

The impacts of Total Man Concept embedded programme on Undergraduates' Belief System, Metacognition and Achievement: A case of Anchor University Lagos, Nigeria

Fatokun K. V. F.¹, Fatokun, J.O.², Tanimowo, R. I.¹, Umuokoro, O.¹, Adetunji, E. T.¹. & Ayeni, C. O.².

¹Department Science Education, Faculty of Science and Science Education Anchor University, Lagos, Nigeria

²Department Mathematical Sciences, Faculty of Science and Science Education Anchor University, Lagos, Nigeria

*Corresponding Author: Fatokun K. V. F.

Abstract

This study examined the impact of Total man embedded programme on undergraduates' belief system, metacognition and achievement. In others to address the objectives of the study, six research questions were raised and three hypotheses tested. The survey research design was used for the study and a total of 260 undergraduates were sampled purposively. To elicit information from the respondents, a questionnaire made up of five sections: demography, impact of TMC, Belief system, Moral Values and Metacognitive awareness was used. Data gathered in the study were analyzed using text analytic, descriptive statistics and Pearson product Moment Correlation. The findings of the study revealed that TMC had a positive impact on Undergraduates belief system especially as it relates to their biblical worldview ($r^2 = 0.048$) and their metacognitive awareness (especially for the 400 level students). TMC courses offered had a significant impact on students' academic achievement ($r = 0.305, p = 0.00$) and their moral values. TMC course offered had its highest on impact the students' desire to know God as described by 36 concepts extracted. It also impacted students' understanding of the bible. Based on the findings of the study, it was concluded that TMC courses offered in Anchor University has impacted greatly on students Belief System, Metacognition and Achievement.

Keyword: Total Man Concept (TMC), Belief, Metacognitive awareness, Morals, spiritual-growth, Achievement, Undergraduates

Introduction

The capacity of the university education as an equipment for boosting the political, socio-economic, and spiritual development of undergraduate students cannot be over-emphasized. Higher institutions contribute to academic development in many ways. For instance, Kinbrough (2013) discovers that the university is an environment where intellectual collisions occur. In an attempt to establish a university where intellectual collisions can occur as Kinbrough explained that an environment where students learn and grow through intellectual collisions in and out of class, with professors, staff, and peers, and where the environment comes for similar experiences.

A total man according to Ibe (2002) is a versatile man, and versatility presupposes realization, understanding and mastery of the various circumstances in the world of man. One needs to know some philosophy to value one's own existence and to sharpen one's approach of reasoning and approach to issues. One needs to understand basic concepts in science to be able to have a fair knowledge of various processes and occurrence, which influence one's life on daily basis. Dr. NnamdiAzikiwe, Nigeria's first president, who championed the establishment of University of Nigeria, Nsukka, while he was the Premier of Eastern Nigeria envisioned a university in Nigeria with powerful emphasis on balanced learning which creates an informed total man who is susceptible to the two cultures of knowledge --- science and the humanities. Thus, the General Studies Programme commenced with the sole purpose of providing the required knowledge in the sciences and humanities. Nwodom (2016) reports that the General Studies Programme of the University of Nigeria, Nsukka, was 1st First Published in Journal of the Nigeria Society for Psychosocial Research, Vol. 8. No. 1, 2018 among the thirty-six Colleges listed for establishment in 1961.

Becoming a total man is a good concept. However, if the total man lacks integrity, the society suffers. The Duke of Wellington might have had integrity in mind when he declared according to Unya (2004) that if you teach your children the 3Rs of reading, writing and arithmetic and you omit the fourth R of religion, you produce a fifth R of rascaldom. Since religion caters for soul of man (and man is made of spirit, soul and body), the Total man as described by Dr. Azikiwe was to cater for the body, the spirit man was not catered for by general Studies introduced, in order not to produce rascaldoms from a faith based university, it was imperative to cater for the three Dimension of man, Anchor University (a faith based University) decided to introduce the a Course Module that would actually cater for the Total Man (the body, spirit and soul) and that course is Total Man Concept.

Total Man Concept (TMC) Module offered in Anchor University has seven series. They are TMC 111 (origin and creation of man- purpose for creation); TMC 121 (Redemption, Justification, reconciliation and forgiveness), TMC 211(Bible doctrines and its implication to the Christian faith); TMC 221 (followership, discipleship, and rewards of faithfulness. General concept of leadership); TMC 311 (Creating a Niche for yourself, vision and mission statement, case studies of successful men and women, in Business, Science, innovation , entrepreneurship, Christian ministry, etc.); TMC 411 (Leader in the middle of an organisation, 360 degrees leadership training); TMC 421 (Mission and Missionaries- case studies).

Total Man Concept and Students' Belief

Students come to the tertiary institution with the belief of just getting high grades and seeking for white collar jobs at the end of a course of study but education in this 21st century is more interested in building an individual that survive in the absence of white collar job. Education cuts across all facet of life with the sole aim of bringing about positive changes in the behaviour of a student that will make him useful to himself and the society. Total Man's Concept seeks to influence the total being of a man to ensure he contributes to the well-being of the society anywhere he finds himself in the world after schooling. Some students come to the school without clearly defined goals TMC addresses this. They point to a particular set of mindsets and habits that help students succeed – and qualities that schools reward in their students.

TMC seeks to connect man to divinity (God) using the holy book called the bible. The bible is loaded with good attributes which when man is able to tailor his belief system alongside will be of great benefit to him in all hisendeavour.

Total Man Concept and Metacognitive Awareness

Rasha M. A, (2020), Metacognition is the ability of learners to take necessary steps to plan suitable strategies for solving the problems they face, to evaluate consequences and outcomes and to modify the approach as needed, based on the use of their prior knowledge. Metacognition helps learners to successfully achieve a personal goal by choosing the right cognitive tool for this purpose. The study, therefore, aims to explain the relationship and impact of metacognitive awareness and academic motivation on student's academic achievement (Rasha M. A, 2020). He went further to say that metacognitive awareness is a major contributor to success in learning and represents an excellent tool for the measurement of academic performance. From the foregoing, there is a huge relationship between metacognition and TMC. While metacognitive awareness helps learners to take necessary steps to plan suitable strategies for solving the problems they face, to evaluate consequences and outcomes and to modify the approach as needed, based on the use of their prior knowledge, this prior knowledge could invariably be the one gotten from TMC. TMC helps learners to discover their purpose in life. The learner through the knowledge gained from TMC is able to know the original purpose of his creation and principles, strategies that will motivate the learner to aim at achieving this purpose. TMC thrives to impact the right attitude on students such as focusing on their goals, taking responsibility when and where needed in all areas of life including their study which will in turn influence the academic achievement of the student. Which the knowledge of TMC man is exposed to the basic principles that are vision and mission oriented thus helps and motivates the learner as they plan and solve problems in their day to day lives.

TMC, Metacognition and Achievement

The dictionary defines achievement as a great accomplishment, something achieved with great effort or skill. Metacognition is also categorized as higher-order thinking that engages active control over the cognitive procedures involved in the learning process (Barnes and Stephens, 2019). It is also an essential strategy associated with academic achievement and problem-solving abilities. The development of modeling strategies of students is influenced by metacognition when the effects of self-checking, cognitive strategy, awareness, and planning are considered (Vettori et al., 2018). Students who carry out better self-check reflect higher development in their modeling abilities as compared to those who are less skillful in self-checking. The development in modeling competencies is mediated by planning skills and cognitive strategy. Students with increased skills carried out modeling better after some experience is achieved. On the contrary, the metacognitive and cognitive activities did not occur sequentially in the procedure through which planning activities are most common, while prediction activities are least common (Hidiroğlu and BukovaGüzel, 2016). The teaching of Total Man Concept in Anchor University became enormous as most Nigerian graduates were found to be universally competent and well trained Intellectually, when compared with other international scholars, but lack purpose, morals and faith in God. In other words, through the activities of the Total Man Concept Module taught in Anchor University, testimonies abound in how it has helped in shaping the total man (body soul and spirit). As these testimonies abound from the graduates from their different locations, how the course has impacted their lives, it is against this background that the paper seeks to examine the impacts of Total Man Concept embedded programme on Undergraduates' Belief System, Metacognition and Achievement.

Aims and Objective

The aim of this study is to evaluate the impacts of Total Man Concept embedded programme on Undergraduates' Belief System, Metacognition and Achievement. The specific objectives are

1. Evaluate the impact of TMC on undergraduates from Anchor University

2. To determine the mean achievement scores of undergraduate in TMC courses and selected departmental courses
3. To determine the impact of TMC courses on undergraduates' belief system
4. To determine TMC contributed to undergraduates' moral development, good judgment or decision making
5. Examine the effect of TMC courses have on undergraduates' metacognitive awareness

Research Questions

The following research questions were raised to guide the study.

- What are the five most significant impacts of TMC courses on undergraduates?
- What are the mean achievement scores of undergraduate in TMC courses and selected departmental courses?
- What is the impact of TMC courses on undergraduates' belief system?
- What are other attractions to Undergraduates in Anchor University apart from the general courses and main courses?
- In what specific ways has the knowledge gained from TMC contributed to undergraduates' moral development, good judgment or decision making?
- What effect do TMC courses have on undergraduates' metacognitive awareness?

Research Hypotheses

Ho₁: There is no significant effect of TMC courses on the metacognitive awareness of undergraduate students.

Ho₂: There is no significant impact of TMC courses on undergraduate students' belief system.

Ho₃: There is no correlation between the achievement of undergraduate students in TMC courses and their other departmental courses.

Methods

Research design

A case study research design incorporated with a correlation survey was adopted for this study.

Population

The study focused on current undergraduate students at the 100, 200 and 400 levels. The population of the study was 578 students who are current undergraduates of a faith-based university located in Lagos, Nigeria.

Sample and sampling techniques

A total of 260 undergraduates were sampled for this study using purposive sampling techniques.

Instrument description, administration and data collection

The questionnaire, open-ended question and rating scale were the instruments used in this study. The instrument used to assess students' belief systems was an adapted version of the Asia Leaders Learning Community questionnaire on spiritual maturity, while the instrument used to assess the student's moral values was adapted from Jensen and Podilla-Walker's (2019) Ethical Values Assessment (EVA). Furthermore, the instrument used to assess students' metacognitive awareness was adopted from an inventory by Schraw, G. & Dennison, R.S. (1994). Assessing metacognitive awareness while the instrument used to assess a student's

purpose in life was adopted from Crumbaugh & Maholick, (1964), an experimental study of existentialism: The psychometric approach to Frankl's concept of no ogenic neurosis

Questionnaires were developed and distributed to students according to their levels. Open-ended questions were also asked on five impacts of TMC on students' belief systems as well. Section (A) of the survey addressed the students' demographic factors which were their gender, age, department, level and their last class CGPA. The next section (B) handled the influence of TMC modules on students' overall well-being and also the impact it has on their belief system. In this section, the students were asked to list five impacts of TMC on them as well as what attracts them to Anchor University apart from their general and main courses.

In the next section (C) which has two subsections, the undergraduate students were made to rate their levels of spiritual growth and also their moral values respectively since they started offering TMC courses in Anchor University. Section (D) had the undergraduate students self-assess their metacognitive awareness and section (E) had the students rate their views on their purpose in life. The Achievement scores in TMC and Departmental Courses were obtained from the Faculties of the students

Data Analysis

Data collected were analysed using different IBM packages (SPSS and Modeler). For the session that addressed the impacts of TMC on the students and what attracts them to Anchor University apart from their general and main courses, their responses (being open ended) were analysed using IBM Modeler Subscription. Text Analytic was conducted to answer research questions one and four. Other research questions and hypotheses were answered and tested respectively using IBM SPSS version 25. Research questions, 2,3,5 and 6 were answered using Descriptive statistics and Correlation. The Hypotheses were tested using the Pearson product Moment Correlation (PPMC).

Result

Demography

Variables		N	%
Gender	Male	107	40.1
	Female	152	56.9
Level	100level	129	49.6
	200 level	84	32.3
	400 level	47	18.1
Faculties	Science	120	46.2
	Management Science	98	37.7
	Humanities	42	16.2

Table 1 show the demography representation of the students sampled. The Table showed that 40.1% of the respondents are male and 56.9% females. When classified based on level, 49.6% are in 100 level, 32.3% in 200 level and 18.1% in 400 level. 46.2% were from the faculty of science and science education, 37.7% from the Management sciences and 16.2% from Humanities.

Research Question 1

What are the five most significant impacts of TMC courses on undergraduates?

To answer the research question one, a text analysis was conducted using the IBM modeler text mining. A total of 438 concepts were extracted, out of which 30 categories with 16 subcategories was built. For the purpose of this study, only 5 categories and their subcategories were selected because they had the highest descriptor

(concepts in them) and document count. These categories therefore represent the impact of TMC courses on the undergraduates in the study location. The Table 2 shows the how the major impacts stated by the students were built into categories and subcategories

Table 2: Impact of TMC on Undergraduates

Categories/Tags	Subcategories/ Impacts	Descriptors (Concepts)	No. of Documents
God	Desire to know God	36	154
	Faith in God	2	15
	Knowledge of who Christ is	3	13
	relationship with God and religion	11	27
Life	Directing their purpose in life	31	126
	Spiritual life	2	17
	Social life	2	2
	Moral life	16	56
Understanding of the bible and Spiritual enlightenment	understanding of the scripture/Bible	49	154
	Growing spiritually	11	62
Behaviour and Behaviour mechanism	Character	21	62
	Love	2	5
	Belief system	3	14
	Forgiveness	4	14
	Importance and knowledge of human resources	14	35
	Mental and learning processes	5	9
Occupation	Occupation	10	25
	Leaders	9	23
	Academics	4	8

Table 2 shows that under the category GOD, TMC had its highest on impact the students’ desire to know God as described by 36 concepts extracted from 154 documents mined. It also impacted their relationship with God (11 descriptors and 27 documents), the knowledge of who Christ is (3 descriptors and 13 documents), and increase their faith in God (2 descriptors and 15 documents). The text mining carried out also revealed another Category LIFE. It’s highest impact in directing students purpose in life (31 descriptors from 126 document). It also impacted their spiritual life ((2 descriptors and 17 documents), social life (2 descriptors and 2 documents) and moral life (16 descriptors and 56 documents). Another major impact of TMC on the students Understands of the Bible and spiritual enlightenment. Under this category, TMC impacted their understanding of the bible as revealed by 49 concepts extracted and evident in 154 documents mined from the text mining done. The students also stated that TMC had impacted on their spiritual growth (11 descriptors and 62 documents). TMC courses offered by the students also had an impact on the students Behaviour and behaviour mechanism. The course had an impact on their character as described by 21 concepts extracted from 62 documents. it has helped them to understand and demonstrate true love. It has impacted their belief system as regards to Christ and learnt more about forgiveness. TMC as a course has helped the students to understand the importance of human resources in the kingdom work as well as improved their mental and learning processes. The study as revealed that TMC impacted on the student understanding of choice of occupation in the future, it has given them insight of who a leader. TMC course has also impacted on the

students academics in school. The web chart below displays the major categories and how it relates to other categories.

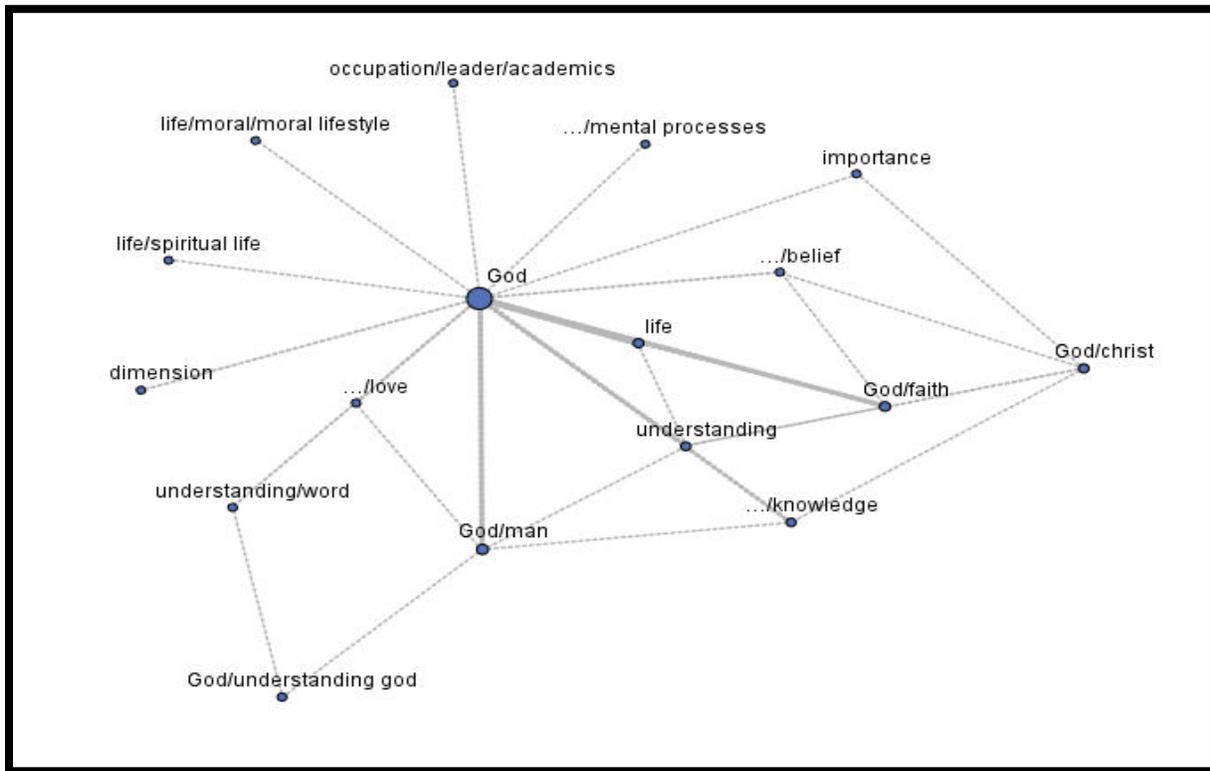


Figure 1: Category Web of Impact of TMC on undergraduates

Research Question 2

What are the mean achievement scores of undergraduate in TMC courses and selected departmental courses?

Table 2: Mean Achievement of Undergraduates in TMC and some selected Departmental courses

	Mean	Std. Deviation
TMC Course	68.98	10.71
Selected Departmental Achievement	66.23	11.77

Table 2 shows that the mean achievement scores of students in TMC is 68.98 with a standard deviation of 10.71, while that of the departmental courses is 66.23 with a standard deviation of 11.77.

Research Question 3

What is the impact of TMC courses on undergraduates’ belief system?

Table 4: impact of TMC courses on undergraduates' belief system

Level		N	r	Impact (%)
100	Biblical Worldview	129	0.222	4.8%
	Hearing Gods Word		0.158	2.5%
	Spiritual Discipline		0.224	5.0%
	Spiritual Leading		0.063	0.3%
200	Biblical Worldview	84	0.196	3.8%
	Hearing Gods Word		0.228	4.5%
	Spiritual Discipline		0.168	2.8%
	Spiritual Leading		0.181	3.2%
400	Biblical Worldview	47	0.018	0.0%
	Hearing Gods Word		0.017	0.0%
	Spiritual Discipline		0.096	0.9%
	Spiritual Leading		0.110	1.2%

Table 4 show that TMC had a positive impact on 100 level students' biblical world view (impact = 4.8%) , their ability to hear God's word (impact = 2.5%), in their spiritual discipline (impact = 5.0%) but did not have an impact on their spiritual leading (0.3%). For 200 level students, the TMC courses offered had a positive impact of 3.8% on the biblical view, 4.5% of their ability to hears from God's word, 2.8% on their spiritual discipline and 3.2% on their spiritual leading. For the 400level students, TMC had no impact on the biblical worldview, ability to hear from God's word, a very small impact on the spiritual discipline (impact = 0.9%) and a positive impact of 1.2% on their spiritual leading.

Research Question 4

What are other attractions to you in Anchor University apart from your general courses and main courses?

Using the IBM text Analytics, major concepts were extracted from the documents mined. The result is presented in Table

Table 5: Others Attractions to Students

	Categories	descriptors	Document
1	Fellowship	4	13
2	Sports	3	12
3	School Environment	3	7
4	Entrepreneurship	3	3
5	Musical opportunities/training	2	4

Table 5 shows five major attractions of students to the university. These attractions aside their academic activities, are the fellowship, sports/sporting activities in the school, the serene environment of the school, the entrepreneurship opportunities they have in the school and the musical opportunities/training they get as undergraduates.

Research Question 5

In what specific ways has the knowledge gained from TMC contributed to your moral development, good judgment or decision making?

Table 6: Contributions of TMC to undergraduates Morals

Level		N	r	Decision
100	Moral Development	129	0.312	Positive Contribution
	Good judgment		0.190	Positive Contribution
	Decision making/Taking Responsibility		0.194	Positive Contribution
200	Moral Development	84	0.263	Positive Contribution
	Good judgment		0.233	Positive Contribution
	Decision making/Taking Responsibility		0.307	Positive Contribution
400	Moral Development	47	0.249	Positive Contribution
	Good judgment		0.192	Positive Contribution
	Decision making/Taking Responsibility		0.105	Positive Contribution

Table 6 shows that for the 100 level students, TMC has contributed positively to students moral development (r = 0.132), good judgment (r = 0.190), and decision making (r = 0.194). Similar result was also recorded for 200 level students (moral development (r = 0.263), good judgment (r = 0.233), and decision making (r = 0.307).and the 400 level students moral development (r = 0.249), good judgment (r = 0.192), and decision making (r = 0.105). knowledge gained from TMC has therefore contributed positively to students moral development, good judgment or decision making.

Research Question 6

What effect do TMC courses have on your metacognitive awareness?

Table 7: Correlation between TMC courses and Metacognitive awareness

Level	r	effect
100	-0.127	0.016 (1.6%)
200	0.104	0.011 (1.1%)
400	0.364	0.132 (13.2%)

Table 8 shows that for the 100 level students, TMC courses offered had a negative effect of 1.6% on students' metacognition. For the 200 level students, TMC courses offered had a positive effect of 1.1% on the student metacognition, while for the 400 level students, TMC courses offered had a positive effect 13.2% on their metacognitive awareness.

Research Hypotheses

Ho₁: There is no significant effect of TMC courses on the metacognitive awareness of undergraduate students. In testing the hypothesis, a Pearson product moment Correlation was conducted to determine the impact of TMC courses on graduates' belief system. The result is presented in Table 5.

Table 8: Relationship between TMC Courses on Undergraduates metacognitive awareness

	TMC course offered	Effect on Metacognition	
		r	ρ
100 level	TMC 111	-0.167	0.059
	TMC 121	-0.078	0.378
200 level	TMC 111	0.132	0.232
	TMC 121	0.128	0.224
	TMC 211	0.072	0.517
	TMC 221	0.061	0.580
400 level	TMC 111	0.397	0.006
	TMC 121	0.388	0.007
	TMC 211	0.255	0.084
	TMC 221	0.358	0.014
	TMC 311	0.311	0.033
	TMC 411	0.318	0.030
	TMC 421	0.327	0.025

Table 8 shows that for 100 level students, TMC 111 ($r = -0.167$, $\rho = 0.059$) and TMC 121 ($r = -0.078$, $\rho = 0.378$), had no significant impacts on their metacognitive awareness. For the 200 level students, none of the TMC courses offered so far [TMC 111 ($r = 0.132$, $\rho = 0.232$); TMC 121 ($r = 0.128$, $\rho = 0.224$), TMC 211 ($r = 0.072$, $\rho = 0.517$), & TMC 221 ($r = 0.061$, $\rho = 0.580$)] had a significant impact on students' metacognitive awareness. For the 400 level students, the result was different, almost all the TMC courses offered had a significant impact on 400 level students' metacognitive awareness. The result presented in Table 8 shows that TMC 111 ($r = 0.397$, $\rho = 0.006$), TMC 121 ($r = 0.388$, $\rho = 0.007$), TMC 221 ($r = 0.358$, $\rho = 0.014$), TMC 311 ($r = 0.311$, $\rho = 0.033$), TMC 411 ($r = 0.318$, $\rho = 0.030$), TMC 421 ($r = 0.327$, $\rho = 0.025$), had positive significant impacts on the metacognitive awareness but TMC 211 ($r = 0.255$, $\rho = 0.084$), did not significantly impact the 400 level students' metacognitive awareness.

Ho₂: There is no significant impact of TMC courses on undergraduate students' belief system.

Table 9: Impact of TMC Courses on Undergraduates metacognitive awareness

	TMC course offered	Belief system	
		r	ρ
100 level	TMC 111	0.163	0.065
	TMC 121	0.201	0.022
200 level	TMC 111	0.230	0.035
	TMC 121	0.225	0.039
	TMC 211	0.193	0.079
	TMC 221	0.146	0.185
400 level	TMC 111	0.081	0.586
	TMC 121	0.056	0.708
	TMC 211	0.025	0.869
	TMC 221	0.047	0.754

	TMC 311	0.016	0.917
	TMC 411	0.076	0.612
	TMC 421	0.123	0.410

Table 9 shows that for 100 level students, TMC 111 ($r = -0.163$, $\rho = 0.063$) had no significant impact of student belief system while and TMC 121 ($r = -0.201$, $\rho = 0.022$), had a significant impacts on students belief system. For the 200 level students, TMC 111 ($r = 0.230$, $\rho = 0.035$) and TMC 121 ($r = 0.225$, $\rho = 0.039$) had significant impact on their belief system; while TMC 211 ($r = 0.193$, $\rho = 0.079$), & TMC 221 ($r = 0.146$, $\rho = 0.185$) had no significant impact on students belief system. For the 400 level students, the TMC courses offered had no significant impact on their belief system

Ho₃: There is no significant correlation between the achievement of undergraduate students in TMC courses and their other departmental courses.

Achievement	Mean	SD	r	ρ
TMC	68.99	10.71	0.305	0.00
Departmental	56.23	11.75		

Table 10 shows that there was a significant correlation between the achievement of undergraduate students in TMC courses and their other departmental courses ($r = 0.304$, $\rho = 0.00$). The null hypothesis is rejected.

Discussion

The result obtained revealed that the most significant impact of the course TMC on undergraduate is that it has helped them to desire to know more about God as well as their faith in God . This finding relates what the Bible says in Roman chapter 10 verses 17 which says “so faith cometh by hearing, and hearing by the word of God”. TMC a course modules teaches the scriptures to students in order to cater to their soul, little wonder their desire to know God. It has increased their faith in God, since the word of God is powerful. According to Brave (2016), The point in his life where he had the most faith to believe God’s word was when he was studying in the word of God eight hours a day. Another major impact is in directing their purpose in life. Just as the psalmist says thy word is a lamp to my feet and a light to my path, the scripture the students hear on a regular basic as made this scripture to be fulfilled in their lives as majority of them stated that since they started taking the course module, it has helped them in directing the lives. Britton (2020) in his blog noted that many people go through life feeling frustrated because they don’t know their purpose in life, he further stated that one’s purpose in life can only be found by digging deep into the word of God. Understanding the bible was also an impact the course TMC had on the students. Scott (2022) while celebrating 100years of teaching the Bible in school stated that “Bible courses are enriching the educational experience of youth daily and equipping students with the tools they need, not only for a broad education, but also for a hope-filled future and a life reflective of healthier decision-making and responsible citizenship."

The Result obtained from this study also revealed that TMC courses offered had positive Impact on students’ belief system. Estrada et al. (2019) found that religious education help to increase awareness regarding beliefs and practices and their influence on the individual, the family, and the community. Arod, Woessmann and Zierow (2022) stated that Religious education have a positive long term effect on students’ lives. Arold et al. 2022), found that being exposed to compulsory religious education in school indeed affects students’ belief pattern in adulthood. They also found that the effects of religious studies beyond the religious sphere on family and labour-market outcomes. This finding of this study proved that TMC impacted every aspect of the student life

On their Metacognitive awareness, the result obtained from this study revealed that TMC course module had a positive impact on their metacognitive awareness. Metacognition being the analysis of one's own learning or thinking processes, this study found that TMC had a significant correlation in the higher level student metacognitive awareness. This is contrary to the findings of Pearce (2018) whose study revealed that increase in the time of scriptural reading did not significantly correlate with students' metacognition, although he admitted that there was a positive relationship between increase scripture study time and metacognitive awareness of students in the Released- Time Seminary where the study was conducted. The findings of Gouhari, et al (2020) religious coping was able to improve students' metacognition among children.

The effect of TMC course module on students' academic achievement in some selected departmental courses was also examined. The finding revealed that TMC course module had a significant impact on students' academic achievement. The data obtained for this study, it was revealed that students with high TMC scores also scored high in their departmental courses. This finding is support by the study of Jeynes (2009) where it was revealed that students with the highest level of Bible literacy also had the highest average GPA.

Rooney (2009) in this article 'Educational and Biblical Perspectives for Academic Achievement in Christian Schools' noted that Holistic education is characterized by interdisciplinary activities that cut across disciplines, inter-dimensional approaches covering all aspects of 'being human' and emphasizes communicative interaction between God's Word and teachers and student's daily lives. It is underpinned by biblical anchors and complemented by transformative actions whilst highlighting the implication of secular and spiritual maturation. Rooney (2009) noted that if a student is holistically trained, it will impact positively on their academic achievements, just as found in this study.

Conclusion

The finding of this study lead to the conclusion that Total Man Concept embedded programme offered by students in Anchor University has a remarkable impact undergraduate belief systems, moral values and their metacognition. It also lead to the conclusion that with higher achievement score sin TMC are likely to score high in their departmental courses.

Recommendations

It is therefore recommended that the TMC courses embedded in the course programme of Anchor University be extended to other universities across the globe to build the Total Man.

Reference

1. Barnes E.M & Stephens S.J. (2019). *Supporting mathematics vocabulary instruction through mathematics curricula. The Curriculum Journal, 30 (3):1-20.*
2. Estrada, C.A.M., Lomboy, M.T., Gregorio Jr. E.R., Amalia, E., Leynes, C.R., Quizon, R.R. & Kobayashi, J. (2019). *Religious education can contribute to adolescent mental health n school settings. International Journal of Mental Health system. 13(28): 1-6.*
3. Gouhari, A. B, Abolmaali A.K, Dortaj F, Jomehri F. (2020) *Effect of Religious Coping Skills Training on Modifying Metacognitive Beliefs among Children of Veterans with PTSD. Iran J War Public Health. 2020; 12 (1) :11-18*
4. Hidiroğlu Ç.N & Bukova E.B.(2016). *Transitions between cognitive and metacognitive activities in mathematical modelling process within a technology enhanced environment. Necatibey Faculty of Education Electronic Journal of Science and Mathematics. Education. 10(1): 313 - 350*

5. Jeynes, W.H. (2009). *The relationship between bible literacy and academic achievement and school Behaviour. Education and Urban Society.* 41(4): 419 -436.
6. Pearce, T. S. (2018). "Metacognitive Strategies and Scripture Study in Released-Time Seminary" (2018). *Theses and Dissertations.* 6980. scholarsarchive.byu.edu
7. Rasha M. A.(2020).*Metacognitive awareness and academic motivation and their impact on academic achievement of Ajman University students. National Library of Medicine,* 6(9): 04192.
8. Rooney, P. (2009) .*Educational and Biblical Perspectives for Academic achievement in Christian Schools. Journal of Christian Education .*52(3): 7-19.
9. Unya, I.U. (2004): *The Freshman and the University.* Diplomatic Trumpet Press, Abia State University, Uturu.
10. Uzoechina .G.(2017).*The total man concept approach in school service delivery in nigeria: a strategy for poverty eradication and national development. World educators forum:*9 (1).
11. Vettori G., Vezzani C., Bigozzi L.& Pinto G.(2018).*The mediating role of conceptions of learning in the relationship between metacognitive skills strategies and academic outcomes among middle-school students. Frontiers in Psychology.;*9 :1- 13.