https://catalarikasm.com/index.php/asm-whats/#:~:text=Family%20Sa%C4%9Fl%C4%B1%C4%9F%C4%B1%20Central%20Whats%3F,family%20physician%C4%9Fi%20service%20given%C4%9Fi%20installed%C5%9Ftur> (1)

https://acikders.ankara.edu.tr/pluginfile.php/191243/mod_resource/content/0/3.Aile%20hekimli%C4%9Fi%200ve%20toplum%20sa%C4%9Fl%C4%B1%C4%9F%C4%B1%20centers%20system_AEK.pdf (2)

<https://www.hurriyet.com.tr/egitim/aile-hekimi-nedir-ne-is-yapar-ve-nasil-olunur-aile-hekimi-olma-sartlari-maaslari-ve-is-imkanlari-41690741> (3)

<https://hsgm.saglik.gov.tr/tr/ailehekimligi/aile-hekiminin-tan%C4%B1m%C4%B1.html#:~:text=Aile%20sa%C4%9Fl%C4%B1%C4%9F%C4%B1%20merkezini%20y%C3%B6netir%2C%20birlikte,re%C3%A7ete%20ve%20sair%20belgeleri%20d%C3%BCzenler> (4)

<https://dergipark.org.tr/tr/download/article-file/835986>
(5)

<https://chp.azureedge.net/c248fedf7aa64b588c9890cba738cf08.pdf> (6)

<https://www.livhospital.com/liv-hastaneleri/liv-hospital-vadistanbul/aile-hekimligi> (7)

<https://www.nkgoo.com/aile-sagligi-merkezi-nedir-ne-is-yapar-gorevleri/> (8)

<https://saglikguncelhaber.com/aile-sagligi-merkezi-nedir-ne-is-yapar/> (9)

<https://www.tahud.org.tr/file/247899f8-79e8-45f4-b65b-1e17229fcae4/AI%CC%87LE%20SAG%CC%86LIG%CC%86I%20CENTRAL%CC%87:BI%CC%87RI%CC%87MI%CC%87%20GROUPING%20KRI%CC%87TERLERI%CC%87.PDF> (10)

<https://hsgm.saglik.gov.tr/tr/ailehekimligi/t%C3%BCrk%20iye-de-aile-hekimli%C4%9Fi.html> (11)

<https://www.fevzicakmakasm.com/aile-hekimligi-hakkinda> (12)

<https://www.samandiraasm.org/index.php/aile-hekimligi/34-aile-hekimliginin-dunyadaki-gelisim> (13)

<https://sakaryaism.saglik.gov.tr/TR-34675/dunyada-aile-hekimligi.html> (14)

<https://saglikwebofis.com/aile-sagligi-merkezi-nedir-ne-is-yapar/> (15)

https://www.dromersumer.com/blog/aile_hekimleri_tsmilere_bagli_degil/ (16)

<https://medimagazin.com.tr/guncel/aile-sagligi-merkezleri-kriterleri-neler-29356> (17)

<https://www.medikalakademi.com.tr/aile-sagligi-merkezleri-asm-degis-en-yapisi-verdigi-hizmetler/> (18)

https://hsgm.saglik.gov.tr/depo/kurumsal/yayinlarimiz/rehberler/Aile_Hekimligi_Uygulaması_Planlama_Rehberi.pdf (19)

<https://www.ahesen.org.tr/aile-hekimligi-calisanlari-pandeminin-neresinde/> (20)

<https://www.viransehir8noluasm.com/aile-sagligi-centers-offered-services/#:~:text=Which%20aile%20sa%C4%9Fi%C4%B1k%20merkezine%20kay%C4%B1tl%C4%B1%20was%C4%9Fuzun%20sbu.saglik.gov.,those%20who%20do%20not%20have%20%20can%20get%20this%20service%20>
(21)

About the Author



**Teaching Officer Osman Doruk holds a Doctor of Business Administration from St Clements University and is the Associate Professor of Business Administration where he is a consultant to the St Clements University Board and reviews academic programs as well as counseling students. He is also a Teaching Officer at Dokuz Eylül University, a Certified Public Accountant and Independent Auditor in Izmir, Turkey. He may be contacted at denetciosmandoruk@gmail.com*

EFFECTS OF USING FORM-FOCUSED INSTRUCTION ON EFL STUDENTS' ACADEMIC WRITING SKILLS IMPROVEMENT AND MOTIVATION

Dr Mohamed Alinur*

(PhD, Humanities Faculty, Bahir Dar University)

Abstract

Learner centered instruction is very crucial to enhance students' language skills and their Participation in the teaching learning process. Hence, the purpose of this research was to examine the effect of form-focused instruction on students' academic writing skills. The research was designed through a quasi-experimental research design. The participants were 59 Blue Nile University-college students who were selected through random sampling techniques in which 29 students were assigned into the experimental group and 30 students in control group. The data were gathered through pre and post-tests, and analyzed through independent sample t-test. Thus, the data indicated that there was a significant statistical difference between students who were instructed through form-focused instruction and students who were instructed through the conventional approach. The students who were instructed through form-focused instruction outperformed in their academic writing skills better than the control group. Additionally, the data indicated that the instruction contributed to improve task achievement, coherence and cohesion, lexical resources and grammatical accuracy academic writing skills. Finally, the findings implied that foreign language academic writing teachers should consider form-focused instruction while teaching academic writing skills.

Keywords: *Form-focused instruction; Academic writing; Focus on form; Focus on forms*

1. Introduction

Writing skill is one of the demanded English language skills for foreign and second language students because it helps them to improve their communicative competence and life-long learning. It is also an act of cognition to form relations and manipulate ideas as one makes academic experience personally and intellectually. It involves the encoding of a message which include translate our thoughts into languages. Researchers (e.g. Rahimivand & Kuhl, 2014; Birhan, 2021) mentioned that writing helps to social interaction in a discipline.

Academic writing was introduced in the movement of English for Academic Purpose (EAP) (Hyland, 2006). Through writing research findings and discipline-oriented communication issues are recorded and written for current and future references. Academic writing helps learners as well as teachers to go from

individualism to scientific community members (Dysthe, 1993; McAlpine & Amundsen, 2008). English for Academic Purposes (EAP) in which academic writing has vital roles is given across departments at college and university levels, as the medium of instruction. It is indispensably needed for activities like research writing, teaching and/or learning a language.

However, academic writing is one of the complex language skills. Researchers (e.g. Dawit, 2013) mentioned that writing is a difficult skill for second and foreign language learners. Mesert, (2012) also explained that students are challenged to express their thoughts and ideas and make visible and concrete statements. These could be contributed through various reasons. For instance, Fareed, Ashraf and Bilal (2016) mentioned that students' academic writing difficulty is related to students' teaching methodology and lack of their motivation. Yaakob (2015) also indicated that students' academic writing difficulty is linked into teachers' teaching methodology and lack of students' practice.

Likewise, lack of proper instruction is also mentioned as one of the factors that contributed to students' academic writing difficulties (Birhan, 2018; Wale & Bogale, 2021). Students need to learn writing with proper instruction that integrate context, process and language. Academic writing should be instructed through clear and relevant writing strategies to enhance students' writing skills. Therefore, this research proposed a form-focused approach which integrates explicit and implicit language instruction and scaffolding.

1.1 Literature Review

1.1.1 Focus on Forms Vs Focus on Form Instruction

Focus on form and focus on forms refer to different instructional practices in the second and foreign language classrooms. Focus on Forms is a conventional approach or activity in which a teacher presents students with preselected and sequenced linguistic items on the basis of teacher-centered approach (Long, 1991). In focus on forms approach grammar is taught deductively. In this approach language is broken into discrete and a linear fashion. Researchers such as Salimi, Rabiee and Ketabi (2012) also indicted that focus on forms has focus on *explicit* techniques of grammar teaching.

On the other hand, focus on form refers to an instructional approach which advocates teaching language on meaning-centered activities in the classroom. Loewen (2018) mentioned that form-focused instruction is a part of communicative language teaching approach which linguistic features are instructed through context. Similarly, researchers Salimi and Baraidi (2012), Russel and Spada (2006) have pointed out that focus on form deals with drawing learners' attention to *form* implicitly and explicitly.

In language teaching and learning the word “*form*” confuses readers, discussants, and even researchers who are not familiar with form-focused instruction. This is due mainly to the fact that form is traditionally viewed and interpreted as grammar only. According to Ellis (2015), the word “*form*” is misunderstood and wrongly interpreted by many as grammatical form only. However, form can also refer to lexical (both phonological and orthographic), grammatical, and pragma linguistic features.

Fotos and Nassaji (2011) mentioned that there was a shift from grammar-based teaching/learning to communicative approaches. Form-focus instruction was proposed by scholars like Krashen (1985) Krashen & Terrel, 1983); they argued that grammar did not lead to the development of communicative competence. Fotos and Najassi (2011) however, argue that recent research in second language acquisition (SLA) shows a reconsideration of the need for and importance of grammar for a number of reasons: (1) It has been found out that without some degree of consciousness (grammar), language learning has become theoretically problematic (e.g., Schmidt, 1994). (2) Ample empirical evidence shows communicative teaching approaches that focus primarily on meaning and with no focus on grammar are inadequate (Lapkin, Hart & Swain, 1991; Swain, 1985). (3) Recent SLA research has demonstrated that instructed language learning has major effects on both the rate and ultimate level of SLA. For this reason, form-focused instruction has been given due attention as it has: (a) learners engage with the *meaning* of a *structure* before paying attention to its *form* (b) instruction in a particular *form* occurs as a result of analyzing learner needs (c) learners' attention be drawn to a *form* briefly yet noticeably.

Researchers (e.g. Swain, 1985) indicated that the focus of teaching writing has been shifted from traditional grammar into communicative approach of teaching/learning skills. In this regard there are scholars who go as far as saying that there is no need to teach grammar. For example, Prabhu (1987) argues that grammar is detrimental to SLA. According to Krashen (1985), grammar should be eliminated from SLA teaching.

Additionally, Barrot (2014) argues that reactive focus on form combines form and meaning—traditional approach and communicative approach. In addition, reactive on form merges the inductive approach with the deductive one on the basis of communicative

language teaching while mostly drawing on TBLT and corrective feedback.

Ellis (2001, p. 20-23) delineates a useful distinction between *planned* and *incidental* focus on form. In planned focus on form, learners attend to a specific form many times which could be done in the form of (a) Input flooding with numerous examples (Smith, 1991). (b) Input enhancement (which highlights target features). In incidental focus on form, however, it deals with pre-emptive when the teacher or the learner draws attention to a form that seems to be problematic. Reactive feedback which arises when the teacher provides negative feedback in response to a learner's actual or perceived error.

1.1.2 Form-focus instruction in Academic Writing Skills

Form-focused instruction is a communicative teaching approach which was introduced to make students familiar with particular linguistic features. Researchers (e.g. Spada & Lightbown, 2008) mentioned that form-focus instruction help learners to improve fluency and accuracy. This instruction guides to practice meaning-based activities. Long (1991) discusses focus on form (FonF) is a teaching/learning approach which “draws learners' attention to linguistic features as they arise incidentally in lessons whose focus is on meaning and communication.” This approach is also supported by (Russel, and Spada, 2006) who argued that focus on form contributes to academic writing. They argue that focus on form implies pedagogical effort which is used to draw the learners' attention to language form either implicitly or explicitly when and where the learners' needs arise. Long (1991) added it overtly draws student's attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication. This approach helps learners improve task fulfillment, coherence, lexical resource and grammatical range in academic writing texts.

Additionally, this instruction is a viable instructional practice to enhance students' particular linguistic features in their academic writing classes. English for Academic Writing (EAP) indispensably needs to deviate from the totally rule-based grammar and/or totally communicative ways of writing to an approach that merges grammar with communicative approach for *meaning*.

In Ethiopia, writing skills is given as a common course. Particularly, English language students take basic writing, intermediate writing and advanced writing courses. These courses aimed at helping students to use the target language in their academic and social purposes. However, the students writing skills deteriorated. Local researchers (Meseret, 2012; Dawit, 2013; Birhan, 2018) mentioned that students are challenged to interact actively in their academic contexts Geremew (1999) also mentioned that students who are not good enough at writing skills lag behind

other students whose proficiency level in writing is quite enough.

The current researchers also observed that students are taught through traditional approach in which students do not have much role to engage in the writing process. Consequently, students constructed *poor sentence level construction*, which leads to *disorganized content* at the level of *paragraph writing to complete a text*. *Spelling and punctuation* are terribly poor with awkward *grammar*.

Therefore, it is necessary and worthwhile to bring on board a new approach which encompasses both grammar and communication so as to investigate its effects on the academic writing of EFL university students. Scholars and researchers have suggested a shift from traditional approach of teaching writing to communicative one. Hence, it is crucial to introduce an instructional approach which addresses the academic writing communicative needs of students. Brown (1994) mentioned that grammatical competence is essential for communication academic writing. Therefore, the purpose of this research was to examine the effects of form-focused instruction on students' academic writing skills improvement. Recently, researchers used form-focused instruction to enhance grammar skills (Sogutlu & Veliaj-Ostrosi, 2016; Othman & Ismail, 2008), second language acquisition (Spada & Lightbown, 2008) and teachers practice and perception (Canh, 2011). However, there is a lack of studies that examined the effects of form-focused instruction on EFL students' academic writing skills improvement. Hence, this research is attempted to answer the following research questions.

1. What are the effects of form-focused instruction on EFL students' academic writing skills?
2. What are the effects of form-focused instruction on academic writing micro skills predictors?

3. Methods and design

3.1. Research design

The aim of this research was to examine the effects of form-focused instruction on students' academic writing skills. Hence, the study used a quasi-experimental research design. Particularly, the researcher employed non-equivalent (pre-test and post-test) group design. Pretests were administered for both groups to know their writing performance before the experimental intervention which was conducted for a period of one month. After the intervention, the same test was administered to the same groups to examine if there was a significant statistical difference between the control and the experimental group.

3.2. Participants

The target population of this study was undergraduate EFL students of Blue Nile University College in Ethiopia. The participants were 59 Blue Nile

University Accounting department students in which 29 students were assigned as experimental group and 30 students were assigned in the control group. These students took two English courses, Communicative English Skills I and II with the aim of improving students' communicative skills in their academic and professional situations.

3.3. Instrument

3.3.1. Test

Pretests and post-tests were used for this quantitative method of the study. Both the experimental and the control group wrote paragraph before the intervention was held, and marked by two TEFL instructors. Then, the students who were assigned in the experimental group were given focus on form which focused implicit as well as explicit instruction for a month. The intervention focused on purpose, content, and procedure. The focus was on reactive focus on form with the purpose of investigating its effects on the academic writing skills of university level EFL students. In consultation and interaction with students there was given a task to write a 150-word-writing text.

Students' written texts were collected for error identification purpose on the bases of above-mentioned predictors. The identified errors were synthesized by the researcher and the writing teacher/rater before they were brought to students for correction. The common identified errors were discussed with students on the bases of students-teacher interaction. Anonymity of who has made what errors were strictly kept. Based on the findings from the pre-test a four-week-training was conducted which was followed by a post-test (the same test as the pre-test), whereas, the control group was instructed on explicit (conventional) instruction with focus on forms.

Then, the post-test was administered. The students' academic writing tests were examined through four scales namely, task achievement, coherence and cohesion, lexical resources and grammatical range. Then the group mean had been computed for each test. The two mean scores were computed to find if there was a significant difference in the participants' performance.

The reliability of the test was also checked through the Cronbach Alpha and it was 0.75 which indicated the items were reliable. Likewise, the validity was also checked by two English language instructors who have more than 10 years of teaching experience.

4. Results

The independent t-test was run to examine if there was a significant statistical difference between the control and the experimental groups in their pre-test and post-tests academic writing performance.

4.1 Homogeneity of variance

Before assigning the students into the experimental and the control group, the pre-test was administered. This helped the researcher to observe the homogeneity of the two groups in tier academic writing performance. Hence, the data in Table 1 indicated that in task achievement, the experimental group Mean was= 1.482, and the control group Mean was=1.5833 which indicated that the two groups had almost similar level of task achievement performance. Likewise, in coherence and cohesion the experimental group and the control group had M=1.4828 and M=1.566 respectively. In relation to coherence and cohesion, the control group had a slight mean score difference.

Table 1, Academic writing performance of the control and the experimental groups in pre-test.

Scales	Group	No	Mean		t	SD	Sig. (2-tailed)
Task Achievement	Experimental	29	1.482759	equal variance assumed	-1.119560	57	0.267597
	Control	30	1.583333				
Coherence and Cohesion	Experimental	29	1.4828	equal variance assumed	-636	57	0.527
	Control	30	1.5667				
Lexical Resources	Experimental	29	1.6897	equal variance assumed	.218	57	0.828
	Control	30	1.666				
Grammatical Range accuracy	Experimental	29	1.724	equal variance assumed	.300	57	0.765
	Control	30	1.683				
Group	Experimental	29	6.3793	equal variance assumed	-.419	57	0.677
	Control	30	6.500				

The inferential statistics also indicated that there were no significant statistical differences between the control and the experimental groups in their pre-test academic writing performance. Particularly, the data indicated that in task achievement ($t=1.119560$, $df, 57$, $P>0.05$), Coherence and Cohesion ($t=-636$, $df, 57$, $P>0.05$), in lexical resources ($.218$, $df, 57$, $P>0.05$) and the grammatical accuracy ($t= .300$, $df, 57$, $P>0.05$) which all scales indicated that there were no significance statistical differences between the control and the experimental group in their academic writing skills. Hence, according to these analyses, the assumption of homogeneity was met, and it is possibly to randomly assign the group into experimental and the control group.

Concerning to lexical resources, the experimental group Mean was=1.689 and the control group Mean was= 1.66 which showed that they had similar level of lexical resources utilization. The other scale was grammatical range accuracy. The Table indicated that the experimental group M= 1.724 and the control group was M=1.683 which indicated a slight mean difference between the two groups.

The Result of the Analysis of academic writing performance post-test

Post- Analysis

The post-test was administered after students were instructed their academic writing skills. As mentioned, the control group was instructed through the conventional approach and the experimental group was instructed through the focus-on form approach. As it was shown in Table 2, the students' academic writing performance was measured through the four scales as the pre-test.

Table 2, Students' academic writing performance in post-test

Scales	Group	No	Mean		t	SD	Sig. (2-tailed)
Task Achievement	Experimental	29	2.689	equal variance assumed	4.288	57	.000
	Control	30	2.283				
Coherence and Cohesion	Experimental	29	3.2069	equal variance assumed	5196	57	.000
	Control	30	2.5500				
Lexical Resources	Experimental	29	3.0690	equal variance assumed	3.597	57	.001
	Control	30	2.6333				
Grammatical Range accuracy	Experimental	29	4.000	equal variance assumed	11.836	57	.000
	Control	30	2.8333				
Group	Experimental	29	13.0517	equal variance assumed	11.108	57	.000
	Control	30	10.333				

Hence, the data indicated that the experimental group Mean was= 2.689 and the control Mean was= 2.283. In relation to the coherence and cohesion scales, the experimental group had M=3.2069 and the control group had M= 2.5500. These indicated that the experimental group outperformed better in coherence and cohesion.

The other issue was students' academic writing performance on lexical resources. According to Table 2, the experimental group had 3.0690 mean score and the control group had 2.6333 mean values. The last scale was grammatical range and accuracy. The data showed that the experimental group had M=4.000 and the control group had M=2.8333. According to the data, the experimental group had better performance in lexical resources and grammatical range and accuracy.

Likewise, the inferential statistical also indicated that in task achievement (t, 4.288, df, 57, P<0.05), in coherence and cohesion (t, 5.196, df, 57, P<0.05), in lexical resources (t, 3.597, df, 57, P<0.05), grammatical range accuracy (t, 11.836, df, 57, P<0.05), which indicated that there was a significant statistical difference between the experimental and the control group in their academic writing performance. Among the four academic writing measurement scales, the experimental group improved better their grammatical range accuracy than the other scales.

According to the data the students' performances in academic writing showed progress after a four-week-training (intervention) following their writing errors from the pretest. Form focused instruction in general, and reactive focus on form in particular, were totally new to the students during pretest. The training was based on theories in the field and some researchers' arguments. Ellis and Sheen, (2016) pointed out that focus on form (FonF) is a teaching/learning approach which draws learners' attention to linguistic features as they arise *incidentally* in lessons whose focus is on meaning and communication. It was within this scope that the training took place while embarking on TBLT within the framework of *reactive* focus on form.

Hence, the research revealed that the instruction helped students to improve their academic writing skills. During the training, learners were encouraged to engage with and focus on the meaning of a structure before they paid attention to its *form*. Moreover, instruction in a particular form occurred based on the results of *analyzing learner needs while learners' attention was drawn to form briefly yet noticeably*.

Mean scores in grammar, content, and style lag behind other predictors since students were not familiar with form focused instruction particularly reactive focus on form apart from their long-standing traditional or rule-based teaching/learning of the said predictors.

5. Discussion

Writing is one of the most crucial skills for students to have meaningful interaction with intended audience. Consequently, the aim of this research was to examine the effects of form-focused instruction on students' academic writing improvement. Hence, the data revealed that form-focused instruction contributed to improve the students' academic writing skills. Comparing the students' writing performance in pre-test with their posttest performance, the data revealed that the experimental group excelled in their writing performance.

These results concur with those of other researchers who examined the effects of form-focused instruction on students' academic writing skills. Researchers (Lou, 2018; Rokni & Seifi, 2013; Bataineh, Al-Qeyam & Smadi, 2017; Williams, 2007) also reported form-focused instruction enhanced students' linguistics and grammatical skills in their academic writing skills. According to these researchers, form-focused instruction helped students to improve their writing skills.

6. Conclusions

In reference to findings of tests, there is a trend of progress from the first test to the second test. However, it should be borne in mind that this study will pave the way for more studies as this is the first of its type in Ethiopia. It is worthwhile for English Language Curriculum Designers to review school or university level curricular activities and embark on form focused instruction that merges grammar with communicative approach for meaningful communication. The researcher's arguments are based on the fact that both English language teachers and students get confused as the current curriculum of teaching English in the country does not give the necessary attention and follow-up mechanism of teaching approaches.

Teachers, therefore, resort to teaching English on the bases of rule-based and teacher-fronted approaches, despite the curricular program in which communicative approach is discussed. Teachers do so as they were traditionally taught the language in the ways they teach now during their school or even university studies (the researcher's evidenced and experienced arguments as mentioned in the problem statement). The results of this study, the researcher firmly argues, show that there is significant improvement between tests. Grammar, content, and style in academic writing skills of EFL students' text writing need more attention though there are no big differences with the other academic writing predictors. Therefore, the researcher concludes and recommends that more studies on the area be carried out so as to reshape and harmonize the Modular Curriculum of teaching English in the country, particularly *academic writing*, as a foreign language in Ethiopia.

7. References

- Bataineh, R., Al-Qeyam, F., & Smadi, M. (2017). Does form-focused instruction really make a difference? Potential effectiveness in Jordanian EFL learners' linguistics and pragmatic knowledge acquisition. *Asian-Pacific Journal of Second and Foreign Language Education*, 2 (17) 2-11.
- Birhan, A. T. (2018). Effects of mastery learning instruction on Engineering students' writing skills development and motivation. *Journal of Language and Education*, 4(4) 20-30.
- Birhan, A. T. (2021). An exploration of metadiscourse usage in book review articles across three academic disciplines: a contrastive analysis of corpus-based approach. *Scientometrics*, 126, 1-18.
- Brown, H. D. (1994). *Teaching by principles: An interview approach to language pedagogy*. Englewood Cliffs, Nj: Printice Hall.
- Canh, L. V., (2011). Form-Focused instruction: A case study of Vietnamese teachers' beliefs and practices (Unpublished PhD dissertation) The university of Waikato
- Cohen, A. (2005). The Role of English in Ethiopia. *Ethiopian Journal of Education*, 8, 10 1-17.
- Dawit A. (2014). *Applying process-genre approach to written business communication skills in English* (unpublished PhD doctoral dissertation). Bahir Dar University.
- Dawit, A. (2013). Enhancing students' writing skills through the genre approach. *International Journal of English and Literature*, 4(5), 242-248.
- Dysthe, O. (1993). "Giving them the tools they need to succeed". *A high schoolteacher's use of writing-and-talking-to-learn in a literature class*. SIG-Writing Conference, Verona, Italy.
- Ellis, R. (2001). Introduction: Investigating form-focused instruction. *Language Learning*, 51 (1) 1-46.
- Ellis, R. (2015). *Understanding second language acquisition*. Oxford: Oxford University Press.
- Ellis, R., & Sheen, Y. (2016). Re-examining the role of recasts in Second Language Acquisition. *Studies in Second Language Acquisition*, 28, 575-600.
- Fareed, M., Ashraf, A., & Bilal, M. (2016). ESL learners' writing skills: problems, factors and suggestions. *Journal of Education and Social Sciences*, 4(2) 83-94.
- Fotos, S. & Nassaji, H. (2011). *Integrated Form-Focused Instruction in Communicative Context*, by Routledge 270 Madison Avenue, New York, NY 10016.
- Geremew L (1999). A study of requirements in writing for academic Purpose at AAU (Unpublished PhD dissertation) Addis Ababa University Addis Ababa.
- Hyland, K. (2006). English for academic purposes an advanced resource book. London: Routledge.
- Krashen, S. (1985). *The Input Hypothesis: Issues and Implications: New York: Longman. approach: Language acquisition in the classroom*. New York: Pergamon.
- Lapkin, S., Hart, D., & Swain, M. (1991). Early and middle French immersion programs: French Language outcomes. *Canadian Modern Language Review*, 48 (1), 11-40.
- Loewen, S. (2018). *Focus on form versus focus on forms: Framing an issue*. The TESOL Encyclopedia of English Language Teaching. John Wiley & Sons, Inc.
- Long, M. (1991). Focus on form: A design feature in language methodology. In K. De Bot, R. Ginsberg, & C. Kramsch (eds.) *Foreign language research in cross-cultural perspective* (39-52). John Benjamin: Amsterdam.
- Lou, Y. (2018). Form-focused instruction on non-English major undergraduates' foreign language writing. *Journal of Asian Development*, 4(1) 44-52.
- McAlpine, L., & Amundsen, C., (2008). Academic communities and the developing identity: The doctoral student journey. In P. Richards, (Ed.), *Global issues in higher education* (pp. 57-83). NY: Nova Publishing doi: 10.1080/07294360500453012.
- Meseret, T. (2012). *Instructors' and students' perceptions and practices of task-based writing in an EFL context* (Un published PhD dissertation), Addis Ababa, Addis Ababa University.
- Othman, J., & Ismali, L. (2008). Using focus on form instruction in the teaching and learning of grammar in a Malaysian classroom *The Journal of Asia TEFL*, 5(2), 93-115.
- Prabhu, N. (1987). *Second Language Pedagogy*. Oxford: Oxford University Press. Presented at SLARF 95 Conference at Cornell University Ithaca, New York. 29th Septmeber1st October, 1995.
- Rahimivand, M., & Kuhi, D. (2014). An exploration of discorsal construction of identity in academic writing. *Procedia-Social and Behavioral Sciences*, 98 1492-1501.

Rokni, S., & Seifi, A. (2013). The effect of dialog journal writing on EFL learners' grammar knowledge. *Journal of Language and Linguistics Studies*, 9(2), 57-67.

Russel, J., & Spada, N. (2006). The effectiveness of corrective feedback for second language acquisition: A meta-analysis of the research, In J. Norris & L. Ortega (Eds.), *Synthesizing research on language learning and teaching* pp. 133-164. John Benjamins Publishing.

Salimi, A., & Rabiee, M., & Ketabi, S. (2012). The effect of explicit/implicit instruction and feedback on the development of Persian EFL learners' pragmatic in suggestion structures. *Journal of Language Teaching and Research*, 23-44.

Schmidt, R. (1994). Deconstructing consciousness in search of useful definitions for applied linguistics. *AILA Review*, 11, 11-26.

Smith, S. (1991). Speaking to many minds. *Second Language Research* 7, 118-132.

Sogutlu, E., & Veliç-Ostrosi, M. (2016). Form-focused instruction: Effectiveness of consciousness-raising tasks and direct grammar instruction in EFL learning. *Proceedings of INTCESS 2016 3rd International Conference on Education and Social Sciences* Istanbul, Turkey.

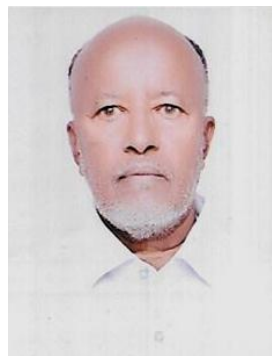
Spada, N. & Lightbown, P. M., (2008). Form-focused instruction: Isolated or integrated? *TESOL Quarterly*, 42(2) 181-207.

Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. Gass, & C. Madden (Eds.), *Input in second language acquisition* (pp. 235-253). Rowley, MA: Newbury House.

Williams, J. (2007). Focus on form and L2 writing instruction. *The Korean Language in America*, 12 1-14.

Yaakob, S. B. (2015). *Factors affecting students' writing skills in primary schools*. (Unpublished Thesis) University of Teknologi Mara.

About the Author



***Dr Mohamed Alinur** holds a BA Degree in History & Geography, 1979, College of Education, Lafole, Somalia, and a Diploma in Community Health & Management (DCHM), Christian Medical College (CMC), Vellore, RUHSA (Rural Unit for Health & Social Affairs), Tamil Nadu, India, 1988 & 1989. In 2006 he received a Master of Arts in TESOL from St Clements University and recently completed his PhD, Humanities Faculty, Bahir Dar University. He is currently an employee of Jigjiga University, Ethiopia. He may be reached at alialinur@yahoo.com.

IMPACT OF EXTERNAL DEBT ON ECONOMIC GROWTH IN NIGERIA (2002-2022)

Dr Udeh Sabastine Onyemaechi*
(Enugu State Polytechnic, Iwollo)

Dr (Mrs) Virginia Nkemdilim Udeh
and (Dept of Accountancy ESUT, Enugu)

ABSTRACT

The importance of external debt to the economic sustainability of a nation cannot be over-emphasized. It is generally expected that developing countries facing scarcity of capital will acquire external debt to supplement domestic savings. External debt is considered a significant source of fund to the Nigerian government. The history of Nigeria's external debt dates back to 1958 when the sum of \$28 million was contracted for railway construction (Ijeoma, 2013). Prior to 1978, Nigeria's external debt was not much and was sustainable. According to the CBN (1989), 91.4% of the debt came from official sources and were the concessionary types of loans from bilateral and multilateral agencies. Then, much importance was not attached to debt management by the Nigerian government.

It cannot be denied that external debt has helped sustain the Nigerian economy, especially during periods of economic uncertainty. According to Pattilo et al (2002) as cited in Ijeoma (2013), reasonable levels of borrowing by a developing country are likely to enhance its economic growth. In order to encourage growth, countries at early stages of development like Nigeria borrow to augment what they have because of dominance of small stocks of capital. This could imply that a developing country like Nigeria would find it very difficult to sustain its economy without external debt. Governments borrow in principle to finance public goods that increase welfare and promote economic growth (Ogunmuyiwa, 2011).

External debt is considered a major source of public receipts and a means of financing capital accumulation in any economy. It is a veritable medium used by countries to bridge their economic deficits and carry out economic projects that are able to increase the standard of living of the citizenry and promote sustainable growth and development (Utomi, 2014). The objective of this work is to review Nigeria's external debt and the burden it imposes, and use the various indicators and prevailing global economic circumstances to justify the need for substantial debt relief for the country. But at the end, the result shows that Nigeria's external debt between the period of 2002 to year 2022 had a negative and significant effect on the economy. This indicates that the external debts were not judiciously utilized for the benefit of the economy. The study recommended for a re-gig of Nigeria's fiscal policies for effective and positive impact of overall debt management instruments on the economy.

LITERATURE REVIEW

CONCEPTUAL FRAMEWORK

External debt, according to World Bank (1985), refers to all unpaid portion of external financial resources which are needed for development purposes and balance of payment support which could not be repaid as and when due. It is also described as the gross amount at any time of disbursed and outstanding contractual obligations of a country to nonresidents to repay principal with or without interest (Obademi, 2013).

According to Boboye and Ojo (2012), debt can be classified as undisbursed debt and disbursed debt. Undisbursed debt is composed of mere commitments made by lenders and are, therefore, not accumulating interest; disbursed debt, on the other hand, consists of commitments made by the lender that have been drawn on and have accumulated unpaid interest.

THEORETICAL REVIEW

Incentive Mechanism or debt overhang Theory argues that debt relief affects economic growth through an incentive mechanism linking a high debt to low economic growth. Increasing the level of debt may hamper growth through the effects of debt overhang. A debt overhang exists when a country's debt exceeds its expected ability to repay, and expected debt service is seen to be an increasing function of the country's output. In essence, resources meant for investment in domestic economy are indirectly taxed away by foreign creditors in the form of debt service.

Resource Mechanism Theory emphasizes the crowding-out effect theory. In the case of a high debt burden, debt service payments crowd out investment and thereby impede economic growth.

EMPIRICAL REVIEW

Ekperiware and Oladeji (2012) led a study to examine the structural break relationship between external debt and economic growth from 1980 to 2009 with a view to examine the effect of external debt relief on economic growth in Nigeria. Using chow regression analysis they concluded that Nigeria external debts constitute more of concessional than non-concessional debt.

Amoateng and Amoako (1996) investigated the relationship between external debt and growth in 35

African countries using Granger causality test. The results show that there is a unidirectional and positive causal relationship between debt service and economic growth.

Ndubuisi (2011) on the effect of external debt relief on sustainable economic growth and development in Nigeria using Chi-square, Regression and Correlation analysis to test the relationship between external and internal debt stock in relation to debt relief, he found that there is a relationship between external and internal debt stock in relation to debt relief, that debt relief affected the economic growth of the economy and that gradual reforms and investments will help bring back a healthy economy for the nation.

METHODOLOGY

The design adopted for this study is the *ex post facto* research design. The *ex post-facto* research aims at determining or establishing or measuring the relationship between one variable and another or the impact of one variable on another (Onwumere, 2009). It is used to explore possible causal relationships among variables that cannot be controlled by the researcher. The data used in this study were collected from secondary sources. These are data that emanate from previous studies and are published (Eboh, 2002: 53).

They are not original data. In this study, the secondary sources of data include; textbooks, journals, internet and other people's project etc. The nature of data for the analysis of this study was secondary data, and was obtained from CBN Statistical Bulletin, 2022 version, ranging from 2002 to 2022. A linear regression model as put forward by Wild (2009) has been adopted in this work to test the two posited hypotheses.

a. H₀ External debt has no significant impact on gross domestic product (GDP).

b. H₀ External debt servicing has no significant impact on the gross domestic product (GDP)

In analyzing data for these hypotheses, a linear regression model was employed, thus:

$$Y = b_0 + b_1X_1 + \varepsilon$$

Where:

Y = the dependent variable or response variable

b₀ = the intercept

b₁ = the slope

X₁ = the variable we are using to predict Y

ε = the error term

The correlations part of the output shows the correlation coefficients. The model summary is used for performing goodness of fit test. The ANOVA part of the output basically tells us whether the regression equation is explaining a statistically significant portion

of the variability in the dependent variable from variability in the independent variable.

APRIORI EXPECTATION

$$Y (\text{GDP}) = E(\text{DEBT}) \text{ Positive} = +$$

$$Y (\text{GDP}) = E(\text{DEBTS}) \text{ Negative} = -$$

Where Y is Gross Domestic Product, E(DEBT) is External debt, and E(DEBTS) is debt servicing.

REGRESSION EQUATIONS

HYPOTHESIS I

$$\text{GDP} = 32578.689 - 5.524 * \text{External debt (EDEBT)} + \varepsilon$$

HYPOTHESIS II

$$\text{GDP} = 946.625 + 2.138 * \text{EXTDS}$$

RESULTS AND RECOMMENDATIONS

The correlation result for the first hypothesis is negative and high at -702 showing a negative relationship between GDP and External Debt. The regression coefficient is negative at -5.524 indicating a negative relationship. In hypothesis two the coefficient of debt services is showing a positive relationship contrary to apriori expectation at 2.238. But with a low correlation coefficient of 0.261 and significance level of 0.05, it shows that debt services are not a good predictor of changes in GDP.

The expectation and prediction of experts that external debt can be used to grow an economy did not materialize in this study, because as debt grows GDP declines which leads the author to recommend that there should be a reorganization of the fiscal policy department of Central Bank and debt management office with competent experts, while calling on the authorities to always follow their recommendations for a positive impact in the use of foreign borrowed funds.

REFERENCES

Amoateng, K. and Amoaku, A.B. (1996). Economic growth, export and external debt causality: the case of African countries. *Appl. Econ.*, 28: 21-27.

Audu, I. (2004). The impact of external debt on economic growth and public investment: the case of Nigeria. *African Institute for Economic Development and Planning (IDEP)*. Retrieved December 15, 2015. Website: <http://www.unpan1.un.org/intradoc/groups/public/documents/IDEP/UNPAN>

Ayadi, F.S and Ayadi, F.O (2008). The impact of external debt on economic growth: a comparative study of Nigeria and South Africa. *Journal of Sustainable Development in Africa*, 10 (3). Retrieved December 15, 2015.

Boboye, A.L. and Ojo, O.M. (2007). Effect of external debt on economic growth and development of Nigeria. *International Journal of Business and Social Science*, 3 (12).

Eboh, E. (2002). *Social and Economic Research*. Nsukka: Academic economic growth in Nigeria. *American Journal of Economics*. 2 (7).

Central Bank of Nigeria. (1989). *Statistical bulletin and annual reports*. Retrieved December 15, 2015.
Website: <http://www.cbn.gov.ng>

Ekperiware, M.C. and Oladeji, S.I. (2012). External debt relief and external debt causality: the case of African countries. *Appl. Econ.*, 28: 21-27. growth and development of Nigeria. *International Journal of Business and Social Science*, 3 (12).

Ijeoma, N. B. (2013). An empirical analysis of the impact of debt on the Nigerian economy. *International Journal of Arts and Humanities*, 2 (3). Retrieved on December 15, 2015. Website: www.afrevjo.net/ijah

IMF. (2003). Guidelines for public debt management. *International in Nigeria? Current Research Journal of Economic Theory*, 3 (1). *Monetary Fund*. Retrieved December 15, 2015.
Website:
<http://www.imf.org/external/np/mfd/pdebt/2003/eng/am>.

Nigeria (1980-2012). *Department of economics and Development Studies*. Retrieved December 15, 2015. Website:
<http://www.eprints.convenantuniversity.edu.ng2641/1/External%20Debt%20and%20growth.pdf>

Ogunmuyiwa, M.S. (2011). Does external debt promote economic growth public investment: the case of Nigeria. *African Institute for Economic Development and Planning (IDEP)*. Retrieved December 15, 2015.
Website:
<http://www.unpan1.un.org/intradoc/groups/public/documents/IDEP/UNPAN> Publication and development Resources Ltd.

Utomi, O.W.(2014). The impact of external debt on economic growth in Nigeria (1980-2012). *Department of economics and Development Studies*. Retrieved December 15, 2015.
Website:
<http://www.eprints.convenantuniversity.edu.ng2641/1/External%20Debt%20and%20growth.pdf>

About the Lead Author



***Dr Udeh Sabastine Onyemaechi** hails from Enugu State, Nigeria. He holds a BA (Hons), and MA in the subject of Economics from Panjab University, Chandigarh India and also the PhD of St Clements University in the same subject. He is a Chief Lecturer at Enugu State Polytechnic. He is the author of many books, a data analyst and member of numerous professional bodies.

His e-mail: sabastineudeh@yahoo.com
and drudeh4life@gmail.com

St Clements Education Group – E-Journal *Veritas*

NOTES TO CONTRIBUTORS

Editor: Mr Adrian Williams

Contributions should be forwarded to Mr Adrian Williams at admin@stclements.edu

Contributors may contact the editors for advice on publication if they wish – email above. Otherwise the following guidelines are offered:

CONTRIBUTIONS

The Journal takes the following:

- Short articles and essays 1500 - 2500 words*
- Research Reports
- Notes
- Letters to the Editor re published articles
- Book Reviews

***IMPORTANT:** Articles greater than the stipulated size limit will be published in the St Clements E-Library and a summary of the article will be required to be provided to the editor for inclusion in the '*Veritas*' E-Journal. A link to the full article for those wishing to read more than the summary will be available within the E-Journal publication.

AUTHOR'S DETAILS

New authors are asked to submit the following with their paper:

- Details of their academic qualifications
- Their current place of work – title, address
- A head and shoulders photograph of themselves
- Their email address

SUBMISSION

All articles must be submitted by email

FORMAT

Contributors are asked to observe the following format where possible:

Title: 14pt Times Roman Font

Name: Author's name and brief biography together with a head and shoulders photo

Body: 10pt Times Roman Font for text

9pt Times Roman Font for tables

References in text: In the text ALL quotations must have quotation marks and a reference, e.g.

James said 'all dogs are brown' (James, 2002)

Reference List: List in **author's surnames alphabetically**

We observe the Harvard format, i.e.

- For a book: P.Jones (2001): Water Management, Raven Press, London.
- Journal reference: W.Smith (1998): 'Lemon Growing', *The Journal of Agriculture*, V.45-2, p.10.
- Reference to work listed directly preceding: *ibid*, p.20
- Newspapers: *The Star*, 3 September 1986
- Report: Australian Bushfire Commission Annual Report, 1997, p.71
- Unpublished thesis: M.Broad, "The Utility of Cross Referencing", M.Ed. Thesis, St Clements University 1999

Note: Any contributions received that do not meet the required criteria, as stated above, will be returned to the author until the correct format is achieved and only then will it be considered for publication.