HOLISTIC EDUCATION AS PANACEA TO FACTORS MILITATING AGAINST GENUINE RESEARCH IN HIGHER EDUCATION IN THE 21ST CENTURY.

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ABSTRACT

This study investigated the factors currently militating against research in selected higher institutions located within Ogun-State, the South West region of Nigeria, with a proposition of holistic education as sustainable panacea. The study employed a quantitative descriptive survey research design with the use of self-developed 5-likert scale questionnaire. One hundred and ten (110) academic staff members were selected from two (one private and one government) higher institutions within one of the three senatorial districts in Ogun State. However, only eighty (80) copies of the questionnaire were returned for data analysis.

Using both descriptive statistics of frequency distribution and inferential statistics of ANOVA (analysis of variance) through SPSS computation, result of the analysis revealed no significant militating effect of human, cultural, systemic and ethical factors on research in the 21st Century. However, there was a significant militating effect of psychosocial factor with 0.022 score at P<0. 05 significant level.

Conclusively, psychosocial factor was identified as the current militating force against research. Hence the ethical principle of holistic education was recommended as a viable and lasting solution. Further study on the other possible prospects and obstacles of research such as health and family life militating factors were as well suggested.

KEY WORDS: holistic education; panacea; human, systemic, cultural, psychosocial, ethical and structural militating factors.

Introduction

Research as a general term covers all kinds of studies designed to find responses to worthwhile questions by means of a systematic and scientific approach. Research competence and output undoubtedly serve as major factor of assessing the sustainable development of every higher institution and its viability as a citadel of intellectual knowledge. As an educative innovation tool, research in higher institutions is geared

towards the evolvement of theories guiding the principles and practices of education. Therefore, research serves as a major ingredient in the development of sustainable academic system within higher institutions. Without research, education- which has been defined as the systematic acquisition of knowledge through skill learning and training (Omeonu, Tayo & Oyinloye, 2000) - becomes unattainable. Hence, the process of seeking to understand given situations through observation and experimentation, transferring of laudable knowledge in higher institution becomes a mirage (Bamiro, Oladepo, Olayinka, Popoola and Soyibo (2003) in Adisa 2007). Research plays a vital role in higher education and other fields of study. It helps in the enhancement of the institutional image and reputation of the institution. It also helps in the contribution to knowledge base, development of new ways of doing things, resolving of problems faced in educational practices, to mention a few (Mafenya, 2014). According to Sulo T. Kendagor, R. Kosgei D, Tuitoek D., and Chelangat S. (2010). In Wadesango (2014) research aims at producing new and better goods and services as well as new and better ways of offering or distributing them. It also assists in the efficient use of present resources and management of waste products.

Research and publication are important to the growth and development of academics (Anunobi and Emerole, 2008). Research and its publication are needed to improve problem solving and decision-making in the workplaces, make professional practitioners critical consumers of the research literature, and to better equip librarians to provide optimal information services to researchers in other fields (Powell and Mika, 2002; Anunobi and Emerole, 2008). Furthermore, research has always been the main approach to problem solving by all categories of professionals right from the ancient time (Boaduo and Babitseng, 2007).

Research and its Historical Background

According to educational researchers Odia and Omofonmwan (2013) and Jimoh (nd), research is as old as man on the planet earth. However, all that has changed over the years is the approach or methods employed in different fields of activities. The study of research in education traces its roots back to the late 1830's and early 1840's with the revival of the common school. It was the first time that both school supervision and planning were influenced by systematic data collection (Bowen, 1981 in IHEC, 2015) These data collection efforts, according to Robert Travers, involved "an examination of the ideas on which education was based, an intellectual crystallization of the function of education in a

democracy, and the development of a literature on education that attempted to make available to teachers and educators new and salient ideas related to education that had emerged in various countries".

Horace Mann and Henry Barnard were the early pioneers in educational data collection and in the production and dissemination of educational literature during the mid- to late-nineteenth century. Also the founding of Johns Hopkins University as the first research university in 1876 set the stage for new elite research universities to be founded. Likewise, the Morrill Act of 1862 allowed for the establishment of 'land-grant' colleges and universities in support of research work. (Hamilton, 2002).

Concept of Higher Education/Institution

Higher education can be defined as 'that aspect of education that is offered to/or that is acquired by students after the completion of their secondary education. Other concepts that can be used interchangeably with higher education include tertiary education, institutions of higher learning and post-secondary education. The umbrella of higher education covers all forms of professional institutions that draw from the available pool of persons who have completed a wide variety of secondary education.

Higher institution, as a concept, primarily specified to mean universities, polytechnics and colleges of education and some other post-secondary institutions that can still be accommodated (Ayeni, 2010). It denotes that type of institution in which higher education – an optional final stage of formal learning - occurs.

 The original missions of higher education were to promote knowledge, provide solutions to the country's problems and assist the greater society in achieving its objectives in the field of human, economic and social development. These roles imply that both the provision of education and the conduct of research in higher education institutions have been allotted an important role in the development of the knowledge-based economy. The realisation of this mission can only be fully achieved through academic skills development and research. Hence, the quality of research output defines the credibility of any research institution or university.

Research is a core function that distinguishes universities from other tertiary teaching institutions. Also the quality of research output impacts on a university's ability to deliver quality teaching , Mafenya, (2014), Ayeni, (2010) and Smas,(2009).

Newman Wadesango (2014) similarly opines that research plays a crucial role in the development and dissemination of knowledge. Therefore, scholars as academics should

conduct research, publish, and then convey their knowledge to students or apply what they have learned. Research- informed teaching is not just about pedagogic research or research into higher education, it is about the complex interplay of the core activities of higher education linked by their mutual relationship to learning.

Undoubtedly, research by universities remains a prime source of knowledge and innovation. Higher education research is the practice and mandate of higher education researchers as the means to extend their own frontiers of knowledge; develop new knowledge; contribute to practice and improvement of education, and subsequently for sustenance of career of university academics. (Akomolafe, 2009).

The need to carry out investigations and evolve new theories is one of the most fundamental functions of the corps of the intelligentsia of a particular society. As much as research seems basically essential to academic sector of higher education, further quest for research work has well-been noticeable within the educational management areas. Currently, research outcomes tend to serve as a readily available and useful instrument for carrying out some of the administrative personnel's major functions in higher institutions.

Despite the notable importance of research in higher education, studies still have it that the literature on academic development has been strongly focused on the teaching aspect of academic, with research skills development being a relatively neglected area of study. In many universities discussion and investigation, and research skills development are sometimes limited to literature on training during doctoral and postdoctoral research (Mafenya, 2014).

Research in Higher Institutions and Societal Development

Higher education research is not limited to the development of education, it is as well of great importance to the development of the society and the nation at large. In agreement with this view Khasawneh, Owais & Malkawi,(n.d.) in Etuk, Etudor-Eyo & Eman, 2010) declare that "In the developed countries of the world, inventions, discoveries, innovations, theories and practices leading to societal development, often times emanate from tertiary educational institutions through academic research".

However, for any higher institution to impact its society with sustainable development, it must have attained sustainability through the widening of its intellectual horizons via quality research involvement. Hence, research as a measure of finding sustainable solution to

diverse human challenges is expected to meet certain standard, in order to make its results acceptable and viable for societal usage. Unfortunately, many researchers are either knowingly or otherwise associated with research misconducts of which certain theories have been employed to explain the fundamental causes. Among these theories are the "bad apple" and "stressful" or "imperfect" environment theories.

According to Akomolafe (2014) "bad apple" theory holds that most scientists (researchers) are highly ethical but only researchers who are morally and economically desperate or psychologically disturbed commit misconduct. It argues that a course in research ethic will have little impact on "bad apples". Similarly in an attempt to explain the root cause of research misconduct, the "stressful" or "imperfect" environment theory declares that research dishonesty often occurs because various institutional pressures, incentives, and constraints encourage people to commit misconduct.

Despite as persuasive these theories may sound, Gibbs (2009) however affirms that "observation of research ethics is still paramount in higher education if research by universities would remain a prime source of knowledge and innovation".

Any act of research misconduct serves as a major militating factor against research alongside others identified by various authors.

For instance, Newman Wadesango (2014) in his quest for factors that militate against research output and publication in institutions of higher learning in South Africa, using a desktop and content analysis approaches, establishes that lack of funding, lack of interest, poor research skills and lack of time due to high teacher-student ratios as well as heavy lecturing obligations were some of the impediments to research output and publication.

Similarly, Akomolafe (2009) declares in the result of her study that the practice of research was inadequate as it followed negative trend, also that the challenges facing research include non-utilization of research outcomes, fabrication and falsification of data, dominance of individual in research and also with moderate level of integrity in the practice of research.

Furthermore, Odia and Omofonmwan (2013) in their work relating to prospects and challenges of research development in Nigeria discovered complete absence of a clear cut philosophy of national development as one of the major problems militating against both scientific research and educational research. They opine that with the frequent changes of political power in Nigeria and the attendant instability, inconsistency and incoherence in governmental policies and programmes, the practitioner in the education industry, including the researcher, is left confused. The authors further pinpoint the frequently disrupted academic calendar via incessant strikes, lockouts, closures and general

social upheavals which often influence the orientation, timing, process and quality of any research activity in the field of education.

In addition to other authors opinions relating to factors serving as negative challenges to higher education research, Granados (nd) identifies the process of carrying out research through an approach characterised by ethics, autonomy, responsibility and anticipation as factors of concern needing more attention.

For further clarification, some selected militating factors against research within higher institutions had been extensively discussed by various authors as follow.

Fear Factor

Certain socio-cultural factors indigenous to the developing world such as Nigeria could combine to impede research efforts. For instance. Jimoh (1986) declares that an average Nigerian does not like to reveal his true intention or belief or identity to other people, especially those considered to be outsiders, for fear they might harm him or her and stand between him and progress. Also certain superstitious beliefs hold that children are not to be counted or reckoned with. Therefore, having a research dealing with such group of people is in for an uncompromised research inadequacy. Similarly, some researchers do not seem to have acquired a scientific concept of causality. They rather see themselves as helpless animals being moved around and worked upon by forces, such as cultural norms, outside themselves. However, Jimoh (1986) further asserts that research in education as a scientific activity has no room for superstitious beliefs and none educative norms.

Again, as a result of cultural factors, some individuals still largely regard certain concepts, issues and topics as taboo subjects that should not be discussed in public. Hence a third-world youth often feel uncomfortable with letting an adult (in the form of a stranger who might be a researcher) into the secret of how he feels about sex, family planning, politics, AIDS etc.

Systemic Factor

Research is time consuming and requires full time of total commitment. However, the general living conditions do not permit researchers to be fully committed to their calling. There is economic hardship; people spend long hours on queues to buy fuel into their vehicles; there is general insecurity (of life and tenure of office); researchers are not given due recognition; there is economic depression; systems of transportation and communication

are inadequate, and several man hours are lost every day. Also there is a general resistance to innovation and change among those who would utilize the theories evolved from extensive research endeavours. Record keeping is so inadequate in many institutions that the researcher spends much longer time retrieving relevant pieces of information. Even where the researcher decides to devote himself entirely to research endeavours, the demands of the extended family system would make this almost impossible. (Jimoh, nd)

Similarly Mitchell and Rebne (1995) found that moderate amount of consulting and teaching lead to an increase of academic research productivity. More specifically, they found that as much as four hours per week of consulting and as much as eight hours per week of teaching facilitate research productivity. Seniority has also been shown to be a factor leading to higher research productivity. These authors further classified researchers into two groups, namely, those with high publication rate (published more than thirteen articles) and those with lower publication rate (published less than seven articles. They found that prolific researchers spend 32 percent less time on teaching-related activities and that the research productivity of such prolific researchers increases after receiving tenure. Furthermore, respondents'view of administrative, committee, and teaching duties s e r v e d as the primary impediments to research productivity. In addition to all these, Auranen (2007) also declares that organizational factors affecting research performance are manifold, including funding and other resources, unit or group size, student-staff ratio, diversity of tasks, diversity of people, autonomy of action and leadership.

Human factor

Among the reasons for poor research attitude by practitioners according to Powell (1997) is that they "fail to understand the purpose of research, its limitation or how it might be effectively used". Another very important factor is time, as it has often been noted that academic practitioners are always engaged in their daily routine rather than engaging in research.

Sedikadiwa (2005) included lack of personal funds as part of encumbrances to research and publication. In agreement with others, Moahi (2007) indicating lack of fund also endorsed lack of time and inadequate research skill as part of the hindrances. Furthermore, a study by Het (2006) found that many academics lack confidence in their writing ability. He further asserted that they may feel that the quality of their work is not worthy of publication or they

may believe that they have nothing new or insightful to say. A similar study by Lee and Boud (2003) found that writing actually generated fear and anxiety for a significant number of academics. Similarly this perceived lack of skill serves as a barrier to publication of research findings (McGrail M R, Rickard C M, Jones R, 2006).   Unfortunately, many academics fail to recognize that writing is not a mechanical skill rather it is a process that clarifies and explores relationships between ideas and can be improved by watching others, collecting pointers from colleagues about better ways to write and by practicing writing (Kyvik 2003).

Psychosocial Factor

Communication has often proved to be essential factor in successful research. Especially internal communication in groups and units is vital. In their classical study, Pelz and Andrews in Auranen (2007) described eight creative tensions, under which they saw researchers working:

• **Science** vs. application

• **Independence** vs. interaction

• **Age** and specialization vs. diversity

• **Individual** vs. organization

• **Influence** given vs. received

• **Similarity** vs. Dissimilarity of peoples' ideas

• **Broad** vs. Narrow approach of research

• **Intellectual** combativeness vs. collaboration.

Another classical study on research organizations and performance among researchers by Unesco (Auranen 2007) analysed the effectiveness of research units in university and industry sectors in six European countries. This study revealed the various determinants of effectiveness as the position of the researcher, quality of leadership, size and age of the group, communication, morale and motivation.

Possibility for collaboration in research is also a factor that is partly dependent on an organization a researcher is based in. An organization with good collaboration contacts can be an asset for its researchers. Empirical studies support the conception, that research collaboration enhances productivity, at least in science systems of the developed countries (Lee and Bozeman 2005; Auranen 2007; Onohwakpor and Tiemo, 2006). This same collaborative research behaviour enables researchers gain new and innovative ideas from one another in the course of team-work.

Ethical Factor

Again Akomolafe (2009) asserts that adhering to ethical norms in research is a veritable key factor for quality research output of high integrity. According to this author, the need for high level of integrity is desired at different facets of the research such as in the process and procedure of gathering data, analysis and findings. She further identified integrity in research as the act of embarking on research with sincerity, avoidance of bias in data analysis and interpretation, and honesty in reporting data and results.

With the complexity and enormous nature of the fields of study within diverse higher institutions, there exist seemly different ethical behaviours that are nonetheless tailored toward integrity in research. Ethics, as the norms for conduct that distinguish between acceptable and unacceptable behaviour are geared after helping researchers coordinate their research actions and activities so as to establish the public and professional trust of their work (ibid). According to David and Resnik (undated), ethics is defined as a method, procedure, or perspective for deciding how to act and for analysis of complex problems and issues. Every deviation from the ethical principles results in research misconduct which invariably serves as a militating factor against research. According to Jimoh (nd) unethical approach towards research and publication stands as notable militating factor against research.

Purpose of Study

In summary, the identified factors militating against research in higher education as presented by various authors can be summed up as lack of job security, research support and uninterrupted time as well as excessive institutional control (Schulze, 2008); non-utilization of research outcomes, fabrication and falsification of data, dominance of individual, moderate level of academic integrity in the practice of research, academic status and years of experience of researchers (Akomolafe, 2009); financial resources, lack of institutional collaboration, low postgraduate enrolments and disconnection between teaching and research (Mafenwa,2014); lack of funding, lack of interest, poor research skills and lack of time due to high teacher-student ratios as well as heavy lecturing obligation (Wadesango,2014); culture and values factors, organizational structures and reward systems (Rowley, 2000), and others.

These negating factors associated with ingenuity of research in higher institution formed the major points of concern in this study. Hence, the study was out to examine the rate at which

these factors still function as militating agents against research in this 21st century among two selected universities located within Ogun State, in the South-West area of Nigeria.

Research Hypotheses

Two research hypotheses raised for the purpose of this study were:

Ho1. There is no significant difference in the militating effects of cultural, systemic, human, psychosocial and ethical factors on research in higher institutions**.**

Ho2. There is no significant difference in the militating effects of the factors based on the gender, academic rank, academic position and research design of respondents**.**

Methodology

The authors employed descriptive survey design with the use of self-developed 5 Likert scale questionnaire consisted of 30 items, distributed under five sub-sections namely cultural, human, psychosocial, systemic and ethical factors militating against research in higher institutions. The participants of the study were one hundred and ten (110) academic staff members who were randomly selected from two higher institutions (one private and one public university) located within Ogun East, in the South-West area of Nigeria. However, only eighty copies of the questionnaire were returned for data analysis. Both descriptive statistics of frequency distribution and inferential statistics of ANOVA (analysis of variance) through SPSS computation were employed the analysis.

Results of Study

 The result of the data collected based on the two raised hypotheses is presented as follows:

Descriptive Statistics Result

Mean Ranking of all the Factors
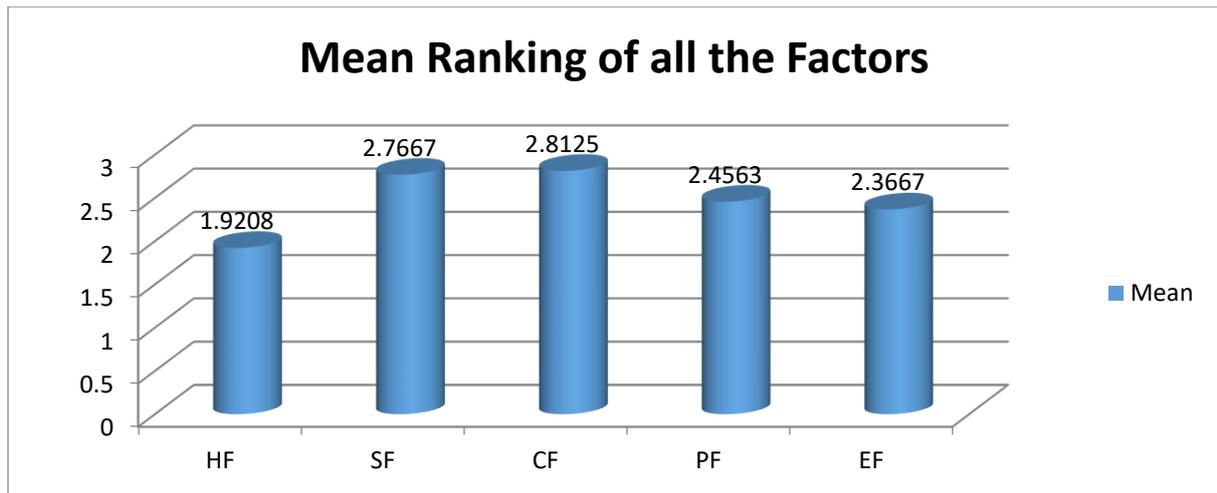
Where:

HF represents human factor; SF – systemic factor; CF – cultural factor; PF – psychosocial factor and EF – ethical factor.

Inferential Statistics Result

Test of hypotheses

Hypothesis One

Ho1: There is no significant difference in the effect of each of the research militating factors on research in higher institutions.

Table 1.

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
HF	Between Groups	.154	1	.154	1.027	.368
	Within Groups	.600	4	.150		
	Total	.754	5			
SF	Between Groups	.305	1	.305	4.138	.112
	Within Groups	.295	4	.074		
	Total	.600	5			
CF	Between Groups	.075	1	.075	3.000	.158
	Within Groups	.100	4	.025		
	Total	.175	5			
PF	Between Groups	.620	1	.620	13.381	.022
	Within Groups	.185	4	.046		
	Total	.805	5			

EF	Between Groups	.176	1	.176		.605	.480
	Within Groups	1.166	4	.291			
	Total	1.342	5				

This hypothesis was tested using one way ANOVA. The result revealed that most of the factors are not significant however, only PF revealed a significant result. Based on this result, it could be deduced that there is no significant difference in the effect of four (namely, human, systemic, cultural and ethical with the significant scores of 0.368, 0.112, 0.158, and 0.480 respectively at P<0,05) of the research militating factors on research in higher institution as stated on the null hypothesis, hence, the null hypothesis was accepted,. However, there is a significant difference in the effect of *psychosocial militating factor* on research with a significant score of 0,022 at P< 0.05, hence the null was rejected.

Hypothesis Two

H02: *There is no significant difference in the militating effects of each factor based on gender, academic rank, academic qualification, and research design of the respondents.*

Table 2   Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. D	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	ACADEMIC - FACTOR	1.27917	.62488	.25511	.62339	1.93494	5.014	5	.004
Pair 2	DESC, NA,EXP - FACTOR	2.61250	1.57760	.64405	.95691	4.26809	4.056	5	.010
Pair 3	MALE, FEMALE - FACTOR	1.77917	.78452	.32028	.95586	2.60247	5.555	5	.003
Pair 4	PRIVATE, STATE/FED – FACTOR	1.44583	.72144	.29453	.68873	2.20294	4.909	5	.004
Pair 5	AL, L1/SE,PROF – FACTOR	1.44583	.93567	.38199	.46391	2.42776	3.785	5	.013
Pair 6	DEGR, MASTER,PhD – FACTOR	2.11250	.67366	.27502	1.40554	2.81946	7.681	5	.001

Hypothesis 2 was tested using paired sample test. From the output, it was revealed that all the individual result were significant at P<0.05. This invariably implies that there is a significant

difference in the militating effects of each factor based on gender, academic rank, academic qualification, and research design of the respondents.

Discussion

The result of the test of hypothesis one showed that four out of the five identified possible militating factors indicated by previous authors quoted in this work, are not significantly militating against research in the 21st century. These factors, namely cultural, systemic, human and ethical showed significant scores of 0.368, 0.112, 0.158, and 0.480 respectively at $P<0.05$. This is not to blatantly perceive that these factors have never obstructed research progress in the past, rather these results show that most researchers in the 21st century have been able to modify certain human tendencies and as well adjust to other extrinsic factors that could have continually impend their research aspirations.

Also the academic slogan of 'Publish or Perish' might as well have motivated most of the participants and enable them decided to overlook most impediment and finally settle for academic race in research despite the odds.

However, another implication of the insignificant outcomes of the four factors could be that there still exist other unpopularly recognised militating factors that could be impending research in the 21st century which are outside the previously identified ones by various authors. Such factors may include family/personal health issue (which may be physical, psychological, social or spiritual), other family based issues and gross availability of entertainment gadgets such as extreme use of mobile phone, internet social connections which supposed researchers might be unconsciously paying more attention to without realising that time waits for no man or woman.

Nevertheless the second half of this hypothesis result indicates a significant militating effect of psychosocial facto r on research in higher institutions. Psychosocial as a concept implies mind's ability to, consciously or unconsciously, adjust and relate the body to its social environment. Meaning one's ability to mentally relate to his or her social environment. In higher institutions, involvement in research activity is a major instrument of social interaction. This agrees with the previous view of previous authors which indicated that research collaboration enhances productivity, at least in science systems of the developed countries (Lee and Bozeman 2005; Auranen2007;Onohwakpor andTiemo2006).

Generally, human world could be viewed as a psychosocial field as it entails various interactions either with the animate of inanimate objects. Hence the African proverb said 'No
one places heavy load on his head with just one hand'; also that *'Unity is strength'.* These

sayings are meant to reveal the fact that, one can only survive well even in research ability by relating positively, adequately and honestly with other individuals, administrative systems and all concern with one's true existence in life.

Therefore, there arises the need for the modification of the psychosocial aspects of researchers' life in higher institutions so as to enhance research ability among academia. The result of the second hypothesis also revealed significant differences in the militating effect of the studies factors based on the demographic data collected from the participants.

Judging from these results in table two, there is a significant relationship between the demographic and militating factors. This result however disagreed with the result finding of Okonedo, Popoola, Emmanuel and Bamigboye, (2015), which established that the joint effect of demographic factors and self- concept on research productivity was not significant.

Nevertheless the findings of other researchers like Lanviere, Vignola-Gagne, Genilas, Villeneuve and Gingras, 2015, indicated gender difference in research productivity by declaring that women receive less research funding than their male colleagues; and Arensberen, Wejiden and Beseelaar, (2015), that male researchers did publish in average more than female researchers; Fennewald, (2008) that educational qualification and years of experience are significant predictors of research productivity for academics. Female faculty members are more likely than their male counterparts to be involved in undergraduate teaching and service and, consequently, are less engaged in research asserted Mamiseis. Ne hvili & Rosser, (2011); researcher's qualification was significantly and positively related to research output declared Sulo Kendagor, R Kosgei , Tuitoek and Chelangat (2012).

Based on the understanding of the pervasiveness of the previously ascertained militating factors by various authors, the following suggestions were made as possible remedies of militating factors against research:

Previous suggestions offered as solutions to research militating factors
Mentoring of Novice Researchers
 According to Durham University (2012) mentoring means that the mentor and the mentee develop a close relationship throughout the research process from proposal writing, to paper writing and subsequently to publication of the paper. Mentors support the individual academics to develop and maintain their research profile and activities. The mentoring process usually takes place through regular meetings, with informal contact between meetings. There is no bureaucracy or heavy paperwork; the onus is on mentor and mentee to meet regularly. This therefore requires commitment to the process on the parts of both mentors and mentees. Carrying out research can be a very lonely process. The primary role of the research mentors is therefore to provide encouragement for, and show an interest in, their mentee's research plans and activities. It is very easy for new academics to spend all,

or the vast majority, of their time carrying out teaching (and sometimes administration) related activities, which often involve tight deadlines and prompt feedback. Research often tends to take second place. Research mentors therefore help new staff members with appropriate time planning and management; suggesting time deadlines for achieving agreed targets and checking that these are met. The length of time over which mentoring should be provided is not prescribed, as this will depend on the progress of the particular member of staff. In general, however, appropriate research mentoring should be provided for at least two or three years.

According to Durham University (2012), mentoring is likely to be directed towards establishing the individual's research by:

1 Offering support and encouragement

2 Drawing on the mentor's own expertise to help the researcher to develop a personal research strategy, plan and targets

3 Helping the researcher to monitor the achievement of targets and outcomes

4 Giving constructive feedback on, and acting as a sounding board to explore ideas and issues arising from, the research being carried out.

5 Reading and commenting on draft papers for publication and offering advice and guidance on suitable journals in which to publish

6 Providing guidance on funding opportunities and (as appropriate) collaborator

7 Commenting on draft grant applications

8 Providing guidance on supervising research students and post-doctoral

9 Demystifying the 'rules of the game' – what is worth doing and when, where and how to network, developing a career plan, understanding promotion criteria and markers of esteem for national and international standing in the discipline, which sets out an example of a framework for research leadership, which can be tailored to individual faculty or discipline circumstances), and so on.

Research Training

Periodic workshops that will be effective in inspiring researchers to improve their publication and provide them with strategies to start writing. The seminar workshops should aim to provide faculty re- searchers with the technical-knowhow and guidelines for writing and publishing a research output in peer-reviewed journals. These seminar-workshop give special attention to problems and challenges related to publishing from integrative (that is, interdisciplinary and multidisciplinary) landscape research. Identifying and developing research problems, raising research issues and questions, transforming them into research objectives, developing appropriate re- search methodology are the main focus of these workshops. Such workshops

should be centered on issues such as abstract writing, theoretical framework, and methods such as conceptual analysis, deconstructive critic and narrative. Furthermore, workshops on methodology, supervision, writing a manuscript, publication techniques, collaborative techniques, coaching and mentoring of post graduate studies should also be conducted.

Innovation Fund

The purpose of the Innovation Fund is to create a research culture, to empower staff and students to be engaged in research and to address equity in research. To achieve funding objective, the research unit submits proposals to research institutes.

Research Collaboration

In this case research collaboration' could be defined as the working together of re- searchers to achieve the common goal of producing new scientific knowledge (CLTD 2010). Implicit in this enthusiasm for research collaboration and in policies aimed at fostering it is an assumption co-authored publications will emerge, general advice and insights to active participation in specific piece of research will be strengthened and in the process researchers will share resources.

Informal Communication

A central aim of this is to stimulate academic de- bate and increase interest in discourses pertaining to research. The intention is to increase research commitment and to help foster relationship among university members of staff. The closer faculties work together, the more research output will be experienced. The more academics and students engage in informal communication, the more the exchange of ideas on what experiments to do next, what hypotheses to test, what new instrumentation to build, how to re- late their latest experimental results to theoretical models, and so on will be enhanced. In these and other tasks, members of a research group will not only talk among themselves but will also seek advice and help from others (and will often offer information in return). This kind of informal communication leads to increasing commitment to co-operate on many other is- sues relating to learning and teaching.

Each of these suggested remedies is a viable solution for the resolution of these diverse research militating factors when approached with sustainable techniques. This therefore, calls for robust educative measure that would extend beyond acquisition of intellectual knowledge. Hence the need for sustainable holistic educational approach as panacea of militating factors against research in higher institutions.

Holistic Education as Panacea

Holistic education, as defined in Wikipedia online (July 2015), is a philosophy of education based on the premise that each person finds identity, meaning, and purpose in life through connections to the community, to the natural world, and to humanitarian values such as compassion and peace. It aims at calling forth from people an intrinsic reverence for life and a passionate love of learning. It was derived from the word 'Holism' which is an idea that all the properties of a given system in any field of study cannot be determined or explained by the sum of its component parts. Instead, the system as a whole determines how its parts behave.

As presented by Hare (2010) in an IB position paper, holistic education has become a familiar topic within current education literature but there are conflicting opinions about what holistic education represents and a single definition remains elusive. While quoting Forte (2003) Hare opined that holistic education does not exist in a single, consistent form. It is best described as a group of beliefs, feelings, principles and general ideas that share a family resemblance.

 According to Hare, holistic education is more than the education of the whole student. It addresses the very broadest development of the whole person at the cognitive and affective levels and emphasizes the education of the student beyond the confines of the classroom as it moves the concept of a child-centred educational approach to a much more radical programme of education. It encompasses all aspects of personal learning and growth and emphasises the development of active relationship at all levels.

Miller (1991) in His view of holistic education proposed that an education is termed holistic when it exemplifies the following features:

- Holistic education nurtures the broad development of the students and focuses on their intellectual, emotional, social, physical, creative or intuitive, aesthetic and spiritual potentials.
- It promotes the importance of relationships at all levels within a learning community in which the educator and learner work together in an open and collaborative relationship.
- It emphasises on life experience and learning beyond the confines of the classroom and the formal educational environment towards education as growth, discovery and a broadening of horizons.
- It encourages a desire to elicit meaning and understanding and to engage with the world.
- Empowers learners to examine critically the cultural, moral and political contexts of their lives.
- It leads learners towards actively challenging and changing cultural values to meet human needs.

Judging from the stated features holistic education it is glaring that this approach houses what it takes to live honest, realistic, pragmatic and truthful life especially as educators who are saddled with the responsibilities of seeking, acquiring and disseminate knowledge with the confide of academic environment.

Research as a general term covers all kinds of studies designed to find responses to worthwhile questions by means of a systematic and scientific approach demands philosophical components of viable activities of speculating, synthesising, prescribing and analysing. It also calls for the right attitudes of self-awareness, comprehensiveness, penetration and flexibility coupled with scientific components of experimentation, critical observation and objectivity (Omeonu et al.2002).

Whenever these components are wholeheartedly imbibed and practised, the earlier identified militating factors like human, systemic, cultural, ethical and psychosocial would be swallowed up by the viable components of holistic education – a philosophical approach of true education.

White (1952) in her book 'Education' presented 'true education' as the *'harmonious development of the physical, mental and spiritual powers of the learners.* This undoubtedly*'* is synonymous to holistic education. It is an education that imbibe the use of the learners head, heart and hands. It encompasses the development of all human components, that is, the total man development. Whenever this true education is achieved in learners and researchers, negative human tendencies, insensitive systemic behaviours, unrealistic cultural beliefs, immoral ethical approaches and unfriendly psychosocial behaviours towards research would naturally and systematically be reduced.

This type of education can be linked up with the relative academic success of both students and lecturers in one of the faith-based Universities located within South-West area of Nigeria named Babcock University. This institution bases its philosophy of education, on the practice of completed education ,which entails the systematic acquisition of head, hand and heart knowledge. This factor is made visible in the educational curricula that encompass holistic ideas that can be viewed in the students' grading system that is committed not just the academic performance but also entails the assessment of the students' psychosocial life through class attendance and participation in academic discussions. Such institutional policy helps acquire adequate communication, social and time-management skills that are needed factors in the achievement of sustainable and suitable research behaviour for their present course of study and their future academic progress. Furthermore, students are encouraged to be industrious by engaging in work-study programme made available by the institution to empower students' productive skills and innovation of new ideas which are essential in research work. Also workers academic promotion tend not to be pinned down to just academic research achievement but also to psychosocial and moral tendencies of workers coupled with their

Recommendations and Conclusion

Based on the enumerated viable features of holistic education above, the authors of this work hereby recommend the following:

Researchers should endeavour to acquire full knowledge of holistic education through personal study and group training wherever available so as to combat every personal-based militating factors against research. This individual achievement would afterward become corporate since the corporate body is the product of individual persons.

Also, further study in relation to prospects and obstacles of research using other factors such as health and family life militating factors could be considered for better understanding of this work which is very pertinent to higher institution sustainability.

Regarding the psychosocial militating factor's significance in this study, embracing holistic education by researchers would result in modification of individuals' head, heart and hand. This would undoubtedly bring about honest, truthful and loving mental and social relationship among researchers which would eventually impact research competence and output in higher institutions.

For self–assessment of behaviours and attitudes associated with holistic education, a learner profile consisting of the following significant features can be considered. These include:

- Acting with social and academic maturity and integrity.
- Taking ownership of one's own development and learning through planning and prioritization,
- Demonstration of flexibility and a creative approach to problem solving.
- Developing and maintains relationships through their interpersonal skills.

- Demonstration of a reflective approach and an attitude of continuous improvement.
- Demonstration of effective written and oral communication skills.
- Demonstration of good meeting management and involvement behaviours.
- Seeking to bring clarity to decision-making.(Hare, 2010)

In conclusion, this study has been able to present various authors' views regarding research, its background, role within higher institutions and society at large. Having approached this work with an objective approach of assessing the 21st century researchers' opinion of militating factors of research using self-developed questionnaire, the result of this work has indicated higher significant relationship between psychosocial militating factor and research in 21st century. This is not to say other factors are completely dormant rather they are not just as effective as psychosocial ones. Hence there is still need to be conscious of them while operating as researchers for better output and competence.

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