Editorial Message

I have the pleasure to furnish you herewith the Proceedings which herein contains a collection of the papers presented at International Congress on Business and Economic Research (ICBER2013) organized by African Society for Scientific Research and African Association for Teaching and Learning in cooperation with several partners and collaborating journals in the international community. The congress was held August 20-23, 2013 at FCT Education Resource Center, Abuja FCT, Nigeria.

The ICBER series is an academic activity for interested scholars, scientists, technologists, policy makers, corporate bodies and graduate students. The aim of the conference is to diffuse research findings and create a conductive environment for scholars to debate and exchange ideas that lead to development in social, political, cultural and economic spheres of the global community.

Following the call for papers by the International Scientific Commission, papers we received more than 200 proposals from 20 different countries from all continents. As a commitment to the vision and mission of academic excellence and integrity, each paper was anonymously reviewed by two members of the editorial sub-committee of the Commission. This book of proceedings contains a selection of the papers presented at the conference.

We wish to express our sincere thanks to a high powered Adhoc Local Organising Committee led by Professor Peter U. Akanwa. We thank the cooperating partners for their cooperation and support for the project. We express our profound gratitude to all and sundry especially our Special Guests, delegates, reviewers, the media, the Nigerian foreign missions and all the cooperating partners for their contributions in promoting this noble academic event.

Please read on!!!

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EMPLOYEE SATISFACTION IN RAILWAYS – VIJAYAWADA.

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Abstract

The compiled report signifies level of Employee Satisfaction in Vijayawada Railway Diesel Loco Shed. Most of the employees are satisfied with this company. Company has a very good image among its employees. Most of the employees know organizations strategy; they have confidence in its leadership. Employees are satisfied with this company. Most of the Employees are getting appropriate recognition for their contribution. Diesel Loco Shed providing fair salary to its employees further work. Railway Diesel Loco Shed as an organization really has a very bright future because of its environment. Organization is like a family where employees have to put share of responsibilities and work in accordance with the organization goal. As far as employer employee relationship is concerned working in Railway Diesel Loco Shed is very satisfactory. People always get chance to show their talents and get recognized. Management is quite approachable.

REVIEW OF LITERATURE

Management is a *sine qua non* for large organizations; it helps them develop a unifying framework for planning and decision making. The concept of strategic management is vague and obscure. Nevertheless some luminaries in the area have defined it as follows. According to Gerry and Kevan (2005), strategic management involves understanding the strategic position of an organization, strategic choices for the future, and turning strategy into action. John, Richard and Amita (2008) define it as the set of decisions and actions that results in the formulation and implementation of plans designed to achieve a company’s objectives. The strategic management process is intended to be a rational approach to help a firm respond effectively to the challenges of the 21st century competitive landscape (Hitt, Ireland and Hoskisson, 2001). In the words of Peter Drucker (1962), strategic management is the continuous process of making present entrepreneurial decisions systematically and with the best possible knowledge of their futurity, organizing systematically the efforts needed to carry out these decisions and measuring the result of these decisions against the expectation through organised systematic feedback. Management
(corporate planning) is the formal process of developing objectives for the corporation and its component parts, evolving alternative strategies to achieve these objectives and doing this against the background of systematic appraisal of internal strengths and weaknesses and external environmental changes, and the process of translating these plans into action (Hussey, 1974).

**NEED FOR EMPLOYEE SATISFACTION SURVEY (ESS)**

Everyone from managers, retention agents to HR need to get a handle on employee loyalty and satisfaction ± how committed is the workforce to the organization and if workers are really contented with the way of things for gauging their likelihood to stay with the company. Employee loyalty of the two, employee engagement is a tad easier to measure. The litmus test is to study turnover and average length of service. If turnover is on the rise, loyalty levels are low and vice versa. Comparing them to industry averages gives a good idea of attrition probabilities. Staff attendance, compliance with policies and confidence in leadership are other indirect indicators of allegiance while excessive theft and sabotage spell obvious lack of commitment. A top consultant says; Look for pockets of higher turnover and disloyalty - by organizational unit, job type and level, length of service and demographics like gender, race/ethnicity or age. Keen observation of employee reactions and conduct is by far the most obvious and easiest technique. Casually walk around the office, watching employees working, interacting with each other and talk to them informally. Are they smiling, energized, cooperative and alert or listless, inactive and unhelpful.

**OBJECTIVE OF THE STUDY**

1. To identify the factor which improve the satisfaction level of employees?

2. To know the employee satisfaction towards the facilities.

3. To offer valuable suggestion to improve the satisfaction level of employees.

4. To measure the relationship among the employees in the organization and their Job satisfaction.

5. To find out the most distinct factors which influence their performance in the job.

**SIGNIFICANCE**
1. Helps in increasing the productivity.
2. It reduces Absenteeism.
3. It helps in reduce the employee turnover.
4. It increases the retention rate.

**RESEARCH DESIGN:**

A research design is the arrangement of conditions for collection and analysis of data, in a manner that aims to combine relevance to research purpose with economy in procedure. We have selected descriptive research study for our project. DRS are those studies which are concerned with describe the character of a particular individual or of a group.

RSD focuses attention on the following:-

- Selecting the sample.
- Collecting the data.

**Sample**

The sample consisted of 150 Railway employees from VRC (Vijayawada Railway Corporation) Railways India selected at random. All the subjects were males with a mean age of 35 years. Eighty five per cent were married and 39 per cent were post-graduates. Their level of JI may be crucial for the success of their organization.

**Instrument for data gathering.**

This study employed a questionnaire which consisted of the following sections: Section ‘A’ (JI):

The questionnaire for the measure of JI used in this study was a 20 item scale developed by Lodahl and Kejner. This scale is by far the most standardized instrument to measure JI, with test-retest reliability coefficient ranging from 0.72 to 0.80. Scores on this scale range from 20 to 100.

Section ‘B’ (Need satisfaction): It was a questionnaire to measure the employees' perceived need fulfillment, need expectation, need gap, and desired extent to which different needs are to be fulfilled by the management. Porter's format of needs which encompasses Maslow's needs hierarchy provided the framework for this questionnaire. However, being conscious of the differences in the cultural and environmental settings and based on the results of earlier studies by Pathak and by Narain the dimensions of job situations in the Indian context were chosen. In all, eight job factors were selected for the present study. One of the objectives of restricting the
study only to the most important factors was to make the questionnaire brief and less time consuming.

**Procedure**
The questionnaires were distributed through the regular organizational mail system. Groups of "high job involved" and "low job involved" were formed against a criterion of total scores (the cutoff score being 65). The analysis of needs was done by calculating mean values on a five point scale in which point 3 was taken as mid-point, dividing the scale in two equal halves (i.e., need fulfillment on the higher side and need fulfillment on the lower side). A similar method was employed to calculate the mean need expectation. The mean need gap the difference between mean need expectations and mean need fulfillment was found out for low and high JI groups. The extent to which the needs of employees should be fulfilled by the management was the intersection point between need expectation and need fulfillment. Chi-square analysis was performed to find out the significance of relationships between levels of JI and level of need fulfillment and expectations.

**Results**
The levels of need fulfillment need expectation, desired need fulfillment, and the gaps between desired and present level for high and low job involved of employees. The data did not reveal a strong relationship between JI and need fulfillment, need expectation, gap between expected and actual need fulfillment, or gap between desired and actual need fulfillment. Thus the findings of this study are inconsistent with those of Misra and Kalro. For example, regardless of the level of JI, employees were having maximum need gap for "recognition for good work done," followed by "opportunity for personal growth and development," and "decision making authority." Nor was there a relationship between need fulfillment and JI. Only one relationship between JI and the 8 need fulfillment items was found to be significant, namely "recognition for good work done." The high job involved employees tended to report higher need satisfaction with respect to "recognition for good work done," and the low job involved officers tended to report lower need fulfillment vis-a-vis this factor. The remaining 7 factors seemed unrelated to JI.

**Implications and Conclusions**
Not only has India one of the largest and busiest railways in the world, but also, IR is arguably the most traditional and monolithic in its basic structure. In fact, it closely resembles the archetypal railway described in this toolkit prior to considering the alternatives. Traffic growth has underpinned management initiatives to attain steady and significant improvements in staff productivity and equipment utilization. Nevertheless, IR has not been notably innovative in using modern rail technology, nor in transforming to more commercial management structures, nor focused on service quality or market-responsiveness. Instead, when seeking commercial focus, it has tended to create semiautonomous enterprises that bypass its own structures. The burst of improvements and achievements in business processes during 2004-08, appear to have been originated and driven by specific Ministerial leadership, rather than emerging from the permanent institutions of industry structure. And the subsequent diversion of a large part of those gains into the wages bill is a common feature of politically driven enterprises. The employees, regardless of job involvement, want more decision making authority, more opportunities for personal growth and development, and recognition for good work done. This can be achieved through widening their areas of responsibility, larger delegation of authority, adequate feedback and incentives for good work, and training. Top management must continue its efforts to create a work environment in which bank officers, who are themselves playing a key role as managers in motivating others, would voluntarily put forth their maximum contribution. The factor which will require particular attention in relation to JI is the recognition for good work done. Greater recognition by the bosses should lead to higher job involvement. Both tangible (merit based promotions) and symbolic forms of recognition (e.g., certificates or medals, etc., for outstanding work) should be helpful. The general absence of relationship between JI and need satisfaction found in this study may be due to the fact that compared, say, to the sample of Misra and Kalro, the present sample was much more homogeneous, consisting of managers in nationalized banks. Thus, the potential variation in both classes of variables may have been limited by the sampling design. Only further research can unravel the anomaly.

References


ABSTRACT

There are thousands of graduates today along the street looking for works to do in order to earn their livings. There are also lots of vocational works at the local ends which people can pick up and do. One of such is aluminum pot forge production. But people look down on it as invaluable work. This paper therefore intends to enumerate aluminum pot forge production as a good aspect of vocational education for self-reliance. It also traces the availability of materials, studio set up, tools and equipments as well as production processes. The economic impetus to the youths especially the unemployed is however explained. More so, the role of vocational art teacher in introducing the forging method of producing Aluminum pot to students in tertiary institutions is included.

INTRODUCTION

Oke (2004) said, any economists, sociologists and development analysts have traced reasons for the unfortunate state of economic and technological backwardness of societies in African countries the cause is the low level of technology and lack of political will by our leaders to develop the existing local technology we have. Vocational work is a thing of necessity in a developing country like Nigeria. The aspiration of our leaders in the government and the people in this country should be to use our present system of education to fight unemployment, economic recession and shortage of skilled manpower in this present dispensation this should be done through vocational education. There are lots of vocational works which the people can develop as local technologies to standard. One of such local technologies is aluminum pot production through forging method. Training in vocational education will make the people creators, efficient producers and creative consumers and not mere parasitic consumers. Such person will be proud of been self-reliant.

Forged Aluminum Pot as a vocation

Horby (2005) said that vocation is a type of work or way of life that is believed to be especially suitable for life. This requires skill and knowledge which the person need to process in order to do a particular work. The qualification and training needed to acquire the skill is referred to as vocational education. Wikipedia (2012) refers to vocational education as an education that prepares people for specific trade, craft and carrier at various levels. Suleiman (2012) said that
The production of aluminum pot takes place in every locality throughout Nigeria. The rate and extent at which it takes place may vary. As for Bade local government, it is practiced in almost every town. But the people involved in the production are uneducated there is increasing demand for aluminum pot because of durability. Bassey (2004) said that aluminum cook wares have reduced the demand for traditional pots. Okunna (2004) also testified to the last statement by saying that there is also demand for aluminum cooking pot instead of clay pot. This means that there is increasing demand for aluminum pot in the market.

The potter and the studio

The people involved in this aluminum pot production are mostly uneducated, probably primary or secondary school leaver. They only went to learn the craft in a studio set up. The studio is always in thatched form. Apprenticeship does not require long time. The studio usually includes major sections like would making, casting and melting sections. Others are materials and equipment/tools sections. The studio does not require much money to set up.

Materials

Aluminum is a popular material for cookware quite durable and excellent conductor of heat kitchens (2013). It is comparatively low cost material which is gradually replacing clay pot at the grass root in Nigeria. Recycling method is adopted in supplying raw material. The pot makers depend on aluminum products that have been use and thrown away. They engage the small children like “almajiris” to gather used aluminum products from the streets, gutters and dust bins. These are broken spoons plates, old aluminum pots, cocacola cans and other containers. Abubakar (2011) said that the pothers also visit mechanic workshops, bicycle repairers and iron benders for getting used aluminum part of generator and motorcycle.

Tools and Equipments

The major equipment used are:- air blowing machine, wheel, fire mouth, iron pot (old gas container of refrigerator). These are used in the melting section. Sliced aluminum pot and wooden guide are the main equipments used when making the world of the pot. A bucket of water is also needed during casting. These equipments are locally constructed by the blacksmiths and carpenters. The tools are pincers, hammer, metal rods, wooden rods and knives.

Production Process

The process requires the effort of two or more people. The blowing machine is permanently connected to fire mouth with a pipe. chacoal is used to fire the aluminum material inside the iron pot on top of the fire mouth. One person gradually gears the blowing machine that blows air to the fire mouth. The material melt to liquid form. One or two pieces of dry cell battery (used for touch light) are added to it. This enables the impure materials to float and removed from the pot. Before the melting process complete, the mold must have been prepared. A sliced aluminum pot is banded with wire and tilled tightly with moisture clay. This is turned upside down on a smooth plain ground. Clay is firmly stuck round the pot. Marks is made to run through the joint of the two would in other not to miss the replacement. This is done half way before a second wooden guide is placed on top and the same process is repented as above. Thereafter the sliced pot is technically removed from the mold. Many of such mold should be prepared as much as required before casting.
Casting Stage

As soon as the hot solution is ready, a metal pincer is used to remove the pot from the sire and pure the liquid into the mold through a hole on top. The cast is allowed to cool down for at least five minutes before the aluminum rot is removed pot is removed from clay mold. A metal file is finally used to run through the body of the pot in finishing order.

Prospects

Aluminum pot forge has bright future judging from the fact that demands for product is always higher than supply every day. The potters have never complain of no market for the production this is simply because of the demand as explained by the academic clay potters. Besides this prior advantage, there are other products. There are other products that can be produced apart from pot. Fry pans, cups, bowls, flat plates and spoons are easily produced for local use. Handles of knives and cutlasses as well as defected pots can be mended. Many more shapes and forms of objects can be derived out if properly handled by intellectuals.

Economic impetus

CBN (2012) alerted that the unemployment rate in Nigeria is 47% especially the youths excluding the present graduates in the youth service who will all depend on white collar job that is not forth coming. Hence, to achieve the objectives of the educational system and be just, equalitarian and self-reliant nation (Nigeria national policy on education 2004), there is need for adequate attention to be accorded to vocation education in which aluminum pot production is an aspect.

It is discovered that aluminum potters are literate enough and are assisted, will boost the production and further generate employment opportunity. In this regard, the following importance can be derived from aluminum pot production.

1. Cost: This refers to the total amount of money that is needed in establishing and running the business. This is observed in three ways:-
   a. Cost of studio set up: The setting up the studio for aluminum pot production requires little amount of money. The capitals needed are a small portion of land for the construction of the studio. Local blacksmiths and carpenters can be contacted for the constructions of equipments and tools at very cheap rate.
   b. Source and cost of raw materials. The mechanics and repairers can be contacted for the supply of west aluminum products at low cost some can be freely got from dung hill and along the streets. This idea thereby enables the supply of raw material at cheap cost.
   c. Cost of production: it is the cost of production and transportation that actually make the imported aluminum cook wares very costly in Nigeria. Despite the fact that the imported cook waves have thin walls which may not last long in African local use. The locally produced pot is thicker, stronger and conducive to local use. The low cost of production and little or no cost of transportation of the locally produced pot is an advantage over the imported ones.

2. Demand and supply: the steady supply of locally produced pot at low cost will meet increasing demand by the Nigerians. This will equally make it possible for exportation to neighbouring countries in Africa.

3. Employment generation: The above opportunities derivable from locally produced pot visibly give room for self-employment and employment of other people. As people engage in production, some other people are engaged in wholesale and retail aspect of marketing the
products. More so, some other firms rise up to render services to the industry. People will also engage themselves in research and development.

4. Good source of Revenue: This can only be made possible if adequate attention is given to the production. This will require setting it up as a standard local industry though modern technology, proper funding for commercial purpose. Revenue can be generated by the local, state and federal governments.

5. Standardization of local industry: Well trained educators and technologist would make further research on innovations of new machine, techniques and methods of production. Marketing strategy at both national and international levels will also be searched out. This will enable it compete with other international cookware industries of the world.

The role of the teacher

The teacher is the immediate intellectual self that should link the student with the aluminum pot forge through the theory and practical method of production. The teacher should look at it as a career work that can solve economic problems. The teacher should look for means of advising the government at local, state or federal levels to encourage loan to people for establishment. He should also take up the responsibly to search for how to solve immediate and future problems of Forge Aluminum pot as a vocation. These include the marketing strategy and competition with other similar production. The teacher should also search for some other vocations that have brighter future to bring to the knowledge of the students. He is also the intermediary between the government and the student to give the best advice to both the government and the students concerning the way out.

The roles of the government

The government should not tarry to grab this opportunity to solve part of unemployment problem by offering the following responsibilities.

- Include aluminum pot production in the tertiary institutions curriculum in the aspect of vocational education.
- Establish vocational training institutes where aluminum pot making can be practiced and training people.
- Sponsor vocational education teachers for research and development on aluminum pot production. This includes modernization of tools and equipments.
- Give loan to people for the establishment of studio and local industries.
- Popularize aluminum pot making through public advertisement and encourage the trainees, the trained and the trainers.

Conclusion

It is worthy to know that aluminum pot production has bright future as one of the solution to self-employment in this country. This should come across everybody’s mind that for a successful future to be guaranteed in this computer age, there must be cognizance that will bring revival into self-employment trade like this. This cannot be possible except through vocational education this will not allow posterity to tell on our negligence.

References


REVAMPPING VOCATIONAL AND TECHNICAL EDUCATION IN NIGERIA FOR SUSTAINABLE DEVELOPMENT

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Abstract
The paper is on revamping Vocational and Technical Education in Nigeria for sustainable development. The paper discussed how the signs in vocational and technical education sub-sector are not encouraging for instance lack of qualified vocational and technical education teachers, lack of workshops, machines, hand tools and other infrastructures in view of the above, technical and vocational education is preached by various successive governments since independence in Nigeria institutions of learning and not practiced. The paper discussed vocational and technical education instructional delivery for empowerment and employment and instructions should be geared towards self reliant of Nigerian citizens in future and it would also enhance scientific and technological development for actualization of vision 20:2020. The paper also discussed vocational and technical education research and development (R&D) as a means of global economic recovery and sustainable development in Nigeria. R&D would bring about innovative ideas, techniques, skills and professional suggestions to revamp vocational and technical education. Finally, the paper concludes that, research should be conducted in vocational and technical education and recommendations faithfully implemented to the later for greater service delivery for sustainable national development in Nigeria.

Keywords: Revamping Vocational and Technical Education, Sustainable Development.

INTRODUCTION

Vocational and Technical education is the hub of any economy of a nation just as the wheel rotates around the hub, the economic sector of Nigeria rotates around vocational and technical education considering the current socio-economic, scientific and technological development of Nigeria. Rashtriya (2005) pointed out that, the wealth and prosperity of a nation depends on the effective utilization of its human and material resources through industrialization. Rashtriya maintained further that, the use of human material for industrialization demands its education skills. Industry opens up possibilities of greater fulfillment for the individual. India’s resources of manpower can only become an asset in the modern world when trained and educated.

For over 52 years, Nigerians are quietly hopeful that there would soon be a revamping process in vocational and technical education sub-sector. Revamping process in vocational and technical education must happen to save our country’s economy. The signs in vocational and technical education sub-sector are not very encouraging. For instance, lack of qualified vocational and technical education teachers, lack of workshops or laboratories, lack of machines, equipment, hand tools and other infrastructures. Vocational and technical education is preached by various successive governments since independence in Nigeria institutions of learning and not practiced. But if
vocational and technical education is practiced as it is done in China, India, Canada, United States of America and Germany, it would pave the way for a radical change in Nigeria entire economic system and this would enhance sustainable scientific and technological development of Nigeria.

Revamping Vocational and Technical Education is a process of applying scientific knowledge into vocational and technical education sub-sector in Nigeria with a view of identifying, studying, analyzing, evaluating and continuing or terminating vocational and technical education programme. Furthermore, revamping vocational and technical education involves among other things, the development of policy alternatives, experimenting, implementing and feedback and revamping vocational and technical education must meet the needs and aspirations of the citizens of Nigeria.

According to Ogwo and Oranu (2006) the terms vocational and technical education are used jointly or synonymously to mean education geared towards skill acquisition for gainful employment.

Similarly, Olaitan, Nwachukwu, Igbo, Onyemachi and Ekong (1999) defined vocational and technical education as education for work; its value is therefore rooted in the worthwhile living in the world of work. Apart from work, vocational and technical education prepared learners to develop profitable social habits required by the society.

Also, Okoro (1999) said vocational and technical education is often used interchangeably to refer to the same type of education. Technical education is special grades of vocational education which can be distinguished from other vocational education programmes because more mathematics and science are required in the training programmes usually bridge the gap between the professional engineer and the crafts man. Vocational and technical education adequately prepared the individual in skills, techniques, knowledge and attitudes for effective employment in the world of work place.

VOCATIONAL AND TECHNICAL EDUCATION INSTRUCTIONS FOR EMPOWERMENT AND EMPLOYMENT FOR SUSTAINABLE DEVELOPMENT IN NIGERIA

The needed changes in vocational and technical education instructional delivery for empowerment and employment could be achieved by organizing vocational and technical education seminars or conferences primarily to help vocational and technical education teachers become acquainted with the essential skills and experiences of composite engineering products household and other engineering technology items construction. It should be open to any person in other field of study like sociology wishing to develop his/her skills and techniques or background in vocational and technical education.

Furthermore, it is pertinent to note that, institutions of learning in Nigeria should begin to prepare their under graduate and graduate students in the use of the computer as an instructional tool. This may be difficult, however, because, lack of funding in vocational and technical education sub-sector is one of the reason or barriers to computer use in institutions of learning in Nigeria.

Supporting the above, craft (2002) argues that;

Research evidence concerning the effectiveness of computer assisted instruction is very far from conclusive, however, the available research and vast amount of practical evidence indicate that computer assisted instruction has a tremendous potential. Educators should be encouraged to implement it. Computer assisted instruction and other classroom activities using the computer literacy a worthy goal of all schools preparing students for a computer intensive society.

Change in vocational and technical education cannot be complete without adequately providing unique experiences such as research design and actual construction of project, practicing problem
solving with materials and gaining information on the world of work place in line with global standard or challenges. Vocational and technical education in Nigeria and globally is a unique area in educational sector that should teach not only occupational clusters and general conceptual knowledge but can also foster adaptability, build technical literacy and provide leisure skills through experience.

The changes in vocational and technical education instructional delivery should be geared towards empowerment, job creation, and self reliant of Nigeria citizens in future and would also enhance scientific and technological development for actualization of vision 20:2020. Vocational and technical education should be able to teach us a variety of sellable useful skills as well as imbibe good maintenance culture for the few machines or tools that are available.

If vocational and technical education instructions are restricted to computer in various institutions of learning, vocational and technical education graduates in Nigerian institutions would have a broad conceptual understanding of the structuring and functions of both the institutions of learning and industries as well as the fundamental skills of communication, mathematics and problem solving or practical skills will be the versatile, trainable, adaptable and satisfied workers of our institutions of learning and industries, companies and factories today which would enhance better performance, empowerment, create jobs and improve higher productivity of the Nigeria economy.

Similarly, Ferguson (2009) agreed with the needed changes in vocational and technical education instructional delivery for employment and self employment. When he argued that, although future workers may have to perform fewer unpleasant tasks such as repetitive welding, painting and furnace loading, they will have to be more skilled than their predecessors.

Vocational and technical education administrators can lead the way in bringing about needed changes in instructional delivery for empowerment and job creation for sustainable national development. Most vocational and technical education administrators are limited only by their vision and imagination in ways that they can promote meaningful changes or instructional delivery through technical and vocational education programme(s) improvement for sustainable national development and if this is actualize, it would automatically enhance our actualization of transformation agenda of the government and Vision 20:2020 for sustainable development of Nigeria.

VOCATIONAL AND TECHNICAL EDUCATION RESEARCH AND DEVELOPMENT (R&D) AS A MEANS OF GLOBAL ECONOMIC RECOVERY FOR SUSTAINABLE DEVELOPMENT

Every year, billions of naira are been spent for the importation of vehicle or cars, food, agricultural implements, electronics even razor blades from Shangai-China, in fact, virtually every thing. Meanwhile, the field of vocational and technical education is not growing rapidly through technical and vocational education reliable and accurate researches. The national master plan for vocational and technical education (TVE) development in Nigeria in the 21st century (FGN 2000) stated that, good policies are on ground, particularly in the various national development plans but, these are never faithfully implemented. The main reason for this is the non-inclusion of plan implementation studies as a major component of project/programme proposal. Similarly, Okogie (2007) rightly pointed out that, most of the lecturers have refused to update their knowledge through quality research and going on sabbatical to meet current demand in the educational system. How can a lecturer from Ambrose Ali University Ekpoma go for sabbatical in University of Benin? What will he learn from almost the same environment, nothing new? Again, I am surprised when lecturers do
Ph.D for almost 15 years. Some are even doing the same thing I did 21 years ago for my Ph.D thesis.

Even though, conducting research in vocational and technical education in Nigeria is not taken serious, the potential of research and its capability on Nigeria economic advancement is not well-appreciated or organized as a mean of eradicating poverty and actualizing vision 20:20:20. It is on this ground that, Ukuma (2009) put it,

*Vocational and Technical Education research had suffered neglect and under investment in the last 49 years. The dreams of Nigeria’s at independence in 1960 for a country that will free her citizens from all sort of scientific, technological, political and socio-economic bondage was yet to come true, Nigeria at 49 years after independence has nothing to show case in terms of vocational and technical education development. We still imports vehicles spare parts, all our four refineries are not operating or producing at normal capacity, inadequate electricity supply to mention but a few.*

The complexities that burden the successful and quality research conduction so as to re-engineer vocational and technical education can not be overemphasized. This has been the phenomenon that has affected the development of Nigeria. It is at this critical time that research in vocational and technical education is important in Nigeria, various questions are being asked why government funds and international partner agencies continue to channel resources rounds after rounds on the entire vocational and technical education programme and no reasonable result is coming out.

The answer to this question bothering the minds of many Nigerians is that, there is need to ensure that the investment made by Nigerian Government and partner agencies on vocational and technical education research last forever and Nigeria becomes a developed state or nation and actualize vision 20:2020. It is pertinent to continue to advocate for the revamping of vocational and technical education and conduct research for Nigerian citizens to be self reliance.

Scheefer and Moss (2008) pointed out that, *Universities, Polytechnics and Colleges of Education have used funds or finances allocated for them to established vocational and technical education programmes instead they used it to established other courses. Money or funds for research related activities are either controlled by some of the chief executive officers of the institutions and most of these permitted usually must have immediate application in the classroom.*

The role of Nigerian Universities, Polytechnics, Colleges of Education and research institutions throughout 52 years have not made much significant contributions to vocational and technical education which is aimed at preparing Nigeria citizens for acquisition of skills and techniques that could lead to self empowerment and employment in the global labour market.

It is unfortunate that, in Nigeria, not all Universities and other tertiary institutions of learning of comparable standing have established vocational and technical education courses or programmes. Research in vocational and technical education if conducted would have generated new ideas, identify, interpret and organize these ideas of scholars from other fields that would lead to the improvement of practice in the vocational and technical education for economic empowerment, job creation and to actualize vision 20:2020.

**CONCLUSION**

Vocational and technical education could only be revamped if we improve on our dilapidated infrastructure in our institution of learning, entrench transparency in economic management of funds allocated to vocational and technical education at various levels of education, good policy
formulation, supervision, monitoring and implementing vocational and technical education programmes.

Vocational and technical education revamping, if vigorously pursued would enhanced speedy diversification of our economy which would enhance the actualization of the Millennium Development Goals (MDGs) and Vision 20:2020 for sustainable development of Nigeria.

Finally, the handwriting is on the wall and it is getting larger and clear, Nigerians over dependence on oil just has to stop forth with and the government should develop a framework to safeguard our economy by revamping vocational and technical education for economic recovery, self reliance, sustainability and a key for national development through vocational and technical education should be irreversible for sustainable development.

SUGGESTIONS/RECOMMENDATIONS

- All institutions of learning in Nigeria should use the multimedia, computer simulation techniques and E-learning instructional approach which involve the use of electronic medium for instruction. The E-learning instructional medium include, internet, intranet, satellite broadcast, CD ROM, video tape, etc. this would enhanced the needed change in vocational and technical education instructional delivery for empowerment and employment in the global labour market.

- Vocational and Technical education reliable researches should be conducted and recommendations faithfully implemented to the later. Also lecturers and teachers should update their knowledge through quality research and going on sabbatical leave abroad or to developed countries to meet current demand in vocational and technical education in particular and in the educational system in general for sustainable development.

- All Universities, Polytechnics, Colleges of Education in Nigeria should forth with establish technical and vocational education courses for empowerment, employments for economic recovery, job creation for sustainable development of Nigeria.

REFERENCES


SEVERAL TIMES WE COULD HAVE AVOIDED CRISIS AND CONFLICT IN ORGANIZATION

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Abstract

Crisis and Conflict are manifestation of human activities resulting from differences in their behaviour, belief, culture, etc. The consequence often results in a breakdown in organization’s activities. Perhaps, the bone of contention here is that of the inability of the organization to put in place preventive measures or rather have an efficient communication network model to relate with employees on a regular basis. Often times management are opportune to avoid these conflicts before they occur, rather they adopt “I don’t care attitude” when dealing with issues relating to conflict. The extent to which we can avoid crises therefore depends on the management style of individual leader. Until the organization concentrate on a collective effort at preventing crisis and conflict, the goal of achieving peace and harmony in the workplace will continue to be a mirage.

I INTRODUCTION

I wish to aver here that crisis and conflict is as old as the organization itself, but sometimes it could have been avoided before it arise, provided there are functional structures in place to always prevent or manage it when it occurs. It is however uncommon to see managers investing in conflict prevention as they prefer to deal with it at the eleventh hour, and hence a higher cost to the organization.

Essentially, conflict is an inevitable aspect of human interaction, an unavoidable concomitant of choices and decisions... The problem then is not for us to identify the frustration of seeking to remove inevitability but rather of trying to keep conflicts in bounds. For the avoidance of doubt, we should not be so allergic to conflicts that we become paranoid. Every form of interaction among human beings and groups can generate conflict. Conflict should be viewed as the spice of the organization. It test the fragility or otherwise of the organization and creates the basis of future amelioration or adjustments. However, conflicts beyond certain thresholds are detrimental to the survival of the organization, because they threaten the consensual basis of the organization. Perhaps, it is also imperative to suggest here that conflicts which emanate from non-recognition of the claims of others to issues of conflict (for example excluding others from events or decision taking) could be very dangerous for the organization. Such conflicts mobilize total loyalties of the people and tend to defy all attempts at effecting desirable compromises. The events that often generate conflict in organization could be traced to perceived incompatibility among the various groups in the organization. On the other hand, conflicts which result from the nature of distribution are less dangerous to the survival of the organization. In this case the claims of others are recognized, and hence the only issue of conflict is over the items of conflicts...
(such as how the resources in the organization are allocated) are shared or how adequate compromises are struck between competing resources.

The second issue of this paper is how we deal with causality. Finding causes of conflicts could be very difficult. As any good social scientist would explain, tracing causality is very difficult. As an illustration, to what extent is the ostensible reason of “bad food” the cause of students’ riot in a given university? Were the London riots of 2011, a consequence of neglect of the youths? Or were these events the result of multi-variable causation and the reason given mere verisimilitudes? Conflicts may be caused by actions which lead to mutual mistrust, polarization of relations, and/or hostility among groups in apparently competitive interaction within the organization. They may even result from frustrations arising from unsatisfied needs - physical, psychological, social, and economic and others. Conflicts may also arise from explosion of identity as employees begin to ask for greater participation and rights. Threatened identities of groups have also led to conflicts in organization. Seeming cultural incompatibility among groups with different communication styles could generate conflicts. In addition, demonstrable and/or perceived inequality and injustice expressed through competitive variables and cultural frameworks, have been known as potent causes of conflicts, as groups react to the perceptions of the situation.

The principle of power and perceived domination by one group or the other in the organization can lead to the frustration and disenchantment/alienation of one group or the other from the organization. Against this backdrop it is believed that it is difficult to adequately identify causes of conflict in contemporary organization.

Basically, the word conflict is a Latin word which refers to ‘clash’, ‘fight’ or ‘confrontation’ amongst parties whose means or ends are incompatible. In plain or simple English, crisis refers to a “time of grave danger, difficulty or uncertainty when problems must be solved or important decisions must be made.” It is possible to have a violent conflict or a non-violent conflict. This is often manifesting. Similarly, there may be latent conflicts, gestating for a long time, without simmering to the surface. In the history of many organizations, many unattended latent conflicts explode into manifest and violent conflicts. It is therefore imperative that since conflict is inevitable, it can be managed. Conflict management simply put, refers to interventionist “efforts towards preventing the escalation and negative effects, especially violent ones, of on-going conflicts.” These conflicts could then be reduced, downgraded, contained or coped with, especially since conflicts are hardly completely resolved. In other words, conflict management in organization is a continuous process. Similarly, depending on the parties to the conflict, conflict managers may also vary.

In this paper therefore, we have argued that while it is difficult to adequately trace the causes of conflicts and crises in organization, it may be safe to argue that organizational conflicts are historical and multidimensional. It is also believed that frequent conflicts in organization could undermine mutual confidence among management and the various groups in the organization. We have also attempted to demonstrate through quantitative survey and conflict symptom indicator model approach that conflict could sometimes be avoided within the organization.
Apart from section I, the paper is adumbrated into section II which discusses conflict in organizational context, section III contains a discussion on how these conflicts could have been avoided, while section IV is on the subject matter; towards conflict prevention, management and resolution, while section V contains the methodology used in this research; and finally section V brings the analysis to a close with a concluding remark.

II CONFLICT IN ORGANIZATIONAL CONTEXT

Broadly speaking, an organisation is made up of groups and individuals of different views, religious, cultural, political and social interest and preferences, which must be summed up by management to achieve its organisational goals. The issue at stake is not to try to eradicate conflict, but how to reduce it to the barest so that it does not interfere with organisational goals. Conflict should not be seen as destructive; but should be seen as part of management challenges and a creative element for advancement. It is a means through which we can achieve our social values, welfare, security, justice, etc. As the organization become increasingly open and diverse, its nature of conflict becomes more complex. In view of this development conflict in organization becomes inevitable and perhaps even more desirable for a balance in the organization. The benefit of people of different background working together implies there is bound to be conflict management. (Tjosvold 2008: 19).

Essentially, in all aspects of human endeavour, there are conflicts. This invariably implies that we definitely cannot avoid conflict completely, be it at home, office, or otherwise. The implication of conflict for organizational development has over the years extended further than ever thought before as the co-existence between home blurs and work, and organization experiment with flatter and more decentralized structures. Furthermore, the intensity of conflict has been a function of the organization’s size and its diverse nature. To work together in an organization therefore suffice to say that conflict is partially unavoidable, but desirable to some extent: In other words, “working together in an organization is to be in conflict; and taking advantage of the benefits of working together in group requires conflict management” (Tjosvold 2008 : 19). This is perhaps the singular reason as to why conflict management is receiving a wider attention from conflict managers and policymakers across the world.

However, an organisation requires a peaceful atmosphere embraced by compromise and understanding between management and employees. In view of this development, there is bound to be high productivity always and a positive development in the organisation. Present day organisations unlike in the past are often harassed by individual unrest, threat of workers going on strike as a result of dissatisfaction in a new policy or improved working condition; coupled with demand for pay rise as a result of increasing financial squeeze. If this re-occurring decimal is not brought under control, it could be disastrous in future and could create unnecessary economic loss to the organisation and the society in general. It sometimes sum up to strikes, blackmail, stress and loss of productivity.

The fact that these disruptions are now very frequent amongst organisations calls for concern as to whether appropriate conflict resolution methods are in place in these organisations. Why should a manager wait for 48 hours to a ‘strike action’ before adopting a “fire brigade approach” to dealing with conflict? When you peruse through some companies accounts, you discover that they do not specify cost of conflict for reasons best known to them. The basic truth is that most managers do not even know the sources and causes of conflicts in their organisation. If managers are aware of the cost of conflict, they will certainly take appropriate measure to check cost in the interest of the going concern of the organisation. However, the ability of an organisation to manage conflict effectively brings to focus a transparent view of its strength and weakness of some policies. In this study therefore, there is need to
give considerable attention to the problems of conflict management, sources and its consequence on organization’s operations especially to managers.

**Types of conflict in organization**

Broadly speaking, there are different types of conflict in organization; while some are internal, others could be external. In most cases internal conflicts can be avoided or minimised; but management is at the mercy of the external conflicts. Below is a brief description of some of the perennial conflicts in organization.

(i) Conflict involving the individual: This arises when the individual is faced with uncertainty as to what work he/she is expected to carry out. It is often referred to as intra-individual conflict.

(ii) Another form of conflict is the conflict involving individuals in the same organisation; otherwise known as interpersonal conflict arising from personality differences. Conflict among individuals and groups do exist in an organisation. How the individual cope with the pressures from the work group determines the extent.

(iii) Another type of conflict is a conflict among groups in the same organisation. This is also known as an inter-group conflict involving line staff and labour management.

(iv) Conflict involving organisations in the same line of business competing with one another. In this form of conflict, the organisations involved could be at “price war” with each other in terms of pricing for their products. In addition, there are also conflicts that exist among individuals in different organisation.

(v) Internal conflict: This involves people within the organisation in the same level of authority having disagreement as to what should be done. Another form could be vertical conflict which involves acceptance of authority as a result of difference between the chain of command from the managers. This type of conflict is very common in a bureaucratic set-up.

(vi) System conflict: Basically, an organisation is a system made up of different parts. When the various parts are not interacting effectively, then we conclude that system conflicts exist.

Lipsky and Seeber (2006) maintained and classified organizational conflict into three types: First, are the Latent and Manifest disagreements- this implies “an organizational friction capable of generating a mismatch in expectations of the exact course of action for an employee or group of employees (Lipsky et al. 2003: 8). Second, are workplace disputes- this refers to conflict that culminate into formal complaints, agitations and charges” (Lipsky and Seeber 2006:363). Finally, is the aspect of litigation-which involves lawsuits filed before regulatory agencies against the employer or employee. By and large, there has been a general consensus within the communication field indicating that conflict principally anchors on three factors; which include incompatibilities, expressed struggle and interdependence between two or more parties (Putnam 2006)

**Sources of conflicts in organization**

Theoretically, potential sources of conflict are generally traced to the basic assumptions underlying group interaction. The group behaviour depends on the perception of the stakes involved and the perception is that an agreement may go either way in a conflict. Within the group is a role conflict that
often stems from limited resources, organisational environment, individual difference and role differentiation. Conflicts have different sources but according to Tjosvold, “the source of conflict should not be a concern, instead it is how people manage it that determines its course and outcomes”. Communication has been found to play an integrative role in conflict and conflict management (e.g., Putnam 2006; Aula & Siira: 2007). However, some of the potential sources of conflict include:

**Competition over scarce resources in the organisation:** The various departments in the organisation compete over the available resources. For instance, conflict may occur between marketing manager and the production manager because their policies and interest often differs. While the production manager is interested in producing as much as possible, the marketing manager is interested in how much of the products can be sold to maximise profit for the organisation. The way forward is to set-up a resource allocation policy/strategy through the application of Linear Programming technique (Simplex Method).

**Individual differences in perception:** Organisation is a system or a micro representation of the larger society. It encompasses people with divergent views, culture, thinking and different ways of doing things. To deal with such a situation, the views of everyone in the organisation should be respected all the time because you never can tell whose view can lift the organisation to a greater height.

**Ambiguity of managers in authority and responsibility.** Some managers are filled with ambiguity when it comes to the issue of authority and responsibilities. This does not go down well with employees because they feel more confused. It is necessary to put in place the relevant authority, the roles and responsibilities of the workers to avoid ambiguity.

**Personality clash as a result of different personality traits.** There is need to respect the personality of the individual and avoid bringing it into place of work. Incidence of personality could affect the organisational goals, as well as its productivity level.

**Contravening laid down policies and procedure:** This often leads to frequent clash between the boss and the subordinate; and this can portray a danger for the organization. If the issue is not properly handled, it can lead to frequent turnover of workers and a cost to the organisation.

**External source of conflict** on the other hand comprise government’s industrial and economic policies. The nature of labour legislation, unpatriotic and unethical behaviour of the political and economic classes, national economic management and general distribution of wealth and power in the society are also sources of external conflicts.

Maslow, in his “theory of motivation”, attempts to explain the reasons why workers feel dissatisfied despite available comfortable condition? Maslow’s submission portrayed the fact that hierarchy of needs must be sequentially followed and satisfied. These needs are cumulative and the satisfaction of one leads to the domination of the next need. So long, anyone of these needs remain unsatisfied; there is always a room for discontent.

**Positive and destructive nature of conflict in organization.**

Conflicts have both good and bad side and could be positive or negative in nature. Some schools of thought believe that a situation where conflict appears very low is an indication that the workers are not willing to “rock the boat”. Instead of passive resistance, civil disobedience, the passive workers accept things the way they are. So many things are taken for granted, especially issues and behaviours that could stir people up to do good and better job. In addition, the workers tolerate each other’s weakness and lack lustre performance. Managers saddled with such situations finds out that stimulating
competition and conflict could have a galvanizing effect. From earlier discussion above, conflict is sometimes necessary to stimulate changes in positive direction. Conflict is capable of opening up an issue in a confronting manner. It is also an avenue to improve problem-solving quality. Conflict, apart from strengthening relationship when creatively resolved, also provides more spontaneity in communication. The other side of the coin regarding conflict in organisation could be more destructive than you can ever imagine. Conflict is capable of diverting an organisation from its real task when the workers’ morale is destroyed. Conflict can deepen differences especially between an employee and a boss who believe that issuing threat/query is the ultimate. A right thinking manager should not see query as a means of resolving crisis. The use of query should be seen as a last resort. However, conflict could polarize the individual and group. At the end of the day, it could produce an irresponsible behaviour. Conflict can also decrease productivity and creates suspicion and distrust between the union and the management.

The cost of conflict in organization

Broadly speaking, the opportunity cost of conflict to organization is the real cost of not dealing with conflict or the foregone alternatives which are detrimental to the organization’s stability and survival strategy. It is an establish fact that, the ‘Biblical Noah’ built an ark when it was not raining. This portrayed him as one of the best proactive managers (planner) that ever lived on earth. In the same vein, a manager that plan towards conflict management without a recognition for the implication of Information Technology in dealing with conflicts, obviously plans to fail in future. Some of the real costs to the organization include:

**Loss of output**: Conflict that is allowed to escalate to an uncontrollable extent could lead to loss of output to the organization. Oftentimes, some managers prefer to wait for workers to embark on industrial action before going into negotiation. This is not a desirable way to manage conflict because at the end of the day, the production will suffer a set back and record loss of output to the organization.

**Damage to plant and materials**: Conflict sometimes leads to damage of plants and materials, especially to raw materials that have expiring dates. A plant that was met to run for 24 hours could break down due to disruption.

**Clean up cost after the conflict**: As a result of break in the system of operation resulting from the aftermath of the conflict, the organization may be saddled with clean up cost which was not part of the initial budget of the organization.

**Extra overtime**: In order to meet up with the demand of its customers, the organization might have to pay the extra cost to the workers engaged in more hours than the require labor hours.

**Recruitment/hire a replacement worker (cost of training etc)**: There are times where the conflict may result in the workers withdrawing their services to the organization or rather organizations with frequent conflicts are likely to experience high labor turnover all the time. It implies the organization will rely on recruitment or hiring of workers all the time. In view of this development, the organization is left with no choice than to pay the cost of hiring and training of new personnel.

**Loss of ‘goodwill’ from the workforce and customers**: As earlier mentioned above, frequent conflict between workers and management, coupled with lack of trust for the management could
lead to loss of goodwill from the workforce. The customers no doubt will also loss confidence in the organization, and this might in-turn affect investor’s confidence in the management.

Legal costs/fines: Sometimes conflict can lead to termination of a worker’s appointment from the organization. Should the worker decide to seek redress from the law court, the organization is likely to pay a legal cost to pursue the case in court and some fines from the court.

Changes in insurance premium: Conflicts sometimes affect the level of premium paid by an organization. An organization with frequent conflict is likely to pay more premiums because the insurance company will base its rate on the company’s conflict history.

Investigation of cause and preventing repeats: When a manager wait for conflict to engulf his organization before reacting, he is likely to set up a committee to investigate the remote cause of the crisis and to come out with a recommendation on how to prevent future occurrence. The cost of this investigation will be on the organization.

Distress to colleagues: Whenever there is a conflict in an organization that involve some members of the workforce, it will definitely have adverse effect on the other members of the workforce because of the principle of “esprit-de-corp.”; an “injury to one is an injury to all”. The other workers may be distressed because they don’t know who might be the next victim.

III SEVERAL TIMES WE COULD HAVE AVOIDED CONFLICT.

In most cases, management are opportune to avoid conflicts before they occur, rather they prefer to adopt “I don’t care attitude” in handling conflict issues. The extent to which we can avoid crises therefore depends on the management style of individual leader. However, should the underlisted factors been taken into consideration, conflict to a large extent could have been avoided or minimised by conflict managers.

The Emergence of Early Warning Signals

Because managerial elites are not committed to resolving the problems of organizational conflicts, they are unprepared for future cases of unions’ strike. Having experienced these strikes and conflicts before, one would expect each management to have a well equipped and manned Conflict Management Unit. This unit should have data on conflicts analyzed and provide early an early warning signal to managers. It is an established fact that not all conflicts can be predicted because human behaviour can also be spontaneous or instinctive in reaction to external provocations. To deal with such situation, conflict management unit of the organization can always hold regular seminars in order to ascertain facts.

The conclusion here is that an early warning does not exist in many organizations and there is need to put one in place. It should be noted that an early warning mechanism or system is not in place, until an early warning has been fed into the system and appropriate responses elicited as a result of such warning.

Organizations must thus establish an active Conflict Management Unit to help provide proper information, identification and policy options, from which appropriate responses can be
undertaken. This also involves training appropriate staff for these units. Very many organizations treat security issues too carelessly and trivially.

**Management Sensitivity Nature in Decisions and Policies**

Management is hereby advised to always be sensitive, fair and just in their decisions and policies. It is not ideal for management to be a conflict-generator, nor should management overheat the already charged “bone of contention” through hurried rehearsed and unthought-out policy because it suits the interest of a few people either in management or who have influence over management. After all, good governance entails catering for the interest of the majority while protecting the interest of the minority.

**Maturity of Leaders**

Leadership in organization is not about privileges to loot funds or push personal interest to the disadvantage of the groups or employees. Leadership is responsibility, an obligation to demonstrate commitment, integrity, honesty and decency in handling the affairs of heterogeneous groups in the organization. The speeches and utterances of managers before, during and after conflicts often indicates that they do not have patience, understanding, honesty, maturity and tolerance, which are marks of good leadership. It is even worse when these leaders in organization manipulate ethnic identity for their selfish ends. Mature leaders in organization must treat their employees with respect and do not talk down on them. Managers must encourage mutual respect even in context of vehement disagreement among the groups.

If necessary a conference of all the groups takes place in order to learn the values of tolerance and accommodation without any act of racism in the work place. Agreed this will take a long time to achieve, but we must not underrate it.

**Mutual Respect and Recognition of Demands of Others**

Broadly speaking, many of the conflicts we have witnessed emerged from lack of mutual respect for one another within the organization. We cannot all be the same. We must realize that even within single group, there are differences in perspectives and opinions. After all, disdain and arrogance (bankrupt of content) are often marks of inferiority complex.

Similarly, parties at dispute must be able to dialogue with one another, no matter how difficult. Conflict managers should respect and recognize the demands of others in a competitive context even if they disagree with such claims. The consequence of non-recognition of claims could generate major conflicts which often affects loyalties of the group. In most cases recognition of union’s demands, while disputing the nature of the demands, creates a basis for meaningful discussion. The ‘bone of contention’ is more relevant rather than looking at the illegitimacy of the demands. In order words, management should not wait until the competitive process turns into sour interactions among the disputants.

**Platform for Regular Communication and Understanding**
Perhaps one area of urgent action is to establish frameworks for constant dialogue and understanding among management, union members and employees within the organization as a first step. This is very important because conflict can easily spill-over across the board.

**IV TOWARDS CONFLICT PREVENTION**

While the management of conflict is important and continuous in the lives of organizations, it is even more important to put in place adequate mechanisms for conflict prevention. This idea has been mentioned earlier, but it is important to realize that conflict prevention, management and resolution are cardinal functions of organization and must be taken seriously. The use of force or threat by conflict managers should not be seen as a viable way to deal with conflicts. There is a limit to the use of force or threat as this might only provide a temporary order. In order words, it does not tackle the source of conflict. In the light of the above, one effective way of preventing and managing conflict is to invest in resources so as to get to the root cause of problems-difficult, as these may be. Treating symptoms may cost the organization heavily.

The use of closed circuit television can act as a support to the following model; otherwise known as ‘conflict symptoms indicator model’ (CSIM). There is no use having CCTV in the organization and not put into proper use to help prevent or avoid conflict. If ‘CCTV’ is properly adopted by managers to monitor the under listed problems properly, there is no doubt it will go a long way in helping managers to see the dangers ahead in the organization. It is a matter of employing competent persons who are management inclined and psychologically skilled to monitor activities, operations and workers behaviour at work place. When any of these symptoms is diagnosed in time, then the manager can act towards amendment. The model appears trivial but pro-active managers who mind to adopt this model will find things easy and will always be in harmony with the workforce.

(i) **Lower job efficiency**: When job efficiency begins to diminish, then the manager must know that there is something wrong somewhere that requires an urgent attention.

(ii) **Unusual behaviour**: When you begin to notice funny behaviour from your workers, then you need to interact with that worker in order to help him out of his problem. It’s possible the problem is coming from his home and it is the duty of the manager to notice this and address the issue as they come, before it leads to crisis in the organisation.

(iii) **Spasmodic work pattern**: Also, when the worker begins to carry out his responsibilities in a spasmodic manner, then you know that there is a danger within because no right thinking worker will work in that manner.

(iv) **Confusion**: When you notice frequent confusion on the part of your worker, there is need to interact with him to know the cause of his confusion. It is possible that the job design or description is not clear to the worker.
(v) Friction with other employees: Workers having frequent frictions with colleagues are more likely to produce conflict within the organisation. Such workers should be placed under constant surveillance.

(vi) Lack of concentration: This is also an agent of conflict because a worker who constantly looses concentration in workplace is more likely to plunge the organization into conflict.

(vii) Increase absenteeism and on-the-job absenteeism: Frequent absenteeism from workplace and on-the-job is a symptom of conflict, and could be detrimental to the organization

V METHODOLOGY

Essentially, primary data was used in this research, and we have used a simple structured questionnaire in this research to seek the views of respondents on what they think about the possibility of avoiding conflicts in their organization. In particular, Balfour Beatty Group, London was adopted for the case study and the respondents were chosen from three arms of the company (rail workers, civil engineering, and building/construction). A sample size of about 500 workers or more in each department was chosen in order to achieve a true representation and desired objective. In each category the respondents were asked the following:

Questionnaire question:
Do you believe that several times conflict can be avoided in your organization?

Below is a representation of the responses from the respondents.

<table>
<thead>
<tr>
<th>Res/Par.</th>
<th>YES RESPONSE</th>
<th>No RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rail workers</td>
<td>232</td>
<td>168</td>
</tr>
<tr>
<td>Civil/engineering</td>
<td>260</td>
<td>240</td>
</tr>
<tr>
<td>Building/construction</td>
<td>197</td>
<td>203</td>
</tr>
</tbody>
</table>

Source: Researcher’s field work

Hypothesis

The following hypothesis was adopted to determine if there is a significant difference in the true proportion of the respondents that answered YES and respondents that answered No.

Ho (null): \( P (\text{YES RESPONSE}) = P (\text{NO RESPONSE}) \)
H1 (alternate):  P (YES RESPONSE) ≠ P (NO RESPONSE)

Test of Hypothesis

<table>
<thead>
<tr>
<th>Rea/par</th>
<th>YES</th>
<th>NO</th>
<th>Total</th>
<th>Proportion</th>
</tr>
</thead>
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<td>168</td>
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</tr>
<tr>
<td>Building/construction</td>
<td>197</td>
<td>203</td>
<td>400</td>
<td>0.31</td>
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<tr>
<td><strong>Total</strong></td>
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<td>611</td>
<td>1,300</td>
<td>1</td>
</tr>
<tr>
<td><strong>Proportion</strong></td>
<td>0.53</td>
<td>0.47</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Note that the first table above is a 3x2 contingency.

Now suppose we denote the expected number by $e_{ij}$, then from the table above we have that;

\[
\begin{align*}
    n_{11} &= 232, \quad n_{12} = 168 \\
    n_{21} &= 260, \quad n_{22} = 240 \\
    n_{31} &= 197, \quad n_{32} = 203 \\
    e_{11} &= \frac{(n_{1}.1)/n}{n} = 0.31 \times 689 = 213.6 \\
    e_{21} &= \frac{(n_{2}.1)/n}{n} = 0.38 \times 689 = 261.8 \\
    e_{31} &= \frac{(n_{3}.1)/n}{n} = 0.31 \times 689 = 213.6 \\
    e_{12} &= \frac{(n_{1}.2)/n}{n} = 0.31 \times 611 = 189.4 \\
    e_{22} &= \frac{(n_{2}.2)/n}{n} = 0.38 \times 611 = 232.2
\end{align*}
\]
\[ e_{32} = \frac{(n_{3.n.2})}{n} = 0.31 \times 611 = 189.4 \]

Rail (respondents):

\[
\begin{align*}
O: & \quad 232 & O: & \quad 240 \\
E: & \quad 213.6 & E: & \quad 189.4 \\
O-E: & \quad 18.4 & O-E: & \quad -21.4
\end{align*}
\]

Civil/engineering (respondents):

\[
\begin{align*}
O: & \quad 260 & O: & \quad 240 \\
E: & \quad 261.8 & E: & \quad 232.2 \\
O-E: & \quad -1.8 & O-E: & \quad 7.8
\end{align*}
\]

Building/construction (respondents):

\[
\begin{align*}
O: & \quad 179 & O: & \quad 203 \\
E: & \quad 213.6 & E: & \quad 189.4 \\
O-E: & \quad -16.6 & O-E: & \quad 13.6
\end{align*}
\]

\[
\chi^2 = \sum_{j=1}^{2} \sum_{i=1}^{3} \left( O_{ij} - e_{ij} \right)^2
\]

\[
\chi^2 = \frac{(O_{11} - e_{11}) + (O_{21} - e_{21}) + (O_{31} - e_{31})}{2} + \frac{(O_{12} - e_{12}) + (O_{22} - e_{22}) + (O_{32} - e_{32})}{2} + \frac{(O_{13} - e_{13}) + (O_{23} - e_{23}) + (O_{33} - e_{33})}{2}
\]
\[
\begin{align*}
\chi^2 &= (18.4) + (-1.8) + (-16.6) + (-21.4) + (7.8) + (13.6) \\
&= 1.585 + 0.012 + 1.290 + 2.418 + 0.262 + 0.977 \\
&= 6.544
\end{align*}
\]

c

But degree of freedom (df) is: \((r-1)(c-1) = (3-1)(2-1) = 2\);

at 0.05 level of significance we have:

\[
\chi^2 (\alpha) = \chi^2 (0.05) = \chi^2 (0.05) = \chi^2
\]

\[
K-1 \quad 3-1 \quad 2 
\]

\[
\chi^2 = 5.991.
\]

t

Remark:

Since \(\chi^2 > \chi^2 (\alpha)\), it implies a rejection of the null hypothesis.

c \quad k-1

Consequently, there exists a significant difference in the true proportion of people in the organization favouring YES over NO answer. This implies that a significant percentage of the workers are of the opinion that several times crisis in organization could actually be avoided, especially when there is harmony amongst management, union, and employees.
VI CONCLUDING REMARK

By and large, management of conflict in general has been demonstrably below average. Despite the numerous conflicts we have had in the past and present, there is hardly any evidence to conclude that conflict managers have learnt from experience or lesson; and management is often caught unaware. There is hardly any serious effort at establishing a data bank of conflicts and funding related departments to carry out analysis. Consequently, organization responses are therefore ad hoc and stereotypical. A functional early warning system, properly funded and managed could help organizations to prevent conflicts, or at least, manage emerging conflicts and crises effectively and efficiently. I believe most of the conflicts in organization are caused by management, because there is hardly any room for effective preventive measures in place, and most managers adopt a “fire brigade approach to dealing with situations,” by waiting for the conflict to reach a crisis point. Management therefore must stop playing the role of conflict generators, and move forward to help employees in the organization re-establish mutual confidence amongst themselves as they struggle to build a strong, productive, and viable organization in this ever challenging global economy.

References


STRATEGIC ENTREPRENEURSHIP

Ph.D. Branislav Djordjevic, Emeritus

Abstract

There is a wide variety of types of entrepreneurs, but no one formula for success. However, there are many successful entrepreneurs. Understanding why some entrepreneurs succeed while others fail is important to help future entrepreneurs in their efforts to be successful. Entrepreneurship is the economic engine driving many nations’ economies in the global competitive landscape. Entrepreneurship and innovation have become important for young and old and for large and small firms in all types of industries. Research conducted has shown that in recent years almost 100 percent of the new jobs in the United States were created by entrepreneurial firms of less than two years age. As a result, this chapter focuses on strategic entrepreneurship.

Key words: Consumer, organization, research, implication, environment influence, etc.

The definition of strategic entrepreneurship

Strategic entrepreneurship is taking entrepreneurial action using a strategic perspective. More specifically, it involves engaging in simultaneous opportunity seeking and competitive advantage seeking behaviors to design and implement entrepreneurial strategies to create wealth. These actions can be taken by individuals or by corporations. Such activity is particularly important in the evolving 21st century landscape.

The competitive landscape that has evolved in the 21st century presents firms with substantial change, a global marketplace, and significant complexity and uncertainty. Because of this uncertain environment, firms cannot easily predict the future. As a result, they must develop strategic flexibility to have a range of strategic alternatives that they can implement as needed. To do so, they must acquire resources and build the capabilities that allow them to take necessary actions to adapt to a dynamic environment or to pro-act in that environment. In this environment, entrepreneurs and entrepreneurial managers design and implement actions that capture more of existing markets from less aggressive and innovative competitors while creating new markets. In effect, they are trying to create tomorrow’s business.

Creating tomorrow’s business requires identifying opportunities, and developing innovation. In other words, firms must be entrepreneurial and innovative. Innovations are critical to companies’ efforts to differentiate their goods or services from competitors in ways that create additional or new value for
customers. Thus, entrepreneurial competencies are important for firms to achieve and sustain competitive advantage for a period of time.5.

To describe how firms produce and manage innovation, we examine several topics in this chapter. To set the stage, we first examine entrepreneurship and innovation in a strategic context. Next, we discuss international entrepreneurship, a phenomenon reflecting the increase use of entrepreneurship in countries throughout the world. Internally, firms innovate through either autonomous or induced strategic behavior. After our discussion of these internal corporate venturing activities, we discuss actions taken by firms to implement the innovations resulting from those two types of strategic behavior. In addition to innovating through internal activities, firms can gain access to other companies' innovations or innovative capabilities through strategic alliances and acquisitions. Following our discussion of these topics is a description of entrepreneurship in start-up ventures and smaller firms. This section closes both the chapter and our analysis of actions that firms take to successfully implement strategies.

The differences between Strategic entrepreneurship and Innovation

Joseph Schumpeter viewed entrepreneurship as a process of “creative destruction” through which existing products or methods of production are destroyed and replaced with new ones. Thus, entrepreneurship is “concerned with the discovery and exploitation of profitable opportunities.”6). Entrepreneurial activity is an important mechanism for creating changes, as well as for helping firms adapt to changes created by others. Firms that encourage entrepreneurship are risk takers, are committed to innovation, and act proactively in that they try to create opportunities rather than waiting to respond to opportunities created by others.

Entrepreneurial opportunities represent conditions in which new products or services can satisfy a need in the market. The essence of entrepreneurship is to identify and exploit these opportunities. Importantly, entrepreneurs or entrepreneurial managers must be able to identify opportunities not perceived by others. Identifying these opportunities in a dynamic and uncertain environment requires an entrepreneurial mind-set that entails the passionate pursuit of opportunities.7).

After identifying the opportunities, entrepreneurs take action to exploit them and establish a competitive advantage. The process of identifying and pursuing opportunities is entrepreneurial, but this activity alone is rarely enough to create maximum wealth or even to survive over time. Actions must be valuable, rare, difficult to imitate and non-substitutable to create and sustain a competitive advantage. Without the competitive advantage, success will be only temporary. An innovation may be valuable and rare early in its life, if a market perspective is used in its development. However, strategic action must be taken to introduce the new product to the market and protect its position in the market against competitors (difficult to imitate) to gain a competitive advantage. These actions combined represent strategic entrepreneurship.
Peter Drucker argues that “innovation is the specific function of entrepreneurship, whether in an existing business, a public service institution, or a new venture started by a lone individual”. Moreover, Drucker suggests that innovation is “the means by which the entrepreneur either creates new wealth-producing resources or endows existing resources with enhanced potential for creating wealth”. Thus, entrepreneurship and the innovation resulting from it are important for large and small firms, as well as for start-up ventures, as they compete in the 21st century competitive landscape. Therefore, we can conclude that, “Entrepreneurship and innovation are central to the creative process in the economy and to promoting growth, increasing productivity and creating jobs.”

Innovation is a key outcome firms seek through entrepreneurship and is often the source of competitive success. In Rosabeth Moss Kanter’s words “Winning in business today demands innovation. Companies that innovate reap all the advantage of a first mover.”

For example, research results show that firms competing in global industries that invest more in innovation also achieve the highest returns. In fact, investors often react positively to the introduction of a new product, thereby increasing the price of a firm’s stock. Innovation is an essential feature of high-performance firms. Furthermore, “innovation may be required to maintain or achieve competitive parity, much less a competitive advantage in many global markets.

In his classic work, Schumpeter argued that firms engage in three types of innovative activity. Invention is the act of creating or developing a new product or process. Innovation is the process of creating a commercial product from an invention. Thus, an invention brings something new into being, while an innovation brings something new into use. Accordingly, technical criteria are used to determine the success of an invention, whereas commercial criteria are used to determine the success of an innovation. Finally, imitation is the adoption of an innovation by simple firms. Imitation usually leads to product or process standardization, and product based on imitation often are offered at lower prices, but without as many features.

In the United States in particular, innovation is the most critical of the three types of innovative activity that occur in firms. Many companies are able to create ideas that lead to inventions, but commercializing those inventions through innovations has, at times, proved difficult. Approximately 80 percent of R&D occurs in large firms, but these same firms produce fewer than 50 percent of the patents.

Innovations produced in large established firms are often referred to as corporate entrepreneurship. Corporate entrepreneurship is a process whereby an individual or group in an exiting organization creates a new venture or develops an innovation. Overall, corporate entrepreneurship is the sum of a firm’s innovation, renewal and venturing efforts. Evidence suggests that corporate entrepreneurship practices are facilitated through the effective use of a firm’s strategic management process and effectively using the firm’s human capital. Determining how to harness the ingenuity of a firm’s employees and how to reward them for while retaining some of the rewards of the
entrepreneurial efforts for the shareholders’ benefit facilitates the energy of value-creating corporate entrepreneurship.11).

Many people tend not to distinguish between effectiveness and efficiency. Yet effectiveness stresses the need for actions to attain goals, whereas efficiency relates input and output. If a company generates a large volume of sale, it may be effective in using its capital investment – that gives an indication of efficiency. It is important, however, for new ventures to generate sales first, for without sales there is no chance of earning any profit. Without effective operation to keep the venture alive, it will die before it can reach the promised land of profit.

For the reason, the focal point of an entrepreneurial strategy for a new venture often favours effectiveness rather than efficiency. To turn out the first product and to land the first sale are far more important to new venture fiunders than worrying about efficiency or profit.

For this reason, too, it is important for owner/managers not to get hung up on organization and structure. Too many corporate-style thinkers try to learn on organization for the firm’s survival; their strategy then becomes survival, not innovation. Entrepreneurial thinkers concentrate on getting things done.12

Entrepreneurs and Entrepreneurial Capabilities

Entrepreneurs are individuals, acting independently or as part of an organization, who create a new venture or develop an innovation and take risks entering them into the marketplace. Entrepreneurs can be independent individuals or surface in an organization at any level. Thus, top-level managers, middle and first-level managers, staff personnel, and those producing the company’s good or service can all be entrepreneurs.

Firms need employees who think entrepreneurially. Top–level managers should try to establish an entrepreneurial culture that inspires individuals and groups to engage in corporate entrepreneurship. Apple Computer’s Steve Jobs is committed to this effort, believing one of his key responsibilities is to help Apple become more entrepreneurial. And, Apple has introduced some innovately designed products, such as its recent iMac with its 15-inch liquid crystal display attached to the base computer with a chrome swivel bar. Some believe that it looks more like a desk lamp. Apple is using the new design to capture a larger share of the PC market.

Of course, to create and commercialize products such as the iMac requires not only intellectual capital, but an entrepreneurial mind-set as well. It also requires entrepreneurial competence. Returning to the Opening Case, entrepreneurial competence involves effective knowledge of the business and technology, a passion for the business, and a risk orientation. In most cases, knowledge must be transferred to others in the organization, even in smaller ventures, to enhance the entrepreneurial competence of the firm. The transfer is likely to be more difficult in large firms. Research has shown, however, that units within firms are more innovative if they have access to new knowledge.
Transfering knowledge can be difficult, because the receiving party must have ade- quate absorptive capacity to learn the knowledge. This requires that the new knowled- ge be linked to the existing knowledge. Thus, managers will need to develop the capabili- ties of their human capital to build on their current knowledge base while incrementally expanding that knowledge.

Developing innovations and achieving success in the marketplace requires effecti- ve human capital. In particular, firms must have strong human capital in their R&D organization. However, a firm must have strong human capital throughout its workforce if employees are to be innovative. For example, Winspec West Manufacturing Inc. credits its positive market position to innovation produced by its strong employee base. In fact, the managers are very careful in hiring. Even in jobs with seemingly low challenges, they try to hire high potential employees. For one sekretarial position, the managers hired a person with an MBA in finance, that person went on to serve as the acting chief financial officer.\(^\text{13}\).

Having the intellectual talent is only part of the challenge. The management of the talent to realize its potential is critical for a firm to be entrepreneur. Managers must develop the culture and infuse it with the values espoused by successful entrepreneurs. Additionaly, managers should empower employees at all levels to act independetly.

People tend to perceive professionals as problem-solvers. If there is no problem, there is little need for professionals. For example, a happily married couple has not need to see a marriage counsellor, a healthy person does not consult a psychiatrist. A business running well and making a profit will not seek an outside consultant. If the foregoing sounds like an attack on professionals or professionalism, it isn’t meant to be. Without a historical drive to develop professional standards, the world would still be relying on barbers to perform surgery and fortune tellers to predict the world economy. Professionalism – which means knowledge of and adherence to be abolished standards of performance in a given field – is necessary for anyone who wants to do more than middle throu- gh. This harmful only when it is allowed to stille initiative.\(^\text{14}\)

**International Entrepreneurship**

Entrepreneurship is a global phenomenon.\(^\text{15}\). It is the top of public policy agendas in many of the world’s countries, including Finland, Germany, Israel, Ireland and France, among others. In Norththernd Ireland, for example, the minister for enterprise trade, and investment told business people that their current and future commercial success would be affected by the degree to which they decided to emphasize R&D and innovation (critical components of entrepreneurship.

According to some researches who are studying economies throughout the world, virtually all industrial nations “are experiencing some form of transfromation in their economies, from the dramatic move from centrally planned to market economies in East – central Europe to the efforts by Asian countries to return to their recent high growth levels.
While entrepreneurship is a global phenomenon, there are differences in the rate of entrepreneurship across countries. A recent study of 29 countries found that the percentage of adults involved in entrepreneurial activity ranged from a high of more than 20 percent in Mexico to a low of approximately 5 percent in Belgium. The United States had a rate of about 13 percent. Importantly, this study also found a strong positive relationship between the rate of entrepreneurial activity and economic development in the country.

Culture is one of the reasons for the differences in rates of entrepreneurship among different countries. For example, the tension between individualism and collectivism is important for entrepreneurship; research shows that entrepreneurship declines as collectivism is emphasized. Simultaneously, however, research results suggest that exceptionally high levels of individualism might be dysfunctional for entrepreneurship. Viewed collectively, these results appear to call for a balance between individual initiative and a spirit of cooperation and group ownership of innovation. For firms to be entrepreneurial, they must provide appropriate autonomy and incentives for individual initiative to surface, but also promote cooperation and group ownership of innovation if it is to be implemented successfully. Thus, entrepreneurship often requires teams of people with unique skills and resources, especially in cultures where collectivism is a valued historical norm.

Another important dimension of international entrepreneurship is the level of investment outside of the home country made by young ventures. In fact, with increasing globalization, a greater number of new ventures have been born global. Research has shown that new ventures that enter international markets increase their learning of new technological and thereby enhance their performance. Because of these outcomes, the amount of international entrepreneurship has been increasing in recent years.

The probability of entering international markets increases when the firm has top executives with international experience. Furthermore, the firm has a higher likelihood of successfully competing in international markets when its executives have international experience. Because of the learning and economics of scale and scope afforded by operating in international markets, both young and established internationally diversified firms often are stronger competitors in the domestic market as well. Additionally, internationally diversified forms are generally more innovative as research has shown.

International entrepreneurship have been an important factor in the economic development of Asia. In fact, private companies owned by Chinese families outside of China compose the fourth largest economic power in the world. Significant learning from their international ventures occurs in these businesses, and this learning enhances their success with future ventures. The learning that occurs contributes to a firm’s knowledge of operating in international markets. It also contributes knowledge that can enhance a firm’s new product development, on which we focus in the next section.
Creating Value from Innovation

The model in Figure 1.1. shows how the firm can create value the internal processes it uses to develop and commercialize new goods and services. An entrepreneurial mind-set is necessary so that managers and employees will consistently try to identify entrepreneurial opportunities that the firm can pursue by developing new goods and services and new markets. Cross-functional teams are important to promote integrated new product design ideas and commitment to their implementation thereafter. Effective leadership and shared values promote integration and vision for innovation and commitment to it. The end result for the firm in the creation of value for the customers and shareholders through development and commercialization of new products.19

Figure 1.1. Creating Value through International Innovation Processes
Creating Value through Strategic Entrepreneurship

Newer entrepreneurial firms often are more effective than larger firms in identifying opportunities. Some believe that these firms tend to be more innovative as well because of their flexibility and willingness to take risks. Alternatively, larger and well-established firms often have more resources and capabilities to exploit opportunities that are identified. So, younger, entrepreneurial firms are generally opportunity seeking and more established firms are advantage seeking. However, to compete effectively in the landscape of the 21st century, firms must identify and exploit opportunities but do so while achieving and sustaining a competitive advantage. Thus, younger experimental firms must learn how to gain a competitive advantage, and older more established firms must retain how to identify entrepreneurial opportunities. The concept of strategic entrepreneurship suggests that firms can be simultaneously entrepreneurial and strategy regardless of their size and age.

To be entrepreneurial, firms must develop an entrepreneurial mind-set among their managers and employees. Managers must emphasize the development of their resources particularly human capital and social capital. The importance of knowledge to identify and exploit opportunities as well as to gain and sustain a competitive advantage suggests that firms must have strong human capital. Social capital is critical for access to complementary resources from partners in order to compete effectively in domestic and international markets.

There remain many entrepreneurial opportunities in international markets. Thus, firms should seek to enter and compete in international markets. Firms can learn new technologies and management practices from international markets and diffuse this knowledge throughout the firm. Furthermore, the knowledge firms gain can contribute to their innovations. Research has shown that firms operating in international markets tend to be more innovative. Small and large firms are now regularly moving into international markets. Both types of firms must also be innovative to compete effectively. Thus, developing resources (human and social capital), taking advantage of opportunities in domestic and international markets, and using the resources and knowledge gained in these markets to be innovative, firms achieve competitive advantages. In so doing, they create value for their customers and shareholders.

Firms that practice strategic entrepreneurship contribute to a country’s economic development. In fact, some countries such as Ireland have made dramatic economic progress by changing the institutional rules for business operating in the country. This could be construed as a form of institutional entrepreneurship. Likewise, firms that seek to establish their technology as a standard, also representing institutional entrepreneurs, are engaging in strategic entrepreneurship because creating a standard produces a sustainable competitive advantage for the firm.

Research shows that because of its economic importance and individual motives, entrepreneurial activity is increasing across the globe. Furthermore, more women are becoming entrepreneurs because of the economic opportunity entrepreneurship provides and the individual
independence it affords. In future years, entrepreneurial activity may increase the wealth of less affluent countries. Regardless, the companies that practice strategic entrepreneurship are likely to be the winners in the 21st century.

**Business and industry profile**

To acquaint lenders and investors with the nature of the business, the owner should describe it in the business plan. This section should begin with a statement of the company’s general business goals and a narrower definition of its immediate objectives. Together they should spell out what the business plans to accomplish, how, when, and who will do it. **Goals** are broad, long-range statements of what a company plans to do in the distant future that guide its overall direction and express its *raison d’être*. In other words, they answer the question, “Why am I in business?” Answering such a basic question appears to be obvious, but, in fact, many entrepreneurs cannot define the basic of their businesses.

[Diagram showing the relationship between Mission, Goals, and Objectives]

**Objectives**, on the other hand, are short-term, specific performance targets that are attainable, measurable, and controllable. Every objective should reflect some general business goal and include a technique for measuring progress toward its accomplishment. To be meaningful, an objective must have a time frame for achievement. Both goals and objectives should relate to the company’s basic mission (see Figure 1.2.).

When summarizing the small company’s background, an owner should describe the present state of the art in industry and what she will need to succeed in the market segment in which her business will compete. The owner should then identify the current applications of the product or service in the market and include projections for future applications.
This section should provide the reader with an overview of the industry or market segment in which the new venture will operate. Industry data such as market size, growth trends, and relative economic and competitive strengths of the major firms in the service industry all set the stage for a better understanding of the viability of the new product or service. Strategic issues such as ease of market entry and exit, the ability to achieve economies of scale or scope, and the existence of cyclical or seasonal economic trends further help the reader evaluate the new venture. This part of the plan also should describe significant and industry trends and an overall outlook for its future. The U.S. Industrial Outlook Handbook is an excellent reference that profiles a variety of industries and offers projections for future trends in them. Information about the evolution of the industry helps the reader comprehend its competitive dynamics.

The industry analysis should also focus on the existing and anticipated profitability of the firms in the targeted market segment. Any significant entry or exit of firms or consolidations and mergers should be discussed in terms of their impact on the competitive behaviour of the market. The entrepreneur also should mention any events that have significantly altered the industry in the past years.24

Comparing Actual Results with Standards

In the stage of the feedback loop, the idea is to look for deviation in either direction from the performance standards the company has set for itself. In other words, opportunities to improve performance arise when there is a gap between “what should be” and “what is”. (see Figure 1.3)

![Figure 1.3. Comparing Actual Results with Performance Standards](image-url)
The most serious deviations usually are those where actual performance falls far below the standard. Managers and employees must focus their efforts on figuring out why actual performance is substandard. The goal is not to hunt down the guilty part (or parties) for punishment, but to discover the cause of the subpar performance and fix it! Managers should not ignore deviations in the other direction, however. When actual performance consistently exceeds the company's standards, it is an indication that the standards are set too low. The company should look closely at “raising the bar another notch” to spur motivation.

**Summary**

*Strategic entrepreneurship is taking entrepreneurial actions using a strategic perspective. More specifically, it involves engaging in simultaneous opportunity seeking and competitive advantage behaviors to design implement entrepreneurial strategies to create wealth.*

*The concept of entrepreneurial opportunity, innovation, and capabilities are important to firms. Entrepreneurial opportunities represent conditions in which new products or services can satisfy a need in the market. The essence of entrepreneurship to identify and exploit these opportunities. Innovation is the process of commercializing the products or processes that surfaced through invention. Entrepreneurial capabilities include building an entrepreneurial culture, having a passion for the business and having a desire for measured risk.*

*Increasingly, entrepreneurship is being practiced in many countries. As used by entrepreneurs, entrepreneurship and corporate entrepreneurship are strongly related to nation’s economic growth. This relationship as a primary reason for the increasing use of entrepreneurship and corporate entrepreneurship in countries throughout the global economy.*

*To create incremental and radical innovation requires effective processes. Increasingly, cross-functional integration is vital to a firm’s efforts to develop and implement internal corporate venturing activities and to commercialize the resulting innovation. Additionally, integration and innovation can be facilitated by the development of shared values and the practice of entrepreneurial leadership.*

*The practice of strategic entrepreneurship by all types of firms, large and small, new and more established, creates value for all stakeholders, especially for shareholders and customers. Strategic entrepreneurship also contributes to the economic development of entire nations. Thus, entrepreneurial activity is increasing throughout the world.*

**References**


EFFECT OF CORPORATE REPUTATION AND COMMITMENT OF BUSINESS SOCIAL RESPONSIBILITY (BSR) ON PERFORMANCE: EVIDENCE FROM MANUFACTURING SECTOR IN NIGERIA.

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Abstract
The concern of business social responsibility calls and perceptive among scholars and practitioners has led to postulation that social activities would lead to competitive advantages. This paper examine tactical values in developing nation particularly Nigeria, and how it's related to performances of manufacturing sector. Using a survey data of 248 usable questionnaires, the data were analysed using SEM. However, the result reveals positive association between corporate reputation and organizational performance. Surprisingly, BSR commitment was insignificant to organizational performance. This indicate that despite awareness and understanding of business social responsibility by manufacturing sector in Nigeria, but still concern of social behaviour may be lacking, in terms of commitment to social issues. Managerial implication and direction of future studies were also discussed.

Keywords: Corporate reputation, commitment to BSR, organizational performance and Nigeria.

1. Introduction

For many years a vast body of knowledge has emerged concerning the association between initiatives and organizational performance (Peloza & Papania, 2008). Despite all this attempt of research it suffers with major limitations. This paper seek to address one of the limitation, previous research on this connection between BSR on organizational performance were mainly focused in USA and Europe. To date few scholar have investigate the strategies policy of BSR in developing nation even if any they highly concentrated on multinational corporation (Amaeshi, Adi, Ogbechie & Amao, 2006; Frynas, 2005, Okeye, 2009; Perdeson & Hunnache, 2006).

In this paper we aim to close this paucity by focusing BSR commitment and corporate reputation in emerging nation. Data collected from manufacturing industry operating in Nigeria. Despite the fact that business in developing nations have different system from those in USA and Europe. This information is very significant because organization need to recognized the important of business ethics and social responsibility dimension in their decision making process before they can apply then in business setting (Hsu, 2012; Retab, Brik, & Mellahi, 2009).
The perspective of BSR actions entail the dependence of business success on the relation and interactions between an organization and its stakeholder for example, in ability of the business to satisfy its customers need or want to make available suitable pricing pair safe, hygienic products. Also as component of international strategies business threat losing regular direct if they fail to meet the environmental regulation required by its consumers. Therefore, business must enhance their corporate reputation to meet the changing demands of the diverse stakeholder.

However, previous studies have empirically identified the associations between BSR and corporate reputation (Lai, Chiu, Yang, & Pai, 2010; Retab et al., 2009). But the way in which BSR initiative influences these outcomes remains uncertain. Consequently, a number of researches have argued that the lack of agreement on the relationship between BSR dimension and organizational performances (Hillman & Keim, 2001; Peloza & Papania, 2008; Retab et al., 2009; Waddock & Graves, 1997; Wright & Ferris, 1997), and this points the need for further studies into this relation particularly in developing nation where there are little empirical evidence. In addition, the research is significant; firstly, there is large inequality in the number of studies on social responsibility especially in small firms (local firms). To date research on BSR are highly concentrated on larger firms (Ahmad & Ramayah, 2012; Egri, & Rosland, 2008; Lee, 2008; Morris, Schindehutte, Walton, & Allen, 2002). Secondly, while there is increasing awareness about BSR in emerging nation still most of the research has been examined in developed economics.

The main objective of this paper is to examine the relationship between BSR commitment and corporate reputation on organizational performance, to the best of our knowledge no related research exist in the context of the study. The paper is organized as follow, the reminder section review previous research on BSR, Commitment and corporate reputation to developed a conceptual framework that indicates the significant relationship between these variables, next we tested the predicted path ways in the framework, finally the paper discuss the managerial and theoretical implication of the study.

2. Literature review
2.1 Business social responsibility

Basically business social responsibility is a displeased and contentious issue; According to smith (2003) BSR refers to the obligation of business to community those who are affected by its corporate strategies and practices. On the other hand Wright (2006) define socially responsible practices as the positive activities a business undertakes in the society in which it operates and this includes responsibility towards customers, employees, and the public. The existing approaches to BSR are split (Porter & Kramer, 2006), but three essential lines of BSR are: Stakeholder - driven, Performance – driven, and Motivation – driven approaches (Basu & Palazzo, 2008). The first, which is stakeholder – driven in this approach business manager try to gather the need and want of stockholder and external holder, the action of BSR is a response to the demands of stakeholder about general social concerns or the business operation. Lack of BSR practices and actions these group of stakeholder might withdraw their support from business (Freeman, 1984; Maignan, Ferrell, & Ferrell, 2005; McWillian, Siegel, & Wright, 2006).
The next approach is the performance-driven which is concerned with the association among BSR, corporate strategy, and essential performance. This lead researchers to center on influential actions to implement BSR and then measuring their effectiveness. BSR actions include incorporating social concern into products, adopting progressive human resources management practices, center on environmental performance, and advancing the goals of community organization (Maignan, et al., 2005; McWillian et al., 2006). And the last approach is the motivation-driven approach which examines the extrinsic reasons for a firm's BSR commitment or the intrinsic rationales to advance notions of conscientiousness and responsibilities (Basu and Palazzo, 2008). The extrinsic reason concern flattering outcomes toward focal business, for example enhancing reputation (Fombrun, 2005) consumer’s resilience to negative information (Bhattacharya & Sen, 2004) and Managing risk (Husted, 2005). On the other hand, the intrinsic rationale draws on philosophic concepts, such as contract theory, Aristolian & Kantian ethical concepts (Basu & Palazzo, 2008).

However, each of this approach mentioned above, lead to unique interpretation of BSR, for instance, the stakeholder-driven explain and measure BSR, the performance-driven define activities and lastly, the motivation-driven reveals penalty, hence, this study will be guided by the stakeholder-driven approach.

2.2 Corporate reputation
Business managers believe corporate reputation is the critical elusive resource that leads to competition advantage (Siltaoja, 2006). The significant of corporate reputation has been supported by a highly positive connection between corporate reputations and its return of assets (Deephouse, 2000; Roberts & Dowling, 2002). There are numerous of enabling machinery support to this procedure, a good reputation insulates the business from stakeholder perception of negative information (Lange, Lee & Dai, 2011). In addition a significant reputation is also attractive to employee and customer (Lange et al., 2011).

Similarly, the association between corporate reputation and BSR in developing economies like Nigeria is not uncomplicated. The impact of BSR on corporate reputation in the eyes of diverse but mostly external stakeholder is twisted by how the business converse its BSR actions and how its activities are reported in the national media and other communication media. A business can use BSR deeds as machinery to indicator desirability features to stakeholder (Fombrun, 2005). BSR can be viewed as a form of strategic investment in reputation building or maintenance by making strategic investment in reputation.

2.3 BSR Commitment
Commitment has got considerable interest in research, due to its important impact on job attitudes such as presentation, non-attendance, and turnover intentions (Ahmad, Veerapandian & Ghee, 2011; Lokand & Crawford, 2001; Rangriz & Mehrabi, 2010). Porter Steers, Moeday, and Boulian, (1974) has provide with the three-parts of organisational commitment definition: A well-built principle in and recognition of the organisation’s aims and standards, a readiness to exercise substantial endeavour on behalf of the organisation, and a strong wish to stay in the administration. Allen and Meyer (1990) conceptualized a form of organisational commitment and classified three parts: affective, continuance, and normative commitment. However, Steers (1977), Chew & Chan, (2006) found that commitment was generally unconnected to performance (weak relationship). This is due to numerous variables. First, it was reveals that the sample sizes (two organizations) in the study had difficulties in irritating to
decrease revenue rate and non-attendance. The business managers also be likely to keep more conscious “settlers” and trustworthy, but to whom better performance was not role significant. The business also finished up being steadier, but less productive or inventive labor force. The managers in both organizations were powerfully disturbed about worker retentions rather than about greater performance.

The result of the above is inconsistent with Miller and Lee (1999) who establish that organizational commitment was absolutely related to the financial performance. This means that organizational commitment could have an effect on the organizational performance. Considering the previous studies, it seems to be that there is a linked concerning firm’s commitment and organizational performance. Therefore, each of these associations had been used as independent factors. Other studies have investigate only the affective component of organisational commitment (Ambrose, Arnaud, & Schminke, 2008; Chew & Chan, 2006; Rashid et al., 2003), or all the three parts as well as the total organisational commitment (Ahmad et al., 2011; Huang, Cheng & Chow, 2005). On the other hand, this study has selected this advance, and uses organisational commitment as a uni-construct, and this approach has been adapted in this study for the same reason.

2.4 BSR and Organizational Performance

Previous research on the relationship between BSR and organizational performance found a numerous finding some reveals that positive, others negative and mixed or non-significant relation, those who reveals the positive relation includes (Griffin & Mahon, 1997; Peloza & Papania, 2008; Porter & Vander linde, 1995; Preston & V’ Bannon, 1997; Rettab, Brik & Mellahi, 2009 & Verschoor, 1998) while those indicate negative includes (Meznar et al., 1994; Vance, 1975 & Wright & Ferris, 1997) and lastly, those who indicate mixed result include (Berman et al., 1999; Cochran & Wood, 1984; Graves & Waddock, 1997; Hillman & Kein, 2001 & McGuire, Sundegren, & Schneeweis, 1988). However, as noted earlier we cannot generalize the above finding because all the result comes from USA and Europe as against the developing nation. In line with this Business system theory (Whitley, 1992) state that countries have diverse business systems. This gives ample evidence that in order to assume a relationship between BSR and organizational performance in developing nation particularly Nigeria, one has to consider Commitment and corporate reputation on social issues business has on its numerous stakeholders.

2.5 BSR and Corporate Reputation

Previous research to date provides and evidence that corporate reputation is a fundamental subtle resources that give a firms reasonable benefit (Brammer & Millington, 2005; Fombrun & Shanley, 1990; Hsu, 2012; Lai et al., 2010; Shamsie, 2003; Retab et al., 2009). Although the connection between BSR and corporate reputation in developing nation are not clear-cut this is because businesses functioning in emerging nation are lacking skills and tradition in communicating internal actions such as BSR activities. This limits the business ability to influence stakeholder perception in order to boost its corporate reputation. Hsu (2012), Lai et al., (2010) reveals the association between BSR and brand performance is partially mediated by corporate reputation. This means that consumer perception about firms BSR initiatives positively related to corporate reputation. Therefore, we posit:

H1: Corporate reputation is positively related to Organizational performances.
2.6 BSR Commitment and Organizational performances

The relationship between organisation commitment and performances has been documented by the previous studies, considering the dimension of organisational commitment (affective, continuous and normative). For example, Organizational commitment is fundamental within individual and organizational performance studies (Swailes, 2002), with applications to marketing (Jaworski & Kohli, 1993). The literature presents many definitions of the theoretical concept (Swailes, 2002) including both employee donations and a sense of togetherness to the organization (Jaworski & Kohli, 1993).

Consequently, Aguilera, Ruth, Rupp, Williams & Ganapathi (2007) emphasis that commitment make judgment about their firms BSR efforts based on their observation of the firms BSR practices, outcomes of the BSR actions and the managing of the execution process. The author asserts that socially responsible or irresponsible actions are serious consequence to organization. A numerous of studies have explored the connection between commitment and organizational performance (Ahmad, Veerapandian & Ghee 2011; Chew & Chan, 2006; Huang, Cheng & Chow, 2005; Rashid, Sambasivan, & Johari, 2003). Above all past research shows that firms commitment to BSR issues action tend to have a positive impact on performances.

In addition, contrary to presumed connection between BSR actions and drivers of financial performance, given that a number of business in developing nations take advantages of weak commitment to social issues. Taking the above arguments as whole, we posit:

H2: BSR commitment is positively related to organizational performances in developing nation.

Figure 1. Research framework
3. Methodology

3.1 Sample and Data Collection

The population of this study consists of 1500 manufacturing sector register with SMEDAN as at 2010 in Kano state North-West of Nigeria. This because the state is the centre of commerce and virtually all manufacturing industry in Nigeria has one or more factory in the state (Sani & Suleiman, n.d). Additionally, the city and nature of commercial activities attract people of different religions and ethnic background. Hence, to this extent, it could be said the sample that will be derived from this population will be relatively homogeneous. The study employs a simple random sampling technique, in concurrence with sample selection formulae, which is stated as follows, Yemane (1967).

\[
n = \frac{N}{1 + N (e)^2}
\]

Where: \(n\) = Sample size; \(N\) = Population of the study; \(e\) = Level of precision.

\[
n = \frac{1500}{1 + 1500(0.05)^2}
\]

\[
n = \frac{1500}{1 + 1500 (0.0025)}
\]
\[
\begin{align*}
  n &= \frac{1500}{1 + 3.75} \\
  n &= \frac{1500}{4.75} \\
  n &= 316. 
\end{align*}
\]

Therefore, based on the above formulae a representative of sample size of three hundred and sixteen (316) was selected from the population of 1500 manufacturing industry in the state with precision level of ±5% and the level of confidence is 95%. Consequently, out of 316 hundred copies of questionnaire distributed, a total of two hundred and sixty one copies of questionnaires were returned completed, representing 82.6% percent response rate which is superb. 8 copies of questionnaire were discarded due to number of missing data. Before testing, variables were examined through various SPSS version 18 measures for a better precision of data entry, missing value, and fit between distributions and the assumptions of structural equation modelling. 5 cases were identified through the process of mahalanobis distance analysis, as multivariate outliers with a P value <0.05. These respondents were automatically deleted. Leaving 248 cases for analysis.

3.2 Measurement

**Corporate reputation**

Corporate reputation is joint representations of business long-ago activities and potential prospects that explain how key resource providers interpret a business initiatives and assess its ability to deliver valued customers (Petrick, 2002). Dodds, Monroe & Grewal (1991) refer it as the prestige or status of a product or service as perceived by the purchaser based on the image of the supplier. Similarly Lai, Chiu, Yang & Pai (2010) sees corporate reputation as the general intuition dazzling the perception of a combined stakeholder group. Therefore, in the present study we refer corporate reputation as the general impression reflecting the key stakeholder perception about the business initiatives particularly on the social responsibility issue and the assessments about the business product or services. Five items were adapted from Petrick (2002) to measure the construct, and was tested by Hsu (2012) and to achieve internal consistence reliability and convergent validity.

**BSR Commitment**

Organisational commitment was measured using Allen and Meyer’s (1990) this scale is commonly used in social sciences and has excellent psychometric properties in cross-cultural research (Schmidt, 2007). For the reason of this research organisational commitment will be treated as single as earlier mention and measure by nine items out of the fifteen items from (Mowday, Porter & Steers, 1982). The items will be selected on the foundation of having the most face validity in the opinion of the researcher (Ahmad et al.,2011; Huang et al., 2005). The sample items will be adapt and modified in order to suit the study. The following items will be use to measure organizational commitment my organization is willing to put effort normally expected on the issue of BSR. This questionnaire requires organization to indicate their level of agreement with the extent to which they are identified with and involved in their organization.
The responses of all items in the questionnaire were made on a 7-point scale ranging from 1 strongly disagree to 7 strongly agree.

Organizational Commitment

Organizational performance, or firm performance as we refer to it in this study, is a division of organizational efficiency that covers operational and financial outcomes (Cameron, 1986). This can be characterized into two main groups which are financial performance and non-financial performance. Financial performance is, for example, profitability, liquidity and financial risk, which are earnings, associated to enterprises’ efficiency per operation. Non financial performance is usually associated with customer base, brand devotion, image and reputation, technology and initiatives development as well as quality of human resources (Kaplan & Norton, 2000). For this reason, the study will adapt this scale because over the years many researchers have suggested that performance measurement should includes both financial and non-financial measurement investigation which is measure by 7 items (Kaplan & Norton, 1992; Venkantrannan & Ramanujan, 1986).

3.3 Analysis Method

Data were analyzed using Structural Equation Modeling (SEM), through Partial Least Square (SmartPLS 2) due to the fact that PLS can accommodate small sample size, Ringle, Wende and Will, (2005).

4. Results and Discussion

4.1 Demographic Profile of Respondents
The table 1 shows the profile of respondents, the result reveals that 76.2% of the respondents have less than 5 years of existence; this implied that majority of the respondents are not long in the operations. In terms of ownership structures 81.5% of respondents are individual owner, while 9.7% are partnership business. With regards to no. of employees 85.1% have less than 20 employees; this indicates the uniqueness of one man business. Furthermore, most of the Manufacturing industry have less than 1 million, Nigerian currencies as their Assets and represent 46% (see table 1).

Table 1. Demographic breakdown of respondents

<table>
<thead>
<tr>
<th>Demographic profile</th>
<th>Category</th>
<th>No. Of respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years of existences</td>
<td>Less 5 years</td>
<td>189</td>
<td>76.2</td>
</tr>
<tr>
<td></td>
<td>5-10years</td>
<td>34</td>
<td>13.7</td>
</tr>
<tr>
<td></td>
<td>11-20years</td>
<td>17</td>
<td>6.9</td>
</tr>
<tr>
<td></td>
<td>21-40years</td>
<td>8</td>
<td>3.2</td>
</tr>
<tr>
<td>Location</td>
<td>Kano</td>
<td>233</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>Lagos</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>Ownership</td>
<td>Individual</td>
<td>202</td>
<td>81.5</td>
</tr>
<tr>
<td></td>
<td>Partnership</td>
<td>24</td>
<td>9.7</td>
</tr>
<tr>
<td></td>
<td>Joint venture</td>
<td>3</td>
<td>1.2</td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>19</td>
<td>7.7</td>
</tr>
<tr>
<td>No. Of employees</td>
<td>Less 20</td>
<td>211</td>
<td>85.1</td>
</tr>
<tr>
<td></td>
<td>21-40</td>
<td>17</td>
<td>6.9</td>
</tr>
<tr>
<td></td>
<td>41-60</td>
<td>11</td>
<td>4.4</td>
</tr>
<tr>
<td></td>
<td>61-80</td>
<td>1</td>
<td>0.4</td>
</tr>
<tr>
<td></td>
<td>81 &amp; above</td>
<td>8</td>
<td>3.2</td>
</tr>
<tr>
<td>Activities</td>
<td>Food &amp; beverages</td>
<td>100</td>
<td>40.3</td>
</tr>
<tr>
<td></td>
<td>Tobacco</td>
<td>42</td>
<td>16.9</td>
</tr>
<tr>
<td></td>
<td>Textiles</td>
<td>19</td>
<td>7.7</td>
</tr>
<tr>
<td></td>
<td>Weaving &amp; dressing</td>
<td>61</td>
<td>24.6</td>
</tr>
<tr>
<td></td>
<td>Leather &amp; handbags</td>
<td>17</td>
<td>6.9</td>
</tr>
<tr>
<td></td>
<td>Non-metric</td>
<td>1</td>
<td>0.4</td>
</tr>
<tr>
<td></td>
<td>recycling</td>
<td>3</td>
<td>2.8</td>
</tr>
<tr>
<td></td>
<td>others</td>
<td>1</td>
<td>0.4</td>
</tr>
<tr>
<td>Assets</td>
<td>Less 1million</td>
<td>114</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>1-100m</td>
<td>77</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>101-200m</td>
<td>50</td>
<td>20.2</td>
</tr>
<tr>
<td></td>
<td>201-300m</td>
<td>3</td>
<td>1.2</td>
</tr>
<tr>
<td></td>
<td>301&amp; above</td>
<td>4</td>
<td>1.6</td>
</tr>
</tbody>
</table>

4.2 Goodness of Measures

The paper assessed the construct reliability by calculating a composite reliability (CR) for each construct after maximum likelihood estimation was employed. The advices of Fornell and Larker (1981) were taken into consideration when calculating the CR index along side with reliability calculation as illustrated in Table 2. Consequently, the average variance extracted (AVE) were assessed for each construct (Anderson, 1982; Bagozzi & Lynn, 1982; Fornell & Larcker, 1981; Hair, Anderson, Tatham & Black, 1998). AVE was used to gauge convergent validity (Fornell & Larcker, 1981; Hair et al., 1998; Ping, 2004) suggested convergent measures should contain less than 50% error variances meaning that AVE should be 0.5 or above. The paper used cut-off
value of 0.70 and 0.50 for CR and AVE respectively (Bagozzi & Yi, 1998; Hair et al., 1998; Hair et al., 2010). The scale of reliability range from 0.89 to 0.93, and the factor loadings ranged from 0.59 to 0.94 ($p < 0.05$), and the AVE ranged from 0.61 to 0.82 which is above criteria (Fornell & Larcker, 1981; Hair et al., 1998; Ping, 2004). See table 2 bellow:

Table 2. Result of CFA for Measurement Model

<table>
<thead>
<tr>
<th>Construct</th>
<th>Items</th>
<th>Internal reliability</th>
<th>Factor Cross loading</th>
<th>Composite Reliability</th>
<th>Average variance extracted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corporate Reputation</td>
<td>RT 03</td>
<td>0.892266</td>
<td>0.913514</td>
<td>0.933416</td>
<td>0.823957</td>
</tr>
<tr>
<td></td>
<td>RT 04</td>
<td></td>
<td>0.948030</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>RT 05</td>
<td></td>
<td>0.859419</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational</td>
<td>OP 01</td>
<td>0.831460</td>
<td>0.589451</td>
<td>0.891343</td>
<td>0.678805</td>
</tr>
<tr>
<td>performance</td>
<td>OP 05</td>
<td></td>
<td>0.923204</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OP 06</td>
<td></td>
<td>0.945814</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OP 07</td>
<td></td>
<td>0.787970</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSR Commitment</td>
<td>OC02</td>
<td>0.872485</td>
<td>0.828303</td>
<td>0.933416</td>
<td>0.823957</td>
</tr>
<tr>
<td></td>
<td>OC03</td>
<td></td>
<td>0.747999</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OC04</td>
<td></td>
<td>0.863753</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OC05</td>
<td></td>
<td>0.904016</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OC06</td>
<td></td>
<td>0.711391</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OC07</td>
<td></td>
<td>0.597378</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Considering, the reliability analysis, we established discriminant validity by calculating share variance between each pair of constructs and verifying that it was lower than the average variance extracted from the individual construct (Bagozzi & Lynn, 1982; Fornell & Larcker, 1981). As shown in Table 3, the squared correlations for each construct are less than the square root of average variance extracted by the indicators measuring that construct indicating adequate discriminant validity. In general, the measurement model demonstrated adequate reliability, convergent validity, and discriminant validity.

Table 3. Discriminant validity of construct

<table>
<thead>
<tr>
<th></th>
<th>Reputation (1)</th>
<th>Commitment to BSR (2)</th>
<th>Performance (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reputation (1)</td>
<td>0.90772</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commitment to BSR (2)</td>
<td>0.186374</td>
<td>0.785851</td>
<td></td>
</tr>
<tr>
<td>Performance (3)</td>
<td>0.315168</td>
<td>0.138162</td>
<td>0.823896</td>
</tr>
</tbody>
</table>

4.2 Hypotheses Testing

Table 5. Model Hypotheses

<table>
<thead>
<tr>
<th>Hypotheses</th>
<th>Path coefficient</th>
<th>S.E</th>
<th>T. Value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>PF&lt;--- RT</td>
<td></td>
<td>0.09913</td>
<td>3.025</td>
<td>Supported</td>
</tr>
</tbody>
</table>
This study examines the relationship between BSR commitments, corporate reputation on organizational performance in Nigerian manufacturing industry. The interpretation of the hypotheses results is summarized in table 5 above. The result reveals that there is a significant relation between corporate reputation and organizational performance (Path coefficient = 0.300; t = 3.025). This finding is in line with the study of Hsu (2012), Rettab et al., (2009). Hence, H1 is supported. Similarly, the relationship between BSR commitment and organizational performance found insignificant relation (Path efficient = 0.082) and result is not in line with (Ahmad et al., 2011 & Rettab et al., 2009), thus H2 not supported.

5. Conclusion, Managerial, Theoretical Contribution & Direction for Future Studies

In this study the paper examines the relationships between BSR dimension and organizational performance in emerging nation particularly Nigeria. The results are fairly, BSR has a significant and positive relation with corporate reputation and organizational performance. This result is in line with previous empirical studies conducted in western developed nations showing a positive relation BSR efforts and organizational performances, surprisingly, BSR commitment not significant relation with organizational performance in manufacturing industry in Nigeria. Further, this study reveals the impact of BSR on organizational performance in emerging nation like Nigeria which is similar to that of developed nation, e.g. USA & Western Europe. Equally this study has extended the current body of knowledge beyond developed nations.

However, scholars and practitioners in developed nation have a numerous of evidence on the relationship between BSR and organizational performance, to the best of our knowledge this study provides an evidence of this relationship in a non- developed nation context. Similarly, this result raise doubts about the validity of the assertion that, as a result of the absence of strong institutional support for BSR, and presence of weak and in effectual laws to guard against unethical practices (Foo, 2007).

**Theoretical Contribution**

Businesses are progressively in front of pressure to function in socially responsible ways (Mohr et al., 2001). The significant of BSR for firms should be due its relations with financial outcomes or actions outcomes of stakeholders. Thus, BSR can be viewed and used as a firm’s differentiation strategy, a form of strategic investment comparable to awareness (McWilliams, et al., 2006). This study examines the relationship between BSR commitment and Corporate Reputation on organizational performance. The results indicate that perception concerning BSR initiatives of Manufacturing industry have a positive effect on Corporate reputation but not significant effect on BSR commitment of manufacturing industry in Nigeria.

**Managerial Contribution**
The findings of this study have the following managerial for manufacturing industry. First, the fact, that BSR activities improve corporate reputation of manufacturing industry, encourages managers of manufacturing industry to continue investing in BSR actions. Stakeholder tend to be more satisfied with business that are more socially responsible, perceived these business more favourable in terms of corporate reputation, and reward these business. Secondly, managers should employ BSR activities to build corporate reputation without any other purpose when designing corporate reputation. This implication is in line with business ethics from a Kantian perspective (Bowie, 1999), and explains why BSR initiatives may be viewed as real options (Husted, 2005). BSR actions act as safety net to buffer and protect business from unpredictable negative events (Fombrun, et al., 2000). For the role of real option or policy maker in manufacturing industries that BSR actions are key elements that lead to intangible assets that BSR accrues, such as corporate reputation, commitment, and legitimacy.

Limitations & Direction of future studies

As with any research, these study some limitations that should be noted. First, the data for the study were mainly collected from selected manufacturing industry in Kano metropolis, Nigeria. Thus, this is based on data from a single country and caution must be taken when generalizing the results of this study to other developing nation. Second, the direct effects of the independent variables on the dependent variables are difficult to conclude. In order to overcome some of these limitations, future studies of increasing the sample sizes and examines other industries or across different industries. In addition, future studies should employ a longitudinal research design, so that the direct effect of the independent variables on the dependent variables could be concluded.

References


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APPRAISAL OF THE GENERAL STUDIES (GST) ENTREPRENEURSHIP SKILLS ACQUISITION CURRICULUM FOR UNIVERSITY UNDERGRADUATES IN NIGERIA: CHALLENGES AND THE WAY FORWARD

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&

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Abstract
The study analyzed entrepreneurship skills acquisition content of GST curriculum for undergraduates in Nigerian Universities. Four research questions guided the study. The population of the study was all the three hundred level students of 2011/2012 academic session who were exposed to the entrepreneurial skill GST curriculum. A sample of 400 students was used for the study. A 52- itemed questionnaire was used to collect data from the respondents. The instrument was validated by two experts from GST unit, and one from Measurement and Evaluation, all from Ebonyi State University, Abakaliki. The instrument yielded a reliability coefficient of 0.72 using Cronbach Alpha method. The results from the responses were analyzed using mean scores and percentages. The study findings showed that the students could not properly identify the content of general entrepreneurship curriculum, and were not exposed to the practical aspect of the skills; hence the low percentage recorded for those who are ready to practice the skills. They equally agreed that they would face the enlisted challenges in the practice of the skills. Based on the findings of the study, recommendations were made.

Keywords: Appraisal; Entrepreneurship; Skills Acquisition; Curriculum; Entrepreneurship Education;

Introduction
The word “entrepreneur” is derived from a French root “entreprendre” meaning, “to undertake” a go-between. The term entrepreneurship is viewed differently by different scholars, educators, researchers etc. Hisrich in Egwu, Ogbu, Ogunji, Oselebe and Ama (2011) describe entrepreneurship as a process of creating something different with value added and by devoting the necessary time, effort and resources. The authors further explain that the needed and necessary accompanying financial, psychological, mental, spiritual and social risks involved must be guaranteed. On the same vein, Dan’Azumi (2010) sees entrepreneurship as a process of identifying, developing and bringing a vision of life. Dakare, Osifila and Ogbjafor (2011) posit that entrepreneurship involve individual ability to turn idea into action, which includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives.

Entrepreneurship education on the other hand, could be viewed as a way of teaching students how to acquire the necessary skills. Ekong and Williams (2006) sees entrepreneurship education as a process of
teaching people how to acquire skills through the study of school subjects, and how to utilize those skills for self sustenance and self-reliance.

From the different definitions, one can define entrepreneurship education as a process of teaching learners to acquire skills for self-reliance; to see opportunities where others could not, and to generate wealth and create employment. Skill acquisition according to Hornby (2006) is the ability to do something. Onyekwelu (2005) describes skills acquisition as a job oriented kind of training with the ultimate goal of preparing people for the world of work in the society. It is a way of gaining ability to work well. Therefore entrepreneurship skills acquisition could be referred to as a way of equipping individuals with the necessary ability for production of necessary goods and services.

Entrepreneurship education is a new programme introduced by Nigerian University Commission (NUC) into Nigerian universities. According to Okojie (2011), the Federal Government in 2002 decided that entrepreneurship studies be injected into the curriculum of university education in Nigeria, and since then, it has been introduced as General Studies (GST). The objective was to empower students to be able to harness opportunities, and be self-reliant and become job-creators and not job-seekers. Entrepreneurship education tends to make the curriculum more functional. Functional curriculum, according to Esu (2010) is designed to teach students skills that will equip them to function as competent and accepted adults in the society. Izedonmi and Okafor (2010) reiterate that entrepreneurship education equips youths with passion and multiple skills to operate a successful business on their own.

Introduction of entrepreneurship education curriculum into Nigerian universities is timely especially now that the rate of graduate unemployment is rising on a geometrical progression. Adejimola and Tayo-Olajubutu (2009) observe that it is a common experience that about 80% of the graduates from Nigerian universities find it difficult to get employment every year. This is partly due to the curricula of the universities and other tertiary institutions which train students for white-collar jobs. Currently, national and regional policy thrusts like the National Economic Empowerment and Development Strategy (NEEDS) have engaged in advocacy trying to sensitize the youths by emphasizing on poverty eradication, employment generation, wealth-creation and public-private partnership. As a follow up, a number of initiatives like the National Poverty Eradication Programme (NAPEP), and the establishment of Small and Medium Enterprises Development Agency of Nigeria, (SMEDAN) were introduced (Osibanjo, 2006 and Okojie, 2008)). However, despite these efforts, the situation has not really changed. Adeyemi (2006) opine that the problem might be from the method of teaching the students. He point out that in developed economics, the education system emphasizes the trail of inquiry – discovery – application in teaching, and students are meant to perceive problems, (including societal problems) as challenges and opportunities that can be turned into goods and services of commercial value.

Entrepreneurship education has been introduced in the nation’s university curricula for the past three years, and the first batch of entrepreneurial graduates are about to emerge. It is now pertinent to ascertain the journey so far; hence the need for the study based on the appraisal of the GST entrepreneurship skills acquisition curriculum for Nigerian universities, its challenges and the way forward.

Statement of the Problem

Functional education involves training youths in such a way that they would be independent, and contribute their own quota in national development. To the utmost dismay of concerned citizens of Nigeria, Universities in the country have been producing graduates who are still government job seekers, which in most cases are non-existent. This burden necessitated the introduction of entrepreneurship education in Nigerian universities, to make graduates self-reliant and employers of labour. This laudable vision that have
been mounted in most Nigerian universities for about 3 years now has led the researchers to carry out a formative evaluation of the entrepreneurship programme in our universities, and thus seek to appraise the general studies entrepreneurship programme for undergraduate in Nigerian universities, challenges and the way forward.

Objectives of the Study
The study sought to find out:
1. The extent the GST curriculum contents provides for the general entrepreneurship skills/trade;
2. The extent students were exposed to the specific entrepreneurship skill/trade;
3. Which of the entrepreneurship skills students are ready to practice after graduation for self-reliance, and
4. The extent the students have perceived the enlisted challenges as possible challenges in the practising of the skills/trade after graduation

Research Questions
The following research questions guided the study:
1. To what extent do GST curriculum contents provide for the general entrepreneurship skills/trade?
2. To what extent were you exposed to the specific skills/trade?
3. Which of the entrepreneurship skills/trade are you ready to practice after graduation for self-reliance? and
4. To what extent have you perceived possible challenges to practising the entrepreneurship skills/trade after graduation?

Theoretical Framework
Related theories to the study include that of Schumpeter (1934), who postulated that when the economy is in distress (as it is at present the world over), profit motivated entrepreneurs will innovate, create and invent new things, products and services, to stimulate productivity and job creation, thereby increasing wealth and profit. Drucken in Egwu et al. (2011) in his theory, states that an entrepreneur sees opportunities everywhere others are blind, and maximizes them before others get there. Also, Shapiro quoted by Egwu et al. (2011) postulates that an entrepreneur takes initiative, organizes some socio-economic mechanisms, adds value to existing products or technology, and accepts risk of failure. According to Egwu (2011) entrepreneurs rule the economics of their nations, and those nations with the highest number of innovators at any point in history are the ones that rule the world. Without innovations and inventors, new products, services and processes for the market will dry up, and the economy will collapse. These theories are related to this study in the sense that they all acknowledge entrepreneurship to be a quality of the human capital involved, and the prevailing economic situation.

Methods and Procedures
Research Design: The study used a descriptive survey design to elicit information from respondents. According to Nworgu (2006) the descriptive survey design is most appropriate when a survey involves describing certain variables in relation to a given population.

Population/Sample and Sampling Techniques: The area of study was Ebonyi State University, Abakaliki in Ebonyi State. The population for the study was 4,470 3rd year undergraduates who were exposed to GST
entrepreneurial skills curriculum. The sample for the study was 400 drawn using stratified random sampling techniques from the seven faculties of the university.

**Instrumentation:** A fifty-two (52) itemed questionnaire was used for data collection. The instrument was structured on a 5-point scale weighted thus: Very High Extent (VHE) = 5 points; High Extent (HE) = 4 points; Moderate Extent (ME) = 3 points, Low Extent (LE) = 2 points and No Extent (NE) = 1 point, with criterion mean of 3.00. It had four clusters. Cluster one was on GST curriculum content reflected on the entrepreneurship skills; cluster two was based on the skills the students were exposed to; cluster three was on the skills the students were ready to practice after graduation, and cluster four was based on the challenges to practicing the skills. The instrument was face validated by two experts in GST unit of the university, and one in Measurement and Evaluation, all in Ebonyi State University, Abakaliki. The reliability of the instrument was determined using Cronbach Alpha, and it yielded a coefficient of 0.72, which was considered high enough to make the instrument reliable for the study.

**Administration procedure/Analysis Pattern:** Four hundred (400) copies of the instrument were administered to the sampled respondents, and 349 copies were properly filled that was now used for the study (90% return was achieved). The data were analyzed using mean ($\bar{x}$) scores and percentages. Any item with a mean rating of 3.00 and above was accepted as entrepreneurial skills provided for in the GST curriculum, or as skills to be adopted for self reliance after graduation, depending on the research question.

**Results**

Research Question 1: To what extent do GST curriculum contents provide for the general entrepreneurship skills/trade?

Table 1 presents the data that answered research question 1.

Table 1: Extent to which GST curriculum contents provide for general entrepreneurship skills. $n = 349$

<table>
<thead>
<tr>
<th>S/N</th>
<th>Item Description</th>
<th>$\bar{x}$</th>
<th>SD</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ICT skills</td>
<td>2.43</td>
<td>1.59</td>
<td>Low Extent</td>
</tr>
<tr>
<td>2</td>
<td>Business management/organizational skills</td>
<td>3.11</td>
<td>1.43</td>
<td>Moderate Extent</td>
</tr>
<tr>
<td>3</td>
<td>Marketing skills</td>
<td>2.65</td>
<td>1.48</td>
<td>Low Extent</td>
</tr>
<tr>
<td>4</td>
<td>Communication skills</td>
<td>2.63</td>
<td>1.51</td>
<td>Low Extent</td>
</tr>
<tr>
<td>5</td>
<td>Research skills</td>
<td>2.70</td>
<td>1.58</td>
<td>Low Extent</td>
</tr>
<tr>
<td>6</td>
<td>Personnel management training skills</td>
<td>2.64</td>
<td>1.59</td>
<td>Low Extent</td>
</tr>
<tr>
<td>7</td>
<td>Agricultural development skills</td>
<td>2.63</td>
<td>1.49</td>
<td>Low Extent</td>
</tr>
<tr>
<td>8</td>
<td>Problem solving skills</td>
<td>2.68</td>
<td>1.45</td>
<td>Low Extent</td>
</tr>
</tbody>
</table>
Table 1 presents the responses of the students on the extent the GST curriculum contents provide for general entrepreneurship skills. A close look at the table shows that only item 2 which is on business management skills scored above the determinant mean of 3 points, which is 3.11. The others rated below the accepted mean of 3 point thus: item 1 on ICT skills scored 2.43; item 3 on marketing skills scored 2.65; item 4 on communication skills scored 2.63; item 5 on research skills scored 2.70; item 6 on personnel management skills scored 2.64; item 7 on agricultural development skills scored 2.63; item 8 on problem solving skills scored 2.68; item 9 on leadership skills scored 2.62, and item 10 on stress management skills scored 2.51. The grand mean obtained was 2.35 which was below the accepted mean of 3.00. This now implies that the GST curriculum content does not provide enough of these general entrepreneurship skills for the students' acquisition.

Research Question 2: To what extent were you exposed to the specific skills/trade?

Table 2: presents the data that answered research question 2.

Table 2: Entrepreneurship skills /trade students were exposed to  \( n = 349 \)

<table>
<thead>
<tr>
<th>S/N</th>
<th>Item Description</th>
<th>( \bar{x} )</th>
<th>SD</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>Soap/detergent making</td>
<td>2.31</td>
<td>1.56</td>
<td>Low Extent</td>
</tr>
<tr>
<td>12.</td>
<td>Tooth brush making</td>
<td>2.02</td>
<td>1.41</td>
<td>Low Extent</td>
</tr>
<tr>
<td>13.</td>
<td>Tooth paste making</td>
<td>2.13</td>
<td>1.38</td>
<td>Low Extent</td>
</tr>
<tr>
<td>14.</td>
<td>Water treatment and packaging</td>
<td>2.76</td>
<td>1.54</td>
<td>Low Extent</td>
</tr>
<tr>
<td>15.</td>
<td>Food processing</td>
<td>2.78</td>
<td>1.52</td>
<td>Low Extent</td>
</tr>
<tr>
<td>16.</td>
<td>Food packaging /preservation</td>
<td>2.74</td>
<td>1.54</td>
<td>Low Extent</td>
</tr>
<tr>
<td>17.</td>
<td>Extraction of vegetable oil</td>
<td>2.51</td>
<td>1.47</td>
<td>Low Extent</td>
</tr>
<tr>
<td>18.</td>
<td>Fish culture methods and techniques</td>
<td>2.61</td>
<td>1.50</td>
<td>Low Extent</td>
</tr>
<tr>
<td>19.</td>
<td>Baking/pastries</td>
<td>2.70</td>
<td>1.60</td>
<td>Low Extent</td>
</tr>
<tr>
<td>20.</td>
<td>Photography</td>
<td>2.64</td>
<td>1.57</td>
<td>Low Extent</td>
</tr>
<tr>
<td>21.</td>
<td>Tailoring and fashion designing</td>
<td>2.50</td>
<td>1.57</td>
<td>Low Extent</td>
</tr>
<tr>
<td>22.</td>
<td>Animal husbandry-(poultry, piggery, Sheep/goats, grass cutter farming)</td>
<td>2.36</td>
<td>1.56</td>
<td>Low Extent</td>
</tr>
<tr>
<td>23.</td>
<td>Crop farming</td>
<td>2.05</td>
<td>1.42</td>
<td>Low Extent</td>
</tr>
</tbody>
</table>
Table 2 is the result of the responses of students on entrepreneurship skills the students were exposed to. Surprisingly, all the item means were below 3.00 the accepted mean thus: item 11 on soap detergent had 2.31 as mean; item 12 on tooth brush making recorded a mean of 2.02; item 13 on tooth paste making had a mean of 2.13; item 14, 15 and 16 on water treatment and packaging; food processing, packing and preservation recorded means of 2.76; 2.78 and 2.74 respectively. Again items 17, 18, 19 and 20 based on extraction of vegetable oil; fish culture methods; baking/pastries and photography had means of 2.51, 2.61, 2.70 and 2.64 respectively. Item 21 was on tailoring and fashion designing which recorded a mean of 2.50; item 22 was on animal husbandry which recorded a mean of 2.36; item 23 based on crop farming recorded a mean of 2.05; mushroom farming recorded a mean of 1.84. Item 25 was on tanning industry which recorded a mean of 1.85, and then items 26 and 27 based on printing/publishing and book keeping recorded means of 1.99 and 2.19 respectively. On the whole, the grand mean was 2.35. It then means that a reasonable number of the students indicated that they have not been exposed to the above stated entrepreneurship skills/trades.

Research Questions 3: Which of the entrepreneurship skills/trade are you ready to practice after graduation for self-reliance?

Table 3 presents the data that answered research question 3.

Table 3: Entrepreneurship skills students are ready to practice after graduation. n = 349

<table>
<thead>
<tr>
<th>S/N</th>
<th>Item</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Soap/detergent making</td>
<td>165</td>
<td>47.3</td>
<td>184</td>
<td>52.7</td>
</tr>
<tr>
<td>29</td>
<td>Tooth brush making</td>
<td>128</td>
<td>36.7</td>
<td>221</td>
<td>63.3</td>
</tr>
<tr>
<td>30</td>
<td>Tooth paste making</td>
<td>146</td>
<td>41.8</td>
<td>203</td>
<td>58.2</td>
</tr>
<tr>
<td>31</td>
<td>Water treatment and packaging</td>
<td>194</td>
<td>55.6</td>
<td>155</td>
<td>44.4</td>
</tr>
<tr>
<td>32</td>
<td>Food processing</td>
<td>230</td>
<td>65.9</td>
<td>119</td>
<td>34.1</td>
</tr>
<tr>
<td>33</td>
<td>Food packaging /preservation</td>
<td>180</td>
<td>51.6</td>
<td>169</td>
<td>48.4</td>
</tr>
<tr>
<td>34</td>
<td>Extraction of vegetable oil</td>
<td>151</td>
<td>43.3</td>
<td>198</td>
<td>56.7</td>
</tr>
</tbody>
</table>
Table 3 deals with the entrepreneurship skills/trade the students are ready to practice after graduation. A look at the table shows that only 4 items scored above 50% which is the benchmark namely item 31 on water treatment and packaging that scored 55.6% (194 respondents) agreed that they could practice the trade on graduation; item 32 that was on food processing scored 65.9% (230 respondents says yes). Item 33 on food packaging/preservation which scored 51.6% (representing 180 respondents in agreement, and item 36 on bakery/pastries which scored 53.6% (187 respondents). The other 13 items had lower percentages as can be seen from the table that accepted that they would practice the various skills on graduation. Based on the findings, majority of the students agree that they could practice most of the skills in the curriculum.

Research Question 4: To what extent have you perceived possible challenges to practising the entrepreneurship skills/trade after graduation?

Table 4 presents the data that answered research question 4.

Table 4: Challenges of practicing entrepreneurship skills/trade after graduation.  \( n = 349 \)

<table>
<thead>
<tr>
<th>S/N</th>
<th>Item Description</th>
<th>( \bar{x} )</th>
<th>SD</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.</td>
<td>How to make proper planning</td>
<td>3.39</td>
<td>1.56</td>
<td>Moderate Extent</td>
</tr>
<tr>
<td>46.</td>
<td>How to make proper budgeting</td>
<td>3.21</td>
<td>1.54</td>
<td>Moderate Extent</td>
</tr>
<tr>
<td>47.</td>
<td>Sourcing for take-off funds</td>
<td>3.18</td>
<td>1.53</td>
<td>Moderate Extent</td>
</tr>
<tr>
<td>48.</td>
<td>Identifying ready markets for products</td>
<td>3.16</td>
<td>1.50</td>
<td>Moderate Extent</td>
</tr>
<tr>
<td>49.</td>
<td>Identifying appropriate business premises</td>
<td>3.13</td>
<td>1.56</td>
<td>Moderate Extent</td>
</tr>
<tr>
<td>50.</td>
<td>Facing more experienced competitors</td>
<td>3.16</td>
<td>1.50</td>
<td>Moderate Extent</td>
</tr>
</tbody>
</table>
51. Taking risks  
    Mean = 2.89  
    Low Extent

52. Managing stressful conditions  
    Mean = 2.73  
    Low Extent

Grand Mean = 3.11

Research question 4 sought to find out from the students the possible challenges they would face in practicing the entrepreneurship skills/trade after graduation. Table 4 now presents their responses. A look at the table above shows that items 45-50 recorded means that are above the decision mean of 3.00 thus: Challenges of making proper planning has mean of 3.37; budgeting challenges recorded a mean of 3.21; sourcing for take off funds had a mean of 3.18; problems of identifying ready markets for products recorded a mean of 3.16; challenges of identifying appropriate business premises has a mean of 3.16 and item 50 which is hinged on facing more experienced competitors recorded a mean of 3.16. On the other hand, the students perceived that they can manage risk taking and stressful conditions in items 51 and 52, with means of 2.89 and 2.73 respectively. Conclusively, the students agree to a reasonable extent that items 45 to 50 would pose considerable challenges to them in practicing the entrepreneurship skills/trade, while perceiving that they can manage stressful conditions and risk taking.

Discussion

Research question one aimed at ascertaining the extent of provision of entrepreneurship skills/trade in the GST curriculum content. The students agreed that the GST curriculum content of the entrepreneurship skills does not provide for general entrepreneurship skills except for the skill of business management. Nine out of the ten enlisted general skills were not provided for in the curriculum. This agrees with the findings of Oboegbulem and Enyi (2010) that the education system neglects to equip students with useful practical skills that should help them to attain self-reliance and actualization.

Table 2 presents the findings of the study based on the skills the students were exposed to. The study equally found out that all the seventeen specific entrepreneurship skills/trades provided in the curriculum fell below expectation, indicating that a good number of the students were not exposed to these skills. This type of situation creates a big gap between attained curriculum and the planned curriculum. This finding is in line with the assertion of Izuagba and Erwereuzoh (2010) that there should be a close relationship between the planned curriculum and the implemented curriculum, to enable the desired objective to be achieved. Offorma, Egbe and Eze (2012) also emphasized that for the objectives of entrepreneurship education to be achieved, students should be made to acquire the practical skills which would differentiate them from people from other disciplines. In addition to these findings, the researchers observed that many students do not attend lectures regularly. Consequently, they would normally find it difficult to grasp what was taught in their absence. The researchers also noted from discussions with the students that most of these skills/trades were presented to them by lecture method; that there was no practical demonstration of the skills for them.

Table 3 answered research question 3 which was based on the skills the students would like to practice on graduation. A look at the table shows that only 4 out of the 17 items reached the bench mark of 50%, and these items were mainly on consumable goods like water treatment/packaging; food processing; food packaging and preservation and baking/pastries. This is not surprising as students are conversant with these trades around their environment, and some of them, have been practicing them to help in their academic endeavours. This finding agrees with the assertion of Ogah, Eze, Mbah and Emesini (2009) that students learn best those things that help them to meet real needs, or those things that are related to some active interest. On the other hand, a high percentage of the students were not confident that they would practice the remaining thirteen skills. This could be as a result of non-practicalization of the skills by the
lecturers for the students’ proper comprehension. In line with this finding, Sithole (2009) reiterates that for students to acquire the needed skills that will make them enterprising individuals in the future, they need to acquire specific skills through work related training, experiential teachings and practical methodologies. This involves developing the needed competences to enhance their skill acquisition, and this must be based on ‘do it yourself’ or ‘hands-on-practice’ procedure. Again, Izedoni and Okafor (2010) emphasize that entrepreneurship education equips youths with passion and multiple skills, to operate a successful business on their own.

From the findings, the students were not exposed to the practical aspects of most of the skills/trade, and where the practical demonstration is lacking, students do not have confidence to practice on their own; hence the low percentage recorded on skills to be practiced after graduation. For the curriculum to be functional, students have to be equipped with skills that enable them to function as competent and accepted adults in the society (Esu, 2010).

Table 4 presents the analysis on the extent students perceive some challenges to practicing entrepreneurship skills/trade after graduation. The findings show that out of the 8 items, only 2 of them scored a little below the expected mean of 3.0. This simply portrays that the students believe that they are going to face these enlisted challenges in the practice of their own business after graduation. This is not surprising as the students were not exposed to the practice of the skills/trade; hence they do not have the confidence to face the involvements. Backing up these findings, Duru (2008) posits that learners are prepared to demonstrate commitment and interest in their vocational areas, and that once this is done, they are self-motivated, responsible, flexible and adaptable to changes that would profit them. In the process, they develop the essence of risk taking, goal setting, initiative and entrepreneurial abilities. Furthermore, Dakare et al (2011) emphasize that entrepreneurship involves the ability to turn idea into action, which includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve the desired objectives.

Conclusion

The study x-rayed the entrepreneurship programme in Nigerian universities, challenges and the way forward. The findings showed that the students were not practically exposed to the entrepreneurship skills and the link between the general curriculum and the specific skills. Again, the students were taught these skills theoretically, and were not exposed to the practical aspects (hands-on-practice). As a result, a large percentage of them could not opt to practice most of the skills on graduation. Finally, the students perceived that there are obvious challenges they would face in the practice of the skills/trade. With proper training and guidance, the students would overcome these challenges and become successful entrepreneurs that would train and employ others.

Recommendations

Based on the findings of the study, the following recommendations are made:

• The essence and content of the general entrepreneurship curriculum, and the link to the specific skills should be made clear to the students during training;
• Experts in the various specific skills/trade should be employed to train and re-train all the lecturers that handle entrepreneurship education for better outputs;
• Enough financial and material resources should be made available to the universities for detailed practilization of the courses, to make them exciting and interesting to the students;
• One year period of internship for university students should be instituted. This internship period should be done in well established entrepreneurial centres under the supervision of experts there;
• Student-entrepreneurs should be properly trained on the challenges of establishing their business, and how to overcome them, and
• Refundable soft take-off loans should be granted to the new graduate entrepreneurs, to help them consolidate their business.

References


IDENTIFYING THE MARKET AND INVESTMENT OPPORTUNITIES IN THE WIND SECTOR: CASE STUDY OF IRAN

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Abstract

Regarding the limited reserves of fossil fuel energy, its increased consumption level along with accompanying pollutions, sole reliance on the available energy resources is not justifiable. Thus, the use of renewable, free and environment-friendly energy resources has been put on most government’s agendas. According to the fact that the wind energy industry enjoys loads of economic and social benefits in addition to electricity production, it is predicted to obtain a high share in the countries’ energy portfolios. Concerning Iran’s geological location – being situated on the South of Asia, between the East and the West, the hot regions of the South and the moderate ones in the North, and on the major air streams through Asia, Europe, Africa, the Atlantic and the Pacific oceans - it could be concluded that potentially, Iran has a high capability to exploit the wind energy resources. The current article considers the wind energy industry and its merits and demerits, conditions and predictions prevailing in the energy market, the potential for investment on the industry in Iran and also, the average expenses of the industry in the world.

Introduction

Energy is the first-hand prerequisite for improvement and development in the world today [1]. The need for wind energy is increasing, and this energy is turning to the main energy providing resource as it is both accessible and abundant everywhere in the world. According to the windy regions, electricity can be produced 13 times more than the current amount [2]. As one of the cleanest energies, the wind energy is presently the focus of special attention in the advanced countries, and has obtained the fastest-growing advance trend among the new energies [3]. Great many factors are influential in the wind energy development, namely concentration of the international community on finding substitute energies due to air and environment pollution problems caused by the fossil fuels, scarce and limited available fuels, their insecurity, high price fluctuations and inability to be renewed [4].

The wind energy market enjoys a very high potential, and it is advancing at the annual rate of approximately 30% [5]. The market is intensely competitive. While the leading wind turbine manufacturers are mostly European and Europe was ranked first in the world until 2011 holding a

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started production capability equal to 93 MW, the Asian manufacturers are predicted to outmaneuver their European opponents [6]. The US is also increasing energy production from its renewable resources based on a definite perspective, so that the ratio of electricity production from wind energy to the total produced electricity has increased to 1.7% in 2007 compared with less than 1% in 2003 [7], and it is going to mount to 20% by the year 2030 [8]. On the other hand, since the Industrial Revolution, human activities, namely the use of fossil fuels for generating electricity, has been a probable cause of climate change. One of the solutions brought up in this field, which is being vigorously pursued nowadays, is exploitation of the renewable and environment-friendly energy resources such as wind. The use of wind energy emits no pollutants and doesn’t lead to the greenhouse effect. All the same, the wind farms have already been able to produce electrical energy at a competitive cost with the expenses of producing such energy from fossil fuels [9]. In addition to the above-cited, abundance of the wind energy across the globe has made it a noteworthy replacement for fossil fuels. Regarding the mentioned items, the prominence of investing in this industry becomes more and more obvious.

After a short description of the wind energy, wind turbines and the influential factors in their exploitation, the current article tends to consider the international trends prevailing in the energy market, its growth rate, future actual and potential markets and the key players on this industry in the world and the Middle East, and then examines the potential and capabilities, and investment costs of the wind energy.

The Wind Energy; Merits and Demerits

Wind is the horizontal movement of the air on the ground. The difference of air pressure between two points causes wind. The pressure difference is itself a result of the difference of the earth temperature [10]. Wind is made by sunshine, as well as the other energy resources like coal, crude and natural gas. The wind is called “another solar energy” by some wind energy supporters [11]. The huge resource of wind energy has some advantages and disadvantages as well as the other sources, among which the followings are worth to be considered:

- **The Merits of the Wind Energy:**

  The wind energy is abundant and renewable. Unlike oil and gas, the wind energy will never be exhausted. Using this energy lessens our reliance on the other expensive, non-renewable energies [1]. The electricity produced by the turbines could be used by hybrid cars and replaced with diesel. Using the wind could also reduce our dependence upon nuclear energy and help produce healthier and safer types of energy. It could reduce global warming and the devastating climate changes as well, and it could also result in decreasing acid rains, from which our country is suffering. The distinguishing feature is that wind energy is not under the control of governments or large firms. As a result, using this energy will ease the international political tensions [11].

  Wind is a free resource. Its cost doesn’t increase in line with price growth. Of course the resource is free in itself, though energy production from this resource carries a cost [1]. Another advantage of using this type of energy is that the available infrastructure such as the current national grid and
technologies could be applied. As a result, changing the systems to adjust them to this energy could be conveniently conducted.

1. The wind energy can produce 1200 TW/H annually.
2. It enhances the quality of inhaled air, and slows down the climate changes eradicating 1.925 million metric tons of carbon.
3. In terms of investment, it will make a benefit of $332 billion and can create 2,750,000 vacancies throughout the world [1].

- Demerits of the Wind Energy and its Exploitation Equipment:

1. Instability and Low Reliability:
The most considerable concern felt about using the wind energy is probably that the wind doesn’t blow everywhere all the time. So the wind is definitely an unstable resource. Unlike coal and oil, it is not accessible 24 hours a day. In fact, the wind turbines may be active just 4 days, though they might produce considerable amounts of energy. Wind resources change seasonally. But working out an elaborate plan, you can have a wind system which meets your electricity needs. Lack of permanent access to the wind could be overcome via inserting batteries which save the surplus of the produced electricity. Of course the unstable nature of the wind can be compensated if it is accompanied by the other renewable sources, which are called “combined systems”.

2. Making Bothering Noise:
A critique made of the wind turbines is based on their noise. The small turbines make noise, and it increases in line with a rise in the wind speed. The faster the turbine revs, the more the noise is made. To reduce the mentioned noise, turbines of a lower speed could be applied. Also the turbines enjoy a protective mechanism making them turn slower when the wind is blowing gale-force in order to protect them against damage. Installation location of the turbines is of importance in controlling the created noise as well. The height of the installation location is usually better to be somewhere in the region of 80 to 120 feet, since the higher the location is, the sooner the noise vanishes in the air [1].

3. Dependence on the Location:
Another critique made of such energies is that unlike the solar energy, they are over-dependent on the location. Totally, some locations enjoy better condition rather than the others in terms of sunshine and wind blow [1].

The Wind Turbine

Wind turbines turn kinetic energy of the wind into mechanical power, which is transferred to the generator through the shaft, and electrical power is produced in the end [2]. Wind turbines function based on a simple principle: the wind energy turns around the two or three blades located round the wind turbine rotor, and electricity is produced by the generator. Turbines are divided into two groups: turbines with vertical shafts and those with horizontal ones. It must be noted that horizontal shaft turbines are more common. The simplest scheme of wind turbines includes 3-blade wings, Nacelle, hub and a tower (post) [12]. Wind turbines are generally designed to last 20 years, and they have to be active for 120,000 seamless hours, while car engines are designed to last approximately
6,000 hours [13]. These turbines are also of a various range of capacities from a few watts to several megawatts, and their principal parameter is tower height and blade length [12]. The electricity output is the cube of the wind speed, i.e. if the wind speed doubles, the resulted energy will be 8 times more. Based on Albert Benz’s theory in 1919, a turbine can get 59% of the kinetic energy in the air, but only 40% to 45% of that is exploited practically due to dissipation, and the rest is wasted [14]. Thus, paying due attention to the wind system of the region is of importance when choosing the wind farm location. For instance, if the average of wind speed is less than the predicted speed by 10%, the energy output will reduce by 30% [11]. The height of the blades is very influential in the amount of energy output, since longer blades have more space to revolve around the rotor axle, and so, they make greater output. There’s an intense competition among the turbine maker companies in boosting energy production capacity of the turbines, so that we will observe a growing trend in this scale from 2011 to 2025 according to the predictions made by IHC company in market research and the wind energy strategies. Currently, the range of 1.5 to 2.5 MW faces a severe competition between the makers, but the challenge will be in the range of 3 MW and higher-capacity turbines from 2017 on, so that this range will hold 40% of the market in 2018 and about 55% in 2025 [15].

The purpose of continual improvement in the turbines is maximizing the amount of obtained energy from the winds, which requires strong rotors, longer blades and higher towers, developed electronic chips and a proper use of composite materials in the turbines [13].

Influential Factors in Demands for Wind Turbines

The first influential factor is the alternative methods of providing energy. Nowadays, the use of wind energy has been put on the agenda to meet the growing demand for energy. Wind is abundant, and also it is a clean energy. Installing the wind turbines hinges on governmental regulations concerning renewable energies and its capability to supply the wind projects financially, and the economic advantage of this energy depends entirely on the financial policies of the government.

**Governmental Policies:** One of really prominent factors is the government’s attitude toward the wind energy. For example, renewable portfolio standards have been passed in the US. The ratio of energy production through the wind is speculated between 10% and 25% in this regulation, and time intervals until 2015 and 2025 have been considered to achieve this ratio. Such regulations motivate establishing wind farms and increase the demands for installing wind turbines [16].

**Energy Prices:** Tax incentives, evolution of the wind technology and increase in the price of fossil fuels are the factors making the wind energy competitive in terms of price. The price of wind energy was $63 per megawatt in 1999, which amounted to $40 per megawatt in 2007 [17]. After the project installation is done, the other expenses are usually constant over time. But the price of electricity made through natural gas or coal undergoes fluctuations due to changes in fossil fuel prices. One of the important factors making the price of wind energy competitive rather than fossil fuels is “tax incentives” regarded for this industry. In United States the figure is 2.1 cent per 1 KW/h during the first 20 years of the turbines’ activity [18].

**Financial Supply:** There are a lot of ways to supply the projects. Some of them are provided via bank loans or partnership stocks. Some companies also invest on the wind energy to exploit its tax exemption in their other fields of activity [19].
Other Factors: Other factors like distribution capacity, wind energy alternation, financial policy stability, transportation certificates, wind farm locations, installing and maintaining responsibility and insurance of the turbines are influential in setting up the wind farms and later, in demands for the wind turbines[20].

Distribution Capacity: Wind farms are usually far away from the areas with high electricity demand. As a result, there are usually some difficulties distributing the electricity provided in such farms. In order to distribute the produced renewable energy, there needs to be intelligent grids that are able to pass around unstable loads as well. The need to more electricity networks is perceptible, and the barrier is financial supply and the difficulty of installing new lines [21].

Wind Alternation: Wind is a non-alternate source of energy, i.e. the energy output will differ relative to the wind in access. Energy saving systems could be applied to solve this problem [22].

Financial Policy Stability: In this domain, the governments’ policies in awarding tax credits needs to be stable in order not to demotivate the creditors to invest in this industry [23].

Turbine Transportation: The issue of wind turbine transportation is of a high importance in decision making. “Transportation costs” is a strategic and crucial item in the wind project management process [11]. Transporting the blades which are 30 to 40 meters length, using trucks, is a very complicated and professional matter. There are some restrictions on transporting turbines, blades and towers in some countries, so that required certificates need to be earned for transporting them from a city to another [1].

Locating Wind Energy Farm: The basic purpose is maximizing the total output of the wind energy farm, but the structure of the wind farm is influenced by the infrastructure; namely interior wiring from the wind turbines to the transformers, transportation routes, operation and maintenance costs. There are also some limitations in determining the optimum location, such as the minimum distance from residential areas, environmental protections, and the maximum allowed height [24]. Of course the problem is solved to a great extent nowadays by means of software designing the optimum structure very fast [25]. Another point that needs to be taken into consideration is the solidity of the soil under the turbines. The solidity is important and worth considering in measuring its bearing capacity. In fact, the purpose is making sure of the location suitability in terms of truck access to convey the blades, repair and maintenance issues and access to the network lines to transfer the provided electricity [24].

Access to the Network: Another factor that needs to be regarded in identifying the location is the access to the network, which affects the number of the installed turbines. As a result, the network capacity and its held voltage need to be insured [26]. Sometimes the electricity more than 20 MW obliges new capacity to be installed. The output of each turbine in the wind farm is different according to the wind alternation, distribution factor and electricity production range. Thus, it is really important to choose the best possible location to install the turbine, so that the maximum output is resulted and the interaction between different turbines is reduced [27].

Demand for Electricity: Nowadays the environmental effects of producing electricity have been examined and evaluated as the demand for energy, especially electricity, has sharply increased over
past 100 years. In the past, high standards of life and the modern lifestyle used to be based on over-consuming energy. Nowadays the developed countries’ statistics show that the standards of life can rise apart from energy consumption [28]. The total demand for electricity was $20.2 \times 10^{17}$ KW/H in 2008. The major part of the demand was met by fossil fuels and nuclear energy. Just 2.8% of demanded energy has been provided via the renewable energies, which has undergone a small increase since 1999 [11].

**Political Tools:** Supportive policies are needed to prop up the renewable energy markets. Some of the policies could be: 1. Public sources for research and development plans, 2. Public resources for the projects, 3. Subsidies for investment costs, 4. Guaranteed prices for buying the produced electricity by the wind turbines, 5. Financial motives – like special bank loans of proper interest rates, 6. Tax incentives. Analyses of different markets show that a combination of the mentioned policies is really helpful in the wind energy market growth [11].

**Installing and Starting Wind Turbines:** This phase starts with wiring. Then the foundation is laid. Under the terms of the contract, the manufacturer transports all separate turbine parts to the farm and installs it. Then the experimental test is done and the turbines will start their permanent activity afterwards [29]. The manufacturer is usually in charge of repair and maintenance costs in the first two years of activity, and the faults and defects of the turbines are recognized [30]. After expiration of this period, the applicant can make use of the service providers in this field. For example, the wind turbines are checked every 2 or 4 years by independent experts. The time interval depends upon the size of the turbine, and existence of a service contract for them, or full service contracts are offered under which the manufacturer himself is responsible for maintenance, repair and sometimes replacement of the turbines [11].

**Insurance of the Wind Turbines:** The most prominent questions by the insurance companies are the type of risks and the person responsible for that. The manufacturer is in charge of all risks until he installs the turbines. The risk of wind turbines is that there is a possibility of disruption in their operation due to unexpected events over the whole stages of installation to maintenance after their start [31]. Sometimes the financial suppliers demand such insurances to make sure that the plan can afford its own expenses. Another type of insurance coverage is insurance of responsibility covering those incidents in which someone or something is damaged by the wind turbines. However, some of the risks cannot be ensured, e.g. a damage by the third party to the turbine, war, hazardous occurrences in the nuclear power plants, damages caused by installing equipment which has already been defective [11].

**Wind Energy Market**

Wind energy industry dates back to 1970s originally, when the first oil price shock occurred [1]. The industry rendered small as it couldn’t compete against the other traditional energy resources and on the other hand, there was no perceptible need for renewable energies [5]. Applying Danish technology in early 1980s, the turbine manufacturers started establishing 20 to 60 KW units which were 20 meters high. The wind energy market has started to grow since 1994, and it is still advancing at the annual average rate of about 30% [5]. The international need for the wind turbines has kept rising at a high growth rate, and it is expected to surmount a value of $73.5$ billion by 2015 [32]. Of
course it should be noted that the growth rate is significantly different in various regions of the
world. While the Asian markets have been growing at a rate of 60.6% until 2009 and 49.7% in 2010,
the growth rate of the European markets, being somewhere around the region of 75.5% in 1999, has
been decreasing to about 12.5% in 2010 [10].

The wind energy market is a consolidated one, i.e. the 10 leading manufacturers hold approximately
80% of the market [34] and Germany, Spain and Denmark generate over 75% of the wind energy
products in Europe [35]. Wind turbine manufacturer-states are largely West-European, because the
Europeans are the most experienced and expert in the world, and many companies have developed
transferring their technology [5]. According to the regulations passed by the European Union, 20% of
the energy required in the Union has to be produced from the renewable resources by 2020 [36].
Although Europe holds 96 GW out of the total 238 GW world started capacity by the end of 2011
[37], Asia is going to overtake Europe in terms of the started capacity by 2014 based on a prediction
by the Global Wind Energy Council [38]. Chinese market is one of the most influential markets with
an annual growth rate of more than 100% between 2006 and 2009, which was titled as the most
booming wind turbine market in 2009 holding 13.15 GW started capacity. The started capacity
reached 62 GW in 2011 [37]. The principal reason of such considerable improvement in the started
capacity of Chinese market is passage of Renewable Energy Law in 2005 in this country, which
obliges the networks to buy all the energy produced from renewable energy resources [7].

The wind energy market in the US was advancing at the rate of 39.8% in 2009, while the state
intends to replace this energy with more than 75% of the imported oil from the Middle East
applying innovations and advanced equipment. Holding a total share of 17.9% out of the world
started capacity in 2011, the US ranks the second in the market [37]. The wind energy application
plan is severely pursued in the US, so that 20% of American required energy is due to be produced
by the wind turbines by 2030 [39]. Performance improvement and cost reduction are expected to
occur in a way that in next two decades, capital expenses are reduced by 10% and the capacity
increases by 15% [40].

The production capacity of the turbines needs to increase from 11.6 GW in 2006 to 300 GW in
upcoming 23 years in order to provide 20% of the required electricity via the wind turbines. This
level of growth requires an installation rate of 16 GW annually, started after 2018 [39].

According to 5-year prediction report of the industry prepared by the Global Wind Energy Council
and issued at a conference in Copenhagen, the international wind industry expects the started
capacity to reach 500 GW by the end of 2016. The total installation capacity is due to be 255 GW
between 2012 and 2016. Of course the major part of this world growth will owe to Brazil and India.
Latin America, Africa and Asia are going to be the key players of growth as well. Most of installation
will be out of Europe and the trend will continue. Asia will become the biggest market holding the
most installation relative to the other areas, so that it will have 118 GW by the year 2018. Asia will
overtake Europe, which will itself be the leader of the market in 2013, and will amount to the total
number of 200 GW [41]. After two decades of two or three-digit growth, Chinese market will calm
down and will enjoy the same stability in the upcoming years. Indian market is estimated to get 5
GW of energy of this type by the end of 2015. European market will keep stable, and radical
alteration and fluctuation seem improbable due to the clear policy framework of the EU and the
objectives by 2020 [36]. German market has spent a buoyant year, and the government’s decision to depart from the nuclear energy by 2020 will be a new motive for growth of this industry. Northern America’s market was so mighty in 2012 as both Canada and Mexico installed 1200 MW [37]. According to America’s financial crisis plan, American market is predicted to go sluggish in 2013, but Canada and Latin America are going to keep improving under Brazil’s leadership. Installing just 50 GW in Northern America is probable between 2012 and 2016, which raises the total capacity of the region to 100 GW [41].

The market under discussion faces to important events. On one hand, an increase in demands and on the other hand, shift of the growing markets to Asia and the US. Dealing with these two events, the manufacturers need to fully change their expense structures and supply chains in order to be able to keep competitive. Trying to obtain the technology required for manufacturing turbines of higher power, developing the supply chain and restructuring the operations for making the main parts themselves or entrusting the task to the others [42], reducing transportation costs by establishing the production line in the project site, reducing production, installation and staring time of the turbines so that the costs don’t go up [43], taking financial aids from banks and governments [44] are the major challenges of the key players in this industry.

The suppliers of new energies are generally faced with a series of basic barriers while entering the electricity networks because there is an electricity market monopoly by the government in most countries, which has been active for ages applying traditional methods and massive investment, and the wind farms have to enter into a competition against some traditional sites [44]. On the other hand, the legal procedures of earning certificates for starting the wind farms and authorities’ approval are time-consuming processes which sometimes results in rejection of the projects at the very beginning. Thus, winning the endorsement to connect to the networks and available sites is an enormous challenge before providers of the electricity produced from this huge source of energy.

**Wind Energy Market in the Middle East**

The Middle East is rich in gas and oil resources, but the sources are distributed heterogeneously among the countries, so that some states in the region are major oil exporters, and some others are importers. The need for energy has had a sharp increase among the region’s countries after their economic improvement. Some governments in the region are considering national plans for developing renewable energies; however the wind energy is taking its primary steps of development, so that just 92 MW in Iran, 8 MW in Israel and 2 MW have been installed. While the distribution of this energy is more heterogeneous, countries like Iran, Oman, Syria, Saudi Arabia and Jordan enjoy a suitable condition [41]. Iran is the only country in the region which has had mass installation wind turbines. Iran currently has 2 wind energy farms at the total capacity of 92 MW, and one of the objectives aimed at by the state in the upcoming years is to reach a capacity of 400 MW. The primary studies of SUNA (Renewable Energy Organization of Iran) have shown that Iran has potentials to produce at least 6.5 GW via this method [41]. Iran abounds with renewable and non-renewable energy resources. Iran’s geological location has led to existence of huge solar and wind energy resources in it. Much research is carried out to examine Iranian wind energy potentials. Gandomcar research in 1388 could be mentioned as in instance, according to whose idea the sites of
the country could be divided into 4 groups in terms of their power based on the annual wind speed average (the wind speed faster than 8 knots or 4 meters/second):

Group 1: The sites which are really suitable for electric energy production

Group 2: The sites that are suitable for producing wind electric energy in some months of the year or at some particular times of day

Group 3: The sites that are suitable for producing wind electricity in small amounts and using the wind to pump water at limited times of the year

Group 4: Includes the other sites of the country that have a very low annual wind speed average, and are confined in the percentage of the times with a wind speed of faster than 8 knots; and so, they are in calm areas where are not suitable for wind energy exploitation.

Generally, the months April to August (spring and summer) are really windy in Iran, and most areas in this country are capable of producing wind electricity energy in June and July when are the hottest months of the year. Since the production of electricity from water decreases and electric energy consumption increases in these two months, using the clean and free wind energy for wind electricity production seems necessary [45].

The other countries in the region have high potentials as well, namely Jordan that intends to meet 7% of its energy demands through renewable energy by 2015, and raise the amount to 10% by 2020. In line with this purpose, the Renewable Energies Law was passed in Jordan in 2010, under which the National Electricity Company of Jordan is obliged to by the whole electricity produced by the independent and small-scaled renewable energy companies at the retailer price. Syria also aims at meeting 4.3% of the energy demands through renewable energies by 2011 and has to wind turbine farms of 100 and 30 MW in the agenda. Oman enjoys the potentials of producing wind energy as well in the south and the mountains to the north of Solaleh region [41].

**Economic Evaluation of Investment in the Wind Industry**

Nowadays one of the most important prevailing issues in scientific and even political circles is how to make the optimum application and exploitation of the available energy resources in line with increasing demands for energy. In this regard, entering renewable energies to the stage of energy production seems inevitable according to the advantages of such energies over fossil fuels.

The use of wind energy has had the highest growth among the renewable energies and the electricity production resources. The wind industry has experienced a growth of 27% on average between 2000 and 2011, and the wind energy capacity doubles every three years. The installed capacity was 41 GW in 2011. In fact, the total capacity of the wind energy in 2011 was 20% higher than the end of 2010, and amounted to 238 GW. $68 billion was totally invested in developing the wind energy capacity in 2011 [46].

The use of wind energy emits no pollutants and doesn’t have the greenhouse effect. All the same, the wind farms have already been able to produce electric energy at a competitive price with the
energy generated from fossil fuels [9]. In addition to the mentioned points, abundance of the wind in the earth has made it a considerable substitute for fossil fuels.

Share of electric energy production from different resources in 2011 has been shown in diagram 1:

![Electricity Produced From different resources](image_url)

**Diagram 1: Share of Electricity Produced from different resources**

Share of renewable energies in 2006 was just 7% [48], which amounted to 13% in 2012 [47].

Shares of different resources in electric energy production in Iran in 2010 are as diagram2:
Thus, the share of renewable energies in electric energy production in 1389 was 0.4%.

**Economic Analysis of Using the Wind Energy in Producing Electricity**

Economic exploitation of the wind energy in electricity production is considered as a new production method in the world electricity industry. Not consuming fuels, low cost of running, repair and maintenance and not polluting the environment are the advantages of wind power plants.

**Examining Various Expenses:**

1. **Investment expenses (including financial supply):** Among the other items which need to be taken into consideration while evaluating the economic efficiency of this kind of energy is the way the projects are supplied financially. If the sources are going to be provided through loans, the rate of revenue expected by the shareholders or creditors must be noted. The rate will be different depending on the farm type.

2. **Repair and Maintenance Costs (Constant and Variable):** The Operation costs are usually 2.5% of the primary investment expenses over the first decade of turbine activity, and it is usually estimated at 4% for the second decade. The important point is that the expenses increase over time. The least repair and maintenance cost is in the US as $.0.01 per 1 KW/H. The cost is between $0.013 and $0.015 per 1 KW/H in Europe. of course the average cost is about $0.02 per each KW/H [47].
3. Investment Expenses: The most important component is the investment expenses, so that it is between $1700 and $2450 per 1 KW/H in coastal projects and between $3300 and $5000 per 1 KW/H for the interior projects. The components of Capital Costs are as follows in diagram 3:

According to the diagram, 64% of the investment expenses include turbine installation cost. Installation cost is currently about $1700 to $2150 per 1 KW/h for coastal projects in developing countries. The cost in China is $1300 per 1 KW/H. The investment expenses in projects located farther from the coast are almost 2 times as the installation cost of coastal projects (about $4000 per 1 KW/H). The higher expenses are due to investing increase in the infrastructure, transporting materials and turbines to the farm, equipment and foundation. One of the crucial expenses in installation costs is the price of the turbine itself. The average price of turbines was $700 per 1 KW/H between 2000 and 2002, but it increased to $1800 per 1 KW/H in 2009. After the price leap that happened in 2009, the expenses of the contracts for delivery in the first half of 2010 reduced by 18%, and they were $1470 per 1 KW/H in the second half of 2010 and the first half of 2011. The price reduction was due to increasing competition between the turbine manufacturers and decreasing price of copper and cement [50].

4. Levelized Cost of Energy (LCOE): In order to evaluate the plan and possibility of economic comparison of the power plants with one another, the LCOE method is applied, which is the conventional approach to determine the final cost of electricity. LCOE simply is the annual expenses divided by the annual energy output:

$$LCOE = \frac{\sum_{t=1}^{n} \frac{l_t + m_t + f_t}{(1+r)^t}}{\sum_{t=1}^{n} \frac{k_t}{(1+r)^t}}$$
$I_t$ is the investment costs in the year $t$. $M_t$ is the repair and maintenance price in the year $t$. $F_t$ is the fuel expenses in the year $t$. $E_t$ is the energy production in the year $t$. $r$ is the reduction rate and $n$ is the useful life of the system.

LCOE is in fact the electricity price that leads to equivalence of the project revenues and its expenses, on the condition that the investment revenue rate is equal to the reduction rate. Practically the investment revenues will rise if the energy price is higher than LCOE, but there will be a loss if the price is lower than LCOE [51].

In the US, the electricity production costs have decreased from $0.3 per 1 KW/H in 1984 to about $0.055 per 1 KW/H in 2005 [46]. In Europe a similar trend has occurred as well, so that the costs have decreased by about 40% between 1987 and 2006.

Of course, the costs have risen again owing to an increase in the costs of the turbines themselves and in the demands for wind energy. Recent research shows that currently the expense of the electricity made of the wind is less than $0.068 per 1 KW/H. Compared to $0.067 per 1 KW/H for energy based on coal and $0.056 per 1 KW/H energy based on gas [46], competitiveness of wind energy - as the source of providing electricity - with the other sources such as coal and gas is obvious.

Conclusion

Nowadays, regarding the growing importance of using renewable energies and technological advances proper exploitation of the wind energy and the other renewable resources is of great significance. According to the country's need to electric energy and the vast extent of wind resources, increase of fuel prices in gas-fired and thermal power plants due to decreasing oil and gas supplies and removing the subsidies on oil products, wind electricity stations will be more justifiable in future relative to gas-fired and thermal power stations.

Considering the special geographical position of Iran, there are vast areas that could be regarded as significant resources for exploiting renewable energies, namely wind. Applying and developing the wind energy in the country could turn into a national obligation noting the available potentials.

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GAMIFICATION OF LIFE: PLAYING COMPUTER GAMES TO LEARN, TRAIN, AND IMPROVE COGNITIVELY

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ABSTRACT

This paper describes various ways in which computer games may be used throughout life to achieve goals such as improved reaction time, reduced memory loss, or improved understanding of subject-related concepts. It also describes project conducted in our research lab, where we work on finding ways to measure and potentially improve children’s cognitive processing (e.g., visual, auditory, and conceptual) through playing computer games. Our goals are to find the kind of cognitive effects, both major and minor, that specific computer games in our repository may have on children; find ways to evaluate a child’s performance during play, taking into account the child’s demographics, the gaming scores achieved, and time spent playing; relate the characteristics of the games and the child’s performance in play to possible strengths and weaknesses in the child’s cognitive processing; and to recommend remediation, in terms of the types of games that may be useful for the child to play next. Present state of our work is described, together with our short term and long term plans.

Keywords: cognition, serious games, cognitive games, brain fitness.

INTRODUCTION

Since their inception, computers were envisioned as tools for humans to use to do things faster and more accurately. Especially since when computers have found their place in educational institutions (at first mostly at universities and research centres) their use for educational purposes became standard (Keengwe, Kidd, & Kyei-Blankson, 2009). Computers were also used in training skills (e.g., fast typing), various expert systems were developed to replace humans or enhance their performance, and after their cost became reasonable for individual to purchase and compact enough for home use, they also found their place in entertainment activities (Waycott, Bennett, Kennedy, Dalgarno, & Gray, 2010).

Nowadays, in Canada, almost all youth use different types of information and communication technologies (e.g., Internet, handheld devices, etc.) with high frequency, and in most cases, daily
All these technologies have games installed on them or easily accessible as shareware or for purchase. They can be used throughout life to achieve goals such as improved reaction time (Valadez & Ferguson, 2012), reduced memory loss (Thorell, Lindqvist, Nutley, Bohlin, & Klingberg, 2009), or improved understanding of subject-related concepts (Kebritchi, Hirumi, & Bai, 2010). However, not all games are the same nor they were developed with a same purpose.

Some games are used in professional training (e.g., Gegenfurtner, Veermans, & Vauras, 2013), for example in military, health care, and emergency management. Such games provide opportunities to act/react in imaginary situations that have high levels of reality. For example a nurse may practice inoculation in various situations and under various conditions; a soldier can practice decision making and reflexes in various war-like situations, and members of emergency rescue team can practice their collaborative actions and communication channels in disaster situations. While such games are not easy or cheap to develop, their return on investment is numerous including saving lives and resources, as well as providing opportunity to repeat training as many times as it is necessary.

The so called, serious games are also used for learning in the more traditional academic areas (e.g., mathematics, history, science). Such games need to align with a curriculum, and may be unattractive to students because they are perceived as “educational and not fun enough.” Serious games usually display one of the two opposite characteristics: they may be too easy, trivial, and low key, or they may be too complex and difficult. Making a really attractive serious game means finding a proper balance between the two opposites and taking into account that users may have inadequate computers (especially since schools traditionally struggle with outdated technologies and limited technical support). In addition, although “serious” such games need to have the basic characteristics of games, such that make them appealing to the players in the first place—providing opportunities for winning or losing, for exploring and experimenting with different situations, and offering rewards. Such games may be used not only to brush up the skills and apply knowledge, but also as inspiration for conversation and for students to reflect on the choices they made. A student may be asked to demonstrate a game and discussion could be carried around the philosophy of the game, its design features, and a storyline; students could be asked to play different roles or characters/do tasks in the game, and explain how they made decisions.

Finally, games may be considered as a cognitive development tool, such that will provide players with transferable skills, and enhance their critical reasoning and self-regulation. Cognitive processes involve higher-level functions of the brain that encompass learning, language, imagination, perception, attention, and planning. Because children are attracted to playing computer games, it is important that these games help them develop cognitively.

**LITERATURE REVIEW: PLAYING GAMES AND COGNITION**

Today’s frenetic progress in technology, communications, and change of lifestyle is affecting the way young brains develop, function, and process information, and is, in effect, creating new neural pathways and altering brain activity at a biochemical level. Ongoing statistics that follow changes in human cognitive development across generations reveal the so-called Flynn Effect (Martinez, 2010): Apparently, during the 20th century, Coefficients of Intelligence (IQs) in the U.S. increased by more than 20 points. Factors contributing to this change include improved basic living conditions (e.g., improved nutrition, spread of schooling) and, potentially, the increased complexity of living. It is evident that modern society is becoming progressively more saturated with all sorts of media, a situation that contributes to “informational complexity” (p. 342). This has prompted Neisser et al. (1996) to claim that “complexity of life has produced complexity of mind” (p. 90).
At the same time, the U.S. national statistics confirm that about 20% of school children have some type of mental health issue (e.g., according to the U.S. Surgeon General, 2011). The Mental Health Commission of Canada (MHCC, 2011) states that 70% of adult mental health disorders originate in adolescence and that about 40% of youth have unidentified learning difficulties that affect their learning abilities (i.e., the acquisition, retention, and organization of information). Early screening of children’s cognitive skills is critical for improved learning, academic success, and mental well-being (Volpe, Briesch, & Chafouleas, 2010).

Playing computer and video games are lately being recognized as valid cognitive activities and are especially popular among children. In the literature, cognitive growth of children is often referred to by the Piagetian developmental stages, namely, concrete operational (ages 7 to 11) and formal operational (ages 11+) (Eastin, 2008). In attributing progression within and between stages to an increase in the child’s information-processing capacity, Eastin cites Case’s (1996) neo-Piagetian developmental theory. It appears that as children age, their ability to store information in working memory improves, helping them to combine existing mental schemata as well as generating new ones, thus enabling them to think in a more advanced manner. Because children in the concrete operational stage have difficulty with abstractions, they have a propensity to reason based on physically tangible information (i.e., colours, sounds, animations, and images) and are likely to attend to the more appealing visual cues of the games. Cognitive development of children reflects their capability to self-regulate, make right decisions, and problem-solve. While computer games provide for multiple representations (e.g., visual, text, and sound) that are attractive, artistic, engaging, and fast-paced, they also put a strain on the cognitive load and attention span of the user, so all these aspects need to be taken into account for a child to benefit from playing games.

**RESEARCH METHODS: RELATION OF OUR RESEARCH TO BRAIN FITNESS**

Several research groups around the world investigate automated scoring mechanism as enhancement of learning. They also recommend using games for those purposes, mainly because new generations of children grew up with playing computer/video games and they enjoy a fast-paced, competitive nature of games with instant feedback and gratification. In essence, gaming is considered as problem solving and each aspect of solving the problem is recognized by increased score or increased level of the game.

We agree with Shute and Ventura (2013) that gaming may help children improve learning processes and outcomes; that strengths and weaknesses of the child may be identified to provide feedback for improvement of learning and outcomes. However, in order to achieve this goal, many unknowns need to be resolved first. Through our work, among else, we want to develop methodological tools for distinguishing different types of cognition that are involved in playing simple single-player games and to connect them to player’s attributes that could be verified and measured during game play.

Shute and Ventura use the term “assessment” to describe measurement of the player’s achievement on different aspects of the game. However, they are interested in the scores related to “educationally-relevant variables”, such as thinking skill, creativity, and teamwork, while the game itself may involve other variables, such as how much treasure you have collected or how many dangers you have escaped. In our research we work with very simple games that are not educational because we want to target the essential cognitive skills in children. So, we need to distinguish between the major cognitive functions involved in playing each game in our repertoire, and find ways to evaluate child’s performance in each game. In order to do so, we need to carefully analyze each game, but also look into all recordable aspects of the child’s performance, such as time stayed on task, repetition of trials, looking for help, as well as performance per skill that is predominant in a
cluster of the games. Also, the player’s background information becomes relevant, such as age and gender.

Our interpretation of cognitive skills is presented in the Online Training & Education Portal—OTEP Inc. Cognitive Matrix, consisting of 9 main cognitive categories (visual perception, visual attention, visual motor, auditory processing, executive function, memory, acquired cognition, social cognition, and emotional cognition) and 44 sub-categories (such as visual tracking, selective attention, visual motor integration, auditory perception, problem solving, semantic memory, language, phonics, reading comprehension, empathy, and relaxation).

Our interdisciplinary team uses the web site, Think-2-Learn.com, developed by the OTEP (see Whent et al., 2012), as the portal for parents, and DiscoveryGames.com which currently contains about 200 simple games. Each game was carefully selected because it was believed to target some aspect of cognitive processing in children.

In other related projects we have created a database that stores, searches, and retrieves gaming data. Such data will supply a feedback loop for recommendation of specific games to play. Such system could be used under a variety of conditions (e.g., in school or at home), could be designed to provide feedback to the child, parent, or professional (e.g., teacher, psychologist), and could work under different models (e.g., using behaviourist or cognitive model), based on the initial parameters that are selected by the person/team in charge of the system.

Given that the computer game play could be analyzed from different viewpoints, we decided to initially focus on (a) a specific player age, such as children 6-12 years old; (b) a specific type of games that are single-player, simple, and “cognitively responsible”; and (c) a specific purpose of the play, which is to help identify and measure cognitive development of the player. In our online repository, we presently have about 200 games. We call them “cognitively responsible” because we believe that each game most prominently engages two distinct cognitive functions in the player, with different intensity. In that way we classify each of our games according to the primary and secondary cognitive skill that it employs, together with their sub-categories (see Table 1).

Table 1. Sample primary and secondary cognitive categories and their sub-categories for two games in the repository.

<table>
<thead>
<tr>
<th>Game</th>
<th>Primary Cognitive Category</th>
<th>Cognitive Sub-category</th>
<th>Secondary Cognitive Category</th>
<th>Cognitive Sub-category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bobo Snake (action game, see Figure 1)</td>
<td>Visual Perception</td>
<td>Spatial Judgement</td>
<td>Visual Motor</td>
<td>Visual Motor Integration</td>
</tr>
<tr>
<td>Wolf, Sheep and Cabbage (logic game, see Figure 1)</td>
<td>Executive Functioning</td>
<td>Reasoning Tasks</td>
<td>Executive Functioning</td>
<td>Problem Solving</td>
</tr>
</tbody>
</table>
Our working hypotheses are that the simple computer games involve identifiable cognitive functions and that the player’s performance during gaming may help identify his/her cognitive strengths and weaknesses, which could be then used to determine further human or software intervention (e.g., recommend which other games to play, or see Partala & Surakka, 2003).

Because of our methodological approach and sensitivity of the outcome (e.g., creating a cognitive profile of a person based on his/her game play), reliably relating computer games to the player’s cognitive functions is crucially important. We approached this task by first having a Neuropsychologist on our team identify two cognitive functions engaged in each game; then, 12 individual raters were invited to play games and identify to which categories they belong to, as well as to evaluate relevance of the psychologist’s categorization. Through this process, we were able to see if our games clearly relate to the stated cognitive functions, if definitions of the cognitive functions are easy to follow and are accurate, to identify games that may be problematic for this categorization and definitions that are confusing (or inadequate), and to prepare information for the software engine that our team is building.

The outcome of our analysis is that we removed 15 games from our repository, clarified definitions of cognitive skills, and found that our raters agreed among themselves and with the psychologist in more than 75% of the remaining games. Our goal is to integrate the attributes of the remaining games in the repository with the child’s age and gender and performance during play (time spent playing a game or solving specific game challenges, errors made, use of help function in the game, and areas of success in the game, as suggested by Lieberman et al., 2009). Storing this information in a database will allow us to quickly analyze the data and will establish a foundation for our future work of making recommendations for improving cognitive processing through playing games.

**NEXT STEPS IN OUR WORK**

The overarching hypothesis of our project described in this paper is that a cognitive profile of a child can be ascertained and potentially improved upon by the child playing a large number of simple computer games over a period of time. The computer games being used in this study have been categorized as engaging the player’s primary and secondary cognitive functions by a clinical neuropsychologist and reliability of this evaluation was vetted through our research.

A rationale driving this study is that if a child plays a series of working memory games and scores lower in these games than other children of his/her age (deviates much below from the normative data), it stands to reason that this child may have a weakness in this cognitive category. In the next stage of our study, we are going to test a small sample of children first with a qualified psychological instrument in a controlled environment with the child’s parent present. This will give us a baseline analysis of the child’s cognitive areas of strengths and weaknesses. The parent will complete a questionnaire that asks about the child behaviour, learning, and aspects of cognition.
We will then have the children play 15 of the cognitively categorized games. Children will be asked to play each game three times; once to learn how to play the game, and second and third time to obtain the more accurate measurement of game performance. Through this process, we are hoping to test the hypothesis that there exists a positive correlation between the qualified psychological instrument results and child’s performance in the games that belong to corresponding cognitive categories. Further to our example, we expect that a child identified through traditional psychological tests as having weak working memory, will perform poorly on the cluster of the working memory games.

CONCLUSIONS

The approach we are taking in our research has opened new possibilities for methodologies in game studies and has defined new and exciting areas for implementation of computer games in learning, skill development, and cognitive exercise that we will be further pursuing. The potential contribution of this research lies in our analysis of the data to work out principles of game design that can help make games more developmentally appropriate and beneficial by building on the ways schoolchildren naturally play and learn.

We expect this research will help to (1) address existing societal concerns about the possible negative effects of computer games on children’s cognitive development; (2) encourage academics, teachers, and parents to collaborate with the gaming industry in developing appropriate computer games; and (3) provide new methods and instruments for future research in this area.

Our research will be of interest to educators, psychologists, and computer scientists. Our findings will also interest youth workers and parents, many of whom are worried about the assumed negative effects of video and computer games on children.

REFERENCES


research to design. *Computers in the Schools*, 26(4).


FACTORS AFFECTING CONSUMER BUYING BEHAVIOR OF MOBILE PHONE DEVICES

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Abstract
The purpose of this study is to investigate the factors affecting the decision of buying mobile phone devices in Hawassa town. In order to accomplish the objectives of the study, a sample of 246 consumers were taken by using simple random sampling technique. Both primary and secondary data were explored. Moreover, six important factors i.e. price, social group, product features, brand name, durability and after sales services were selected and analyzed through the use of correlation and multiple regressions analysis. From the analysis, it was clear that consumer’s value price followed by mobile phone features as the most important variable amongst all and it also acted as a motivational force that influences them to go for a mobile phone purchase decision. The study suggested that the mobile phone sellers should consider the above mentioned factors to equate the opportunity.

Key Words: Consumer Buying Behavior, Mobile Phone, Consumer Purchase Decision, Hawassa

INTRODUCTION
The development of mobile phones and technologies has been an extended history of innovation and advancements cropped up due to dynamic changes in consumers’ needs and preferences. Among these developments, mobile phone devices have had one of the fastest household adoption rates of any technology in the world’s modern history (Comer and Wikle, 2008). Nowadays, mobile handsets have become an integral part of human daily life and personal communication across the globe.

In the current highly competitive mobile phone market, manufacturers constantly fight to find additional competitive edge and differentiating elements to persuade consumers to select their brand instead of a competitor’s. There are various studies conducted to identify factors that make companies better than their competitors in influencing the customers purchase decision. Consumers’ of mobile phone found throughout the world greatly influenced by those different factors affecting mobile phones purchase decision. These factors may be related to the characteristics of the consumer and the features associated with the mobile phones. This leads mobile phone companies to come up with a variety of mobiles with different brands and features. There is various research studies conducted to identify factors affecting consumers’ choice of mobile phones. These studies indicated a range of items as a determinant factor influencing purchase decision. These factors include price, features, quality, brand name, durability, social factors and so on (Li 2010; Zheng, 2007; Zhang, 2006; Huang, 2004).

Mobile penetration in Ethiopia is very low when compared to the other African countries (Research ICT Africa, 2010). However, there are 16 million mobile phone subscribers owning various brands of mobile phone. During the mobile phone buying decision process, these subscribers’ takes into account numerous factors. However, researchers devoted little attention to factors underlying the mobile phone buying decision process in Ethiopia. This study seeks to know the factors that underlying a person’s decision in choosing brand of mobile phone(s) to use. At the end of this study, it will be possible to know the most popular brand of mobile phone in Hawassa city.

LITERATURE REVIEW
Consumers are individuals and households that buy the firms product for personal consumption (Kotler, 2004). It often used to describe two different kinds of consuming entities: the personal consumers and the
organizational consumers (Krishna, 2010). The activities these consumers undertake when obtaining, consuming, and disposing of products and a service is known as consumer behavior. Consumer behavior involves studying how people buy, what they buy, when they buy and why they buy. When a consumer wanted to make the purchase decision, they will pass through the process through recognition, search information, evaluation, purchase, feedback (Blackwell, Miniard, and Engel, 2006). At last, the consumer will choose a product or brand to consume from various choices in the market. However, these factors affecting the buying behavior of consumers vary due to diverse environmental and individual determinants.

Consumer buying behavior is influenced by two major factors. These factors are individual and environmental. The major categories of individual factors affecting consumer behavior are demographics, consumer Knowledge, perception, learning, motivation, personality, beliefs, attitudes and life styles. The second category of factors is environmental factors. Environmental factors represent those items outside of the individual that affect individual consumer's decision making process. These factors include culture, social class, reference group, family and household. The above mentioned factors are the major determinants behind the decision of consumers to opt a given good or service (Blackwell, Miniard, and Engel, 2006).

Ethiopia is a developing country and has witnessed fast economic growth and developments in mobile telecommunication penetration in recent years. Due to these reasons, there is a dynamic increase in the number of mobile phone device users. This attracted large number of international firms to enter into mobile industry and offer various brands of mobile phones. However, the choice of consumer is diverse due to various factors associated with consumer behavior. In this context, it is important to study the various factors which shape the consumers mind during the purchase of mobile phone devices.

According to Karjaluoto et al. (2005), price, brand, interface, and properties tends to have the most influential factors affecting the actual choice amongst mobile phone brands. Ling, Hwang and Salvendy (2007) surveyed college students to identify their preference of their current mobile phone. The results of their survey indicated that the physical appearance, size and menu organization of the mobile phones are the most determinant factors affecting the choice of mobile phones.

Mack and Sharples (2009) showed that usability in the most important determinant of mobile choice; other attributes particularly features, aesthetics and cost are other factors that have implication on the choice of mobile phone brand. In other study conducted by Kumar (2012), price, quality and style functions as the most influential factors affecting the choice of mobile phones. Moreover, Saif et al, 2012 selected four important factors i.e. price, size/shape, new technology features and brand name and analyzed their impact on consumers’ buying behavior. According to his result, consumer’s value new technology features as the most important variable that influences consumers’ to go for a new mobile phone purchase decision.

Eric and Bright (2008) conducted a study on factors that determine the choice of brands of mobile phone in Ghana specifically Kumasi Metropolis. Accordingly, the results of the study showed that the first most important factor is reliable quality of the mobile phone brand and the other factor is user-friendliness of the brand of the mobile phone. Likewise, Das (2012) conducted an empirical research based on survey method on factors influencing buying behavior of youth consumers towards mobile handsets in coastal districts of Odisha located in India. According to the study, a handset of reputed brand, smart appearance, and with advanced value added features, pleasurability and usability; is the choice of young consumers; females in gender-group, post-graduates in level of education-group, students in occupational group, urban residents in geographical area group plays most prominent role in buying decision of a mobile handset.

Pakola et al. (2010) attempted to investigate consumer purchasing motives in cellular phone markets. The results indicated that while price and properties were the most influential factors affecting the purchase of a new mobile phone, price, audibility and friends’ operator were regarded as the most important in the choice of the mobile phone operator. As well, Saif (2012) analyzed the factors affecting consumers’ choice of mobile phone selection in Pakistan. The results indicated that consumer’s value new technology features as the most important variable amongst all and it also acts as a motivational force that influences them to go for a new handset purchase decision.

Subramaniam and Venkateswarlu (2012) conducted a study on factors influencing buyer behavior of mobile phone buyers in Kadapa district in India. The researchers studied the various types of marketing strategies adopted by market to acquire the attention and cognition of both existing and potential customers, and to study what role these marketing strategies play in consumer buying process. According to the results, income, advertising and level of education in a family are the determining factors of owning a mobile phone set. Malasi (2012) examined the influence of product attributes on mobile phone preference among
undergraduate university students in Kenya. The study indicated that varying the product attributes’ has an influence on the undergraduate students’ preferences on mobile phones. Various aspects of product and brand attributes were considered such as color themes, visible name labels, and mobile phone with variety of models, packaging for safety, degree of awareness on safety issues, look and design of the phone. Based on previous research studies and literatures reviewed the following conceptual framework and research hypothesis were developed for this research project. Accordingly, six independent variable (i.e. price, social factors, durability, brand name, product features and after sales services) thought to influence the dependent variable (i.e. decision to buy) are identified.

**Figure 1: Conceptual framework of the study**

The research is examined through the following hypotheses:

- **H1:** The social factors have a positive influence on the consumers’ mobile phone buying decision.
- **H2:** Durability has a positive influence on consumers’ mobile phone buying decision.
- **H3:** Price has a positive effect on consumer’s mobile phone buying decision.
- **H4:** After sales services influence consumers’ decision to acquire mobile phones.
- **H5:** Mobile phones features influence consumers’ decision to acquire mobile phones.

**MATERIALS AND METHODS**

This research was conducted in Hawassa city. Hawassa is located at 70° 30” latitude north and 80° 29” east longitude also located south of Addis at 275 km. Based on the 2007 Census conducted by the Central Statistical Agency of Ethiopia, Hawassa has a total population of 258,808, of whom 133,123 are men and 125,685 women. The study is aimed at identifying factors behind consumers’ decision to purchase mobile phones in Hawassa city. The people in the Hawassa are mostly employees working for public, private or nongovernmental organizations. Hence, the study population constitutes of all the mobile phone owners found in Hawassa city. In order to select the sample respondents, simple random sampling method was employed. This method makes all the members of the population an equal chance to be included in the sample. Once a sampling technique has been chosen the next step is to calculate the appropriate size of the sample. The minimum required sample size for this study is specified by using the Cochran (1977) sample size determination formula:

\[ n = \left( \frac{z}{e} \right)^2 \ \frac{pq}{z} = \left( \frac{1.96}{0.05} \right) \left( 0.2 \times 0.8 \right) = 246 \]

In this study, both quantitative and qualitative data were used. The qualitative data was obtained from the primary sources of data. On the other hand, the quantitative data was collected from both primary and secondary sources of data. The primary data was collected through administrating questionnaire. The secondary data was obtained from reports, manuals, and different journals, publications for assessing existing findings, internet, books and documents.
The main instrument of data collection was questionnaire. The structured questionnaire itself was designed so as to make it easy to answer and to cover most of the common research questions. Furthermore, the questionnaire was designed so as to elicit information on both demographic and product use aspects of the respondents. The questionnaire was translated into local language (i.e. Amharic) for easy understanding and simplicity.

In this research project, the questionnaire was pre-tested on a number of respondents who were similar to those who were to be included in the study in terms of background characteristics in order to ensure that the instructions and the meanings of the questions were simple, clear, unambiguous and beneficial to the subjects. A total of six individuals were participated in the pilot study. Changes were made accordingly and the input of these individuals was taken into consideration.

To meet the specified research objectives, both qualitative and quantitative data analysis were used for the study purpose. Both descriptive and inferential statistics methods of data analysis were employed. Descriptive statistics like frequency distributions, graphs, charts, cross-tabulations and inferential statistics like correlation and multiple regressions were used to elicit meaningful information. The data entry and analysis was performed by using Microsoft Excel and Statistical Package for Social Science (SPSS) version 20.

**RESULTS AND DISCUSSION**

During the survey, 246 questionnaires were distributed to purposively selected mobile phones shops (centers) in Hawassa town. Unfortunately 22 questionnaires were not responded appropriately. So the analysis was made based on 231 responded questionnaires. The table below deals with the basic demographic characteristics of the respondents including age, gender, income, marital status, educational qualification and occupation of the respondents included in this research project.

<table>
<thead>
<tr>
<th>Table 1: Demographic characteristics of respondents’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
</tr>
<tr>
<td>Age</td>
</tr>
<tr>
<td>Below 18</td>
</tr>
<tr>
<td>18 to 25</td>
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<tr>
<td>26 to 35</td>
</tr>
<tr>
<td>Above 35</td>
</tr>
<tr>
<td>Gender</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Education</td>
</tr>
<tr>
<td>Secondary School</td>
</tr>
<tr>
<td>Diploma</td>
</tr>
<tr>
<td>Degree</td>
</tr>
<tr>
<td>Above Degree</td>
</tr>
<tr>
<td>Occupation</td>
</tr>
<tr>
<td>Student</td>
</tr>
<tr>
<td>Self Employed</td>
</tr>
<tr>
<td>Employed</td>
</tr>
<tr>
<td>Unemployed</td>
</tr>
<tr>
<td>Marital Status</td>
</tr>
<tr>
<td>Single</td>
</tr>
<tr>
<td>Married</td>
</tr>
<tr>
<td>Divorced</td>
</tr>
<tr>
<td>Income</td>
</tr>
<tr>
<td>Below 500</td>
</tr>
<tr>
<td>500 to 1,000</td>
</tr>
<tr>
<td>1,000 to 3,000</td>
</tr>
<tr>
<td>3,000 to 5,000</td>
</tr>
</tbody>
</table>
Table 1 indicates that 9.1 percent of the respondents are below 18 years old, 36.4 percent of the respondents fall within the ages of 18 - 25 years, while 35.1 percent of the respondents’ falls within 26 - 35 years and 19.5 percent of the respondents’ falls above 35 years. Therefore, it indicates greater number of respondent falls within 18 to 25 years which represents 84 respondents and followed by 26 to 35 years which represent 81 respondents. The table depicts 66 percent of the respondents are male and the rest 34 percents are females. It shows that the majority of the respondents are holders of first degree (65.8%) followed by diploma (21.6%), secondary (9.1%) and above first degree (3.5%) respectively. Accordingly, majority of the respondent are employees in public, private, government or nongovernmental organization representing 54% of the respondents followed by students (32%) and self-employed (13%). Moreover, there are few respondents considered as unemployed (1%).

Regarding marital status of the respondents, 64 percent of the respondents are single, 32 percent of them are married and the remaining 4 percent of the respondents are divorced. Moreover, table 1 shows that 54 of the respondents earns income below Br. 500 which represents 23.4%, it shows that 27 of the respondents earns income between Br. 500 – Br.1,000 which represents 11.7%, 57 out of 231 respondents earns income between Br. 1,000 – Br. 3,000 which represents 24.7%, 72 of the respondents earns income between Br. 3,000 – Br. 5,000 which represents 31.2%, 12 of the respondents earns income between Br. 5,000 - 10,000 which represents 5.2%, while 9 of the respondents earns income above Br. 10,000 which represents 3.9%.

### Brand of Mobile Phone Owned

The figure below exhibits the respondents’ current handset usage and to what brand the consumers would prefer to change in the future. Accordingly, 67% of the respondents with overwhelming majority currently use Nokia mobile phones followed by Techno (11.8%), Other Chinese brands (9.2%) and Samsung (5.3%).

![Figure 2: Type of mobile phone brand owned by respondents](image)

The least owned mobile brands are Sony Erikson, LG, Apple, BlackBerry and Huawei accounting together for 6.5% of the respondents’ mobile phone ownership in Hawassa. Both Nokia and Techno offer variety phones with affordable prices that make them to be preferred by the buyers. Generally, the result of the study indicates Nokia is the dominant and widely owned mobile phone device in Hawassa.

Moreover, the above graph shows the preferred mobile phone brands respondents intends to purchase in the future period. Most respondents want to shift to Samsung in the future irrespective of what they are using right now. Nokia will be the dominant brand with 26% of the respondents continues to use but half of the current users planning to shift to other brands such as Samsung, Apple and BlackBerry. An interesting observation here is, among the current users of Nokia, there are around 39% want to stay with the same brand while the remaining want to shift to other brands. Surprisingly, there is also a group of Nokia users (around 16%) which wants to shift to Samsung as their next handset and around 35% of the respondents
want to shift either to Apple or BlackBerry. Demand for Nokia has been great in the Ethiopia market and seems will be quite good in declining demand pattern in the future. Moreover, the market looks promising for mobile phones with touch screen features like Samsung, Apple and BlackBerry.

**Descriptive Statistics Results of Independent Variables**

Table 2 portrays the descriptive statistics results (i.e. mean and standard deviation) results of the six independent variables. As shown in the table, the prime factor with the highest mean value is after sales service (mean = 3.6) followed by brand name (mean = 3.448), product features (mean = 3.445) and durability (mean = 3.34) respectively. The two independent variables with the least mean score are price (mean = 3.38) and social factors (mean = 3.03). The results indicate the performance of the variable in terms of the expectation of the consumer. Overall, the mean results are close to each other.

**Table 2: Mean and standard deviation results of independent variables**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Frequency</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Price</td>
<td>231</td>
<td>3.3822</td>
<td>.85174</td>
</tr>
<tr>
<td>Social Influence</td>
<td>231</td>
<td>3.0285</td>
<td>.88511</td>
</tr>
<tr>
<td>Durability</td>
<td>231</td>
<td>3.3422</td>
<td>.90862</td>
</tr>
<tr>
<td>Brand Name</td>
<td>231</td>
<td>3.4478</td>
<td>.84036</td>
</tr>
<tr>
<td>Product Features</td>
<td>231</td>
<td>3.4447</td>
<td>.78492</td>
</tr>
<tr>
<td>After Sales Service</td>
<td>231</td>
<td>3.6009</td>
<td>.85031</td>
</tr>
</tbody>
</table>

**Pearson Correlation Result of the Variables**

Table 3 shows the correlation between six factors i.e. price, social influence, durability, brand, product features and after sales service with the decision to buy a mobile phone device. Accordingly, all factors have a positive and significant relationship with the decision to buy a mobile phone. However, the degree of correlation among the factors is different with the highest correlation value of price (0.900) followed by product feature (0.876) durability (0.557) and brand image (0.555) of the mobile phone. In contrary, the least correlated factor is after sales service (0.454) followed by the social influences (0.461).

According to table 4.5, the highly correlated factor that influences the decision to acquire a mobile phone is the selling price of the cellular device. Accordingly, the price of a product is an important factor that cannot be overlooked in a study of consumer behavior. Majority of the respondents indicated price as main consideration when they decide to buy their mobile phone. The variation in mobile price will influence the behavior of individuals to purchase the device. The results of this research study coincide with the result of other studies conducted in the consumer buying decision of mobile phones. According to Saif (2012), a study conducted in Pakistan, price was valued as the most motivating factor in mobile purchase decision. Moreover, the study conducted by Pakola et al. (2010) in Finland regarded price as the most important motive affecting the decision to purchase mobile phones.

**Table 3: Pearson correlation result of the variable**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Decision to Buy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Price</td>
<td>Pearson Correlation</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td>Social Influence</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>Pearson Correlation</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td>Durability</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>Pearson Correlation</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Brand Name</td>
<td>Pearson Correlation</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Product Feature</td>
<td>Pearson Correlation</td>
</tr>
</tbody>
</table>
After Sales Service

** Correlation is significant at the 0.01 level (2-tailed)

The mobile phone feature is the second important factor correlated with the consumer decision to buy the device. Mobile phone features include internet connection, Bluetooth, video, color, FM, media player, design, touch screen, store, size, available accessories, speaker and weight. All these factors considered to have relationship with the decision to buy the mobile devices. The results of this research study corresponds with previous researches conducted in other countries (Pakola et al., 2010; Das, 2012; Saif, 2012; Malasi, 2012; Eric and Bright, 2008) that considers the features of mobile phone as a dominant factor in consumer buying decision.

The other two factors equally correlated and have moderate relationships with the decision to buy are brand name and durability of mobile phones with Pearson correlation coefficient of 0.557 and 0.555 respectively. Both factors are highly associated with the quality of a given product. Durability is associated with the use of a mobile device for a long period without any defects. High quality mobile phone works well and nothing goes wrong for a long period of time. Other similar studies also indicated that consumers prefer internationally recognized and well known brands of mobile phone (Das, 2012; Zhou and Shanturkovska, 2011). According the table 3, the least correlated and moderately related determinants of consumer buying decisions are social influences and after sales services with Pearson correlation coefficient of 0.461 and 0.454 respectively. These two factors moderately influence the decision to buy a mobile phone device. However, their degree of correlation is the least as compared to other factors included in this study. This result can be justified with similar studies conducted on the factors affecting the choice of mobile phones (Subramanyam and Venkateswarlu, 2012; Pakola et al., 2010).

**Multiple Regressions Analysis**

In this study, there are six independent variables namely price, after sales service, brand name, social influence, durability and product features considered to influence the buying decision of mobile phone devices. Before analyzing the data using multiple regressions, it is appropriate to test the presence of multicollinearity among the independent variables. It indicated that the maximum correlation coefficient is 0.724 that represent less likely to find multicollinearity among the independent variable. To test the effects of these variables on the decision to buy a mobile phone device, the study used the multiple regression analysis. The table below shows the multiple regression result between six independent variables and the decision to purchase a mobile phone device in Hawassa. It indicates that all the six independent variables (price, social influence, durability, brand name, product feature and after sales service) combined significantly influence the consumers buying decision of mobile phone devices. The leading factor is price followed by product features and durability.

**Table 4: Multiple regression results of dependent and independent variables**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>-.694</td>
<td>-.000</td>
<td>-.000</td>
<td></td>
</tr>
<tr>
<td>Price</td>
<td>.589</td>
<td>.084</td>
<td>.525</td>
<td>7.028</td>
</tr>
<tr>
<td>Social Influence</td>
<td>.066</td>
<td>.053</td>
<td>.062</td>
<td>1.263</td>
</tr>
<tr>
<td>Durability</td>
<td>.112</td>
<td>.062</td>
<td>.107</td>
<td>1.826</td>
</tr>
<tr>
<td>Brand Name</td>
<td>.039</td>
<td>.069</td>
<td>.034</td>
<td>.569</td>
</tr>
<tr>
<td>Product Feature</td>
<td>.407</td>
<td>.097</td>
<td>.334</td>
<td>4.183</td>
</tr>
<tr>
<td>After Sales Services</td>
<td>.020</td>
<td>.054</td>
<td>.018</td>
<td>.381</td>
</tr>
</tbody>
</table>
The adjusted $R^2$ of 0.87 indicates 87 percent of variances in consumer buying decision can be predicted by the six variables used in this research study. Accordingly, there are other variables that influence buying decision of individuals represented by the remaining 13 percent. But the majority of the variance in buying decision can be predicted by the six variables included in this study.

### CONCLUSIONS AND RECOMMENDATIONS

**Conclusions:**
The objective of this research was to investigate the underlying factors that determine the decision to purchase mobile phone devices. According to the study, majority of the consumers own Nokia mobile phones. Moreover, most of Nokia mobile phone users have a plan to shift to other brands such as Samsung, Apple and BlackBerry.

According the Pearson correlation results, price is the dominant factor affecting the decision to buy mobile phone. Secondly, the features incorporated in a mobile hand set are the most important factor which is considered by the consumers while purchasing the mobile phone. However, all features of mobile phones are not equally important. The other factors equally correlated and have moderate relationships with the decision to buy are brand name and durability of mobile phones. Both the factors are highly associated with the quality of mobile phone devices. The least correlated factors are after sales service and social influences.

This study used multiple regressions analysis to test the effects of six independent variables (price, social influence, durability, brand name, product feature and after sales service) on the decision to buy a mobile phone device. All the six independent variables combined significantly influence the consumers buying decision of mobile phone devices. The leading factor is price followed by product features and durability.

**Recommendations:**
Nokia is still first in the mobile phone market but needs to keep abreast of technological changes as Samsung are taking market share away from Nokia. This loss of market share is partly due to Nokia’s refusal to incorporate new technologies, and also to the improvement in quality in the manufacture of Samsung mobile phones. Each mobile phone manufacturer should carefully re-think its strategy when producing, marketing and distributing these devices and focus on brand personality, brand positioning, product design and differentiation.

People attracted towards newer technology and will be able to shift from one mobile phone to another if it uses better technology. Mobile phone companies should carry out periodic survey to help in identifying these new technology features and decide which ones to add to its product. Moreover, by determining which combination of these features match the current trends and consumer needs would be cost effective to the mobile phone companies. In turn, product design is also very important in the success of the brand.

Manufacturers of different mobile brands are improving on the durability and quality of the brand, they should also consider the price of selling it so as to make it affordable to all persons. It is recommended that
companies concentrate more on developing quality and affordable mobile phones and spend more time on enhancing their products to offer it at lower prices which can be done by employing cost reduction measures.

REFERENCES

“LEARNING DIFFicultIES FACED BY INDIAN INTERNATIONAL STUDENTS AT BANGOR BUSINESS SCHOOL, BANGOR UNIVERSITY, NORTH WALES, UK”.

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ABSTRACT
This present paper is the part of a mini research project which was completed and submitted to Bangor University, UK for the fulfilment of M.A. Education Studies in 2011. Paper is based on the primary data collected from the Indian students studying at Bangor Business School, Bangor University, North Wales U.K. Paper finds out the differences in learning styles in India & U.K and learning difficulties faced by Indian students in U.K. The major problem faced by Indian Students in UK is the different examination and evaluation pattern. Most of the Indian students reported plagiarism and English language as the biggest problems.

Key words: BBS (Bangor Business School), HE (Higher Education), Plagiarism, learning style, teaching style.

INRODUCTION
The education system of a country is closely linked with its national culture (Chan and Drover 1997; Ballard, B. and Clanchy, J. 1994), hence it is to be expected that academic culture shock will be experienced by most international students in the preliminary stage of the academic sojourn. For international students, much tension is caused during their stay by the differences between the academic conventions of the students’ origin country and those of the UK. As stated by Persaud (1993), all students are challenged by the demands of Higher Education, but international students are chiefly placed under pressure by conflict with an alien academic culture. Students enter university with expectations shaped by their previous learning experience. As different cultural traditions represent different attitudes to knowledge, the most significant difference is not just language but also the education system. Thus academic difficulties may arise not just because of linguistic differences but due to a failure to understand or communicate at a cultural level.

When International students come to UK for higher education they face culture shock and learning shock. Indian and most Asian students come from a culture which has a collectivistic tradition in which education is measured in terms of reproducing knowledge. But UK has a much more individualistic culture in which educational success is measured through critical analysis and the extending of knowledge. Thus due to non-familiar teaching and learning methods, international students face difficulties in learning. The present mini project is an attempt to study the learning
experiences of Indian International students who finished their Masters (MBA or M.A.) in December 2010 from Bangor Business School (BBS), Bangor University, UK.

**REVIEW OF LITERATURE**

There is a general perception that Asian students bring with them cultural variety in methods and style of learning, and are thus inefficiently prepared for critical and analytical thinking in western universities (Dunbar 1988; Reid 1989; Ashman and Conway 1997). It is broadly accepted that ‘inadequate language skills and social interaction problems interweave’ (Burns 1991, p. 62). The main criticism of Asian students is that they are rote learners and don’t attempt to understand the material. They view the teacher or the text as the definitive source of knowledge. They lack in critical thinking, unable to reference correctly and often are guilty of plagiarism (Kember, D. and Gow, L. 1991; Robertson et al. 2000; Samuelowicz, K. 1987).

The standard portrait of students from South Asia as ‘surface learners’ and ‘passive non-participants’ has been challenged by Chalmers and Volet, who argued that these stereotypes ‘have sometimes been used as an excuse for not addressing the fundamental issue of student learning at university. When the “problem” is attributed to the students, teachers can avoid examining their own attitudes and practices’. One of the common misconceptions, especially about South-East Asian students, is that they ‘stick together and do not want to mix with local students’ (Chalmers and Volet 1997, p. 92).

In a comparative study of native (Australian) and non-native (Chinese) English speakers, Jones examined that the determining factor was not cultural background but a clear explanation of what was expected (Jones 2005). Other researches (Okorocha 1996; Li, Clark et al. 1997; Nishio 2001) state in the same direction, i.e. towards the need for special clarity in briefing international students about the learning environment which they are entering. Several researches show that, for international students who come from different teaching and learning traditions, most notably those favouring rote-learning and teacher-centred approaches, it is essential to promote and facilitate extra learning support at the beginning of their studies (Beasley and Pearson 1999). Although language is often identified as a major obstacle for international students in their adjustment to university life, many studies suggest that students’ understanding of academic expectations, conventions and standards at the host university is of equal importance (Samuelowicz 1987). The academic staff’s understanding of the educational background of their students will further improve the overall experience of students at university and in turn mitigate mismatches between student and staff expectations (Mullins, Quintrell et al. 1995).

**OBJECTIVES OF THE STUDY**

The two major objectives of the study were:

1. to examine the differences in learning experiences of the respondents in their home country (India) and UK and;

2. to identify the learning difficulties faced by Indian students at BBS, UK.
DELIMITATION OF THE STUDY

Within the constraints of available resources and time the present study is limited to the Indian international students who completed their Masters (MBA or M.A.) in December 2010 from Bangor Business School, Bangor University, UK.

THE METHODOLOGY

Sample

This mini research adopted a qualitative as well as a quantitative approach to investigate the learning experience and difficulties of Indian international students who studied for their Masters (MBA or M.A.) at Bangor Business School (BBS). Keeping in mind about the time, money and availability of the respondents 25 Ex-students of BBS were selected as a sample of the study. On a later stage five students refused to participate in the research since they were busy in their work and living far from Bangor. Thus only 20 students were agreed to participate in the interview and to respond to the questionnaire.

Research Tools and Techniques

Primary data were collected direct from the students while books, research journals and magazines were used as secondary sources of data collection. Data were collected with the help of a small questionnaire followed by a personal interview. Respondents were assured that the given information would be used only for the purpose of the research work. All the twenty respondents willingly participated in the study. As De Vaus (1993) has said: ‘Do not take risk, pilot test first’. Pre-testing of the questionnaire was done to discard the unnecessary questions and to add relevant questions.

Questionnaires were filled by the researcher himself in the month of January 2011. Due to the use of the Likert Scale, an indication of agreement and disagreement relating to learning styles was determined for each student. An interview permits the researcher to express the question in such a fashion that the respondent can understand it most easily. The researcher may probe more deeply when the occasion demand. So to get information in detail in-depth interviews were carried out just after completion of the questionnaire. Interview diary was used to note the key information because all respondents refused to audio-record their statements. All informants were asked to sign an ‘informed consent document’ immediately prior to interview.

Data Analysis

The data was manually coded and processed on computer at Bangor University, UK, during the third week of January 2011 and frequency, percentage and measurement of central tendency were obtained.

MAJOR FINDINGS OF THE STUDY

All of the 20 respondents were full-time masters’ students during Sept. 2009 to Sept. 2010 and had completed their degree from BBS, Bangor University UK at the time of interview in Jan. 2011. All were from India, eight from North India and twelve from South India ranging age 22 to 33 years. The average
age was recorded 25 years. In terms of gender, there were six female students and fourteen male students. Three respondents had already had a master degree from Indian.

Number of important points emerged from careful analysis of the data. Many (80%) students perceived the education quality they had received at the BBS very positively. They had to work very hard to adapt well to the academic life at the Bangor University where they experienced many difficulties deriving from lack of knowledge of academic norms and conventions, insufficient learning support, unfamiliar teaching methods, and cultural differences in classroom interactions.

Most respondents (80%) reported a relatively high level of satisfaction with their study at the BBS. Their satisfaction derived from their academic adaptation, language skills development, intellectual growth, academic achievements, development of academic, social, intercultural and interpersonal skills, confidence in learning, learner independence, and gradual changes in their learning conceptualizations. They were happy with quality education, practical programs, favourable learning environments, quality services, and effective learning support systems.

The role of the lecturer was different in India, according to all 20 respondents, as one said: “The lecturers (in India) go through every chapter by chapter, their aim is to complete the syllabus, teaching is based on text books and students have no scope to learn independently. You just accept whatever the teacher teaches you. But in UK, the situation is totally opposite”. A further difference was the greater use of group working in the UK as opposed to India.

All of the students interviewed considered the lecturing staff to be good, intelligent and very friendly. Study shows that 60 per cent of the respondents admitted that they were satisfied when their ideas were accepted by classmates. Eighty per cent reported that this style was more interactive than their own learning style. A majority of the students (60 per cent) also reported that this system allowed them to learn on their own.

The respondents were very uncertain on the accuracy of the knowledge acquired (80 per cent of students admitted their uncertainty). This was supported by the fact that 80 per cent of respondents were not sure if they had understood the material content and were not sure about what do for the problems (60 per cent). Four respondents (20 per cent) claimed that time was wasted in class, and it was also felt by two (10 per cent) that teaching was not focused. Meanwhile, 20 per cent of the respondents also complained that the workload was very heavy and required extra effort and hard work outside class.

All the six female respondents realized that they had changed a great deal, from being dependent to independent. They also found that their newly acquired independent skills gave them empowerment both in their academic studies and social life. This mini research project found that most Indian students (60%) were happy with the programs for their relevance, practicality and currency. They described these programs as practical, useful, flexible, and work-related.

With regard to comparing the UK’s HE system to India, all participants were agreed to the greater freedom students are allowed in the UK. One participant stated that, “At home (India) the teachers feed me with lot of information or knowledge, but in the UK they help me pick up the spoon and learn to feed myself. They give me more chance to interact in the class.” The majority of participants
pointed out that in the UK the teaching and learning styles are more active, friendly, practical and open and therefore more attractive than in India, a conclusion supported by Hills and Thom (2005).

Language was singled out by Indian international students who were not native English speakers as the biggest obstacle to their adaptation to the educational setting at BBS. The current study has investigated the concern of international students that high IELTS test scores do not guarantee success with study. It is identified that students are taught ‘how to pass the test’ rather than how to understand and communicate in ‘real life’ situations with fast-talking native speakers. Many students reported that they had never been exposed to anything like these situations before, and stated that they consequently found it extremely hard to understand what was expected of them in their new environment.

This study confirms early research findings that English language is one of the biggest barriers for international students (Li, Baker, & Marshall, 2002; Ward & Masgoret, 2004). Fifty per cent participants reported that the language barriers prevented them from effectively communicating with lecturers and other students, listening to lectures, following instructions, understanding assessment criteria and procedures, writing assignments, doing exams and tests, and socializing with other residents.

Pedagogy is context-dependent and value-laden (Ellsworth, 1997). It is shaped by the particular cultural values and ideology suited to the society where it originates (Barrow, 1990). In this small project respondents reported that writing critical reviews and essays, business and field reports, research proposals, case study analysis, and making references were the most difficult tasks. All the informants told that they had listened about plagiarism and referencing first time in their life in UK. They had no previous experience of referencing, critical writing, report writing and reading of research journals. One of the female students stated, “in India most of the time we have to write in the examination what we learn from teachers and text books and we are given good marks if we write as per the books. But in UK writing ‘as it is’ considered as an academic crime i.e. plagiarism. We are familiar with the examination system in which we memorise and write the exams but here in UK we have to write critical with strong evidences”.

SUGGESTION

Beasley and Pearson (1999) suggest that innovative course design and effective student support policies enable students to develop better communication skills, critical thinking and independence and this in turn improves their integration with local students and makes the whole transition process easier. The opening of extra learning support such as interactive workshops, peer learning and support groups can reduce failure rates, and is beneficial to all students. Rees and Porter (1998) suggested that those providers who take an ethnocentric approach, who do not take account of the special needs of international students, and who do not fulfil their sales promises are likely to be just as much at risk as exporters in any other market.

In the process of intercultural communication, Indian international students were seesawing between contradictions, inconsistencies, and conflicting ideologies. They lived in a world of paradoxes that could be managed and minimized only. The study suggests that in the age of globalization, it is important that lecturers and host institutions are professionally responsible to make adaptations to help Asian
international students cope with these paradoxes, to equip them with adequate knowledge of academic discourses, and to transcend the culturally framed borders and subjectivities.

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TEACHER’S PERSONALITY AND CLASSROOM MANAGEMENT OF TERTIARY INSTITUTIONS IN NIGERIA: THE ISSUES AND PERSPECTIVES.

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ABSTRACT

The basis of any purposeful school programme depends on effective and efficient organization and intelligent planning. Consequently, so many researchers have written on the qualities of a teacher, therefore, the study evaluates the impact of teacher’s personality on classroom management in tertiary institutions. Data was sourced from questionnaire and analyzed using mean and standard deviation. The decision rule used for the study was a modified scale which states that any mean below 2.5 is low, not significant or negative while any means above 2.5 is high, significant or positive. The study reveals that the extent which teacher’s personality affects students’ motivation is low. There is also a positive relationship between teacher personality and learning. Teacher’s personality does not affect classroom discipline but does affect teacher-student relationship. Therefore the study recommended that Teacher’s personality should be one of the criteria in the employment of teachers by employers of such labour apart from educational qualification and Personality influences. The behaviour of the teacher should be checked in diverse ways, such as interaction with students, teaching methods, and learning experience chosen. The teacher should ensure that his personality speaks positively to the students in encouraging them to learn in tertiary institutions in Nigeria.

KEYWORDS: Teacher’s, Personality, Classroom Management, Issues and Challenges

INTRODUCTION

According to Koko (2003), one of the indicators of an effective and efficient business educator is the ability to channel student’s behaviour towards set educational goals and objectives. Thompson (2009) posits that, such educator must be an expert in his professional area as well as a good classroom manger thus she said, every teacher must exhibit acceptable leadership behaviour and mastery of the chosen subject area to command the recognition and acceptance of the students. Stipek (1998) maintained that, without a cordial teacher-student relationship, there will be no effective teaching and learning. When it comes to classroom setting, the teacher is seen as a leader and leadership is a means of direction and a product of interaction. Jacob (2009) confirmed that, it is seen as an interpersonal
influence exercise in situations and directed through the communication process towards the attainment of specific goal or goals.

According to Nnamdi (2000), the leader is characterized by a strong drive for responsibility and task completion, vigor and persistence in pursuit of goals, venture some and originality in problem solving, drive to exercise initiative in social situations, self-confidence and a sense of personal identity, willingness to accept consequences of decision and action, readiness to absorb interpersonal stress, willingness to tolerate frustration and delay, ability to influence other persons' behaviour, and capacity to structure social interaction systems to the purpose at hand. Lew (2009) concluded that, the above summary shows the influence of personality qualities or traits on leadership. Coats 2009 agreed that, the trait approach also he said question the validity of training of individuals to assume leadership positions. He said for leadership training to be of any value, only individuals with inherent leadership traits should be given such training opportunities. This simply means only persons who have the leadership trait of a teacher should take up the teaching profession.

CONCEPTUAL FRAMEWORK

Lew (2009) writing on teaching and teacher, defined a teacher as a person engaged in interactive behaviour with one or more students for the purpose of effecting a change in the students. The change, be it in any of the three domains of learning: cognitive, psychomotor and affective. According to McNail (1973), the teacher’s personality is therefore, directly and individually related to learning and teaching in the affective, cognitive and psychomotor domains. Callahan (2002) sees personality as the dynamic organization of those traits and characteristic patterns of behaviour that are unique to the individual. Murray (2007) said personality influences the behaviours of the teacher in diverse ways: interaction with students, teaching methods selected, and learning experiences chosen as such the effective use of a teacher’s personality essential in conducting instructional activities. According to Igwe (2000), most studies citing Argyris,

Hornaday and Bunker (2009) based on trait such as alertness, integrity; originality and self confidence are associated with effective leadership. Citing Stogdill (2001), he said a person does not become a leader by virtue of the possession of some combination of trait but the pattern of personal characteristics of the teacher which must bear some relevant relationship with the students. Lew (2009) puts; teacher’s personality is a crucial factor in arranging the conditions of the learner’s environment for effective teaching. No man can be a good teacher unless he has feelings of warm affection towards his pupils and a genuine desire to impart to them what he himself believes to be of value. Bertrand Russell. Lew (2009) pointed out that, many of the positive characteristics of successful teachers discovered in previous research efforts seem to be in line with Maslow’s conceptualization of the self-actualizing person. Whom he sees as a fully functioning, psychologically healthy individual possessing such attributes as acceptance, spontaneity, autonomy, democratic nature, and creativeness. He stressed that for Maslow, the self-actualizing person is indeed the most effective teacher. This hypothesis was supported by the findings of empirical studies conducted by Murray and Dandes in Lew (2009). Coats (1997) in Lew (2009) did a factor analysis of student responses on their perception of their teachers. It was found that a factor labeled teacher ‘charisma’ accounted for 61.5% of the variance in test items. It
was concluded that teacher charisma probably a significant factor of teacher effectiveness which is a personality trait.

**ISSUES AND CHALLENGES**

Koko (2001) stated that, personality in the context of the classroom means the projection of ones social self which reflect: (i) the teachers’ ability to inspire enthusiasm. (ii) The teachers’ interest, or affection in others by means of influence. (iii) the teachers’ principles: that is belief, attitude value or standard. It also reflects his ethics (morals or standard of behaviour). (iv) The teachers’ behaviour as a role model. According to him, teachers are encouraged to work towards the attainment of effective classroom management through interpersonal relationships and to achieve harmony and spirit de corps in the classroom. The teacher must exhibit an understanding of the unique structure of students. Conversely she said, when a teacher disregards his/her students by way of negative interpersonal relationship, the outcome will be disruption and crisis in the learning environment. According to Awotua-Efebo (2007) citing Yelon and Weinstein said there are five important areas in which the behaviour of the teacher can influence group dynamics in the classroom. They are: (i) Classroom structure: co-operative or competitive. (ii) The nature of leadership: participative, directive or permissive. (iii) Compatibility of norms: the goals of students and those of the teacher. (iv)Interpersonal relationships: pattern of communication and attraction with the group. (v) Subgroup within the classroom, group size and composition.

Koko (2002) stressed that, the belief teachers have about teaching and learning and the nature of the expectations they hold for students also exert a powerful influence. As Stipek (1988) said, to a very large degree, students expect to learn if their teachers expect them to learn, because all human behaviour arises in response to some forms of internal (physiological) or external (environmental) stimulation. These behaviours are purposeful or goal directed, or is the result of the arousal of certain motives. Thus motivation can be defined as the process of activating, maintaining and directing behaviour toward a particular goal. Awotua-Efebo (2007) pointed out that students who are motivated and involved in the learning process tend to do well in their academic work. This implies that they are not likely to misbehave in the classroom. Koko (2001) pointed that one of the indicators of an effective and efficient business educator is the ability to channel students’ behaviour towards set educational goals and objectives as such; the teacher she said has to be an expert in his professional area s well as a good classroom manager. Knowledge of the subject does not really mean knowing history, mathematics or English, but knowing what to teach and how to teach it, knowing who you are teaching and how to teach them. Knowing who they are and how to motivate them above all, knowing when to teach and where to teach it.

**METHODOLOGY**

Data was sourced from primary sources and they were collated and analyzed using mean and standard deviation. The decision rule used was a modified scale, which means that any mean below 2.5 is rejected while any mean above 2.5 is accepted. The research questions formulated were as follows: *(i)* to what extent does teacher personality affect student motivation? *(ii)* What is the relationship between teacher personality and learning? *(iii)* To what extent does teacher personality affect classroom discipline? *(iv)* Does teacher personality affect student-teacher relationship?
ANALYSIS AND RESULTS

The analyses of data obtained from the study were presented in the following tables:

Table 1: To what extent does teacher’s personality affects student’s motivation?

<table>
<thead>
<tr>
<th>S/n</th>
<th>Items</th>
<th>Total response</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I like the subject because I like the teacher and the way he/she presents the subject</td>
<td>87</td>
<td>2.46</td>
<td>1.09</td>
<td>Low</td>
</tr>
<tr>
<td>2</td>
<td>We do want to learn the subject but the class is always boring</td>
<td>76</td>
<td>2.77</td>
<td>1.05</td>
<td>High</td>
</tr>
<tr>
<td>3</td>
<td>I dislike the subject due to the way teacher talks to us in class</td>
<td>64</td>
<td>2.73</td>
<td>1.22</td>
<td>High</td>
</tr>
<tr>
<td>4</td>
<td>My teacher is an understanding person that is why I like the subject</td>
<td>62</td>
<td>2.25</td>
<td>1.16</td>
<td>Low</td>
</tr>
<tr>
<td>5</td>
<td>Our teacher makes the class very interesting</td>
<td>629</td>
<td>2.48</td>
<td>1.05</td>
<td>Low</td>
</tr>
</tbody>
</table>

Source: Survey data 2013. Mean (x) = 2.54, Remark = High

Table 1 shows that, the mean and standard deviation score of item one (x = 2.46, SD = 1.09), item four (x = 2.25, SD = 1.16), and item five (x = 2.48, SD = 1.05) which means that, the extent which teacher’s personality affect students’ motivation is low. The table also shows that the mean and standard deviation score of item two (x = 2.77, SD = 1.05), and item three (x = 2.73, SD = 1.22).

Table 2: What is the Extent of relationship between teacher personality and learning?

<table>
<thead>
<tr>
<th>S/n</th>
<th>Items</th>
<th>Total response</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers personality</td>
<td>70</td>
<td>2.50</td>
<td>1.12</td>
<td>Positive</td>
</tr>
</tbody>
</table>
Table 2 shows that, the mean and standard deviation score of teacher personality (x = 2.50, SD = 1.12) and learning (x = 2.66, SD = 1.12) this indicates that there is a positive relationship between teacher personality and learning as reflected in the mean (x) = 2.58 indicate that, there is a positive relationship between teacher personality and learning in tertiary institutions.

Table 3: Does teacher’s personality affects classroom management?

<table>
<thead>
<tr>
<th>S/n</th>
<th>Items</th>
<th>Total response</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Our teacher does not permit noisemaking when he/she is teaching</td>
<td>69</td>
<td>2.48</td>
<td>1.11</td>
<td>Low</td>
</tr>
<tr>
<td>2</td>
<td>I like the teacher because we could relate freely with our teacher</td>
<td>67</td>
<td>2.40</td>
<td>1.06</td>
<td>Low</td>
</tr>
<tr>
<td>3</td>
<td>Our teacher is a good role model to us in and out of the classroom</td>
<td>66</td>
<td>2.39</td>
<td>1.18</td>
<td>Low</td>
</tr>
<tr>
<td>4</td>
<td>I like our teacher because he/she is fair and treats everyone equal in class</td>
<td>70</td>
<td>2.51</td>
<td>1.23</td>
<td>High</td>
</tr>
<tr>
<td>5</td>
<td>Our teacher always wants us to pay attention when he/she is teaching</td>
<td>60</td>
<td>2.42</td>
<td>1.16</td>
<td>Low</td>
</tr>
</tbody>
</table>

Source: Survey data 2013. Mean (x) = 2.44  Remark = low

Table 3 shows that, the mean and standard deviation score of item one (x = 2.48, SD = 1.11), item two (x = 2.40, SD = 1.06), and item three (x = 2.39, SD = 1.18) and item five (x = 2.42, SD = 1.16), this indicates that, the extent which teacher’s personality affect classroom discipline is low. The table also showed that, the mean and standard deviation scores of item four are (x = 2.51, SD = 1.23) on the other hand a high extent teacher’s personality affect classroom discipline.
Table 4: How does teacher’s personality affects student-teacher relationship?

<table>
<thead>
<tr>
<th>S/n</th>
<th>Items</th>
<th>Total response</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Our teacher takes extra time to explain, to make sure we all understood the course</td>
<td>69</td>
<td>2.242</td>
<td>1.14</td>
<td>Low</td>
</tr>
<tr>
<td>2</td>
<td>We don’t pay attention to the teacher because of the way he/she dresses to the classroom</td>
<td>70</td>
<td>2.52</td>
<td>1.05</td>
<td>High</td>
</tr>
<tr>
<td>3</td>
<td>We respect our teacher because of the way he/she carries him/herself</td>
<td>66</td>
<td>2.39</td>
<td>1.18</td>
<td>Low</td>
</tr>
</tbody>
</table>

Source: Survey data 2013. Mean (x) = 2.50, Remark = High

Table 4 shows that, the mean and standard deviation score of item one (x = 2.42, SD = 1.14), this also means that, the extent which teacher’s personality affect teacher-student relationship is low. The table also shows that the mean and standard deviation scores of item two are (x = 2.52, SD = 1.05) and item three (x = 2.55, SD = 1.17)

CONCLUSION AND RECOMMENDATIONS:

The study revealed that the extent which teacher’s personality affects students’ motivation is low. There is also a positive relationship between teacher personality and learning. And teacher’s personality does not affect classroom discipline but does affect teacher-student relationship. Therefore the study recommended that Teacher’s personality should be one of the criteria in the employment of teachers by employers of such labour apart from educational qualification and Personality influences. The behaviour of the teacher should be checked in diverse ways, such as interaction with students, teaching methods, and learning experience chosen. The teacher should ensure that his personality speaks positively to the students in encouraging them to learn in tertiary institutions in Nigeria.
REFERENCES


Lumsden, Linda (2009). Student Motivation to Learn. ERIC Digest, Number 92. S. Retrieved 2\textsuperscript{nd} January.


DEPENDENT USE OF SUBJECT INTEREST AND CONFIDENCE LEVEL AS MOTIVATIONAL TOOLS IN LEARNING CORE SCIENCE SUBJECTS - CASE STUDY OF FOUAD ACADEMY ABUJA

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Niger State, Nigeria

ABSTRACT

Motivational process can influence a child understanding. Interest and confidence level influences science student performance and reaction to success and failure. The data analyzed through randomized sampling techniques using an answered questionnaire from fifty four students (54) from senior secondary one to senior secondary three at fouad academy Abuja, Showed that interest and confidence level were dependently defined for failure at motivating science subject cognition, transfer and knowledge. From inferred chi–square analysis of the studied parameters of senior secondary one (SS1) to three (SS3) for subject interest and confidence level, these tools were not found to be associative for motivation in the learning of some core science subjects. Sex differential was a motive able variable but tends to submerge with incremental challenge on class gaining.

Key words. Motivation, confidence level, subject interest,core science subjects. Senior secondary (SS)

Introduction

Motivation influences a child’s acquisition, transfer and use of knowledge and skills for the science learning at the secondary level (high school). s. Motivational procedures like some applied methodology of teaching, peer group, counseling, historical facts and psycho cognitive approach or child’s environment arouse interest or dis-interest have been used independently Sanfeliz and Stalzer (2003). Certain parameter composed in the child environment could affect learning generally. People are captured by different needs from the environment and the most important are silent sometimes which solemn have critical impact on the person behavior. The expectance theory asserts that motivation is determined by student feelings, regarding the relationship between his or her behaviour and the outcome of that behaviour. Once a need is met, motivation becomes effective. According to Glynn and koballa (2006), Albert and Sarah (2012), there are no correlation between male and female child in learning of sciences, the male is a systemizer with low intelligent quotient and the female a empathizer with high IQ. Saquin (1999), argued that motivation is willful desire to direct once behaviour towards achieving certain goals.

Defining interest level and confidence levels in science subject by student during or on learning the subject at secondary schools could affect motivation in science subject... The concept of learning
science subject is avidly entrenched in teaching tools, perception and cognition as well as sociality. The abstraction in science subject requires the need for motivation, besides, the economy of any country is usually deepened in science and technology which when the cognitive, social and governmental policies are squally merged, which are often not in our nation like Nigeria requires the practicality of dependent motivatable tools to strike a balance on this. Science subjects have been discovered to be difficult to study at secondary school levels. These had been seen in classroom population and gender preference. Motivation is the inherent satisfaction for learning science for its own sake (Eccles, Simpkins, & Davis, 2006), efficacy is students’ belief that they can achieve well in science, Baldwin et al. (1999), while determination is the control students believe they have over their learning of science (Black & Deci, 2000).

It is important to note here, however, that the same authors do not discuss how subject interest and confidence factors may shape student motivation dependently. Indeed, this study raises questions about the complex nature of group or an individual’s motivation to learn or engage in science.

**OBJECTIVE OF THE STUDY**

1. To determine if both interest and confidence level are tools for motivational process on learning core science subject at Fouad Academy Abuja

**RESEARCH QUESTIONS/HYPOTHESIS**

1. Do these duals, interest level/confidence level motivate learning of core science subjects?

**RESEARCH DESIGN AND METHODOLOGY**

The study adopted a descriptive research with emphasis on survey approach. That is, the opinion of student on if both variables affects their motivation on learning of science subject starting from senior secondary one to three (ss1-3)

The study population consists of all senior classes taking core sciences subjects like chemistry, physics, biology and mathematics as a subject at Fouad Academy in Federal Capital Territory Abuja. The students on this population were (54) fifty four including both the male and female students which took chemistry, physics, biology and mathematics from each class respectively. Eighteen student (18) between the age 15-19 out of twenty five (25) in a class were drawn from both the male and female students as the population. Nine (9) male and nine (9) female students at senior secondary one, nine (9) male and nine (9) female students at senior secondary two and nine (9) male and nine (9) female students at senior secondary three.

The researcher visited the three classes that is senior secondary one to three personally for on spot assessment through the use of questionnaire. Each questionnaire administered were waited for eight hours and then collected from the students. The questionnaire contains six (6) items such as low, average, high, very low, very high and average characteristics. They were divided into two parts the first part deals with student interest level; the second part dwell on confidence level. Guttmann scale for multidimensional variable measurement was used for the stratified random sampling on parameters based on subject’s interest and confidence level.

**DATA ANALYSIS**

For this study, each data collected through the use of stratified random sampling were subjected to mean rating which have been used in the analyzing the responses of student to the questionnaire.
Thereafter the frequency values from each student score in the categorized classes were subjected to mean rating and chi-square test in order to ascertain sample difference and association amongst the values. The raw data from the questionnaire were statistically analyzed using chi-square and mean score rating. The mean was computed by adding the frequency (f) of the response and dividing the sum by the number of respondent. The (gx) grand mean was computed by summing up the mean of all the items for a particular group calculated as item mean.

\[
\text{CHI - SQUARE} \quad X^2 = \sum (F_o - F_e)^2 = \text{CHI - SQUARE TEST} \\
F_e
\]

\[F_o = \text{OBSERVED FREQUENCY}\]
\[F_e = \text{EXPECTED FREQUENCY}\]

\[\text{BUT, } F_e = \text{RAW TOTAL} \times \text{COLUMN TOTAL OR } \text{Rt} \times \text{Ct} \]

\[\text{GRAND TOTAL}\]

RESULTS

TABLE1 (A) CHI- SQUARE SUBJECT INTEREST IN SS ONE FOR MALE STUDENTS

<table>
<thead>
<tr>
<th>Male students</th>
<th>f_o</th>
<th>f_e</th>
<th>f_o-f_e</th>
<th>(f_o-f_e)^2</th>
<th>(f_o-f_e)^2/f_e</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0.5</td>
<td>-0.5</td>
<td>0.25</td>
<td>0.5</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0.4</td>
<td>-0.4</td>
<td>0.16</td>
<td>0.40</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0.4</td>
<td>-0.4</td>
<td>0.16</td>
<td>0.40</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>0.4</td>
<td>1.6</td>
<td>2.56</td>
<td>0.40</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>4.8</td>
<td>-0.8</td>
<td>0.64</td>
<td>0.13</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>4.3</td>
<td>2.3</td>
<td>5.29</td>
<td>1.23</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>4.3</td>
<td>0.17</td>
<td>0.35</td>
<td>0.11</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
<td>4.3</td>
<td>2.5</td>
<td>6.25</td>
<td>1.45</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
<td>4.5</td>
<td>1.5</td>
<td>2.25</td>
<td>0.50</td>
</tr>
<tr>
<td>10</td>
<td>7</td>
<td>4.1</td>
<td>2.9</td>
<td>8.41</td>
<td>2.05</td>
</tr>
<tr>
<td>11</td>
<td>4</td>
<td>4.1</td>
<td>-0.1</td>
<td>0.01</td>
<td>0.002</td>
</tr>
<tr>
<td>12</td>
<td>0</td>
<td>4.1</td>
<td>-4.1</td>
<td>16.81</td>
<td>4.1</td>
</tr>
<tr>
<td>(X^2) calculated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11.27</td>
</tr>
</tbody>
</table>
X² critical from table at df = 6 and 0.05 significant level X² critical = 12.5 > X²cal = 11.27

**TABLE 1 (B) CHI-SQUARE SUBJECT INTEREST IN SS ONE FOR FEMALE STUDENTS**

<table>
<thead>
<tr>
<th>Female students</th>
<th>f₀</th>
<th>fₑ</th>
<th>f₀-fₑ</th>
<th>(f₀-fₑ)²</th>
<th>(f₀-fₑ)²/fₑ</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>5.8</td>
<td>-0.8</td>
<td>0.64</td>
<td>0.11</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>5.8</td>
<td>1.2</td>
<td>1.44</td>
<td>0.24</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>5.8</td>
<td>0.8</td>
<td>0.66</td>
<td>0.11</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>5.2</td>
<td>5.8</td>
<td>-2.2</td>
<td>0.93</td>
</tr>
<tr>
<td>9</td>
<td>4</td>
<td>3.1</td>
<td>0.9</td>
<td>1.81</td>
<td>0.26</td>
</tr>
<tr>
<td>10</td>
<td>3</td>
<td>3.1</td>
<td>0.1</td>
<td>0.01</td>
<td>0.032</td>
</tr>
<tr>
<td>11</td>
<td>4</td>
<td>3.1</td>
<td>0.9</td>
<td>0.81</td>
<td>0.26</td>
</tr>
<tr>
<td>12</td>
<td>5</td>
<td>2.2</td>
<td>2.3</td>
<td>5.29</td>
<td>1.95</td>
</tr>
<tr>
<td>X² calculated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.89</td>
</tr>
</tbody>
</table>

X² critical from table at df = 6 and 0.05 significant level = 12.59 > X²cal = 3.89

**TABLE 1 (C) CHI-SQUARE CONFIDENCE LEVEL IN SS ONE CLASS FOR MALE STUDENT**

<table>
<thead>
<tr>
<th>Male students</th>
<th>f₀</th>
<th>fₑ</th>
<th>f₀-fₑ</th>
<th>(f₀-fₑ)²</th>
<th>(f₀-fₑ)²/fₑ</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>4.5</td>
<td>-1.5</td>
<td>2.25</td>
<td>0.5</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>4.5</td>
<td>-1.5</td>
<td>2.25</td>
<td>0.5</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>4.5</td>
<td>0.5</td>
<td>0.25</td>
<td>0.06</td>
</tr>
<tr>
<td>8</td>
<td>6</td>
<td>3.5</td>
<td>2.5</td>
<td>6.25</td>
<td>1.78</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
<td>4.5</td>
<td>1.5</td>
<td>2.25</td>
<td>0.5</td>
</tr>
<tr>
<td>10</td>
<td>6</td>
<td>4.5</td>
<td>1.5</td>
<td>2.25</td>
<td>0.5</td>
</tr>
<tr>
<td>11</td>
<td>4</td>
<td>4.5</td>
<td>-0.5</td>
<td>0.25</td>
<td>0.05</td>
</tr>
<tr>
<td>12</td>
<td>1</td>
<td>3.5</td>
<td>-2.5</td>
<td>6.25</td>
<td>1.78</td>
</tr>
</tbody>
</table>

$X^2$ calculated $= 5.67$

$X^2$ critical from table at df = 6 and 0.05 significant level = 12.59 > $X^2$ cal = 5.67

**TABLE 1(D) CHI-SQUARE CONFIDENCE LEVEL IN SS ONE FOR FE MALE STUDENT**

<table>
<thead>
<tr>
<th>Female students</th>
<th>$f_o$</th>
<th>$f_e$</th>
<th>$f_o - f_e$</th>
<th>$(f_o - f_e)^2$</th>
<th>$(f_o - f_e)^2/f_e$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>6</td>
<td>-3</td>
<td>9</td>
<td>1.5</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>0.16</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>0.16</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>0.16</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>3</td>
</tr>
</tbody>
</table>
X^2 critical at df = 6 and 0.05 significant level = 12.59 > Xcal = 5.67

**TABLE 2(A) CHI-SQUARE ANALYSES FOR SUBJECT INTEREST IN SS2 MALE STUDENTS**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>-1</th>
<th>1</th>
<th>0.063</th>
<th>0.25</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0.25</td>
<td>-0.25</td>
<td>0.063</td>
<td>0.25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0.25</td>
<td>-0.25</td>
<td>0.063</td>
<td>0.25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>0.25</td>
<td>-0.75</td>
<td>0.56</td>
<td>0.25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0.25</td>
<td>-0.25</td>
<td>0.063</td>
<td>0.25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>3.25</td>
<td>0.25</td>
<td>0.063</td>
<td>0.25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>3.25</td>
<td>-2.25</td>
<td>5.06</td>
<td>1.55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td>3.25</td>
<td>-2.25</td>
<td>0.063</td>
<td>0.25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>6</td>
<td>3.25</td>
<td>2.75</td>
<td>7.56</td>
<td>2.32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>6</td>
<td>5.5</td>
<td>0.5</td>
<td>0.25</td>
<td>0.045</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>8</td>
<td>5.5</td>
<td>2.5</td>
<td>6.25</td>
<td>1.13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>5</td>
<td>5.5</td>
<td>-0.5</td>
<td>0.25</td>
<td>0.045</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>3</td>
<td>5.5</td>
<td>2.5</td>
<td>6.25</td>
<td>1.13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

X^2 calculated = 9.47

Y^2 critical at df = 6 and 0.05 significant level Y^2 critical = 12.94 > Y^2 cal = 9.47

**TABLE 2 (B) CHI-SQUARE ANALYSES FOR SUBJECT INTEREST IN SS2 FE MALE STUDENTS**

<table>
<thead>
<tr>
<th></th>
<th>f_o</th>
<th>f_e</th>
<th>f_o-f_e</th>
<th>(f_o-f_e)^2</th>
<th>(f_o-f_e)^2/f_e</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>0.39</td>
<td>1.61</td>
<td>2.59</td>
<td>6.64</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>3</td>
<td>-1</td>
<td>1</td>
<td>0.33</td>
</tr>
<tr>
<td>11</td>
<td>2</td>
<td>3</td>
<td>-1</td>
<td>1</td>
<td>0.33</td>
</tr>
<tr>
<td>12</td>
<td>2</td>
<td>3</td>
<td>-1</td>
<td>1</td>
<td>0.3</td>
</tr>
</tbody>
</table>

X^2 calculated = 5.97
### TABLE 2(C) CHI-SQUARE ANALYSIS FOR CONFIDENCE LEVEL IN SS 2 MALE STUDENTS

<table>
<thead>
<tr>
<th>Male students</th>
<th>f₀</th>
<th>fₑ</th>
<th>f₀-fₑ</th>
<th>(f₀-fₑ)²</th>
<th>(f₀-fₑ)²/fₑ</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0.2</td>
<td>-0.2</td>
<td>0.04</td>
<td>0.2</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>0.2</td>
<td>0.8</td>
<td>0.64</td>
<td>3.2</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0.2</td>
<td>-0.2</td>
<td>0.04</td>
<td>0.2</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0.2</td>
<td>-0.2</td>
<td>0.04</td>
<td>0.2</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>0.25</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>9</td>
<td>2.25</td>
</tr>
<tr>
<td>8</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0.33</td>
</tr>
</tbody>
</table>
### Table 2(D) Chi-Square Analysis for Confidence Level in SS 2 Female Students

<table>
<thead>
<tr>
<th>Female students</th>
<th>$f_o$</th>
<th>$f_e$</th>
<th>$f_o-f_e$</th>
<th>$(f_o-f_e)^2$</th>
<th>$(f_o-f_e)^2/f_e$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>0.2</td>
<td>0.8</td>
<td>0.64</td>
<td>3.2</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0.2</td>
<td>-0.2</td>
<td>0.04</td>
<td>0.2</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0.2</td>
<td>-0.2</td>
<td>0.04</td>
<td>0.2</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0.2</td>
<td>-0.2</td>
<td>0.04</td>
<td>0.2</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>3.6</td>
<td>-0.6</td>
<td>0.36</td>
<td>0.1</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>3.6</td>
<td>2.4</td>
<td>5.76</td>
<td>0.60</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>3.6</td>
<td>1.4</td>
<td>1.96</td>
<td>0.54</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
<td>3.6</td>
<td>0.4</td>
<td>0.16</td>
<td>0.44</td>
</tr>
<tr>
<td>9</td>
<td>5</td>
<td>3.4</td>
<td>3.6</td>
<td>2.56</td>
<td>0.75</td>
</tr>
<tr>
<td>10</td>
<td>3</td>
<td>3.4</td>
<td>0.4</td>
<td>0.16</td>
<td>0.05</td>
</tr>
<tr>
<td>11</td>
<td>4</td>
<td>3.4</td>
<td>0.6</td>
<td>0.36</td>
<td>0.11</td>
</tr>
<tr>
<td>12</td>
<td>5</td>
<td>3.4</td>
<td>1.6</td>
<td>2.56</td>
<td>0.75</td>
</tr>
</tbody>
</table>

$X^2$ calculated = 8.14

$X^2$ critical at df = 6 and 0.05 significant level $= X^2_{table} 12.59 > X^2_{cal} = 8.1$

### Table 3(A) Chi-Square Analysis for Subject Interest in SS 3 Male Students

<table>
<thead>
<tr>
<th>Male students</th>
<th>$f_o$</th>
<th>$f_e$</th>
<th>$f_o-f_e$</th>
<th>$(f_o-f_e)^2$</th>
<th>$(f_o-f_e)^2/f_e$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0.2</td>
<td>-0.2</td>
<td>0.04</td>
<td>0.2</td>
</tr>
</tbody>
</table>

$X^2$ critical at df = 6 and 0.05 significant level $= X^2_{table} 12.59 > X^2_{cal} = 8.1$
<table>
<thead>
<tr>
<th></th>
<th>f_o</th>
<th>f_e</th>
<th>f_o*f_e</th>
<th>(f_o*f_e)^2</th>
<th>(f_o-f_e)^2/f_e</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>0.75</td>
<td>-2.25</td>
<td>5.06</td>
<td>6.65</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0.75</td>
<td>0.75</td>
<td>0.56</td>
<td>0.75</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0.75</td>
<td>0.75</td>
<td>0.56</td>
<td>0.75</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0.75</td>
<td>0.75</td>
<td>0.56</td>
<td>0.75</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>9</td>
<td>1.8</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>0.8</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>0.2</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>4</td>
<td>3.25</td>
<td>0.75</td>
<td>0.56</td>
<td>0.17</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>3.25</td>
<td>-1.25</td>
<td>3.56</td>
<td>0.48</td>
</tr>
</tbody>
</table>

X^2 critical at df = 6 and 0.05 significant level = 12.94 > X^2cal = 7.72

**TABLE 3 (B) CHI-SQUARE ANALYSIS FOR SUBJECT INTERST IN SS 3 FEMALE STUDENTS**
### TABLE 3(C) CHI-SQUARE ANALYSIS FOR CONFIDENCE LEVEL IN SS 3 MALE STUDENTS

<table>
<thead>
<tr>
<th>Male students</th>
<th>( f_o )</th>
<th>( f_e )</th>
<th>( f_o \cdot f_e )</th>
<th>((f_o-f_e)^2)</th>
<th>(\frac{(f_o-f_e)^2}{f_e})</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>5</td>
<td>-1</td>
<td>1</td>
<td>0.2</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>0.2</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>0.25</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>3</td>
<td>4</td>
<td>-1</td>
<td>1</td>
<td>0.25</td>
</tr>
<tr>
<td>12</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

\(\chi^2\) calculated: 11.89

\(\chi^2\) critical at df = 6 and 0.05 significant level \(12.94 > \chi_{cal} = 11.89\)

### TABLE 3(D) CHI-SQUARE ANALYSIS FOR CONFIDENCE LEVEL IN SS 3 FEMALE STUDENTS

<table>
<thead>
<tr>
<th>Female students</th>
<th>( f_o )</th>
<th>( f_e )</th>
<th>( f_o \cdot f_e )</th>
<th>((f_o-f_e)^2)</th>
<th>(\frac{(f_o-f_e)^2}{f_e})</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>(\chi^2) calculated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.9</td>
</tr>
</tbody>
</table>

\(\chi^2\) critical at df = 6 and 0.05 significant level \(12.94 > \chi_{cal} = 0.9\)
X^2 critical at df = 6 and 0.05 significant level = 12.94 > X^2 cal = 10.96

**DISCUSSION**

**TABLE 1 (A-C)** Both subject interest and confidence level for X^2 critical at df = 6 and 0.05 significant level were 12.59 less than X^2 critical from table. This indicates that subject interest and confidence level on chemistry, physics, biology and mathematics at this class level does not drive their motivation. Intrinsic motivation either of subject interest or confidence level would allow the student to perform extra ordinary in science subject at the beginning of his/her career in science, this may have a long lasting effect in their science career.

Subject interest and confidence level when used independently on these students could intrinsically foster learning by using local examples, teaching with models and event in view, using pop technology culture and social life connectivity.

**TABLE 2 (A-C)** showed chi-square analysis table for subject interest and confidence level. Since X^2 critical is less than X^2 critical from table, for male and female students, indicating that subject interest and confidence level do not influence motivation to learning of science subjects at this level. This may be due to mutual assertions. However, when students are given environment which are interesting to learn, like classroom, incentive this would increase their confidence level in science subjects, Dweck (1989) assert that though interest varies with sexes however such variation or differences could be good for school performance. This inferred that on an associative scale, using
both the interest and confidence characteristics would not foster motivation except independently asserted

**TABLE 3 (A-C)** showed that $X^2$ critical calculated is less than $X^2$ critical from table. This infers that subject interest and confidence level does not motivate learning of science subjects. However the more interested there are in a face of difficulty the more confidence they might become. The female are geared easily to motivation on learning of science subjects than the male. However, female students are more confidence than the male.

**CONCLUSION**

It was discovered that as they advance with class gains, interest level and confidence level, began to have correlation convergence with motivation in learning core science subjects.

Motivational process based on subject interest and confidence levels influences student as they progress in class. The input of both subject interest confidence levels as extrinsic, intrinsic motivational tools to a large extent cannot change the notion that science subjects are hard or difficult to study. It was observed that interest and confidence levels could not motivate learning. Applying these two tools simultaneously for learning may not yield motivational learning process.

**REFERENCES**


Saguin E.J (1999), Communication variables that influence Performance. Journal of personality and social psychology 76:628-644
QUESTIONNAIRE ON MOTIVATION BASED ON SUBJECT INTEREST AND CONFIDENCE LEVEL (MOSIC)

Please tick where appropriate, that suits your view and understanding.

1. How do the following subjects interest you?

   (a) MATHS    PHYSICS    CHEMISTRY    BIOLOGY

   a. Low       low        low          low

   b. Average   Average    Average      Average

   c. High      High       High         High

2. What is your confidence level?

   MATHS    PHYSICS    CHEMISTRY    BIOLOGY

   a. Very low  Very low    Very low    Very low

   b. Very high Very high    Very high    Very high

   c. Average   Average    Average      Average
MANAGING SCIENCE TEACHERS’ PRODUCTIVITY CHALLENGES FOR QUALITY SCIENCE EDUCATION

Melody N. Modebelu and Nnennaya Kalu-Uche
College of Agriculture and Science Education
Michael Okpara University of Agriculture Umudike Abia State, Nigeria

Abstract

Teachers are individuals trained to possess the technical know-how and the elements of what it takes to inculcate the expected national education goals through various curriculum subjects at various levels of education. The ability of these teachers to produce graduates with the expected goals indicates teacher’s productivity or effectiveness. Majority of secondary education graduates in Nigeria and other third world-nations do not adequately manifest the expected goals of secondary education and national education goals at large. This ugly situation negates the current emphasis on achieving quality science and technology driven economy in the nation. The study therefore examined issues in managing Science Teachers’ productivity challenges for quality science education in Anambra State of Nigeria. Descriptive survey design was adopted for the study. Three research questions guided the study. A sample size of 708 science teachers (i.e. 342 Biology, 218 Chemistry, 113 Physics and 35 Basic science teachers), were selected through proportionate stratified sampling. A thirty-item-researchers-made questionnaire built on a 4 point scale was used for data collection. Mean and grand mean were used to answer the research questions. Findings revealed a low extent provision of supportive services for enhancement of teachers productivity in implementing science education reforms. Eight strategies for enhancing science teachers productivity were identified. Based on the findings, sponsoring science teachers to conferences on education reforms and challenges to teachers productivity by ministry of education and corporate organizations were recommended.

Keywords: Managing, productivity, science teachers, science education, quality and challenges.

Introduction

Nigerian education system recognizes the vital role of science, technology and mathematics in effecting quality national sustainable development. The Nigerian system of education places strong emphasis on achieving quality science education. This appear to be response to the rapid advancement in science and technology to enable Nigerian nation surge ahead in moving with trends and keeping pace with the process of modernization and globalization in line with the globe. Teaching and learning of science has become crucial not only for the well-being of the citizens but also for the advancement of socio-political, economic, technological and knowledge-based development of the society as a whole (Masheng, 2004). New reforms in science education have led to increased students’ enrolment in the sciences.
Some of such reforms are: renewed use of practical and hand-on-activities in science classes. The issue is that the reforms tend to promote management of classroom interactions that foster environment of friendly teaching and learning. Bajah (2006) observes that emphasis in the classroom is usually placed on the application of student-centered approach which requires innovations in the development of schemes of work, using new teaching and learning strategies, employment of assessment methods for classroom activities that develop critical skepticism, open mindedness, thoroughness in rational inquiry and desire to learn science.

Science teaching in line with the reforms should be based on the integration of knowledge of systematic study of nature, (Science), learning, pedagogy and creative inquiry originality, innovativeness and hand-on-learning (Bello, 2008 & Onwuachu, 2010). One of the implications is that meaningful teaching of science is partly dependent on the clear understanding of the meaning and nature of science which the teacher holds. The foundation of scientifically oriented career cannot effectively be laid in the classroom without the teacher. The teacher remains the major factor in students learning of science. Science teachers cannot miraculously produce students that are of higher quality than the teachers. This agrees with Ukeje (1992) that no one teach what he knows not. He also observes that education system can rise above its teachers. The importance of science education and its reforms in achieving the role of science, technology and mathematics (STM) in effective quality national sustainable development cannot be over-emphasized. Quality science education in Nigerian secondary schools has been a proposed response to achieving rapid advancement in STM to enable Nigerian nation surge ahead in moving with trends as well as keeping pace with the process of modernization and globalization. Teaching and learning of science become crucial not only for the well-being of the citizens but also for the advancement of the socio-political technological and knowledge-based development of the society as a whole (Mansheng, 2004). The overall essence of science education to stimulate development has called for various reforms emphasis on science, technology and mathematics education (STME).

A reform effort designed to enhance access to science education in secondary school has invariably led to astronomical increase in students involvement in the sciences, renewed use of practice of hands-on activities in science classes and encouragement of classroom interactiveness that could normally foster efficiency and effectiveness in science learning. In support of the above, Bajah (2006) and Onwuachu (2007) advocate teachers’ application of a student-centered approach. He emphasizes the need for management of innovations in developing schemes of
work, utilization of new teaching and learning strategies, employing assessment methods for classroom activities that develop critical skepticism, open-mindedness, thoroughness in rational inquiry and desire to learn science. Science teachers teaching in line with the above expected classroom practices must be based on the following:

- Integration of knowledge of science
- Integration of learning of science
- Integration of pedagogy and
- Integration of creativity inquiry skills.

The implication of these is that unless the meaningful teaching of science is partly based on a clear understanding of the meaning and nature of science that the teacher holds, the foundation of a scientifically oriented career cannot effectively be laid in the classroom. Hence, teachers to a great extent determine students’ learning of science. Teachers to become effective must be versatile with the goals of science education.

**Goals of science education in Nigeria**

There are six major goals of science education in Nigeria. They represent the actual as well as the expected behavior of products as science education. These goals are:

1. Having a deep understanding of natural forces, being aware of their environment and acquiring the necessary science concepts and skills for every day life.
2. Inculcating the habit of ethical observation and drawing conclusions only on available data.
3. Developing scientific attitudes and values including open-mindedness, honesty and curiosity.
4. Developing the necessary process skills for the acquisition and application of scientific concepts, principles. Laws and theories.
5. Making effective use of a variety of scientific resources and tools (ICT tools) in the learning and application of science.
6. Produce imaginative and creative work arising from scientific ideas and develop the abilities to reason logically, communicate in a more reasonable and scientifically correct manner for cooperatively and independently learning (Chibuogwu, 2010).

Possession of these goals as characteristics by the secondary school products is an indication of teachers high productivity or effectiveness.
Science Teachers Productivity for Quality Science Education

Science teachers are individuals trained to possess a worthwhile knowledge needed to inculcate right science values, attitudes, knowledge and skills into the science students at secondary school for individual integration into the society and stimulation of science and technology (Modebelu, 2007). No wonder Bajah (2006) maintains that the teacher is the most crucial single element in education process. Science teachers are therefore the key factors in the achievement of education reforms for quality science education. Science teachers are organizers of learning experiences, for students, the selectors of instructional units, methods designers, directors of activities and evaluator of students’ performances and achievement productivity. The major role of science teachers in achieving quality science education requires teachers display of a high level productivity in the job of teaching. This teacher productivity could be described in terms of compliance with reform initiatives. Onwuachu (2007) sees productivity as a dedicated conduct of staff in the performance of their teaching roles. A productive teacher is a researcher, receiver, disseminator of knowledge, a helper, facilitator, guide, counselor, motivator, leader, a model, manager, a humanist, catalyst etc. A productive teacher is also judicious in preparing lesson notes, maintaining orderly classroom, using cooperative learning techniques, participating in team work in improving materials, managing students, evaluating pupils leaning outcomes, attending and contributing to staff meetings including PTA’s. Such productive teacher would not lose sight of co-curricular activities as well as school administration.

Base on the expectation of a productive teacher, Odeli (2010) identifies ten categories of support needed by teachers for effective implementation of educational reforms to include:

- System information
- Use of internet connectivity
- Instructional strategies
- Emotional support
- Classroom management support
- Discipline management support

Chibuogwu (2010) recognizes constructive criticism and guidance as very important support to development of proficiency and enhanced productivity in assuring quality science education reforms.
The problem of the study indicates poor performance of students in science subjects. Science teachers in Anambra State as well as other states in Nigeria have not been able to manifest the above enumerated characteristics of a productive teacher due to various manifold challenges facing them, (Ezeliora, 2003). Science educators have shown that students perform poorly in science subjects due to the following challenges:

Poor quality science teachers whose methods of teaching are mainly teacher, copying of notes, rote learning of textbooks materials, etc.
Prevalent expository method of instruction as against inquiry, with minimal students involvement in the experiments
Inability of students to understand adequately teachers explanations, lesson notes, practical instructions and materials in science textbooks (Onwuachu, 2007 and Chibuogwu, 2010).

Other challenges include:
- increasing poor instructional delivery,
- incompetence in classroom management,
- inadequate teaching skills, inadequate application of innovative teaching methods,
- lateness to classes and near absence of practical lesson, poor teacher motivation and rewards for excellence (Modebelu & Durie, 2012).

The problem of the study is that students in secondary schools in Nigeria have continue to record poor performance in science subjects. It also appear that science teachers in these schools are handicapped in terms of quantity and quality. These inadequacy seem to have increased these teachers low productivity or effectiveness. In what ways could science teachers productivity be enhanced?
The study examined managing science teachers productivity challenges for quality science in school in Anambra State of Nigeria

**Research Questions/Hypothesis**

What is the extent of productivity of science teacher in secondary schools in Anambra State?
To what extent have supportive service provided enhanced science teachers productivity in secondary schools.
To what extent would the designated strategies been used to enhance science teachers productivity for improved students’ performance.
There is no significance between the extent of science teachers’ productivity and extent supportive services provided could enhance the productivity of these teachers.

**Methodology**

The study adopted a descriptive survey design. A sample size of 736 science teachers (307 Biology, 224 Chemistry and 205 Physics) where selected through simple random sampling from a population of 1,840 (768 Biology, 560 Chemistry and 512 Physics) teachers. This was done by selecting 40% of the teachers from the population strata. Three research questions and a null hypothesis guided the study. A four-point-Likert-type scale researchers-self-made questionnaire was used for data collection. The reliability coefficient value of 0.88 was obtained using test-test method with two week interval for 30 science teachers from secondary schools in Delta State using Pearson Product Movement Correlation Coefficient technique. The data obtained were analysed using mean and t-test statistic tool at 0.05 level of significance.

**Results**

Research Question I: What is the extent of productivity of science teachers in Anambra State?

<table>
<thead>
<tr>
<th>S/n</th>
<th>Science teachers</th>
<th>X</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>are committed to the planning of science innovations in their schools</td>
<td>2.21</td>
<td>Low extent</td>
</tr>
<tr>
<td>2.</td>
<td>give students assignments that require the use of internet</td>
<td>2.02</td>
<td>Low extent</td>
</tr>
<tr>
<td>3.</td>
<td>are committed to the use of instructional aids</td>
<td>2.24</td>
<td>Low extent</td>
</tr>
<tr>
<td>4.</td>
<td>improvise materials and specimens</td>
<td>2.15</td>
<td>Low extent</td>
</tr>
<tr>
<td>5.</td>
<td>engage their students in co-operative</td>
<td>2.21</td>
<td>Low extent</td>
</tr>
<tr>
<td>6.</td>
<td>organize extra classes for coverage of science scheme of work</td>
<td>3.22</td>
<td>High extent</td>
</tr>
<tr>
<td>7.</td>
<td>give students projects regularly</td>
<td>3.03</td>
<td>High extent</td>
</tr>
<tr>
<td>8.</td>
<td>engage students in hands-on-experience (e.g. hitting iron against a stone to produce fire)</td>
<td>1.80</td>
<td>Low extent</td>
</tr>
<tr>
<td>9.</td>
<td>encourage students to ask questions for injury and creativity</td>
<td>3.75</td>
<td>High extent</td>
</tr>
<tr>
<td>10.</td>
<td>discuss children’s progress and problems with their parents</td>
<td>2.14</td>
<td>Low extent</td>
</tr>
</tbody>
</table>

Table 1 shows that the mean scores of science teachers on ten items indicating extent of productivity in their work. It shows that 3 out of the 10 items scored above the weighted mean of 2.50. This indicates that science teachers in the secondary schools in Anambra state are general
productive to a low extent. The only three areas of high productivity are in organizing extra time to cover scheme, in involving students in project works and in the good use of questions to evoke inquiry and creativity.

Research Question 2: To what extent to which have supportive services provided for enhancement of productivity?

Table 2: Mean scores of science teachers on the extent supportive services provided enhances productivity.

<table>
<thead>
<tr>
<th>S/n</th>
<th>Items</th>
<th>X</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Seminars are often organized</td>
<td>2.76</td>
<td>High extent</td>
</tr>
<tr>
<td>12</td>
<td>Teachers often reinforced for effective classroom interaction</td>
<td>2.00</td>
<td>Low extent</td>
</tr>
<tr>
<td>13</td>
<td>Principals often observed classroom instruction and give feedback on</td>
<td>1.71</td>
<td>Low extent</td>
</tr>
<tr>
<td></td>
<td>appropriate classroom interaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Supervisors often counsel and guide</td>
<td>1.73</td>
<td>Low extent</td>
</tr>
<tr>
<td>15</td>
<td>Principal often provide teachers with clear and detailed updates</td>
<td>2.22</td>
<td>Low extent</td>
</tr>
<tr>
<td>16</td>
<td>Principals/Supervisors employ appropriate supervisory behavior to</td>
<td>1.89</td>
<td>Low extent</td>
</tr>
<tr>
<td></td>
<td>improve self-concept of teachers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Principals often employ inquiry approach to solicit teacher’s advice</td>
<td>2.48</td>
<td>Low extent</td>
</tr>
<tr>
<td>18</td>
<td>PTA contribute towards sponsoring teachers STAN conference</td>
<td>2.32</td>
<td>Low extent</td>
</tr>
<tr>
<td>19</td>
<td>Principal encourage teachers to test new materials/strategies for</td>
<td>2.47</td>
<td>Low extent</td>
</tr>
<tr>
<td></td>
<td>managing classroom of mixed ability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Supervisory behaviors teachers received are democratic</td>
<td>2.41</td>
<td>Low extent</td>
</tr>
</tbody>
</table>

Result in table 2 reveals that only item I scored above 2.50. The indication is that only seminars that are often organized to assist these teachers as a means of acquiring needed skill for enhancing their productivity. The other nine expected supportive services are provided to a low extent because they scored below 2.50.

Research 3: To what extent would the designated strategies be used to enhance science teachers productivity?

Table 3: Mean score responses of science teachers on science teachers’ productivity.

<table>
<thead>
<tr>
<th>S/n</th>
<th>Item</th>
<th>X</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>A good representation of science teachers should participate in the</td>
<td>3.52</td>
<td>High extent</td>
</tr>
<tr>
<td></td>
<td>planning of science education reforms and policies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Results in table 3 shows that all the ten items scored above 2.50. The conclusion drawn from these mean ratings is that the entire ten itemized strategies should be utilize to enhance science teachers’ productivity for enhanced students’ performance and learning.

Discussion of results

The findings of the study indicate that science teachers in secondary schools in Anambra state of Nigeria manifest low extent level of productivity in implementation of science reform as a means achieving quality science education. Science teachers rarely use innovative teaching methods such as cooperative learning, science reform books, hand-on-experiences, internet/online learning etc. In confirmation of the above, Bello (2008 and Bajah, 2006) reports of low level of productivity among secondary school staff in Lagos State. Onwuachu (2007) also observe that teachers in secondary schools in Enugu State show low productivity. This, Onwuachu believes results in poor students’ performance, learning hence low standard of science education in Nigeria at large.

Findings that supportive services are provided of low extent to science teachers may be attributed to principals’ inadequate knowledge and creativity skills in varying supervisory processes as observed in Bajah (2006). Onwuachu (2007) in support of the findings, discovers that PTA rarely sponsor science teachers to conference/workshop because they are not well educated on the importance of teachers attendance to workshops on the academic performance and learning of their children/wards. One of the major challenges in achieving quality science
education in Nigeria is the issue of science education reform implementation. The finding indicates that teachers are not usually made aware of new reforms policies. They need training on a new reforms or innovation in terms of technical proficiency and utilization skills. Modebelu and Okeke (2009) report that one of the major aim of science education reforms is to enhance teachers’ ability to manage learners, their needs and interests and also their difficulties. The implication is that if teachers in any way lacked supportive services, such teachers will continue to manifest or display low extent productivity.

This also implies low quality education. This is so because no teacher can give what he does not have. Teachers are not well supported implies that students would not be adequately supported by their teachers. Great deal of support services are therefore recommended. This should be at the joint effort of the MOE and other stakeholders.

Ten items on strategies of enhancing science teachers productivity were identified and accepted by science teachers in secondary schools in Anambra State. The strategies include provision of adequately equipped laboratories and learning resources, exchange of programmes for teachers, payment of hazard allowances etc. This in line with Modebelu and Okeke (2009) that identify five items for enhancing teacher commitment and good work behavior to include: Incentives to teachers, adequate teaching and learning facilities well equipped laboratories, seminars and conferences free sponsorship. Onwuachu (2007) and Mansheng (2004) are of the opinion that teachers adequate participation in affairs of education reforms and transformation will go a long way to improve curriculum and its implementation.

**Conclusion**

The study examined issues in managing challenges to science teachers’ productivity for quality science education. The status-quo in science teachers’ productivity supportive services needed to manage their challenges as a means of reducing impediment to quality science education were studied. Extent of teachers productivity was determined, the extent the supportive services provided have enhanced their productivity was examined and the ten strategies for managing their challenges for enhanced productivity were identified.

**Recommendations**

The following recommendations are made
1. Science teachers’ preparation institutions should be adequately equipped to ensure adequate teacher development in terms of skills creativity, originality and improvisation.

2. Since we are on age of computer, secondary schools should be adequately connected to internet facilities. This will provide easy and free access to new trends on pedagogy, content reform policies and implementation strategies.

3. Science teachers should adequately be represented in decisions that concern science education quality assurance.

REFERENCES


IMPACT OF POLYTECHNIC EDUCATION ON ENTERPRENUERSHIP DEVELOPMENT IN NIGERIA

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ABSTRACT

The consequential failures of breakeven in respect to business expectations in Northern Nigeria drive around the competent knowledge acquired by entrepreneurs. This knowledge can be translated into identifiable opportunities with lucrative business openings. As such impacting knowledge on Entrepreneurship Education to yield employment opportunities through the entrepreneurship development was the bases of this Research work. Survey Method was designed and used with Multistage sampling procedure. The responses were categorized into four Stages. (9) local governments were randomly selected from three (3) senatorial zones in Stage One. In the second stage, fifty (50) Ramat Polytechnics graduates engaged in Entrepreneurship businesses in the areas of Technical, Vocational, Businesses etc courses were purposively selected from 27 local governments of the state. Descriptive statistic and five point likert scale were used to analyze the data. The result shows that; there were several types of entrepreneurs that are products of Polytechnic Education fastened in economic growth with employment opportunities created through the entrepreneurship development through expanding of businesses and poverty reduction. It was recommended that Entrepreneurship development should become part and parcel of tertiary Institutions’ curriculum so that youngsters will acquire the necessary skills from the onset.

Key Word: Impact, Polytechnic, Development, Entrepreneurial,

1.1 INTRODUCTION

In Nigeria today, the increasing rate of unemployment, corruption and so many other social problems become worrisome to the government and to every well meaning citizen. Therefore, the need apparent change is very desirable and necessary for the country to move to forge to ahead and to meet up with the global challenges. The integration of economies through globalization process any government or state that hesitates or vacillates on whether to imbibe the culture of change will certainly create standstill not only at the detriment of its country but to the larger global community.
The incidence of Poverty in Nigeria is on the high side, where 70% of the total population has been classified as poor (Nigeria Entrepreneurship Initiative, 2009; Ewhrudjakpor, 2008) This rate of poverty is however accentuated by the increasing rate of unemployment, high level of illiteracy, corruption and bad governance among others. They demanded that government provide them with jobs for them to cater for their essential needs of life (Dabalen, Oni and Adekola, 2000). It is pertinent to note that education can be a means to an end. It can simply be a tool for securing employment and emancipation of people through the provision and acquiring of necessary knowledge and skills to make lives more flourishing. The objective of this paper is to emphasize the need and importance of entrepreneurship education, which will serve as a panacea to some social economic problems. This study assessed the effects of Polytechnic Education in entrepreneurship development in Borno State, Nigeria.

One of the goals of economic development founded by successive governments particularly in developing economies have been the reduction of unemployment through entrepreneurial development (Bello, 2010). A cardinal thrust for the achievement of the objective has been the development of indigenous entrepreneurship through provision of enabling environment, technical education and financial assistance as well as skill acquisition opportunities (Musa, 2009).

Entrepreneurs have emerged as important agents of economic and social transformation in all countries of the world (Bello, 2010). Since the adoption of the economic reform programme in Nigeria in 1986, there has been a decisive switch of emphasis from the grandiose, capital intensive, large-scale industrial project based on the philosophy of import substitution to small scale industries with immense potentials for developing domestic linkages for rapid, sustainable industrial development (Musa, 2009).

Entrepreneurship development through education has been receiving attention globally. Several attempt have been made through researches, mounting of entrepreneurship courses, programmes in both institutions of learning and entrepreneurship research centers for the purpose of developing both entrepreneurship spirit and culture (Akpomi 2009; Adejimola and Olufunmilayo 2009; Dickson, Solomon and Weaver, 2008, Vincent and Farlow, 2008; Urbano, Aponte and Toledano, 2008; Poikkijoki and Heinonen, 2006; Fuchs, Werner and Wallau, 2008; Johnson, Craig and Hildebrand, 2006; Matlay, 2008, 2009; Solomon, 2007). In this regard, effort has to be intensified to mobilize and enhance entrepreneurial activity which will consequently benefit individuals, government, and the society at large. Poverty and Unemployment are among the major developmental problems that face every developing economy in the 21st century (Ewhrudjakpor, 2008).

1.2 MATERIAL AND METHOD

The populations for this study were the respondents who have undergone Ramat Polytechnic Education engaged in Entrepreneurship businesses in Borno State, Nigeria. The sample for this study was the Ramat Polytechnic graduates engaged in Entrepreneurship businesses in Borno State, Nigeria. Multistage sampling procedure was employed for this study. In the first stage, three (3) local governments were randomly selected in each of the three (3) senatorial zones of the State. In the second stage, fifty (50) Ramat Polytechnics graduates engaged in Entrepreneurship businesses in the areas of Technical, Vocational, Businesses etc courses were purposively selected from the local governments. While in the third stage, a total of 300 respondents who were graduates of the Ramat Polytechnics Maiduguri operating various types of entrepreneurship businesses were randomly and proportionately selected and used for the analysis.
The Study employed, Descriptive statistics, such as frequency, percentage and five point likert scale were used to analyze the data. The descriptive statistics used includes percentage and frequency. These were used to analyze the various types of entrepreneurship developed by Polytechnic Education; identify the problems faced by the Polytechnic in imparting knowledge on Entrepreneurship Education; and the employment opportunities created through the entrepreneurship development by the Polytechnic Education to achieve specific objective.

1.3 REVIEW OF EMPIRICAL LITERATURE

The Concept and Development of Entrepreneurship
A natural entrepreneur should have a vision of something new and a belief in it that is so strong that it becomes a reality; a touch of craziness; act instinctively; have ideas constantly bubbling and pushing up inside until they are forced out; The entrepreneur generally decides on the product, acquires the facilities and brings together the labour force, capital and production materials. If the business succeeds, the entrepreneur reaps the reward of the profits; and if it fails, he takes loss.

In the view of Gana (2000).
Despite the apparent benefits, indications are that all is not well with entrepreneurship in Nigeria. One of the factors identified as barriers to entrepreneurship is the lack of seed capital (Oshagbemi, 1983). This is more acute in Nigeria with more than 70% of the entire Nigerian population living below poverty level (Bello, 2008).

Entrepreneurship has been recognized as an important aspect and functioning of organization and economies (Dickson, Solomon and Weaver, 2008). It contributes in an immeasurable ways toward creating new job, wealth creation, poverty reduction, and income generating for both government and individuals. Schumpeter in 1934 argued that entrepreneurship is very significant to the growth and development of economies (Keister, 2005).

Education is undisputedly considered as the bedrock of any meaningful development (Akpomi, 2009), be it economic, social or political.

The Nigeria policy of education made it clear on the need for functional education, to be relevant, practical and acquisition of appropriate skills and development of competencies as equipment for the individuals to live in and contribute to the development of his/her society (Aladekomo,2004). Adejimola and Olufunmilayo (2009) reported that about 80% of the graduates find it difficult to get employment every year. And at the same time much has not been done in trying to bring collaboration between the entrepreneurs and the institutions. The universities, polytechnic and any other academic institution’s community stands to benefit a lot from entrepreneurs out there.

. Opportunity entrepreneurship came into being as a result of exploiting certain opportunity that exist while on other hand necessity come as a respond to employment crisis, this necessitate second option of been self employment (Koster and Rai,2009; Keister, 2005 ).

Nigeria Educational Policy and Entrepreneurship
The history of Nigeria education system could be traced back to the colonial period, the educational policy then was geared toward serving the interest of the colonial masters in term of supply of manpower for their effective administration of Nigeria colony and protectorates (Aladekomo, 2004).

However, In the 1981 National policy of education attempt has been made by the government to link the policy with the issue of self employment and the industrial policy. Thus higher education
policy as stipulated is expectedly to cater for production scientist and technologist and absolutely none was directed for self employment but for the vacant positions in government or public offices (Aladekomo, 2004).

In an attempt to ascertain the way forward and in response to the current socio-economic problems of the country as earlier mentioned, questions were raised by various people as to what is the right

Technical and vocational institutions where designed largely to prepare technicians at occupational levels. Fakae (2005) asserted that “emphasis is on skill-acquisition and sound scientific knowledge, which gives ability to the use of hand and machine for the purpose of production that vocational education has not and cannot provide permanent solution to unemployment as some of us may believe. Onifade (2002) observed that “the threat of job scarcity and growing unemployment creates doubts and pessimism on the programmes of vocational technical schools and the education system in general”.

Adamu (2008) asserted that the Nigeria University education, patterned after the “gold standard” of British colonial universities remains the highway to white collar jobs and social security for millions of Nigerians

the polytechnic sector in which a large number of people vehemently opposed to this development. According to Onukaogu (2008) “There is absolutely nothing wrong with a very well set out plan by the government to encourage the Nigerian child to pursue science subjects.

In another development, Onifade (2002) pointed out that commonwealth Minister of Education in August 1988 and the Commonwealth Association of Polytechnics in Africa (CAPA) in 1991 opined that students in tertiary institutions should be taught entrepreneurship education in their final sessions.

It is believe that the current formal education is only aimed at making people to be the same in spite of the differences in them. This fact has been corroborated by Ingalla (1976); “It is becoming increasingly clear that formal schooling in our society generally aims at creating sameness and not difference. The members of class, for example, are graded on the basis of how well they each acquire the same information presented in same way to all.

Entrepreneurial Education and National Development

The need of education in the developmental effort of any nation cannot be underestimated. The development of educational sector is sine-qua non for the development in all other sectors. Barnabas and Durkwa (2007) asserted that “development in any society is anchored primarily to education process”. Sule (2004) is of the opinion that education is a sure pathway to liberation of the mind and the improvement of socio economic status of people. It also follows that education and training help individuals to be empowered and escape poverty by providing them with the skills and knowledge to raise their output, income and wealth (Aliu, 2007). In the light of the above stated facts, various government and international agencies are making serious effort in both developed and underdeveloped to optimally develop the education Sector

According to Essien (2004), “sustainable development has to do with meeting the needs of the present generation without denying future generation access to the same natural resources for their own needs”.

The development here is appraised in terms of both redistribution of wealth and meeting the basic needs of the masses at sustainable level. This means that it must be sustained to be able to impact and change the life and living of the masses (Kazaure and Danmallam, 2006).

Developing and Supporting Entrepreneurial Careers/Selection in School
There is much effort and enthusiasm to teach entrepreneurship course using wide range of methods such as venture creation by students, developing formal business plan, creating out feasibility study etc. (Vincett and Farlow, 2008; Dickson, Solomon and Weaver, 2008). Acquisition of necessary competencies to sense of self reliance, independence, youth empowerment and of course poverty reduction (Akpomi, 2009). In their opinion Adejimola and Olufunmilayo (2009) lamented that “even in the developed countries education system emphasizes the trial of inquiry –discovery application in teaching”.

This appropriate human capital or resource space is the ideal educational environment for producing individuals with a mindset of self-reliant, creativity and high productivity ready to cope with the 21st century world of work (Aliu, 2007). Perhaps the Government may have to take the lead, at least at first so that other will follow suit (McConnell and Brue, 2002).

Sagagi (2007) stated that “fostering an environment that encourages entrepreneurs to invest in technology and new activities is critical to the required economic growth in Nigeria”.

1.4 RESULT PRESENTATION

(Table 1) Types of entrepreneurship developed by polytechnic education

<table>
<thead>
<tr>
<th>Types of entrepreneurship</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical workshop</td>
<td>129</td>
<td>43</td>
</tr>
<tr>
<td>Building and construction</td>
<td>53</td>
<td>17.7</td>
</tr>
<tr>
<td>Provisions store</td>
<td>29</td>
<td>9.4</td>
</tr>
<tr>
<td>Manufacturing industries</td>
<td>10</td>
<td>3.3</td>
</tr>
<tr>
<td>Animal husbandry</td>
<td>79</td>
<td>26.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Field Survey, 2012*

(Table 2) Constraining Factors to Entrepreneurship Development by the Polytechnic Education

<table>
<thead>
<tr>
<th>S/N</th>
<th>Constraining factors</th>
<th>Strongly agreed</th>
<th>Agreed</th>
<th>Strongly disagreed</th>
<th>Disagreed</th>
<th>Undecided</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>Inadequate finance</td>
<td>60 (20)</td>
<td>117 (39)</td>
<td>35 (11.7)</td>
<td>48 (16)</td>
<td>40 (13.3)</td>
<td>300 (100)</td>
</tr>
<tr>
<td>ii.</td>
<td>Ignorance of institutionalize</td>
<td>44 (14.7)</td>
<td>70 (23.3)</td>
<td>87 (27)</td>
<td>59 (19.7)</td>
<td>40 (13.3)</td>
<td>300 (100)</td>
</tr>
</tbody>
</table>
### Table 3) Facilitating Factors to entrepreneurship development by polytechnic education

<table>
<thead>
<tr>
<th>S/N</th>
<th>Facilitating factors</th>
<th>Strongly agreed</th>
<th>Agreed</th>
<th>Strongly disagreed</th>
<th>Disagreed</th>
<th>Undecided</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>Operating independent business</td>
<td>79 (26.3)</td>
<td>83 (27.7)</td>
<td>44 (14.7)</td>
<td>32 (10.7)</td>
<td>62 (20.6)</td>
<td>300 (100)</td>
</tr>
<tr>
<td>ii.</td>
<td>Fastening economic growth</td>
<td>83 (27.7)</td>
<td>102 (34)</td>
<td>60 (20)</td>
<td>29 (9.7)</td>
<td>26 (8.6)</td>
<td>300 (100)</td>
</tr>
<tr>
<td>iii.</td>
<td>Increasing productivity</td>
<td>74 (24.7)</td>
<td>138 (46)</td>
<td>49 (16.3)</td>
<td>10 (3.3)</td>
<td>29 (9.7)</td>
<td>300 (100)</td>
</tr>
<tr>
<td>iv.</td>
<td>Creating new technology</td>
<td>101 (33.7)</td>
<td>124 (41.3)</td>
<td>23 (7.7)</td>
<td>12 (4)</td>
<td>40 (13.3)</td>
<td>300 (100)</td>
</tr>
<tr>
<td>v.</td>
<td>Generating market competition</td>
<td>73 (24.3)</td>
<td>95 (31.7)</td>
<td>49 (16.3)</td>
<td>37 (12.3)</td>
<td>46 (15.3)</td>
<td>300 (100)</td>
</tr>
</tbody>
</table>

*Source: Field Survey, 2012*

### Table 4) Major Problems Faced by the Polytechnic in Imparting Knowledge on Entrepreneurship Education

<table>
<thead>
<tr>
<th>S/N</th>
<th>Major Problems</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
</table>

*Source: Field Survey, 2012*
i. Policies and new curriculum are not in line with demand for imparting knowledge on entrepreneurship | 43 | 14.3

ii. Selection of entrepreneurship by the student is as a matter of opportunity | 24 | 8

iii. Most of the polytechnic educational policies failed to take issue of self employment | 34 | 11.3

iv. Inadequate instructional facilities to provide the technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development | 53 | 17.7

v. Poor educational background of the students to have better intelligent understanding of the increasing complexity of technology | 41 | 13.7

vi. To revisit the ratio of 70% science and 30% arts policies in the polytechnic sector creates discomfort and feeling of inferiority on part of students studying arts and humanities | 63 | 21

vii. There is still unprecedented increasing number graduate without corresponding vacancies | 31 | 10.3

viii. The current formal education is only aimed at making people to be the same in spite of the differences in them. | 11 | 3.7

**Total** | **300** | **100**

*Source: Field Survey, 2012*

**Table 4.5: Employment Opportunities created through the Entrepreneurship Development by the Polytechnic Education**

<table>
<thead>
<tr>
<th>S/N</th>
<th>Employment opportunities</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>Growth and development of economies</td>
<td>44</td>
<td>14.7</td>
</tr>
<tr>
<td>ii.</td>
<td>Wealth creation by expanding businesses</td>
<td>74</td>
<td>24.7</td>
</tr>
<tr>
<td>iii.</td>
<td>Poverty reduction among individuals</td>
<td>80</td>
<td>26.6</td>
</tr>
<tr>
<td>iv.</td>
<td>Income generating for both government and individuals</td>
<td>42</td>
<td>26.6</td>
</tr>
<tr>
<td>v.</td>
<td>Creating new job for unemployed polytechnic graduates</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Source: Field Survey, 2012*
Result and Discussion

The types of entrepreneurship developed by polytechnic education identified include mechanical workshop, building and construction, provisions store, manufacturing industries and animal husbandry. The findings are presented in Table 4.1 shows that most 43% of the respondents indicated mechanical workshop as the type entrepreneurship they are operating, 17.7% indicated building and construction, 9.7% sale provision store, 3.3% have manufacturing industries, while 26.3% indicated animal husbandry in the study area. This implies that most of the respondents have mechanical workshop as their entrepreneurship in the study area.

The constraining and facilitating factors to entrepreneurship development by the Polytechnic education were examined and Analyzed in Table 4.2 which shows that 20% of the respondents strongly agreed that inadequate finance was a constraining factor, 39% agreed, 17.7% strongly disagreed, 16% disagreed, while 13.3% undecided. This indicates that most of the respondents agreed that inadequate finance is a constraining factor to entrepreneurship development by the Polytechnic education in the study area. Inadequate finance limits the scope investment by an entrepreneur. The result also shows that 14.7% of the respondents strongly agreed that ignorance of institutionalized incentive was a constraining factor, 23.5% agreed, 27% strongly disagreed, 19.7% disagreed, while 13.3% undecided. This means most of the respondents strongly disagreed that ignorance of institutionalized incentive was a constraining factor to entrepreneurship development by the Polytechnic education in the study area.

In another direction the, finding indicates that 21% of the respondent strongly agreed that high rate of business mortality was a constraining factor, 32.7% agreed, 24.7% strongly disagreed, 13.3% disagreed, while 8.3% undecided. This implies that most of the respondents agreed that high rate of business mortality was a constraining factor to entrepreneurship development by the Polytechnic education in the study area. The result also indicates that 17.7% of the respondents strongly agreed that inadequate trained personnel was a constraining factor, most 43% agreed, 3.7% strongly disagreed, 26.3% disagreed, while 9.3% undecided. This implies that most of the respondents agreed that inadequate trained personnel were a constraining factor to entrepreneurship development by the Polytechnic education in the study area. The reason is obvious, inadequate trained personnel will affect the entrepreneurs’ quality of service rendered to clients. The finding indicates that 7% of the respondents strongly agreed that restricted market was a constraining factor, 23% agreed, 36.3% strongly disagreed, 17.7% disagreed, while 16% undecided. This reveals that most of respondents strongly disagreed that restricted market was a constraining factor to entrepreneurship development by the Polytechnic education in the study area. The result shows that 16% of the respondents strongly agreed that lack of technical advice was a constraining factor, 19.7% agreed, 26.7% strongly disagreed, 25% disagreed, while 12% undecided. This indicates that most of the respondents strongly disagreed that lack of technical advice was a constraining factor to entrepreneurship development by the Polytechnic education in the study area.
It was discovered that 13.3% of the respondents strongly agreed that lack of efficiency was a constraining factor, 33.3% agreed, 27.3% strongly disagreed, 14.7% disagreed, while 11.3% undecided. This implies that most of the respondents agreed that lack of efficiency was a constraining factor to entrepreneurship development by the Polytechnic education in the study area. That shows that 17.7% of the respondents strongly agreed that aversion to ownership dilution was a constraining factor, 22.7% agreed, 25% strongly disagreed, 31.3% disagreed, while 3.3% undecided. This indicates that most of the respondents disagreed that aversion to ownership dilution was a constraining factor to entrepreneurship development by the Polytechnic education in the study area.

Another 31% of the respondents strongly agreed that poor accounting and record keeping was a constraining factor, 37.3% agreed, 10% strongly disagreed, 13.7% disagreed, while 8% undecided. This shows that most of the respondents agreed that poor accounting and record keeping was a constraining factor to entrepreneurship development by the Polytechnic education in the study area. The result shows that 27% of the respondents strongly agreed that diversion of business fund was a constraining factor, 24.3% agreed, 16.3% strongly disagreed, 21% disagreed, while 11.3% undecided. This reveals that most of the respondents strongly agreed that diversion of business fund was a constraining factor to entrepreneurship development by the Polytechnic education in the study area. That that 13.3% of the respondents strongly agreed that poor infrastructural facility was a constraining factor, 35% agreed, 28% strongly disagreed, 6.7% disagreed, while 17% undecided. This indicates that most of the respondents agreed that a poor infrastructural facility was a constraining factor to entrepreneurship development by the Polytechnic education in the study area.

Some of the inadequacies rated 13% of the respondents strongly agreed that inadequate and unharmonized incentives were constraining factors, 26.3% agreed, 21% strongly disagreed, 19% disagreed, while 20.7% undecided. This shows that most of the respondents agreed that inadequate and unharmonized incentives were constraining factors to entrepreneurship development by the Polytechnic education in the study area. The result also shows that 23.3% of the respondents strongly agreed that lack of appropriate technologies were constraining factors, 36.3% agreed, 14.3% strongly disagreed, 12.7% disagreed, while 13.3% undecided. This implies that most of the respondents agreed that lack of appropriate technologies were constraining factors to entrepreneurship development by the Polytechnic education in the study area. The result indicates that 23.7% of the respondents strongly agreed that lack of seed capital was a constraining factor, 27.3% agreed, 17.3% strongly disagreed, 16.3% disagreed, while 15.3% undecided. This implies that most of the respondents agreed that lack of seed capital was a constraining factor to entrepreneurship development by the Polytechnic education in the study area.

The facilitating factors to entrepreneurship development by the Polytechnic education were identified. Analysis of the result in Table 4.3 shows that 26.3% of the respondents strongly agreed that operating independent business was a facilitating factor, 27.7% agreed, 14.7% strongly disagreed, 10.7% disagreed, while 20.6% undecided. This implies that most of the
respondents agreed that operating independent business was a facilitating factor to entrepreneurship development by the Polytechnic education in the study area. The result also shows that 27.7% of the respondents strongly agreed that fastening economic growth was a facilitating factor, 34% agreed, 20% strongly disagreed, 9.7% disagreed, while 8.6% undecided. This indicates that most of the respondents agreed that fastening economic growth was a facilitating factor to entrepreneurship development by the Polytechnic education in the study area.

The result reveals that 24.7% of the respondents strongly agreed that increasing productivity was a facilitating factor, most 46% agreed, 16.3% strongly disagreed, 3.3% disagreed, while 9.7% undecided. This reveals that most of the respondents agreed that increasing productivity was a facilitating factor to entrepreneurship development by the Polytechnic education in the study area. The result also indicates that 33.7% of the respondents strongly agreed that creating new technology was a facilitating factor, most 41.3% agreed, 7.7% strongly disagreed, 4% disagreed, while 13.3% undecided. This shows that most of the respondents agreed that creating new technology was a facilitating factor to entrepreneurship development by the Polytechnic education in the study area. The finding also shows that 24.3% of the respondents strongly agreed that generating market competition was a facilitating factor, 31.7% agreed, 16.3% strongly disagreed, 12.3% disagreed, while 15.3% undecided. This implies that most of the respondents agreed that generating market competition was a facilitating factor to entrepreneurship development by the Polytechnic education in the study area.

Major problems faced by the Polytechnics in imparting knowledge on entrepreneurship education were identified in Table 4.4. Analysis of the result in the Table 4.4 shows that 14.3% of the respondents indicated that policies and new curriculum not in line with demand for imparting knowledge on entrepreneurship was the major problem faced by the Polytechnic in imparting entrepreneurship education, 8% said selection of entrepreneurship by the student is as a matter of opportunity, 11.3% said the polytechnic educational policies failed to take issue of self employment, 17.7% indicated inadequate instructional facilities to provide the technical knowledge and vocational skills necessary for agricultural, industrial commercial and economic development, 13.7% said poor educational background of the students to have better intelligent understanding of the increasing complexity of technology, 21% indicated the revisit of 70% science and 30% arts policies in the polytechnic sector creates discomfort and feeling of inferiority on the part students studying arts and humanities, 10.3% said there is unprecedented increasing number graduates without corresponding vacancies, while 3.7% said the current formal education is only aimed at making people to be the same in spite of their differences in the study area. This implies that revisit of 70% science and 30% arts policies in the polytechnic sector creates discomfort and feeling of inferiority on the part students studying arts and humanities was a major problem faced by the Polytechnic in imparting entrepreneurship education in the study area.

The employment opportunities created through the entrepreneurship development by the polytechnic education were examined. The findings are presented in Table 4.5 Analysis of the
result in Table 4.5 shows that 14.7% of the respondents indicated employment opportunities created through the entrepreneurship development by the Polytechnic Education were growth and development of economies, 24.7% said wealth creation by expanding business, 26.6% indicated poverty reduction among individuals, 14% said income generation for both government and individuals, while 20% indicated creating new jobs to employ polytechnic graduates were the employment opportunities created through the entrepreneurship development by the Polytechnic Education

1.5 CONCLUSION

The study concludes that most of the respondents have mechanical workshop as their entrepreneurship and agreed that inadequate finance, high rate of business mortality, inadequate trained personnel, lack of efficiency, poor accounting and record keeping, poor infrastructural facility were constraining factor entrepreneurship development by the Polytechnic education in the study area. Another proportion of the respondents strongly agreed that diversion of business fund, while some strongly disagreed that ignorance of institutionalized incentive, restricted market, lack of technical advice and aversion to ownership dilution were constraining factor entrepreneurship development by the Polytechnic education in the study area. The study also concludes that most of the respondents agreed that operating independent business, fastening economic growth, increasing productivity, creating new technology and generating market competition were facilitating factor to entrepreneurship development by the Polytechnic education in the study area. The revisit of 70% science and 30% arts policies in the polytechnic sector creates discomfort and feeling of inferiority on the part students studying arts and humanities was the major problem faced by the Polytechnic in imparting entrepreneurship education in the study area. Growth and development of economies, wealth creation by expanding business, poverty reduction among individuals, income generation for both government and individuals and creating new jobs to employ polytechnic graduates were the employment opportunities created through the entrepreneurship development by the Polytechnic Education in the study area.

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HUMAN RESOURCE DEVELOPMENT AND UTILIZATION: A TOOL FOR NATIONAL ECONOMIC GROWTH

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Abstract
Economic development of the nation is the major preoccupation of most governments of the developed, developing and third world countries. As such, human resource has been identified as one of the most important wheel driver in a nation’s development. Infact it is the major propeller for development. In Nigeria, this important and critical resource has not been fully developed, managed and utilized in such a manner that would make the country achieve economic growth and development. The paper attempts to discuss some factors that if addressed will bring about economic growth and developmental goals. Some of these factors include adequate budgetary allocation to education sector, human resource development and training, entrepreneurship development, corruption, provision of social amenities and eradication of poverty among Nigerian population. Thus, the paper made some recommendations among which are the need for a more focused responsive, functional and qualitative educational system; to contribute significantly to economic growth and development, education must be of high quality and also meet the skill-demand needs of the economy and government must fight corruption in its totality because it is the endemic disease that has pervaded the nation.

Keywords: Human resource, development, utilization, national economic, growth

Introduction
The Nigerian economy could be said to have enjoyed some form of macroeconomic stability in the recent period as the rate of economic growth averaged 2.01 percent within the last two to three decades. However, as a result of rapid population growth rate, per capita growth has remained negative and it averaged -0.852 (World Development Indicator, 2004). With its large reserves and continued production of both human and natural resources, Nigeria has the potential to build a prosperous economy, reduce poverty significantly, and provide health, education, and infrastructural services that its population needs (Abdullahi and Kim, 2011). This will in turn provide the much needed national security.
Nevertheless, despite the country's relative oil wealth, poverty is widespread (oil revenue is only about .50c per capita), and Nigeria's basic social indicators place it among the twenty poorest countries in the world (World Bank, 2004). Poverty, which has no geographical boundary, is seen in all part of the country, rural and urban areas inclusive. Although the incidence of poverty is much higher in the rural areas than in the urban centres, the urban slum-dwellers form one of the more deprived groups in Nigeria. The poor are those who are unable to obtain an adequate income, find a stable job, own property or maintain healthy living conditions. They also lack an adequate level of education and cannot satisfy their basic health needs. As such the poor are often illiterate, in poor health and have a short life span (Abdullahi and Kim, 2011). The attempt by Nigeria to shift the focus of the economy from the oil industry to other economic activities has been unsuccessful, largely due to corruption, low investment, and a largely unskilled labour force. The education that most Nigerians receive is not very good. Children attend primary schools which last for six years, but the education they receive there is not sufficient.

However, it is still very important for Nigeria to increase the growth rate in other sectors of the economy. A good way of generating economic growth is through educational development. The basic importance of education is to enable individuals acquire knowledge and the ability to apply that knowledge. Education is therefore commonly regarded as the most direct avenue to rescue a substantial number of people out of poverty since there is likely to be more employment opportunities and higher wages for skilled workers. Furthermore, education can enhance children’s attitudes and assist them to grow up with social values that are more beneficial to the nation and themselves. It is commonly assumed that education has an important positive effect on economic growth, but to date the evidence for this assumption has been surprisingly weak and fast fading.

**Education and Entrepreneurship**

Education at all levels contributes to economic growth through imparting general attitudes and discipline and specific skills necessary for a variety of workplaces. It contributes to economic growth by improving health, reducing fertility and possibly by contributing to political stability. However, education has been an instrument toward the development of human resources in Nigeria. The major importance of the educational system to any labour market would depend mainly in its ability to produce a literate, disciplined, flexible labour force via high quality education. Consequently, with economic development new technology is applied to production, which results in an increase in the demand for workers and better education (Musibau and Rasak, 2005).

Education is obviously the basic instrument of economic growth and technological advancement in any society. It is in recognition of this fact that governments commit immense resources to ensure the provision of education for their citizens, and also tailor their policies towards ensuring that it is made accessible to the generality of their citizenry (Ukertor, 2010). However, government policies on education in Nigeria have never been adequately implemented to succeed. This could be as a result of corruption, poor implementation of programmes and many other factors as earlier noted above.

There is no gain-saying the fact that many Nigerians obtain degrees, diplomas and certificates in disciplines not particularly required by the economy, and invariably end up without jobs or with jobs not related to their academic training. This reduces the efficiency of the educational system. There is, therefore, the need to make the system more relevant to the development of the
human resources. This is required for the nation's development. The task of national development is enormous and should not be the exclusive responsibility of the government. Furthermore, the development of the nation's universities for human resources development should be a joint responsibility: of the government at all levels, professional organisations, religious organisations, alumni, communities, industrial organisations, individuals, and the educational institutions through their management efforts.

Perhaps, the use of education to develop the human resources of Nigeria might be the roadmap to the attainment of economic development. This might require huge budgetary consideration and investments in education for occupational preparation that will qualify them to be self-employed and reduce the labour market, thereby promoting economic growth. This can be assured when quality technical education is provided for the nation to enable its citizenry.

The development of a nation relies on the development and capability of human resource (manpower) of the nation. Therefore, the effort to push Nigeria forward to attain the desired economic growth depends on the quantum and magnitude of its manpower skills and the level of economy of the nation. To achieve this goal, Nigeria will need to enhance her socio-economic and political development performance in order to develop the manpower requirement which may be based on certain parameters as observed by Peters (2009):

- A peaceful, harmonious and a stable democracy;
- A sound, stable and globally competitive economic;
- Adequate infrastructure service that support the full mobilization of all economic sectors;
- Modern and vibrant education system which provides for every Nigerian the opportunity and facility to achieve his/her maximum potential and provides the country with adequate and competent manpower;
- A health sector that supports and sustains a life expectancy of not less than 70 years and reduces to the barest minimum the burden of infectious diseases such as malaria, HIV/AIDS and other debilitating diseases.
- A modern technologically enabled agricultural sector that fully exploits the vast agricultural resources of the country;
- Ensure national food security and contributes significantly to foreign exchange earnings; and
- Vibrant and globally competitive manufacturing sector that contributes significantly to Gross Domestic Product (GDP) with a manufacturing value added.

As defined by the European Commission, "Entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives (Jean-pierre & Gariel, 2009). It is generally agreed that entrepreneurial behaviour remains a crucial engine of innovation and growth for the national economy and for individual companies.

Entrepreneurship is an important facet of industrial growth and the backbone of any country’s economic development. The spirit of entrepreneurship brings about enthusiasm, persistence and the ability to seek entrepreneurial opportunities that lead to success. A country’s ability to generate a steady stream of business opportunities can only come about when its people take to entrepreneurial activities. Entrepreneurs are essentially the engines of growth for a country (Abdullahi and Abdullahi, 2011).
As defined by the European Commission, "Entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives (Jean-pierre & Gariel, 2009). If Entrepreneurs are essentially the engines of growth for a country, and in recognition of this potential, as well as a realisation that more needs to be done in order to achieve it, the Ministry of Education in conjunction with tertiary institutions should as a matter of urgency and concern establish entrepreneurship training centres across all the tertiary institutions across the country in order to either train or retrain our teeming unemployed youth across the country towards self employment and dependence on government jobs will certainly reduce.

This is because Entrepreneurs are individuals who are continually looking for opportunities to start/grow their own businesses, while entrepreneurship skills include leadership, creativity, marketing/sales, negotiation, administration, time management, self-motivation, financial management and a range of interpersonal skills. Entrepreneurship in the broadest sense is defined as “an activity which leads to the creation and management of a new organisation design to pursue a unique, innovative opportunity” (Clark, 2004). He corroborated Plato’s idea on entrepreneurship as:

*Do not train a child to learn by force or harshness but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each.*

Plato, 428BC (in Marilyn & Gaynor, 2006)

**Human Resource Development**

According to Miachi (2006), historical evidences proved that advanced countries depended on education for their rapid economic growth, such as those of United States, former Soviet Union, Denmark and Japan. There were significant relationships between their economic growth and the quantum and kinds of education provided to their work-forces. Harbison and Myers (1964) found a significant Statistical relationship between levels of human capital development and the levels of Gross National Product (GNP). Human resources of a nation refer to the totality of population of a country, which determines the potential labour force of a nation. Investment in the human resource determines the type, quality, availability and productivity of the nation's manpower and it involves the socio-economic development strategies (European Commission, 2007).

The giant strides of Nigeria's vision 20:2020 were attempts to improve the standard of living of its citizenry by effective generation of wealth and reduction of poverty. Efforts to achieve the goal were subjected to education by reform of policies which are conscious efforts, and direct means of developing the full potentials and capacities of the human resources to move along with the tide of change across the world.

However, the Nigerian education system is unable to produce the required manpower requirement needs of the various sectors of the economy. The imbalance between the products of education and the labour market needs becomes a mirage in the nation. Consequently, unemployment has become a social problem affecting the nation. This might have arisen from educational plans which are often made without accurate data coupled with the low economy of Nigeria to adequately train the huge human resources of the nation (Gyang, 2011). It is a fact that
the higher the economy of the nation the higher the quality of human resources to be trained and 
the higher skilful manpower produced will in turn produce wealth from the labour market and 
can raise the economy of the nation. Therefore, financing education effectively becomes a 
determinant factor for human capital investment towards economic development of the nation to 
achieve vision. The clear and realistic paths to human resources development for economic 
growth requires that immediate and useful action be taken to improve the quality of the 
educational system in order to obtain quality manpower for the nation's economy growth and 
development.

**Human Resource Training**

Human Resource Development (HRD) is the framework for helping employees to develop 
their personal and organizational skills, knowledge, and abilities. Human Resource Development 
includes such opportunities as employee training, employee career development, performance 
management and development, coaching, mentoring, succession planning, key employee 
identification, tuition assistance, and organization development.

Human resource training and developing programmes may be broadly classified into two. 
These are off-the-job training and on-the-job training. Off-the-job training refers to all training 
one has acquired before taking up the employment such as primary education, secondary 
education, training from universities and colleges, professional training, apprenticeship, 
attendance of lectures and conferences and the likes. On-the-job training may be referred to 
training received, during one’s career but outside his place of work, i.e. in-service training. 
Examples are special courses, conferences, lectures, seminars and symposia which are not 
directly organized for the employee by his organization. Of particular reference is an employee 
attaining higher qualifications (degree and professional certificates) outside his workplace. On 
the other hand, on-the-job training encompasses all training received in the course of one’s 
employment and at the place of work. Such training includes job rotation, employee transfer and 
secondment, promotion, understudy and even induction training. There are also specifically 
organized briefing, symposia, and lectures etc that take place at the workplace.

It has become a song in the mouth of human resource experts in the country and more 
serious nations of the world that no nation develops more than its human capital. For this reason, 
countries all over the world invest a large portion of their budget on education. To these experts 
and the countries, the Alpha and Omega of any development in any country is ‘man’ and when 
any state ignores its human capital development it would remain undeveloped (Kenneth, 2009).

Apparently, the key to effective manpower development (education and training) and 
utilization (employment) is planning. Manpower planning is the process by which a nation 
ensures that it has the right kind of people at the right place and at the right time, and who are 
doing things for which they are economically most useful. It requires taking stock of the present 
manpower resources in terms of potential performance considering the working population, and 
determining the future demand for manpower.

Manpower planning is undertaken to enable a nation discover per time, the critical skills in 
the labour force where shortages are most likely to develop or where there is inefficient use of 
labour (Miachi, 2006). Manpower availability is a precondition and a prime test of feasibility of 
an economic plan and because the goal of economic planning is to improve the lot of the man 
himself. Manpower development of a nation requires the improvement of the economy through 
the use of educational programmes, the in-service training of workers and the provision of
incentives to get people into critical or productive economic sectors and occupations that will make Nigeria achieve human resource development for economic growth.

Nigeria’s Economic Potentials

Nigeria’s economic potential has never been in doubt. The country is greatly endowed with abundant human and natural resources, which, if properly harnessed, should catapult us into the big league. But 52 years after independence, very little of this potential has been realized. Development commentators have often blamed this state of affairs on poor vision and planning by successive administrations. Others have pointed a finger at poor synergy between developmental efforts at the national and state levels (Benedict, 2009). Nigeria is enormously endowed with so much natural resources that have never been tapped or located in different parts of the country. Many of these natural sites are either being illegally tapped or are not given attention for political reasons. Agriculture that had been the mainstay of the economy in the 1960s when we used to have groundnuts and cotton pyramid, hide and skin in the north, cocoa and rubber in the west before the discovery of oil in the south east, and all these contributed substantially to the economic growth of the country. However, the situation changed when government abandoned agriculture and diverted to oil as its source of revenue. Now many alternative source of energy have and more are being discovered to the disadvantage of the use of oil world wide. But the Nigerian government is yet to pay more attention to some of these natural resources to assist the weak economy and create more job opportunities for the teeming unemployed youth which is rising above 20.3m about 21% (Nangak, 2013). The economic potentials of the country can maximally be realized if agriculture, our mineral natural resources, power supply, etc. are given the desired policy attention.

Corruption

Corruption may be found everywhere, however its pervasiveness in Nigeria is sometimes referred to as the “Nigerian factor” by Nigerian themselves. The Central Bank Governor Sanusi Lamido says culture impunity is much more than corruption has hampered Nigeria’s development and promoted poverty. He noted that corruption is a universal problem, but added that that of other countries were able to attain development because they had adequate punitive structures in place. According to him, corruption is a big issue in the country today as in other parts of the world, like Russia, China and others, but why are they eradicating poverty and Nigeria is not? It is not just corruption. It is the kind of failed interventions that are procured with the proceeds of corruption. We know that everyone agree that corruption is bad. It has economic cost. Sanusi however, said although the country had achieved certain macro-economic improvements, poverty is still high because certain fundamentals such as infrastructures were not in place. He however added that as soon as those fundamentals are in place Nigerians will begin to benefit from the macro-economic stability (Sanusi, 2013).

Political corruption is the use of power by government officials for illegitimate private gain. Misuse of government power for other purposes, such as repression of political opponents and general police brutality, is not considered political corruption. Neither are illegal acts by private persons or corporations not directly involved with the government. An illegal act by an officeholder constitutes political corruption only if the act is directly related to their official duties, is done under color of law or involves trading in influence. Forms of corruption vary, but include bribery, extortion, cronyism, nepotism, patronage, graft, and embezzlement. Corruption may facilitate criminal enterprise such as drug trafficking, money laundering, and human trafficking, though is not restricted to these activities. The activities that constitute illegal
corruption differ depending on the country or jurisdiction. For instance, some political funding practices that are legal in one place may be illegal in another (Wikipedia, 2013). Similarly, corruption is widely favoured by conditions such as information deficits, lacking control of the government, opportunities and incentives and social conditions.

Recommendations

Nigeria is confronted by a number of problems that could limit the capacity of expansion in education to stimulate growth and development such as corruption, unemployment, low absorptive capacity, and shortage of professionals, regional imbalances and brain-drain. The persistence of many of the problems in spite of the various policy formulation and responses points to the need for a more focused responsive, functional and qualitative educational system. To contribute significantly to economic growth and development, education must be of high quality and also meet the skill-demand needs of the economy. It is not a noble achievement for any sector of the economy to exist for years only to make a negligible contribution to economic growth, which is not commensurate with its life span and investment.

Similarly, government must as matter of urgency generate and provide electricity, portable water supply, adequate shelter, qualitative and entrepreneurial skills to unemployed, enlightenment programmes through electronic and print media. For government to achieve these objectives, the issue of corruption must be tackled in its totality.

Conclusion

With its large reserves and continued production of both human and natural resources, Nigeria has the potential to build a prosperous economy, reduce poverty significantly, and provide health, education, and infrastructural services that its population needs. Nigeria as a developing country can develop its human and natural resources to realize aspiration of the citizenry if education sector can be given adequate budgetary consideration, economic potentials of the country be tapped and utilized, human resources training be enhanced to meet the requirement of the economy, political corruption, many social amenities (potable water supply, health care, infrastructures, etc.) are put in place, entrepreneurship training is improved and instituted in all tertiary institutions and structures to eradicate the endemic corruption are in place, Nigeria can compete favourably with the developed countries world over. Recommendations were also made.

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EMPLOYEE MOTIVATION AND PERFORMANCE AS CATALYST FOR ORGANIZATIONAL GROWTH

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Abstract
Motivation is a topic that is extensively researched. Halfway the twentieth century the first important motivational theories arose, namely Maslow’s hierarchy of needs (1943), Herzberg’s two-factor theory (1959) and Vroom’s expectancy theory (1964). The aim of this paper is to elaborate on the relationship between employee motivation and employee performance and to provide organizations and managers useful information on in relation to employee performance. The answers to all research questions will be based on literature research. The results of this paper may lead to empirical research on the relationship between employee motivation and performance.

Key Words: Employee, Motivation, Performance, Organization and Organizational Growth

Introduction
Motivation is a topic that is extensively researched. Halfway the twentieth century the first important motivational theories arose, namely Maslow’s hierarchy of needs (1943), Herzberg’s two-factor theory (1959) and Vroom’s expectancy theory (1964). Those researches focused on motivation in general and employee motivation more specifically. In the past years various definitions of motivation were defined, e.g. Herzberg (1959) defined employee motivation once as performing a work related action because you want to. It is commonly agreed that employee motivation can be separated in intrinsic and extrinsic motivation (Staw, 1976). Staw argues that one of the first attempts to make that distinction was in Herzberg’s Two-Factor Theory (1959). However, the discussion about intrinsic and extrinsic motivation is more from latter years (e.g. Amabile, 1993 and Deci & Ryan, 2000). Especially important is the discussion about how intrinsic and extrinsic motivation can contribute to employees’ performances (Ramlall, 2008). The relationship between employee motivation and job performance has been studied in the past (Vroom, 1964). But high correlations between the two were not established. However, later research concluded that employee motivation and job performance are indeed positively correlated (Petty et al., 1984). This relationship is studied in this thesis and the aim is to provide managers useful information how employees’ performances can be increased by motivating them intrinsically and/or extrinsically.

Method and Procedure
The aim of this paper is to elaborate on the relationship between employee motivation and employee performance and to provide organisations and managers useful information on in relation to employee performance. The answers to all research questions will be based on literature research. Thus, by conducting a comprehensive review of the published work concerning the subject (Sekaran, 2003). The results of this paper may lead to empirical research on the relationship between employee motivation and performance. Therefore, to what extent can
the different types of employee motivation influence the performance of employees at the workplace?

Research Questions
1. What is motivation and how are its different forms related?
2. What is the importance of employee performance and how can it be measured?
3. How do the different forms of motivation influence employee performance?

Employee motivation
In the following chapter the concept motivation is explained. It seems that motivation can be conceived in many different ways; e.g. many researchers tried to formulate motivation but all proposed different approximations. Many research has been conducted about this subject and many theories were designed which greatly influenced and still influence organizational behaviour. For example Herzberg’s theory of motivation (1959) is still used nowadays. According to Staw (1976) Herzberg was one of the first persons who distinguished between intrinsic and extrinsic motivation. And that distinction could clarify and therefore help motivating employees. In this chapter some definitions will be mentioned, together with an introduction of the theories of Maslow (1943) and Herzberg (1959). But more importantly a separation between intrinsic and extrinsic motivation is made. This separation is also helpful to clarify the relationship between employee motivation and performance.

The concept motivation
The first question that arises is: “why managers need to motivate employees?” (Herzberg, 1959). According to Smith (1994) it is because of the survival of the company. Amabile (1993) adds to this statement by arguing that it is important that managers and organisational leaders learn to understand and deal effectively with their employee’s motivation; since motivated employees are necessary to let the organisation being successful in the next century. She also argues that unmotivated employees are likely to expend little effort in their jobs, avoid the workplace as much as possible, exit the organisation and produce low quality of work. In the case that employees are motivated; they help organisations survive in rapidly changing workplaces (Lindner, 1998). Lindner also argues that the most complex function of managers is to motivate employees; because what motivates employees changes constantly (Bowen and Radhakrishna, 1991). In this paragraph the different perspectives of motivation are described.

The term motivation arose in the early 1880’s; before that time the term “will” was used by philosophers as well as social theorists when discussing effortful, directed and motivated human behaviour (Forgas, Williams and Laham, 2005). According to them motivation used to be considered as: an entity that compelled one to action. Lately, various researchers proposed different definitions of motivation. Motivation has been defined as: the psychological process that gives behaviour purpose and direction (Kreitner, 1995); a predisposition to behave in a purposive manner to achieve specific, unmet needs (Buford, Bedeian, & Lindner, 1995); an internal drive to satisfy an unsatisfied need (Higgins, 1994); and the will to achieve (Bedeian,1993). Mitchell (1982) stresses that although there is some disagreement about the importance of different aspects in the definition of motivation, there is consensus about some underlying properties. Namely, that motivation is an individual phenomenon, it is described as being intentional, it is multifaceted and that the purpose of motivational theories is to predict behaviour. Mitchell (1982) also argues that motivation is concerned with action and the internal and external forces that influence one’s choice of action. And that motivation is not the behaviour itself, and it certainly is not performance. In relation to this, Mitchell (1982) proposes his own definition of motivation: “motivation becomes the degree to which an individual wants and chooses to engage in certain specified behaviours”.


It is evident that managers need to motivate employees to obtain the desirable results for the organisation. And it can be stated that there is consensus about the facts that motivation is an individual phenomenon, it is described as being intentional, it is multifaceted and that the purpose of motivational theories is to predict behaviour. It seems that Herzberg and Maslow were among the first researchers at this topic and their theories are still being used today. Since these theories clarify the concept of motivation and they are useful for the separation of motivation in intrinsic and extrinsic motivation, they are explained in the next paragraph.

**Herzberg and Maslow**

Herzberg (1959) developed a well-known motivation theory, namely the Two-Factor Theory; he distinguishes in his theory between motivators and hygiene factors. Important is that factors are either motivators or hygiene factors, but never both. Motivators are intrinsic motivational factors such as challenging work, recognition and responsibility. And hygiene factors are extrinsic motivational factors such as status, job security and salary (intrinsic and extrinsic factors are further described in the next paragraph). Motivating factors can, when present, lead to satisfaction and hygiene factors can, when not present, lead to dissatisfaction, but the two factors cannot be treated as opposites from each other. Herzberg defines motivation in the workplace as: *performing a work related action because you want to.*

Below, in figure 1, a table is presented with Herzberg’s motivators and hygienes. As seen in the figure, motivators are intrinsic conditions to the work itself and hygienes extrinsic conditions to the work.

<table>
<thead>
<tr>
<th>Motivators (leading to satisfaction)</th>
<th>Hygienes (leading to dissatisfaction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>Company policy</td>
</tr>
<tr>
<td>Recognition</td>
<td>Supervision</td>
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<tr>
<td>Work itself</td>
<td>Relationship with boss</td>
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<tr>
<td>Responsibility</td>
<td>Work conditions</td>
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<tr>
<td>Advancement</td>
<td>Salary</td>
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<td>Growth</td>
<td>Relationship with peers</td>
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<td>Security</td>
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Figure 1; Herzberg’s Two-Factor Theory

The Two-Factor Theory of Herzberg (1959) is related to Maslow’s (1943) theory of motivation, named Hierarchy of Needs. Maslow (1943) states in his need-hierarchy that there are at least five sets of goals, which are called the basic needs, namely: physiological, safety, love, esteem and self-actualization. And “we are motivated by the desire to achieve or maintain the various conditions upon which these basic satisfactions rest and by certain more intellectual desires” (Maslow, 1943). When the first, physiological, need is satisfied the next “higher-order need” has to be satisfied. Maslow distinguishes between lower- and higher-order needs; the lower-order needs are physiological, safety and love and the higher-order needs are the last two. Lower-order needs have to be satisfied in order to pursue higher-level motivators along the lines of self-fulfilment (Maslow, 1943). However, the five needs differ in type of motivation, e.g.: self-actualization is intrinsic growth of what is already in the organism, or more accurately of what is the organism itself (Maslow, 1970). Maslow (1943) argues that self-actualisation is absolutely not something extrinsic that an organism needs for health, such as e.g. “a tree needs water”. Hereby, Maslow (1943) refers to the lower order needs as being more extrinsic and the higher order needs more intrinsic.

In fact, Herzberg, Mausner and Snyderman (1959) redefined Maslow’s (1943) Hierarchy of
Needs into their two categories named: hygienes and motivators. This is one of the first attempts to make up the difference between intrinsic and extrinsic motivation (Staw, 1976). And they emphasized that satisfaction and dissatisfaction cannot be treated as opposites from each other (Salancik and Pfeffer, 1977). It can even be stated, according to Furnham, Forde and Ferrari (1998) that the motivator needs of Herzberg are very similar to the higher-order needs in Maslow’s Theory of Needs. It can be stated that Herzberg’s (1959) Two-Factor Theory and Maslow’s (1943) Hierarchy of Needs are two related theories. And it seems that these two theories form the basis for later motivational theories, since they make a very clear distinction between intrinsic and extrinsic motivation.

**Intrinsic and extrinsic motivation**

As described earlier, motivation can be separated in intrinsic and extrinsic motivation. Amabile (1993) explains this as follows:

1. Individuals are intrinsically motivated when they seek enjoyment, interest, satisfaction of curiosity, self-expression, or personal challenge in the work.
2. Individuals are extrinsically motivated when they engage in the work in order to obtain some goal that is apart from the work itself. Deci (1972) describes extrinsic motivation as, money and verbal reinforcement, mediated outside of the person, whereas intrinsic motivation is mediated within the person. And a person is intrinsically motivated to perform an activity if there is no apparent reward except the activity itself or the feelings which result from the activity. Amabile (1993) argues that employees can be either intrinsically or extrinsically motivated or even both. It seems that intrinsic and extrinsic motivators apply differently to persons. Vroom (1964) argues that some employees focus on intrinsic outcomes whereas others are focused on extrinsic outcomes. According to Story et al. (2009), individuals high in intrinsic motivation seem to prefer challenging cognitive tasks and can self-regulate their behaviours, so offering rewards, setting external goals, or deadlines, will do little for them, unless they are also high in extrinsic motivation. For employees high in intrinsic motivation, emphasis could be placed on the engaging nature of the task and encouragement of self-set goals and deadlines (Story et al., 2009). Hackman and Oldham (1976) even argue that people have individual differences in response to the same work; they differentiate between employees high and low in growth need strength. People high in growth need strength are most likely to be motivated by jobs with high skill variety, task identity, task significance, autonomy and feedback. And people low in strength is relatively insensitive for these factors according to them. This statement is supported by Furnham et al. (1998); they argue that introverts are more extrinsically motivated and extraverts more intrinsically motivated. However, it not only seems that persons are differently motivated but intrinsic and extrinsic motivation also has effect on each other.

**The relationship between intrinsic and extrinsic motivation**

The distinction between intrinsic and extrinsic motivation is evident, however researchers argue that intrinsic and extrinsic motivation also have an effect on each other. Deci (1972) claims that in some cases extrinsic motivators can decrease intrinsic motivation. He argues that if money is administered contingently, it decreases intrinsic motivation. But this event will not occur if the money is non-contingently distributed. Amabile (1993) reacts to this discussion by stating that although extrinsic motivation can work in opposition to intrinsic motivation, it can also have a reinforcing effect: “once the scaffolding of extrinsic motivation is taken care of, intrinsic motivation can lead to high levels of satisfaction and performance”. She also states in her research that both intrinsic and extrinsic values can motivate employees to do their work, however intrinsic and extrinsic motivation can have very different effects on employees. In conclusion it can be stated that employees can be intrinsically and/or extrinsically motivated, to perform a certain task (Amabile, 1993). And that extrinsic and intrinsic motivation can reinforce
each other, but in some cases extrinsic motivators can also decrease intrinsic motivation (Deci, 1972). Furthermore, researchers argue that not all people are equally motivated; some employees are more intrinsically and others more extrinsically motivated (Furnham et al., 1998).

**Employee performance**
Performances can be separated in organisational and employee performance. Employee performance is also known as job performance. However, it seems that job performance is mostly subjectively measured in organisations and it will appear that there are few alternative options.

**Performance in organisations**
Performance in organisations can be separated in organisational performance and job performance (Otley, 1999). According to Otley, the performance of organisations is dependent upon the performance of employees (job performance) and other factors such as the environment of the organisation. The distinction between organisational and job performance is evident; an organisation that is performing well is one that is successfully attaining its objectives, in other words: one that is effectively implementing an appropriate strategy (Otley, 1999) and job performance is the single result of an employee’s work (Hunter, 1986). Since the aim of this thesis is to provide a link between motivating employees and their performance, organizational performance lies outside the scope of this research and only job performance is addressed.

**Job performance**
A good employee performance is necessary for the organisation, since an organisation’s success is dependent upon the employee’s creativity, innovation and commitment (Ramlall, 2008). Good job performances and productivity growth are also important in stabilizing our economy; by means of improved living standards, higher wages, an increase in goods available for consumption, etc (Griffin et al., 1981). Griffin et al. also argue that therefore research of individual employee performance is important to society in general.

Employee production and employee job performance seems to be related; e.g. in the U.S. performance is in some cases measured as the number and value of goods produced. However, in general productivity tends to be associated with production-oriented terms (e.g. profit and turnover) and performance is linked to efficiency or perception-oriented terms (e.g. supervisory ratings and goal accomplishments) (Pincus, 1986).

According to Hunter and Hunter (1984) crucial in a high job performance is the ability of the employee himself. The employee must be able to deliver good results and have a high productivity. Hunter and Hunter (1984) also argue that this is something the organisation can know at forehand; they can select employees with the required abilities or they can recruit those employees themselves. Of course the latter is more time consuming, but can obtain better results in the end (Hunter, 1986).

However, job performance is more than the ability of the employee alone. Herzberg (1959) and Lindner (1998) refer to the managerial side of performance. According to Herzberg (1959) performance is: *let an employee do what I want him to do*. This implies that the organisation’s hierarchy and task distribution are also critical for a good employee performance. Lindner (1998) adds to this statement by arguing that employee performance can be perceived as “obtaining external funds”. According to Vroom (1964) an employee’s performance is based on individual factors, namely: personality, skills, knowledge, experience and abilities. Many researchers agree that job performance is divided in those five factors (e.g. Hunter & Hunter, 1984). Some researchers even argue that a person’s personality has a more specific role in job performance (Barrick & Mount, 1991). However, according to various researchers, it is not what performance exactly means, but how it is composed and how it is measured (Furnham, Forde & Ferrari, 1998;
Barrick & Mount, 1991). Vroom’s (1964), Hunter & Hunter’s (1984), Hunter’s (1986), etc. results are evident. Namely, Job performance can be divided in personality, skills, knowledge, experience and abilities. Some researchers even argue that personality has a more specific role in job performance. However, according to Bishop (1989) and others, job performance contains a problem; namely the measurement of performance.

**Measuring job performance**

According to Kostiuk and Follmann (1989) in most organisations performance is measured by supervisory ratings, however these data are not very useful since they are highly subjective. Bishop (1989) adds to this that in most jobs an objective measure of productivity does not exist. Bishop (1989) also states that the consistency of worker performance is greatest when conditions of work are stable, but in practice work conditions never are stable. This makes it even harder to measure performances objectively. According to Perry and Porter (1982), the performance of many employees probably will be measured despite the lack of availability of generally accepted criteria.

Perry and Porter (1982) and Bishop (1989) both argue the problem of objective measuring, however according to Bishop (1989) the problem even increases because most employers believe they can rate the productivity of their employees, and that it is done in an inefficient manner. However, Bishop (1989) states, it is not impossible, but only costly to obtain objective information about a worker’s effort and productivity.

It is stated before that some researchers argue that a person’s personality plays a more specific role in job performance (Barrick & Mount, 1991). However, the effect personal characteristics and education have on performance is difficult to interpret, since those estimates are imprecise and the models who claimed that can interpret them are rejected as invalid (Kostiuk & Follmann, 1989). However, Kostiuk and Follmann do argue that personality differences seem to be important in the relationship with performance. It can be stated that job performance contains a problem; the measurement of it. Job performances are commonly measured by supervisory ratings and those ratings are not perceived as objective.

**Employee motivation and performance**

It is already argued that managers need to motivate employees to perform well in the firm, since the organisation’s success is dependent upon them (Ramlall, 2008). However, it is only later research that succeeded in establishing a positive correlation between employee motivation and job performance. In this chapter, at first the relationship between employee motivation and performance will be explained. After that, it will be described how employees can be intrinsically and/or extrinsically motivated to perform well. It will appear that there are several options for intrinsic motivation and extrinsic motivation, but extrinsic factors alone will not lead to an increase in employee motivation.

**The relationship between employee motivation and job performance**

The viewpoint that motivation causes performance comes from human relations theory (Filley et al., 1976). The relationship between employee motivation and job performance has been studied for a long period. However, earlier research could not succeed in establishing a direct relationship between the two (Vroom, 1964). Yet it seems that that the factors do influence each other. Petty et al. (1984) reviewed the 15 studies Vroom (1964) used in his research and added another 20 more recent studies; they concluded that employee motivation and performance are indeed related. The results of their research indicate that the relationship between individual, overall job satisfaction and individual job performance is more consistent than reported in previous researches (e.g. Vroom, 1964). And Hackman and Oldham (1976) argue that when
employee satisfaction is added, a circular relationship is formed with performance, satisfaction and motivation. The term satisfaction is also used by Herzberg (1959); he argues that when intrinsic factors (motivators) are present at the job, satisfaction is likely to occur as well as an increase in employee motivation. Amabile (1993) states that work performances are dependent upon the individual’s level of motivation; the individual’s level of motivation can be intrinsically and/or extrinsically based. It is also argued that certain job characteristics are necessary in establishing the relationship between employee motivation and performance (e.g. Brass, 1981; Hackman & Oldham, 1976; etc.). Brass (1981) argues that when certain job characteristics are present in an organisation, employees are better motivated and an increase in performance is noticeable. Job characteristics refer to specific attributes or dimensions that can be used to describe different tasks (Griffin et al., 1981). Hackman and Oldham (1976) defined five job characteristics, which are based on the Two-Factor Theory from Herzberg (1959). Those characteristics are: skill variety, task identity, task significance, autonomy and feedback. The results of their study indicate that employees who work on jobs scoring high on the five characteristics, show high work motivation, satisfaction and performance (Brass, 1981). Hackman and Oldham (1976) conclude that employees can be motivated through the design of their work; they argue that by providing certain intrinsic and extrinsic factors an employee can be motivated to perform well. The five job characteristics (skill variety, task identity, task significance, autonomy and feedback) can bring the employee to three “critical psychological states”, namely: (1) experienced meaningfulness of the work, (2) experienced responsibility for outcomes of the work and (3) knowledge of the actual results of the work activities (Hackman & Oldham, 1976). And according to Hackman and Oldham, the three critical psychological states will lead to high motivation, satisfaction and performance.

Result

However, not all findings in the available literature were complementary. Some researchers made contradictory statements on the fact how extrinsic motivators can contribute to motivation and performance. E.g. on the topic of how salary influences employee motivation; some researchers argue that salary does not increase and others argue that it is the most influencing motivator for employees. An explanation could be that not all researchers follow Herzberg’s (1959) theory of motivation or that researchers confuse satisfaction and dissatisfaction. There also is some confusion noticeable at the topic of how motivation influences performance. Earlier research conducted by Vroom (1964) resulted in the conclusion that employee motivation and performance were uncorrelated. However, later research by Petty et al. (1984) concluded that there indeed is a relationship, by using the 15 researches Vroom (1964) used and 20 more recent researches. According to Petty et al. (1984) the differentiated results were possibly due to the fact that in Vroom’s research 40% of the variance of correlations across the study was due to sampling error and the other 60% to a combination of error of measurement, restriction in range, other artifacts, or real differences between some of the studies. Petty et al. (1984) overcome these problems by conducting their research in a more scientific manner.

Conclusion

At first it can be concluded that it is indeed possible to motivate employees to perform well for an organisation and that is a critical task for managers. It seems that there exists a self-reinforcing circular relationship between the performance, satisfaction and motivation of an employee; an employee achieves a high performance, therefore internal satisfaction arises and the employee is motivated to perform well in the future. It is stated that a high performance can be reached when the organisation provides certain job characteristics. Secondly, it is stated that employees can be both intrinsically and extrinsically motivated to perform well. Most jobs are even both intrinsically and extrinsically motivated (Amabile, 1993). It can also be concluded that intrinsic
Factors can contribute in a greater extent to employee motivation than extrinsic factors. Some researchers even argue that an increase in extrinsic factors solely does not lead to an increase in performance. Research proved that to intrinsically motivate employees, the organisation needs to score high on five job characteristics: skill variety, task identity, task significance, autonomy and feedback. And to extrinsically motivate employees, the organisation needs to score high on salary, commitment to supervisors and peers and job security. These job characteristics together with the ability of the employee provide the opportunity for a high performance, which is the start of the self-reinforcing circle (Hackman & Oldham, 1976). It is important that managers provide all job characteristics, since that will lead to the highest employee performance. However, it must be argued that this relationship is not infinite; it could be that the employee does not longer derive satisfaction from his performance or that one of the three psychological stages is no longer present. Therefore organisations must make sure that performances can be continuously improved. At last, it can be argued that there are numerous other ways to increase the performance of employees in organisations (e.g. diversity, leadership, etc.), thus management should not focus on motivation solely. But it can be concluded that particularly intrinsic factors can greatly contribute in increasing employee productivity.

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THE ROLE OF ENTREPRENEURSHIP EDUCATION IN JOB CREATION AMONG YOUTH IN NIGERIA

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Abstract
The progress of a nation is a function of the level of the resourcefulness of the people which to a great extent, relates to the level of quality of the training and purposeful development of education in that nation. Such progress or development could only occur when an individual in the society is gainfully employed and per capital income is enhanced. This could only be possible when government educational policies are geared towards a functional education that can lead to job creation and also self reliance. Entrepreneurship education is a means through which government could attain such development in the society. Therefore, this paper examines how the role of entrepreneurship education and how it could help in job creation in Nigeria. The challenges of quality entrepreneurship education were also discussed. Finally, the paper advanced some suggestions on how to overcome the challenges so as to reduce unemployment and enhances job creation in Nigeria.

Key Words: Entrepreneurship, Entrepreneurship Education, Job Creation, Youth and Nigeria

Introduction
Education is the key to national development. This is because it unlocks the economic potentials of the people; empowers and equips individuals in society to participate in, and benefit from their national economy; facilitates economic development and provides the basis for transformation. Education is the essential tool for sustainability. The present global economic crises suggest that the entire world is in a war between financial/qualitative education and catastrophe. (Aluwong, 2010)

Entrepreneurship education as part of the total educational system is the type of education that involves the acquisition of skills, ideas and management abilities necessary for job creation. An entrepreneur promotes employment rather than seeking for an employment. Therefore, there is a need to embrace this type of education and provide all the necessary resources needed to make functional. Quality entrepreneurship education could be used as a tool for fighting the war against poverty and unemployment in Nigeria.

Education is said to be qualitative when the input such as students, teachers, finance, facilities and equipment and all these are converted through teaching and learning (theory and practical) and produce a desirable output. The output is better equipped to serve themselves and the society. The quality of input influences to a large extent the quality of output. In other words, the quality of the input of entrepreneurship education such as teachers, students and infrastructural facilities will influence greatly, the input of the output (Olorunmolu, 2010).
Therefore, quality entrepreneurship education will enhance job creation which will subsequently reduce unemployment, poverty and social vices in Nigeria. This will also help to improve the standard of living; hence promote social economic and political development in Nigeria which is the cardinal objective of Millennium Development Goals (MDGs). Also, for the recipient of entrepreneurship education to be a job creator rather than job-seeker, he might acquire essential basic skills and attitudes which will enable him to function as an entrepreneur.

However, there are some challenges militating against the production of quality entrepreneur in Nigeria. These may come from the government, parents or even from certain unpredictable environmental forces which are external. Unless these problems are looked into, the realization of the aim and objectives of quality entrepreneurship education in achieving the Millennium Development Goals (MDGs) in Nigeria will be a mirage. It is therefore, against this background that this paper examines quality entrepreneurship education: A panacea for job creation in Nigeria.

There is now a very serious attention paid to entrepreneurship education in tertiary institutions in Nigeria and the world-over. Gibson (2001), defined entrepreneurship as the process of using private initiative to transform a business concept into a new venture or to grow and diversify an existing venture or enterprise with high great potential. The reason for this of-course is obvious, Nigeria educational system that turns out graduates from about 150 Universities and 50 Polytechnics and Monotechnics have not trained our graduates to be self reliant, but to depend solely on white collar jobs for sustenance. As a result, there are several graduates from Nigerian Universities today who are not gainfully employed. Apart from the book knowledge that they gained there are no requisite skills to make them self dependent. There is therefore the need to engage the youth who constitute over 60 percent of the population in meaningful engagement to avoid unhealthy alternatives for this group of people.

Henry (2003), views entrepreneurship as the engine driving the economy of nations, creating new industries, young entrepreneurs, employments and wealth. Also in the view of Agbionu (2008), entrepreneurship involves a process aimed at creating wealth for the purpose of growth, development of the environment and eradication of unemployment for national sustainability.

The 2010 Global Monitoring Report (GMR) of the United Nation Education, Scientific and Cultural Organization (UNESCO), revealed that about 92 per cent of Nigerian population survive on less than 2 dollar daily, while about 71 per cent survives on less than 1 dollar daily – a condition many have described as inexcusable judging from the abundant natural deposits and high human population at the country’s disposal. With an estimated population of about 167 million people (2011) and crude oil selling as high as $104 dollar per barrel in the global market as at July 2012, the high level of poverty in comparison to the abundant resources available in Nigeria is highly unacceptable. There is therefore the urgent need for government and individuals to create more job opportunities for the teeming youths.

It is believed that employment of Nigerian graduates either part-time, full-time or even under-employment can be said to have eluded Nigerian youths with Nigeria said to have one of the highest rates of youth unemployment in the unindustrialized world. Despite strong economic growth, youth’s full-time unemployment rate for 2006 – 2008 in Nigeria was put at 55.9% while countries like Japan, China, India, Korea, have joined community of industrialized nations by strengthening their small scale industries. Nigeria is yet to understand the relevance of this sub-sector.
Conceptual Consideration

Entrepreneurship

Entrepreneurship is the purposeful activity (including an integrated sequence of decisions) of an individual or group of associated individuals, under-taken to initiate, maintain, or aggrandize a profit-oriented business unit for the production or distribution of economic goods and services (Nwachukwu, 1990). Entrepreneurship at least in all non-authoritarian societies constitute a bridge between society as a whole, especially the non-economic aspect of that society, and the profit oriented institutions established to take off its economic development and to satisfy, as best they can, its economic desires.

Schumpeter (1994) defines entrepreneurship as the ability to perceive and undertake business opportunities, taking advantage of scarce resource utilisation. In simplest form, entrepreneurship is the willingness and the ability to seek out investment opportunities and to run an enterprise for profit. In this later sense, entrepreneurship takes premium over capital. It is equally more fundamental than capital because capital formation is the result of entrepreneurial activity. Entrepreneurs are therefore regarded as central figures in economic development. Their contributions run through labour actions, movement of capital goods and conversion of raw materials into finished products, and ultimately, effectual distribution of the products to final consumers. Entrepreneurs are therefore those who search and discover economic opportunities, marshal the financial and other resources necessary for the development of the opportunities, evaluate alternatives available in the environment and allocate resources to the most profitable ones and as well take the ultimate responsibility for the management and/or successful execution of opportunities. An Entrepreneur is somewhat comfortable with taking and assuming risks which are impassioned with the dream being pursued. He or she knows where to get help, and when it is needed, and as well as being ever ready to receive changes in the business surrounding environment (Schumpeter, 1994). Consequently, universities should commence training high level manpower whose characteristics are usually obsessive, focused, articulate, and resourceful. In this way graduates will turn out typically charismatic leaders, and tend to be introspective in the skills of job creation, wealth generation and innovative skill utilization.

Empowering the Nigerian people towards wealth creation, employment generation, poverty reduction and value re-orientation (NEEDS, 2005), is a foremost cardinal point for strategic macro-economic framework. This also reflects in the recent increase in the demand for educational programmes in entrepreneurship in the country’s tertiary institutions, parastatals and non-governmental paradigms. If fully satisfied, this new vision and values would shine the spotlight on small medium scale business activities in Nigeria. Thus, increased education on entrepreneurial skills would create that perfect opportunity to stimulate economic growth. Institutions are therefore to properly train individuals who will have the right tools necessary to commence and grow successful businesses with reduced risk of failure.

Entrepreneurship is frequently a scarce resource because entrepreneurs are gap fillers and inputs completers and these are highly scarce talents. David C. McClelland of Harvard University, U.S.A., highlighted this paramount importance of entrepreneurship in his “Need Theory of Entrepreneurship”. McClelland made a comprehensive contribution to the conceptualization of motivators to entrepreneurship development by identifying three types of basic motivating needs.
Considerable research has been done on method of testing people with respect to these three types of needs, and McClelland and his associates have done substantial research, especially on the need for achievement drive. Research on achievement needs has been noteworthy and is often used by psychologists as a prototype of how knowledge should be researched and discovered in the behavioural science as a way of developing entrepreneurship. All three drives; power, affiliation and achievement, are of relevance to management since all must be recognised to make organised enterprise work well, because such enterprise and its departments represents group of individuals working together to achieve goals, hence the paramount importance of the need for achievement in entrepreneurship development.

**Need for Power**

McClelland and his associates postulated that people with a high need for power have a greater concern for exercising influence and control. Such individuals, and/or societies generally seek positions of leadership, they are forceful, outspoken and they enjoy teaching others as well as form a public mouth-piece. According to NEEDS (2005), Nigeria as a nation with high need for power is a founding member of the New Economic Partnership for African Development and the Economic Community of West Africa (ECOWAS). This also explains why 92 percent trainee teachers in Technology education at the University of Lagos indicated willingness to interact with industries while the studentship lasted (ILO, 1995).

**Need for Affiliation**

People with a high need for affiliation are noted to always desire pleasure from being loved and as such tend to avoid the pain of being rejected by a social group. As individuals, they are likely to be concerned with maintaining pleasant social relationships to enjoy a sense of intimacy and understanding, to be ready to console and help others in trouble, and to enjoy friendly interaction with others.

**Need for Achievement**

Also, people with a high need for achievement are noted to have intense desire for success and equally intense fear of failure. They want to be challenged, they set moderately difficult (but not impossible) goals for themselves, take a realistic approach to risk (they are not likely to be coin tossers, but rather to analyze and assess problems), prefer to assume personal responsibility to get a job done, like specific and prompt feedback on how they are doing, tend to be restless, like to work long hours, do not worry unduly of failure if it does occur, and tend to like to run their own shows. People with this type of behaviour were confirmed to often become entrepreneurs. Besides, McClelland and his associates emphasized that apart from the reason of market structure and other input deficiencies, entrepreneurial activities as well as entrepreneurs also arise because of the need to develop new skills, ideas and products; the need to provide leadership, motivation, direction and an organization so as to solve potential crisis situations, and the capacity to carry ultimate responsibilities for the organizational structure, and the need to provide time-binding contractual arrangements. They concluded by enumerating some factors that could promote entrepreneurship development. These are as follows:

i. A free and democratic society,
ii. A free enterprise economic system,
iii. The rate of growth of the economy (the greater the rate of growth, the higher the challenge for entrepreneurship development),
iv. The opportunity costs of developing private initiative,
v. The available alternatives in the environment,
vi. The behaviour of entrepreneurs in choice and decision making (the need to achieve),
vii. The rewards system in the society (the higher the reward system, the greater the challenge to be an entrepreneurs),
viii. The attitude of the society (interest in sharing and releasing their assets for productive and profitable activities),
ix. The tradition and culture of the people, cultural beliefs and taboos,
x. The motivational tools and techniques available to the entrepreneur, that is, technology in use,
xi. The educational system in the society,
xii. The motive of an individual (whether risk averter or risk taker can develop into entrepreneurs),
xiii. Political reformation, religious tolerance, security, adequate and appropriate amenities, e.t.c.
xiv. The possession of an achievers behaviour and attitude, and
xv. Poverty, inability to raise fund and/or obtain loan easily.

Besides, the traditional definition of development by economists which emphasized long-term sustained increase in national income per head, has given way to new concepts and definitions involving desirable changes in social structures, institutions, attitudes, income distribution, freedom of choice, quality of life and capabilities, in addition to sustained appreciable growth in national income. The definition of Todaro and Smith (2003) properly pictures the new concept about development thus:

“Development, in its essence, must represent the whole gamut of change by which an entire social system, added, to the diverse basic needs and desires of individuals and social groups within that system, moves away from a condition of life widely perceived as unsatisfactory toward a situation or condition of life regarded as materially and spiritually better”.

Todaro and Smith did not only agree that the concept of development is a multidimensional process that goes beyond economic growth, but also have reviewed other literature on the term “development” and came up with three core values of development as well as three objectives of development. For example, from a synthesis of Nigeria’s national development plans of the 60s, 70s and early 80s, Fashola (2006) notes that the following objectives may be a summary of the entire development plans of this country since 1960 to hitherto. They are:

i. Appreciable growth in national income that will raise per capita income significantly,
ii. Promotion of self-reliant economic development (particularly in regard to balance of payments solvency and technological self-reliance),
iii. Promotion of equitable income distribution and social justice,
iv. Promotion of price stability,
v. Promotion of fuller employment,
vi. Balanced socio-economic development, and
vii. Protection of the physical environment and ecological balance.

A critical scrutiny of the above development objectives reflects in no little measure the essence and need for the development and expansion of our entrepreneurial sector, the role of which is very significant here in expediting the successful attainment of the aforementioned objectives.

**Entrepreneurship Education**

Entrepreneurship education and training becomes very important machinery to meet this national goal. Nevertheless, while it is not absolutely necessary for an individual to obtain entrepreneurship training to be successful, obtaining an entrepreneurial education serves as a tremendous advantage to increasing the chances of success as an entrepreneur. This is because training is still focused and directed at achieving a purpose while education is all encompassing. Thus, great strides are required to be made towards the goal of educating people to become entrepreneurs to enhance economic growth and development.

**Objectives of Entrepreneurship Education**

The objectives of entrepreneurship education clearly show that it is concerned with the development and survival of both the individual and society. In fact, it is a tool through which social, economic and political development could be achieved. If it is properly planned, funded and implemented. The objectives of entrepreneurship education are spelt out by Osuala (2010) as

1. To provide meaningful education for youth which could make them self-reliance and subsequently encourage them to drive profit and be self-independent
2. To provide graduate with the training and support necessary to help them establish a career in small and medium size business.
3. To provide graduates with training skills that will make them meet the manpower needs of the society.
4. To provide graduates with enough training in risk management to make uncertainty bearing possible and easy.
5. To stimulate industrial and economic growth of rural and less developed area.
6. To provide graduate enough training leer will make them creative and innovative in identifying new business opportunities.
7. To provide small and medium sized companies with the opportunity to recruit qualified graduates who will receive training and tutoring in the skills relevant to management of the business centre.

From the above objectives, it is evident that this type of education if it is given all it deserves and properly implemented will produce quality graduates that will foster job creation and reduce or eliminate poverty in Nigeria. This could be realized when the graduates are self-reliant by establishing their own business small/medium scale enterprises.

Job creation is one of the cardinal objectives of Millennium Development Goals. When an ample job opportunities is created it will invariably help to reduce poverty and enhance better standard of living of an individual in Nigeria. Job creation is an act of making work in which one receive regular payment available to the citizenry. That is creating an enabling environment for ample employment opportunities in the society. This is done by establishing cottage, small/medium scale enterprises in Nigeria.

**The Concept of Youth Unemployment**

Unemployment and poverty were strange to the country before the 1980’s. It was therefore not a headache to the nation as to how to solve these problems. But after the 1980’s, the need for entrepreneurship education started to rear its head because of political instability and also...
because of the inconsistencies in the social-economic policies of successive governments which in part led to the unabating unemployment situation in the country today. In the mid 80’s the Nigerian economy collapsed while youth and graduate unemployment in Nigeria hit the roof. Workers were laid off and early retirement was the in-thing as a result of Structural Adjustment Programme and bad economic trends in the country. It was then observed that the philosopher of self-reliance such as creating a new cultural and productive environment that will promote pride in primitive work and self-discipline was lacking in tertiary institutions. Nwagwu (2007) opined that the failure of tertiary education to inculcate the above philosophy in students has led to the wastages in both human and natural resources. This is because the youth and the graduates from tertiary institutions are not equipped with the skills with which to exploit the natural resources that abound in Nigeria.

**How Entrepreneurship Education Could Help in Job Creation**

Quality Entrepreneurship Education plays a vital role in the social, political and economic development of any Nation. This is possible when jobs are created for the citizenry by establishing a lot of businesses that will accommodate the unemployed youth in Nigeria. A qualified graduate of entrepreneurship education would have acquired enough skills relevant to management of small business centre.

- **Creation of self-employment.** An entrepreneur provides job for himself by establishing small business centre. This, according to Aiyeduso in Olorunmolu (2008) helps to reduce the problem of unemployment and other social vices in Nigeria. The entrepreneur does not only provide jobs/employment for himself alone, but provides for others too. This in turn helps the individual to increase per capital income hence improve standard living.
- **The Entrepreneur determines or identifies the specific wants of the people and the type of goods and services that will fulfill those wants most comfortable.** Emeruwa (2005) asserted that the entrepreneur does not only identifies but mobilizes and organizes the resources to tap the opportunities by assisting men, materials, money and machines to explore the opportunity.
- **Production of goods and services that is important to the well-being, comfort and happiness of individuals in the society at large.**
- **Entrepreneurship stimulates rural, economic and industrial development.** They contribute to the development of rural areas. They do this by establishing their small/medium scale enterprise in such areas by discouraging rural migration. They provide ample job opportunities to the rural dwellers. They also provide goods and services, which could be found in an urban area and sometimes provide infrastructural facilities.
- **The entrepreneurs are usually motivated in their activities not only by the need for material contributions to the welfare of the communities but also desire to make profit.** This uplifts the dignity of labour.
- **Through entrepreneurship education, utilization of local resources is made possible.** The graduates of this specialized education set up their small/medium scale business, which will enable them to utilize the local resources available in their vicinity. The uses of local raw materials are discarded by products of large firms as primary input in their production processes. Owualah in Olorunmolu (2008) asserted that in terms of their economic benefits small firms can be said to be greater in local resources maximizes than their large counterparts. The provision of raw materials for the big firms help them to increase their production hence employ more personnel thereby creating jobs for unemployed youth in the country.
- **Through entrepreneurship education, A pool of potential entrepreneurs who are well equipped with skills and technical know how to manage small/medium scale industries are produced.** This
will equally help in job creation. Through quality entrepreneurship education, Nigeria could produce a lot of entrepreneurs who could establish and manage businesses on their own. Based on the above merits, it is no doubt that entrepreneurship education could be used as major weapon in achieving the Millennium Development Goals (MDGs) by empowering the individual in the society to be self-reliant. This will help reducing poverty in Nigeria.

Challenges of Entrepreneurship Education in Nigeria

Quality Entrepreneurship Education could played a vital role in equipping individual with necessary intellectual capacity, skills and right type of work habit and attitude to be able to create jobs for the growth of the Nigeria economy. However, what is quite essential is the extent to which the entrepreneurship Education programme can be implemented to realize these goals. The programme is confronted with a lot of challenges which brought a setback in the attainment of its objectives. These challenges have not enable Nigerian to enjoy the benefits of this programme as expected. This limits the achievement of the millennium development goals (MDGs) in Nigeria.

Some of the challenges have been pointed out by eminent scholars such as Gana (2000), Aiyeduso (2004), Osuala (2010) and they include:
- Poor funding by government and Non-governmental organizations.
- Poor or ineffective planning, supervision information and evaluation of the programme across the board.
- Inadequate teaching materials, equipment and infrastructural facilities.
- The challenges posed on globalization, information and communication technology (ICT) have effect on curriculum, methodology, facilities, staff and equipment.
- Inadequate qualified teachers and instructors as well as supporting staff at all level.
- Inadequate motivation for available teaching and non teaching staff which affects staff efficiency, retention, creativity and initiative.
- Emphasis on theoretical Knowledge rather than practical knowledge due to lack of entrepreneurship education centre.
- High level of corruption and very poor maintenance culture in the system.
- Poor enabling business environment, access to credit/loan, infrastructural decay, mass poverty, inflation, technological infraction, political instability and insecurity of lives and properties which hamper economic and business activities.

Conclusion/Recommendation

Since early 1980’s, Nigeria has a history of economic stagnation that has led to decline in white collar jobs. The inclusion of entrepreneurship course in all disciplines will to a great extent, assist in solving this problems of high unemployment and underemployment. Entrepreneurship education in this paper has been recognized as a key driver in encouraging business start up potentials among graduates (Wilson, Llewellyn and Robertson 2003:9) cited in Mafela (2009:3). Some argue that entrepreneurial capabilities are not inborn and as such entrepreneurship is a behavioural not a personality trait but can be learned. All the same, the attempts at stimulating entrepreneurial activities through formal training and education and therefore assume that they may be enhanced or developed by a guided entrepreneurial education. Others believe that entrepreneurship is inborn, that is, personality trait not behavioural. There are yet others including this author who believe that entrepreneurship is primarily learned by experience and discovery and that entrepreneurial learning should be conceived as a life long process, where knowledge is continuously shaped and revised as new experience take place. It is against this background that the following recommendations are proffered for effective entrepreneurship education in Nigeria.
1. All stakeholders must encourage the proposed introduction of Entrepreneurship study across faculties and departments as general courses in the country. The federal government in collaboration with state governments should provide scholarships/bursaries for performing students by way of encouragement.

2. Universities should start to commercialize their research findings instead of leaving them in the shelves.

3. The National Universities Commission (NUC) should as usual set the minimum benchmark of the courses in Nigerian universities. This development should not be politicized, rather, the entire policy frameworks needed for its sustainability and improvement should be provided so as to salvage Nigeria from the clutches of poverty.

Reference


THE EFFECT OF LECTURER’S ATTITUDE TOWARD THE PERFORMANCE OF STUDENTS IN PURCHASING MANAGEMENT IN RAMAT POLYTECHNIC MAIDUGURI

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Abstract

The study investigated the indicators of the students’ academic performance in Purchasing Management in Ramat Polytechnic one with a view to finding out ways to improve the students’ performance in purchasing Management. The survey research design was adopted for the study. The sample consisted of three hundred students from the Department of Marketing Ramat Polytechnic Maiduguri. Simple random sampling procedures were used to select 330 respondents used for the study. Structured questionnaire was utilized for the data collection. One research hypotheses was raised and analyzed using simple frequency counts, percentages and chi-square at 0.05 level of significance. Results of the findings revealed that the lecturer’s attitude affects the students’ performance in Purchasing Management TR HPO 1(cal.X²= 440.82 Table value = 36.42, df= 24, P<0.05 ST HPO 1: Cal. X²= 285.8, Table = 26.30, df= 12, P<0.05). The hypothesis was tested at 0.05 alpha levels. In conclusion, it was shown that lecturers’ attitude, availability and usage of instructional materials and students’ attitude are some of the indicators of the performances of students in Purchasing Management.

Key Words: Lecturer, Attitude, Performance, Students, and Purchasing Management

Introduction

An attitude is an expression of favor or disfavor toward a person, place, thing, or event (the attitude object). Prominent psychologist Gordon Allport once described attitudes as "the most distinctive and indispensable concept in contemporary social psychology." In a lay man’s language, attitude may refer to the distinct concept of mood, or be especially synonymous with teenage rebellion.

An attitude can be defined as a positive or negative evaluation of people, objects, event, activities, ideas, or just about anything in your environment, but there is debate about precise definitions. Eagly and Chaiken, for example, define an attitude "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor." Though it is sometimes common to define an attitude as affect toward an object, affect (i.e., discrete emotions
or overall arousal) is generally understood to be distinct from attitude as a measure of favorability.

This definition of attitude allows for one's evaluation of an attitude object to vary from extremely negative to extremely positive, but also admits that people can also be conflicted or ambivalent toward an object meaning that they might at different times express both positive and negative attitude toward the same object. This has led to some discussion of whether individual can hold multiple attitudes toward the same object. The way in which the teacher allocates time to spend on academic content affects student achievement. Good classroom management is a skill that can lead to high student achievement. It involves planning effectively, establishing rules that are reasonable and not excessive in number, and arranging the classroom so that instruction goes smoothly. Skills that are necessary for maintaining a well-managed classroom include group alerting, wittiness, overlapping, using the principle of least intervention, and creating smooth transitions.

A good lecturer is expected to be committed to his work, would have the ability to take the initiative. A lecturer’s personality in the attitudinal sense is a significant factor in lecturer’s attitude and it has great impact on student’s achievement. The lecturers or teachers as professional must know the art of communication, understanding others and ability to learn from the experiences. They should be able to facilitate learning effectively. The main purpose of this study was to investigate the impact of lecturer’s attitude towards student’s performance on the academic achievement of students in purchasing Management and the study is also designed to sort out the relationship between teacher’s attitude and academic achievement and performance of students with a particular reference to purchasing management.

The Concept of Attitude

Attitudes are functions of what we think and what we feel. That is, attitudes are the product of related beliefs and values. If one believes that his teacher is consultative, and he values consultation, you might have a favorable attitude towards the teacher. We can represent this relationship in the form of simple syllogism. For example:

If the teacher is consultative, (belief)
And consultation is good, (value)
Then the teacher is good. (Attitude)

Belief + value = attitude

Parents, peers, media and teachers play a very important role in the development of attitudes. Beliefs and values are learned from the above-mentioned agents of change. At present, education is not only a matter to be solved by experts but we all are involved in it. Parent’s attitude can play much prominent role in the study of their children.

Ansari (1983) states that study problems of the students and their attitudes towards teachers, school and education are important variables needing further investigation. Ansari and Chowdhri (1990) have shown that study habits and attitudes of students are important variables, which are closely related with the success of students in their academic work. Sarwar (2002) concludes that high academic achievers have better study habits and more positive study attitudes than low academic achievers. Shah (2002) explores that teacher attitudes are one of the major factors affecting students learning.

Additional teacher training may improve not only teacher attitudes, but also student performance. The teacher who is real pivot of the whole education system and the success of the whole system directly hinges upon the teaching-learning activities, including the formulation of instructional aims and objectives, identification and rearrangement of the teaching-learning materials in order
to stimulate curiosity to encourage student’s participation in learning activities and ensuring better learning process (Kaplan, 1982).

Throughout the history of social psychology; attitudes have played central role in the explanation of social behavior. An attitude is usually defined as a disposition to respond favorably or ‘unfavorably to an object, person, institution or event. Allport (1960) states that attitude is a mental and neural state of readiness, organized through experience, exerting a directive influence upon the individual’s response to all objects and situations with which it is related. Attitude towards study has great contribution in academic achievement and good study pattern.

Attitude can be defined as an enduring organization of motivational, emotional, perceptual and cognitive processor with respect to some accepts of individual’s world. It has often been observed that the object of an attitude is frequently perceived as having a good character, which gives attitudes dynamiting character. For example, a person having an anti-American attitude perceives the American as bad while a pro-American will not perceive him as ‘bad’. Attitudes are a system, which can either have positive or negative involving emotions and feelings with reference to social objects and issues. Krech and Crutchfield (1948) view that people can hold attitudes for varying degrees of favourability towards themselves, and towards any indiscriminate aspect of their environment. There is a wide range of attitudes towards relatively abstract goals like courage, freedom, and honesty.

Choudhry (1995) states that attitude is a particular cognitive, emotional or behavioural reaction to an object, individual, group, situation or action. Johns (1996) thinks that an attitude is a fairly stable emotional tendency to respond consistently to some specific object, situation, person, or category of people. Attitudes are also much more specific than values, which dictate only broad preferences. Besides, it is so commonly used in daily conversation that probably all of us have a good common sense notion of the term. Attitude serves as an index of how we think and feel about people, objects and issues in our environment. In addition, they can provide clues to future behaviour, predicting how we will act when encounter the objects of our beliefs.

Attitude is a state of readiness that arises from motives. Attitudes are an enduring organization of motivational, perceptual, and cognitive process with respect to some aspect of the individual’s world. Attitude is characterized as a learnt implicit response that varies in intensity and tends to guide an individual’s responses to an object. People have attitudes towards all objects and in varying intensity, which may be positive, negative or neutral, Attitude is regarded as organization of inter-related beliefs around a common object. Bem (1970) very simply defines “Attitudes are simply likes and dislikes”. Oskamp (1977) describes that an attitude is generally seen as disposition to respond in a favorable or unfavorable manner to given objects. Eiser (1987) describes that attitude is a subjective experience involving an evaluation of something or somebody. That something or somebody is represented within the experiences. From the moment of birth onward, we are exposed to both direct and indirect experiences, which can teach us to hold particular attitudes toward an attitudinal object. Parents, siblings, peers, significant others, media, press, and teachers, all provide attitudinal socialization experiences by which people come to learn appropriate attitudes and behavior.

The Concept of Purchasing Management

Purchasing Management is a course that introduces the students to the principles and practice of organizational Buying. There does not exist many definitions of Purchasing Management and the difference to the well known concept strategic purchasing is not very clear. Strategic Purchasing is often described and defined as: when purchasing activities are linked to the corporate strategic planning process. Here is one more explicit definition of strategic purchasing written by Carr and Smeltzer (1997): “Strategic purchasing is the process of planning, implementing, evaluating, and controlling strategic and operating purchasing decisions for directing all activities of the
purchasing function toward opportunities consistent with the firm's capabilities to achieve its long-term goals”.

**The impact of Purchasing Management**

A large study based on 175 company surveys with a respond rate of 22% performed by Carr and Pearson (2002) shows that the factors strategic purchasing and Purchasing Management have a positive impact on the firm’s financial performance in both small and large firms. Carr and Pearson (2002) also write that Purchasing Management and supplier involvement does affect the success of a new product introduction. This study also shows that a link exist between implementation of strategic Purchasing Management and achievements of a firm’s comprehensive goals. It is also stated in the report by Carr and Pearson (2002) that it is believed that most firms recognize the importance of strategic purchasing, because they spend a large percentage of their sales on purchased inputs. Carr and Pearson (2002) also finish their study with the words “Based on this study, management should better understand the importance of Purchasing Management, supplier involvement, strategic purchasing and its relationships with firm’s financial performance.

**Internal organizational tasks:**
- Collaborate with the internal network
- Operating purchasing decisions
- Define purchasing strategies
- Organize the boundary interaction

**External collaboration tasks:**
- Collaborate with the external network
- Manage supplier relations
- Coordinate joint activities
- Monitor, evaluate and develop suppliers

**The Concept of Education**

Education is now universally recognized to be prime key of moral, cultural, political and socio-economic development of a nation. The nations, which have been taken major initiatives, made revolutionary advances and performed miracles in the last two decades. No doubt, this great achievement is based on their effective educational system (Ahmad, 2001). It is stated “educational system of any country can provide the guarantee of success and prosperity for their nations”. The achievement of a comprehensive and effective educational system is necessary for the survival of nation (Saeed, 2001). Govt. of Punjab (1998) research study concluded that the educational system particularly, teachers bring the qualitative change and raise the standards of education which ensures the welfare, progress and prosperity of the nation. For this purpose, teachers are prepared professionally and develop these competencies in teacher training institutions. No system of education is better than his personnel and no system of education above the standard of its teacher. It means, the quality of any system depends upon the standard of its personnel. If the personnel are well qualified, well trained and have effective behavior, the organization will achieve its objectives successfully.

Particularly the leader of the institution can improve the quality of their teachers and students with his effective behavior (Anwar, 1998). Hayon (1989) says that the teachers who possess professional and interpersonal skills are more effective in their classrooms in terms of student’s behavior, attitude and achievement. Every individual has a variety of attitudes, which might be positive or negative and can vary according to their favorability and unfavorability for various attitudinal objects. Luthans (1993) says that professional attitude serves in many valuable ways
and knowing these attitudes can also serve a lot. Behaviour is a response which an individual shows to his environment at different times.

The pedagogical cycle describes the interaction between the teacher and students. The four steps of the cycle are (a) structure, (b) question, (c) respond (d) react. The structure must give students a clear understanding of what they are expected to learn. Both higher-order and lower-order questions should be asked by the teacher.

**Methods and Procedures**

This research study used the survey method of research in the process of gathering data; both primary and secondary sources of data collection were utilized. In the primary source of data collection, questionnaires and oral interview method of primary data collection method were utilized. Questionnaires were administered to some of the target sample of study which include 300 student form the department of Marketing Ramat Polytechnic, and oral interview were conducted on the remaining target population under study, while the secondary sources of data collection utilized researcher involves textbooks, conference papers, newspapers, editorials, internet, government publications and unpublished texts on purchasing Management. The tables thus generated were used in testing the hypothesis formulated, Chi-square statistics was used in the test of the hypothesis. A chi-square is a sample statistic and is computed as follows; 

\[
X^2 = \sum \frac{(Fo - Fe)^2}{fe}
\]

The chi-square test examines the extent to which the frequencies that are actually observed in the study differ from the frequencies that are expected if the null hypothesis is correct.

**Hypothesis of the Study**

Hypothesis 1: there is no significant relationship between the lecturers’ attitude and students’ academic performance as indicator of student academic performance in purchasing Management.

**Results**

Hypothesis 1: there is no significant relationship between the lecturers’ attitude and students’ academic performance as indicator of student academic performance in purchasing Management.

**Table 1a: Chi-square table of responses of teachers to the teachers’ attitude and students’ academic performance as indicator of student academic performance in Purchasing Management.**

<table>
<thead>
<tr>
<th>S/N</th>
<th>Question items</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>DA</th>
<th>SD</th>
<th>TOTAL</th>
<th>X2C</th>
<th>X2t</th>
<th>Df</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I always read books and journals to widen my knowledge</td>
<td>102</td>
<td>94</td>
<td>12</td>
<td>50</td>
<td>37</td>
<td>300</td>
<td>24</td>
<td>440.82</td>
<td>36.42</td>
<td>HO is rejected</td>
</tr>
</tbody>
</table>

Observed Frequencies
before the examination

4  I give adequate test to evaluate students
   105  84  15  46  50  300

5  I allow students full participation in my class
   90  70  26  70  44  300

6  I skip over areas of my difficulties
   40  37  26  78 119  300

7  Purchasing Management is not given enough time on the
   98  86  30  40  46  300
   lecturers time table

P>0.05

Cal. X²=440.82, Table value=36.42 df= 24 at 0.05 level of significance.

KEY

SA – Strongly Agree, A – Agreed, N – Neutral, DA –Disagreed, SD – Strongly Disagreed

From Table 1a, it could be seen that X² is 440.82, while X² is 36.42. Since X² is greater than
   X², the stated hypothesis is rejected. In other words, there is a significant relationship in the
   lecturer’s attitude and students’ academic performance as indicator of student academic
   performance in purchasing management.

Table 1b: Chi-square Table on Students’ Responses on Lecturers’ attitude and Students’
performance in Purchasing Management.

<table>
<thead>
<tr>
<th>S/ N</th>
<th>Question items</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>DA</th>
<th>SD</th>
<th>TOTAL</th>
<th>X²c</th>
<th>X²t</th>
<th>Df</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My lecturer’s attitude towards the students during purchasing mgt class encourages me</td>
<td>84</td>
<td>6</td>
<td>2</td>
<td>65</td>
<td>60</td>
<td>300</td>
<td>285.8</td>
<td>26.3</td>
<td>12</td>
<td>HO rejected</td>
</tr>
<tr>
<td>2</td>
<td>My lecturer allows me to participate freely and actively during the teaching of purchasing</td>
<td>46</td>
<td>61</td>
<td>300</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Cal. $X^2 = 285.8$, Table value = 26.30 at 0.05 level of significance. From Table 1b, it could be seen that the $X^2_t$ is 285.8 while the $X^2_e$ is 26.30. Since the $X^2_c$ is greater than the $X^2_t$, the stated hypothesis was rejected. In other words, there was a significant relationship between the lecturer’s attitudes and students’ academic performance as indicator of student academic performance in purchasing management.

Table 1b shows that chi-sequence calculated value of 285.8 is greater than the critical value of 26.30 was significant as 0.05 alpha levels. This initiates that there was a significant relationship between the lecturer’s attitude and students’ academic performance as indicator of student academic performance in purchasing management. In essence, null hypothesis was rejected.

**Conclusion**

In conclusion, an attitude is a person’s point of view. It’s his way of looking at something. But even more important, an attitude is a person’s readiness to react and to react in a predetermined way. A lecturer and his student learn from his experience to assume a readiness to react when faced with a situation. A student’s attitude towards lateness determines how conscientiously he tries to get work on time. Ones’ attitude towards lateness will determine how much emphasis he places on tardiness as a measure of student’s performance. Hamachek (1998) states that a teacher’s expectation of any student’s academic performance can have a powerful affect on how students feel about themselves and how they perform academically. The academic reputation of older siblings gets passed on to their younger brothers and sisters and becomes a good predictor of the younger sibling’s performance. Teachers unwittingly tend to interact more positively and favourably with children they perceive to be “brighter.” Students, who receive positive expectation messages, tend to live up to these expectations and perform well. The reverse is also true. Teachers can develop positive expectations by creating a warm, inviting classroom climate and given all students more positive feedback and opportunities to respond to questions, while at the same time teaching more.

**References**


SOCIAL STUDIES EDUCATION AND ENTREPRENEURSHIP FOR

YOUTH EMPOWERMENT IN NIGERIA

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ABSTRACT

One of the world millennium concerns is the reduction of poverty and acceleration in economics, social, physical growth, development and youth empowerment. This paper examines the need for incorporating entrepreneurship skills into social studies education curriculum with the views to attaining job creation, which will enhance youth empowerment. It is assumed that Nigeria has the highest rate of poverty, unemployment, corruption, among other social problems that need to be addressed. These socio-economic problems need to be solved using different strategies for solving those social problems. It is in the light of these, that social studies and entrepreneurship education are out to fight those anti-social problems which will go a long way in enhancing youth empowerment, which will serve a complementary role in creating job opportunities in support of the federal Government. If all hands are on deck, issue of poverty, unemployment and corruption etc will be a thing of the past. The conclusion was done with some recommendations.

INTRODUCTION

In the world today, advancement in information technology, social studies and entrepreneurship education has reduced the entire world to a village status thereby intensifying competition in fields of endeavors. This competitive and ever-changing environment has posed serious survival challenges to all individuals and nations of the world as it affects youth empowerment. One of the basic requirements for survival in this kind of contestable environment is to embrace the entrepreneurial spirit that can enable individual and nations to identify and exploit these opportunities as well as positively approach the threat for improved job opportunities. It was in the wake of this that an Austrian Economist, Joseph Schumpeter (1949) once argued that entrepreneurship was the engine of youth empowerment and national development.
Entrepreneurship education seeks to provide for knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. It also strives to educate them about the benefits of entrepreneurship, which is a distinctive area of education as it focuses on realization of opportunity (Wikipedia, the free Encyclopedia).

In this paper, the writer has also decided to explore the meaning of social studies education, entrepreneurship, of which both courses are seen as tools for realizing some objectives of the Nigerian educational system as contained in the National policy of education, which also formed the main area where the aims and objectives of social studies and entrepreneurship education is drawn from. The objectives are thus (Federal Ministry of Education 2008):

- The inculcation of the type of values and attitude for the survival of the individual and the Nigeria society
- The training of the mind in the understanding of the world around and
- The acquisition of appropriate skills and the development of mental, physical, and social abilities and competence as equipment for the individual to live in and contribute to the development of the society.

This paper also view the concept of social studies and entrepreneurship activities and how well these could be used to solve most anti-social problems, which will solve problems of youth employment but some recommendations were made as the concluding note.

The Concept of Social Studies Education

Aduralegbe (1980 pp 2-3) defines social studies as a problem approach discipline through which man studies and learn about problems of survival in his environment. It is an inter-disciplinary study of a topic, a problem issue, a concern or an inspiration. It is a study of how man influences and in turn is influenced by his physical, social, political, economic, psychological, cultural, scientific and technological environment.

While Okobia (1984), defined social studies as a subject for inculcating the right type of skills and civic virtue through unified and integrated inter-disciplinary studies of man that the planners of the national policy on education it a pre-eminence of place within the core subjects of the Junior Secondary school curriculum.

On the other hand, Akinlaye (1981) puts it thus, pupils in the classroom do not have adequate information to touch, feel, smell, build, destroy, analyze, synthesize for developing ideas and
learning to take decisions. A large section of our educational system is bound to an academic bookish and sedentary curriculum wholly irrespectant to life and needs of any modern society. He went on to assert that, social studies emerged then as a subject of prime importance for study in schools. It involves a study of basic characteristic of man, a detailed investigation into the way and varied expressions of the adoption of man to the area in which he lives and his relationship with other men.

**The Concept of Entrepreneurship**

This concept of entrepreneurship has been variously defined by different scholars, stoner, freeman and Gilbert (2001) defined it as the seeming discontinuous process of combining resources to produce new goods and services. In the view of Zuomo J.T and Aondooko E.K (2007) entrepreneurship is the process of identifying and bringing a vision to life. The vision according to them may be an innovative idea, an opportunity or simply a better way of doing something. The end result of this process is the creation of a new venture under conditions of risk and considerable uncertainty. The challenges of youth unemployment in Nigeria have been observed to be increasing sharply from the end of 2008. This scenario of rising youth unemployment has been worsened by the recent world economic crisis that began in 2009, which eroded in the pre 2008 years.

**Conceptual explications**

Youth: The concept that represents youth is devoid of unanimous definition among social scientist and analysts. Biologically, youth is the quality of being young, youthfulness and juvenility. It is that aspect of one’s existence that succeeds the childhood stage but precedes the adult age. Apart from the biological perspectives, other allusions to the youth concept borders commonly on agreed aspects as rate of dependency on parents, physical development, behavioral tendencies and age categorizations.

For this paper, we are adopting the age to distinguish the concept of a youth, as a result of the fact that, this age variable is more commonly accepted across countries. In line with this, the maximum age limit for a youth is pegged at the age of 30 years as reflected in the National Youth Service scheme. In Nigeria, cultural parlance, the concept of youth is devoid of chronological age limits. In terms of the implication of the age limit on youth unemployment
phenomenon, it is instructive to emphasize that it affects the comparability of youth unemployment statistic across Nigeria.

Unemployment according to Jhingan (2011) is an unacceptable idleness of a person willing to work at prevailing labor payment system but still unable to find one. For the international Labor Organization (2010) the issue of unemployment borders on the fact that a country’s population consist of the economically active and inactive component. The economically active population is those of working age group either working or seeking for paid workers. It is in this regards that ILO (2007 p.3) regards the employed as those individuals of 15 years and above that are

➤ without a job of any type
➤ Available to start work in the next two weeks if offered employment
   but not seeking for one
➤ Actively looking for work or have found one and is waiting to start it.

In recognition of the devastating aftermaths of this unrelenting unemployment generally, various levels of government in Nigeria have initiated multitudinous policies and programmes targeted at the reduction of the phenomenon of unemployment in the country. Some of these programmes and policies are the National Directorate of Employment (NDE) established in 1986, the implementation of the 6-3-3-4 educational policy, the better life programme for rural women, and the family support programme, the National Poverty Eradication Programme (NAPEP) and the National Economic Empowerment and Development Strategy (NEEDS) etc.

Regrettably, in spite of the implementation of some of these laudable programmes in Nigeria, it is disheartening to state that these catastrophic phenomenons have continued unabated. Rather than youth unemployment reduction there is surge in the levels and varieties of this social malaise.

It is against the foregoing problems that this paper intends to explore the issue of reducing youth unemployment through the use of social studies instrument and entrepreneurship education by providing vocational training centers that will be established at each local Government headquarter, which will promote gainful employment for sustainable self-employment.

ENTREPRENEURSHIP AND SOCIAL STUDIES AS A TOOL FOR YOUTH EMPOWERMENT
Within the context of their developmental role, social studies and entrepreneurship plays crucial role in youth empowerment by contributing to nation’s wealth through increased production activities.

- Creates job opportunities thereby enhancing the utilization of human resources.
- Breeds favorable grounds for innovation and invention leading to improved or new products and services.
- Creates a competitive environment therefore promoting effectiveness in production.
- Raises national and individual income whereby improving the general standard of living.
- Provides services to the society through identification of customer needs and satisfying them in production.
- Those people working already in organizations can prepare themselves for eventual retirement through entrepreneur and social studies education.
- Breeds innovativeness, creativity and flexibility in organization thereby necessitating new as well as improved products to have competitive advantages.

From the above analysis, one will be convinced that entrepreneurship and social studies education contribute a lot to the youth empowerment by viewing the objectives of social studies which is interwoven with the objective of entrepreneurship education shown below.

- Social studies also create an awareness and understanding of our evolving social and physical environment as a whole in the natural man-made, cultural and spiritual resources together with rational uses and conservation of those resources for self-employment.
- Develop a capacity to learn and acquire certain skills including not only those of listening, speaking, reading and initiating but also those skills of hand and head together with those of observation, analysis and influence which are essential to forming of social-economic and political judgment which ensure the acquisition of that relevant body.
of knowledge and information which is an essential pre-requisite to personal development as well as to a positive personal contribution to the betterment of mankind in his business

- Develop in students positive attitude of togetherness, commandmanship and co-operation towards a healthy nation, the inculcation of appropriate values of honesty, hard work, fairness and justice at work and play, which enable an entrepreneur to interact well with his customer and clients

- Development of the ability to think reflectively and come to independent conclusion in business of any human endeavors.

Furthermore, human relation skills necessary for any entrepreneurship and social studies activity are learnt (Otaha 2010 p. 8) puts it thus, are pursuit of self-economic interest and maximization of gain which are the prime movers or motivators of people to go into business. Thus social studies motives enable entrepreneurs to interact properly with his customers, clients, creditors, competitors and the general public including tax authorities, policy makers and policy implementers.

Entrepreneurial education is not vocational education. However, the vocational education skills are incorporated in the innovation expectation of an entrepreneurial minded work force. Entrepreneurship education is education that prepares the students of social studies to have great positive mind set, positive self-efficacy, mindset that is creative, productive self-reliance and to have sharp focus to earn more for themselves and the society at large (Onyilofo, 2010).

**Recommendations**

Based on the findings of this paper, the following recommendations were made:

All institutions in Nigeria should establish faculty of entrepreneurship education so that by the time they graduate, they might have acquired entrepreneurship skills which empower them builds economic capacity for suitable livelihood.

There should be an entrepreneurship capacity building that is well equipped, in all the local government, state and federal capital city so that students that are jobless will go and learn entrepreneurship skills which will empower them to be self-employed so that social parasites like kidnappers, armed robbers, smugglers, fraudsters etc should be minimized or eradicated in Nigeria.

All students should offer entrepreneurship and social studies education in schools while guidance and counselor awareness will help them develop assertive spirit, initiative spirit, creative spirit, team spirit, helping spirit, collaborative spirit, project spirit, empathetic spirit,
positive mind-set, etc. which will help them to be self-employed, have desirable behavior for self-actualization which are all aims and objectives of social studies in Nigeria.

Promotion of research should be encouraged, that is, special emphasis should be placed on scientific, technological and agricultural research, social studies education, entrepreneurship through paper counseling. Our Universities should link-up with other programmes and graduates training outside the country.

Government should also provide an enabling operating environment such as adequate security, stable supply of power, and empowering of specialized financial institution through the central bank of Nigeria to grant loans to social studies and entrepreneurship graduate.

In conclusion, if the entrepreneurship skills, social studies education are utilized, Nigeria which is characterized by high levels of volatility, uncertainty, complexity and ambiguity will be a thing of the past. Therefore, for any nation to move forward there is great need for its citizen as well as government to embrace dynamism as a tool for responding to fight unemployment, anti-social behavior by tackling the threats that stand on our way of achieving success through the study of entrepreneurship and social studies education, which help to reduce youth unemployment.

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EVALUATION OF CROP STORAGE STRUCTURES UTILIZATION IN LAGOS STATE, NIGERIA.

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ABSTRACT

Nigerian farmers in general and those in Lagos State inclusive face multitude of challenges among which is large percentage of their crop yield lost due to poor handling and storage practices as determined by the type of storage structure used. Good storage practice when employed can reduce or completely eliminate crop losses. A survey was carried out through questionnaires and oral interviews to identify the type of storage structures employed in the four zones of Lagos State (Lagos Island, Lagos Mainland, Badagry, Ikorodu / Epe ). The outcome of the interviews and the questionnaires provided an insight into the problems experienced by the farmers in each zones which include, activities of insects, rats, birds, micro-organisms, pathogens and the interplay of some environmental conditions that could promote the activities of these agents of deterioration. Solution on how to reduce crop losses due to poor storage practices include disinfecting stores and cribs, using new bags, maintaining a moisture content favourable to crops during storage as well structural maintenance of silos, replacement of weak members in cribs and platforms and maintaining good ventilation in barns, rhombus and rooms to eliminate micro-organic activities were suggested.

Key words: crop, storage, structures, losses, maintenance,

INTRODUCTION

Farmers all over the world lose much of their produce due to influence or activities of insects, rats, birds, micro-organisms, pathogens and the interplay of some environmental conditions that could promote the activities of these agents of deterioration. In Nigeria generally and Lagos State in particular farmers experience great losses of their farm produce. Alabadan (2006), reported that on-farm and post-harvest losses alone account for about 25-40% of the total crop yield in the country. To arrest the increasing losses, efficient storage structures or buildings that will minimize losses and maintain quality of stored produce is necessary and expedient.

Structure plays a critical role in agriculture, especially in the area of storing raw materials, finished product, equipment and livestock (Steffen, 2001). Structure is a body which is capable of resisting applied load without any deformation. Storage structure is any place or thing that is designed, fabricated especially to perform the function of safe keeping of produce. It can also be referred to as: all those facilities within and some far removed from an agricultural establishment, used for the storage of agricultural inputs and produce (Gwinner etal, 1990).

Crop storage structure may be an ordinary design or mere modification or remodeling of existing structures to perform the act of storage. It should be capable of maintaining the quality and quantity of the crop for as long as it is stored (Mijinyawa etal, 2006). An ideal storage structure
therefore eliminates the destructive effects of weathering; loss of crop structure through dehydration (wilting and shriveling), germination of seeds or sprouting of tubers while in storage and loss of viability. In addition, the storage structure should be able to regulate environmental factors and provide an environment conducive for storage; easy to load and unload (Agboola, 1987); adequately storing to be self-supporting and to support load due to the stored produce, provide adequate security against pilferage (CAT and ACCT, 1987) and storage capacity enough to accommodate the amount of produce to be stored.

Temperature, relative humidity and ventilation regulation are environmental factors that affect stored produce in storage structure. Goldstein (2002) revealed that temperature in a storage structure normally should be kept within the range of about 1°C – 27°C of the desired temperature for stored produce. A rise in temperature will cause an increase in enzymatic action and micro-organism activities which may result in the rapid spoilage of stored produce unless some precautions are taken for their preservation. Enzyme activities speed up the decay of fruits and vegetables, micro-organism activities also speed up the loss in quality which results in chemical change of produce (change in color, texture and the amount of impurities) caused by bacteria, fungi and insect attack (Fordham and Biggs, 1985).

Relative humidity is the ratio of the actual amount of moisture present in an environment to the amount of moisture that would be required to saturate that environment at the same temperature (Goldstein, 2002). It is recommended that the relative humidity should be kept in the range of 70% for stored produce but for most perishable produce, the relative humidity structure should be kept at 90%-100%. Relative humidity close to 100% in atmosphere affect dry produce, promote fungus infection and contribute to the decay in the produce as a result of condensation. Relative humidity below this range is often utilized in hot climate to induce excessive evaporative loss of water. While ventilation rate is the exchange of air between an enclosure and the surroundings, the primary objectives of this may be for heat or moisture exchange or air purity. Ventilation rate are often selected; such that they are adequate to remove the moisture generated within the storage structure; this is often sufficient to control the accumulation of odour and removal of heat produced, such that the temperature within the structure can meet the requirement of the produce.

Over the years, considerable emphasis has been placed on increasing the efficiency of structures in order to improve on the availability of produce stored (Pedersen, 1978; Furtick, 1978). Osagie (1992), classified crop storage structures as Improvised Storage Structures, Traditional Crop Storage Structure, and Modern Storage Structure.

The utilization of the structures are based on the specific function each structure performs and it can be grouped into farm houses, building for crop production, building for product storage, building for processing, building for equipment and supplies and miscellaneous structures. Thus, the focus of the study is to review and describe the types of crops popularly stored and the storage structure commonly used in all the four zones of Lagos State; Lagos Mainland; Lagos Island; Badagry; and Epe/Ikorodu, while specific objectives were:

- To identify the different types of crop storage and their uses in terms of agricultural produce.
- To evaluate the condition of crop storage structures and their level of usage.
- To carefully look at the problem facing the storage structure and the possible solution aimed at improving their performance.
METHODOLOGY

The study populations were farmers in the four zones of Lagos State. Viz; Lagos Mainland; Lagos Island; Badagry; and Epe/Ikorodu. A total of 135 farmers were sampled using questionnaires and oral interview as study instruments. Sixteen copies (16) of questionnaire were administered and thirty-five (35) oral interviews were conducted in Lagos mainland zone. Fourteen copies (14) of questionnaires were administered and twenty (20) oral interviews were conducted in Lagos Island zone. Six copies (6) of questionnaires were administered and fifteen (15) oral interviews conducted in Badagry zone. Nine copies (9) of questionnaires were administered and twenty (20) oral interviews conducted in Epe/Ikorodu. The total questionnaires distributed were forty-five (45) while all the oral interviews conducted were ninety (90), making a total of one hundred and thirty-five respondents in all the four zones.

RESULTS PRESENTATION AND DISCUSSION

The basic method of storage in Lagos Mainland zone is modern storage system. In the storage of cocoa bean, the crops were removed from the pods and cleaned manually. The produce were packaged into 60kg jute sack at 17% moisture content, wet basis, and stored on iron pallet in warehouses. Some farmers stored same seeds packaged into various sacks which were weighed from the point of harvest and transferred. This can be stored for 3-4 weeks. After cleaning, the pure sesame seed were packaged into 50kg paper sack and kept in warehouse for up to 3-4 months before processing. Oral interview were also conducted in some of the small scale level in the zone. Ventilated shed is used to store most perishable crops that include green pepper, cucumber and for about 3-4 days.

In Lagos Island, warehouses were used to store cashew nut at 16% moisture content and packed into 60kg cloth sack placed on a wooden pallet for 1-3 months. But most of the farm enterprises visited in the zone embarks on the exportation of produce after storing them for about 1-3 months. Also respondents in some government storage centers and non-governmental organization use metal silo of different sizes for the storage of wheat, maize and barley at 14%-15% moisture content for about 1-3 months. Oral interview conducted revealed that some of the small scale storage level and farmers use unoccupied ventilated room to store shelled grain packed into 50kg sack bag. The structure is also used to store any agricultural produce provided they are in a wholesome state.

Oral interview conducted in Badagry zone of the state revealed that small scale storage level farmers use unoccupied ventilated rooms to store hard hairy shell of coconut palm after removing the nut for about 4-5 months. This produce is also reported to be stored in a ventilated shed for 5-6 months. Questionnaires administered to some non-governmental organizations in the zone revealed the use of warehouse to store cocoa bean of 16% moisture content and packed into 60kg cloth-sac placed on a wooden pallet for 1-3 months. The small scale farmers in the zone were also interviewed on the use of store grains. The structure is daily inspected to prevent insect infestation and moisture condensation. Rhombus structure is also used in the zone to store kola nut for about 4-5 months. The pods are removed and they are spread in the rhombus pot for storage.

Oral interview was conducted on the types of storage structures used. Farmers in Epe/Ikorodu zone use woven basket for the storage of jute melon (Ewedu). Beds of growing vegetables are bought from the farmers before they are fully grown and when fully matured, they are harvested and sold immediately or kept for one or two days. Water is sprinkled at regular intervals on the
vegetable at storage to maintain its freshness. Platform structure is used for the storage and drying of grains. The structure stored grain for 1-2 months and it is daily inspected to prevent insect infestation. For palm kernel, the palm fruits were plucked from the palm tree and kept on the floor under shed for about 3-4 days to finally ripe. For the storage of kola nut, rhombus is used in the zone and they can be stored up to five months without deterioration. Wooden crib is used by the small scale farmers to store corn still in cobs for 1-3 months. The structure was made from well treated wooden beam and columns with a corrugated iron roof sheet and walls made of wire netting. An occupied ventilated room is used to store harvested shelled dry grain packaged into 50kg sack bag placed on a wooden pallet for about 1-3 months.

Table 1 Types of Crop Storage Structures used by Large Scale Household Storage in the four zones examined

<table>
<thead>
<tr>
<th>Storage structure</th>
<th>Lagos mainland</th>
<th>Lagos island</th>
<th>Badagry</th>
<th>Epe/Ikorodu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warehouses</td>
<td>35%</td>
<td>30%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Cribs</td>
<td>5%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Basket</td>
<td>10%</td>
<td>-</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Silo</td>
<td>25%</td>
<td>25%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Ventilated shed</td>
<td>5%</td>
<td>15%</td>
<td>2-0%</td>
<td>20%</td>
</tr>
<tr>
<td>Platform</td>
<td>10%</td>
<td>-</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>Living room</td>
<td>10%</td>
<td>20%</td>
<td>25%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Table 2 Categories of Storage Structures types used in different zones in Lagos State

<table>
<thead>
<tr>
<th>Storage Structure</th>
<th>Lagos mainland</th>
<th>Lagos island</th>
<th>Badagry</th>
<th>Epe/Ikorodu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvised</td>
<td>15%</td>
<td>30%</td>
<td>20%</td>
<td>25%</td>
</tr>
<tr>
<td>Traditional</td>
<td>10%</td>
<td>5%</td>
<td>70%</td>
<td>65%</td>
</tr>
<tr>
<td>Modern</td>
<td>75%</td>
<td>65%</td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>
Figure 1 depicts that Lagos mainland uses 15% of the improvised structure to store different produce like unoccupied ventilated room used for the storage of perishable crops e.g. watermelon and cucumber for 1-2 days. About 25% of the improvised structure is used in Epe/Ikorodu zone; unoccupied ventilated room to store palm kernel and shelled grain packaged into 50kg sac bag. Ventilated shed is also used to store grains still in cobs for 2-3 weeks. The structures also store produce for short period of days. Also, 30% and 20% of the improvised structure is used in Lagos Island and Badagry zones respectively to store carrot, watermelon, coconut and sweet potatoes in ventilated shed. Lagos mainland uses 10% of the traditional structure to store dry grain for 1-2 weeks and basket to store vegetables for 1-2 days. About 65% of traditional structure is used in Epe/Ikorodu zones to store grains and sliced yams for 2-3 weeks. Basket is also used to store vegetable and jute mallow while crib structure is used to store maize cobs for 2-3 months. Lagos Mainland, Lagos Island and Badagry/Epe/Ikorodu use about 75%, 65% and 10% respectively of modern structure; warehouse to store cocoa bean, seed and cashew nut in their large quantities for more than 4 months. Silo structure is also used to store barley, wheat sorghum and maize at different moisture content for about 2-3 months.
Table 1, depicts that crop storage in the state is done at two levels. Large scale is done using silos and warehouses while small scale storage is done using various types of structures; basket, platform, cribs, shed and unoccupied room. The study revealed that 90% of the large scale storage was used in Lagos Mainland and Lagos Island zones compared to the level of storage in Epe/Ikorodu and Badagry zones. Figure 3, reveals some of the problems experienced with some of the storage structure in the state, about 60% of the warehouse had problems of roof leakages and about 70% of the produce stored in them were attacked by rodents causing loss in produce quantity. Moreso, about 40% of platforms were reported to be bent sometimes collapsing due to overloading and about 50% of the produce stored in them were exposed to insect infestation causing loss in quality to store produce.

**Table 3: PROBLEMS ASSOCIATED WITH SOME STORAGE STRUCTURES IN THE ZONES.**

<table>
<thead>
<tr>
<th></th>
<th>Leakages</th>
<th>Collapse</th>
<th>Bending/Bucking</th>
<th>Rusting</th>
<th>Joint failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warehouse</td>
<td>70%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Crib</td>
<td>20%</td>
<td>25%</td>
<td>20%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>Basket</td>
<td>-</td>
<td>-</td>
<td>10%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Silo</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>70%</td>
<td>80%</td>
</tr>
<tr>
<td>Platform</td>
<td>-</td>
<td>40%</td>
<td>40%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Living room</td>
<td>10%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Shed</td>
<td>-</td>
<td>35%</td>
<td>30%</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Fig. 3** Problems associated with some storage structures in the zones.

**Conclusion and Recommendations**

Lagos state was divided into four zones, Lagos mainland, Lagos Island, Badagry and Epe/Ikorodu, where crop storage structure employs two levels. Large scale storage uses silos and warehouse while the small scale storage uses various types of structures; basket, platform, crib
shed and ventilated room. Some of the problems associated with the various storage structure at both small scale and large scale storage in all the zones include moisture penetration, rusting, molding and caking in silo; bag tearing by rodents and leakages in warehouse roof; insect infestation and rodent attack in woven and ventilated room; bending and collapsing of platform, ventilated shed and crib. However, measure towards solving the problems include the use of weevil and fumigant tablet for produce and storage crops; replacement of rusted and broken part; replacement of broken roofing sheet in warehouses; the use of treated poles to replace the weak members in crib and platform and the reconstruction of the entire structure after three years of usage.

Following the submissions in the study, the following recommendations were suggested:

1. Warehouse should be fumigated with required chemicals and other storage structure should be thoroughly cleaned and disinfected immediately they are empty and just before storing produce.
2. The silo structure should be structurally maintained by minimizing rusting and eliminating cracking thereby maintaining the quality of stored produce throughout the storage period.
3. The use of rat guards and the use of treated poles and poles of bigger sizes to replace the weak members in cribs and platform should be vigorously promoted in order to minimize post-harvest losses.
4. The barn, rhombus and unoccupied living room should be well ventilated in order to enhance the exchange of air between an enclosure and the surroundings thereby eliminating the enzymatic action and micro-organism activities which result in the rapid spoilage of stored produce.

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CORPORATE GOVERNANCE AND BANKS’ TURMOILS: ASSESSMENT OF SHAREHOLDERS RESPONSE

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Abstract

Corporate governance is seen as the mechanism of control for harnessing the ugly face of bank turmoil’s. It can persuade, induce complete and motivate corporate managements in order to eliminate the corporate deviance and turmoil in the banks. It is a system and power for decision making, risk monitoring, setting of objectives and policies and the assessment of overall bank internal and external performance and control optimization. The study made use of secondary data obtained from 5 commercial banks on the assessment of their corporate board members. We subjected their responses on a 6-point Likert scale measurement into a Pearson Product Moment Correlation Test as well as t-test. The result of the findings revealed that good corporate governance of banks will reduced mistrust between shareholders and management but may not reduce the overall bank turmoil. This is because of other variables associated with bank turmoil’s. The study recommends that corporate governance can only prevent banking turmoil’s with adequate implementation of code of corporate governance for best practices in Banks, understanding and diligent discharged of responsibility in a prudent and transparent manner. Finally the study recommends that our banks board of directors and management team should be abreast with adequate, relevant and needed knowledge, experiences, professional skills, competences in order to remove in total the bank turmoil’s.

Keywords: Poor corporate governance, bank turmoil, bank performance, sustainable corporate growth.

Introduction

Turmoils in the Nigerian banking institution can be traced to the financial scandals around the world. The recent collapse of major corporate institutions in the United States of American and Europe affected the Nigerian Banking sector through the trickle down syndrome. In the 21st century, the world is fast becoming a global village; and so the financial crises which began when the
credit market came to a standstill in July 2007 in the United States and United Kingdom, exerts a huge impact on the rest of the world financial market, including that of Nigeria (Angonleas, 2008, cited in Ifeanyi, Olagunju, A. & Adeyanji, 2011) According to them, the crisis which brew for a while started to show its effect in the middle of 2008; but around the world stock market were falling, large financial institution had collapsed. Government in even the wealthiest nations have had to come with rescue packages, to bail out their financial system. It created a significant relationship between government and business firms and justifies the necessity for government regulatory functions, if only, to avoid the re-occurrence of financial turmoils.

Although the recent banking failures became a universal case, it was not a new development in the Nigeria Banking Institutions. A survey of literature shows that between 1986 and 2012, most banks in Nigeria had lost their confidence and credibility among share-holders and customer-public, reminiscences of banking industry in the 1950s economic crisis, which witnessed the failure of indigenous banks after the 1930 economic depression. On a specific note, it has been reported that (7) seven banks were distressed in 1989; (9) nine in 1990; (8) eight in 1991; (13) thirteen in 1992; (24) twenty four in 1993; (5) five in 1995, (26) twenty six in 1998 and (3) three in 2011. In all (124) one hundred and twenty four banks were distress. These were indeed turmoils.

In order to safeguard against banks failures, good governance in the banking industry was designed to be turmoil resolution. It is a systematic programme action put in place to resolve the distress state of the banking institutions, to maintain public credibility, confidence and stability in the banking system, ensure fairness, equity, transparency and accountability and instill market discipline (Oluyei, 2005). It also discharge moral hazards and achieve minimum disruption or banking services (Ifeanyi, Olugunji & Adeyang, 2011).

The Nigerian corporate administrative system makes a wider and distinct gap between the corporate managers and the corporate owners. There is a complete separation of management from ownership; in that, the interest of those who control the bank as a corporation is entirely different from those who invest (shareholders) in the bank. This separation brees organizational stress especially when speculation is rife on bank failure. Share-holders and the customer-public make panic withdrawal of fund, thus weakening the banks’ liquidity base more and more. According to Edwards (1992), stress in the banking institutions can be more conceptualized in terms of the relationship between management, shareholders and the customer-public. A key argument that popularize corporate governance is that it could provide the needed platform for effective governance and management of banks. In other words, it can help to bolster the confidence of the
customers-public and share-holders. This study investigates this claims. More specifically, we assessed the relationship between banks’ turmoils and banks corporate governance.

In analyzing the effects and consequence of bank turmoils, the paper cites the impacts on a growing economy like Nigeria and the need to curtail it. The paper drew data from 5 commercial banks using similar question posed to share-holder to test the confidence on corporate board members as a way of reducing turmoils. The Pearson Product Moment Correlation generated high relationship, but failed to yield a significant level on a t-test of curtailing bank turmoils; thus suggesting other predictive factors of bank turmoils. The point of common cord with other papers is the confirmation of connectivity of corporate governance with the health of the financial system. The paper argued that the ability to monitor the operations of the banking institution will ensure its stability and the nations economy.

The paper is organized in themes. The introduction is followed by the literature review and conceptual clarifications. Thereafter, we provide the theoretical framework that influences our discussion. The next theme show the hypothesis, the methodology and the result, and last themes shows the discussion, conclusion and recommendations.

Conceptual clarification and literature review.

Literature review and conceptual clarification

Corporate governance is defined as a set of process, customs, policies, law and institutions affecting the way a corporation is directed, administered or controlled. It is a system by which corporations are governed and controlled with a view to increasing shareholders value and meeting the expectations of the other stakeholders (CBN, 2006). Within this context, corporate governance influences how objectives of the banking institutions are set and achieved, how risk is monitored and assessed and how performance is optimized. A good governance promote goodwill, confidence and credibility of the banking institution. It increases valuation, high profit, higher sales, growth and low capital expenditure. It enhances corporate performance values as well as providing meaningful and reliable financial report on firms operation (Wollgan; 2003, Vndanga 2011).

Bank turmoil is seen by the central Bank of Nigeria as the inability of banks to meet it’s capitalization requirement. These are banks which are afflicted by mismanagement. The Nigeria Deposit and Insurance Corporation (NDIC), refers to bank turmoil as a state of insolvency and liquidation. Ekpenyong (1994) in Ifeanyi et’al 2011) measure distress turmoil rate in terms of capital adequacy, asset quality, management competence, earnings, strength and liquidity sufficiency (CAMEL). When a bank can no more meets it’s financial obligations, such as interbank indebtedness and depositors funds as a result of weak deposit base, a turmoils is generated.
The instability in the Nigerian banks is blamed on bad and poor corporate decisions made by bank management and directors. It is the result of misgovern, mismanaged and miscontrol of banking operations. These eventually resulted into lack of transparency, improper risk management, weak internal control system, erode of public confidence, bank turmoil and distress.

The role of banks corporate governance is to create an atmosphere which can enhance strong and reliable banking industry that ensures safety of depository money and development of effective support of the economic development through its performance.

The management of banks therefore is presumed to exercise good governance practices to avoid the consequences of failures. According to Wilson (2006) poor corporate governance can lead the market to lose confidence in the inability of the bank to properly manage it’s assets and liability including deposit which could in turn trigger a bank liquidity crisis. Good corporate governance therefore helps in ensuring stability of the economy and successful realization of banks strategies (Oluyemi 2005).

According to Sanusi (2009) cited in Nnoclim (2012), weak corporate governance and unbridled corruption in the financial institutions were at the root of the banking sector crisis. They combined to cause the collapse of the banking system in 2009. The governance weakness includes; weak board oversight, poor risk management practices which resulted in unbridled risk exposure to the capital market and oil & gas sector, technical incompetence of board members, poor board leadership, conflict of interest, insider abuse, high incidence of nonperforming loans including insider related credits. As it is the case in other sector or the economy, poor and inefficient man-power demonstrated in incompetent board members and management underlie bank distresses and failures. This realization by many authorities (CBN, 2009; Mohammed, 2012) suggests that scandals and crisis in banks can be avoided if there is good governance. It is also suggested that good corporate governance is a differentiator among companies that drives sustainable corporate growth and long term value creation.

Corporate governance as a concept can be viewed from 2 perspectives: internal corporate governance control and external corporate governance control. The internal corporate governance control monitor activities and then take corrective actions to accomplish organizational goals. It is concerned with how the structure within a corporate entity or enterprises received its basic orientation and direction. It includes monitoring by the board of directors, internal control procedure and internal auditors, balance of power, remuneration, monitoring by large share holders and monitoring by banks and other large creditors. (Walfgany, 2003; Ifeanyi, Oluguju and Deleyanj, 2011). On the other hand, the external corporate governance control encompasses the control
external stakeholders exercise over the organization; This includes competition, debt covenant, demand for and assessment of performance information, government regulations, managerial labour market, media pressure, (Wilson, 2006) etc. The external approach involves the method that sees suppliers of finance control managers in order to ensure that their capital cannot be expropriated, and earn a return on the investment (Fundanga, 2012). The concept of corporate governance extends beyond system for directing and controlling a company to being concerned with holding the balance between economic and social goals, so as to align the interest of individuals, corporation and society. As a concept it’s implies rules and regulations that ensures that a company is governed in a transparent and an accountable manner such that the enterprises survives and meet the expectation of its shareholders (Ifeanyi, et al, 2011).

The principles of corporate governance ensure the “acceptance by management of the inalienable right of shareholders as the true owners of the corporation and of their own role as trustees. It is about commitment to values about ethnical business conduct and about making a distinction between personal and corporate funds in the management of a company. Corporate governance therefore influences how the objectives of the company are set and achieves, how risk is monitored and assess and how performance is optimized (Khan, 2011). Within this context corporate governance becomes much more than an academic concept. This is because of the banks dominant role in the financial sector. It is the main sources of finance in the economy. The failure of corporate governance in banks poses serious consequence for the banking sector and economy at large. The Bassel Committee on Banking(2010) state that, effective corporate governance practices are essential for achieving and maintaining public trust and confidence in the banking system, which is critical to the proper functioning of the banking sector and economy as a whole. In Fundanga’s (2011), analysis, a poor corporate governance can lead to financial markets losing confidence in the ability of banks to properly manage their asset and liabilities including customers deposits, and this could trigger a rush on banks or precipitate a liquidity crisis.

An assessment from the recent financial crisis in the Nigerian banking sectors shows that, excessive exposure, concentration, poor credit policies and inadequate management, failure of credit risks showed where indices of weak and poor corporate governance by the board of directors, shareholders and management team generally (Oluyemi, 2005).

Elsewhere, Fundanga (2011) examined the failure in the Zambian banking sector and argued that the turmoil (failure) in the banks was the result of weak governance which reflected in large credit exposure, lending policy, incompetent management, coupled with ineffective boards, foreign
On the similar note, Sanusi the CBN Governor of Nigeria called on the directors of banks and other financial institutions in Nigeria to steer clear of activities capable of compromising adequate corporate governance practices in their respective company. “Weak corporate governance and unbridled corruption at financial institutions were at the root of the banking sector crisis that almost led to the collapse of the system in 2009. The CBN Governor identified such weakness to include weak board oversight, poor risk management practice, insiders abuse and conflict of interest. Other factors that weakens the effectiveness of the banks includes; poor quality financial disclosure, ineffective external auditors and lack of independent directors on the board of banks.

Theoretical framework

The theory used in this study is agency theory. In Jensern and Mechling’s (1976) analysis, agency relationship is defined as a type of contract in which the principal keep the agent to carry out the services of the firm on his behalf. In relation to corporate governance, agency theory assumed a two tier form of firm control which involves the manager and owners (agent and principal). In this relationship, agency theory holds that there will be some frictions and mistrust between the two groups. The basic structure of the corporation is the web of contractual relationship among the different interest groups with a stake in the company. The agency problem therefore arises due to the different interest and the conflict between the ownership and the control as the principal delegates some decision making authority to the agent. This delegated authority reduces the value and maximizes decisions taken by the managers in the firm. The key prediction of the theory is that frictions and mistrust among the different interest groups affect the effectiveness and efficiency of the organization.

Since corporate governance in Banks implies that banking institutions should strike a balance between the interest of bank management, shareholders and stakeholders in all levels of organizations, we investigate the extent to which discrepancy in striking the balance contribute to bank turmoil. The banks normally would want to reduce risk, the share holders would want to reasonably maximize profit, whereas the managers is interested in creating and making profit. Agency model, holds that firms are basically units of conflict rather than unitary profit-seeking machinery; this conflicts directly affect the structure of banking institution, and the outcome of corporate governance in creating transparency and safeguards against the threat of mismanagement and corruption in the banking system. Research inspired by agency theory has demonstrated that in
acting as an intermediary for other people’s financial transactions and as custodian of their financial asset, agent are often forced to choose among the competing interest of others and weigh them against their own. This conflict primarily arises as a result of trying to provide as many possible services as they can to different parties at the same time (Jensern & Mechling, 1976, cited in Khan, 2011).

**Research hypothesis**

**Ho:** There is no significance relationship between bank turmoils and bank corporate governance.

**Hi:** There is a significance relationship between bank turmoils and bank corporate governance.

**Methodology of the study**

The study population consists of 10 commercial banks in Nigeria, but we drew sample from 5 of them because their data were more comprehensive than others. These banks include UBA, Union Banks, First Bank, Eco Bank and Unity Bank. The research used was survey method of questionnaire and secondary data collected from a 5 years annual audited financial report of the above banks from (2006-2011) i.e. 5 years period. The data were analysed using Pearson Product Moment Correlation Coefficient.

**Model of specification**

The raw score or computational formula for computing the Pearson (r) is given by

\[
r = \frac{N\Sigma XY - \Sigma X \Sigma Y}{\sqrt{\left[ (N\Sigma X^2 - (\Sigma X)^2) \right]} \cdot \sqrt{\left[ (N\Sigma Y^2 - (\Sigma Y)^2) \right]}}
\]

From the statistical formula above

- \(N\) = Response options
- \(X\) = Response options points, independent variables
- \(Y\) = No. of respondents, dependent variables, interpretation of correlation coefficient.

The correlation coefficient is an index of the extent of relationship between the variables. It can take values from -1.00 through 0 to + 1.00 inclusive. The end point of the interval which is +1.00 indicates a perfect correlation between the two variables. Correlation indicating “0” shows no relationship. The positive sign (+) shows positive relationship, while the negative sign (-) shows negative relationship. Positive relationship indicate that high scores on the variables relates to high scores in the second variables while negative relationship indicate that high scores on one relate with low scores on the other.

**Variables**
The hypothesis was further tested to consider whether the variables were valid for the purpose, by computing the variances, standard error i.e. standard deviation then t-calculation and t-critical at 5% level of significance 3df, for 2 tailed test. The decision role accept null hypothesis if t-calculated < t critical or reject, if t critical < t calculated.

Result

The data was analysed and hypothesis tested as shown below:

Ho: There is no significance relationship between bank turmoils and bank corporate governance.

Hi: There is a significance relationship between bank turmoils and bank corporate governance.

To test the hypothesis, the used the responses there share-holders provide to the following questions; “Are you satisfied at the appointment of board of directors and management mix in your bank as appointed on the basis of their professional skills, technical experience field of specialization and independency?”.

The responses were measured on a six-point likert scale which ranged from 6 = very strongly satisfied, (VSS), 5=strongly satisfied (SS), 4= Satisfied, (S) 3= Dissatisfied (DS) 2 = strongly dissatisfied (SD), 1 = very strongly dissatisfied (VSD).

Calculation of correlation

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<tr>
<th>Options</th>
<th>Point (x)</th>
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<th>Y²</th>
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<td>9</td>
<td>196</td>
</tr>
<tr>
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<td>26</td>
<td>4</td>
<td>169</td>
</tr>
<tr>
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<td>1</td>
<td>7</td>
<td>7</td>
<td>1</td>
<td>49</td>
</tr>
<tr>
<td>SUM Σ</td>
<td>21</td>
<td>120</td>
<td>493</td>
<td>91</td>
<td>2886</td>
</tr>
</tbody>
</table>

\[ r = \frac{N\Sigma XY - \Sigma X \Sigma Y}{\sqrt{[(N\Sigma X^2 - (\Sigma X)^2)][(N\Sigma Y^2 - (\Sigma Y)^2)]}} \]

Substituting

\[ r = \frac{2958 - 2520}{\sqrt{105 x 2916}} = \frac{438}{553} = 0.79 \]
The correlation coefficient $r=0.79$.

A very high correlation coefficient, signifying greater confidence by the share holders. We interpret this to mean less conflicts between the shareholders, the customers, public and the management team and by extension that a strong relationship exist between shareholders and corporate governance. But a test of the high relationship with bank turmoil was not significant.

To test the hypothesis we use, a 2 tail test

$$t = r \sqrt{\frac{N-2}{1-r^2}}$$

Where $r = 0.79$

$N = 6$

$$= 0.79 \sqrt{\frac{6-2}{1-0.79^2}}$$

$$= 0.79 \sqrt{\frac{4}{0.376}}$$

$$= 0.79 \sqrt{10.64}$$

$$= 0.79 (3.26)$$

$$= 2.58$$

t-cal = 2.58, df =4

critical value at 0.05 at 4 df = 2.78

critical value at 0.01 at 4 df = 2.13

**Decision**

Since the t-calculated of 2.58 is less than t-critical at 95% and 99% significance level (2.78 and 2.13 respectively), we conclude that establishing a high relationship between shareholder and bank’s management team may not necessarily predict the end of bank turmoil. As the literature would show several other factors (both internal and external) to the banking environment causes bank turmoil.

From this we conclude that effective implementation of corporate governance code of conduct for Banks will enforce the appointment of banks board of directors and management to be
only professional with technical skills, experience and due care who are capable of working independently without fear or threat may reduce turmoil in terms of the relationship between shareholders and management; but turmoil as it relates to bank failures will require the investigation of others related variables, including corruptions, the management of the macro economy, global market trend etc.

**Discussion of findings**

The respondents agreed that specialist and professional with adequate and relevant skills and knowledge should be the directors, management and heads of departments in our banks for adequate enabling environmental of professional and technical competences and practices in the banks. Beyond this the need for transparency and fairness in banks, lending and investment is a critical requirement.

Reputation risk is a critical factor that can affect a bank seriously if a good corporate governance practices and customers services standard is not good enough to build public confidence in the credibility of the banks operations. This is because banks operate in a volatile environment, where perceptions in their dealings could trigger a run on a banks deposit. From the data gathered and analysed, it shows that the new code of conduct for corporate governance for banks if adhered to will reduce the turmoils especially those that have to do with the shareholders. A good and effective corporate governance, may removed any existing ills or consequences posed on the banking sector and the financial sector of the economy. This will safeguard the integrity of the banks. A prudent and transparent banking sector is also seen to be possible if the directors and managers could stick to the banking policies and objectives.

Else where research have shown that, sound corporate governance is fundamental to effective risk management. The present of a well regulated financial sector and properly run corporate entities is the key to the prosperity of any economy;

- Effective and good corporate governance enhances transparency, trust and builds reputation;
- It builds public confidence in the credibility of the banks operation;
- It boost the finance and the economy of the nation; and Makes active concern with understanding of and diligent discharge of responsibility in a prudent manner (Ifeanyi, Olugunji & Adeyani, 2011)
- It create room for adequate operation and financial control, as well as Integration and development of information, technology system; accounting system and records. (Oluyemi, 2005).
- Effective integration of entities technical competences, good leadership and administrative ability; robust risk management and discharge loan of information, and adequate management capacity (Edwards, 1992)

- Strong internal controls compliance with laid down internal control and operation procedures; understanding between board and management; and effective management information system (Osuka & Mpamugoh, 2006)

Evidence from the distressed banks shows that managers and directors in most of our banking institutions were becoming an uncontrollable monster and self perpetrating oligarchy. Some of them who convicted were asked to forfeit the ill gotten property, numbering into millions of naira. Given this situation therefore appropriate corporate governance reforms is a welcome development. But beyond this, other measures, such as the use of supervisory bodies, international standard corporate governance code, corporate governance assessment 2007, legal principles like the 2004 new consolidation and reconstruction of vide lines for mergers and acquisition for global market competitions, would have to be implemented in Nigeria.

In the early years of banking business in Nigeria, banking turmoil in Nigeria were controlled through measures such as banking ordinance of 1952, establishment of the central bank of Nigeria (CBN) in 1958 to serve as a regulatory body of banks, the development of structural adjustment programme in 1986, the establishment of NDIC in 1988, the introduction of the consolidation policy in 2002 by CBN, the increased capital based to N2.5 billion in form of financial system reforms by the CBN in 2004. This reforms led to the withdrawal of public sector fund amounting to N74 million, it’s led to mergers and acquisition which reduced the number of banks in the country from 89 to 25. It also led to the review of the existing code for the Nigerian banks that brought about the development of 2006 code of corporate governance for banks in Nigeria. Post consolidation and proper auditing as well as honest checks on the operation of these banks will have to be embarked upon to avoid the embarrassment on the economy that bank turmoils generate.

Finally, the research work, shows that good corporate governance will put in place certain board committees such as the Audit, risk management, and loan review committees to ensure independence transparency and accountability to board oversight over management actions, this is to ensure that safeguards are put in place for effective oversight of management and to improve professional ethics in our banking industries.
Conclusion

In view of the research analysis and findings, it can be concluded that corporate governance can only prevent banking turmoil only if it is properly and adequately implemented with active concern with understanding and diligent discharge of responsibility in a prudent manner. There must be a strict adhesion to the rules, regulations, laws, requirement expectations and ethics of the banking system.

Recommendations

- The turmoil of distress, instability and deviance in our banking industry will reduce to the bearest minimum, and removed in total, if our board and management of banks can adhere to the principles and practice of good and effective corporate governance as their tools and mandate of administration.

- The board of directors, management team and the entire staff pool of the banks should have adequate relevant knowledge and professional capacity for their different offices to be able to perform adequately, their critical technical, strategic and tactical roles in the governance structure and operational demands of the banks.

- The bank regulatory bodies should act as soldiers to all the banks in the country so as to monitor and enforce the effective corporate governance practice.

- The employment and recruitment activities should not be based on “man know man” but based on proper employment system of proper qualification and experience.

- The banking laws, requirement and the expectation gap should be filled by continuous and prompt monitoring and checks by the joint bank and government body.

- The NDIC, CBN, EFCC, IPC and other regulatory and disciplinary body should joined forces to strongly implement and measure any weakness deviance, or turmoil that might want to arise in the form of supervision, risk management, loan granting, boards and management selection and appointment of rank and file.

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TREND ANALYSIS OF EXTERNAL DEBT OF SOUTH ASIAN COUNTRIES

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It is now an accepted conclusion by many countries that economic development must be financed by domestic savings and foreign assistance. United States tops the list of borrowers with heavy external borrowing. India gets the 12th place in the debt ranking. But in Economic Development India is in 162nd position under the list of lower middle income country, while United States is in the higher income countries list. Hence it is necessary to examine the impact of debt on every economy and its development. This paper tries to examine the growth of debt of South Asian Countries over the last thirty years.

Debt emerged as a crisis after the oil price hike. The enormous increase in the volume of oil demand led to steep increase in the oil prices during the early 1970s, from 1.30 U.S. Dollars per barrel in 1970 to 2.70 U.S. Dollars per barrel in 1973. The second oil crisis started in June 1978. Mexico was in deep trouble following 1976 Peso devaluation. In 1982 debt crisis of Mexico made a halt. These two were the major reasons for the debt crisis of many of the countries.

Baskar Majumder27 in his article on ‘Globalisation of Highly Indebted Countries; Some Issues’ attempts to identify the economic and structural dimensions of 12 highly indebted countries. According To Baskar, ‘out of the 12 countries, India and China are in a worse position than other countries’. India is continuing to carry severe debt in the region of South Asia. South Asia is also continuing to be an area with heavy borrowing. Hence this paper aims to examine the trend of Seven South Asian Countries viz. Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka.

The first part of this paper analyse the actual growth of borrowing and its components like Long Term, Short Term and IMF Borrowing.

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In the second part of the paper analyze the Per Capita Debt and its trend for thirty years.

Finally the conclusion speaks about the similarities and dissimilarities in the actual and per capita debt analysis.

**Trend Analysis of External Debt of South Asian Countries:**

The composition of Debt Outstanding of South Asian Countries is regressed and their line of best fit is listed below.

**Analysis on Line of Best Fit for Bangladesh:**

Following equation shows the annual growth of external borrowing of Bangladesh. The total Debt Outstanding of Bangladesh from 1980 to 2010 is regressed and the equation formed is \( Y=4976.440 + 617.248 \times X \). The trend line of the Long Term Debt of Bangladesh from 1980 to 2010 is as follows: \( Y= 4697.798+ 568.464 \times X \). The linear equation for the Short Term Debt of Bangladesh from 1980 to 2010 is as follows: \( Y= -371.262+ 57.79 \times X \). The trend line of the IMF Borrowing of Bangladesh from 1980 to 2010 is given as follows: \( Y= 640.141-8.641 \times X \). The above analysis shows that the annual growth of Debt Outstanding of Bangladesh is 617.248 Million US $.

**Analysis on Line of Best Fit for Bhutan:**

Thirty year data from 1980 to 2010 is regressed for Bhutan and the results are as follows: The Debt Outstanding of Bhutan from 1980 to 2010 is formed and the line of best fit is \( Y= -195.903 +29.386 \times X \). The data on Long Term Debt of Bhutan from 1980 to 2010 is regressed and the equation formed is \( Y= -193.576+29.048 \times X \). The linear equation for the Short Term Debt of Bhutan from 1980 to 2010 is as follows: \( Y=-2.32+0.337 \). There is no IMF Borrowing of Bhutan from 1980 to 2010. The analysis shows that the annual growth of Bhutan Debt is very low as 29.386 million US Dollars.

**Analysis on Line of Best Fit for India**

Debt Outstanding of India from 1980 to 2010 is regressed and the linear equation is given below. \( Y= 3981.448 + 6466.487 \times X \) The trend line of the Long Term Debt of India from 1980 to 2010 is as follows: \( Y= 5103.133 + 5551.413 \times X \). The linear equation for the Short Term Debt of India from 1980 to 2010 is \( Y= -5797.593 + 1094.754 \times X \). The trend line of the IMF Borrowing of India from 1980 to 2010 is as follows: \( Y= 4675.837 – 179.678 \times X \) (last 11 years no IMF debt). Debt Outstanding grows at a maximum annual rate of 6466.487 million US Dollars over the thirty years.
Analysis on Line of Best Fit for Maldives:

The Debt Outstanding of Maldives from 1980 to 2010 is regressed and the line of best fit is given as follows: \( Y = -206.777 + 32.931 X \). The linear equation for the Long Term Debt of Maldives from 1980 to 2010 is \( Y = -171.127 + 27.538 X \). The linear equation for the Short Term Debt of Maldives from 1980 to 2010 is \( Y = -33.194 + 5.134 X \). The trend line of the IMF Borrowing of Maldives from 1980 to 2010 is \( Y = -2.520 + 0.264X \). The annual growth of Debt Outstanding is as low as 32.931 million US Dollars over the thirty years.

Analysis on Line of Best Fit for Nepal:

The linear equation for the Debt Outstanding of Nepal from 1980 to 2010 is \( Y = 203.791 + 127.178 X \), The linear equation for the Long Term Debt of Nepal from 1980 to 2010 is \( Y = 157.844 + 125.109 X \). The trend line of the Short Term Debt of Nepal from 1980 to 2010 is \( Y = 22.352 + 0.888 X \). The trend line of the IMF Borrowing of Nepal from 1980 to 2010 is \( Y = 24.793 + 0.887 X \). The annual growth of Debt Outstanding of Nepal is 127.17 million US Dollars over the thirty years.

Analysis on Line of Best Fit for Pakistan

The linear equation for the Debt Outstanding of Pakistan from 1980 to 2010 is \( Y = 7318.186 + 1348.119 X \). The linear equation for the Long Term Debt of Pakistan from 1980 to 2010 is \( Y = 5215.320 + 1231.469 X \). The linear equation for the Short Term Debt of Pakistan from 1980 to 2010 is \( Y = 2026.540 - 4.093 X \). The trend line of the IMF Borrowing of Pakistan from 1980 to 2010 is

\[ Y = 89.932 + 118.682 X \]

Analysis on Line of Best Fit for Sri Lanka:

The linear equation for the Debt Outstanding of Sri Lanka from 1980 to 2010 is

\[ Y = 943.382 + 478.592 X \]. The linear equation for the Long Term Debt of Sri Lanka from 1980 to 2010 is \( Y = 641.287 + 428.091X \). The linear equation for the Short Term Debt of Sri Lanka from 1980 to 2010 is \( Y = -86.244 + 48.378 X \). The linear equation for the IMF Borrowing of Sri Lanka from 1980 to 2010 is \( Y = 388.482 + 2.107 X \). While comparing it is found out that the annual growth of long term debt is maximum for India ie. 5551.413 million US Dollars. The annual growth of Short term debt 1094.754 million US Dollars is also very high for India. Though India has stopped
IMF Borrowing, this debt is also very high for India ie 179.678 million US Dollars and next for Pakistan.

All the above equations helps any individual to project the future Total Debt, Long Term Debt, Short term Debt and IMF Borrowing of all South Asian countries. Ishrat Husain and Saumya Mitra,28 in their paper on ‘Future Financing Needs of the Highly Indebted Countries’ and Ingird Iversen29 in his work on “Future Financing for Developing Countries’ Third World Debt - The Search for a Solution” examines the current situation in the context of the experience of the debtor countries and their creditors. They highlight the potential risks to the present strategy and point out possible alternative approaches.

Per capita Debt of South Asian Countries

Per capita debt is calculated for all the South Asian Countries under study and the same is compared for among the countries. Per capita debt is the debt calculated per head. It is the ratio of debt to population. It varies from country to country based on population. If the population of any country is high, the per capita debt is low. Hence, the per capita debt need not be the major economic factor for inter country comparison, as debt indicators and human development indicators are the major deciding factors. Anyhow this analysis brings about a layman understanding on debt.

Average Per Capita debt for the thirty years is calculated for the South Asian Countries. Average Per Capita Debt is calculated by dividing the total debt of the concerned country for thirty years by the number of years ie thirty.

Per capita debt of South Asian Countries:

The following table shows the per capita debt of South Asian Countries from 1981 to 2010. The debt is expressed in million US $.

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Source: Computed
The above chart and table shows very clearly that the Per capita Debt is high for Maldives and very low for Nepal. The graph implies that over the last six years, Maldives Per Capita Debt is galloping. Bhutan and Sri Lanka and Bhutan's Per Capita Debt is also rising over the last ten years. All other countries are having less Per Capita Debt over the thirty years.

**Trend Analysis of Per Capita Debt:**

Per Capita Debt of South Asian Countries are regressed and the line of best fit equation is given below.

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<tr>
<th>Country</th>
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The 'b' value indicates the annual growth of Per Capita Debt of South Asian Countries from 1980 to 2010. The equations shows that the annual growth of Maldives debt is 103.792 million US Dollars, while that of populous countries like India is so little as 4.808 million US Dollars.

### Average Per capita Debt:

The following table shows the average debt of South Asian Countries from 1980 to 2010.

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<th>Country</th>
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Here the per capita Debt average for thirty years is found out and Maldives tops the list with a great difference in the region.

While we glance at the Average Per capita Debt, it is again very high for Maldives and then for Bhutan and very low for Nepal and then for India. India has very high population and hence the
debt is very low. The Per capita Debt is directly related to Population of the country. Over the last six years the Per capita Debt is galloping at a very faster rate for Maldives. The linear equations shows that the annual growth of Maldives debt is 103.792 million US Dollars, while that of populous countries like India is so little as 4.808 million US Dollars, Anyhow the country’s status cannot be decided by the amount of Per capita Debt, as the debt indicators, Development indicators, Human Development Indicators are the major deciding factors for deciding the status of the country. When the debt outstanding is regressed the highest annual growth of Debt Outstanding is that of India. The debt outstanding is 6466.487 Million US $. The lowest is for Bhutan and Maldives

Thus it is clear that India is receiving heavy borrowing. But in proportion to the population Maldives is continuing to receive heavy debt, which is not safe for the country. Hence Maldives should take serious effort to manage its borrowing as each individual of the country holds 4096.67 Million US $ as a share of their country’s external borrowing. While comparing Maldives, Indian share of Individual or per capita debt is only 1283.14 million US $, due to excessive population. Anyhow both countries should work on a master plan to reduce their external borrowing, which may be dangerous for their sovereignty in future.

References

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2. Human Development Index 2013, UN.