

CURRICULUM VITAE

OFEIMU, JOSIAH

Department of Educational Foundations and Management,

Faculty of Education, Ambrose Alli University,

P.M.B. 14, Ekpoma, Edo State, Nigeria.

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PERSONAL DATA

Date of birth	23/10/1984
Place of Birth	Ukhun-Ekopma
L.G.A.	Esan West
State of origin	Edo
Nationality	Nigerian
Religion	Christianity
Permanent Home Address	6 Ogbeta Quarters, Ukhun
Sex	Male
Marital status	Married
Next of Kin	Mrs. Nancy Ibaduwede Ofeimu

CAREER OBJECTIVE

To strive for excellence and precision at all times, in all positions and circumstances, with aim of attaining the institutional/organizational objectives.

CURRENT POSITION

Lecturer II, Department of Educational Foundations and Management, Faculty of Education, Ambrose Alli University, Ekpoma.

INSTITUTIONS ATTENDED WITH DATES

- | | |
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| 1. Ambrose Alli University, Ekpoma | 2015-2018 |
| 2. Ambrose Alli University, Ekpoma | 2011-2014 |
| 3. Ambrose Alli University, Ekpoma | 2005-2008 |
| 4. Austin-Beth Secondary School, Ekpoma | 1996-2001 |

QUALIFICATIONS WITH DATES

- | | |
|--------------------------------------|------------|
| 1. Ph.D in Educational Management | 2018 |
| 2. M.Ed in Educational Management | 2014 |
| 3. B.Sc Ed in Educational Management | March 2009 |
| 4. NECO | 2001 |

WORK EXPERIENCE

Date	Organization	Schedule of Duties
2009	Zanna Royal Academy, Ekpoma, Edo State Nigeria.	Computer Instructor
2009-2010	National Youth Service Corps (Kwara State)	Government Teacher and Corps Liaison Officer
2010-2011	FestEric Computer Technology, Emaudo-Ekpoma, Edo State, Nigeria	Computer Instructor
2011-2016	Ambrose Alli University, Ekpoma, Edo State, Nigeria	Security Staff
2017- Nov 2017	Ambrose Alli University, Ekpoma, Edo State, Nigeria	Administrative Assistant, Council Affairs Division
Dec 2017 to date	Ambrose Alli University, Ekpoma, Edo State, Nigeria	Lecturer, Dept. of Educational Foundations & Mgt.

Positions Held with Dates

- In attendance, Council Committee on Appointments Made in the University (2016-2017) June-July,2017
- Secretary, University Committee on fake school fee's receipts and Printouts during 2016/2017 first semester examination of Part-Time Degree Programme Oct. 2017
- Course Adviser to History Education (400 Level) 2017-2019
- Time Table Officer (EFM)/Member, Faculty Timetable Committee 2017-2020
- Member, Faculty Prayer Committee 2018-2020
- Secretary, Faculty Conference Committee 2018-2020
- Departmental Project Coordinator 2018-2019
- Examination Officer 2019-2021
- Departmental Board Secretary 2021-date
- Managing Editor, African Journal of School Business (Dept. Journal) 2021-date
- Member, Faculty Teaching Practice Committee 2021-date
- Member, Faculty of Education Conference Committee 2021-date
- Course Adviser to 400 Level Educational Management 2021-date
- Member, University Committee on unauthorized sale of cow in the Cattle Section of the University Farm Dec 2021

PUBLICATIONS

Before Last Promotion

- Eimuhi, J.O. & Ofeimu, J. (2014). Repositioning Higher Education for Peace Building and Peace Culture in Nigeria Tertiary Institution: The Role of the Educational Manager. Journal of the Faculty of Education, Ambrose Alli University, Ekpoma. Vol. 14 No 2, pp 84-92.
- Ofeimu, J., Kolawole, B.O. & Omoike, B.J. (2016). In-service training of teachers and students' academic performance in secondary schools in Edo Central Senatorial District. African Journal of School Business, Vol. 1 No. 1, pp 01-08.

3. Jimoh, B.O., Imhanbor, E.O. & Ofeimu, J. (2016). Principals' Supervisory Function and Teachers' Job Performance in Secondary Schools in Edo Central Senatorial District. *African Journal of School Business*, Vol. 1 No. 1, pp 114-122.
4. Ofeimu, J. (2016). Problems of Annual Performance Appraisal in Nigerian Universities. *African Journal of School Business*, Vol. 1 No 2, 38-50.
5. Omoike, D.O., Ofeimu, J & Omozuawo, S.E. (2016:199-210). Managing Security Challenges on Campuses in Nigeria: The 21st Century Approach. In E.O. Omoregie and B.O. Jimoh (Eds), *Education and Best Practices in the Twenty First Century: A Book of Readings*. Lagos: AMFITOP BOOKS.
6. Ofeimu, J. & Kolawole, B.O. (2017). Teacher Quality as Determinant of Students' Academic Performance in Secondary Schools in Edo South Senatorial District of Nigeria. *British Journal of Education*, 5(13), 19-30.
7. Omoregie, E.O., Omozuawo, S.E. & Ofeimu, J. (2017:213-222). Innovative Approaches to the Teaching of Business Education for Economic Diversification in Nigeria: Issues and Challenges. A book of readings of the Faculty of Education, Ambrose Alli University, Ekpoma. Lagos: AMFITOP BOOKS.
8. Ofeimu, J. Ahmed, E.S. & Kolawole, B.O. (2018). Influence of Principals' Sex, Experience and Age on their Choice of Leadership Style in Managing Students' Indiscipline in Public Secondary Schools in Edo North Senatorial District Of Nigeria. *International Journal of Academic Research in Progressive Education and Development*, 7(1):12-23.
9. Ofeimu, J., Abdulrahman, Z. & Kolawole, B.O. (2018). Challenges encountered by principals in enforcing students' Discipline in Secondary Schools in Edo North Senatorial District, Nigeria. *European Journal of Educational and Development Psychology*, 6(2): 35-47.
10. Ofeimu, J. & Eimuhi, J.O. (2018). Influence of In-service training of teachers on academic performance of students in secondary school in Edo State. *Africa Journal of School Business (AJSB)*, 3(1): 01-11
11. Aiwuyo, O.M., Isabu, M.O. & Ofeimu, J. (2018). Managing primary education for sustainable development in Nigeria. *International Journal of Educational Planning and Administration*, 3(4): 48-56. Ondo: The NIEPA PUBLISHING HOUSE.
12. Akhimiemhonan, A.S. & Ofeimu, J. (2018). Relationship between study hour utilization and Academic Performance in Senior Secondary School Students in Edo Central Senatorial District, Nigeria.

After Last Promotion

13. Anolu, C.O. & Ofeimu, J. (2019). Lecturers' Perception of the usefulness of computer-based examination in tertiary institutions in Edo State, Nigeria. *European Journal of Educational and Development Psychology*, 7(1): 16-29.
14. Ehiaguina, S.O. & Ofeimu, J. (2019). Capacity Building: A Panacea to University Administrators' Ineffective Management of Nigerian Universities. *Journal of Education Research (JER)*, 1(2): 57-62, Faculty of Education, Federal University, Otuoke, Bayelsa State, Nigeria.

15. Ofeimu, J. (2019). Relationship between Students' Engagement in Recreational Activities and Academic Performance in Ambrose Alli University, Ekpoma, Edo State, Nigeria. *Journal of Education Research (JER)*, 1(2): 70-80, Faculty of Education, Federal University, Otuoke, Bayelsa State, Nigeria.
16. Ofeimu, J., Okan S. and Iduweh, C.O. (2019). School Climate and Teachers' Commitment to Work in Public Secondary Schools in Edo North Senatorial District. *Education for Understanding and Advancement (A multidisciplinary research journal of the College of Education, Igueben, Edo State, Nigeria)*, 2(1), 24-34.
17. Isabu, M.O., Asemhe, S.A. and Ofeimu, J. (2020). Roles of Teachers in Managing Teaching and Learning Situations in Public Secondary Schools in Esan West Local Government Area of Edo State. *International Journal of Integrated Research in Education (IJIRE)*, vol. 2(1): 40-47.
18. Ofeimu, J., Asemhe, S.A. and Jimoh, N.O. (2020). Sexual Harassment: Incidences, Nature, Causes and Effects on Female Students of Ambrose Alli University, Ekpoma, Edo State, Nigeria. *Journal of Education Thought*, 10(2): 167-176.
19. Ofeimu, J. and Omozuawo, S.E. (2020). Relationship between Remuneration and Job Effectiveness of Teachers in Public Secondary Schools in Edo State, Nigeria. *International Journal of Integrated Research in Education (IJIE)*, vol. 2(3): 07-14.
20. Ofeimu, J. and Kolawole, B.O. (2021). Managing Secondary Education for Functional Leadership, Values Re-Orientation and Sustainable National Development in Nigeria. *International Journal of Social Science and Human Research*, 04(11), 237-3242.
21. Asemhe, S.A. and Ofeimu, J. (2021). Analysis of Private Costs of Schooling by Students of the Faculty of Education, Ambrose Alli University, Ekpoma, Edo State, Nigeria. *Global Scientific Journals*, 9(11), 1533-1543.
22. Ofeimu, J. & Uloko, C.I. (2022). Participation of Parent-Teachers Association in the Development of Secondary Schools in Edo State, Nigeria. *Global Scientific Journals*, 10(2), 191-205.

ACCEPTED FOR PUBLICATION

Ofeimu, J., Eimuhi, J.O. and Ojiemhenkele, A.E. (2022). Politics In The Management Of Educational Support Services In Nigerian Universities. *Niger Delta Journal of Education*, Wilberforce Island, Bayelsa State, Nigeria, Vol. 13(1), 2022

CONFERENCES ATTENDED

1. Annual National Conference of the Nigerian Association for Educational Administration and Planning held in Ekpoma. Edo State, October 26th – 28th,
2. 2011. Annual National Conference of Nigerian Association for Educational Administration and Planning held in Abuja, 14th – 17th October, 2014.
3. 6th Annual National Conference of the Faculty of Education, Ambrose Alli University, Ekpoma, Edo State, Nigeria held 17th to 20th June, 2019.
4. 7th Annual National Conference of the Faculty of Education, Ambrose Alli University, Ekpoma, Edo State, Nigeria held 10th to 13th March, 2020.

5. 6th Annual International Conference of the Faculty of Education, Niger Delta University, Wilberforce Island, Bayelsa State, Nigeria held 8th -12th February, 2021

HONOURS/AWARDS

- National Youth Service Corps, Kwara State.
Corps Liaison Officer (CLO).

SKILLS

Computer Skills: (MS Word, MS Access, MS Power Point, MS Excel, Corel Draw).

EXTRA CURRICULAR ACTIVITIES

Leading, teaching, innovative, reading and research.

MEMBERSHIP OF PROFESSIONAL BODY

Member, Nigerian Institute of Management, Lagos (MNIM)

Member, Nigerian Association for Educational Administration and Planning (NAEAP)

Member, Association of Nigerian University Professional Administrators (ANUPA)

REFEREES

1. Prof. Mrs. E.O. Omoregie
Department of Educational Foundations & Management
Faculty of Education
Ambrose Alli University, Ekpoma.
08055673003
2. Dr. B.O. Jimoh
Associate Professor
Department of Educational Foundations & Management
Ambrose Alli University, Ekpoma.
07062035055
3. Ifenlio Nwabudike, Esq.
Deputy Registrar/Secretary, School of Post Graduate Studies
Ambrose Alli University, Ekpoma
08058850059

Ofeimu, J. & Kolawole, B.O. (2017). Teacher Quality as Determinant of Students' Academic Performance in Secondary Schools in Edo South Senatorial District of Nigeria. *British Journal of Education*, 5(13), 19-30.

ABSTRACT

This study investigated teachers' quality as determinant of students' academic performance in secondary schools in Edo South Senatorial District of Nigeria. In pursuance of this course, four (4) research questions were raised and two of them were answered that were not hypothesized while two (2) hypotheses were formulated and tested at 0.05 level of significance. A correlational research based on survey research design was adopted. The population for this study consisted of 418 Mathematics and English Language teachers in secondary schools in Edo South Senatorial District of Nigeria. Eighty-four (84) Mathematics and English Language teachers in secondary schools were sampled. The checklists titled: "Students' Academic Performance Checklist (SAPC)" and Teacher Quality Checklist (TQC) were used for data collection. The analysis of the result was carried out using frequencies, percentages and Pearson Product Moment Correlation Coefficient. The results revealed that level of teacher quality in secondary schools in Edo South Senatorial District of Nigeria was high, there was average level of students' academic performance in secondary schools in Edo South Senatorial District of Nigeria, Teacher quality and academic qualification had no significant influence on students' academic performance. It was recommended among others that principals should ensure that the potentials of the teachers are well harnessed and utilized to reflect the true picture of their quality in the academic performance of students.

Ofeimu, J. Ahmed, E.S. & Kolawole, B.O. (2018). Influence of Principals' Sex, Experience and Age on their Choice of Leadership Style in Managing Students' Indiscipline in Public Secondary Schools in Edo North Senatorial District Of Nigeria. *International Journal of Academic Research in Progressive Education and Development*, 7(1):12-23.

Abstract

This study investigated influence of principals' sex, experience and age on choice of leadership styles in managing students' indiscipline in public secondary schools in Edo North Senatorial District, Nigeria. Four (4) research questions were raised and two (2) of which were not hypothesized but answered while two (2) hypotheses were formulated and tested at 0.05 level of significance. The descriptive study based on survey research design was adopted. A population of 184 principals of public secondary schools in Edo North Senatorial District was studied. The questionnaire used was titled: "Influence of Principals' Leadership Style on Managing Students' Indiscipline (IPLSMSI)". The data collected were analyzed using mean and standard deviation and the t-test. The results of the study were that principals in secondary schools in Edo North Senatorial District adopted three leadership styles in managing students' indiscipline. These included democratic leadership style, autocratic leadership styles and laissez-faire leadership style. The democratic leadership style was the most effective style used by principal in managing students' indiscipline in Edo North Senatorial District. It was recommended that principals should adopt the democratic style of leadership in managing students' indiscipline in secondary schools since it was found most effective.

Ofeimu, J., Abdulrahaman, Z. & Kolawole, B.O. (2018). Challenges encountered by principals in enforcing students' Discipline in Secondary Schools in Edo North Senatorial District, Nigeria. *European Journal of Educational and Development Psychology*, 6(2): 35-47.

Abstract

This study was carried out to investigate challenges encountered by principals in enforcing students discipline among secondary schools in Edo North Senatorial District. Five (5) research questions were raised while three (3) hypotheses were formulated and tested at 0.05 level of significance. The descriptive method based on survey research design was adopted. A population of 286 principals of public and private secondary schools in Edo North Senatorial District was used while 172 principals constituted the sample size using a simple random sampling technique. The sample comprised 60% of the entire population. The questionnaire was used to gather relevant data and was titled: Challenges of Principals in Enforcement of Students' Discipline Questionnaire (CPESDQ). The data collected were analyzed using mean, standard deviation and t-test. It was found among others that principals in secondary schools in Edo North Senatorial District encountered 10 different challenges in the enforcement of students' discipline. Some of these challenges included school owners' interference and students' fear of assault which were ranked highest, while restriction by law was ranked least in secondary schools in Edo North Senatorial District. Further, principals of public secondary schools encountered more challenges in the enforcement of students' discipline than their counterparts in private secondary schools in Edo North Senatorial District. It was recommended based on the findings that principals of secondary schools should develop coping strategies in solving challenges encountered in enforcing students' discipline. The strategies were Reality Therapy (RT) and Discipline with Dignity (DD).

Ofeimu, J. & Eimuhi, J.O. (2018). Influence of In-service training of teachers on academic performance of students in secondary school in Edo State. *Africa Journal of School Business (AJSB)*, 3(1): 01-11

Abstract

The purpose of this study was to investigate the influence of in-service training of teachers on academic performance of students in secondary schools in Edo State, Nigeria. The study was delimited to teachers of junior public secondary schools in Edo Central Senatorial District. Three (3) research questions were raised and answered. The descriptive survey research design was adopted for this study. The population comprised two hundred and thirty (230) English Language and Mathematics teachers in public junior secondary schools. A sample of one hundred and thirty eight (138) teachers was used, representing 60% of the total population of the study. The checklist was used to gather data on in-service training of teachers and the students result scores was also used for analysis to determine academic performance level of students. From the analysis of data, the following were the findings: that secondary school teachers in Edo State are exposed to nine (9) different types of in-service training programmes and academic performance of students in secondary schools in Edo State is low. That frequency rate of providing in-service training programmes in secondary schools is low and only 32.22% of the teachers have attended in-service training programmes. Arising from the findings, it was recommended that government through the Ministry of Education should ensure that in-service training programmes are regularly made available to secondary school teachers; that federal, state and local governments should make funds available to schools for teacher in-service training programme.

Anolu, C.O. & Ofeimu, J. (2019). Lecturers' Perception of the usefulness of computer-based examination in tertiary institutions in Edo State, Nigeria. *European Journal of Educational and Development Psychology*, 7(1): 16-29.

Abstract

This study investigated lecturers' perception of the usefulness of computer-based examination in tertiary institutions in Edo State, Nigeria. Three research questions guided this study while one hypotheses was tested at 0.05 level of significance. The study adopted the descriptive survey research design. The population of this study was 1,480 lecturers in three tertiary institutions in Edo State. A sample of 148 lecturers was chosen for this study. The instrument used was the researcher designed questionnaire titled: "Lecturers Perception on the Use of the Computer-Based Examination Questionnaire (LEPUCBETEQ)". The instrument was validated by the researchers with assistants of two other experts in Educational Management. The reliability test was carried out on the instrument using test-re-test reliability method and a reliability index of 0.82 was obtained. The data collected were analyzed using percentage and one way analysis of variance. The findings of the study showed that the lecturers had positive perception on the use of the CBE by students and that lecturers had positive perception on students' acceptability of the use of computer-based examination and that no significant difference exist in lecturers' perception of the use of CBE as a mode of assessment of the students in the tertiary institutions based on school type. It was recommended that Vice-Chancellors of universities, Rectors of polytechnics and Provosts of Colleges of Education should introduce Computer-Based Examination in their schools as mode of students' assessment and that government as proprietors of these institutions should endeavour to provide the necessary ICT facilities for the full implementation of CBE in the tertiary institutions.

Isabu, M.O., Asemhe, S.A. and Ofeimu, J. (2020). Roles of Teachers in Managing Teaching and Learning Situations in Public Secondary Schools in Esan West Local Government Area of Edo State. *International Journal of Integrated Research in Education (IJIRE)*, vol. 2(1): 40-47.

Abstract

This study investigated the roles of teachers in managing teaching and learning situations in secondary schools in Esan West Local Government Area of Edo State. The study focused on public secondary schools in Esan West Local Government Area of Edo State and the study was guided by four research questions. The study employed the descriptive research design. The population of the study was made up of all the two hundred and seven (207) teachers in all the 16 public secondary schools in the study area. The simple random sampling technique was used to select a sample size of 79 teachers which was 38% of the population. An adapted questionnaire titled Role of Teachers in Managing Teaching and Learning Situations Questionnaire (RTMTLSQ) was used to elicit responses from the respondents and the data obtained were analyzed using mean, standard and deviation. The study found out among others that teachers played the role of a facilitator in managing teaching and learning situations in Esan West Local Government Area of Edo State. Based on the findings, the study recommended among others that in playing the role of facilitators, the teachers should often times adopt active learning methodology to enhance effective teaching and learning situations

Ofeimu, J. and Kolawole, B.O. (2021). Managing Secondary Education for Functional Leadership, Values Re-Orientation and Sustainable National Development in Nigeria. *International Journal of Social Science and Human Research*, 04(11), 237-3242.

ABSTRACT

The study examined the management of secondary education for functional leadership, values re-orientation and sustainable national development in Nigeria. The descriptive survey design was adopted. The population comprised 142 principals of public junior and senior secondary schools in Edo Central Senatorial District of Nigeria. The entire population was used. The questionnaire was used for data collection and was validated by experts. The test-re-test reliability method was used and a reliability coefficient of 0.76 was obtained. The mean and percentage were used for data analysis. The study found that corruption, poor funding, get-rich quick syndrome among the youths, cultism, poor management of resources by school administrators, poor quality of teaching staff, low quality leadership by school heads, teachers being poor role model, lack of parental support in the area of students' discipline and political instability were problems affecting management of the education system. It was recommended that the curriculum of the school should be re-adjusted and premium placed on values and dignity in hard work and that the quality of the teachers and instructors must be enhanced through in-service training.

Asemhe, S.A. and Ofeimu, J. (2021). Analysis of Private Costs of Schooling by Students of the Faculty of Education, Ambrose Alli University, Ekpoma, Edo State, Nigeria. *Global Scientific Journals*, 9(11), 1533-1543.

Abstract

This paper looked at private cost of schooling by students of the Faculty of Education, Ambrose Alli University, Ekpoma, Edo State, Nigeria. The study employed the descriptive survey based on ex-post facto research design. All the students in the Faculty of Education constituted the population of the study with exclusion of the Department of Library and Information Sciences. The purposive sampling technique was adopted in selecting 20 students from five departments in the faculty. Data on students' private costs were obtained from the respondents through the use of checklist. The data obtained was analysed with percentages. The results showed that private cost of schooling by students of the Faculty of Education was high. It also showed that a difference exists in the private costs of faculty of education students based on residence. It was also shown that a difference exist in the private cost of male and female students and that the private cost borne by the male students is lower than that of the female students. Based on the findings, it was recommended that the government should reduce the students' tuition fees by increasing its subvention to the institution to reduce the amount of private costs borne by students in their course of schooling and that special incentives be given to education students to encourage students' enrolment and retention in the Faculty.

Ofeimu, J. & Uloko, C.I. (2022). Participation of Parent-Teachers Association in the Development of Secondary Schools in Edo State, Nigeria. *Global Scientific Journals*, 10(2), 191-205.

Abstract

This work examined participation of Parent-Teachers Association's (PTA) in the development of secondary schools in Edo State, Nigeria. Three (3) research questions guided the study. The descriptive survey design based on ex-post-facto research was adopted. The population was made up of 614 principals of public secondary schools in Edo State while a sample of 206 principals was studied. The instrument used for data collection was a questionnaire titled: Participation of Parent-Teachers Association in School Development Questionnaire (PPTASDQ). Reliability test was carried out on the instrument and the reliability coefficient was 0.82. The analysis of the result was carried out using frequency and percentages. The results of the analysis showed that PTA provide financial assistance to schools, help in facilities provision, helps in manpower provision and development and maintenance of students' disciplines in secondary schools in Edo State.