

HIGHER EDUCATION: A VERITABLE TOOL FOR MANAGING INTELLECTUAL, EMOTIONAL AND PRACTICAL SKILLS IN EDO STATE FOR SUSTAINABLE NATIONAL TRANSFORMATION.

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Abstract

With the concern of holistic and all-round education which is a pointer to the head (intellectual), the heart (emotional) and the hand (practical). This paper examined higher education, a veritable tool to managing the head, heart and hand skills in Edo state for sustainable national transformation. The article addressed the importance and constitution of higher education as it were, while explaining the position or role of higher education as it has to do with the integration of the three domains for sustainable national transformation. Concepts were defined operationally. The study found inter-alia that the holistic and all-round education is better and preferred than the part which explains that developing the "whole person" is more sustainable than the part or a section. Concluding statements were made that Edo state higher institutions stand better chances of driving and producing graduates who would not only represent the state but nationally and internationally in terms of sustainable development and transformation if different approaches and strategies discussed in the study are adhered to, suggestions were also made accordingly.

Key words:

Higher Education, veritable tool, Managing intellectual skills, emotional and practical skills, sustainable national transformation.

Introduction

Higher education which embraces universities, mono-techniques, polytechnics, colleges of education, health technology, fall under the third tier of education or third level of education. In

other words, they are referred to as tertiary institutions. Education in Nigeria is an instrument "par excellence" for effective sustainable national transformation. It has witnessed active participation by non- governmental agencies, private sectors, committees and individuals as well as government intervention.

In the view of Nwosu, (2015) the principal actors of higher education institution include the following:

- a) The management staff
- b) Research
- c) Community service

The Management Staff: they play very significant and crucial role in;

- Shaping higher institution's vision, mission and strategic direction by initiating and executing institutional plans, policies, rules and regulations.
- Through sound leadership, provide vision, and direction to students, department, faculty and institution as a whole.
- Management of resource, by way of effectively and efficiently harnessing human, financial, physical and environmental resources in order to achieve institutional goal.
- Maintaining the quality of academic programs and its relevance.
- Encouraging inclusivity in terms of learning environment that promotes best practices.
- Establishing and sustaining healthy relationships with internal and external stakeholders in education.

Research:

As a key player or actor in higher education institutions, research is the step by step systematic inquiry, investigation and study of various phenomenal, problems issues in order to discover new knowledge, validate existing knowledge and eventually solve problems.

Community Service: In higher education, community service simply means activities and projects that involve lecturers, department, faculty and even students who volunteer to give back to the community. As the name implies, this is service rendered to the community. The purpose of community service in higher education institutions are numerous like:

- Fostering sense of social responsibility and civil engagement among students, department, faculty and staff.
- Encourage active community participation and development.
- Enhance student learning by providing experiential learning opportunities that connect academic concepts to real-world issues.
- Develop essential skills like communication, team work and problem- solving.
- Foster collaboration and partnerships between institutions and community organizations, NGO's businesses, government agencies etc.
- Community engagement initiatives such as cultural festivals, events and outreach programmes.

Goals of Higher/Tertiary Education:

- To contribute to national development through high level relevant man- power training.
- Develop and inculcate proper values for the survival of the individual and society.
- Develop the intellectual capability of individual to understand and appreciate their local external environment.
- Acquire both physical and intellectual skills which will enable individuals to be self-relevant and useful members of the society.
- Promote and encourage scholarship and community service.
- Forge and cement national unity and
- Promote national, international understanding and interaction.

The aims of education for sustainable development (ESD) are to help people to develop attitudes, skills and knowledge to make informed decisions for the benefit of themselves and others now and in the future and to also act upon the said decisions (UNESCO, 2012).

In Edo state, higher education can be used as a tool to manage intellectual, emotional and practical skills in the following ways:

- implementing all round curricula that integrate intellectual, emotional and practical learning.
- encouraging interdisciplinary approaches that foster critical thinking and problem-solving.

- promoting emotional intelligence and well-being through counselling and support services.
- developing skills training programmes in areas like entrepreneurship, leadership and communication.
- fostering collaborations with industries and communities to address real world challenges.
- encouraging research and innovation that addresses state and national development needs.
- providing mentorship and coaching programmes that support personal and professional growth.
- creating inclusive learning environments that support personal and professional social responsibility.
- continuously assessing and evaluating the effectiveness of these initiatives to ensure quality education.

If adequately adopted, tertiary institutions or higher education in Edo state can effectively manage and produce graduates who would drive sustainable transformation as it were which in turn would develop the state to an enviable status. (Aleru, 2014). It is noteworthy that the head, heart and hand for sustainable transformation involves a holistic, total or absolute approach which integrates intellectual (head), emotional, (heart) and by hands (practical learning). By educating the head, heart and hand, individuals can become transformative leaders and change agents, equipped to address complex challenges and create a better and brighter future.

Higher education in Edo state can also be sustainable and transformed by fostering a culture of innovation and entrepreneurship, driving economic growth, job creation, develop leaders with transformational, and transactional vision, who can address national issues, instill norms, values of social responsibilities, good governance and administration, have the knowledge of sustainable development goals and drive same by fostering cordial relationship and partnerships with institutions, individuals, non-governmental organisations, communities and industries. It also involves producing administrators and teachers who would instill into students/learners the spirit of community service, selfless service and best practices. While adopting the aforementioned strategies higher education in Edo state would stand better chances in driving

and showcasing, outputs (graduates) who will not only contribute and represent Edo state nationally but internationally in terms of development and transformation. (Omoregie, 2019)

Theoretical review of educating the head, heart and hand is a philosophical approach to education that aims to develop the cognitive emotional and practical or psychomotor abilities of individuals.

Conceptual Clarifications

Head: cognitive development through intellectual learning, critical thinking, problem solving and innovation. It also involves equipping individual with skills and expertise needed to understand more complex issues.

Heart: emotional and moral development through empathy, social skill and character building, it includes compassion, ethics, it aims to cultivate sense of civic duty and respect for diversity.

Hand: practical development through hands-on experiences, skills development and application of knowledge.

This concept recognizes that education should foster all-round holistic individuals with a balance of intellectual, emotional and practical abilities, it emphasizes the importance of experiential learning, social interaction and character development in addition to academic achievement.

Pestalozzi identified some approaches

- **Constructivism:** Learners construct their own knowledge and understanding
- **Holism:** Education should address the whole person not just the mind
- **Experiential learning:** Hands-on experiences are essential for deep learning.

It is important to know that this approach has so much influence on various educational philosophies and pedagogical practices including progressive education project-based learning and social-emotional learning.

After the first propounder of this theory, several educational theorists and philosophers built upon and expanded Pestalozzi ideas on educating the head, heart and hand.

Examples include:

Friedrich Frobel (1782-1852) a German education who developed the concept of kindergarten and emphasized on the importance of play, activity and social interaction in learning.

John Dewey (1859-1952) An American philosopher and educator who advocated for experiential learning, democracy in education and the importance of the hand in learning

Rudolf Steiner (1861-1925) an Austrian philosopher and educator who developed the concept of waldorf education which emphasizes a holistic approach to learning.

Maria Montessori (1870-1952) an Italian physician and educator who developed the Montessori method, which focuses on self-directed learning, hands-on activity and individualized instruction.

Paulo Freire (1921-1997) a Brazilian educator and philosopher who emphasized the importance of critical consciousness, social justice and empowerment in education.

Howard Gardner (1943-present) an American psychologist and educator who developed the theory of multiple intelligence which recognizes various forms of intelligence beyond traditional cognitive abilities.

New Nodding (1929-date) an American philosopher and educator who has written extensively on the importance of empathy, caring and relational learning in education.

Conceptual Review:

Some concepts as they were used in the study were reviewed accordingly:

Higher Education:

Aleru, (2014) stated that higher education is a noun construct which refers to education beyond high school, especially at a college or university, this construct comes by several other descriptions like higher, post-secondary, tertiary or third level education and reconsiders it as the stage of education that occurs in universities, academic, seminaries institution of technology, monotechnic, polytechnic, vocational schools, trade schools and professional or career college that award academic degrees.

Uche, (2024) saw higher education as something of the same kind that is lower. The notion of higher education therefore, presupposes that higher education is provided in other forms of education. Thus, the concept clearly assumes that higher education follows other educational process and adds to what they had been offered to its clients. The nature of higher education also embodies the view that the number of those who receive higher education is smaller than the number of those who do not pass through to that final stage of the formal educational process. Higher education plays a crucial part in the development of individual's intellectual, emotional and practical skills which are very vital for sustainable national transformation. (Adeyimi, 2017).

Higher education institutions in Nigeria are increasingly recognized for their catalytic role in national innovative systems, as well as stimulating social and economic change. Healthy and well equipped higher education institutions are therefore essential drivers of the knowledge economy not only as producers of knowledge but also as significant societal structures delivering public goods through multiple externalities (Adepoju & Okotoni, 2018).

Higher education enables individuals to create economic benefits for the nation. The new knowledge and skills acquired by way of education helps with the overall human development of the nation (Paul, 2010).

Management:

According to Timi-Johnson, Management as a concept is a process of designing programmes and procedures for executing such programmes as well as monitoring and regulating progress of activities towards achievement of stated goals.

Management is also defined as a social process which is designed to ensure the cooperation, participation, intervention and involvement of others in the effective achievement of a given or determined objective.

Management is a collection of processes including such things as decision-making, problem-solving actions, planning and evaluating. These processes involve the effective and efficient handling of resources including human, material, space, financial and time. Management could

also mean the combination of planning, organizing, directing, staffing, coordinating, budgeting and evaluation.

Education of the Head, heart and Hand explains how higher education develops the whole person, the total individual which is the cognitive, affective and psychomotor domains of an individual respectively. This further showcases the teaching and learning approaches that engages the entire individual than taking care of one part only.

Sustainable National Transformation:

This is the long-term, systemic change in education sector that recognizes the development of individuals, communities and societies as a whole. It aims to create a more equitable, inclusive and quality education system that prepares students for success in their personal and professional lives, while also contributing and impacting the country's social, economic, political and environmental development.

Characteristics of sustainable national transformation includes:

- Collaborative efforts from government, educators, learners and all stake holders in the system.
- Technology integration.
- Continuous professional development among educators.
- Promoting inclusive education.
- Access and equity to education.
- Innovation, creativity and entrepreneur skills.
- Awareness and sustainability.
- Community participation and engagement.

Conclusion:

This paper brought to fore educating the Head, Heart and the Hands which explains the teaching and learning process based on the cognitive, affective and psychomotor domains in Edo State Higher Institutions. It is important to say here that this approach engages the learners holistically and this learning is experiential in nature. Experiential learning includes elements such as field-based coursework, internships, service learning, public talks, site visits,

experiential approach is more enriching experience than the mere lecture-based approach. The learning that takes care of the development of the whole individual in relation to real world issues and concerns seem to provide better opportunity for learning for education and sustainability.

Suggestions:

The following suggestions were made for further studies:

- 1) Intellectual (Head) skills: discuss how higher education can enhance critical thinking, problem solving and analytical skills for national transformation.
- 2) Emotional (Heart) skills: explore the role of higher education in developing emotional intelligence, empathy and social skills.
- 3) Practical (Hand) skills: highlight the importance of practical skill such as communication teamwork and leadership in higher education.

The role of higher education as a tool for managing intellectual (head), emotional (heart) and practical (hand) skills cannot be over stressed.

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