

Planning Strategies for Effective Provision of Education for the Head, Heart and the Hand in Rivers State

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Abstract

The study investigated the planning strategies for effective provision of education for the head, heart and the hand. The descriptive survey design was adopted. Three research questions and three corresponding hypotheses guided the study. A sample size of 128 representing 50% were drawn from a population of 257 principals using the stratified sampling technique. The instrument for the study was a validated instrument titled, planning strategies for the provision of education for the head, heart and the hand questionnaire (PSPEHHQ), which yielded a reliability index of 0.84; using test re-test method. Mean and standard deviation were used to answer the research questions, while the z-test was used to test the hypotheses. The findings revealed that the planning strategy for planning education for the head, heart and the hand is a collaborative interdisciplinary strategy aimed at a thoughtful curriculum design. The study concluded that a collaborative interdisciplinary planning is essential for the attainment of the optimum goal of education for the head, heart and the hand.

Keywords: Planning strategies, Effective provision, Education, Head, Heart, Hand.

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INTRODUCTION

Education is a powerful instrument for social progress. It is the greatest power known to man for his own improvement. Although it is a long-term investment by the country or state to make itself a better place in which to live in, and its power is immeasurable. Education is also engaged in all societies at all stages of development. Education provides a useful and relevant skills to thereby which enhances the growth of society. The advancement made in industry, science and technology are closely linked to the progress of education. And effective educational planning as a multifaceted process that requires a strategic approach to ensure that educational objectives are met while adapting to the evolving needs of students and society.

Education for the head, heart and the hand as a holistic education seeks to educate the whole person by addressing the intellectual (head), emotional (heart) and the practical (hand). This was the view of Pestalozzi (1951) when he emphasized the importance of educating the whole child, integrating thinking, feeling and doing.

Extending this approach, Steiner (1995) emphasized the promotion of a balance of intellectual, emotional, and practical capacities. Similarly, Montessori (1964) approaches towards this view prioritizes the holistic development of the students which include the educating the head, heart and hand. From the foregoing, Johann Heinrich Pestalozzi is often given the credit of establishing the framework of educating the head, heart and the hand, which entails intellectual development (head), emotional empathy (heart) and manual skills (hand) were noted as interwoven in the development of a whole person. Towing this part, John Dewey, Rudolf Steiner, and Montessori further laid the foundation for modern holistic education.

In fact, the planning of education for optimal goal attainment is very essential, as this involves a lot of strategic network of activities. Hannon (2017) states that a successful planning network involves a collaborative stakeholder participation. The stakeholders include; educators, policy makers, parents, communities and organisations. according to him, interdisciplinary collaboration is also essential to align educational goals with community values and needs; which ensures that the

intellectual, emotional, and practical dimensions of education are balanced and supported.

Furthermore, Miller (2000) notes that the planning network for this education entails the development of a thoughtful curriculum design that incorporates intellectual challenges, emotional learning and hands-on-activities, cross-disciplinary teaching, project-based learning and experimental education models. He further states that experimental education models have proven effective in fostering holistic development. Noddings (2005) in his view, added that teachers need training programmes or professional development to implement holistic education effectively. This programme according to him, should focus on strategies for integrating intellectual, emotional and practical learning, and also creating a conducive learning environment that will foster the whole child. Similarly, Steiner (1995) emphasizes that the networks ensures a curriculum that is continuously adapted to meet the intellectual, emotional and practical needs of students.

Again, planning network for education has enhanced the provision of education for the head, heart and the hand. Fischer (2014), is of the view that in contemporary education, intellectual development remains central. According to him, programmes such as STEM (Science, Technology, Engineering and Maths) has been provided to promote logical thinking and problem-solving, skills necessary for global economy.

Durlak, Weissberg, Dynmicki, Taylor & Schellinger (2011) further note that school have begun integrating social-emotional learning (SEL) into their curricular. According to them, the SEL programme teach students to manage emotions, build relationships, and make responsible decisions. Berkowitz and Bier (2004) are also o the view that character education initiatives are aimed to instill moral values such as honesty, responsibility and compassion.

Also, Billet (2014) in his own view asserts that educational institutions are increasingly recognizing the importance of vocational education and practical skills development, apprenticeships, internships and hand-on learning opportunities in fields like engineering, healthcare, and the arts provides students with real-world experiences. In this direction also, Federal Republic of Nigeria (2004:30) provides in the National Policy of Education that vocational education (which is education for the hand) should be;

- (a) An integral part of general education
- (b) A means of preparation for occupational field and for effective participation in the world of work
- (c) An aspect of life-long learning and preparation for responsible citizenship
- (d) An instrument for promoting environmentally sound sustainable development
- (e) A method of alternating poverty.

Generally, Okoro (1991) has maintained that without the knowledge of reading, writing and arithmetic, good vocational education cannot be achieved. In line with this statement, Ebete (2016) states that education teaches those values, skills and knowledge which citizens should have in order to understand the society in which he lies and make intelligent contribution. This means that education generally should be for the head, the heart and the hand. Ebete (2016) further noted that vocational education programmes are provided in diverse forms. According to Ebete, it takes the forms of school-based programmes (formal) and non-formal vocational programmes.

Educational planning network is essential to creating a structured, effective and equitable educational system. However, numerous constants hinder the effective planning and implementation of educational policies and programmes. Haddad and Demsky (1995) states that policy shift caused by political changes often disrupt the continuity of educational plans. He further added that the influence of vested interests, political interference and corruption can misdirect resources and prevent the effective execution of policies.

Again, limitation of financial constraints affects educational planning and implementation. Psacharopoulos (1994) is of the view that economic instability can reduce public investment in education causing delayed implementation of plans, shortages in teaching materials, and insufficient materials. According to him, external debts and other economic pressures may also force government to allocate limited resources to other sectors instead of education. Barrett (2011) also notes that inadequate training of educational planners, is a constrain to educational planning and implementation. UNESCO (2020) is also of the opinion that lack of access to modern technology in many parts of the world poses a significant challenge to educational planning and implementation. It further stats that the technological infrastructure necessary to support distance learning education in remote or underdeveloped areas regions are not available. Manpower requirements and quality is another major constraint. Mulkeen (2010) posits that teacher shortages, low wages and poor working conditions are major constraints to educational planning and implementation.

Statement of the Problem

Planning for the provision of education for the head, heart and the hand requires an interdisciplinary collaboration to ensure effective planning network. There is also the need for a curriculum that incorporates cognitive, affective and psycho-motor domains, a conducive learning environment and the provision of the required manpower and infrastructures.

But it seems that there is no appropriate planning network as schools are not provided with the required manpower and infrastructure, as the students

and graduate of schools are not provided with the intellect, emotion and skills for life after school. There is therefore the need to investigate the planning strategies for education of the head, heart and the hand, how the planning network has enhanced the provision of education for the head, heart and the hand and the constraints to effective planning for the effective provisions of education for the head, hart and the hand.

Research Questions

1. What are the planning strategies for effective provision of education for the head, heart and hand?
2. To what extent has the planning strategies enhanced the provision of education for the head, heart and the hand in Rivers State?
3. What are the constraints to the planning strategy for the provision of education for the head, heart and the hand in Rivers State?

Hypotheses

1. There is no significant difference between the mean ratings of rural and urban principals on the planning network for provision of education for the head, heart and the hand.
2. There is no significant difference between the mean ratings of rural and urban principals on the extent to which the planning strategy enhanced the provision of education for the head, heart and the hand in Rivers State.
3. There is no significant difference between the mean ratings of rural and urban principals on the constraints to the planning network for the provision of education for the head, heart and the hand in Rivers State.

METHODOLOGY

The study adopted a descriptive survey design. The population of the study included all principals of the senior secondary schools in Rivers State. By 2024/2025 academic session, there are 257 public senior secondary schools in Rives State. The population of the study is therefore, 257 principals of senior secondary schools in Rivers State. A sample size of 128 representing 50% were drawn from a population of 257 principals using the stratified sampling technique. The instrument for the study was a questionnaire titled 'Planning Strategies for the Provision of Education for the Head, Heart and the Hand Questionnaire (PSPEHHHQ)'. The questions comprised two section namely, 'A' and 'B'. The preliminary section 'A' was used to gather demographic data of respondents and schools while part 'B' was used to elicit responses in order to answer the research questions and test the hypotheses. Validity of the instrument was ensured by using professional critique of experts in educational measurement and evaluation. The reliability of the instrument was obtained through test re-test method, and the instrument yielded a reliability index of 0.84. The instrument was administered by the researcher and one (1) research assistant, using direct delivery method. Mean and standard deviation were used to answer the research questions, while z-test was used to test the hypotheses at 0.05 significant level.

RESULTS AND DISCUSSIONS

Research Question 1

What are the planning strategies for effective provision of education for the head, heart and hand?

Table 1: Mean and standard deviation of rural and urban principals on the planning strategies for the effective provision of education for the heard, heart and the hand

S/N		Rural Principals		Urban Principals		XX	Decision
		\bar{X}	SD	\bar{X}	SD		
1.	There was a collaborative planning strategy in the planning of education for the head, heart and hand.	3.10	.97	3.09	.96	3.09	Agree
2.	The planning strategy involved stakeholders in education.	3.02	.90	3.01	.91	3.01	Agree
3.	The planning also involved a curriculum design which incorporates intellectual, emotional and skill development.	3.00	.89	2.99	.87	2.99	Agree
4.	The planning strategy also involved an interdisciplinary collaboration.	2.95	.85	2.94	.84	2.94	Agree
	Aggregate Mean	3.01		3.00		3.00	

The mean of the data in the above table indicates that the variables all have mean scores above the criterion mean of 2.50. This means that the planning strategy for the provision of education for the head, heart and hand entails a collaborative planning strategy between the stakeholders in education and other disciplines. It also involves a curriculum design which

incorporate intellectual, emotional and skill development.

Research Question 2

To what extent has the planning strategies enhanced the provision of education for the head, heart and the hand in Rivers State?

Table 2: Mean and standard deviation of rural and urban principals on the extent to which planning strategy has enhanced the provision of education for the head, heart and the hand

S/N		Rural Principals		Urban Principals		XX	Decision
		\bar{X}	SD	\bar{X}	SD		
5.	The planning strategy has led to programmes such as science, technology and maths in schools.	3.20	.98	3.19	.98	3.19	Agree
6.	Due to the planning strategy, schools have started integrating social-emotional learning in school curriculum.	3.11	.92	3.10	.97	3.10	Agree
7.	Courses such as religious and moral education have also be integrated into schools programme.	3.03	.90	3.02	.90	3.02	Agree
8.	State and schools have also seen the need for vocational, technical and apprenticeship in the curriculum.	2.92	.86	2.99	.87	3.98	Agree
	Aggregate Mean	3.07		3.07		3.07	

The result in the above table portrays that the planning strategy for the provision of education for the head, heart and the hand has led to the incorporation of science subjects, technology, maths; social and emotional learning curriculum, moral education, vocational, technical and apprenticeship education in the school curriculum.

Research Question 3

What are the constraints to the planning strategy for the provision of education for the head, heart and the hand in Rivers State?

Table 3: Mean and standard deviation of rural and urban principals on the constraints to the planning strategy for the provision of education for the head, heart and the hand

S/N		Rural Principals		Urban Principals		XX	Decision
		\bar{X}	SD	\bar{X}	SD		
9.	Politics has been a major constraint to educational provision.	3.19	.98	3.17	.97	3.18	Agree
10.	Finance is a constraint to low government allocation to education.	3.12	.93	3.11	.92	3.11	Agree
11.	Lack of manpower in educational planning could be a constraint.	2.94	.84	2.93	.83	2.93	Agree
12.	Lack of access to modern technology is also a constraint.	3.21	.98	3.25	.99	3.23	Agree
	Aggregate Mean	3.11	.93	3.12	.92	3.11	

The result in the table above shows that the mean scores of the assessed variables are above the criterion mean of 2.50. This portrays that the constraints to educational provision are politics, finance due to low government allocation to education, lack of manpower and educational planners; and lack of access to modern technology.

Hypothesis I

There is no significant difference between the mean ratings of rural and urban principals on the planning network for provision of education for the head, heart and the hand.

Table 4: Z-test analysis for the significant difference between the mean ratings of rural and urban principals on the planning strategy for the effective provision of education for the head, heart and the hand

Variables	N	\bar{X}	SD	df	Z-calculated	z-critical	Decision
Rural Principals	51	3.01	.90	126	0.68	±1.96	HO ₁
Urban Principals	77	3.03	.93				Accepted

The result in Table 4 shows that the calculated z-score of 0.68 is less than the critical or table z of ±1.96 at 0.05 significant level. Since the calculated z-score is less than the critical z-score, the hypothesis is accepted. There is no significant difference between the mean ratings of rural and urban principals on the planning

network for provision of education for the head, heart and the hand.

Hypothesis 2

There is no significant difference between the mean ratings of rural and urban principals on the extent to which the planning strategy enhanced the provision of education for the head, heart and the hand in Rivers State.

Table 5: Z-test analysis for the significant difference between the mean ratings of rural and urban principals on the extent to which the planning strategy has enhanced the provision of education for the head, heart and the hand

Variables	N	\bar{X}	SD	df	Z-calculated	z-critical	Decision
Rural Principals	51	3.07	.91	126	0.80	±1.96	HO ₁ Accepted
Urban Principals	77	3.03	.93				

The data in Table 5 above portrays that the calculated z-score of 0.80 is less than the critical z-score of ±1.96 at 0.05 significant level. The hypothesis is therefore accepted that there is no significant difference between the mean ratings of rural and urban principals on the extent to which the planning strategy enhanced the

provision of education for the head, heart and the hand in Rivers State.

Hypothesis 3

There is no significant difference between the mean ratings of rural and urban principals on the constraints to the planning network for the provision of education for the head, heart and the hand in Rivers State.

Table 6: Z-test analysis for the significant difference between the mean ratings of rural and urban principals on the constraints to effective provision of education for the head, heart and the hand

Variables	N	\bar{X}	SD	df	Z-calculated	z-critical	Decision
Rural Principals	51	3.11	.91	126	0.78	±1.96	HO ₁ Accepted
Urban Principals	77	3.12	.93				

The data in Table 6 above reveals that the z-calculated score of 0.78 is less than the z-critical value of ±1.96 at 0.05 significant level. Since the z-calculated value is less than the z-critical value, the hypothesis is accepted. There is no significant difference between the mean ratings of rural and urban principals on the constraints to the planning network for the provision of education for the head, heart and the hand in Rivers State.

DISCUSSION OF FINDINGS

The findings of research question one revealed that the planning strategy for the provision of education for the head, heart and hand entails a collaborative planning strategy between the stakeholder in education and other disciplines; and also involves a curriculum design which incorporates intellectual, emotional and skill development. This finding agrees with Hannon (2017) who notes that a successful planning network involves a collaborative stakeholders' participation. The study further agrees with Miller (2000) who states that the planning network for this education involves the development of a thoughtful curriculum design that incorporates intellectual challenges, emotional learning and hands-on-activities, cross-disciplinary teaching, project based learning and experimental education model. Test of hypothesis one was accepted that there is no significant difference between the mean ratings of rural and urban principals on the planning network for provision of education for the head, heart and the hand.

The findings of research question two revealed that the planning strategy for the provision of education for the head, heart and the hand has led to the incorporation of science subjects, technology, maths, social and emotional, technical and apprenticeship education in the school curriculum. The finding corroborates Fischer (2014) who is of the view that

programmes such as STEM (science, technology, engineering and maths) has been provided to promote logical thinking and problem-solving skills necessary for global economy. The findings also agree with Billet (2014) who asserts that educational institutions are increasingly recognizing the importance of vocational education and practical skills development, apprenticeships, internships, and hand-on-learning operatives in fields like engineering, healthcare, and the arts provides students with real-world experience. Test of hypothesis two was accepted that there is no significant difference between the mean ratings of rural and urban principals on the extent to which the planning strategy enhanced the provision of education for the head, heart and the hand in Rivers State.

The findings of research question three revealed that the constraints to educational provisions are politics, finance due to low government allocation to education, lack of manpower and educational planners and; lack of access to modern technology. Test of hypothesis three was accepted that there is no significant difference between the mean ratings of rural and urban principals on the extent to which the planning strategy enhanced the provision of education for the head, heart and the hand in Rivers State.

CONCLUSION

Education planning is an essential process for the provision of educational programmes. And for planning of education for the head, heart and the hand requires a collaborative interdisciplinary participation culminating in the development of a well designed curriculum for the attainment of the optimal goals of the provision of education for the head, heart and the hand.

RECOMMENDATIONS

1. Government should ensure that more manpower are trained in the area of educational planning.
2. Rivers state government should ensure that technological assets are available for educational planners.
3. Government should always provide enough finance to the education sector for effective educational planning and implementation.
4. Government should also ensure that educational policies and programmes are continued.

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