

UNIVERSITY OF PORT HARCOURT

***TIMING THE WORK, WATCHING THE
TIME: THE KEY FOR PRODUCTIVITY***

An Inaugural Lecture

By

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DEDICATION

This inaugural lecture is dedicated to my late parents
Sir Peter Asuquo and Lady Philomena Grace AKPAN
(*KSS/KSM*) who taught me how to find my self worth in life.

ACKNOWLEDGEMENTS

Holy Trinity, One God, to you be the glory, honour and majesty for all eternity. There is no end to praising you for being the stronghold of my life and making me walk in step with Your plans. You have been the pillar of cloud directing my life.

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of the Adiasim Clan, Essien Udim Local Government Area of Akwa Ibom State, in the University, for taking care of his “wife” and making sure she follows the right direction.

I am grateful to the Reverend Sisters of the Society of the Holy Child Jesus (SHCJ) and Handmaids of the Holy Child Jesus(HHCJ) who complimented my parents’ efforts in molding my character.

I appreciate all my teachers and lecturers, especially Professor Beatrice Avalos (my Ph.D. Supervisor), my diligent teachers - Professors Otonti Nduka, B. A. Eheazu, J. D. Okoh, A. I. Joe, who made me understand that the Masters programme is the gateway to research and development. I thank all my deans since I joined the scholar’s roll of the Faculty of Education - Professors Otonti Nduka, Late E. E. Ezewu, B. A. Eheazu, Late J. M. Kosemani, R. P. I Ukwuije, P. O. M. Nnabuo and E. B. Awotua-Efebo for being there to assess me. My special thanks to Professor J. O. Enaowho, for his warm reception and advice whenever I am challenged professionally. To my colleagues in the Department of Educational Management, Faculty of Education and the University Community in general, thank you for giving me the healthy working relationship for success.

My appreciation goes to all my students at the secondary and tertiary levels of education who have been the searchlight to knowledge in my service to humanity and contributed to making me the Teacher I am.

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Professor Victor Wakwe for their concern for me always. I thank my past Vice Chancellors Professor Nimi Briggs and Professor Don Baridam for always giving me the opportunity to serve. Thank you my Vice Chancellor, Professor Joseph A. Ajenka, for slating this day for my inaugural lecture.

God bless you all.

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By

PROFESSOR JOSEPHINE MFON EBONG

PROTOCOL

The Vice Chancellor,
Deputy Vice Chancellors,
Registrar and other Principal Officers,
Provost, College of Health Sciences,
Dean School of Graduate Studies,
Dean Faculty of Education
Deans of Faculties,
Distinguished Professors and Scholars,
Directors of Institutes and Units
Other distinguished Administrative Staff
Distinguished Guests,
Great Students of Unique Uniport,
Members of the Press,
Ladies and Gentlemen.

Introduction

Mr. Vice Chancellor Sir,
I feel very elated to be given the opportunity to deliver my inaugural lecture this year. My application was sent in the week the University News letter published what it captioned “2011 Inaugural Lectures Series in the University”. It went on to say “The Academic Office of the University hereby

announces the schedule for the remaining months of 2011...” I regarded my application as late for 2011. But to my delight, the Deputy Vice Chancellor, Professor E. Nduka informed me while waiting for the 2011 Convocation Procession to commence, that my application has been approved. The month of November is very special - On November 21, 1992, God delivered my two children and I from a ghastly motor accident when our driver ran into a stationary truck loaded with pipes on the East-West Road. I was barely one and half years in the service of the university. He made me to start a new life. Thanks to Professor Nimi Briggs, our then Vice Chancellor and the then Dean, Late Professor Edward Ezewu, for granting me one year leave to go for plastic surgery. On November 16, 2010, the day the militants rampaged the University of Port Harcourt environs, I had my Professorial Interview.

I feel honoured by the University authorities for giving me the opportunity to deliver today the 4th inaugural lecture from the Department of Educational Management and the 10th from the Faculty of Education. I pay my tribute to the following Professors of the Faculty of Education who have been a source of inspiration for me in their inaugural lectures - Professor Edward Ezewu of Blessed Memory(Sociology of Education), Professor B. A. Eheazu (Adult and Non-Formal Education), Professor J. O. Enahwo (Educational Planning), Professor B. S. Okeke (Educational Management), Professor J. D. Okoh(Philosophy of Education), Professor S. I. Nzeneri (Adult and Non-Formal Education), Professor P. O. M. Nnabuo (Educational Management). I have the pleasure of opening the way for the female Professors in the Faculty of Education.

The Title of the Lecture

I still remember in my Kindergarten and Primary School days when after the Morning Assembly we were made to recite some of the idiomatic expressions such as

“Punctuality is the sole of my business”.

“A stitch in time saves nine”.

“Time waits for no man”, etc.

These sayings manifest in our everyday life and are the root of success or failure in our productivity.

For those of you that watched the AM Express NTA Programme aired on Tuesday, September 27, 2011, you would have listened to the discussion on how relevant Time Management is for effective productivity. All who participated spoke of how our inability to manage time is the root cause of our under development. This adds to the relevance and contemporary nature of this lecture.

The WORD, as in the Bible, tells us that there is a time for every occupation under heaven. A time for giving birth, a time for dying, a time for planning, a time for planting, a time for uprooting what is planted, a time for killing, a time for healing, a time for knocking down, a time for building, a time for tears, a time for laughter, a time for mourning, a time for dancing, a time for throwing stones away, a time for gathering them, a time for embracing, a time to refrain from embracing, a time for searching, a time for losing, a time for keeping, a time for discarding, a time for tearing, a time for sewing, a time for keeping silent, a time for speaking, a time for loving, a time for hating, a time for a war, a time for peace. (Ecclesiastes 3:1-8). The book goes further “What do people gain from the efforts they make? I contemplate the task God gives humanity to labour at” (Ecclesiastes 3:9-10)

Resources are available means of support or provision that help people to work confidently. Let us assume, for instance, someone wants to build a house and does not have enough money, naturally, the person feels incapable of carrying out such a project. It is often necessary to be armed with the source of wealth for any project or mission one wants to achieve. The resources are human, material or financial. All these are available to every human being or institution. However, managing them is what makes the difference. This is why even in higher institutions of learning we have departments that are devoted to the art of management.

Mr. Vice Chancellor Sir,

Educational Management in the University of Port Harcourt is divided into four areas of study – Educational Administration, Administration of Higher Education, Educational Planning and Economics of Education. I am a Social scientist with Economics of Education as my area of specialization. Economics of Education, a social science discipline, seeks to relate cost of education (investment) to its human, material and financial resources and needs using economic components such as social demands, manpower requirements and cost benefit analysis for planning, decision and policy making (Ebong, 2006). Time and information are educational resources grouped as intangible because they depend on and result from the human and material resources (Ebong, 2005). Time is an all important tool that controls the productivity tempo of individuals, organizations and the society in general. The use of Time has brought about successes and failures in the achievement of set goals. It is often disturbing that this very important resource is not taken seriously by students, staff and the communities in general. I have in my researches and works tried to trace the role of Time on Productivity. These

informed my title **“Timing the Work, Watching the Time: The Key to Productivity”**

The History of Time Devices and Time Keeping

Wikipedia, the free encyclopedia, has it that devices used to measure and keep track of time dates back to 2000BC The ancient Egyptians divided the day into two 12 –hour periods and also developed water clocks used in the Precinct of Amun-Re-ancient Greece and Mesopotamia. Other time devices, the encyclopedia further explained, included candle clock used by China, Japan, England and Iraq; the time stick used in India and Tibet and some parts of Europe; and the hourglass similar to the water clock.

The earliest clocks relied on shadows cast by the sun and hence not useful in cloudy weather or at night. The ancient Greeks invented the clock with a water-powered escapement mechanism, which transferred rotational energy into intermittent motions. Later in the 10th century AD, the Chinese engineers invented clocks incorporating mercury-powered escapement followed in the 11th century AD by water clocks of Arabic engineers

The evolution of mechanical clocks with verge escapement mechanism came from Europe in the 14th century AD . They stroke the hour and were common in churches and monasteries. This was followed by the spring-powered clock and pocket watch in the 16th century AD. This invention was credited to Peter Henlein of Nuremberg, Germany (1500-1510). The pendulum clock came in the 18th century pioneered by Italian scientist Galileo in 1582 and improved by Dutch astronomer, Christian Huygens(1656), English clockmaker, William Clement (1670) and George Graham (1721). It was

Galileo Galilei in 1612 who proposed that with sufficient accurate knowledge of the orbits of the moon of Jupiter, it could be possible to use their positions as a universal clock and this could determine the longitude.

Let us go back to our basic social studies lesson on geography, longitude has no natural starting point, unlike latitude which has the equator as a natural starting point. It was, therefore necessary to choose a reference meridian. It was fashionable for cartographers to use national capitals for their meridian positions. The British cartographers had used the Greenwich Meridian in London. Other cartographers used the capital cities of El Hierro, Rome, Copenhagen, Jerusalem, Saint Petersburg, Pisa, Paris, Philadelphia and Washington. The International Meridian Conference in 1884 adopted the Greenwich meridian as the universal Prime Meridian or zero point of longitude (<http://en.wikipedia.org/wiki/Longitude>)

The 20th century saw the invention of quartz oscillators and atomic clocks. The quartz oscillators were easy to produce and accurate, first used in the laboratories, and later in their wristwatches. Atomic clocks are more accurate than any previous timekeeping device, and are used to calibrate other clocks and to calculate the proper time on earth, a standardized civil system. The Coordinated Universal Time, is based on atomic time (Wikipedia). The Sinclair Company in 1975 released the first digital watches. They were not durable, so short lived in the market. The atomic clock at the National Institute of Science and Technology (NIST), in Boulder, Colorado, is the nation's frequency standard used to define Coordinated Universal Time, the official world time. (<http://www.beaglesoft.com/maintimehistory>). I hope tracing the history of the Time Device we all are used to now was not

boring. It was to find out where Africa comes in. In this historical path, there has been no mention of any African who has invented or manufactured any time instrument, yet we talk about **African Time**. I sometimes wonder who gave Africans the bragging right over owning anything related to Time. It is a ploy to cover our inadequacies in time keeping.

The Phenomenon of Time

In biblical philosophy, people of every age and culture understood time in different and relative ways. Values, mentalities and meanings have time as the spring board. Everything stands in time, moves within time and continues in time. Thus time in its defined and adefined nature, belongs principally in the realm of spirituality or remains a spiritual concept (John Paul 11, 1995). The phenomenon Time, viewed within the context of Christian spirituality is indispensable for man's faith-yearning process. Time understood in this way expresses in a profound way God's dimension in human history and this refers to Christ, the eternal WORD whose presence has defined our Christian Time (BC-Before Christ; AD – After Christ). Biblical times anchor on the Greek and Hebrew understanding of time as it affected their lives. Time was viewed in four conceptual terms – the Aion or Aeon, Kairos, Chronos and Hora.

Baugarten (1990) and Gubler (2002) give explanations of the four concepts as they link to modern time concepts. The **aion or aeon** which designated age, lifespan, epoch, long time and eternity was based on the Hellenistic philosophy to identify the infinite qualitative distinction between God and the WORD, the moment, past, present and future.

Kairos was used to express the sense of moment, point in time and classified as qualitative (convenient, appropriate, decisive), quantitative (right measure and correct proportion) and characteristic (.critical situation, determinative force).

Chronos designated time or period of time, space of time (genitive), in the course of time (dative); gradually, late, for a set of time (accusative). For the Greeks it was within the contextual understanding of time that life's events was measured and allotted their importance of place and meaning. For example death became for them a means of overcoming human limitations.

Hora, the fourth, like, Kairos designates the hour, time, point in time, but stressed right time, season, ripe time, fair and pleasant time. It described the different season like summer, winter, etc. It formed the basis of everyday life like a pendulum swinging between two poles.

Time is an economic phenomenon that cuts across all disciplines and occurs in every sphere of life. Let us go back to the Bible quote in Ecclesiastes 3:1-8, a time to give birth and a time for dying, for healing, for killing are the concern of the Medical Sciences. Time for planning falls under Management. Time for planting and uprooting is found in Agricultural Sciences /Biological Sciences. Time for building, knocking down and sewing are the responsibilities of the Technologists. Time to embrace, not embrace, keeping, discarding, throwing stones, keeping, tearing, keeping silent, loving, hating, laughter fall under the jurisdiction of the Social Sciences/Humanities. A time of war and peace are for the Political Scientists. A time to search brings all into Education and Research.

In the discipline, Management, there are mainly two kinds of time - Clock time and Event time. Clock time follows the ticking of the clock using the Coordinated Universal Time Device which is the clock or the pocket or wrist watch to control when a person carries out an activity. It helps to coordinate the activities of individuals and groups. It makes use of seconds, minutes and hours. Clock time is divided into morning(6 a.m.-12 noon), afternoon (12noon -3.00 p.m.), evening(4.00p.m to 8.00p.m) and night(8.00 p.m.- 6.00 am.). This time segments are re-adjustable according to different social group and their behavioural patterns. Event time connote the period when an action takes place. It is historic. It deals with dates as in the use of the calendar made up of days, weeks, months, years, periods. Clock time and event time are connected to each other. It is known from basic mathematics that twenty four hours make one day, seven days make one week, three hundred and sixty five days make one year plus one extra day for a leap year. The geographic time linked with latitude and longitude, are geographical coordinates that enable us to find locations and relate them to time.

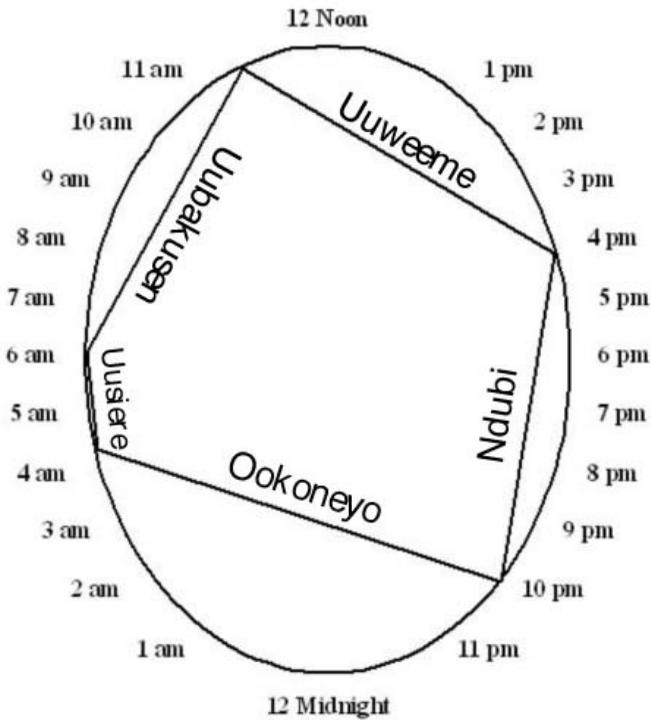
In the African tradition, time is marked by the crowing of the cock, by use of shadow and by the light. The African/Nigerian in the village is woken up to start the day when the cock crows. Everyone knows it is morning (the wee hours of the morning), in clock time - 4.00 am. Farmers prepare for the farm, traders put their wares together waiting for the gleams of the sun to get moving. the farmers watch their shadow as they work. When their shadow comes perpendicular, that is right under the person, the clock time is 12 noon. As evening approaches their shadow gets longer until light shows evening/night is approaching. Udoidem (2006) gives an

illustration of traditional time in technology time measurement in Ibibio land

<i>Usiere</i> (Wee Hours of the Morning)	4 am	to	6 am
<i>Uubakusen</i> (Morning)	6 am	to	10 am
<i>Uuweeme</i> (Afternoon)	10 am	to	4 pm
<i>Nndubi</i> (Evening)	4 pm	to	9 pm
<i>Ookoneyo</i> (Night)	9 pm	to	4 am

Time, Udoidem (2006 p.127) explains that in most African communities like the Ibibios is measured in segments using the sun. *Usiere* (Wee Hours of the Morning) - 4am to 6am is identified by the cock crow. *Uubakusen* (Morning) - 6am to 10am is identified by day light without the intensity of the sun. *Uuweeme* (Afternoon) - 10am to 4pm has the full day light. *Nndubi* (Evening) - 4pm to 9pm is identified by the receding and eventual disappearance of the sun, then darkness. *Ookoneyo* (Night) - 9pm to 4am has total darkness.

Fig 1: Illustration of Traditional Time Measurement



Source: Udoidem I. S. 2006 p.126 *Dreams and Visions of Akwa Ibom: From Promise to Fulfilment*. Lagos: African Heritage and Publications

Use of Time

The traditional Time measurement shows lapses on time keeping. Udoidem (2006 p.127) points out that “it is this cultural sense of measuring time as against the exact time measurement by clock that causes the lateness of most Africans response to events”. In the traditional setting, if an

appointment is scheduled for the morning, the appointment is kept between 6am and 10am. There could be a three to four hours wastage in waiting time. It is even worse with the afternoon segment, 10am-4pm with five to six hours wastage in waiting. The evening has four to five hours wastage in waiting time. The wastage in waiting time is the same as man-hour wastage. This is unfortunate because many workers in the job market still carry the traditional time consciousness in their daily routine.

Educational Management is a Social Science discipline, thus makes use of Time related to time discipline, Time value for money, Time-based currencies, Foundation Time, etc. Events are time bound. For example, Time-frame for budget refers to the fiscal year. The official act of approving the school budget is preceded by the adopting after the appropriate bodies have reviewed series of decision. Items most common are students' enrolment, staffing, salary schedules, cost of projects and services. Thus, the budget should be ready at the beginning of the school year or academic session in order to start operation at the most appropriate time (Ebong, 2004; Okeke, Nosiri, Elele, Ozurumba, Igwe, 1985).

TIME MANAGEMENT

Timing the Work

It is assumed that the production function of education should have inputs of education being associated with specific outputs, through the cost-benefit analysis, assessing the age-earning profile and identifying if school activities bring any economic returns. Also education is meant to improve the competence and skills embodied in labour which leads to

productivity (Ebong, 2003). Ebong (2003) in a study carried out on the relationship between years spent in schooling and productivity, found out that people exposed to many years of schooling or education, enhance productivity in their different responsibilities such as execution of duties, achieving set goals, keeping to scheduled time, having alternative solutions in crises situation. Those who have spent many years in schooling could adjust easily to changes and shocks in the labour market.

The major time wasters as Ebong (1997) identifies are found in poor planning, poor organization, paperwork, meetings and interruptions.

Poor planning may be a result i) of not having everything you need to complete a particular task in place ; ii) underestimating how long a task would take and finding everything needs to be done at once; iii) having to concentrate on very important task when you feel worn out.

Poor organization involves i) looking for documents; ii) not having materials or tools accessible or well labeled; iii) having no recognized procedure for giving out equipment, books or materials.

Paperwork can waste time when you i) have to look for relevant paper to your objectives; ii) pile up of useless papers; iii) have poor filing system; iv) have accumulated paper spread all over your table or desk; v) have no priority order for your papers; vi) lack of information and data to stay on focus.

Meetings become time wasters when (i) what the meeting is about is not known; (ii)the meeting is poorly chaired; (iii)

people are poorly prepared to participate actively at the meeting; (iv) meeting is dominated by a few people; (v) people are not focused enough to make meaningful contributions; (vi) meetings do not start on scheduled time.

Interruptions caused by (i) colleagues; (ii) students, staff, parents; (iii) visitors, governments functionaries, relations who just pop in. The list of wasters can be endless depending on one's nature of activities.

In recent years strikes have been added to interruptions in management of time. It occurs in all working institutions – educational, medical, industrial, commercial, legal, military, government, etc. In educational institutions strikes have crippled teaching and learning at the primary and secondary school levels in different states of the Federal Republic of Nigeria.

Strikes at the tertiary level have disrupted the school calendar and work schedule. It has become a common occurrence in the Nigerian socio economic set up as workers in all sector agitate for better working conditions, salaries, funding, autonomy, freedom, etc. In the universities, series of strikes resulting from the impasse between the Academic Staff Union of Universities and the Federal Government who has not agreed to the demands of the union since it started its struggle for proper funding, improved working conditions, autonomy and academic freedom since 1978. Strikes have occurred in 1978, 1993, 1994, 1996, 2009.

The strikes have caused a lot of set back in the university calendar and meeting of national and international datelines Students on exchange programmes cannot fit into the academic

schedule of international institutions. The National Youth Service Programme has had to be rescheduled to meet the schedule of the universities. There is a back log of courses not properly taught because of lack of time in each semester. The academic year which normally started last week of September and ended June/July now starts in November and end in August. During these strikes man-hour and working days are lost with the attendant effect of stress by the workers, parents and society in general.

In numerical terms each lecturer/student carries a maximum of 48 hours credit load in a semester of approximately 13 weeks. Anikpo (2011) records that four of the strikes lasted for more than 3 months each. Example, the 6 months strike of 1993-13 weeks = 48 man- hours

$$1 \text{ week} = \frac{48}{13} = 3.7 \text{ man-hours}$$

$$6 \text{ months (24 weeks)} = 24 \times \frac{48}{13} = 88.6 \text{ man-hours}$$

The 4 three months each strikes (12months) brought about a loss of approximately 177 man-hours, a great set back in the Academic Calendar of Nigeria. The fall out we all have experienced are - additional year(s) of study for all students; the shift for the National Youth Service Programme schedule for graduating students; courses made into crash programmes; just to mention a few. It results in the output of students anxious about what lies ahead for them outside the enclave of the university because of the short fall in their academic achievement due to time lag.

Stability of university calendar resulting in good quality teaching, learning and research prevail in an atmosphere of

peace. It is only in universities where the calendar is stable that foreign staff can fit into the schedule of the parent universities and are able to offer service, including contribution to research in the local university. Stability also guarantees local staff a long vacation period, which can be used in a more relaxed atmosphere for research activities preferably in target foreign universities (Ebong, 2006).

Watching the Time

Mr Vice Chancellor Sir,

The most common time wasters are caused by planning, organisation, paperwork and meetings. There is no gain saying that effective planning is essential for good time management. Planning could be long term, medium term or short term. In long term planning, important dates and interim dates are noted. For example, one gives a deadline on a project report by setting a specific date; the school calendar is a long term plan document showing event time. The grid presentation of datelines are easy to follow. In medium term planning, the time scale is transferred with the tasks and time broken down into weeks. The short term plans are the immediate plans which are made up of days and hours as shown in the school time-table.

The Time-Table

In institutions the time table guides the daily academic activities according to the curriculum, and the rules and regulations of the institution. The time table at all three levels of education, is a tool which guides the success in delivery and coverage of the syllabi (primary and secondary) and the course outline (tertiary). This coverage helps the pupils/students to be confidently equipped to perform well in any type of evaluation

be it examination or interview. The time table follows the clock time.

Fig 2: A TYPICAL PRIMARY SCHOOL TIME TABLE

PERIOD/TIME/ DAYS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7.45 - 8.00	OPENING AND REGISTRATION				
8.00 - 8.35am	RELIGIOUS AND MORAL EDUCATION				
8.35 - 9.10am	Maths	Language	Maths	Language	Maths
9.10 - 9.45am	Physical Education	Maths	Physical Education	Maths	Social Studies
9.45 - 10.00am	RECESS				
10.00 –10.35am	Language	Social Studies	Language	Cultural & Creative Arts	Language Mother Tongue
10.35-11.10am	Social studies	Science, Health & Environ. Educ	Science	Cultural & Creative Arts	Language Mother Tongue
11.10-11.40am	BREAK				
11.40-12.15pm	Science	Computer Science	Language	Home Economics	Science
12.15-12.50pm	Science	Computer Science	Social studies	Home Economics	Science, Health & Environ. Educ

The children at the primary school level have the 6-hours day of academic activities. This is split into three sections of 2 periods and a 15minutes break another 2 periods with a 30minutes break and a final 2 periods to end of school. Children have short span of concentration and learn better through games and discovery. This is why they are let off formal engagement as early as 12.50 pm to allow them go home to explore their environment.

Fig 3: A TYPICAL SECONDARY SCHOOL TIME TABLE

PERIOD/ TIME/DAYS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.10 - 8.50am	Maths	Agric Science	Literature in English	Chemistry	Physics
8.50 - 9.30am	Maths	Economics	Biology	Government	Home Management
9.30 -10.10am	English Language	Chemistry	C.R.S	Agric Science	Biology
10.10 - 10.50am	Physics	Chemistry	Maths	Economics	Biology
10.50 -11.30am	Literature in English	Commerce	English Language	Physics	English Language
11.30 12.00 noon	BREAK				
12.00 noon- 12.40pm	Geography	Account	Commerce	Further Maths	History
12.40 - 1.20am	Agric Science	Home Management	Geography	Literature in English	Economics
1.20 - 2.00pm	C. R. S.	History	Government	Maths	Government

At the secondary school level, the 8-hours day of academic activities exist. Extra curricula activities come later in the afternoon after the students must have had their lunch and rested. At the adolescent age the individual has a lot of energy to expend. This is channelled into extra curricula activities such as games, sports, clubs, etc. to increase their productivity and boast their self worth.

Fig 4: A TYPICAL TERTIARY INSTITUTION TIME TABLE

	Venue	7-8am	8-9	9-10	10-11	11-12	12-1	1-2	2-3	3-4	4-5	5-6
M O N D A Y	LH2					EDU 405.2	KHE203.2		EDS 305.2	IED 508.2		
	RmA1			IED 508.2								
	RmA2		IED 508.2				KHE 101.2		CAE 107.2			
	Rm A5	CAE 108.2										
	PS Hall								EDU 101.2			
	PSHall 1				DAE 403.2 DAE 306.2				EDU 301.2 EDU 303.2A		EDU 303.2C	EDU 303.2D
	PSHall 2				DAE 203.2							
	PSHall 3									EDU 303.2B		
T U E S D A Y	.	.	.	.	.	.	.	.	.	.	.	.

F R I D A Y	ULCH 1	MGT 358.2 AEB 302.1	MGT 358.2	DU 301.2	EST 423.2	SSC 300.1	SSC 300.1			FIN 316.2	FIN 316.2	RCS 302.1
	ULCH 2		AEB 302.1	EST 423.2								
	ULCH 3	EDU 401.1E		EST 423.2				ECO 401.2	ECO 401.2		RCS 302.1	
	ULCH 4											
	ULCH7	EDU 301.2					CHM 453.2					
	ARENA		EDU 401.1E									
	MBS23					CHM 453.2						

The daily time table of tertiary institutions spreads according to activities in the area of specialization of the students. The time table covers Monday to Friday officially and covers all courses taken by different departments. It depends on how many credit units a lecture has. The students have enough time for independent work individually or as groups. They are mature enough to know how to persevere in facing the challenges posed by their chosen discipline, the output from their efforts bring joy, satisfaction and fulfillment.

The effectiveness of planning in time management at every level of education, depends, to an extent, on whether you can carry out your task without interruption in the time allocated (Ebong, 1997). You should put in your time-table important tasks that require a lot of concentration to the times of the day when you are most alert. This is prime time. In prioritizing tasks, order is decided upon by the impact the task has on the learning process. Never forget that the urgent tasks, that is, those tasks that need quick action are important and need prime time.

Well organized teaching-learning process takes place when there are very clear objectives, when the teacher knows what the learner wants, when the time each part of the lesson or lecture is known, when appropriate resources are available (Ebong, 1997). The teacher or instructor should ensure that the most effective use of time is planned making accessible to all students such learning styles as those of the activist, pragmatist, reflector or theorist. In using the activist style, learners become fully involved in new experiences and do them with all enthusiasm. The pragmatist style is for the learner who likes to try out things to see if they work in practice. They want to test new ideas in practical situations and

work on the basis that if it works it must be good. The reflector style makes the learner stand back from the action to observe from a variety of angles, taking time to reflect before reaching conclusions. The theorists prefer the legal structured approach, developing sound and sometimes complex theories from what they observe or prefer as objective or subjective judgment.

The School Calendar is an event-time guide, also known as schedule. It shows the division of the Academic year or session into specific activities. The activities are time bound because for one to be productive and achieve set goals deadlines have to be kept. A typical academic calendar of a tertiary institution contains events that span through the twenty six or twenty eight weeks of a session

Fig 5: A TYPICAL TERTIARY ACADEMIC CALENDAR (UNIVERSITY OF PORT HARCOURT)

FIRST SEMESTER

1.0	Monday, 15th November, 2010 – Saturday, 27th November, 2010	Pre-resumption Registration (On-line for Fresh Students)
2.0	Sunday 28th November, 2010 – Friday, 3rd December, 2010	i) Fresh Students arrive. ii) Fresh Students resume (Contact with Student Affairs. iii) Interactive Session with Fresh Students (Registry/Bursary/College/Faculties, etc)
3.0	Sunday, 5th December, 2010 – Sunday, 12th December, 2010	i) Returning Students arrive (5 th December, 2010). ii) Registration of Fresh and Returning Students (Registry/College/Faculties, etc)
4.0	Monday, 13th December, 2010- Wednesday, 22nd December, 2010	Lectures begin

5.0	Wednesday, 22nd December, 2010-Sunday, 2nd January, 2011	Christmas and New Year Holiday
6.0	Monday, 3rd January, 2011	Work and Lectures Resume
7.0	Monday, 10th January, 2011- Friday, 28th January, 2011	i) Late Registration for All Students (End of Registration) ii) Orientation for Fresh Students
8.0	Monday, 3rd January, 2011- Friday, 18th March, 2011	i) Lectures continue for All Students (3 rd January, 2011) ii) Mid-Semester Break (Friday 25 th -28 th February, 2011) iii) Matriculation Ceremony (4 th March, 2011) iv) End of Lectures (18 th March, 2011)
9.0	Monday, 21st March, 2011- Friday, 25 March, 2011	Revision
10.0	Monday, 28th March, 2011- Saturday, 2nd April, 2011	Convocation Week (Tentative)
NOTE	Wednesday, 1st December, 2010	Extraordinary Meeting of Senate to consider Second Semester 2009/1010 Results.
11.0	Monday, 4th April, 2011- Thursday, 21st April, 2011	First Semester Examinations
12.0	Friday, 22nd April, 2011- Thursday, 29th April, 2011	First Semester /Easter Break

SECOND SEMESTER 2010/2011 SESSION

13.0	Saturday, 30th May, 2011-	i) All Students Arrive. ii) SIWES (June-December, 2011)
.	.	.
.	.	.
.	.	.
18.0	Monday, 5th September, 2011- Friday, 21st October, 2011	2010/2011 Long Vacation (Regular Students).

Mr. Vice Chancellor Sir,

Training in Meeting Skills should be a course taken by all who aspire to management positions in any sector. Meetings take up an enormous amount of time for most professional people. Think about the number of meetings we have to attend between our normal lecture schedules each day, each week, each month. Meetings, sometimes, can become an incredible drain on the already inadequate supply of time without necessarily producing a worthwhile return on investment. In the commercial sector, every minute the sales persons are not selling, because they are in a meeting of some sort, is potentially lost revenue to the industry or company (Richardson, 1984). In education, every minute spent in unproductive meeting is potentially an opportunity lost for what could have been taught or learnt. Judgment of the value of projected meetings should be made by the impact they are likely to have on standards. Meetings are important part of working life. It should be ensured that they actually achieve what they set out to achieve.

The strategies for avoidance of time waster are summarized in Parkinson's Law to Save Time. The calendar, schedule, timetable follow Parkinson's Law to Save Time', a law credited to C. Northcote Parkinson in 1955 (<http://www.time> management success). It states that

- Work expands so as to fill the time available for its completion. The law applies to everything that is time related. Values, purpose, roles, goals, projects and actions are affected by our level of awareness and attitude towards them.

- In practice, at the higher level (the things you decide), anything that dictates what you do, has great implications in terms of work-life balance. This means that there must be limits on what you do, else it will expand throughout your life.
- On the day to day basis, that is, at the lower level (what you actually do), it is good to seek to improve the accuracy of time allocated to whatever project, tasks and actions embarked on.
- At work, Parkinson's law points out that increasing your awareness helps to improve your advantage, that is, gradually improve your ability to allocate the right amount of time to anything, one of the best time management strategy.
- The improvement of the allocation accuracy results in increased efficiency, less stress, better balance and more time to do what you want.
- Bite what you can chew, that is, learn to put limits to what you do. Always be aware that work expands to fill the time allocated to it.
- It is advisable to work out hours you want or need to put in and stick to them whether you are working at home or at your place of work. Sometimes a degree of flexibility is allowed, but use limits. It is helpful to know when to say 'No' and when to say 'Yes'.

Productivity in Education

Productivity implies doing more with less, designates how efficiently a business uses its resources; how engineers and industrialists adopt new technology, machinery, equipment and measurements control for production. It involves the relationship between input and output. The process occurs in the education or training of the individual in a particular field according to the requirements from standard curriculum. The effect of the years of experience of studentship at different levels of education is the provision of productive manpower to the labour market which helps to boost the economy and add to national development and wealth. Summarily, productivity is a measure of organizational efficiency for outputs using available resources (Ebong, 2006).

I agree with Stephen R. Covey' Time Management Matrix based on the idea that time is spent in a four quadrant matrix which means that you cannot change the time you have. This matrix can be combined with the Pareto principle or the 80-20 rule. The rule is based on the observation that, in life, the minority of causes, inputs or efforts produce the majority of effects, results or rewards. Vilfredo Pareto, an Italian economist, in 1906 discovered 20% of the Italian population owned 60% of the wealth of the nation (/Management.about.com). Other studies based on his principle revealed that his principle affects us and has real value in every aspect of life and work. You do more what actually matters. For example,

- 20% of your tasks produce 80% of your results.
- 20% of a meeting gives 80% of information
- 20% of your contribution produces 80% of the recognition you get.

- 20% of clients create 80% of sales made.
20% of the clothes in your wardrobe are worn 80% of the time.
This principle can be moderated to 80-20 or otherwise as far as the total gives 100.
Researchers of Economics of Education are challenged to find out how far they can go with Pareto's principle in Nigeria.

Fig 6: Time Management Matrix Quadrants

	URGENT	NOT URGENT
I M P O R T A N T	<p>1. Necessity – Reduce Task that need your immediate attention.</p> <p>ACTIVITIES</p> <ul style="list-style-type: none"> • Crises • Pressing problems • Deadline-driven projects <p>RESULTS</p> <ul style="list-style-type: none"> • Stress • Burn-out • Crisis management • Always putting out fires 	<p>2. Quality – Increase Habitual, proactive actions that reduce necessity.</p> <p>ACTIVITIES</p> <ul style="list-style-type: none"> • Prevention, capability improvement • Relationship building • Recognising new opportunities • Planning, recreation <p>RESULTS</p> <ul style="list-style-type: none"> • Vision, perspective • Balance • Discipline • Control • Few crises
N O T I M P O R T A N T	<p>3. Deception - Manager Things that appear to be worth going</p> <p>ACTIVITIES</p> <ul style="list-style-type: none"> • Interruptions, some callers • Some mail, some reports • Some meetings • Proximate, pressing matters • Popular activities <p>RESULTS</p> <ul style="list-style-type: none"> • Short term focus • Crises management • Reputation-chameleon character • See goals and plans as worthless • Feel victimized, out of control • Shallow or broken relationships 	<p>4. Waste - Avoid Time wasting Activities.</p> <p>ACTIVITIES</p> <ul style="list-style-type: none"> • Trivia, busy work • Some mail • Some phone calls • Time wasters • Pleasant activities <p>RESULTS</p> <ul style="list-style-type: none"> • Total irresponsibility • Fired from jobs • Dependent on others or institutions for basics

Source: Modified from Stephen R. Covey’s Time Management Matrix
(www.brefigroup.co.uk/acrobat/quadrant.pdf)

The explanation as given by Covey (Time Management Success .com 2009-2011) based on seven habits of effective people are as follows:

Quadrant 1 - Urgent and Important

The Quadrant of Necessity contains the reactive tasks that need to be done, often at the last minute. Crises, fire-fighting and looming deadlines are examples. Time spent cannot be avoided, but can be significantly reduced if one is prepared to spend more in the activities required.

Quadrant 2 - Important but not Urgent

The Quadrant of Quality entails proactive tasks, often habitual, that maintains or improves the quality of work and life. The more one expands the quadrant, the more the pseudo emergencies that should never have been allowed are reduced. Examples include maintaining and building relationships, regular exercise, healthy eating or learning new skills and even becoming more aware of the importance of time management itself.

Quadrant 3 - Urgent but not Important

The Quadrant of Deception has it that many people have gone home in the evening wondering where all the time went. It is so easy to get sucked into doing things that are the wrong side of the 80-20 rule. Example are found in such time wasters as too many meetings that turn out to be less effective. Popular activities and other people are sources of interruption. In this group people who think their productivity level remains constant have their ages reduced so that they can remain in the job as long as they do not cause any health risk or emergency. Covey advises that one should learn to be assertive and say 'No' It is good to delegate work.

Quadrant 4 - Neither Urgent nor Important

The Quadrant of Waste consists of you knowing what it is and when you've been in it. You start out as restful time proactively, but spend too long doing mindless things. For example, Wasting time online, watching television, excessively long conversations face to face or on phone.

The activities and results from all four quadrants can be moderated to give good time management strategies.

Researches

Researches have shown that there is a significant relationship between education and earnings with time being the controlling factor. In a study on apprenticeship training McIntoch (2004) found out that the gains in wages following a successful completion of the scheme was remarkably stable on an average range of 5-7% in each year (1996-2002). Enaohwo (1990) carried out a study in Port Harcourt on the distribution of earning by age and educational attainment. He found out that the take home remuneration was commensurate to the level of education or training the workers received. Aromolarin (2004), in the study on wage returns to schooling in Nigeria discovered that the estimate for both men and women were small at the primary and secondary school levels (about 2-4%), but substantial at the post secondary school levels (10-15%).

Ebong (2003) carried out a study on the relationship between years spent in education and productivity in South-South Nigeria using civil servants in State capitals of Rivers, Bayelsa, Akwa Ibom, Delta and Edo States. This sample consisted of heterogeneous occupational groupings. Documents analysis was used to check dates of appointment, promotions and on-the-job training schedules and utilization.

The study revealed that years of schooling enhanced productivity, made the recipients more efficient in carrying out their responsibilities, were more knowledgeable and could adjust to changes and the challenges of the labour market. There was also a positive relationship between time spent on-the job-training and productivity. The study also revealed that self or informal employment does not need high level qualification or many years of schooling.

In the study on Computer Use in the 120 government approved private pre-primary and primary schools in Port Harcourt Local Government Area (PHALGA) and Obio/Akpor Local Government Area (OBALGA), Rivers State, Ebong & Asodike (2007) discovered that the children who used the computers at their early ages (5-6 years old) were more active in participating in classroom activities. This also challenged the teachers to learn more computer related skills to cope with the children's progress.

Education at an early age leaves an indelible mark in the memory of the young. Children who had access to computers were able to use softwares to compose letters to friends or relatives (64%), draw to express themselves on picture (80%), increase their vocabulary(78%), improve their mathematics operation (87%).

Parents and teachers are encouraged to get involved in the use of computers for teaching and learning. Unfortunately, the study revealed that the children (70%) were more literate in computer use than their teachers (40%). You cannot give what you do not have. Teachers should at every level of education, have themselves well informed in what they want to impact on others, to ensure that productivity continues positively.

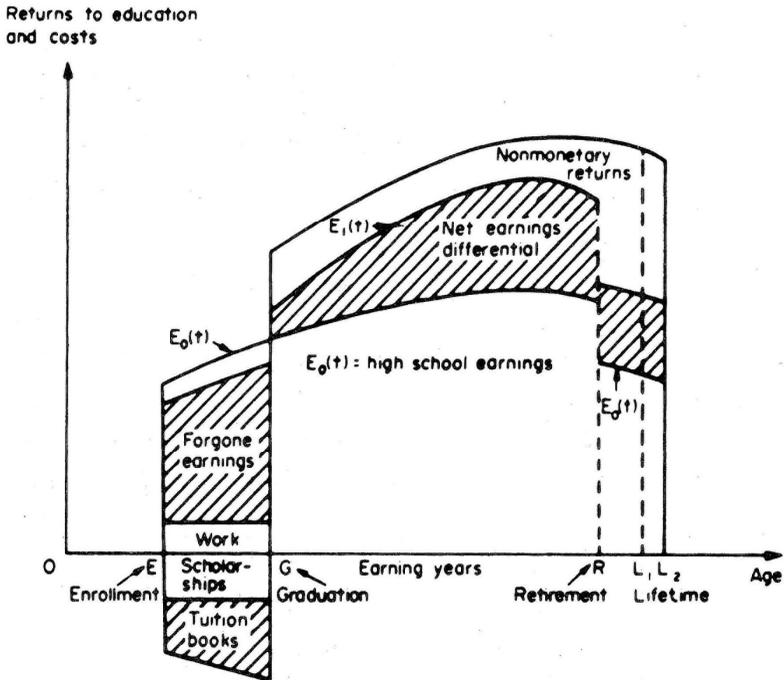
The study which has already been published in CORDESRIA Journal, will continue for the next five years as the resources in capacity building of educational facilities in Rivers State preprimary and primary schools improve.

Age –earning Profile

A family welcomes a new bundle of joy into her fold. This day marks the baby's birthday, a day the child gets an identity in terms of personality and behavioural patterns according to the traditions of the family. It is a time of excitement, stress, sharing, directing, providing as the child grows through the cognitive, affective and psycho-motor domains of activities learning about the environment to be encountered. The child passes through the exuberant and daring period of adolescence into adult life with attendant schooling to match the age and finally arrives at the world of work. All these activities should make the human being graceful about who and what the person is.

Age, sex, race, social background, place of residence or the environment, type of employment, occupation and training received on-the-job are important determinants of earnings. Additional education is expected to raise lifetime earnings, thus the acquisition of education is a private investment decision geared to future returns. Age – earning profile is a phenomenon derived from age-earning data of different categories of workers by level of educational qualification or attainment until retirement. It is a life-long process. Calculations make use of standard formulae in education and finance. McMahan in Psacharopoulos (1987) pointed out that calculations could involve approximation of expected age–earning profiles, which is what is adopted in Nigeria. The calculation is explained as follows (Figure 7).

Fig 7: Investment in Higher Education and Private Returns over a Life Cycle



Source: McMahon and Wagner (1982) in Ebong J. M. 2006 Understanding Economics of Education.pp.120-121

$E_1(t)$ represents earnings expected at each age from graduation to retirement. $E_0(t)$ measures foregone earnings prior to graduation, and $E_0(t)$ after graduation represents the earnings that could have been expected in the absence of the increment to education. For example, the expected rate of return, the two points of earnings expected at graduation (Y_0) and earning expected 25 years later near the peak of the age earning profile. Y_{25} are used to determine the level of each

age-earnings profile. McMahon in Psacharopoulos (1987 p. 191) explains further that the pure expected rate of returns r^* is given by solving the following formula using individual micro data for teaching the students, calculated on the computer using individual micro data for each student. That is: -

G

$$\sum_{t=E} [E_0(t) + C(t)] (1+r^*)^t$$

R

$$\sum_{t=G} [E_1(t) + E_0(t)] (1+r^*)^{-t} \quad (1)$$

where $E_1(t) - E_0(t)$ = expected net earnings differential attributable to the next higher level of education;

$E_0(t)$ = the foregone earnings or indirect costs;

$C(t)$ = costs consisting of tuition and fees, books and special fees;

r^* = the expected rate of return;

t = age;

$E \dots G$ = beginning of education to graduation for the level of education being evaluated; and

R = retirement

Age declaration to add to your earning years is counter productive. There are activities you cannot carry out at work after a certain age. Investment becomes consoling when it is profitable. Profitability thus stands as a very important determinant in investment in human capital. Age is a time bound phenomenon used in economics of education when discussing rate of returns to education. There is a beneficial age when you have to start schooling and a graduation time for the primary school pupil, secondary school student. However, at the tertiary level most students are adults and knowledge

correlating their beneficial time depends on what the individual wants to do after the secondary school education. The rate of returns is calculated on the basis of earnings from an occupation by age and the probability of employment.(Zymelman, 1976) For instance, the salaries of new entrants into a job is different from those of more experienced workers. Adjustments are possible after in-service or on-the-job training. In most institutions or job market calculations are carried out after the first three to five years. e.g. in the university system we have the prescribed time for confirmation of service, time for promotion, time you can go on sabbatical leave, and time for retirement, etc.

Conclusion

Mr. Vice Chancellor Sir,

I have attempted in this lecture, as an Economist of Education, a Professor of Educational Management and a Social Scientist, to put across that Time, a management resource, has a tangible presence in our everyday activities. Its proper management or utilization is the key to any form of productivity. For example, it has been argued in this lecture that productivity output resulting from all the investment made on education by the family, government and the society is proportional to the efficiency of time management. Also, in tracing the history of the development of structured time, I have shown that time is a universal phenomenon, therefore, there is no such thing or term as **African Time**. The difference is in the cultural approaches of value and measurement of time. Most Africans traditionally measured time in five major segments. This has been shown to be a militating factor against effective development when compared with productivity level in technologized clock timing.

The technological time in which we belong, notwithstanding, this lecture has shown that planning is a function of time management. If, therefore, we have failed as a nation or institution, as is echoed in our complaints about the standard of education and productivity, it is an indication of the extent to which we have failed in managing the time available to us.

Permit me, at this point, to share with all of us this piece which portrays that nothing exists in nature without productivity as its goal,

One day, I asked God for Instructions
On how to live on this earth.

God brought His Voice close to my ear and said...

Be like the Sun,
Arise early, and do not go to bed late.

Be like the moon.
Shine in the darkness, but submit to the greater light.

Be like the birds,
Eat, sing, drink, and fly.

Be like the flowers
Loving the sun, but faithful to your roots.

Be like the faithful dog, but only to your Lord.

Be like the fruit,
Beautiful on the outside,
and healthy on the inside.

Be like the day which arrives and leaves without boasting.

Be like the oasis,
Give your water to the thirsty.

Be like the firefly
Although small, it casts its light.

Be like the river
Always moving forward.

And above all things
Be like the heavens
A Home for God.

All things natural exist for a purpose, to be productive, and they choose their time to do so. This is why we should Time our Work and watch our Clock as the Key to Productivity.

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CITATION ON
PROFESSOR JOSEPHINE MFON EBONG



BY
PROFESSOR ANYAMEBO K. OKOROSAYE
ORUBUNITE

The Vice Chancellor,
Deputy Vice Chancellors,
Registrar and other Principal Officers,
Provost, College of Health Sciences,
Dean School of Graduate Studies,
Dean Faculty of Education
Deans of Faculties,
Distinguished Professors and Scholars,
Directors of Institutes and Units
Other distinguished Administrative Staff
Distinguished Guests,
Great Students of Unique Uniport,
Members of the Press,
Ladies and Gentlemen.

INTRODUCTION

Professor Josephine Mfon Ebong, the University's 82nd Inaugural Lecturer. was born in Ekit Itam 2 in Itu Local

Government Area of Akwa Ibom State to late Sir Peter Asuquo Akpan and late Lady Philomena Grace Akpan (*Nee* Okon Ubia) on the 26th September, 1948. She is married to Chief, Sir, (Engr.) Isidore Okon Ebong of Adiasim Ikot Akpan Abba, Essien Udim Local Government Area, Akwa Ibom State and blessed with four children and one grandchild.

EDUCATION

Professor Josephine Mfon Ebong attended the Holy Child Convent Primary School, at Ifuho, in Ikot Ekpene Local Government Area of now Akwa Ibom State. she then proceeded to the prestigious Cornelia Connelly College (C.C.C.), Uyo (1962 to 1966) and obtain the West African School Certificate. In 1967 her Higher School programme was disrupted by the Nigerian civil war. In 1970, the aftermath of the war brought economic hardship to her family which made her, being the first of ten children, to give opportunity to her siblings to go to school. She was given appointment as a teacher in her *alma mater* as a Mathematics teacher. In 1972 she proceeded to the College of Education, Uyo, Akwa Ibom State and obtained the Nigerian Certificate in Education (NCE), majoring in Mathematics/Geography. 1975 to 1977 saw her back to C.C.C. Then family migration brought her to Government Girl's Secondary School, Harbour Road, (1977-78). This completed three years for her to qualify for scholarship to read Education which she did between 1978 to 1981 at the University of Ife, now Obafemi Awolowo University, Ife, Oyo State to obtain the B.Sc (Ed). She was admitted into the Faculty of Education (1982 -1984) for the M.Ed programme after National Youth Service at the Rivers State College of Education, Rumuolumeni, Port Harcourt. She taught in the Federal Government College, Abuloma (1984-

1986). Again with family movement, she enrolled in the University of Wales College of Cardiff for a Ph.D in Economics of Education.

CONTINUED SERVICE TO HUMANITY

Professor Josephine Mfon Ebong returned to the Federal Government Girls' College, Abuloma in 1988 to continue as a Mathematics teacher and College Statistics Co-ordinator.

In 1991 she was given an appointment by the University of Port Harcourt as a Lecturer II. She progressed steadily to the rank of Lecturer 1 in 1993, 1997 to Senior Lecturer and finally came to the peak of her career as a Professor of Educational Management in April 2009. Professor J. M. Ebong since joining the University of Port Harcourt has sincerely worked to teach, carry out research and render social services to humanity.

Professor J. M. Ebong's presence in the University Senate dates back to 2001. She has been the Ag. Head of Department of Educational Management (2001-2003), two-term Associate Dean of the Faculty of Education (2006-2008; 2008-2010) She has been in Senate to participate in decision making for the University since 2001-2003(Ag. Head of Department), 2003-2005(Senate Representative at UDPS Board), 2006-2010 (Faculty Representative) and presently as a professor she is a permanent member.

She has not relented as an erudite scholar, with over 37 journal articles published national and international, 2 books, 3 co-authored books, 8 chapters in edited books, she has been editor of a widely read academic journal (African Journal of Educational Research and Development (AJERD)), a

publication of the Department of Educational Management (2007-2011), Associate Editor of Journal of Education for Developing Areas (JEDA), a publication of the Faculty of Education (2003-2005). She is a member of the Editorial Board of the School of Graduate Studies. She has chaired the University of Port Harcourt Chapter of the Nigerian Association of Educational Administrators and Planners (NAEAP) since 2009, a body concerned about the development and productivity of educational administrators and planners and has successfully organized conferences with themes “Managing Entrepreneurship Education” (2009), “Quality Assurance: Input, Process, Output” (2011). She has also acted in an advisory capacity for the 2010 NAEAP International Conference on “Educational Management, Environmental Literacy and Climate Change”, held in Port Harcourt. She has attended various training workshops including Retraining of Teachers under the MDGs Projects and the UNESCO Train the Trainer Workshops and conferences in and outside Nigeria, presented numerous papers, chaired sessions and served as resource person. Worthy of mention are the IEASA Conference in Johannesburg, South Africa (2005) where she presented a paper on “Institutional Revenue Generation Through Internationalisation” and the ASBBS Conference, Paris (2011) where a paper on “Professional Training in the Formal Sector and the Job Market” was presented. Her research interest is mainly on the coordination of resources for enhancing productivity through education. She has participated in the Stakeholders Forum on Guidelines for the Implementation of the National Teachers’ Education Policy.

Professor Josephine Mfon Ebong has demonstrated her belief in quality education and productivity by producing 11 Ph.D

and 70 M.Ed graduates. All, except 3, are gainfully employed as lecturers, teachers, administrators and managers. The 1 Ph.D who is not yet been employed is running a family enterprise. The 2 M. Ed are self employed. She has served as External Examiner for the University of Uyo, Federal College of Education (Technical) Omoku, University of Lagos Akoka and participated in National Universities Commission's Accreditation Exercise. She has served in University Adhoc and long term Committees including Committee on Task Force on Computer Usage (1995), Committee on New Faculties and Programmes (2010), Panel on Investigation of a case of Plagiarism (2011), and the Strategic Research Plan Committee (2011) She is the Quality Assurance and Quality Control Officer of the University in the Faculty of Education (2011).

AFFILIATIONS

Professor Josephine Mfon Ebong is a member of the Nigerian Association of Educational Administration and Planning (NAEAP), Nigerian Women in Academics (NAWACS), Curriculum Organization of Nigeria (CON), American Economic Association (AEA), Educational Research Network for West Africa and Central Africa(ERNWACA), and Association of Business and Behavioural Sciences (ASBBS).

AWARDS

She holds the following awards - Fellow of Institute of Corporate Administration (FICA); Pillar of Institute of Human and Natural Resources. She also holds the Award of Excellence from National Association of Educational Management Students (NAEMS), Uniport Chapter (2002) for Headship of the Department; Nigerian Universities Education Students' Association (NUESA), Uniport Chapter (2004) for

being a Staff Adviser; ITAM OMA WOMEN ASSOCIATION, Itu L. G.A., Akwa Ibom State for contribution to development in the Local Government Area.

CONCLUSION

Professor Josephine Mfon Ebong is married to Sir Isidore Okon Ebong. She is a mother, a grandmother, a member of Catholic Women Organization, matron of Catholic Youth Organization, a Lady Knight of the Order of St. John International, a Jerusalem pilgrim (JP). She tries to glorify her creator through rendering service to humanity in these capacities.

Mr. Vice-Chancellor Sir, ladies and gentle men, I have the honour, most respectfully to present to you, Professor Josephine Mfon Ebong, the 82nd Inaugural Lecturer, who incidentally will deliver the very first University of Port Harcourt Inaugural Lecture on Economics of Education.

Mr. Vice-Chancellor Sir, ladies and gentlemen, I am done. I thank you for listening and wish you an interesting celebration of academic excellence.