Forward

I have the pleasure to furnish you herewith the Proceedings which herein contains a collection of the papers presented at International Congress on Social and Cultural Studies (ICSCS2013) 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 20-22, 2013 at FCT Education Resource Centre, Abuja FCT, Nigeria.

The ICSCS 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 15 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 the FCT Education Resource Centre for providing the venue and facilities for the conference. We thank the staff and students of the institution 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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THE NEED FOR THEATRE ARTS EDUCATION IN NATIONAL REFORMATION

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Abstract

This essay discusses the concepts of theatre arts and education, and the convergence of theatre arts education in national reformation. In-between cultural norms and religious values, the theatre artist as an evangelist can provide solutions to reform the declining morals and values of society. This crucial role of the theatre artist is what the author articulates and urges us to consider as an option to regain our country’s lost glory. The increasing threat of social degeneration and global insecurity calls for this genre to bring about peace, unity, prosperity and development in Nigeria. The author recommends that government and stakeholders should give support and recognition to theatre arts as a profession and remind parents, teachers, community and religious leaders to restore family values. Theatre arts can crystallize action for national rebirth or re-orientation as it mirrors the society and propagates strict spiritual, moral and behavioral education to characterize child upbringing and training. Theatre arts education can influence character and moral discipline in youths and make the society a better place by stemming the tide of the growing number of delinquents who are easily enlisted and indoctrinated by terrorists, gangsters, fraudsters, kidnappers and armed robbers.

Keywords: Theatre Arts. Education. Usefulness. Reform. Nation.

INTRODUCTION

No one deserves more attention, mentoring and nurturing than our children who symbolize the bridge that connects our present with our past and even our future. It instructive and important according to Babawale(2013), to build in our youths the attributes of dialogue, reconciliation, peaceful co-existence and accommodation which characterize our culture. This is the role theatre arts education can perform creditably and remarkably when submissions, suggestions, presentations and representations by theatre arts practitioners enrich government response to the problems of moral degeneration in the society. The essential qualities of theatre arts education can preserve and promote our cultural heritage through dramatic performance of rituals, religious ceremonies and stories.

Ohiero(2005) states that in many cultures particularly in Africa there is a strong tradition of story tellers who recite myths or legends from the past, or teach moral
lessons by means of stories, to a group of listeners. Most of the times, in doing this, the narrator impersonates the characters in the stories, he could sometimes change his voice to imitate the character.

Lamenting the moral quagmire in Nigeria Babawale (2013), notes that the culture of tolerance that characterizes inter-group and inter-state relationships and helps to promote societal harmony, cohesion and peaceful co-existence which was once treasured prior to our contemporary times have disappeared. One of the major factors responsible for the unruly and decadent behaviours of young people nowadays is the influence of the liberalism of the Western culture on our cultural milieu. The Western culture spoils the child by sparing the rod. It is permissive and has no firm control and discipline of children or teenagers. Parents and teachers should imbibe in children the virtues of love, selflessness, simplicity, humility, consideration and respect for others.

Ovbiagele (2013), holds the view that we should do away with western culture that is permissive and outrageous, and instead uphold the good values in our culture and be proud of it as we pass it on to the younger generation who are the future of our country. She states that even though the concept of democracy and freedom is meant to improve the quality of human life, if we allow the western world to make us loose what is good in our culture, we shall sink into the mire of moral decadence. To inspire values in children is having the ability to monitor the development of our children as a priority to inculcate a strong culture of respect, dignity, discipline and ethics in them.

The Woolwich, London murder of a British soldier, Mr. Lee Rigby, by two British young men, Mr. Michael Adebowale and Mr. Michael Adebolajo, of Yoruba descent, terrorist attacks, kidnappings and ritual killings in Nigeria, have done incalculable and unprecedented damage to our international image that there is urgent need to reform the country to regain its lost glory. In this exigency to transform Nigeria, theatre arts education can come to the rescue. Our customs and traditions greatly detest and abhor the spilling of human blood. Our culture inculcates compassion and aversion for horror.

Nigeria is a country with diverse, strong and rich cultural endowments which can articulate and propagate a cultural revolution to burnish our image. In this era of Boko Haram insurgency and other security challenges in the country, theatre arts education in national transformation can be used through dramatic performances to re-educate Nigerians on the core values of unity in diversity. Also respect for the sanctity of human life can be imparted. Theatre arts education in national transformation can draw attention to our values, customs and traditions as well as mirror the ills of selfish political interests and religious intolerance that are bedeviling and threatening the corporate existence of Nigeria.
THE CONCEPT OF THEATRE ARTS

In its essence theatre arts is a collaborative form of fine arts that uses live performers to present the experience of a real or imagined event before a live audience in a specific place. The performers may communicate this experience to the audience through combinations of gesture, speech, song, music or dance. Elements of design and stagecraft are used to enhance the physicality, presence and immediacy of the experience. In other words, theatre arts is a branch of the performing arts concerned with acting out stories in front of an audience using combinations of speech, gesture, mime, puppets, music, dance, sound and spectacle, or indeed anyone or more elements of the other performing arts. Bernard Beckernan defines theatre as what “occurs when one or more human beings, isolated in time and or space, present themselves to another or others”.

Performing arts education broadly includes dance, music and theatre as key elements of culture and engages the participants and public in a lifelong experience that expresses ideas and emotions to promote knowledge and understanding of the historical and cultural context of the arts. In Ohiero(2005), Oscar G. Brockett defines theatre as an art form in which series of events, usually a written play is acted out by the performers who impersonate characters. It generally takes place in an auditorium before an audience. Belt (2012), states that theatre as a concept is a means to an end. It begins as an art that develops story and character, yet it concludes with an audience’s reaction. Theatre is a dramatization of reality that is perpetuated by an idea to appreciate the conceptualization that must take place for significant art to happen and serve a unique purpose to the audience. The value of art is in this ideology of theatre as a concept with a driving force behind the performance.

THE CONCEPT OF EDUCATION

We are constantly surrounded by things that educate us such as popular culture, social media, films, music and other sources of information and entertainment. Our experiences, reflections, memories and visions of life can educate us. But this presentation is going to look at some concepts of education which have to do with development and acquisition of knowledge, values and attitudes for the good and harmony in the society. These perspectives in education converge with theatre arts education for the advancement of humanity.

Nduanya (1986) cited in Ogar and Ingwu (2000) defines education as a process by which the individual is enabled to develop his capabilities through acquisition of knowledge, skills, values and attitudes both for his own benefit and for the benefit of his society. Castle (1976) in Assam (2012) sees education as what happens to us from the day we are born to the day we die. While Fafunwa (1974) also cited in Assam (2012) holds that education is the aggregate as well as all the processes and other forms of behaviour which are of positive value to the society. In the same vein
Ottaway (1962) also quoted in Assam (2012) maintains that education is the passing on of the cultural values and behaviour patterns of the society to its young members.

From the above definitions of education which do not quite agree with the other, the author’s opinion is that education imparts knowledge, acquisition of desirable behaviour, duties of citizenship, imbibing values and ideals that lead to positive changes with the ultimate aim to make the society a better place for all of us.

WHAT IS NATIONAL REFORMATION?

The declining morals and values in society as a result of inadequate mentoring and supervision for our children and failure to instill core values of life into our children have done serious damage to our national psyche. This loss of values calls for national reformation and indeed, solutions to erosion of moral values and decadence. We are witnesses to increased incidence of armed robbery murder, rape, kidnappings, ritual killings, child trafficking, prostitution, fraud and production of babies for commercial and ritual purposes.

National reformation is an effort to address these social ills plaguing the country using themes in drama and theatre to bring about constructive and corrective disciplines to children as well as attitudinal change in the entire Nigerian society. The author refers to President Goodluck Jonathan’s recent charge to buttress his argument. In the weekend edition of Leadership newspaper of Saturday, June 15, 2013, President Goodluck Jonathan, who was represented by the Minister of Lands, Housing and Urban Development, Ms. AmaPepple, decried that *Nigerians Have Lost Core Values Of Life*, at the official flag-off of National Christian Campaign on Social Transformation. Its theme was *Be The Change You Want To See*. He declared that: “our priorities are misplaced. We have trained our children to insult elders, parents fight teachers who discipline their children and so we have been reproducing badly behaved children, who come under peers’ influences. The church itself has not always done what it should do. Some of the teachings in some of our churches have turned the Bible upside down, the Bible is meant to teach us that which is right and help us to do righteous things”. The president’s observation is a clarion call for us to imbibe and internalize attitudinal change and breed a generation that is valued and respected.

On July 2, 2013 at the 2013 Distinguished Management Lecture organized by the Nigerian Chartered Institute of Management, held at the Nigerian Institute of International Affairs, Victoria Island, Lagos, the Speaker, House of Representatives, Hon. AminuWaziriTambuwal, who was represented by the Chairman, House Committee on Legislative Budget and Research, Hon. BamideleOpeyemi, spoke on the theme, “The Role of the Legislature on Economic, Infrastructural and Ethical Revolution in Nigeria.” He emphasized that “an independent, conscientious and determined legislature” can enact laws to bring about ethical rebirth or national reformation through our cultural, economic and socio-political institutions.
Adefarasin (2013), agrees that the rot in Nigeria is deeply rooted and we must not imagine that things will change overnight or without a fight. We must commence the work to extract Nigeria from this quagmire.

**COMMENTS ON TRANSFORMATION AGENDA**

The transformation agenda of the federal government is laudable, challenging, refreshing and interesting. It captures all sectors of Nigeria without taking into consideration the arts and culture of the people. Importantly and significantly, the arts and culture of a people embrace their true nature and essence. Writing on national culture Amor (2013) affirms that arts and culture can reform our thoughts, customs and beliefs, and embrace a new sense of national identity and character thereby promoting growth and development in Nigeria. Artsin particular is more than mere craftsmanship. Arts endure through time and evolve with a people. It is therefore a serious oversight for the government transformation agenda not to include arts and culture. The Minister of Culture and Tourism should have been included in the transformation team. Theatre arts industry is also a viable economic vehicle that goes hand in hand with tourism. If the theatre is put to good use, it becomes both a source of income and a medium of communication.

The transformation agenda covers the period 2011 – 2015. The committee was formerly inaugurated on Thursday, February 11, 2011 with the under listed members:

- **Hon. Minister/Deputy Chairman, National Planning Commission** - Chairman
- **Hon. Minister of Finance** - Member
- **Hon. Minister of Transport** - Member
- **Hon. Minister of Agriculture** - Member
- **Hon. Minister of Niger Delta Region** - Member
- **Hon. Minister of Works** - Member
- **Hon. Minister of Aviation** - Member
- **Hon. Minister of Fed. Capital Territory** - Member
- **Chief Economic Adviser to the President** - Member
- **Senior Special Assistant to the President on Infrastructure** - Member
- **Special Assistant to the President on Economic Matters** - Secretary
THE ROLE OF THEATRE ARTS EDUCATION IN NATIONAL REFORMATION

Theatre arts preserve our culture and heritage. In other words, it is the responsibility of the theatre artist to record and preserve the age and circumstances of our folklore, rituals, religious ceremonies and certain cultural celebrations that include elements of theatre and drama by capturing events and experiences in their theatrical performances. We are aware that apart from its huge revenue earning potentials, the theatre can be identified as a veritable platform to address the social ills plaguing the country. Therefore theatre artists can harness their resources by staging plays and producing films that portray moral rectitude, patriotism, equality and protection of children’s rights. The Euromonitor reports that Nigeria’s film industry is helping to change the image of Nigeria by highlighting its culture, norms, creativity and hospitality to the world.

Jaiyesinmi (2013), states that in the past few years, however, the theatre is gradually regaining its glitz and visibility. She says what makes theatre unique when compared to the other forms of arts, is not only the interaction and exchange that take place between the cast and the audience, it is also about its ability to mirror, communicate with and mould its audience. Roster and Blau cited in Jaiyesinmi (2013) hold the view that theatre arts are not merely a commodity. Essentially used as a communication, it is an important factor in the maintenance of society. George Lipsitz also quoted in Jaiyesinmi (2013) states that theatre exists as training ground for life, as an activity that cultivates the ability to recognize significant communication so that the right decisions will be made. Jaiyesinmi (2013) affirms that the theatre artist is usually an evangelist of a sort as he wields tremendous power of using theatre’s unique characteristics to impact on the mindset of the audience. Oscar Wilde in Jaiyesinmi (2013) corroborates her view and regards the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being.

Mrs. Ayo Jaiyesinmi’s repertoire has five themes/messages- community and citizenship, unity and diversity, culture and heritage, character and values, and family and fun.

Plays of Renowned African Playwrights

1. **Twefik A’l Hakim**: The plays of one of Egypt’s foremost playwrights, dramatists and literally icons who was born on October 9, 1898 and died on July 26, 1987, encapsulate themes of national consciousness, dedication to social progress, power, eradication of injustice, corruption, among others. One of his most notable plays is *Fate of a Cockroach*.

2. **Professor Wole Soyinka**: Soyinka deploys his works of creative imagination in fighting bad governance, wastage, unreason, denial of justice, liberty, equality and equity. His *Bacchae of Euripides* depicts ancient culture and pulses while
Death and The King’s Horseman portrays the richness of his own culture to the world. A Dance in the Forest represents the misplaced priorities of African leaders as Madmen and their Specialists expose African despots and constitutional dictators who run and ruin the continent as they plunder the people’s commonwealth.

3. **Professor Musa Dada Enna**: His latest play titled Banquet of Treachery, captures social vices such as lack of maintenance culture, inefficiency in public service, obsession for power, nepotism, sectional interest, corruption, bootlicking and lip service. He re-enacts dangerous horse-trading and dirty politicking going on in tertiary institutions whose members often criticize government policies. The goings-on in institutions of higher learning have caused crises that disrupted academic calendars and programmes.

4. **Story Telling**: This is an aspect of theatre arts education used to teach moral lessons and share our culture with other people. Igberaese (2013) posits that the story teller cannot cure the sick, feed the hungry or house the homeless; yet he has the capacity to communicate effectively to bring about the desired change for a better tomorrow. She explains that storytelling also helps people across cultures to travel to distant places in their mind’s eyes, thereby bridging gaps, promoting understanding of other people’s lifestyle. She states that Nigerian children can be mentored and nurtured through their creative ability: “we want our children to preserve Nigeria’s history through our unique cultural dances, plays and songs and a whole lot. It is also to make them understand that we have a culture to be proud of and to know that they have culture to fall back on. We also want them to present the country’s history through arts, plays, and dance and with whatever they do to make it easier for them. The children learn quickly by acting and role playing.”

Theatre plays a major role in modeling society and securing the future of our dynamic society. This is where the government and private sector can help to develop children’s skills in the arts. Learning and interaction among youths can be encouraged as well public speaking for them to express themselves. Aig-Imoukhuede (2013) emphasizes this point: “we don’t want our children to stumble, so we have to prepare them for the future and it is through this medium.”

What we can glean from the discussion so far is that as theatre arts plays its role to reform Nigeria, other fundamental socio-economic intervention, national policy action, legislation and civic education are needed to stay ahead of the looming crisis of loss values and social degeneration. The energies, aspirations and ambitions of young people in Nigeria should be channeled and focused away from extremism and other social vices, and directed towards our original traditional values and culture for meaning and a purpose to life.
CONCLUSION

Theatre arts education in national reformation can elevate theatre practice to promote cultural, social and economic development in Nigeria. Theatre arts education in national reformation can overhaul our value systems and redeem our national ethos by distilling the elements that would internalize the values in us. This is the author’s intention to enable us recognize and acknowledge the fact that theatre arts education can encourage us to live in a manner worthy of human beings so that we do not bury and waste our humanity.

RECOMMENDATIONS

From the foregoing discussion the following recommendation are made:

Government and stakeholders should give support and recognition to theatre arts as a profession and remind parents, teachers, community and religious leaders to restore family values. Theatre arts can crystallize action for national re-birth or re-orientation as it mirrors the society and propagates strict spiritual, moral and behavioral education to characterize child upbringing and training. Theatre arts education can influence character and moral discipline in youths and make the society a better place by stemming the tide of the growing number of delinquents who are easily enlisted and indoctrinated by terrorists, gangsters, fraudsters, kidnappers and armed robbers.

The government should design and implement a theatre arts policy to educate and enlighten Nigerians on their cultural norms, values and ethics to reform the nation. The government should consider the welfare of the people who look to it full of hope and expectations.

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Theatre will address Nigeria’s social ills: Nigerian Tribune, Monday, 10 June, 2013. No. 15737. P. 46


This paper seeks to assess the ethics and accountability within which the public service in Nigeria operate since independence through the focus on accountability and control measures specifically designed to guard against abuse and misuse of bureaucratic power. It argues that these measures have failed to provide the service with the necessary ethical environment in the post independence period due to deliberate frustration by civil servants and the government hence resulting in unethical conduct, unbridle corruption and collapse of public service. The paper concludes that the only way to tackle unethical conduct in the public service is to tackle corruption at all level of the public service and expose it. Since the various control and accountability measure instituted in the constitution have been rendered inoperative by the same people who are expected to work by them. The paper recommend that the public servant should be aware of the ethical values and standards as outlined in the civil service rules (CSR), political will to enforce those standards.

**Key words**: Ethics, accountability, Nigeria, bureaucracy, public service.

**INTRODUCTION**

There are some internal mechanism and control measures in place to ensure that the public service conduct its business within some ethical parameters. These internal mechanisms not only provide an ethical environment within which the public service is expected to perform it responsibilities but also act as a form of accountability measures for the service. These are the Civil Service Rules (CSR) which replaced the general orders bequeathed to the service by the colonials and the civil service Handbook. The civil service rules is the ground norm for service conduct and it covers from appointment to separation from the service, discipline salary, leave and reward for performance.

The civil service hand book acts as a reference book and guide for all levels of personnel in the service. the scope of the hand book is quiet exhaustive, dealing with all
salient features of the service, the role of the civil servant in government and the manner in which government business should be conducted in order to have an efficient and effective administrative system capable of winning public confidence in a chapter titled code of ethics in government business, the values of discipline, loyalty, honesty, courage, courtesy, cooperation, tact, industry, honesty, courage, courtesy, cooperation, tact, industry, fairness and equity were emphasized. In a bid to have an ethically upright and accountable public service the handbook and the CSR are further complemented by the following documents the guidelines for appointment, promotion and discipline issued by the civil service commission, the code of conduct bureau whose mandate covers behavior of both political and public servants alike. The fifth schedule of the 1999 federal constitution which contains codes to guide the conduct of officials with emphasis placed on how to avoid conflict of interests and finally the code of conduct tribunal whose responsibility is to bring to trial or prosecute all cases of infringement or non – compliance of the ethics governing the conduct of government business.

THE COLLAPSE OF ETHICS AND ACCOUNTABILITY IN THE NIGERIAN PUBLIC SERVICE

It is interesting that inspite of all these control measures put in place to ensure an ethical Nigerian public service system, the bureaucratic ethics has been abandoned and act of corruption has become the norm. Outright corruption, tribalism, nepotism embezzlement, influence peddling, unprofessionalism, use of position for self enrichment, bureaucratic bullying, excessive centralization, multiplication of agencies, partiality, dejected and denounced behaviors like moonlighting absenteeism, lateness to work, among other vices are now the order of the day.

The palpable negative impact of the above practice on productivity, the responsiveness, legitimacy and transparency of government, the implementation of policies cannot be overemphasized. The reasons for these despicable acts are not farfetched.

Over the decades since 1966, Nigeria has evolved as an undemocratic and pseudo autocratic nation thus transforming the civil service into an institution to execute the unquestioned, will and whims of unaccountable military juntas.

Recruitment into the civil service has been influenced by patronage and politics. Nepotism and tribalism is the order of the day. Because of the political undertones entrenched in the public service people are recruited based on tribe and connections.

Unprofessional and incompetent hands are now recruited into the public service; poor salaries of the public servants are also contributing to the collapse of the Nigeria public service. The wages salaries and financial entitlements of the workers hardly over meet their needs. As a result of these the staff engages in corrupt practices which include bribery, conniving with contractors by inflating contracts and the outright leaking and sales of government information.

Lack of working implements for the public servants thus making hem idle even if they are willing to work. There are also external factors that have led to this lack of ethics and accountability in the Nigerian public service. Foreign business men and agencies have also been found to offer bribes and also help in storing of looted funds from the public service in their banks.
PERSPECTIVE ON BUREAUCRATIC ETHICS AND CORRUPTION

Most administrative system in African states have to undergo one reform or the other especially when such reform is expected to transform the administrative system from a mere service delivery mentality and orientation of the colonial period to a more dynamic virile and developmental one. To achieve this, the various reforms aimed at professionalizing the service. Professionalism is an overarching value that determines how the activities of the public service will be carried out.

It encompasses other values such as loyalty, neutrality, transparency, diligence; effectiveness, impartiality and such values as may be peculiar to individual countries. Agara and Olarinmoye (2009) said every member of the public service is expected to accept and imbibe these values. These shared values are what is collectively referred to as public service ethics. Ethics therefore, is at the core of professionalism and efficiency of the public service.

Davis (1990) has defined ethics as those morally permissible standards of conduct that each member of a group wants every other to follow too. Thompson (1985) has defined administrative ethics as involving the application of moral principles to the conduct of official responsibilities and duties. Chapman (1988) on the other hand has defined civil service ethics as the application of moral standards in the course of official work.

Osoba (2000) corruption-----------------Is a form of anti-social behavior by an individual or social group which confers unjust or fraudulent benefit on its perpetrators and is inconsistent with the established legal norms and prescribed moral ethos of the land is likely to subvert or diminish the capacity of the legitimate authorities to provide fully for the material and spiritual well being of all members of society in a just equitable manner.

GOVERNMENT INTERVENTION TO RESTORE ETHICS AND ACCOUNTABILITY IN THE NIGERIAN PUBLIC SERVICE

The Nigerian government over the decades has tried to stem this very ugly trend with the establishment of various agencies and bodies. In 1966 the public accounts committee was set up to assist the legislature in overseeing the expenditure of public funds. In 1975 the public complaints commission was set up largely because of the failure of the public account committee and the fall of the first republic. Under Murtala/Obasanjo junta, there was a massive sacking of top public servants who are found to have enriched themselves and abused their office. Today, we have agencies like civil service commission; independent corrupt practices commission (ICPC), SERVICOM and the economic and financial crimes commission (EFCC). These bodies have been empowered to investigate and prosecute all those engaged in questionable practices in Nigerian civil services. In some cases those bodies have been partially successful in achieving some of the objective of government as regards the public service.

CONCLUSION

Deriving from the above, it should be realized that accountability is essential for the efficient functioning of the public services especially as it is the primary and major implementation arm of government accountability acts as a quality control device for the public service and so the public as citizens and consumers in the public realm can expect to receive the best service. Accountability also underscores the superiority of the public
will over private interest to those expected to serve and ensures that the public servants behave according to the ethics of their profession.

**RECOMMENDATION**

A common approach to reduce the level of corrupt and unethical behavior in the national public service in Nigeria.

Firstly, wide awareness on the part of public servants political officials, and the public at large of ethical values and standards in necessary are outlined in the civil service rules (CSR), anti-corruption laws, codes of conduct and the international code of conduct for public officials.

Secondly, political will and commitment to institutionalized and enforce these standards must exist. To create. Such will training within the public service as well as public promotional campaigns must be carried out.

Thirdly, working conditions for public servant including retirement, job guarantees, salaries and training among other factors are crucial with a view to reducing temptations. A cheap civil servant costs the state a lot.

Fourthly, there is a need to introduce a mechanism for consultation in order to promote participation and devise activities, and public control system.

Filthy, media and donors can encourage action against un-ethical behavior and corruption by setting pre-conditions for provision of funds.

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EDUCATION AND SUSTAINABLE NATIONAL DEVELOPMENT IN NIGERIA: CHALLENGES AND WAY FORWARD

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ABSTRACT

Education is an important key of achieving a sustainable national development. For a state or society to achieve a sustainable national development, the quality of its education should be improved. This paper attempts to explain the concept of education, the concept of sustainable national development and relationship between education and sustainable national development. The paper provides an insight into various challenges confronting education in Nigeria such as gender inequity in education, dearth of teachers, inadequate infrastructures, overcrowded classrooms etc. It finally suggested way on how to solve challenges confronting education in Nigeria. This is done through creation of conducive atmosphere for learning, allocation of enough funds for educational development, discouraging gender disparity in education by an enlightenment programme, setting up a trustworthy committee that will manage and supervise education etc.

Key words: Education, Sustainable Development, Gender Inequality, Infrastructure, Change

INTRODUCTION

Education at all levels and in all its forms constitutes a vital tool for addressing virtually all global problems. Education is not only an end in itself. It is a key instrument for bringing about changes in knowledge, values and behaviours and life styles required to achieve sustainability and stability within and among countries (Bajaj and Chiv, 2009:9).

Education has been seen as the greatest force that can be used to bring about changes. Aminu (1995), observed that the greatest investment a nation can make for the development of its economic, sociological and human resources is that of education. Education according to him provides us with people possessing the necessary knowledge and skills to win a nation’s state and to even export brains. This also explains why the Federal Government of Nigeria geared a policy towards attaining national development. According to National Policy on Education (2004:8).

Education shall continue to be highly rated in the national development plans because education is the most important instrument for change: any fundamental change in the intellectual and social outlook of any society has to be preceded by an education revolution.
The above statement shows that education is an important instrument for change and national
development. Against this background, this paper presents a discussion on the challenges confronting
education as an agent of sustainable national development in Nigeria and the way forward.

CONCEPT OF EDUCATION

Education has been conceptualized in various ways by scholars. Education is seen as the light that derives
away the darkness of ignorance and enables mankind to find its ways through the tortures and labyrinth
of development and civilization (Ikechukwu, 2006).

According to UNESCO (2000), “education refers to the total process of developing human ability and
behaviours”. It is an organized and sustained instruction designed to communicate a combination of
knowledge, skills and understanding value for all activities of life.

Education refers to what can be used by man to solve his problems to improve his life and make it
comfortable. It is one of the several ways that man employs to bring change in to his all round
development. Education demands efforts and discipline. It is also a formidable tool for man’s survival.

Ayu (1991), conceived education as “what brings about the moral development and spiritual upliftment of
the human personality and of the community as a whole”. He stressed further that education makes
mankind more creative and enables him to live a more fulfilling life through interaction.

Peter (1966:6), identified three central criteria that are explicit to the concept of education which are:

- That education implies the transmission of what is worthwhile to those who become committed to
  it;
- That education at least rules out some procedures of transmission on the ground that they lack
  wittingness and voluntariness on the part of the learner;
- That education must involve knowledge and understanding and some kind of cognitive
  perspectives which are not inert.

Fafunwa (1994) however, defined education as “the aggregate of all the processes by which a child or
young adult develops abilities, attitudes and other forms of behaviours which are of positive value to the
society in which he lives”. He stressed further that education is a process of transmitting culture in terms
of continuity and growth and for disseminating knowledge to ensure social control or guarantee rational
direction of society both.

Education has been defined as a systematic procedure for the transfer and transformation of culture
through formal and informal training of people in a society; it deals with mental, physical, psychological
and social development of citizens in a given society (Ebong in Eghure, 2007).

Holborn and Haralambos (2004), see education as an institution that enables individual to think freely and
rationally which makes social progress and innovation possible. Social progress and innovation are the key
elements of development, when a society progresses, its members are free; they think rationally, innovate
certain social changes which will invariably enhance development.

From the foregoing, therefore, it can be perceived that education is an instrument or tool for achieving
national development.
THE CONCEPT OF SUSTAINABLE NATIONAL DEVELOPMENT

Previously, the attention was basically on the concept “Development”. However, the Bruntland Commission shifted the attention by reshaping and modifying the concept to “Sustainable Development.”

The most interesting aspect of sustainable development is the fact that it puts in to consideration the present conditions of people as well as not compromising those that come later. Therefore, the concept of sustainable national Development remains the modern parameter of measuring development.

The Bruntland Commission, (1987) defined sustainable Development as “the development that meets the needs of the present without compromising the ability of the future generations to meet their own needs.”

In another definition by Munasinghe (2004), sustainable national Development is a process of improving the range of opportunities that will enable individual humans and communities to achieve their aspirations and full potential over a sustained period of time while maintaining the resilience of economic, social and environmental systems.

Age (2005:85), identified some objectiv es which sustainable national development is expected to realize: increase capital income and employment, promoting human welfare satisfying basic needs; protecting the environment.

Considering the path of future generation, achieving equity between rich and poor and participation on a broad basis in development and decision making is important.

From the above definitions, there are common phenomena which they all shared; that is prioritizing the development of the present generation without compromising the future generation.

EDUCATION AND SUSTAINABLE NATIONAL DEVELOPMENT: THE RELATIONSHIP

Having stated above, the various definitions of education and sustainable national development, it is imperative to examine the relationship between the two concepts.

In all nations, Nigeria inclusive, education remains the instrument for effective national development. Development is championed through education, which is often assumed to have significant influence. Education entails the enlightenment of people in their ways of pursuit in life. Development is associated with a positive change in the condition of either individual groups, communities or even a country as a whole (Umoh, 2005:224).

Education and sustainable national development are interwoven, intertwined, and interconnected. While on the one hand, development is geared towards producing or creating something new or more advanced for the society and its members. On the other hand, education is a tool which can enhance the desired sustainable development. Umoh, 2005 therefore, refers education and sustainable development as two sides of the same coin.

The fact that education and sustainable development shows glaring connectivity probably explained why scholars emphasized the need for education for the purpose of achieving the desired sustainable development.
Ebong (1996:6), sees education as a systematic procedure for the transfer and transformation of culture through formal and informal training of people in the society. He stated that education deals with mental, physical, psychological and social development of the citizens in a given society. He further stated that “the goal of education in man power development is aimed at national growth and development” (Ebong 1996:6). For any country therefore, to attain sustainable national development, he concluded that “there is need for skilled man power and those skills required are basic ingredients for national development and can only be acquired through education” (Ebong 1996:6).

Education provides consciousness, awareness and enlightenment to individuals in order to properly pursue their aspirations and yearnings.

It is also mentioned by Olubadewo (2006:9) that it is only educated population that can command skills necessary for sustainable economic growth and a better quality of life.

Sustainable national development may therefore be seen as the target goal since it is meant for the society and its members; education however remains the instrument for achieving and attaining the target goal.

From the above, education seems to directly determine whether sustainable national development is going to be achieved or not and therefore, the need for a well structured educational system that will enhance the achievement of the aforementioned development.

**CHALLENGES OF EDUCATION IN NIGERIA**

The fact is education constitutes the major instrument for sustainable human development and fulcrum around which every other activity revolves (Tahir, 2006:21) Nation which have recorded tremendous feats in the world heavily relied on the instrumentality of education.

However, in Nigeria there seems to be a daily decline of educational standards. Although according to the former president Olusegun Obasanjo in his Presidential Speech on April, 24, 2000 in Dakar Senegal, he attributed the educational falling standard to bad governance. In his speech, he stated that:

> Nigerian educational system as it stands is a living proof of the damages that bad governance can do to our society and social structure.

Human beings are the architects and engineers of progressive change and development and they constitute the most important resource we can have internally.

Tahir (2006), identified a number of daunting challenges which Nigerian education is confronted with.

- Gender equity in education;
- Dearth of teachers;
- Overcrowded classrooms;
- Inadequate infrastructures;
- Funding of education.
i. **Gender Equity in Education:** Gender disparity is a well-known feature of Nigerian educational landscape. Educational policies and practices in Nigeria are to say the least gender insensitive and thus not fashioned to achieve gender balance in schools.

**Gender Equity**

Nigeria – Regional and Gender Differences in Literacy Rates in 2010.

<table>
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<th>ZONE</th>
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<td>South East</td>
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<td>North East</td>
<td>25%</td>
<td>41%</td>
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Source: Unicef 2010

The table above shows the Nigeria Regional and Gender differences in literacy rates in 2010. The table also shows that there is a disparity in literacy rates between men and women in some parts of the geopolitical zones of Nigeria.

ii. **Shortage of Teachers:** It is a well-known fact that no educational system in a nation can rise above the quality of its teachers. In other words, the success of the system rests on the availability of good and qualified teachers who are internally motivated. Wasagu, (2006) stated that “Teachers are the way to improvement since they are the final brokers when it comes to educational policy”. Former minister of Education, Professor Ruqayyatu Rufai (2010) stated that “lack of Qualified teachers was responsible for the dismal performance of students especially in mathematics and English language”. That poor performance turned out to be a child’s play when NECO released its own SSCE results which showed that only 126,500 of the 1,260,765 candidates, just 10 percent of those who registered for the body’s exams passed five subjects including English and mathematics. The statistics also showed that only about 234,682 out of the 1,260,765 candidates who sat for the exams made five credits in five core subjects the minimum requirements for the university admission in Nigeria. That means only two percent passed the exams with five credits including English and mathematics. Therefore where there are competent, capable and well motivated personnel among other things, the educational system of a country can surely succeed.

iii. **Over Crowding:** The introduction of UPE brought with a sudden population explosion in schools and its resultant effects on teacher-pupil or student ratio. Overcrowding in the classroom is now the order of the day from Primary to university level. Because of the overcrowded classrooms, there are usually not enough places for the number of students in class/lecture rooms. This type of atmosphere is not conducive for effective teaching/learning process. Effective teacher/student relationship may not be possible in an over crowded classroom. This probably explains why teachers in higher institutions of learning resort to the use of handouts (Akande, 2004:63).
iv. **Inadequate infrastructure**: This refers to the physical and spatial enablers of teaching/learning. They include classrooms, libraries, laboratories, workshops, play fields, school farms and gardens as well as provision of water and sanitation. These have to be of the appropriate quantity, size and quality to meet the minimum standards for promoting any meaningful teaching and learning condition.

v **Funding of Education**: The managers of primary secondary and higher institutions in Nigeria are in consensus that these institutions are grossly under funded. This menace could be seen in the degree of dilapidation that characterizes the primary and secondary buildings in parts of the country. The non-payment of teachers’ salaries and allowances which most times result in strikes. There is lack of necessary teaching and learning material at all levels of the educational system. Finally, the mismanagement and diverting of substantial resources from the educational system to other ends. The under funding has been criticized and attributed to several factors ranging from military rule, diversion and mismanagement of funds and lack of focus (Victor, 2002, Dike 1999, Bolag 2002).

**THE WAY FORWARD**

The following are some of the suggestions:

- There are needs for allocation of enough funds to various educational institutions;
- There are need for a committee managing and supervising projects to ensure implementation of project design for a particular developmental programme in schools;
- For the purpose of achieving sustainable national development, there are needs for learning under a conducive environment. As such, the dilapidated infrastructural facilities in schools and colleges must be improved;
- Teachers who are to disseminate knowledge must be properly motivated to give and put in their best. As such the need for salary increment and better working conditions;
- Government at all levels Federal, state and local must contribute their respective quota to the development of education. This will ensure a speedy achievement of sustainable national development.
- Gender disparity and boys and girls drop out should be discouraged by a particular enlightenment programme using media (such as radio, television, etc.)

**CONCLUSION**

Education is the cornerstone of achieving a sustainable national development. There are no doubts achieving sustainable national development is the goal of all developing nations, Nigeria inclusive. As such there are the needs to invest, encourage and enlighten people on education. The roles of government at all levels are to facilitate the achievement of any development. Government should continue the contribution towards achieving this sustainable development. However, the need for monitoring, supervising and ensuring that all the financial and other investment on education for the purpose of achieving sustainable development are not diverted for other purposes.

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NAMING IN IGBO LAND: A LINGUISTIC AND CULTURAL STUDY

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Abstract

This paper examines naming in Igbo land to ascertain a range of implications it entails. The study assumes a position that the Igbo do not give names to their children anyhow, that the names they give their children have social, linguistic, historical, religious and philosophic colouring. It argues that names of children of the Igbo born are a projection of not only the whims of the parents but also a window through which we mirror their lives and concatenations. At times, such names constitute an aphorism unto themselves as well as an exemplum of their world view, what we may in Igbo refer to as Uwa Ndi Igbo. Naming reveals the people’s sociological and ideological culture, vis-à-vis, their folkways, fears and aspirations, joys and hates, ideals and values as well as their cultural and spiritual values in which they hold so dear. The paper observes that every generation sets its own value. That is why the philosophic meanings of naming of the previous generation of our forebears sharply contrast with those of the succeeding generations. The Omuma Igbo in Oru East Local Government Area of Imo State will furnish the case study of the inquiry that is so fascinating, so intriguing, but, also, at the same time, so interesting.

Introduction

In Africa, and probably Asia, naming is unique and meaningful, even among people of different subcultures within a speech community. By subcultures we mean dialectal areas. The linguistic features manifest themselves among the Igbo stock of Nigeria and Igbo in the Diaspora. This assertion will be justified in the course of this essay.

The Omuma people in Oru East L.G. A. of Imo State share cognate cosmology with their Igbo kith and kin in the naming enterprise. The process of naming within themselves follows the same prescriptive rituals as well as modus operandi. It hinges on the demands of traditional religion of their forebears, irrespective of alien religious faith. Thus, naming is a delicate issue that is not trampled upon or treated with levity.

While explicating this crucial cultural and linguistic matter, we will bring to the limelight the religious, linguistic, social, philosophical, historical, etc., ramifications of naming.

Clearing the Ground

We do not mean forest clearing in readiness for yam farming. We mean to explain some assertions and claims or generalizations in the synopsis of this essay. These assertions are: The meaningfulness of names among Africans or uniqueness of names within subcultures (or regional) dialectal areas and cognate linguistic features is evident among the Igbo. For example, Rolihlahla literally means “trouble maker” or “pulling the branch of a tree” (Maharaj and Kathrada n.d: 13).

Again, Chinualumogu means “May (my) Chi or God fight my war or battle,” a name Achebe “simply cut…in two, making it more businesslike without…losing the general drift of its meaning” (Achebe 1982: 67).
Adam, the Asian, no doubt, was a linguist. The first assignment God gave Adam was to name “all the beasts of the field and the birds of the air” (Genesis 2: 19, 20). Adam, according to Watch Tower Bible and Tract Society of Pennsylvania (1988:44), means “earthly man, mankind; humankind; from a root meaning “red.” The Hebrew word “mankind” or “earthly man” occurs as “man” over 560 times in the Scriptures and is applied to individuals and mankind in general. It is also used as a proper name. Essien (2004: 104) observes that Eve took a cue from her husband, and so named her first son Cain; that means “with the help of the Lord, I brought forth a man.”

From this earliest linguistic function Essien infers:

We can therefore see that even from the very beginning, naming had been an important duty man had to perform not only to distinguish animals from birds but man from man to facilitate linguistic communication. Brothers had to be distinguished from brothers, sisters from sisters and siblings from siblings especially in the ancient days when polygamy and concubines were normal and procreation in large numbers was a virtue.

The random survey of naming among the African (Rolihlah, Chinua) and Asian (Adam, Cain) shows that names are meaningful and that naming is a serious business among these peoples.

Another assertion we want to clear is linguistic uniqueness of names within dialectal areas. In other words, names suggest and reveal the regional dialects of Igbo land where the owners come from. Consider the following survey.

**Names Common among Enugu People of Igbo Land: Udi, Achi, Nkanu, Nsukka Regional Dialects**

**Udi:** Nebo, Onyia, Chime, Ene, etc
**Achi:** Ukelegharanya, Onyekaonwu, Mmamkanwanyi, Onyekeleze, etc
**Nkanu:** Nnaji, Ede, etc
**Ngwo:** Ono, Ozoalo, etc
**Nsukka:** Ugwuanyi, Odo, Okwoli, Alumona, Attah, etc

**Afikpo Regional Dialect**

Ukpaï, Idam, Uduma, Otu, Ukeni, Ibiam, Osuu, Nnachi, Oko, Obiahu, Iduma, Aluu, etc

**Ohaozara:** Aja, Agwu, Okoronkwo, Okorie.

**Ikwere/Etche Axis of Rivers State**

Amadi, Nwonodi, Nwuche, Chibudom, Ndimele, Ozo-mekuri, Chinwo, Wobidike, Wali, etc

**Owerri Subculture (Owerri-Nchi-Ise, Urrata, Ngor-Okpalla, Mbaise)**

Njoku, Osuji, Ejiogu, Ibezimako, Njiriheako, Ononiwu, Njemanze, Emenyonu, Amajirionwu, Azuwuine, etc

**Mbano Regional Dialect**

Wadigo, Ajuonuma, Diala, etc
Old Aguata Regional Dialect
Udike, Umeugokwe, Ihediwa (Ifediba), Nnolim, Umeakuka, Onwukaike, etc

Oguta Regional Dialect
Nwakuche, Oputa, Nzeribe, Gogo, Nwabiani, Iyasara, Ezediaro, Nzimiro, Ossai, etc

Nnewi: Nsoedo, Nchedo, Aralu, Moghalu, Ikejiaku, Obiefuna, Atuegwu, Muoneme, etc

Onitsha/Anioma/Obosi
Oranyelu, Onwughalu, Iweka, Kaodilinye, Anyaoku, Ossai, Ofuani, Onowu, Okwudishu, Nnanyelugo, Emeagwali, Azikiwe, etc

Orlu (Orsu, Oru, Nkalu, Isu) Regional Dialect
Okonkwo, Izunobi, Odinkemelu, Ukachukwu, Anyachonkeya, Akubueze, Umnnakwe, Odimgbe, Onyemesim, Amasiatu, Igboayaka, Ugaliegbulem, Amamkanjaha, Ajafumughere, etc

Ngwa: Irondi, Erondu, Ukachi, Alilionwu, Mgbodichimma, Azuonwu, Onwumgbelu, etc

Having cleared the ground, we now continue our inquiry. Essien’s hunch (2004: 104) will form our working definition. He states that:

naming in Nigeria – in particular – can have serious linguistic, cultural, historical, religious and even philosophical implications and therefore become a serious academic and intellectual matter. The landscape for naming has become so wide-spread and so serious that it is now a subject for not only B. A. and PhD research as well as learned conference papers at both international levels, including such fora as World Congress of African Linguistics.

Yes, naming is a serious issue for academic research.

Even though a lot of research and essays have been carried out and written on this subject matter, nevertheless, this inquiry is novel because this paper is unaware of any research findings that have focused attention on naming among Omuma Igbo of Oru East L. G. A. of Imo State and to ascertain the relationship that exists in their naming with the rest of Ndi Igbo of Nigeria and Ndi Igbo in the Diaspora, and above all, in the unique and fresh approach this study addresses this subject. In effect, the inquiry is hoped to represent a significant contribution to knowledge, since it will complement available literature on naming in Nigeria with particular reference to Omuma in Oru East L. G. A. of Imo State. We now address the task proper.

The implications of naming in this essay will be examined under the following subheadings: religious, social, historical, linguistic, and philosophical. We speculate that every generation sets its own value. This speculation cuts across human societies and social strata. For instance, the names unique to our ancestors are no longer attractive to the present generation of Omuma people. Indeed, naming among our ancestors was sentential, syntactically speaking. However, sentential naming is customary of the Igbo people in general, as Achebe (1982: 67) aptly puts it; Igbo name “is a full-length philosophical statement.” As Essien (2004: 115) observes that some of the sentential names are “positive, and negative…names,” and
“declarative sentential names.” For example, some sentential names among Omuma ancestors are the following:

- **Odibemje**: There is no place I am going (sort of “I wait and see.”).
- **Omeremisorom**: He that hurt me should avoid me.
- **Olembadimma**: Which town (or people) is or are good?
- **Ejirimezeba**: Did I become rich or wealthy on account of Ezeship (i.e. kingship).
- **Emereonyeokwe**: Who is hurt or offended and he agrees?
- **Ngogbaehiaigwaigbowuunwa**: The dire need or lack of Agwaigbo is child.
- **Ughabugweeziolekuaetikpoya**: However big (in height or enormity) a lie may become or assume, truth will douse or demolish it.
- **Igbojimkpo**: The Igbo arm themselves with boasts.
- **Elesionyeiroanya**: Do not look at or mind the enemy.
- **Agbosolannadi**: You do not run a flight of life through vampire or wicked kinsman.
- **Nnadiaborusilam**: May vampire or wicked kinsman not vilify me.
- **Onyesimfee**: Who really asks or wants me to pass or survive.
- **Nnadiawuke**: Wicked or vampire kinsman is not a haven of kinship.
- **Ihegwuruike**: The thing that defies strength.
- **Nkemjemereomara**: What I would do for Omara (people).
- **Onwummergebiojiripeempe**: It is death that makes (or diminishes the number of) a family to be small.
- **Ukabiaralam**: May trouble not come to me.
- **Nnadikachi**: Vampire or wicked kinsman is greater than one’s personal god.
- **Onyekwuruje**: Who is courageous enough to speak up (near to the brave person).
- **Ubuerulanwa**: (Scramble for a man’s possession [by the enemy] does not reach in or extend to [a] child).

Names, like those above, are no longer given to the present-day Omuma born. Rather names that reflect their value system are those that appeal to the adherents of the twenty-first century post-religious modernism, as well as those that reflect the spirit of the time. Consider the following examples:

- **Oluebube**: Miracle.
- **Odera/Chidera**: (If) God predestines or ordains.
- **Kaosiochukwu**: (Abbreviated Kosi): As it pleases God.
- **Kamsiyoochukwu**: (Abbreviated Kansi): As I requested God.
- **Chisimdi(iri)**: (Abbreviated Simdi, to make it sound foreign): My God said I shall live.
- **Iyiakimo**: Water does not lack in Imo (River).

Let us now appraise the implications under which an Omuma parent could name his child.

**Religious Implications**

Since Omuma parents do not name their children anyhow, naming has (traditional) religious implications. Therefore, acting on the dictates of religious influence, Anyachonkeya (2006: 118) reports:

> When a baby is born, the parents will enquire from a diviner
(dibia afa), among other things, who reincarnated the baby and who will perform the traditional iriiga oga l'onu as well as the person to shave the baby’s hair. These inquiries are considered germane because it is feared that the baby might come to some harm if the inquiries were not made. (The) inquiries are pursued ever before the baby is given a name.

In the excerpt we read that the inquiries are made before the baby is given a name. According to Anyachonkeya, cited above, additional adult male and female accompany the parents along with the dibia afa (medicine man). These people perform the ritual ceremony of sipping oil into the baby’s mouth. Of course, those who perform this ritual ceremony must be revealed by the oracle as enquired by the medicine man. Strictly speaking, the oil, so called, is not oil, per se. It is called oriwu-oriwu (concoctions of all sorts) in Omuma dialect.

The adult male and female who take turns to sip the oil in the baby’s mouth would say something like this: “May whatever you may eat not harm you,” after which the baby is given a name by its parents “(118). After this important instrument of act, the baby’s hair is cut and this, of course, is done by the person revealed by the diviner. We will recall, among other things, that in the excerpt we stated that the inquiry included ascertaining who reincarnated the baby. The knowledge of this is important as well, that is, essential in the eschatological process; that is, in birth, childhood, adulthood, old age and death. For instance, Anyachonkeya reveals that in Omuma when one of the persons reincarnated by the same person dies (however long dead), the surviving person(s), must not participate in his or her funeral. According to the cosmology of Omuma people:

a dead relation may reincarnate one or more persons…. And so soon the death of one of them is announced, the other surviving person(s) must flee the town and sojourn, briefly, to such a town where he (or they) will not hear the burial cannon shots. He (or they) must not participate in any of the burial activities or see the corpse. If he (or they) did participate in or see the corpse or hear the cannon shots, …. the implication would be that he (or they) has (have) taken part in his (their) own burial rituals and so will die(!)… This means that those reincarnated by the same deceased relation are “one,” metaphysically, although they may not have been born the same generation or die at the same time (119).

Anyachonkeya adds that the fellow incarnated peers must remain in the town of “refuge” until all the burial ceremonies and associated rituals were over. He maintains that the same attitude is taken even during memorial ceremony of the deceased -- reincarnate -- no matter how long in years his or her death is being memorialized.

These eschatological and ethnographic implications associated with naming are knitted in the naming of an Omuma born and in Igbo land by extension. Okwa mba na achi n’olu (The bush fowl of a people shouts in voice). Indeed, the religious implication of naming is the arrowhead under which all other implications lie and so we now proceed to enquire into the other implications associated with naming in Omuma, nay, Igbo land. We will revisit this criterion later in this essay with ample naming examples.

Social Implications of Naming
The social implications of naming are legion. We will examine a few examples of them under certain criteria. One of the social criteria revolves around marriage. From the discipline of sociology, we learn that functions of marriage, among others, include security, sexual gratification, companionship and procreation. Of these functions, procreation occupies a position of primus enter pares. The premium attached to procreation in marriage is reflected in the following names Omuma parents give their children.

**Uzoejinwa(adighiechiechi):** (The path or route where a child is begotten (does not close).

**Nkwutesilanwa:** (Mention is possible where a child is begotten).

**Social Implication of Naming: Allusion or Innuendo**

Another social perspective under which an Omuma parent gives names to his or her child is a reply to his or her neighbour's taunting. Such naming has allusive connotation. This paper reminds us of a colleague whose mother named *Mgbemgasha* (*Shasha*, for short), meaning, “When I will respond or reply (to taunting at me).” That was a mother who did not beget a child for a very long time after her marriage. Her opponents and neighbours (fellow women) kept tormenting her, until the baby girl – today an academic colleague of ours – arrived, much to her mother’s relief, and to the frustration of those neighbours of her mother!

We will cite five similar examples of such names in Omuma.

- **Anochirimonyeanya:** (Who is it have I blocked?).
- **Omeremسور:** (He/She who hurt me should avoid me).
- **Emereoneyokwe:** Who is it that is hurt or offended and he/she yields?.
- **Emereleluwaonu:** (Do not boast over good fortunes of the world).
- **Adikaechere:** (Things do not turn out as thought).

**Social Implication of Naming: Supremacy of Child Over All Else**

Another social implication of naming is in respect of supremacy in which children enjoy over wealth. Consider the following examples.

- **Ahiazunwa:** (No market sells [a] child).
- **Ezekalammadu:** (Human being is supreme over kingship).
- **Maduamaka:** (Human is incomparable or is uniquely beautiful).
- **Madukacjiekwu:** (It is in human being we can boast).

**Social Implication of Naming: Ego Bolster**

Some Igbo names are ego bolster. Parents give such names to assert either their intellectual prowess or higher social standing in which they enjoy over their neighbours or rivals. The following names attest to this hierarchy needs.

- **Ohianechienyi:** (The bush or woods that habours or shields the elephant).
- **Igbojimkpo:** (The Igbo arm themselves with boasting).
- **Akamigbo:** Let me be greater than or superior to the Igbo), etc.

**Social Implication of Naming: On the Supremacy of Kinship or Siblings Over Other Considerations**

Naming under this heading recognizes the incomparable gains of kinship in begetting siblings. Consider these names.

- **Ikwuka:** (Kinship is supreme).
Izikalanwanne: (Whispering for decision-making is supreme among siblings).
Ikwubirilotunne: (Kinship is supreme only among siblings).
Otunneka: (Kinship within kinship is supreme).
Mmeremikwu: (May I have kinship).
Somadina: (May I not live alone [as lone sibling]), etc

Social Implication of Naming: Gender Superiority

Because of the patriarchal nature of Omuma people, and probably the Igbo, certain names given to male children allude to gender superiority. That is why the people concede preeminence to procreation in marriage. So they are overtly conscious and desperate to beget male children. An Omuma parent is happy when he or she begets male and female children. But even at that, he looks forward to seeing the child of his or hers who he or she would call a child (nwa) to come from his or her (first) son. In view of this, an Omuma parent believes there are children and also child. (Enwere umu [children], nwokwara nwa [child]). Thus, an Omuma person incontrovertibly endorses gender superiority because he or she is most unwilling for his homestead or family to obliterate, simply because he has no male successor to perpetuate the family lineage.

This aspiration of our ideological culture is commonplace among the Igbo, the rest of Africa and Asia as well. That is why in Owerri regional dialect, especially in Mbaise and Ngor-Okpalla, parents give their male children the name Azuwuine, which means. “I am proud I have got a successor and inheritor”!

An Omuma born shows his penchant in gender superiority in the following names he may give his sons.

Nwokediegwu: (A man is awesome).
Amutaobielo (After begetting a child, a son, the mind is at rest, (This name has the same contextual meaning with Obiajulu).
Obidimaru (May my mind be heavy with satisfaction).
Amaeruchi (Homestead or family would not obliterate).
Obiefule (May my family not obliterate).
Onyekeleihem (May no one share my inheritance).
Amefule (May [my] family not get lost, or go into oblivion).

Social Implication of Naming, Revealing Maternal Descent

In the polygynous families of our ancestors, some children were named attaching their mothers’ names to their names. Thus, it was easier to ascertain the mother of the child in the polygynous family. Examples:

Okereke Mgbogorie: (Okereke means a son born on Eke day; Mgbogorie is an attachment,
revealing his mother in his polygynous family).

Nwankwobijalu: (Nwankwo, a person – male or female – born on Nkwo market day;
Obijalu is the mother’s name in her polygynous family).
Okorinwaejinga: (Okori is a name given to a male child born on Orie market day;
Nwaefinge is the mother’s name in the polygynous family), etc.
Historical Implication of Naming

Certain historical landmarks predicate names in which Omuma parents give their children. Let us cite a few examples here.

Agumbanonu: (Do we count people?)

Comment
The Colonial Government introduced population census. Our ancestors, owing to their preliterate society and worldview, resisted this exercise and so queried its rationale and attributed evil omen to it, hence the naming.

Ejirimezeba: (Did I become rich or wealthy through kingship or Ezeship?).

Comment
The Colonial Government evolved or rather introduced Warrant Chief system of governance in Igbo land. Our people jettisoned Igbo republicanism and resorted to ezeship or chieftaincy tussle or struggles. One of our ancestors lost out in such struggles to his rival and opponent. In consolation, he begot a son and named him Ejirimezeba (Did I become rich or wealthy via ezeship or warrant chief institution).

Urumkwebere: (The theft I admitted culpability).

Comment
In the dim past, one of our ancestors, a notorious rogue, stole a human being, a boy, in his theft “business”, and came back successful. In this euphoria, he named this boy Urumkwebere: (The theft I admitted culpability)! This child and boy and son grew to become the progenitor of his kindred, now a village, in Omuma. This kindred and village has for long changed this strange and historically revealing name to Ihite.

Eschatological Implication of Naming

This criterion of naming should come under religious implication. However, we chose to give it a special highlight owing to its confounding semanticity. Naming under this criterion reveals human emptiness and helplessness to the unknown, death and vagaries beyond man’s compass. We explore the following names Omuma parent may give his son.

Onyemaelu: (Who knows the cosmos above?).
Amaiheuwalamba: (Who knows the (finale of the) world from the beginning).
Onwuamaeze: (Death knows no king).
Onwuanaiye: (Death accepts no kinsman in exchange)
Onwuharonye: (Who does death spare?).
Onwuegbuchulem: (Death, I implore you; don’t kill me untimely).
Onwumereobiojiripaempe: (Death made a family to be very small), etc

Religious Implications of Naming

We opened our discourse with the religious angle, the discussion of which we want to conclude now. In the first segment of this criterion of naming, we stated that an Omuma person does not name his child anyhow; that he must follow the religious prescriptions of his forebears.

As with the rest of the Igbo stock, chi is supreme in Omuma belief system. That is why we agree with Achebe (1982:93, 94), who admits that chi is a concept that is “central in Igbo psychology.” What does an Omuma born do without placing God in the front banner? Absolutely nothing! In effect, he gives his children these names:
Chukwumaeze: (God knows the king).
Maduawuchukwu: (Man is not God).
Chukwuma: (God Knows).
Chukwudi: (God lives).
Chioma: (God is pleasant).
Alisichukwu: (Do not underrate God).
Ngozichukwuka: (God’s blessing is supreme).
Chimsirimdi: (My God said I will live).
Munachimso: (My God is with me).
Chinwendu: (God is the owner of life).
Chinyere/Ihechinyere: (God’s gift is supreme).
Chiamaka: (God is good), etc.

This subtle random survey evinces the implications of naming among Omuma people, the scenario of which is similar in Igbo land. Arua (2009: 65) concurs to this assertion. He says: “(T)he meaning of names resides in the message they convey, the wishes they express, the histories they record and the gratitude (to God) they express.” Indeed, the semantic content of “names in the African world view is significant enough” (Anyachonkeya 2011: 131).

Concluding Thoughts

This brief study has attempted to explore the implications of naming among the Igbo, with Omuma Igbo as case study. Sources consulted accede the fact that naming has social, linguistic, philosophic colouring. Findings show that names children bear are a reflection of their parents’ thoughts and life’s travails. Put differently, the names given to children are the whims of their parents. Why not? Yes, as Achebe (1982:67, 96) aptly puts it, an Igbo name “is a full-length philosophical statement” and goes ahead to lay bare his discursive agenda:

If you want to how life has treated an Igbo man, a good place to look is the names his children bear. His fears, his joys, his sorrow, grievances against his fellows, or complaints about the way he has been used by fortune, even straight historical records are all there.

Yes, even how he has been used by fortune, etc, is there, hence, such names as Mgbemgasha, Enyekwaramlezi (Were I actually or truthfully given [this child?]). The second name just cited summarizes the point for an Omuma parent, who has lost many of his children to death; he got one at last at his old age and queries his 

Okafor (2004: 174) recaptures this truth of fiction of Achebe in another captivating way and in the process restates the corpus of this essay. Let us read him. On the occasion of naming a child on the eighth (market) day:

a father gives his child a name that is usually a statement about the family’s circumstances. Again, in Igboland as in most traditional patrilineal societies, families are anxious to have male offspring who will perpetuate their names.

This study unveils the world view of our people as regards our ideological culture. Naming among our people showcases our fears and aspirations, joys and hates, ideals and values as well as cultural and spiritual values in child rearing practice in Africa.
All associated with naming is a linguistic matter, language being culture-carrier, the deoxyribonucleic acid (DNA) of culture. In effect, we should love our language and live our language by giving our children Igbo names, for our culture is our essence as a people.

**References**


ATTITUDES AND PRACTICES OF SMOKING IN COLLEGE STUDENTS

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Abstract
The main purpose of this paper is to investigate the impact of smoking on the student’s efficiency and mentality regarding habit of smoking. Smoking in now days a very spread unethical habit among different schools, colleges and universities students. Most of students are spending huge amount on this activity. Smoking not cause financial loss but also cause health diseases in which most common are cancer, lungs and heart diseases. Millions of people in world die just because of smoking. Study was taken to distribute questionnaire among students of Government College of Management Sciences, Peshawar, KPK, to know the impact of smoking, like and dislike behavior. 70 students sample was selected randomly as study population. The findings revealed that most of the students not like smoking, other considered as fashion and while some answered it increase efficiency level. Recommendation and conclusion is the last part of the paper.

Key words: College, Students, Smoking, Disease.

1. INTRODUCTION

In the Holy Book Almighty Allah has ordered us, “O you who believe intoxicants (all kinds of alcoholic drinks) and gambling and Al-Ansab, and Al-Azlam (arrows for seeking luck or decision) are an abomination of Shaitan’s handiwork. So avoid that in order that you may be successful” (surrah 05, part 07, verses 90).

And further ALLAH says “Shaitan wants only to excite enmity and hatred between you with intoxicants and gambling, and hinder you’re from the remembrance of Allah and from Al-Salat (the prayer) So, will you not then abstain?” (Surrah 05, part 07, verses 91).

As we can see its clear form the above verses that intoxicant is haram (prohibit) in Islam whatever the source may be it is unislamic and unethical. Smoking is also like a drugs and totally forbidden in Islam. Smoking cause mental as well as financial loss to the person. Smoking also cause different diseases includes mouth, lungs, cancer, stomach problems etc. it has also have great impact on psyche and health. Although smoking is not criminal activity but it is bad social habits which creates different problems such as lack of mental efficiency, laziness, as most of the smoking materials consists of different chemicals it also cause heart diseases, these chemicals are very dangerous to health and like poison.
Although the anti smoking law exit, it strictly enforcement can never work until you change the public attitude through different campaign and awareness methods, directly imposes penalties never works, it needs voluntarily involvement of young generation and other society people to come and stop this unethical habit. (M. Irfan, M. Tufail, 2009).

Today smoking is becoming fashion for society. A person likes smoking just for fashion. One who habitual to smoking is different from those who are not habitual to smoking. But finally smoking fashion exist in most of our society, younger, elder, men even women also involved in this unethical habit. We can see that most in our legislature orders exist in the country about smoking but still this is not implemented properly. Majority places such as schools, universities, public places, colleges are not free from this dishonorable habit, and no proper attention is giving from the side of government to see and control the situation which not only hazardous for individual but also destructive for society as whole.

1.1 Purpose of the study

The main objective and purpose of the paper is to a) Find out the affect of smoking on the efficiency of college students b) To see the level of mentality as compared to those who do not smoke c) To see the attitude and behavior regarding this habit d) To learn more about different psychological stress of the smokers e) To see the socio-economic factors of smoking for college students and f) To give some policy statements to control smoking in college students.

2. Research Methodology

2.1 Sample size

The sample size for this research was selected from a Government College of Management Sciences, Peshawar. As study population randomly a simple of 70 students was selected.

2.3 Instruments Used for Study

Data was collected for this study through Questionnaire. This was designed on the basis of a questionnaire developed by Rozi, & Akhtar, in 2004. The questionnaire was consisted 15 questions which were tailored according to the study. And which were distributed among students to get the answers of the questions regarding the study.

Data for this study was analyzed by using SSPS, and all variable results are given in percentages.

2.4 Findings

As majority of the college students were consisted male students, female students were only in master classes that are master of commerce previous and final and some female students admitted in BBA (Hons) so a random size of sample for population were selected of 70 smokers student, which were majority male students. But for the purpose of more sophisticated of the study, I was included in study female students as well. The population comprised 62 male students and 8 female students, which were male (88.57%) of the total population and female, were (11.42 %) of the total population. The mean age of female was 22.5 years ranging of 19 - 25 years.
Table 1: Smokers Allocation (Male & Female Students)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>62</td>
<td>88.57%</td>
</tr>
<tr>
<td>Female</td>
<td>8</td>
<td>11.47%</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100%</td>
</tr>
</tbody>
</table>

Chart: 1

Table 2: Allocation of Post Graduate and Graduate students

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Post Graduate</td>
<td>48</td>
<td>68.57%</td>
</tr>
<tr>
<td>Graduate</td>
<td>22</td>
<td>31.42%</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100%</td>
</tr>
</tbody>
</table>

Chart: 2

Table 3: Smokers allocation smoking in front of family and relatives
<table>
<thead>
<tr>
<th>Smoking Behavior</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In front of family and relatives</td>
<td>26</td>
<td>37.14%</td>
</tr>
<tr>
<td>No smoking in front of family and relatives</td>
<td>44</td>
<td>62.85%</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100%</td>
</tr>
</tbody>
</table>

Chart: 3

Table: 4  Allocation of smokers Discipline wise

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.com students</td>
<td>31</td>
<td>44.28%</td>
</tr>
<tr>
<td>B.com and B.com (Hons) students</td>
<td>23</td>
<td>32.85%</td>
</tr>
<tr>
<td>BBA students</td>
<td>16</td>
<td>23%</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100%</td>
</tr>
</tbody>
</table>

Chart: 4
Table: 5  Allocation of smokers when free, with friend and at hostel

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Smoking when free</td>
<td>46</td>
<td>65.71%</td>
</tr>
<tr>
<td>Smoking when at friends</td>
<td>16</td>
<td>22.85%</td>
</tr>
<tr>
<td>Smoking at hostel</td>
<td>8</td>
<td>11%</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100%</td>
</tr>
</tbody>
</table>

Chart: 5

3. Discussion

As it is clear from the above tables and charts and other statistical data, that most of the students like smoking. Now the question is that what should be done next to make light of this spreading trend of smoking, one can see the importance of print media is more indispensable in this regard.

As well as electronic media play a very important role, specially newspaper and television which are easily available sources may play a vital role to capture the mind and change the behavior of students and general people to hate smoking. Most of the countries have their own laws and regulation to have restriction of smoking products, its advertisements and other related items, the number of the countries have counted round about 47, and some other countries that have totally banned on smoking products, tobacco, and their advertisement. (M. Irfan, M. Tufail, 2009)

The world Health Organization has also made this clear that smoking has dangerous affect on individual health, society and the environment, which not only loss of good health but also mentally and physically damage the person, and also causes them in different diseases and financial loss.

4. Policy statement

    a) first of all young generation should be induced towards real Islamic spirit, a very beautiful statements written by Stephen covey in his book, “The seven habits of highly effective people” that he said, we must reform our selves by sharpen the saw, it means that we have to reform our selves spiritually, mentally, physically so that once a man spiritually reform his self so then he never moves to illegitimate things, such as drugs, etc.

    b) There should be completely banned on those channels that openly disseminate information regarding smoking and related things.
c) Most of our society illiterate so education regarding smoking and its dangerous consequences should be spread among different members of the society, through religious scholars, imam of the mosque etc.

d) The major factor of spreading habit of smoking in young generation is also that, there is no check and balance form the side of their families, so it is desirable and imperative to have proper check and balance form their family members, so with great extent young generation may be saved from smoking addiction.

e) Other society members may also play a very important role to control young generation from smoking, such as teachers, professors, advocates, doctors, they may arrange some seminars on the bad consequences of smoking so that have to control this habit.

5. Conclusion

As mentioned on previous pages that smoking items basically based on carcinogenic (a substance that cause cancer) elements, and other lungs diseases in which most common disease is emphysema, and other heart diseases like cardio vascular disease etc. and being Muslims smoking and all other alcohols strictly prohibited in Islam. There is no place for these things in our religion. Smoking is not only destruction of wealth, health but also very harmful for society as whole. So smoking all means must be banned and forbidden. So that individual and society may save from this unethical habit.

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THE SOCIO-CULTURAL CONTEXT OF YULETIDE TRAGEDIES IN NIGERIA

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ABSTRACT

The fear that looms in the air and the calamity that lucks in the corner during each yuletide in Nigeria has called for attention. Nigerians start and spend a year hopefully and in relaxation of mind, but when the yuletide draws close, they become uneasy, frightened, extremely conscious and unusually religious for fear of the unknown. This is because the yuletide is always characterized with tragedies like countless road crashes/accidents, increased crime rate in form of armed robbery, kidnapping for ransom and so on. Many reasons might have been given to explain these recurrent tragedies during the yuletide in Nigeria, but there seems to be a different view to this. Therefore, this paper attempts to analyze the socio-cultural context of these yuletide tragedies in Nigeria. Extended family system, culture of merry-making, social materialism, social comparison and competitions etc were identified as the background causes of these yuletide tragedies in the country. However, a Redefinition of Social Value and Relevance, Review of the Extended Family System, the Creation of Job opportunities as well as the Alleviation of Poverty in the Nigerian society, were recommended as Way Out.

Key Words: Yuletide, Social Relevance, Tragedies, Family, Nigeria.

INTRODUCTION

The yuletide is a period of celebrations and festivities. It is a period of love and peace. It is a period in which people socialize through the exchange of gifts and good wishes amongst themselves. It is a season of reunion and meetings amongst friends and well-wishers. It is a period of visitations and varieties in every sense of the word. It is a period of joy and happiness. Nevertheless, however, it is a period of tragedies and sadness. This is due to the rush and haste that characterize the season. In Nigeria for instance, the most common tragedies during the yuletide include the rise in crime and road accident cases. The recurrent nature of these tragedies in higher magnitude in the country each yuletide, has made the yuletide, a dreaded period. Nigerians tend to designate this period, especially the last four months of the year, as “Ember” months. Wole (2012) has observed that accidents, during these “Ember” months represent a grim reality that evokes fear in many Nigerians who have now come to label them the “notorious months”. In the recently concluded yuletide, for instance, there were seemingly countless reported cases of kidnapping for ransom, armed robbery and road accidents in the country.
Therefore, following the peculiarity of these “Ember” months, (i.e. the periods around the Christmas day), in respect to the spate of crime and road clashes/accidents, many persons have given reasons for it. While reckless driving and bad roads are held as major reasons for the increased cases of road accidents during this period in Nigeria; poverty, unemployment and crave for riches account for the spate of crime. However, there is a socio-cultural context to these tragedies that are characteristics of the yuletide in the country. This is the thrust of this paper, which is to analyze the socio-cultural context of the yuletide tragedies in Nigeria.

THE NOTION OF THE YULETIDE IN NIGERIA

The yuletide refers to the period around the Christmas day. It means so much to a great number of people around the world. However, there are some differences in the notion of the yuletide among people across the globe. To some, it is a period to be sober and reflect on the divine birth of Jesus, whereas, to some, it is a period of great celebration and festivities. Yet, to some other people, it is merely a period that marks the end of the year. Again, there are always some peculiarities in the lists of activities that characterize this period, which differ from place to place. Of course, this is in line with differences in cultures.

In Nigeria context, for instance, the yuletide is often welcomed with a great cloud of activities and festivities. This period is indigenously known as “Ember Months” (which is coined from the last five letters of the months of September, October, November and December). It is a period of rush and haste as well as a period of terror and tragedies. Yet, it is a period of happiness and celebrations. During this period, Nigerians engage in a lot of activities to wrap-up the year. Several social organizations and groups organize what is fondly called “End of the Year Parties” to conclude the year. Also, there are often a lot of marriage ceremonies, as a great number of Nigerians prefer organizing wedding ceremonies during this period. These ceremonies attract friends and well-wishers from far and near, who often come with gifts. This obviously warrants more shopping and travelling.

Additionally, because of this increase in demand, there is always a significant increase in the prices of goods and services. Yet, it does not deter people from wanting to buy so much in a bid to renew virtually everything around them. Transportation fee often doubles as commercial drivers become more reckless and lawless in pursuit of more money. This accounts for the increase in road crashes during the yuletide in the country. The ex-commander of the Federal Road Safety Commission, Mr. Tumes Dalop rightly observed that, “even without statistics, common sense will tell one that accidents and deaths are higher during these “Ember” (i.e. the yuletide) months because of the various festivities lined up during this period and which warrant much more travelling; it’s a period when commercial drivers cash in to make more money through over loading, excessive speeding, among others (Wole 2012).

Interestingly, there is this socio-cultural belief of Nigerians, which has it that Christmas is best celebrated in one’s village. Hence, people travel from all corners of the world to their respective villages to celebrate Christmas. This cultural belief is so common that it becomes abnormal and almost culturally forbidden for one to remain in the city during Christmas celebration. Omeayo (2012:14) called it “Annual Christmas homecoming”. Also, there is another strong belief that accompanies the above, which is that it is only the financially buoyant ones that travel home during Christmas. This is because it is only these ones that can meet the high social expectations of families and relatives at home. In most cases, one is expected in the first place to travel home with bag(s) of rice, goat(s) or chicken(s) and other necessary ingredients to spice up the celebration, or to have sent these
items home to herald ones coming. More interestingly, it is often expected that when one leaves the village for the city to seek greener pastures, one should compulsory come home better than one left. Preferably, one receives a warm welcome from families and relatives, when one comes back with a car(s) or something to show for the months one has been away. This is so prevalent that it is common to see people refusing to go home (i.e. village) for Christmas just for the sole reason that they do not have enough finance not necessarily to fend for themselves, but for families and relatives at home.

Also, there is this social competition and comparison that is inherent during this period. This is evidenced in situations in which people tend to compare and compete with fellow neighbours or residents, for instance, as to whose son/daughter’s car is finer, or who buys a cow, goat, bag(s) of rice etc. for the Christmas celebration. More so, families and relatives often compare and compete as to whose sons/daughters are more successful and richer in monetary terms. More interestingly, it is only the richer and wealthiest gets more respect and value. And for those, who could not at least make their families proud by acquiring riches, either refuse coming home or receive bunch of insults, disappointments and disrespect from families and relatives at home. No wonder, every one passionately desires this social relevance.

The climax is set on the Christmas and New Year day in which people become extremely prodigious and extravagant in celebrations. Money is expended almost to the last kobo. Hence, it is always common to see people rushing “back to their areas of domicile to resume work and recoup their finances after Christmas and New year festivities” (Odogwe 2013:9). It seems however, more common to see or hear people borrowing money to travel back to their city after these celebrations.

**TIMELINE OF YULETIDE TRAGEDIES IN THE YEAR 2012**

The unfortunate and sad events like increased cases of road accidents, armed robbery and kidnapping for ransom during the yuletide, are what make up the yuletide tragedies in this Paper. These tragedies are recurrent and always inflict pains and sorrow on families and relatives of victims who were in the state of euphoria in connection with the yuletide. These have made the yuletide, a dreaded period in Nigeria. In the just concluded yuletide season, some of these tragedies were recorded:

**Accidents**

According to the official report of the Federal Road Safety Corps (FRSC), while road accidents killed average 11 Nigerians each day of 2012, the highest number of accidents and deaths occurred in December 2012. The Report titled “Dashboard Records for the Months of 2012” has it that an average of 15 people died daily from accidents in December leading to total deaths of 473 people involving 1,115 vehicles. (Ibeh 2013). For instance, on 13th December 2012, a horrible accident was reported in which eight pupils of Comprehensive High School, Itori, were crushed to death by a Lorry, on their way back from school at the Lagos-Abeokuta Express way. Also, on the same day, another multiple accident reportedly occurred near Ogere on the Lagos-Ibadan Express way and claimed five lives and others injured.(Nwokolo 2012:3). In fact, Ibeh (2012) reported that at least 88 people died in various accidents across Nigeria during the festive period between December 22 and December 31, 2012. On December 22, the Commission reported that one life was lost while three people sustained injuries in a crash involving a truck and a lorry along Toro- Jos road. On December 23, it was also reported that 18 people including two children lost their lives while 19 persons...
were injured in accidents that occurred in different locations across the country. Also, 19 deaths were recorded while 51 people sustained various kinds of injury on Christmas Eve, December 24. Among the Christmas eve deaths were three soldiers in an accident in which seven soldiers were also injured. Crashes on Christmas day recorded 6 deaths and 47 injured persons who were all rushed to various hospitals by officers of the FRSC. Three deaths and 29 injuries were recorded on December 26. A major crash which involved nine deaths and 11 injuries was recorded on December 27 when a truck crashed into a Toyota Hiace bus. Also on the same day four other people died while 14 others were injured in separate crashes. The FRSC also reported that it recorded 10 deaths and 10 injuries on December 28 in different locations across the country. On December 29, 80 injured persons were recorded in different road crashes while 11 people lost their lives. Five deaths and 41 injuries were recorded on December 30. The dead included an FRSC official who was brushed into Ososa River along Ore-Sagamu way when a luxury bus driver on high speed defiled a diverted direction following a previous crash on same spot. The FRSC officer, Olusoji Olaleye, an Assistant Route Commander was said to be clearing the obstruction and diverting traffic to the other carriageway to protect the crash scene, alongside other officers, when the incident happened. Monday, New Year Eve, recorded the death of two children at Kungbani along Lokoja – Abuja road. Fifteen people were injured in the accident. The driver was said to have lost control of the vehicle which crashed at about 14:20 hrs. Two people were also injured in a car crash at Kwanar Fararwai on Kaduna – Zaria road. The car, a Peugeot 406, crashed, causing injuries to its two occupants who were rushed to Barau Dikko Hospital for medical attention.

Crime

The rate of crime was expectedly intensified during the 2012 yuletide season in the country. For instance, on 29th October 2012, Olaniyi (2012:11) reported a case of a policeman in Port Harcourt who was killed by armed robbers, who raided a phone shop and made away with a three “Ghana-must-go” bags of money. Whereas on 8th November, Kingsley Eni was reportedly remanded in Lagos Prison for allegedly robbing Daniel Onuoha of N1.33 million (Owolabi 2012:53). Also in the same month, six unidentified gunmen reportedly attacked a Motorist at Iyana Isashi, Badagry Express way and went away with a bag containing some money. (Isiguzo 2012:53). Again, in same month, Odogwu (2012:54) reported a case of arrested three fake Revenue collectors in Onitsha South, Anambra state. Furthermore, on 9th November 2012, a case of two killed armed bank robbers by the Kogi policemen, was reported. (Bashir 2012:54). And on December 20, 2012, two policemen were reportedly short dead by unidentified robbery gang who attacked a bank in Ikirun, Ifelodun Local Government of Osun state. (Adeniyi 2012:53).

The crime of kidnapping for ransom had its own share of attention in the country. Odogwu (2012:56) reported a case of a businessman and Chief Executive of Foge Oil Limited who was abducted on 5th December, in front of his house at Obiofia Nnewichi in Nnewi, Anambra state, while another businessman and Chief Executive officer of Iroko Group of Companies, Dozie Akudolu, was reportedly released after an alleged payment of N20 million to the abductors. Also, a case was reported in Benin involving a businessman, Omoruyi Oloton, who was kidnapped in his office, for a N200 million ransom. (Otuabor 2012:9). Onu (2012:56) on 6th December 2012, reported the abduction of Raph Azolo, a businessman resident in Awka, Anambra state. And on 9th December 2012, Professor Kwamene Okonjo, mother of the Finance Minister, Dr. Ngozi Okonjo-Iweala was reportedly kidnapped for an initial One Billion Naira ransom (Osuji 2012:6). While on 10th December 2012, Mrs. Titilayo Rotimi, wife of the former Military Governor of the Western state, Gen. Oluwole Rotimi (rtd) was reportedly abducted on Ibadan-Ife Express way and N200 million
ransom was demanded. (Oladele 2012:12). Also, on 17th December 2012, four South Koreans working for Hyundai Fabrication Company were reportedly kidnapped by gunmen on Okpoama Island, Brass Local Government Area of Bayelsa state. (The Nation 2012:63). And on 20th December, Miss Nkiruka Sylvanus, Nollywood actress and Special Assistant to the Imo state Governor on Public Affairs, was reportedly abducted in Owerri, Imo state. (Ndidi 2012:62). In summary, these are obviously a few out of the numerous tragedies that occurred during the 2012 yuletide in the country.

THE SOCIO-CULTURAL CONTEXT OF YULETIDE TRAGEDIES IN NIGERIA

The following are some socio-cultural factors that fuel the tragedies that are characteristic of yuletide in Nigeria:

The Culture of Celebration and Merry Making

There is this culture of celebration and merry making inherent in Nigerian cultural system. Everything calls for celebration in Nigeria even the death of loved ones. As Chukwu (1999:43) rightly observed “births, deaths, outings, house warming, arrival of friends, sons or daughters from abroad, success at business deals each and every one of these calls for celebration”. In fact, in most cases, it is culturally forbidden for one to avoid a celebration of something or event which culturally ought to be celebrated. Some people are in some cases compelled to borrow large amount of money in order to fulfill this cultural obligation. Hence, Chukwu(1999:43) termed it “cultural obligation of sheer waste”. This, for him, is because the culture does not even exonerate one on the basis of choice-that is whether to celebrate or not. It was this undue merriness of Nigerians that annoyed a columnist in The Nation’s Daily News Paper, who wrote in his article titled “The Unbearable Lightness of the Nigerian Being” thus “everywhere you turn you encounter this sunny and rosy disposition, this remarkable capacity to refine and redefine pain and turn tragedy into a ridiculous farce. There are parties everywhere and every week. The dead are sent off with rousing pomp and panache. The newborn are welcomed with equal pageantry and cynical aplomb (Alamu 2012:3). And the more elaborate, lavishing and prodigious a celebration or party is, the better in social terms. This is the cultural life-style that is often carried to Christmas celebration in the country. No wonder, in preparation for the Christmas celebration in the country, some people tend to go extra mile to make illegitimate money that shall be lavished in celebrations and parties.

Extended Family Relationship

Unlike the Western cultures, a distinguishing characteristic of African /Nigerian culture is the practice of extended family relationship. It is a pattern of relationship, in which the characteristic interdependence of members of a nuclear family is extended to non-members, including relatives. In other words, it is a relationship in which a man is expected to take care of his immediate family (i.e. wife and children) as well as his father, mother, siblings and even in-laws. This care, of course, includes the provision of food, shelter and clothes. According to Chukwu (1999:43) “although there is some obvious beauty in everyone being his brother’s or sister’s keeper, such a burden makes budgeting impossible for the average Nigerian family”. This burden however becomes heavier during the yuletide, in which one is expected to buy and cater for a long list of extended family members, in the face of the usual astronomic rise in prices of goods and services. This, to a great extend, explains why some Nigerians get involved in things that inflict pains on their fellow Nigerians, just to make more money to meet up with the financial demands, especially during the yuletide.
Social Materialism

Before now, it was not uncommon to hear people say that good values rule the African and particularly Nigerian world as against the popular belief that money rules the world. At that time, people were respected, not because of their wealth and riches, but simply because of the good principles and values they upheld. The community was then, built on good social values like honesty, transparency, and hard work. It was believed that for one to succeed alongside the community, one must be upright, hardworking and honest in all his/her dealings. People were respected for bravery, the number of farm lands, yam bans, wives and children one has. And it was through hard work that all these could be acquired. A hardworking and honest man was held on a very high esteem unlike the rich, wealthy and dishonest man. Also, families were proud of their sons and daughters, not necessarily because of how rich they are, but because they have imbibed good values like respect for elders, hard work and truthfulness. In short, social relevance as of then was viewed through the lens of good value acquisition.

However, the reverse has become the case as material acquisitions have become the order of the day in Nigeria. Now, social relevance is viewed through the lens of material acquisition in the country. And, it is more pronounced during the yuletide seasons. As it has been noted, Nigerians prefer travelling to their respective homes to celebrate Christmas with families and relatives. But one cannot possibly travel home for Christmas without having made some money for oneself, families and relatives who always wait with high expectations. If not, one would be regarded as nonentity and socially irrelevant by families at home. No wonder, the yuletide always record tragedies in form of accidents, for divers (especially commercial drivers) who get involved in reckless rush to make more money as well as kidnapping for ransom and armed robbery for those who take to crime in order to make quick money for Christmas celebrations. No doubt, these are done to meet the high social materialistic expectations in the country.

Social Competition and Comparison

Also, there is a social comparison and competition among Nigerians. It might be engaged consciously or unconsciously, but it seems everything is connected to the gregarious nature of man, who while in a social group or setting, would wish to be accorded due or equal social respect and relevance. In Nigeria, especially among the Eastern part of the country, it is often said “eme nyata ka emere ibia, obi adiya nma” (i.e. “if a child is favourably treated in the same way his fellow child was treated, he becomes happily satisfied”). This is the understanding that is a carried to social setting or relations, in which Mr. “A” would always want to be treated or get the same or more attention like Mr. “B”. Likewise, in a situation where Mr. “A” gets, for instance, a big car, which has fetched him more social respect and relevance, Mr. “B” would try as much as possible to get the same or bigger car to get more social attention. This social competition, however, seems to be more pronounced during the yuletide in the country. During the yuletide, people work so hard or go extra mile, just to get the best cars, organized the best parties or wedding ceremonies, kill the fattest cow, wear the finest dress and so on. This is done just for the sake of social importance and relevance. Therefore, without doubt, this fuels crime, corruption, anti-social behaviours, traffic lawlessness and in fact, more tragedies during the yuletide in the country.

Get Rich Quick Syndrome

This is a social phenomenon that is common in Nigeria, especially among the youths. The Get-Rich-Quick syndrome implies a mental-disposition in which people consciously seek
riches and wealth without readiness for hard work. It discourages hard work and industry as well as subverts financial principles, protocols and standards of life. Hence, it encourages fraudulence and criminality. This is where the problem lies, as this attitudinal orientation is against societal norms and values. This has particularly contributed to the high rate of corruption and other social vices in the country. Virtually everyone keeps looking for ways to “make it quick and fast”. In fact, this syndrome seems to have become part and parcel of Nigerian social construction of reality. However, it seems to be more active among the youths, as many of them have taken to social vices like armed robbery, kidnapping for ransom, etc, in order to make quick money. This is because the crime of kidnapping for ransom, for instance, currently seems to be one, if not the most lucrative way of making quick huge money in the country. No wonder, there has always been astronomic increase in the rate of these crimes during each yuletide in Nigeria. This was evidenced in the immediate past year’s yuletide, which was flooded with more cases of kidnapping for ransom and armed robbery compared to the first half of the year.

Some authors are of the view that this attitudinal orientation is alien to the core traditional Nigerian value system. They argue that it was a fall-out of the asymmetric western/African/Nigerian interaction and hegemonic influence. Specifically, they blame the introduction of monetized economy in Nigeria during the colonial era which replaced the “distributive and less competitive African (Nigerian traditional) economy. Hence, the quest for personal enrichment at all costs is now the order of the day”(Madukwe and Madukwe 2010:281). However it should be noted that a monetized economy is obviously an inevitable characteristic of a modern society and Nigeria is not an exception.

Be that as it may, the consequences of this social phenomenon are more pronounced during the yuletide in the country, as people prepare for Christmas celebration. Hence, some get involved in some fraudulent acts and criminality during this period in order to make quick money for Christmas celebration.

Recommendations

Therefore the following have been recommended to reduce the recurrent rate of these yuletide tragedies to the barest minimum in the country.

(1) There should be a redefinition of social value and relevance in Nigerian society. That is, social relevance should cease to be viewed from the angle of material acquisition, but through the acquisition of good moral values and social principles.

(2) There should be a review of the Extended Family Patterns of Relationship in Nigerian society. This should be done to give room, for a proper development of the individual nuclear Nigerian families. And to this effect, the government should take up the responsibility of funding the welfare of the Old and the Aging in the society, through an established Agency.

(3) Finally, and very importantly, creation of job opportunities for the young members of the society should be prioritized. This will go a long way in reducing the rate of poverty in the country.

Conclusion

From the foregoing, the following could be deduced, one: that celebrations and festivities are indispensible part of Nigerian culture, and it seems the more elaborate a celebration is, the better in social terms. Secondly, the Nigerian society seems to have become a highly materialistic society with highly materialistic social expectations from its members. To be sure, there is no doubt that a society sets goals for its members and at the
same time, set a legitimate path to achieving these goals. But, when these goals are lofty and out of proportion, it becomes a problem. Yet, when these legitimate paths of achieving these goals are not accessible by a larger number of the society, the problem becomes greater. This is because it has been observed that when people cannot access a legitimate means to their goals (which is also the societal goals) they become frustrated and would always resort to illegitimate means. This, according to a Sociological theory (Strain Theory) explains crime in the society. To say that this is true of Nigerian situation would be the same as stating the obvious. If not, why should a society have such lofty goals and expectations from its members, as have been seen in previous pages, yet there are no enough jobs for its youths and even the remuneration scheme of the few employed ones are nothing to write home about?

Therefore, considering these highly placed social expectations that always become more pronounced during the yuletide in the country, it will not be out of order, if it is said that it is the Nigerian society that inflict pains on themselves. They are the ones that push the commercial drivers into recklessness on the road and the youths into crime, all to make money in order to meet up with their outrageous expectations. However, if the few recommendations listed above, can be implemented, the rate of crime and accidents especially during the yuletide in the country, will be significantly reduced.

References


THE SOCIAL FACTORS INFLUENCING UNDERGRADUATE FEMALES TO STUDY MATHEMATICS AND PHYSICS

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ABSTRACT

This study explored the influences of socializers (e.g., parents, teachers, peers, and counsellors) on the university female students’ decisions to pursue careers in mathematics-related disciplines. Data were collected through interviews and focus group meeting from six female students in the second to final year from mathematics and physics departments at the mid-size university in Canada. The findings indicate that females made their decisions to pursue careers mainly out of genuine interest in mathematics and science, and that influences from parents and teachers came through encouragement and support, provision of positive learning experiences, and/or by being role models. It is recommended that parents and teachers be aware of how their involvement in both in- and out-of-class activities with children/students may affect female career pursuits in the field of mathematics. Supports should be put in place for females both during their studies and after they start working in these fields.

Keywords: Social factors, gender and mathematics, undergraduate females, choice of study, socializers

INTRODUCTION

This study aimed at identifying and exploring social factors that contribute to the decision of undergraduate female Canadian students to pursue studies in mathematics-related disciplines. Specifically, it focused on the role that socializers (e.g., parents, teachers, peers, and counsellors) play in the career-related decision making of young females. In the United States and in Canada, female students seem hesitant to engage in career paths that require advanced mathematics skills, such as pure mathematics, computer science, engineering, and physics, despite their levels of attainment and participation in mathematics courses that match those of their male counterparts (Cavanagh, 2008; Catsambis, 2005; Dick & Rallis, 1991; Hanna, 2003). This is evident from the growth in females’ enrolments in the undergraduate programs in the Canadian universities where the majority of the enrolment remains in the areas of humanities, social, and behavioral sciences whilst their enrolments in mathematics, computer science and information sciences fields continue to decline (Statistics Canada, 2008). Also, women still present as majority in the traditionally female professions and minority in non-traditional occupations both in Canada and the United States. For example, in the United States, women represent 92% of nurses, 68% of psychologists, 48% of biological and life scientists, 26% of mathematical and computer scientists, and 10% of engineers (National Science Foundation, 2011). Similarly, in Canada, women represent 87% of nurses and health-related therapists, 75% of clerks and other administrators, 64% of teachers, 57% of sales and service personnel, and only 22% of natural scientists, engineers, and mathematicians (Statistics Canada, 2008). Thus, females may not be fully participating in one of the highly promising and expanding areas of the North American economy. This situation indicates that few role models exist for females in non-traditional fields.
and also raises concerns that need to be addressed at all levels of schooling as well as the workplace.

**LITERATURE REVIEW**

Researchers have attributed female students’ unwillingness to pursue careers in mathematics-related disciplines to many factors, such as negative attitudes towards mathematics, mathematics stereotyped as a male domain, inappropriate teaching practices, socialisation, limited exposure to after-school activities in mathematics, and lack of knowledge of the need and usefulness of mathematics in career decisions making (American Association of University Women [AAUW], 1998; Boaler 1997; Eccles 1994; Gadalla, 1998; Hanna, 2003; Rogers & Kaiser 1995). Although studies have examined the reasons for the lack of female participation in mathematics which focused on gender differences (AAUW, 1992; Crombie et al., 2005; Erncikan, McCrith, & Lapointe, 2005; Ma & Cartwright, 2003; Kellaghan & Madaus, 2002; Walkerdine, 1998), most of them were conducted at the high school level and relied upon females’ career intentions rather than females’ actual career choices. In addition, comparisons have been usually made between female and male students with little research done on finding out about the disparity in motives (if they exist) amongst females who opted for non-traditional career choices. There has been a growing body of research that points to inherent differences within gender groups and therefore question viewing and treating males (Martino, Lingard, & Mills, 2004) or females (Martino & Wilson, 2002; Slater, Guthrie, & Boyd, 2001) as uniform group. For example, it has been established that females from different racial and ethnic backgrounds also differ in their career expectations and goals.

Researchers have reported that social factors such as socializers and cultural milieu could affect females’ enrolment in mathematics. That is, the attitudes and behaviours of parents, teachers, counsellors, and peers have consequences on female enrolment choices in mathematics (AAUW, 1992; Leedy et al., 2003). Research findings also indicate that these social groups think that males will outshine females in subjects such as high school calculus, and as a result, less encouragement is given to females in the pursuit of mathematics (Brush, 1980; Dick & Rallis, 1991; Meece et al., 1982; Paa & MacWhirter, 2000)

To this day, very little research has been conducted in Canada on female students pursuing non-traditional careers at the university level. As a result, the explanations for the under representation of female students pursuing careers in mathematics-related disciplines at the university level remain indistinct and need further in-depth research. In 1998, Gadalla cautioned that “it is unlikely that female representation in [mathematics- related careers] will increase in the near future because women continue to account for relatively small proportions of total university enrolment in these fields” (p. 2). For these reasons, females who persevered in the traditionally underrepresented fields of study may prove to be valuable source for research aiming to obtain in depth information on the impact of socializers on career choices of university female students toward mathematics-related disciplines. Therefore, the purpose of this study was to examine the specifically social factors that influenced the decision to pursue mathematics-related disciplines of a group of second to final year undergraduate female students at the mid-size university in Southern Ontario, Canada.

This study was framed around a theoretical model of career choice developed by Dick and Rallis (1991). In this model, between a student’s aptitude and her career choice stand several factors that affect the outcome. The socializers play the central role. The perception of socializers, together with the contextual factors (cultural milieu) and past, lived, experiences, are interpreted by the student and in that process form her self-concept and abilities and determine comparative values of pursuit of different careers. On the other hand, students’ aptitudes shape their past
experiences and both, in turn, can have an effect on socializers’ attitudes and expectations for the students. Also, the cultural milieu in which students and socializers dwell influences the attitudes and expectations of socializers, the students’ perceptions of attitudes and expectations of socializers, and, eventually, students’ self concepts and career values. While Dick and Rallis used surveys and large samples for their study, they recommended that future studies implement interviews with women who have opted for careers in science and engineering, to obtain “a more detailed picture of the forces and factors forming their career choices” (p. 291). Accordingly, in this study, the model was adapted to better fit university students (rather than high school students, as it is in its original form) and the interviews were conducted along the variables in the model.

METHODS AND PROCEDURES

This study took a form of a qualitative case study. This research design was chosen because the goal was to examine the situation primarily from the participants’ perspectives and to gain in-depth understanding of the case (Hancock & Algozzine, 2006). In particular, Creswell (2009) explains that case study is a method of inquiry that allows for deep exploration of one or more individuals, while Yin (2009) views case study as particularly suitable for answering ‘how’ and ‘why’ questions. In addition, the focus of case study research is explained as a “bounded system” (Merriam, 1988, p. 9). This study was bounded by the unit of analysis (the female participants), the context (pursuing mathematics-related disciplines at a mid-size university in southern Ontario), and sampling criteria (involving only second- to final-year undergraduate female students in mathematics and physics).

The convenience non-random sampling method (Cohen, Manion, & Morrison, 2000; Nardi, 2006) was used to select participants from two departments (Mathematics and Statistics, and Physics) in a Faculty of Science. The participants were six female students in the second to final year from Mathematics and Physics departments at the mid-size university in Ontario, Canada. The participants’ ages ranged from 19 to 25; they were all full-time undergraduate students in the Faculty of Science. Although three of the participants were not born in Canada, all of them obtained their high school education in Canada. This gave room for obtaining insights pertinent to female decisions to pursue non-traditional fields in the Canadian educational system. By making sure that the sample consists of participants from years 2-4 from two departments and that data collection was done in a relatively short time, the researcher followed the research approach outlined by Hoepfl (1997), who cautioned qualitative researchers that sampling errors (e.g., insufficient breadth in sampling, changes in participants and procedures over time, and lack of depth in data collection at the research site) may result in distorted findings.

Face-to-face interviews and focus group discussion were the primary methods of data collection used in this study. This is consistent with Mason (2002), who stated that interviews of individuals or groups give the researcher the opportunity to obtain rich, personalised information. After transcribing interview with each participant and the focus group meeting, the emerging themes and patterns in the participants’ responses were noted.

In addressing the validity and reliability of the study, two types of data triangulation were used: (a) multiple sources (i.e., multiple participants, and (b) multiple data collection methods (i.e., individual and focus group interviews). I was, from the beginning of the study, mindful of the potential biases arising from my strong educational background in mathematics-related discipline. Thus, I aimed at representing participants’ experiences and opinions accurately. The data collected and interpreted were taken back to participants for review to check for accuracy. In addition, an external observer was asked to review the data and the findings so as to ensure that data were not lost through my bias or carelessness. Reliability threats were addressed
through documentation. A detailed record was kept of how data were collected and how participants were contacted.

RESULTS

The findings revealed that the females in this study made their decisions to pursue mathematics-related disciplines mostly due to their genuine interest in mathematics and science, which appears to have been stimulated by experiences with these subjects prior to and during high school. This is consistent with previous research (Dick & Rallis, 1991; Gadalla, 1998; Pertiller, 2006) that states that females’ interests influence their intentions to pursue a particular career and that interest is the most common reason influencing females’ decision for choosing physics as a career (Ivie & Guo, 2006).

Socializers, specifically parents and teachers, were influential in the females’ decisions—through encouragement and support and/or by being role models. Positive experiences provided by the teachers included the use of adequate teaching methods. The parents of the females in this study supported and encouraged their daughters’ interest in mathematics and science. The females did not only have positive perceptions of their parents’ attitudes towards mathematics, but were also brought up in a mathematics-supportive environment from a young age. Based on the participants’ recollections, these factors increased their interest in and enjoyment in doing mathematics and science. Parental support and encouragement have also been reported by other researchers (Catsambis, 2005; Dick & Rallis, 1991; Muller, 1998; Robinson, 2006) as significant, because of their impact on students’ attitudes towards mathematics, achievements and participation in mathematics, career aspirations, career-choice development, and future selections of mathematics- and science-related majors. In addition, the females appeared confident in their mathematics abilities; they described mathematics as manageable and felt that they could excel in mathematics-related disciplines. It seems that parents’ and teachers’ support and actions may have contributed to the females’ confidence in mathematics and/or sciences. Also, having more educated mothers and having parents in careers such as engineering seem to have influenced the females’ mathematics-related career choices.

CONCLUSION

The study contributes to research on females’ motivations to pursue mathematics-related disciplines in higher education. It also sheds further light into what can be done by parents, teachers, facilitators of the secondary and postsecondary programs, mathematics course instructors, and care counsellors to increase females’ interest and willingness to pursue careers in mathematics-related fields. In conclusion, I suggest that more outreach programs and mathematics-related extracurricular activities, such as math clubs, be organised in schools to engage both students and their parents. Hiring bodies should be made aware of the impact female instructors may have on their female students; they may encourage their new faculty members to become involved in the promotional activities, organization of mathematics/science clubs, and competitions where female involvement would be promoted.

REFERENCES


INVESTIGATION OF WILLIAM H. SHELDON’S CONSTITUTIONAL THEORY OF PERSONALITY: A CASE STUDY OF THE UNIVERSITY OF THE GAMBIA

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ABSTRACT

Constitutional psychology, the theory put forth by Sheldon, refers to "the study of the psychological aspects of human behaviour as they are related to the morphology and physiology of the body." In the face of indifference or hostility to the possibility of important associations between structural and behavioural characteristics, the work of William H. Sheldon stands as a unique contribution on the contemporary scene. In general, it seems fair to say that African psychologists have tacitly neglected attention to the study of this important class of variables having to do with the physical description of the body. Now, it is adapted to the African Culture and environment; thus this forms the significant basis of this study. So, it is the purpose of this study to specifically ascertain the culture – environmental applicability of Sheldon’s theory on personality traits in Africa. Two hypotheses drawn as follows were tested to measure relationships and differences between the body types and personality traits of individuals in the African culturally influenced community or environment. In this study we shall attempt to place Sheldon's work in brief historical perspective and then describe his formulations and investigations. A quantitative survey design was applied, with a validated 36 - item questionnaire. The questionnaire was administered to 242 (two hundred and forty two) University of The Gambia students by stratified sampling technique based on body types (whether endomorph, mesomorph or ectomorph). The physical body type an individual possesses has an influence on the behaviour or personality of that individual, as posited by Sheldon’s constitutional theory. This was confirmed, even when applied in the African society specifically in The Gambia, by this study.

Keywords: Constitutional theory, Africa, somatotype, personality, Gambia

INTRODUCTION

This is a theory, which has, in its own sense dealt with how human personality forms, develops and how it influences behaviour personality of the individual. According to Hall, Calvin S. Lindzey, Gardner; (1957), because it is commonly accepted that physical characteristics are linked closely to genetic factors, the suggestion that physical and psychological characteristics are intimately related seems to imply a championing of genetic determinism. In general, it seems fair to say that African psychologists have tacitly neglected the study of that important class of variables having to do with the physical description of the body.
In the face of this indifference or hostility to the possibility of important associations between structural and behavioural characteristics, the work of William H. Sheldon stands as a unique contribution on the contemporary scene. In this study we shall attempt to place Sheldon's work in brief historical perspective and then describe his formulations and investigations. In some respects it may seem unwise to focus so heavily upon the work of a single man when over the years so many have worked in this area. However, Sheldon's work is empirically far superior to that of his predecessors and for the contemporary psychologist it is largely the research of Sheldon and his collaborators that makes this investigation a topic of significance. Constitutional psychology, the theory put forth by Sheldon, refers to "the study of the psychological aspects of human behavior as they are related to the morphology and physiology of the body." (PsycINFO Database Record (c) 2010 APA,).

It is the purpose of this study to specifically ascertain the culture – environmental applicability of Sheldon’s theory on personality traits in Africa, using 242 students of the University of The Gambia, The Gambia, West Africa as a case study, being that the university parades an international community of African students and faculty. Since it is adapted to the African Culture and environment; hence this forms the significant basis of this study.

Two hypotheses drawn as follows were tested to to measure relationships and differences between the body types and personality traits of individuals in the African culturally influenced community or environment.

Hypothesis 1 (H01, α =0.05): There is no significant relationship between body types and the personality or behavioural traits of individual Africans.

Hypothesis 2 (H02, α =0.05): There is no significant difference between body types and the personality or behavioural traits of individual Africans.

LITERATURE REVIEW

SHELDON ON HUMAN NATURE

Orubu (1987), writing on WILLIAM H. SHELDON, “Sheldon’s Constitutional Theory” expressed the fact that Sheldon’ association with his naturalist father, the animal breeder may have probably influenced his thinking, view and values to human behaviour. Some of his works like (The Varieties of Human Physique, 1940, Varieties of Temperament, 1942; Atlas of Women and Atlas of Children, 1977) all represent an attempt at identifying and explaining human nature and behaviour in terms of body components.

Sheldon believes that the individual is conscious of his/her actions. In other words, the individual is a rational being. Sheldon, disagreeing that individual are not controlled by the id, ego and super ego as psychoanalysis states; but however, does not totally deny the role of unconscious determinants of behaviour. He equates these determinants to underlying BIOLOGICAL factors. According to Orubu, Sheldon further contends that the unconscious is the body. If individuals know more about the structure of their body and the biological factors at work within, they would be more conscious of the forces that impel their behaviour. Sheldon believes that there is much difficulty in verbalizing the unconscious because the individual’s conscious language is not geared toward a systematic interpretation of what goes on in the body. Sheldon’s work is aimed at understanding human behaviour directly and objectively through somatotyping.
SHELDON’S THEORITICAL FRAMEWORK AND DESIGN ON PERSONALITY

His stance on personality is essentially an articulation and amplification of constitutional psychology, these are theories that suggest a relation between physique and behaviour.

Sheldon believed that there were three major Morphologies or body types: ENDOMORPHY, MESOMORPHY, and ECTOMORPHY. These will be explained clearly respectively as follows:

a. **Endomorphy**: The endomorph, during conception, in the womb, mass of cells develop three layers, the central layer, the endoderm or “inner skin” develops into the digestive system and internal organs; if it becomes dominant, the individual develops a Roly-poly spherical or endomorphic body and is fixed on food; that is to say that the highly developed nature of the digestive system accounts for the physique that emanates. Endomorphs has low specific gravity (low weight) and floats in water, their body is soft, with underdeveloped bones and muscles. People with such physiological qualities are very sociable, enjoys relaxing and lazing about, they are talkactive and prefers “the sweet life of physical comfort. Next is :

b. **Mesomorphy**: The middle layer of the mass of cell in the womb during conception known as the mesoderm turns into bones and muscles (McConnell, 1977), and if this mesoderm gains upper hand during foetal development, such and individual will build up a square mesomorphic body, which is strong, tough, resistant to injury. Infact a body generally equipped for strenuous physical demands predominantly characterized by strong bones and muscles Sheldon states that, the mesomorph likes sports and power game, they are energetic, assertive, courageous and sanguine.

c. **Ectomorphy**: Biologically, during conception, if the outer layer or Ectoderm comes out on top of the womb, the brain predominates and the body develops long, thin legs and arms and a large head. Hence; according to Sheldon, the ectomorphic individual is characterized by linear and fragile body, flatness of the chest and a thin slightly muscled body. The ectomorph has the largest brain and central nervous system in proportion to his size. He is over-exposed to external stimulation and is thus ill-equipped for vigorous and persistent physical activity. It is Sheldon’s belief that the ectomorph is introverted, inhibited, and intellectual and prefers being alone rather than in a crowd.

Orubu, further states that Sheldon found that most of his subjects were not “pure” body types but mixtures, and then devised a seven-point scale for each of the three morphologies. The numerals run from 1 – 7 with 1 representing the absolute minimum of the component and 7 the highest possible amount. The first of these numerals usually refers to endomorphy, the second to mesomorphy and the third to ectomorph.

A “true” endomorph would rate 7-0-0 but if the person were mostly an endomorph, then he or she might rate 6-1-1. A woman with some endomorphic characteristics and a little touch of ectomorph but mostly mesomorph would rate 2-5-1.

Sheldon further emphasizes on the constancy of the Somatotype, acknowledging that changes may be infused into the somatotype by way of aging process and diet, but contends in his earlier writing that, no nutritional change can cause the measurement s of an individual in one somatotype to stimulate those of another somatotype. He asserts that there is the plausibility of nutritional factors producing changes in the individual measurements but these will not change the actual somatotype. Sheldon, according to Orubu, maintains that a starved mesomorph does not become an ectomorph, although remarkable changes may be produced by acromegaly and muscle wasting diseases.
THE THEORY ON PHYSIQUE AND TEMPERAMENT

Orubu (1987) in his work, further pointed out that Sheldon, from his studies identified three primary components of temperament in relation to body or morphologies; as: Viscerotonia, Somatotonia and Cerebrotonia.

a. **Viscerotonia**: this component is closely related to endomorphy. An individual high in this component is characterized by general love of comfort, sociability and gluttony for food, people and affection. Such an individual is relaxed in posture and movement, possesses a high degree of evenness of emotional flow, tolerance, complacency, love of polite ceremony and orientation toward childhood and family relationships. The personality seems to centre around the Viscera.

b. **The second component is the Somatotonia**: Closely associated with mesomorphy. A high score on this component indicates assertiveness of posture and movement, love of physical adventure, need and enjoyment of exercise, lust for combat, competitive aggressiveness, callousness toward the feelings of others, indifference to pain, noisy behaviour, extraversion, over maturity in appearance, claustrophobia and orientation toward goals and activities of youth.

c. **Thirdly, Is The Cerebrotonia** component which is associated with ectomorphy (Sheldon, 1942 p. 400). Scoring high on this component generally associates one with the quality of restraint, inhibition and the desire for concealment. The individual is secretive, self conscious, afraid of people and happiest in enclosed area; characterized by vocal restraint, hyper-attentionability, unpredictability of attitude, poor sleep habits, chaotic fatigue, youthful appearance, vertical mental cleavage, introversion, resistance to alcohol and other depressant drugs and orientation toward the later periods of life.

These three general dimensions together with twenty defining traits for each dimension, make up Sheldon’s scale for temperament. Sheldon concludes that these measures will provide a frame of reference in terms of what psychology can contribute to the investigation of individual differences in the area of behaviour.
Endomorphic Body Type:
- soft body
- underdeveloped muscles
- round shaped
- over-developed digestive system

Associated Personality Traits:
- love of food
- tolerant
- evenness of emotions
- love of comfort
- sociable
- good humoured
- relaxed
- need for affection

Mesomorphic Body Type:
- hard, muscular body
- overly mature appearance
- rectangular shaped
- thick skin
- upright posture

Associated Personality Traits:
- adventurous
- desire for power and dominance
- courageous
- indifference to what others think or want
- assertive, bold
- zest for physical activity
- competitive
- love of risk and chance
Among the theories of personality, Sheldon’s theory is quite unique, being that he emphasized genetic cause of behaviour, unlike most other psychologist who has remained on the environmental side of heredity (i.e. environmental theoretical speculation). Sheldon clearly tried to elaborate on how personality is affected by genetic endowment. He explains that it is possible to get some representation of personality factors through a definite set of measures based on the physique of the individual. He further stressed that biological structure (morphogenotype) that underlies the external observable physique (phenotype) plays a significant role in physical development as well as in the determination of behaviour. According to Orubu (1987), Sheldon adopted a taxonomic approach on the formulation of his constitutional theory of personality. His goal was to identify dimension on which physique could be classified; here he met with the major problem of how to get a large number of physiques which he could examine and re-examine; but he later devised a photographic technique, for practicality and efficiency, whereby he photographed the front and rear of individuals posed in a standard background. About 4000 college students were taken in the nude. These pictures were inspected by several judges with a view to identifying the major variables that formed the basis of physique variation.

**His Evidence:**

**Ectomorphic Body Type:**
- thin
- flat chest
- delicate build
- young appearance
- tall
- lightly muscled
- stoop-shouldered
- large brain

**Associated Personality Traits:**
- self-conscious
- preference for privacy
- introverted
- inhibited
- socially anxious
- artistic
- mentally intense
- emotionally restrained
This Sheldon’s postulation is that associating the body type and personality. It has been asserted that most of his investigations which were geared toward the testing of his theory fielded results that were indicative of a positive relationship between physique and behaviour. For example, Sheldon (1942) found a high correlation between Somatotype and temperament: endomorphy and viscerotonia, 0.79; mesomorphy and cerebrotonia, 0.82; ectomorphy and cerebrotonia, 0.83. These correlations indicate that particular physical characteristics there are.

SOME CRITICISM OF SHELDON’S THEORY:

A major criticism of Sheldon’s work by psychologists is that he neither considers the age of his subject nor the socio economic environment that surrounded their growth (whether it was a poverty stricken one or a wealthy one) because McConnell (1977) observed that Korean orphans cared in the United States grew considerably larger and taller than their age-mates who remained behind in Korea in an impoverished environment. Judgement of individual personality was rated in morphological stereotypes rather than on observed behaviours.

Furthermore, Sheldon asserts that the somatotype he measures is a direct estimate of the genotype; if this measure of the body is genetically determined then identical twins should have perfectly correlated somatotype scores; but Lindzey (1967) found this otherwise, that these correlations were 0.36 for males and 0.61 for females. Also other investigators like, Lasker (1947) and Newman (1952) have found that the Somatotype changes significantly under environmental stress and even with age.

Moreover, Sheldon has suggested a high positive correlation between physique and temperament with a 0.83 correlation value, this, researchers have accused to have been inadvertently biased; Child (1950) who adopted a different rating method, whereby he gave questionnaires to his subjects instead of self-rating found his highest correlation to be 0.39, a comparably different value; but be it as it may, there is still some significant relationship between body types and temperament.

Finally, though, even if we accept the assumption that there exist correlation between body type and temperament, it is still difficult to ascertain which of them causes the other. More so, Sheldon believes that the genetic blueprint determines both body shape and psychological traits; but there exist no correlational basis to establish anything about casualty by Sheldon.

In an additional note Sheldon’s work lacks the completeness of application; it does not possess total Universal proof, because his scale for temperament was based on Euro-American culture and environment. It has no adaption to the African Culture and environment; hence this constitutes the significance of this study. It is the purpose of this study to specifically justify the culture – environmental applicability of Sheldon’s theory on personality traits in Africa, using 242 students of the University of The Gambia(UTG), The Gambia, West Africa as a case study, being that the university parades an international community of African students and faculty.

RESEARCH DESIGN

A quantitative survey design was applied, with a validated 36 - item questionnaire. The questionnaire was administered to 242 (two hundred and forty two) University of The Gambia students by stratified sampling technique based on body types (whether
endomorph, mesomorph or ectomorph) from the two campuses (Brikama and Kanifing). The questionnaire respondents were kept anonymous, due to the sensitive nature of information required of them. The questionnaires were made up of two sections. Section A, sought to indicate the body type possessed by the individual student (they included teenagers and adults). Section B, required a response of their peculiar personal behavioural or personality characteristics based on Sheldon’s constitutional theory.

The coded responses from both sections were collated and correlated using the 2-tailed, Pearson’s product-moment correlation coefficient (r), to test the null hypothesis 1, at (α =0.05). The second null hypothesis, was tested using the 2-tailed t-test (α =0.05; df = ∞), to determine if there exist any significant difference between the responses obtained for body types and personality traits of the individual.

**FINDINGS/DISCUSSION**

The following table below presents a summary of the findings based on Pearson’s product-moment correlation analysis to test if any significant degree of relationship exists between the body types and personality trait of an individual within the African community; and also to measure, if there is therefore any significant difference between these variables using the 2-tailed, paired t-Test.

<table>
<thead>
<tr>
<th>MODE</th>
<th>MEAN</th>
<th>STDEV</th>
<th>CORRELATION (α =0.05; df = ∞)</th>
<th>T-TEST (2-tailed, paired (α =0.05; df = ∞))</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Y</td>
<td>X</td>
<td>Y</td>
<td>0.448.</td>
</tr>
<tr>
<td>0.75</td>
<td>0.54</td>
<td>0.72</td>
<td>0.54</td>
<td>Rejected</td>
</tr>
</tbody>
</table>

Table 1: Summary of the measures of central tendency, standard deviation of the body types and personality trait, respectively of 242 UTG students.

Correlation coefficient and T-Test measures of the body types Vs personality trait of 242 UTG students.

X = Body Types (Endomorph, Mesomorph and Ectomorph) of 242 UTG students.

Y = Personality or behavioural Traits of 242 UTG students.

For Hypothesis one:HO1 ( P=0; α =0.05), r varies from 0.00 to±1.00 this implies that 0.00 to +1.00 = positive correlation; 0.00 to -1.00 = negative correlation. In this study the result calculated was r = 0.448 which indicates a MODERATELY positive linear relationship or correlation between body types and personality traits of Africans. Therefore the null hypothesis which stated that, there is no significant relationship between body types and the personality or behavioural traits of individual Africans, was rejected.

Hypothesis two:(HO2 : μ1 = μ2; μ2 - μ1 = 0,df= ∞), which stated that, there is no significant difference between body types and the personality or behavioural traits of individual Africans. In this case the analysis result shows that the t value for the two – tailed test is 1.266, these values are more than the α = 0.05 (significance level at 95%), and the tobtained =1.266 < tcritical =1.960 which implies that the hypothesis is tenable, then we fail to reject . In this case also, since Ho: μ1 = μ2; μ2 - μ1 = 0 at α = 0.05, and the
95% confidence intervals of -1.960 and +1.960 contain 0. It is therefore concluded that the Null hypothesis will be true and thus accepted (Agresti. A and Barbara.F, 1999).

The physical body type an individual possesses has an influence on the behaviour or personality of that individual, as posited by Sheldon’s constitutional theory. This has been confirmed even when applied in the African society. Though not very strong relationship is indicated by the study, this could be due to certain cultural and environmental influences on the African person, who are sometimes limited by their cultures, not to expose completely their character or behavioural make-up at the first instance, especially in response to written documents, to “strangers”. So some tend to give responses that may not actually be the whole truth about their personality, rather than turn the Questioner or “Stranger “away, which may be viewed as impolite.

**PRACTICAL APPLICATION/ RECOMMENDATION BASED ON THIS STUDY OF SHELDON’S THEORY AND CONCLUSION.**

As has been indicated earlier, Sheldon’s constitutional psychology has received a great deal of vehement criticisms. Despite these criticisms, some aspects of the theory may be of great significance to psychologists and Educators, even lay individuals.

First, Sheldon’s somatotyping would be an important tool to counsellors and teachers, because knowledge of the theory may be utilised in making intelligent guesses about personality of their students or clients. Also, Headmasters, form masters and House masters need to possess and understanding of the personality of their students. Sheldon’s constitutional theory provides a repertoire of such knowledge.

Secondly, teachers who work in secondary and post secondary schools, may use some aspects of Sheldon’s theory in their daily work, for example, a fragile ectomorphic individual, may not be assigned to perform vigorous physical and manual duties.

Thirdly, due to the fact that individuals want to relate well to the other harmoniously, knowledge of Sheldon’s theory may provide some clues as to the temperament of the individual in question; because according to Sheldon’s theory fat people are jovial and tiny people are relatively secretive, which was further confirmed by the result of this study, irrespective of the cultural bias and the environment.

Fourthly, there are several expectations and behaviour associated with different types of physique, as has been found by Sheldon, so the knowledge of these behaviours would guide the Teacher’s manner of interaction with different individual learner.

Finally, it is recommended that similar study be carried out in other regions in the Africa and from time-to- time, to totally ascertain its applicability and if it is time-bounds due to certain arising intervening variable or timeless as the case may be.

Sheldon has really distinguished himself as a constitutional psychologist, with his simple and specific theory; in contrasts to other personality theories, which provide a galaxy of blank spaces, Sheldon has identified a discrete number of physical and temperamental variables that are of primary importance in representing human behaviour. His work has stimulated a new attitude on the part of psychologists towards constitutional theories. However, as result of this study, it has been notably shown that Sheldon’s constitutional theory DOES not entirely apply to every individual, cultures and environment.
Therefore the research concludes that the theory could be culture–and environment-bound or limited. By and large, this research work has positively ascertained to an appreciable degree, Sheldon’s work on the individual personality; especially its adaptation to other cultures, specifically the African (society) culture and Environment, since human behaviour is culture and environment bound, undoubtedly.

REFERENCES


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THE PHENOMENON OF GENDER INEQUALITY IN ACCESS TO AND EQUITY IN UNIVERSITY EDUCATION IN NIGERIA

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ABSTRACT

Education is a fulcrum for achieving progress in all aspects of human life. This is in consonance with the 1998 World Conference on Education Commitment that higher education should be geared towards development and progress. Therefore, it is expected that higher education is equally accessible to all; all persons seeking higher education have optimal range of choice and participation of women in higher education should be emphasized. This paper, therefore, examine the meaning of gender inequality, access and equity, as well as the rationale to ensure gender equitable access in university education in Nigeria. Also, the paper highlights the trends in male and female enrolment in university education and the factors that give rise to gender inequality in equitable access to university education in Nigeria. Finally, the paper examines measures to enhance gender equitable access to university education in Nigeria.

Keywords: Gender Inequality, Access, Equity, Trends in Enrolment and University Education

INTRODUCTION

Education is a means by which a nation equips her citizens for all round development. It is a fulcrum for achieving progress in all aspects of human life, national growth and development. This is in consonance with the 1998 World Conference on Education Commitment that higher education should be geared towards development and progress. Therefore, it is expected that higher education is equally accessible to all; all persons seeking higher education have optimal range of choice and participation of women in higher education should be emphasized (UNESCO, 2003). Section (1) (4) (c) and (5) (c) of the National Policy on Education (FRN, 2004) stipulated that there is need for equality of educational opportunities to all Nigerian children irrespective of any real or imagined disabilities, each according to his or her ability and there will be the provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary levels both inside and outside the formal school system. Also, as contained in the National Policy on Education document, one goal inter alia of tertiary education within Nigerian’s overall national objectives is to contribute to national development through high level relevant manpower training. In effect, if this is one of the goals higher education is set to achieve, then, all citizen education irrespective of gender is a must since education provides relevant skills to contribute to national development. As such, it is only when university education is made equitably accessible to all irrespective of race, gender, language
or religion that the attainment of the desired objectives of university education can be guaranteed.

Furthermore, in an effort to ensure the attainment of the goals of university education, the Federal Government of Nigeria through Section (18) of the 1999 Constitution guaranteed that government shall direct its policy towards ensuring that there is equal and adequate educational opportunity at all levels. Section (42) (2) of the Constitution of the Federal Republic of Nigeria (FRN, 1999) on right to freedom from discrimination, stated that no citizen of Nigeria shall be subjected to any disability or deprivation merely by reason of the circumstance of his birth. By implication, equity or equal opportunity for all citizens is a fundamental right of the individual, which like all other such rights is not only enforceable by law but universal in nature. It is in recognition of this principle that the Universal Declaration of Human Right (1948) in Article 26 stated that everyone has the right to education and the Millennium Declaration of 2000 that resolves to promote gender equality and to stimulate sustainable development.

However, researches have proved that higher education female gender equitable access rate in Nigeria is quite unimpressive. For instance, Anho & Onojetah (2007) reported that the cumulative under-graduate enrolment overtime in Nigeria from 1980 – 1999 revealed that there is a great disparity between enrolment of male and female. Studies (Emunemu & Ayeni, 2003 in Nwajiuba, 2011 and Oyebade, 2008) have shown that there is a very poor level of equitably accessibility to university education in Nigeria, whether on the part of women or other educationally disadvantaged groups such as nomads, migrant fishermen and street children. Nwajiuba (2011) reported that JAMB lamented the decline in the number of female candidates who sat for the examination from 438, 703 in 2003 to 353, 834 in 2004. As noted by Ahmed (2010) a wide gulf still exists in enrolment and retention in favour of males. This means that there is gender inequality in enrolment in university education in Nigeria.

Based on this background, the paper is divided into seven sections, including the brief introduction as section one. Section two examines basic concepts of the paper viz: gender inequality, access and equity, while section three highlights the rationale to ensure gender equitable access in university education, and section four provides a highlight on the trends in male and female enrolment in university education in Nigeria. Section five highlights the factors that give rise to gender inequality in equitable access to university education, while section six examines the measures to enhance gender equitable access to university education in Nigeria. The final section concludes the paper.

**CONCEPTS CLARIFICATION**

**a. Gender Inequality**

Gender is the socially determined roles and relation between male and female human being. It refers to a social cultural stratification of male and female individuals. This stratification also follows societal norms and values consideration that define the role male and female should play in society. Gender inequality means uneven or difference in treatment, access to provision or possession of materials or other resources (political or educational, means and power). Gender inequality is therefore a situation of uneven distribution of income, lack of access to productive inputs, such as credit and education, lack of command over property or control over earned income as well as gender bias in labour market and social exclusion between men and women (Ijaiya & Balogun, 2004). It also connotes a situation where women do not have the same rights and enlightenments as men to human, social, economic and cultural development and where women do not have equal voice in civil and political life (Evans, 2001). On the
other hand, inequality is often referred to as lack of equality; being unequal in amount, size, value or rank; lack of evenness, regularity or uniformity; lack of due proportion or uneven distribution of resources (World Book, 2002). Gender inequality in access to education suggests the existence of unequal opportunities for male and female who are qualified to receive education.

b. Access in Education

Access to education stands for the number of persons enrolled in the education system in comparison with those who should have been accommodated in the system and are not. It can be described as the opportunity to participate in education sector, whether formal or informal (Ehiametalor, 2005). The Federal Republic of Nigeria (2003) presented access to education as making it possible for everyone who is entitled to education to receive it. This implies that the recipient has to be qualified. For example, to qualify for primary education one must have attained the stipulated age of six years, to qualify for access to secondary education, the recipient must have completed his primary education and to qualify for access to university education, one must have completed his secondary education (Alumode, 2010). Thus, access to education is the right to be educated as provided by Nigerian Constitution, the Universal Declaration of Human Rights, the Conference on Education for All (EFA) and the Dakar Framework for Action, the Ouagadougou 1992 Declaration on Education of Women and Girls, the Amman 1996 Affirmation of the Pursuit of the Goals of Jomtien, the Durban 1998 State of Commitment on Inter-African Collaboration for the Development of Education and the African Union (AU) 1997 – 2006 decade of education in Africa. All these emphasize access to education for all.

c. Equity in Education

Equity has to do with distribution; the fairness or impartiality with which a given entity has been distributed (Onwuka, 1997). According to Alumode (2010) equity in education means the provision of equal opportunities for those who are qualified to receive education without regard to differences in sex, religion, social standing and environment. This implies that all section of the society should have their fair share of access to whatever educational opportunities for self-advancement through education been distributed evenly among the strata of members of the society irrespective of circumstances of birth, ethnicity, origin, religious beliefs or social status (Tonwe, 2005). Equity in university education according to Mohammed as cited in Ene (2007) referred to the removal of obstacles to university education opportunities which are not due to natural capacities and social arrangements but which are products of social factors such as socio-economic variations. He noted that discrimination on religious grounds and gender, indigene/non-indigene dichotomy, exorbitant school fees, poverty, uneven distribution of educational resources and others could impair equity in university education.

RATIONALE TO ENSURE GENDER EQUITABLE ACCESS IN UNIVERSITY EDUCATION IN NIGERIA

The need to ensure gender equitable access in university education according to Bunyi (2004) as cited in Oyebade (2008) are highlighted below:

1. Higher education institutions, especially African universities, have a critical role to play in the social and economic transformation of African societies. Increased women’s participation in higher education is particularly important in the era of globalization that we live in. Globalization seems to favour those with higher levels of useful knowledge and skill (but threatens the livelihoods of the lowest skilled and low
knowledge levels, and devalued by technological changes, those in traditional areas of skill). It is only through higher education that women can be sure to acquire the knowledge and skills needed to earn competitive incomes and thus lead meaningful lives in a globalized world.

2. Concern about gender issues in higher education is rife because of women’s contribution to social, economic and political development. If basic education for women has produced unequalled socio-economic benefits at the family and community levels, then higher education enables women to participate usefully in the social, political and economic lives of their communities and countries as leaders in business, in the professions and in politics. All these go to prove right, the popular adage that “when you educate a man you educate an individual, but when you educate a woman you educate a generation”.

**TRENDS IN MALE AND FEMALE ENROLMENT IN UNIVERSITY EDUCATION IN NIGERIA**

Evidence abound that there is disparity in gender equitable access to university education in Nigeria. Statistics showed that girls and women are educationally underrepresented and disadvantaged in most states of Nigeria. Okolo (2001) attested to this when she reported that the trend in male enrolment in different universities (state and federal) has continued to be higher than their female counterparts. According to her, although there is sharp increase in female enrolment, unlike before, in some universities, there is still a clear inequality between male and female enrolment in some parts of the country. She maintained that inadequate access of females to technological and scientific knowledge and managerial skills show a clear evidence of inequality at higher education level. Adeyemi & Akpotu (2004) conducted a study on the trend and pattern of gender enrolment in Nigerian universities. The study showed gap between male and female enrolment with lower female enrolment in all aspects of the universities. The study also indicated a wide gap between science and non-science based disciplines as well as between the northern and southern parts of Nigeria. Similarly, Oke (2000) and Salman (2001) reported low enrolment of female in science and technology related courses at the university level of education. It is observed that females take the least resistance by opting for disciplines designated as feminine such as liberal arts, education, nursing and shy away from courses in sciences, engineering, medicine and mathematics. The tables below show the trends in male and female enrolment in university education in Nigeria for the period 2003 and 2008.

**Table 1: Total number of universities enrolment between 2003 and 2008**

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<tbody>
<tr>
<td>Male</td>
<td>603,176</td>
<td>484,217</td>
<td>527,180</td>
<td>521,170</td>
<td>578,715</td>
</tr>
<tr>
<td>Female</td>
<td>443,764</td>
<td>353,834</td>
<td>390,780</td>
<td>391,180</td>
<td>455,368</td>
</tr>
</tbody>
</table>

Source: Joint Admission and Matriculation Board, 2009

**Table 2: Total number of admission offered between 2003 and 2007**

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<tbody>
<tr>
<td>Male</td>
<td>62,023</td>
<td>45,906</td>
<td>25,775</td>
<td>42,953</td>
</tr>
<tr>
<td>Female</td>
<td>43,984</td>
<td>39,743</td>
<td>28,044</td>
<td></td>
</tr>
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</table>

Source: Joint Admission and Matriculation Board, 2009

The tables above showed very little progress in closing gender gaps in university enrolments over the period of 2003 and 2008. This should be a source of worry to the Federal
and State Governments whose aim in the National Economic Empowerment Development System (NEEDS) is to enable every citizen to participate in the economic life of the country (Ehiametalor, 2005).

FACTORS RESPONSIBLE FOR GENDER INEQUALITY IN EQUITABLE ACCESS TO UNIVERSITY EDUCATION IN NIGERIA

Some of these factors that result in disparity in gender equitable access to university education in Nigeria include:

Socio-Cultural, Customs and Local Traditions

Socio-cultural, customs and local traditions constitute serious challenge to gender inequality in equitable access to university education in Nigeria. Cultural practices of patriarchy and sex stereotype tend to discourage females from access to university education. As noted by Safilios-Rothschild (1991) that because of the prevailing patriarchal values and cultural norms poor women do find that a large number of child often constitute the only resources they can control. They can be assisted by them in the inequitable workload they do within the household. Children especially daughters are made to serve as relief from work of their mother and have therefore limited access to education and training that could help them escape from poverty in the future. In this way, poverty is perpetuated from generation to generation and the gender gap continues to widen. Also, some parents, especially in the rural areas still have not realized the importance of education for girls. They still believe it is waste of resources since the girl will be married into another family. Agu (2004) averred that low access of women to education is attributed to the concept of women as chattels to be owned by men/socio-cultural beliefs and practices like marriage and early pregnancy. This is consistent with African Development Bank (ADB) (2002) that constraints arising from the socio-cultural norms such as forced marriages, early child bearing and rearing, gender biased teaching and educational materials, and girls responsibility for heavy domestic work at an early stage also continue to curtail women’s access to education, thus making it difficult for them to acquire higher (university) and relevant education. Giving credence to this, Ezema (1999) observed that in more than 50 percent of families in Nigeria, girls are made to stay at home and away from schools to take care of children as against 12 percent boys. The result may be a far more intensive tendency to marry out females at their early ages possibly to gather money for educating the males. Culturally, the decision of which child to invest in is governed by prevailing cultural practices, and many people do not believe in investing in female children because they think that boys are more important in family continuity, since they are the representatives of the family and are better educational investment than girls. All these create inequality in equitable access to university education in favour of boys.

Religion

Religion has much influence on the status of women and their equitable access to university education relative to men. Alumode (2010) remarked that the Muslim culture is known for its distinctive attitudes towards women’s status education, employment and fertility. According to him, the purdah system not only keeps women away from schools, it also reduces the chances of young girls who are used by purdah women to hawk their produce. This invariably affects equity in access of education.

Socio-Economic and Poverty

Nigeria’s per capital gross domestic product is among the lowest in the world. Seven out of every ten Nigerians live on less than US $1.00 per day. In the area of human development, Nigeria is ranked 168th in the world (Rao in Aluede, Idogho & Imonikhe, 2012). Therefore, due to increase in poverty, poor families with a number of children may
have to make choice as to which children stay in school. It implies that due to financial challenges value is placed on education of male children, girls risk being taken out of school. Adeyemi & Akpotu (2004) give credence to this that among the very low income earners and illiterate parents who cannot afford western education for their numerous children, many choose to send the male children to school while giving out their female children in marriage even at tender ages to raise money for the education of their brothers. Adeyemi & Akpotu (2004) further observed that alternatively, the females are often engaged in domestic and farm labour or street hawking and related tasks that are essential to the household economy. The implication is that since it has been established that seven out of every ten Nigerian live on less than US $1.00 per day, it suggests that parents financial constraints posed problem to equitable access to university education.

Lapses in Policies and Processes of Eliminating Gender Inequality
(a) Gender not being seen as a priority in the context of what is regarded as more pressing; (b) wide implementation gap between declared policy intentions and actions for organizational and social changes. While governments or higher education (universities) institutions make policy commitments to equal opportunities, these do not always translate into changes in organizational practices. International ideas are not always adhered to nationally. For example, despite being a signatory to the Convention to the Elimination of Discrimination against Women (CEDAW), and having put in place some projects for the implementation of the articles of the Convention, Nigeria has not enacted the domestic laws for the enforcement; and (c) under representation of women in enrolment, academic and management posts (Oyebade, 2008).

High Tuition and Cost of Education
Tuition fees charged by the universities are impediment to equitable access to university education in Nigeria. Most families withdraw their children due to the inability to afford the costs associated with education, such as books, lunch and other charges. These costs combined with the lost opportunity cost of having children participate in household labour, place a substantial burden on family living in extreme poverty.

MEASURES TO ENHANCE GENDER EQUITABLE ACCESS TO UNIVERSITY EDUCATION IN NIGERIA
In Nigeria, commendable efforts have been made at various times. For instance, the production of blueprint on women education by the Federal Government in 1987 whose provisions include:

- Increasing awareness campaigns for women’s education;
- Pegging of legal age of first marriage at a minimum of 18 years for women;
- Enforcing legal provision of penalties for withdrawal of girls from school for marriage;
- Expanding facilities for “second chance” functional and literacy education for adult women;
- Providing education for women with special needs e.g. nomadic education and education for women in purdah;
- Establishing women education departments in Federal and State ministries of education; and

- Establishing women education centres by FME in all states of the Federation (Oyebade, 2008).

Also the following efforts have been made at various times to ensure equitable access to education in Nigeria:

- In 1975, the Federal Government mounted vigorous campaign for women education in all the states of the federation;

- In 1976, the Universal Primary Education (UPE) programme encourages more females to enroll in primary level which eventually boosted girls’ admission into the secondary school;

- Establishing more secondary schools for girls only and mixed schooling;

- Lowering of cut-off points for admission of girls in common entrance examinations in all the Federal and State Secondary Schools in the North.

Furthermore, some few interventions to enhance gender equitable access to university education in Nigeria are highlighted. These include:

**Political Commitment:** Sustained political commitment to and broad stakeholders support for a culture of promoting the education of the girl child. This could be in form of lowering cut-off points for female candidates seeking admission into the universities. Although such candidates must first of all meet the stipulated minimum requirement but because of limited space, cut-off point may be lower for them. Here, some academics may argue that it would lower standards however, if properly plan and executed it would enhance entry of female candidates admission into the universities. As part of political commitment, Nigeria government should enforce the United Nations (1979) Convention on the Elimination of all forms of Discrimination Against Women (EDAW) which provides for equal rights for women in political and public life, equal access to education and the same choice of curricula and non-discrimination in employment. Also the Commonwealth Plan of Action on Gender and Development (CPAGD) which identifies for planners and implementers fifteen areas considered desirable for achieving gender equality should be given political commitment in Nigeria.

**Bursaries and Scholarship Award:** Women or girls pursuing men dominant courses like the sciences, mathematics, engineering and other vocational studies should be given enhanced bursaries and scholarships by governments.

**Open and Distance Learning:** Through distance learning access can be expanded to ensure increase enrolment of women or females in higher education. Even when family responsibilities and women role expectations and motherhood tasks are much on female, with distance and open e-learning mode, most female will still have unhindered equitable access to university education.

**Gender-Neutral and Targeted Interventions:** Some strategies are “gender-neutral”, but have greater benefits for girls than boys. Example of such strategies include: reducing distance from home to school, improving quality of teaching - learning, open admission,
abolishing of fees, providing early childhood development programme, making school scheduling flexible, recognizing opportunity cost, assisting with learning materials and providing scholarship/stipends. All these have positive impacts on access and retention. This may be one of the major arrears where benefits can be seen in the short term (Ahmed, 2010).

**Multiple Interventions:** This should be in the form of advocacy, mobilization, building partnership with Non-Governmental Organizations (NGOs)/Community Based Organizations (CBOs) and sensitization programmes. Through gender sensitivity programmes teachers can be made to become conscious of gender biases which are brought into the classroom to hinder females from active and affective participation (Alumode, 2010). According to him, parents especially those in the rural areas, should be made to understand that females are so important or even more important than male children with regard to the need for education. Also, efforts should be made to focus on how to develop the university system with appropriate cultural curriculum and learning systems that do not offend the faith of the people and curricular in schools should be reviewed with a view of removing all forms of gender biases in content (Alumode, 2010 and Okafor & Arinze, 2012).

**CONCLUSION**

An attempt has been made in this paper to highlight the access and equity dimension of gender in university education in Nigeria. The paper examined the concepts of gender inequality, access to and equity in university education. It also touched on the rationale to ensure gender equitable access to university education, trends in male and female enrolment in university education and factors that give rise to gender inequality in equitable access to university education in Nigeria. Some policies and measure to enhance gender equitable access to university education in Nigeria were discussed. It is hoped that the discussion that the paper provided would lead to equitable access of male and female to university education in Nigeria.

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WOMEN PARTICIPATION TO SUSTAIN ENVIRONMENTAL DEVELOPMENT TO ACHIEVE THE MILLENNIUM GOALS THROUGH GENDER EQUALITY AND GOOD GOVERNANCE

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Abstract

This paper presents the highlights on how women participation in governance will sustain environmental development to achieve the millennium goals. It will include the gender equity and good governance for action. The study goes further to provide provocative insights on what action and reflection that should be followed to achieve this because equity. Mutualism, justice, self-reliance sustainability and peace are parts of the bedrock to achieve the millennium goals. However, in the past and even now, some women succumbed to the patterns enshrined by men which hinged on their domination of most of the environmental assignments and achievements whereas, the women have in their simplicity and innocence been interacting with the environment and the development process wherein, without realizing that they are the key and major player as in determining the future of the world; it is said that when a woman is trained a nation is trained, this topic will be eruditely. Finally recommendations were made for a way forward.

INTRODUCTION

In the past and even now a lot of factors contributed to unsustainable environment of our nation. Corruption like lack of accountability and transparency and lack of knowledge in regulating the privatization process including lack of knowledge of regulating new investments. These elements involved high costs and incurred large public debts. Thus, through political patronage initiating a sense of complete injustice, incomprehensiveness, helplessness, poverty, inequality and causing insufficient and insecure technology and information systems to fall short of new demands, unsustainable and unrecoverable debts without the commensurate benefits

Asoegwu, (2006) pointed that, the disparity in the enrolment of males and females in Science Technology and Mathematics STM-education which is presently to the disadvantage of females is a matter of serious concern to science teachers, science educators, scientists and policy makers.
IFAD, (1978-2003) supported that, Women as agents of change within rural areas of developing countries, women generally constitute more than half of the population and considerably more than half of the agricultural labour force. They therefore represent a powerful force for economic growth. Notwithstanding this, women are often among the poorest people in rural areas. Indeed, one widely quoted estimate suggests that 70% of the World’s poor are women. They are also disproportionately affected by HIV/AIDS. Their economic and social empowerment must be given high priority in poverty-reduction and economic development processes. In fact, the strategic role those women can play in rural poverty reduction is increasingly recognized, including in the millennium development goals (MDGs). IFAD’s experience shows that support targeted at women yields significant returns, in terms of both increased incomes and overall household impact.

Hence, Bella (1990s) recognized in women’s attempts to conceptualize sustainable development, the recognition of the connections between the domination of nature and of women, provided important insights. Asoegwu, (2006) also observed that in the Geography class, 25 boys to 3 girls enrolled in 1990 WAEC it was only in Biology that females were up to 40% of the total enrolment in science subjects.

Furthermore, women’s role is to influence, encourage and co-ordinate promotion of sustainable development, environmental protection, economic development, social development, equity. (There should be 50:50 representations of women and men in public appointments as to contribute in the decision making). A new strapline says, better for women, better for all, this is to demonstrate helping society as a whole, not seeing women as a marginalized group. This set out as new priorities to include:

1. Stop violence against women
2. Women drive forward initiatives to make real improvements to their lives
3. Teenage girls who do well at school, out-performing boys but, often do not fulfill their potential (empowerment).
4. Equity employment opportunities for men and women
5. Eradicate extreme poverty and hunger from men and women
6. Promote gender equality and empower women
7. Combat HIV/AIDs, malaria and other diseases
8. Achieving gender equity universal education from primary to tertiary
9. Ensure environmental sustainability to men and women
10. Dissemination of information to men and women

The above issues are crucial elements of any environmental sustainable development strategy for the millennium development goals. Obviously, for a significantly contribution to the achievement of the millennium development goals, these elements are to be emerged for discussion under two sub-headings:

1. Ensuring environmental working sustainability in the development through gender, and
2. How to promote women empowerment for good governance

The realistic evaluation to the exploitation of women knowledge must be developed, empowered and mechanisms identified to further the process. Then, clear opportunities should emerge for rewarding women good governance. Therefore, women should be fully involved in decision-making and in the implementation of sustainable development activities to achieve the millennium goals through gender equality.
ENSURING ENVIRONMENTAL WORKING SUSTAINABILITY IN THE DEVELOPMENT THROUGH GENDER EQUALITY

The focusing needs of the environment should be enhancing telecommunications, infrastructure, transportation, technology, social-transformation of the surrounding, eradication of poverty and hunger, combat diseases, stop violence against women, improvement to women's lives, etc. all these to strengthen the capacity to meet quality and sanitary standards of the environment.

Although issues of development and the environment in general should be raised on the links between women, the environment and sustainable development. Moreover, these questions should intimate link between women and nature as a patriarchal, dominant rational subject (1) Are women and nature simultaneously subordinated by men drive for progress? Are women victims of the destruction of their environment due to men’s domination? Are women the destroyer of the environment, that turned out to be the experts who are called to repair the damage? Are women simultaneously careers and victims because they are trapped in gender-based division of labour? Finally, how do these material conditions influence women’s sense of their identify, especially their relationship with men to technology and development? These questions are the axis along which the structure of women and men, the environment and sustainable development through gender will be analyzed.

Obviously, the potential to seek for and act upon connections with other actors, such as environmentalists, ecologists and groups and movements that are critical of the dominant paradigm, and have an interest in participating in, transformations towards environmentally sustainable development. Alongside women expressing emancipatory visions for the future. Hence, the intervention and change that are crucial to the achievement of the millennium development goals should strengthening the capacity of the rural and urban areas and their organizations, improving equitable access to productive of natural resour ces and technology and also increasing financial services, economic opportunities, markets infrastructure, transportation and social services. However, lack of these social organizations make it difficult for the exploitation opportunities within the communities as to develop links with external partners. IFAD, (2002-2006)

IFAD, (2002-2006) pointed that; the main cause of entrenched poverty is lack of access to natural resources such as land, water and forests. Their inequitable distribution is often derived from long-standing historical and cultural practices. Moreover, the rural poor lack decision-making power over the use of these resources. Increasingly, land tenure systems, water rights and access by rural communities to forests and other common property resources are sources of social conflict. Reducing such tensions and improving planning for sustainable and equitable resource use are key challenges throughout the developing world.

Furthermore, there should be appropriate technologies and research to improve agricultural productivity through increasing returns to land and labour. Infact, as solutions are that technologies need to be developed through conducting and validating research with the collaboration of the existing risk-management strategies of small farmers. Also, these differ from men and women farmers and require equity gender approaches. Iheakaram, (2009) observed that, for, although the Obasanjo regime was itself steeped in corruption, it nevertheless decided to address the problem of poverty hence the establishment in 2001 of the National Poverty Eradication programme- NAPEP. Its
principal objective was and is, to help eradicate extreme poverty by the year 2010, which is in accord with the Millennium Development Goal of the United Nations. NAPEP has developed the following schemes to help achieve its objective. (i) Youth Empowerment Scheme (YES) (ii) capacity Enhancement Scheme (CES) (iii) Community Enlightenment/Sensitization Scheme (COMESS) (iv) Social Welfare Service Scheme (SOWESS) (v) Rural Infrastructure development Scheme (RIDS), and (vi) Natural resources Development and Conservation Scheme (NRDCC) Imo State, like other states, adopted the scheme under the name of poverty Alleviation Programme (PAP) and in conjunction with NAPEP, PAP has reached out to many people. Indeed, under the Achike Udenwa regime, thousands of men and women, trained in various crafts, received equipment and money to start their own businesses and thus be self-employed. Then, lack of the above, is the failure of the investments that could yield challenges for the millennium development goals. These investments will reduce poverty and linked to a proper understanding of poverty processes that affect different groups of women as compared with men. At the end, gained insight will foster the conditions of gender equity through enhancing their productivity, output, incomes and overall growth.

Ensuring the availability of market through helping buyers and sellers to meet and develop business relations and information with one another. Abaulai and Delgado, (1995) pointed that, promoting the development of a conducive policy environment that reduces uncertainty, and facilitates both the efficient functioning of markets and private-sector participation in the various marketing activities. Thus, the emergence of appropriate and competitive services to producers for input supplies for agricultural products. Hence, structured to create opportunities to develop their potentials and defend their interests to conscious revision of elements of the international trade which could speed up progress towards physical infrastructure like roads and transportation to the achievement of the millennium development goals induce through active participation of women, not just valid, but essential for the future of the world.

The combat of HIV/AIDS, malaria and other disease through medication, normalization and free communication of human beings aimed at promoting the involvement of men and women to solve problems related to waste disposal, nuclear testing, sanitation, water, energy, the degradation of the environment on health and means of livelihood of the people and the effects of pesticide use to ensure that at least 90 percent of men and women have access to education, information and services necessary to develop the life skills required to reduce their vulnerability to disease infection. Asoegwu, (2005:1) stated that, on the global level, discharging nutrients from industrial agricultural or residential run off into lakes and coastal oceans, nuclear weapon testing and wars, which produce excess radiation, excess emission of carbon dioxide and carbon monoxide fumes from industrial plants, motor vehicles, gas-flaring etc. have led to human health problems and harmful changes in the Earth’s climate such as global warming. Wendy, (2008) observed that, HIV infection rates in persons 15 to 24 years of age, with the goal of ensuring that by 2005 prevalence in this age group is reduced globally, and by 25 percent in the most affected countries, and that by 2010 prevalence in this age group is reduced by 25 percent (ICPD +5 Para 70). All these, are to ensure gender equity which reach full potential through improvements in health. Hence. Achieving the gender millennium development goals that will help improve the status of women in welfare of their families, communities, countries and in the world at large.
How To Promote Women Empowerment For Good Governance

All countries should strive to ensure complete access to women education and employment opportunities to any level. Hence, both boys and girls as quickly as possible, be given gender equity education that enhances and strengthens policy dialogue and coordination of advance empowerment of women. This also eliminates all kinds of violence against women and ensures women’s ability to control and negotiate equally with men on the legal rights to inheritance.

The significant contributions of women in academic circle are of direct relevance to their empowerment and good governance. Thus, these questions may intimate link between women and empowerment. Is it the ideological structure and philosophical underpinning of subordination that needs to be criticized from the perspective as well as the development? What do they have to contribute to the analyzes of hierarchy and power in general in the issues related to development?

Abdulai and Delgado, (1995) pointed that achieving the millennium development goals requires a new partnership between developed and developing countries, based on sound policies, good governance at all levels and the rules of law. Each country has primary responsibility for its own economic and social development; and, in this regard domestic resources, national policies and national development strategies will play the key role.

Elaborating comprehensiveness of leadership to promote the economic, political and social transformation of the country through men and women’s equity awareness of their mutual relations and seeking to enhance their understanding of how these relationships affect their livelihoods, creating enabling environment for good governance and investment development.

However, http://www observed that it needs to ensure that all its women reach their full potential through improvements in health, education and employment opportunities and by abiding with all international commitments and instruments on gender equality, equity and human rights such as the African Union Protocol on the Rights of Women in Africa and the Convention on the Elimination of all Forms of Discrimination Against women. (CEDAW)

Abdulai and Delgado, (1995) supported that, these coalition also constitute a significant advocacy forum for legislation and policies that adequately reflect the fact that investing in women and in closing gender gaps pays, not only in terms of the benefits it brings to women, men, households and communities alike, but also in term of impact on national economic growth. This undoubtedly leading to the achievement of gender millennium development goals in the country.

Women’s roles and responsibilities in the global environmental movement, lifestyles, peace, capacity to organize, generate income and contribute in the decision making in their homes, communities, nations and international levels are being identified, described and closely analyzed, particularly in the epistemological studies of women academics for the well-being of ourselves and future generation. In addition, women’s access to control over fundamental assets such as capital, water, forest resources and land which endorsed legal texts and community contracts to recognize women’s development and empowerment as a value to society.
Badiane et al, (2002) supported that, major improvements are needed in basic rural infrastructure and services- principally water, health and education in order to alleviated women’s work burden and pave the way for women to take advantage of development opportunities. Women’s voice and choice in community affaires and public decision-making at higher political levels must also be expanded so that women can influence decision affecting their own lives and realize their potential as agents of change-bringing their knowledge and commitment to bear at the community level and beyond.

Thus, efforts to reduce poverty and women as passive recipients of services tailored equity asset building to women and men needs and aspirations and enhance and support them. Furthermore, since institutions are always the key service providers of economic and social empowerment for accelerating effective decentralization in the era of globalization which is a mindset of ‘winners and losers’ to a collaboration that exploits growth opportunities for all. Hence, necessitated an in depth understanding of the complexities of women as key agents to strengthening the capacity and organizations, improving equitable access to productive natural resources, technology and increasing access to investments, markets, financial assets, knowledge and research, such transformation is based on the aspiration of the change process. Iheakaram, supported that, the impact of NAPEP on the nation is, one must observe, a function of how much funds is made available to it. In January 2008, for example, NAPEP, disbursed over N120 Million to Imo State SMEs and farmers. Later in the year, in November 2008, NAPEP, in conjunction with the small and medium Enterprises Development Agency, organized a five day “Entrepreneurship Training Scheme for SMEs and farmers in Imo State. The sessions were well attended. I believe that, with the caliber of personnel at the Imo State branch of NAPEP and at the state’s poverty alleviation bureau, the fight against poverty can be won. I am particularly impressed with the whole hearted determination of the leadership of NAPEP in Imo State: they not only disburse funds but go on to monitor the application of the funds and how the businesses the funds are run-all to ensure the success of the SMEs. The fight against poverty is an on-going, if you live a continuing battle, requiring governmental commitment. The essence of government is the well-being of the citizens; any government worth the name should be seen to be concerned about the welfare of the people. I am of the conviction that poverty and youth unemployment can be conquered. All it takes is honest leadership and sincere concern for the plight of the people. We have the money and the men to do the battle. The President and the vice President are chairman and vice Chairman respectively of NAPEP. They know the quality of staff they have. They men are eager to work and ought to be helped, enabled to work like Winston Churchill to the Americans, these men “will not fail or falter; they will not weaken or tire”. Just give them the tool, the money and they will finish the job. This is what the Senate and the House should do-urge the president to release money to his people, and we will soon see a “New face” of Nigeria. Obviously,
requires faster progressive improvements in the institutional capacity to plan, monitor, evaluate and promote good governance and an enabling policy to mobilize and suggest on how best women empowerment, governments, donors and civil society at large can work together to create jobs and reduce poverty in the millennium development goals. Finally, women have often played leadership roles, promoting an environmental ethic re-cycling through clean air, freedom of dissemination of information, crucial thinking, insight, self-determination, respect for indigenous people respect for human rights and peace that produce the forward-looking strategies which is wider regarded as the birth place of global networks of women. Therefore, the number of women and men in public life should be 50:50 representation of gender equity as to enable women good governance influence, encourage, co-ordinate, cross-working and drive forward initiatives to make real empowerment to women’s lives.

Conclusion

Women participation towards the coming of a holistic and harmonious achievement of the millennium development goals through liberating the power and potential of women to achieve sustain environmental development and acknowledging the care and protection of the country. Thus, require women and men alike to sweep aside the barriers of gender to develop the nurturing and replenishing qualities that form the common humanity for good governance. Furthermore, women participation and theoretical can transform existing agendas and power relationships into an expanded vision of what must be done to create the conditions that empower the women to become agent of change to assure a peaceful, healthy, affordable and equitable country for ourselves and future generations. In addition, 50:50 representation of women and men in public appointments is a crucial recognition of the contribution women should make to decision-making to achieve the benefits of new technologies, information and communication for a significant improvement in the millennium goals through gender equality and good governance.

Recommendations

(1) There should be co-operation between governments, public, private, institutions and NGOs as to ensure that policy makers consider the impact on women at the earliest stage for participation in the decision-making process.
(2) There must be equity gender perspective in design of technology as to meet the women’s need.
(3) There must be protection and use of women’s knowledge especially on education and information.
(4) Women should be protected from environmental hazards when empowered as producers and consumers of environmental resources.

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APPLICATION OF GIS FOR SUSTAINABLE EDUCATION PLANNING, MANAGEMENT AND DEVELOPMENT IN NIGERIA

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ABSTRACT
In most developing countries, the full potential of GIS have not been realised in its application to education planning, management and development. Processing and analysis of education report consist of simple aggregation of variables. This paper utilizes mapping and geographic information system (GIS) as a tool for ensuring a sustainable education planning, management and development in Nigeria. Geospatial technology is applied to map the distribution of secondary schools in Nigeria, analyse the proportion of applications into the University, examine the admission status into the university, classify states in Nigeria based on their access to university education, and develop maps of graduate output and NYSC members’ distribution in Nigeria between 2003 and 2008. The paper revealed a method of planning, management, and development in education through spatial analysis of education data over time and space. Using ArcView 3.2, database for the education data was developed and several queries such as identification of states with university admission below 250 and above 3000 students from 2003 to 2008 were performed. It was discovered that there remains a great imbalance and uneven education development across the states of Nigeria. Some states are less privileged academically, while others have high academic potentials.

Keywords: Geographic Information System, education management and planning, analysis, Nigeria

INTRODUCTION
Education is important for sustaining and developing the people within and outside a specific geographic location. With education, people are able to endure, mature, acquired experiences, wisdom, and the capability to fend for themselves as well as serve their communities and nation. Education is also both an instrument of stability and of change. Stability ensures that good traditions are documented, taught, imbibed, and practised. Change equips people to meet new challenges. In the same context, education is a tool for inculcating moral values in the citizen. Education planning, management, and development are dependent on the availability and quality of educational statistics. The statistics are derived from education data, which are results of planned and timely surveys.

Overview of the Nigerian Education Data and Statistics
Before 1988, all statistics on education were products of the administrative system in Nigeria. They were records of regular educational activities, such as formal learning, teaching, provision, and maintenance of facilities. In most cases, the statistics were published by stipulated agencies as annual abstracts or reports, while in a few instances they were available in worksheets of the agencies.

Several agencies and statutory bodies were formed in the Nigerian Education sector. These agencies are actively involved in the processes of planning and management of education related functions in the Nation. They also serve as the major sources of education statistics in Nigeria. The agencies includes; Federal Ministry of Education (FME); State Ministries of Education (SMEs); National Bureau of Statistics (NBS); Joint Admissions and Matriculation...
Board (JAMB); National Universities Commission (NUC); National Board for Technical Education (NBTE); National Commission on Colleges of Education (NCCE); National Teachers’ Institute (NTI); National Youth Service Corps (NYSC); West African Examinations Council (WAEC); National Examinations Council (NECO) and The United Nations Educational, Scientific and Cultural Organisation (UNESCO).

In Nigeria, primary and most secondary educational institutions are managed by the respective States. Consequently, the returns of the reports are either not uniformly rendered or not rendered at all to the Federal Ministry of Education which has the responsibility to collate education statistics in the country. In effect, Nigeria’s pre-tertiary and tertiary education data matrix in national and international publications contained many incomplete data.

In 1987, a UNESCO project on the computerisation of Nigeria’s primary and secondary education statistics was launched (Fagbulu, 1991). In March 1988, the first national census to collect primary and secondary education statistics was conducted supported by the UNESCO. Following the conduct of these censuses, the National Universities Commission collects university education statistics directly from each of the universities through returns rendered on forms designed for such purposes. Similarly, NBTE uses the polytechnics, monotechnics, vocational institutions, and colleges of education as the primary sources of statistics on that sub-sector of education. Statistical information on Nigerian graduates from Nigerian and foreign universities are available at the headquarters of the NYSC.

Since the two main categories of education statistics are those collected through census surveys, and as by-products of administration, no rigorous statistical techniques are adopted in data processing and analysis by most of the relevant agencies. The most commonly used statistical procedures are the frequency tables and simple charts.

No concrete attempts have been made in presenting the educational reports using a geospatial technology that is, developing the report around the spatial contexts. To ensure a sustainable educational development, especially in developing countries, a framework for reliable, valid, and up-to-date data encompassing all variables including the location of the institutions and spatial distribution of students is essential.

GIS as a Tool for Education Management and Planning

Data availability, analysis, and storage is the primary component of any reliable Geographic Information System (GIS). Database systems are used for the storage, manipulation, and retrieval of spatial and non-spatial data in any GIS system. 80% of the time and costs occupied in developing GIS is allocated to data acquisition and integration (Thompson and Hadin, 2000). GIS database provides comprehensive framework and organization of spatial as well as non-spatial data, and has become a focused tool to help planning and decision-making.

Mapping of educational institutions along with the information of the administrative boundary and the biophysical layers such as, major road network, rivers, and settlements distributions provides the spatial reality in terms of geographic extent and social reality. Successful implementation of GIS database provides possibilities for future reuse of the data for different purpose.

GIS is typically utilized in most areas of application as an advanced and technologically elegant tool. The progress in presentation, preparation, and flexibility in GIS applications justifies the contribution of its benefits to macro-micro planning as potentially highly significant (Hite, 2008). Among the possibilities for GIS to improve education planning, DeGrauwe (2002, pp. 10-12) identifies the following:

1. GIS helps make the presentation of data more attractive than traditional static maps.
2. Projecting tabular data onto maps helps in recognising “unexpected” situations which, now noticed, call for closer examination.
3. Through considering geographical (spatial) factors, the analysis becomes “finer” and more precise, increasing the likelihood that ensuing strategies will be more pertinent.

4. More flexible assistance can be provided in prospective planning at multiple levels or units of analysis: national, regional, provincial/district, and local.

S. J. Hite & Hite (2004) provide the following as an added consideration to the possibilities of adopting GIS for improved education planning and management, particularly at micro level;

1. Expanded “holistic” representation and exploration of the contexts of schooling through the direct and dynamic use of multiple sources of influential data such as those found in census, transportation, utilities, health care, land use, and agricultural databases which are otherwise very difficult to include in education planning and management

2. Increased public appeal and utility

3. Extensive control of scale of complexity: extensive flexibility in how much data are displayed or explored at a given time, with changes in unit of analysis virtually immediate

4. Dynamic ability to facilitate “what if” analysis, exploratory inquiry, and creation of planning and management “scenarios”

**GIS and Decision Making in Education**

There is a significant positive correlation between the adults with higher level of educational attainment, and individual earnings employment opportunity in the urban labour markets and agricultural productivity, particularly in most developing countries. Education affects development through various dimensions of cognitive competence such as literacy (reading and writing), numeric, modernity, and problem solving behaviours (Lockhead and Verspoor, 1990). Geospatial analysis allows for correlation and assessment of spatial patterns of various indicators in the context of other supportive mapped information. Visual representation of all indicators offers a unique opportunity to examine spatial patterns in contribution with population distribution, accessibility and other supportive infrastructure (F. R. Syed and I M Zafar, 2010). Syed Fawad and Zafar Malik in their report on the Pakistan Education Atlas Project examine the application of GIS in Education related decision making and strategy planning. They observed that education statistics often contains lengthy tabulated reports with missing geographic visualization of trends, which makes for cumbersome reading, especially for micro to macro level decision making and strategy planning. Three factors were used for selecting the decision-making indicators. The indicator;

1. Should support strategic decisions
2. Should ensure upscale availability of data, and
3. Should be mappable (that is, it should have geographic components)

Based on geospatial analysis, the spatial patterns of various indicators were presented. Spatial datasets (e.g. district boundaries) from a dedicated spatial database were mapped with indicator database using a common district code. Maps were also developed for all the indicators. They concluded that GIS constitute an important advantage towards understanding spatial trends in education levels and infrastructure (F. R. Syed and I M Zafar, 2010).

Using GIS, the distribution of schools with detail characteristics (students number, school size etc) and relationship between school, population density, transportation network etc., can be clearly illustrated. Therefore, integrating all the school data and converting it to the digital format will enable easy and efficient analysis of present education condition or simulation of future trends. In addition, creating database that can be linked to features in GIS is very significant, since the features without detail attributes cannot help us do further analyses (Yoko Makino and Seisuke Watanabe, 2003). Besides the simplification of educational administration, and expansion of compulsory education, enforcing the clear school planning policies, and creating the digital
database that can be used in GIS, application of GIS have more positive influence on improving school services and qualities for the current and future students.

Various organizations and agencies in Nigeria have adopted and applied GIS in areas such as facilities management, urban planning and management, natural resource management, disaster management, watershed management, environmental management, etc. However, GIS have not been fully adopted and effectively utilized in education management and planning in Nigeria.

Decision making in the education sectors is based largely on traditional and conventional statistical methods. Location of new institutions or expansion of existing ones are basically made on non-scientific and static methods such as personal preferences, peer pressure, speculations, and random selection. Analysis of the need for new institutions or expansions of existing ones are not always considered. Hence, there exists a great disparity in the spatial distribution of institutions of higher learning in the country. Mitigating management problems arises due to inadequate technological framework that can assess the spatial distribution of institutions and students. A large imbalance and uneven literacy level persist across the nation and the gaps between the literate, semi-literate, and illiterates are widening continuously in the country, particularly at tertiary level. Educational planning at the national level is impaired due to lack of spatial over-view of the institutional distribution and various relevant statistics in the country. A spatial cum statistical approach to education management and planning have the capacity to alleviate present and prevent future challenges in the nations’ education sector.

GIS provides sophisticated and holistic tools which can be employed for effective planning and management especially in developing countries. Therefore, this paper examines the application of GIS as a tool for sustainable education planning, management and development in Nigeria.

The aim of this paper is to examine the application of GIS to education planning and management in Nigeria. The specific objectives of the study includes,

1. Mapping of the distribution of secondary schools at State level
2. Analysis of the proportion of applications into the Universities
3. Examination of admission status into the Universities between 2003 and 2008
4. Classification of States according to their access to university education
5. Development of maps of graduate output and NYSC Members distribution

STUDY AREA: NIGERIA

![Map of Nigeria](Fig1.png)
Nigeria is the most populous country in Africa. It has an area of 923 850 km², a population of 82 390 000 and thus a mean population density of 89 persons/km². It extends between the latitudes 4°16’N (at the tip of the Niger Delta) and 13°52’N, and between longitudes 2°49’E (on the Okpara River) and 4°37’E (on the El Beid River). It has maximum dimensions of 1200 km from east to west and 1000 km from north to south and is bounded by Cameroon and Chad in the east, Niger in the north and Benin in the west.

METHODOLOGY
The primary source of statistical data is the Nigerian Social Statistics handbook from the National Bureau of Statistics. The political map of Nigeria was georeferenced and digitized in ArcView 3.2 GIS software. Database was created to store the attributes and the statistical data. The vector map was linked to the attribute tables in the database.

Data were merged using the joining and linking operations of ArcView 3.2 GIS software. The connection between the features and shapefiles created in ArcView and the database makes up for the geodatabase system used for this study. Microsoft excel was also used for basic statistical computation and charts creation. Several queries were performed on the database.

Queries are used to extract information or to perform spatial analysis on the data store in the database. The results of the query on the geodatabase was used in creation of various maps with selected states based on certain criteria. The queries include states with admission into the university below 250, between 250 and 1000, and above 3000 students from 2003 to 2008.

PRESENTATION OF RESULTS
Level of Secondary Education

FIG 2: Distribution of Secondary Schools in Nigeria
Application into Nigerian Universities

FIG 3: Application into the Universities
University Education Accessibility

FIG 7: Admission above 3000 students

FIG 8: Proportion of applicants granted admission between 2003 and 2008

FIG 9: Classification of Nigerian States based on ration of application to Universities and Admission into the University (2003-2008)
In 2008, Nigeria has a total of 76540 secondary schools (Fig 2). Plateau state have the highest number of secondary schools (1143 schools) in 2008 and Abuja-FCT have the lowest (85). Massive establishment of secondary schools was observed across the country in 2005 and the numbers remain unchanged for the period covered by the study. States of Oyo, Edo, Delta and Plateau have over 900 secondary schools; Katsina, Jigawa, Benue, Ondo and Rivers between 800 and 900 schools. Generally, the lowest distribution of secondary schools is observed in the North-Eastern part of the country including states such as Yobe, Borno, Gombe, Adamawa, Bauchi, Kaduna, and Zamfara. Kogi, Ebonyi and Taraba have between 100 to 200 secondary schools.

There are fluctuations in the pattern of application into the universities between 2003 and 2008. Imo state have the highest University applications (477861 applications) and closely followed by Delta and Anambra states. Lower applications into the university is general observed in the Northern part of the country. Fig 4 describes the pattern of changes in application to Universities between 2003 and 2008.

Fig 5 shows total admission into universities from 2003 to 2008. Imo and Anambra states recorded highest admission while lowest number of applicants admitted is from Abuja. The pattern of admission reveals that more applicants from Southern part of Nigeria were admitted within the five years period. This may be due to the low applications level observed from the Northern region.

Fig 6 and 7 describes the result of spatial query performed on the geodatabase. Fig 6 shows that Yobe, Jigawa, Abuja, Plateau, Taraba and Adamawa States recorded a total admission below 250 students into the University for 2007/2008 academic session. In the same session, Ogun, Edo, Anambra and Enugu states recorded that over 3000 students were admitted into the Universities.

Fig 8 is the proportion of applicants that were granted admission into the Universities between 2003 and 2008. The negative side indicate lower admission as related to the number of applications recorded from respective states. Nasarawa state is the least favoured where larger ratio of its applicants were not granted admission into the Universities.

States in Nigeria are classified into 5 categories based on the proportion of students admitted and total applications recorded from each state between 2003 and 2008 (Fig 9).
categories are states with Very Low, Low, Moderate, High and Very High accessibility to University education. Only Nasarawa state have a very low accessibility to University education for the periods covered by this study. Lagos and Ondo state are classified as having Low access; Sokoto, Niger, Kwara, Oyo, Osun, Kebbi, Kaduna, Kogi, Plateau, Taraba, Jigawa, and Rivers have Moderate access; Borno, Adamawa, Gombe, Kano, Zamfara, Bauchi, Katsina, Abuja, Ogun, Ekiti, Edo, Delta, Bayelsa, Akwa Ibom, Cross River, Imo, Enugu, Benue, Ebonyi and Abia states were classified to have high access. Only Anambra state is observed to have very high access to university education. The classification is based on the ratio of applications to admission according to state of origin between 2003 and 2008.

Fig 10 describes the distribution of NYSC members in 2008. Distribution of the corps members and secondary school distribution within each state is used to determine level of academic activities in the state. This on the long-run is used to determine the literacy level of each state and states that needed more educational institutions at both secondary and post-secondary levels can be decided.

States with fewer number of secondary schools and low NYSC distribution are at high educational disadvantage. Zamfara, Yobe, Gombe, Ebonyi, Taraba, and Adamawa States have NYSC distribution between 15000-105000 and total number of secondary schools less than 300. Hence, these states need more secondary schools. Academic activities is generally low in these states. These pattern implied a general lack of educated manpower that are indigenes from these states as well as unstable labour force.

Lagos state and Abuja have high NYSC distribution and fewer number of secondary schools. This indicate that corporate, administrative and business activities dominates these areas at the expense of educational activities. These areas are characterized by large number of immigrants as a result of political and commercial positions occupied in the nation.

High educational activities is observed in Bayelsa, Oyo, Edo, Plateau and Delta states due to higher number of secondary schools (Above 800 schools) and NYSC distribution exceeding 18000 Corp members between 2003 and 2008. Delta and Edo states are classified as frontiers in academic activities in Nigeria. This is based on the level of admission into the university (above 3000), number of secondary schools and NYSC distribution in the states. They are the most academically active states in Nigeria between 2003 and 2008.

CONCLUSION

GIS possess important advantage towards understanding spatial trends in education levels and infrastructure. Most of our thinking, daily activities, and public discourse involve some form of geospatial elements. GIS gives solution for decision making with strong analytical and visualization capability.

There is great imbalance and uneven education development across the states of Nigeria. Some states are less privileged academically, particularly in the Northern part, while majority of southern states have high academic potentials. With the current distribution pattern of secondary schools, university application to admission ratio, and NYSC distribution, challenges such as decreased literacy level in some part of country, increased number of dropouts, and higher rate of unemployment will persist.

University education is the largest producer of Nigeria’s labour force. Regions with lower access to university education constitute only insignificant proportion of the nations’ labour force. With the increasing number of applications which the present university system have failed over the years to absorb, and the increasing number of university graduates which the labour market could not accommodate, the future of Nigeria’s youth remain uncertain. The education sector is the principal system that sets the pace and tone for the future of any nation.

Effective planning, management, and development measures with prompt actions remains the only approach to curb the present inadequacies in the education sector. Decisions should be based on careful and critical analysis of reality with provision for both spatial and
statistical contents. Education statistics in Nigeria are often out of date and some data are inaccurate. Statistics alone is not dependable to draw reliable inferences in educational situation that involves multiple criteria over space and time. Geographic information system (GIS) complements the existing methods of making education related decisions. It has the capability to integrate both statistical and spatial data, hence, provides a reliable platform for making efficient decisions.

The quality of planning and decision making process are influenced by the data availability, accuracy, validity, and completeness. This paper is limited by its inability to display the locations of all secondary schools and universities in Nigeria due to unavailability of such data. Future researches should consider location data of concerned institutions. GIS should therefore be encouraged and implemented in various government parastatals, agencies, and institutions in the nations’ education sector. Competent professionals should be employed and charged with the responsibility of GIS analyst in concerned agencies and institutions. During education data collection, location of each institutions at all levels should be considered.

This paper applied geospatial technology to map the distribution of secondary schools in Nigeria, analyse the proportion of applications into the University, examine the admission status into the university, classify states in Nigeria based on their access to university education, and develop maps of graduate output and NYSC members’ distribution in Nigeria between 2003 and 2008. The paper revealed a method of planning, management, and development in education through spatial analysis of education data over time and space.

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THE ROLE OF LIBRARY SERVICES TO EDUCATION DEVELOPMENT IN NIGERIA

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Abstract
This paper looks at the relationship between the library, education and national development. The way libraries influence people from the primary schools to tertiary institutions and beyond. It gives a breakdown of the different types of libraries and their functions bringing about educational development among the populace in a bid to attain the desired national growth and development. The paper also discusses the phases in development of libraries and their role in National Development. Education is an instrument par excellence for national development and involves the development of the whole person intellectually, psychologically, socially, vocationally, religiously and morally. As a way forward, it recommends that government and non-governmental organizations should invent more libraries in view of their important roles in national development and also ensure that libraries are managed by professional librarians. For education for all to be a reality in Nigeria, government and policy makes in education should look beyond the recruitment of teachers and such only and ensure that libraries are established alongside the education for all projects and the libraries should be stocked with materials that are of immense contribution to the development of minds of the people and community which they serve as this will in turn affect the whole nation.

Introduction
Education is a process through which people are formally or informally trained to acquire knowledge and skills. The formal training comes from established schools from primary to tertiary level. Through the process of education people are expected to obtain knowledge and skills and specialize in specific fields of study. It is this knowledge that allows people contribute meaningfully to national development (Umar, 2004).
Human resource is the greatest resource for development and no nation can develop without it. The level and quality of occupational participation and productivity of a populace are important contributory factors to the level of economic and overall development of any nation. National development involves economic growth, modernization, equitable distribution of income and national resources and socio-economic transformation for improved living standard of people through the use of a country’s human natural and institutional resources (Mohammed, 1996).

In view of this, it is very important that all levels of education, there is need to grade people with high quality so that they can give quality contributions to national development. Here, the library plays a vital role. This is because, it is in a central position to provide the right type of information resources that empowers the education institutions to produce highly resourceful people that will impact positively to national development.

In this era of information explosion, everything in our society has one thing or the other to do with information, and as a result “organizations are changing and also are skills needed to run them and the way they utilize human capital” (Opeke, 2004). It is this human capital that must be developed in our educational institutions at all levels through the use of well stocked libraries with up to-date and relevant books (including the e-libraries). Through the libraries, they can acquire the skills needed to access distil (instill) and utilize information for development process. Because, they are at the centre of the academic excellence of all educational institutions, libraries provide all the relevant information resources necessary for sustaining the teaching, learning and research of these institutions.

The main thrust of this paper will examine the role of library services in educational development, the development of resources in most libraries in Nigeria and the type of libraries needed in Nigeria for educational development in Nigeria.

**The Need for Library Services**

The recognition of the need for library in Nigeria is old, as old as the country itself. According to Oyegade, Nassarawa and Mokogwe (2003), the first library which was called “town library” was founded in 1879. Some of the objectives founding the library then were to maintain and establish books and materials to lend to the public of self improvement.

The establishment of libraries then by early Christian Missionaries to Nigeria showed the importance attached to library services. According to Owino (1995), the need for library service will help to develop a habit of continuous reading even when you are not studying
for anything. Library services are needed to help keeping the skills that have been acquired on education, alive by the provision of up-to-date and needed library materials.

Library services are needed to enable the individual develop full potentials and widening the horizon of perception, interests and skills, Metager (1991). Other needs of library serves include public enlightenment, understanding of social values, assisting to adjust to existing social, political, spiritual and economic activities of the society to cultivate and maintain reading culture and promotion of good literature.

Types of Libraries and Their Contributions to Educational Development

Information has reviewed a widespread acceptance as the essential feature of production, consumption and exchange in this modern era, Opeke (2004). The era we are now is that where the source of wealth and power is increasingly from information and human mental creativity as compared to physical resources. The concept of an information society implies awareness that there is a process of “intellectualism” in modern societies which requires increasing number of people to possess a stock of knowledge enabling them to make creative use of the enormous potentials of information (Eraut. 1991).

The realization of the enormous power of information has made libraries and information resource centres inevitably present in all sectors of a nation’s economy. That is why libraries are found in all the three levels of our educational system including research institutes and private organizations like banks, companies, etc (Umar, 2004).

However, for a better understanding of this paper, it is necessary to define a library.

From a layman’s point of view, a library is a “depository house built to contain books and other materials for reading and studying”. It is also seen as a “building that houses a collection of books and other materials”. However, the term library has been defined professionally by different scholars. Isam (2004) defined library as an instrument of self education, a means of knowledge and factual information, a centre of intellectual recreation, and a beacon of enlightenment that provides accumulated preserved knowledge of civilization with consequently enriches one’s mental vision, and dignifies his habit, behavior, character, taste, attitude, conduct and outlook on life.

Omojuwa (1993) in his own opinion defined library “as an enabling factor to obtain spiritual, inspirational and recreational activities through reading and therefore the opportunity of interacting with the society’s wealth and accumulated knowledge.
From the ongoing definitions, library is a building where information materials are collected, and organized in such a way it will be easy for retrieval by information seekers. There are different types of libraries which are:

- Academic libraries
- Public libraries
- Special libraries
- National libraries
- School libraries

All these libraries contribute to the educational development of Nigeria in one way or the other.

**Academic Libraries**

These are libraries that are found in tertiary institutions or research institutions to satisfy the information needs of the particular community where they are located. Their main objective is to provide teaching and research information. Libraries in many tertiary institutions have either earned the institutions accreditation or failed them because libraries are regarded as tools for academic excellence, Akintunde (2004).

The libraries in tertiary institutions aid in the discharge of their functions by acquiring all the relevant in-depth information resources necessary for the pursuit of teaching, learning and other public services functions of these institutions which in turn enables them produce high caliber graduates in the labour market for further national development.

Academic institutions play a key role in the educational development of any nation by providing high as well as middle level manpower for acceleration of social, economic and political advancement of a nation.

The functions of academic libraries according to Edoka (2000) are:

- To provide research information resources in consonance with the needs of faculty and research students.
- To provide information resources for recreation and personal self development of users.
- To provide study accommodation in a useful variety of locations.
• To provide information materials required for the academic programmes of the parent institution.
• To co-operate with other libraries at appropriate levels for improved information services.
• To provide specialized information service to appropriate segments of the wider community.
• To provide protection and security for these materials.

Public Libraries

They are the libraries that are established and funded by either the local, state or federal government. It is also known as the Layma’s university, this is because it provides access to knowledge, information and works of imagination through a wide range of resources and services, making it equally available to all the members of the community regardless of race, nationality, age, gender, religion, language, disability, economic and educational background (IFLA Publications, 1997). The scope or command of a public library that meets specific but general requirements of the public thus remains quite broader in its vision. It differs from other types of libraries because it gives room for self education and inculcates reading habit amongst all types of general readers and as a result, maintains a sizable collection of newspapers, literature and a children’s corner stocked with juvenile literature. The primary objectives of the public libraries are:

- It enriches and further develops the subject on which individuals are undertaking formal education.
- It supports educational, civic and cultural activities of groups and organizations.
- It encourages wholesome recreation and constructive use of leisure time.
- Enables informal education opportunities for citizens in the community.
- Provides avenues to meet information needs of people.

The public library is a world wide phenomenon and attempts to meet a wide variety of readers need providing varied information resources such as text books, journals, literary books etc on different fields, recreational information and extension services.
In doing this, the public library serves as a reading source of information on all activities in all walks of life for people to take advantage of in decision making for development activities and for education advancement.

**National Libraries**

The national libraries share a lot in common with the public libraries. This is because, just like public libraries they are established and funded with public fund but this time by the federal government. It is the local depository of the nation and also serves as a remembering process for the nation.

According to Oyagade, Nasarawa and Mokogwu (2003), national and public libraries are regarded as the people’s university being the local gateway to knowledge, providing opportunities for life long learning, independent decision making and cultural development for individual and social groups.

The national libraries share the same functions as the public libraries and play a major role in the educational and national development through their services.

**Special Libraries**

Special libraries are libraries established in governmental or cooperate organizations to help in managing the information resources for the benefit of the staff and for the institution to attain their goals. Special libraries contribute to educational and national development by providing in-depth and relevant information resources for professionals like scientists, lawyers, doctors, researchers, government officials, business executives etc. They acquire materials basically to satisfy the information needs of its parent institution by providing the necessary information at the right time for them to effectively and efficiently carryout their research and duties which would impact positively on the development of the nation. The range of information materials they acquire vary depending on the specialized area of its parent institution.

**School Libraries**

As the name implies, school libraries are libraries established in primary and post primary schools to support their curriculum and help inculcate reading culture in the students/pupils. It is the intellectual centre of the school. According to Ibrahim (1997),
school library is a place in the primary and post primary schools where a full range of materials and accompanying services are accessible to both teachers and students. It involves the use of audio-visuals, printed materials and other educational tools to satisfy the educational needs and recreational interest of pupils, students and teachers. This includes a variety of information resources such as textbooks, journals, reference books, multi-media etc selected systematically, organized and disseminated to pupils, students and teachers with the sole aim of supporting and enriching the school curriculum (Umar, 2004). It is in recognition of the importance of libraries to educational development that made the government stress the need for school libraries in the Nigeria educational system as far as 1981 in the national policy of education and this was further reiterated in the revised National Policy of Education (1998) as follows: “As libraries are one of the most important educational services, proprietors of schools shall provide libraries in all their educational institutions in accordance with established standard. They shall also provide for training librarians and library assistants for this service”.

Having looked at the role played by various types of libraries, the invaluable contributions of libraries to national development has been x-rayed. It is also necessary to look at the need for library services.

**Educational Development and the Library**

If education should have a greater share in the moulding and building of a happier individual and a better society, the providers of education must go further to more practical roles and step further to more practical role of providing libraries for sustaining the acquired knowledge and skills.

Education and library are inter-related. They are two inseparable indivisible concepts both being fundamentally and systematically related to and co-exist with each other. None of them is an end in itself and cannot be separated from another; rather both are means to an ultimate end. This relatedness has been coming down from the birth of human civilization to the posterity through a process of evolution in accordance with varied needs, changes and circumstances of various stages of human life.

Education cannot exist without a library and vice versa. A well stocked library is a sine qua non for the intellectual, moral and spiritual advancement and elevation of the people of a community. The indispensable element of the absolute well being of the citizens
and that of the nation at large, institutions and schools can never impart education alone without its dependent on a library.

The establishment of the concept of education for sustainable development and its relationship with Education for All (EFA), the United Nations Literacy Decade (UNLD) and the Millennium Development Goals (MDGs) are clear indictors that quality education, which is the goal of the library, is a prerequisite for education for sustainable development of all levels of education.

According to the web definition of Education Development, it is the process of improving the effectiveness of Educational provision through an ongoing review of relevant factors at all levels from teaching techniques and materials to institutional structures and policies and the provision of mechanisms for progressive change.

**Library Services Situation in Nigeria**

Most libraries in Nigeria are unable to provide effective service to their clientele due to the poor state of development of library resources at their disposal. According to Fadero (2001), “though the importance of school libraries enjoys a consensus view of experts, yet it is generally denied the attention it deserves in major education plans. This has culminated in the acute shortage of funds to prosecute library programmes at both national and state levels. Recognition of its importance in therefore nothing short of lip service”.

He further stressed that inadequate provision of libraries is a general disease that is plaguing education in Nigeria. Schools in Nigeria are generally without libraries support teaching, learning and the curriculum. This is because there is no clear policy on the funding of school libraries, and so these libraries are few and ill equipped; lacking proper accommodation, qualified staff, relevant information materials and other educational materials. According to a survey conducted by Odusanya and Amusa (2002) on use of school libraries in Nigeria, it was revealed that “some primary and secondary schools were visited to see physically the condition of the libraries in such schools. The findings showed that libraries are almost non-existent in primary schools while few secondary schools have what could be referred to as reading rooms. This is because information resources in such libraries are not properly organized, scanty and old”.

The case is almost the same in public libraries. According to Katunmoya (1992); “public libraries in tropical Africa rarely provide relevant materials and hence are ineffective.
They are stocked mainly with foreign literature that is both out of date and irrelevant to information needs and interests of the people that are expected to read them”. This is basically due to poor funding as most public libraries depend on gifts from foreign institutions and agencies.

Poor attitude of the Nigeria government towards development of libraries has greatly affected the development of public library services in the country. Public libraries are not well funded so as to acquire necessary information materials or provide adequate services to their clientele. The amount released to public libraries by government is far below what is due approved for them in any given year, and such amount does not service the actual needs of these libraries. This in turn affects the quality and quantity of materials acquired and the level of services rendered. This poor funding situation in public libraries has forced many head librarians to reduce the services rendered to their clientele in areas such as redeployment or reduction of staff, reduction of book budgets and general reduction of services rendered.

Special libraries in Nigeria are not fairing better in the provision of library services. The federal government whose duty is to fund research institutions in Nigeria is yet to see libraries or information they provide as an essential and important commodity for commerce and industry which is essential for national development.

The only library that has a definite funding policy in Nigeria is the academic library; they are being allocated 10% of the recurrent annual budget of their respective institutions. Although, this resulted from an agreement between the federal government and Academic Staff Union of Universities (ASUU) on the 2nd September, 1992, this agreement is not fully implemented especially in state universities.

This has also inadequate provision of library resources and services in most academic libraries in Nigeria. There is general under funding in state universities as most times the chief executive of such universities sit on the library allocation and the adverse effect is seen on the growth of library collection and services with the entire library system suffering from large-scale decadent and neglect.

Generally, the poor state of funding of libraries in Nigeria and inadequate provision of library resources and services in a great deterrent towards achieving the role of library services in educational development in Nigeria.
The Way Forward

It is evident that different types of libraries play significant roles in educating the citizens of a country. However, there are still some problems being faced by these libraries which hinder them from rendering valuable services that will help the educational development of his nation.

To address this impending problem, libraries at all levels of education in Nigeria should be well stocked with books and other information materials:

- Government should put in place suitable policies to enable Nigeria children possess the skills to effectively use libraries and apply information to their daily endeavours to enable them function complete favourable with their counterparts in other parts of the world.
- The educational system in Nigeria should be geared towards giving children a good understanding of the significance of libraries and their uses. Knowledge of the importance of libraries will enable children to learn to use, react to, select, reject, classify, check, interpret and search for information (Opeke, 2004)
- The proper use of libraries should be taught to students and other uses of the library.
- Government should make available adequate fund that will help all categories of libraries to carry out their services more effectively and efficiently. They should put in place policies that will promote the provision of adequate library facilities and resources at all levels of education in Nigeria.
- The Nigeria government should also rise to the challenge of providing essential resources to put the educational system in proper perspective by providing the right type of libraries which will enable the products of the educational system to serve as effective agents for accelerated economic political and social development of the nation.
Conclusion

From the ongoing, the role of library services in education and the importance of education as a major feature in national development process has been examined and discussed. The situation of library services in different types of libraries is also highlighted. Libraries in Nigeria are not adequately stocked with appropriate resources and facilities making it difficult for them to effectively render good services for the educational development of the nation.

There is need for the citizens of every nation generally, and Nigeria in particular to be conscious of the importance of information and hence the effective use of libraries. The Nigeria government on its side should take up the challenge and make adequate provision of funds and other necessary resources to ensure that all types of libraries are well equipped in order to attain the main objectives of libraries and their goals towards educational development.

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PSYCHOLOGICAL RESISTANCE TO VOLUNTARY COUNSELLING AND TESTING OF HIV/AIDS AMONG STUDENTS IN TERTIARY INSTITUTIONS IN KANO STATE

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ABSTRACT

The discomfort and unwillingness to access Voluntary Counselling and testing exhibited by students of some tertiary institutions in Kano State can jeopardize the purpose of HIV intervention. This study investigated the interplay of Psychological Resistance and Voluntary Counselling (VC) of HIV/AIDS among the students. Three null hypotheses were postulated and tested. Cross-Sectional Survey Design was employed in which 1,512 samples were selected from a student population of 104,841 via Simple Random Sampling technique. A self-developed 20-item scale called Psychological Resistance to Voluntary Counselling Inventory (PRVCI) whose reliability coefficient is 0.83 was used for data collection. Data obtained was analyzed using a one-sample Kolmogorov-Smirnov test, Chi-square and t-test statistics in respect of the three null hypotheses, at 0.05 level of confidence. Results revealed a 38% rate of Psychological resistance to Voluntary Counselling, out of which male students (M=0.1.40; SD=0.491) constituted 60% and female students (M=1.32; SD=0.465) had 40%. Also, the calculated Kolmogorov-Smirnov Z-score and t-test were greater than their respective critical values, whereas the calculated chi-square value was not significant. As such null hypotheses one and three were rejected while hypothesis two was upheld. The study recommends that Counselling Psychologists should employ an approach that contains concise and science-based HIV information.

Keywords: HIV/AIDS; Psychological Resistance; VCT

INTRODUCTION

Human Immunodeficiency Virus (HIV) is a parasite that destroys human body immune system, rendering it vulnerable to opportunistic infections, a condition known as Acquired Immune Deficiency Syndrome (AIDS) (Bartlett, 2009). Current estimate shows that over 33 million people live with HIV worldwide, and Nigeria’s prevalence rate and death toll hits 3.6% and 220,000 respectively (Central Intelligence Agency, 2010) with Kano State having a record of 250,000 infected individuals (Family Health International, 2000). Consequent upon this, several coordinated measures have been used by stakeholders in curbing the spread of the epidemic. One of such measures is Voluntary Counselling and Testing (VCT) (Masha, 2003). Kano State through its Ministries of Health and Education collaborated with some Non-Governmental Organizations (NGO) such as; Family Health International (FHI) in extending the campaign (VCT) to educational institutions (Family Health International, 2000). In voluntary counselling and testing, client willingly feels the need for it and visits the center/unit for the service. In such circumstance, he/she is first
counselled so as to help him/her develop some coping skills for withstanding the outcome of the HIV test. Unfortunately, VCT services being rendered in Kano state had received low patronage of clients (students).

This form of behaviour can lead to psychological resistance; a personal automatic ways of reaction in which clients refuses to reveal hidden aspects of themselves to the therapist by way of boycott and total aloofness (Van Denburg, & Kiesler, 2002). Resistance is an automatic and unconscious process. According to Van Denburg and Kiesler, it can either be for a certain period of time (state resistance) but it can also be a manifestation of more longstanding traits or character (trait resistance). In psychotherapy, Cautilli, & Santilli-Connor, (2000) established that state resistance can occur at a certain moment, when an anxiety provoking experience is triggered, while Trait resistance on the other hand occurs repeatedly during sessions and interferes with the task of therapy. By implication, the client shows a pattern of off-task behaviors that makes the therapist experience some level of negative emotion and cognition against the client. Therefore the maladaptive pattern of interpersonal behavior and the therapist's response interfere with the task or process of therapy. As used in this study, psychological resistance refers to refusal to patronize or access VCT programmes.

Studies conducted elsewhere by Herek, Capitanio, & Widaman (2003) on stigma, social risk, and health policy in California found that, more than one third of all respondents reported that concerns about AIDS stigma would affect their own decision to be counselled and tested for HIV in the future. Similarly, a Ghanaian study showed that 76% of the sampled women reported no prior HIV counselling and 78% had never undergone any HIV testing. (Holmes, Losina, Walensky, Yazdanpanah, & Freedberg 2008).

The study by Ojikulu, Adeleke, Yusuf & Ajijola (2010) on knowledge, risk perception and behaviour on HIV/AIDS among students of tertiary institutions in Lagos state found that perceived risk of infections had significant effect on decision about prevention techniques as well as counselling and testing. Ahmad (2007) in his study on attitude of students to VCT reported that about 89 percent of the students examined had discomfort for the services. Similarly, Iliyasu, Abubakar, Kabir & Aliyu (2012) surveyed HIV/AIDS knowledge, sexual behaviour and attitudes toward VCT among out-of-school youths in Kano state. Of relevance to the present study is the fact that majority (83%) of the youths who has not had VCT previously, 15% were willing to be tested, and 26.4% were unwilling, while 58.2% were undecided.

Several studies (Ahmad 2007; Yahaya, Jimoh & Balogun, 2010; Ojikulu, Adeleke, Yusuf & Ajijola, 2010; and Iliyasu, Abubakar, Kabir & Aliyu, 2012) have been conducted on attitudes of people toward VCT, and factors hindering the acceptance of VCT in Nigeria, but not much focus have been on Psychological Resistance to Voluntary Counselling and Testing of HIV/AIDS among students of tertiary institutions in Kano state. This study is therefore designed to bridge the gap.
The main objectives of the study are the following:

1. To find out the prevalence of Psychological Resistance to VCT among students of tertiary institutions in Kano state.
2. To investigate the difference in the prevalence of Psychological Resistance to VCT among students of tertiary institutions in Kano State.
3. To determine Gender difference in the prevalence of Psychological Resistance to VCT among the students.

Research Hypotheses

H₀₁: There is no significant prevalence of Psychological Resistance to VCT among students of tertiary institutions in Kano state.

H₀₂: There is no significant difference in the prevalence of Psychological Resistance to VCT among students of the various categories of tertiary institutions in Kano State.

H₀₃: There is no significant Gender difference in the prevalence of Psychological Resistance to VCT among the students.

METHODS AND PROCEDURE

Cross-sectional Survey Design was employed in the study. To achieve this, the 15 conventional tertiary institutions in the state were regrouped into four subsections, i.e University, Polytechnic, College of Education and Monotechnic.

The population of the study comprised of 104,841 students of the 15 tertiary institutions in the state. In line with the Research Advisors (2006) procedure, a total of 1,512 students were drawn. Simple Random Sampling technique was used to obtain samples that are representative of the population (Nkpa, 1997). The table below shows the breakdown.

<table>
<thead>
<tr>
<th>Tertiary Institutions</th>
<th>No. of Schools</th>
<th>Male (N)</th>
<th>Female (N)</th>
<th>Total (N)</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universities</td>
<td>2</td>
<td>26688</td>
<td>9871</td>
<td>36559</td>
<td>380</td>
</tr>
<tr>
<td>Colleges of Education</td>
<td>3</td>
<td>18081</td>
<td>9736</td>
<td>27817</td>
<td>378</td>
</tr>
<tr>
<td>Polytechnics</td>
<td>4</td>
<td>12778</td>
<td>6880</td>
<td>19658</td>
<td>377</td>
</tr>
<tr>
<td>Monotechnic</td>
<td>6</td>
<td>12068</td>
<td>8739</td>
<td>20807</td>
<td>377</td>
</tr>
<tr>
<td>TOTAL</td>
<td>15</td>
<td>69615</td>
<td>35226</td>
<td>104841</td>
<td>1512</td>
</tr>
</tbody>
</table>

%  66  34  100  100

Field work 2012
The instrument used for data collection was a self developed 20-item scale known as Psychological Resistance to Voluntary Counselling Inventory (PRVCI). Content validity for PRVCI was demonstrated by examining the consistency of the inventory with research and theoretical literature as well as assessment by experts. Using the Pearson Product Moment Correlation Coefficient (PPMCC) procedure, a reliability of 0.83 was obtained for the scale.

With the aid of Research Assistants, the pretested instrument (PRVCI) was distributed to 1512 students. The inventory is provided with Likert scale at the right side of each item, with rating ranging from 1 (Strongly Disagree), 2 (Disagree), 3 (Agree), and 4 (Strongly Agree) category. The PRVCI scores were obtained by summing the circled values and the total scores were derived by summing the subtotals in the four columns to give a raw score, and the raw score percentile was calculated in order to determine Psychological Resistance to Voluntary Counselling of HIV/AIDS.

**Data Presentation**

A summary of data obtained via Psychological Resistance to Voluntary Counselling Inventory (PRVCI) is presented in table 2 below.

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Gender</th>
<th>Unlikely</th>
<th>Likely</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universities</td>
<td>Male</td>
<td>183</td>
<td>93</td>
<td>276</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>70</td>
<td>34</td>
<td>104</td>
</tr>
<tr>
<td>Colleges of Education</td>
<td>Male</td>
<td>167</td>
<td>81</td>
<td>248</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>53</td>
<td>77</td>
<td>130</td>
</tr>
<tr>
<td>Polytechnics</td>
<td>Male</td>
<td>158</td>
<td>88</td>
<td>246</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>62</td>
<td>69</td>
<td>131</td>
</tr>
<tr>
<td>Monotechnics</td>
<td>Male</td>
<td>138</td>
<td>81</td>
<td>219</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>105</td>
<td>53</td>
<td>158</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>936</td>
<td>576</td>
<td>1512</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(62%)</td>
<td>(38%)</td>
<td></td>
</tr>
</tbody>
</table>

**Field work 2012**

The summary of ratings presented in the table above shows likelihood and unlikeliness of Psychological Resistance to Voluntary Counselling and Testing of HIV/AIDS among the students. Out of the 1512 subjects that responded to the inventory, 38 percent
(576) shows likelihood of Psychological Resistance to VCT, with males recording 343 (60%) and females 233 (40%) cases respectively.

**Data Analysis**

One-sample Kolmogorov-Smirnov (K-S) procedure was used to test H₀₁, whereas Contingency Chi-Square and t-test statistics were employed to analyze H₀₂ and H₀₃ respectively. The rationale for these statistics is that; one-sample kolmogorov-Smirnov (K-S) test predicts the source and direction of a distribution by finding the largest difference (absolute value) between two Cumulative Distribution Functions (CDFs) directly obtained from data and mathematical theory (Daniel, 1995). The Chi-square procedure tabulates variable(s) into categories and compares the observed and expected frequencies in each category to test that all categories contain the same proportion of values, the t-test is the equal-variance type (Norusis, 2004).

**Hypotheses Testing**

H₀₁: There is no significant prevalence of Psychological Resistance to VCT among students of tertiary institutions in Kano state.

<table>
<thead>
<tr>
<th>Institutions</th>
<th>M</th>
<th>Std</th>
<th>Most extreme diff</th>
<th>df</th>
<th>K-S Z-score</th>
<th>Z-crit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>38.4</td>
<td>39.9</td>
<td>0.58</td>
<td>0.58</td>
<td>-0.38</td>
<td>0.58</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>574</td>
<td>2.24</td>
<td>±1.96</td>
</tr>
</tbody>
</table>

*Field work 2012*

The one–sample K-S analysis shows that the calculated K-S Z-score of 2.24 is greater than the Z-critical of ±1.96. To this end, the H₀₁ is rejected.

H₀₂: There is no significant difference in the prevalence of Psychological Resistance to VCT among students of the various categories of tertiary institutions in Kano state.

<table>
<thead>
<tr>
<th>Contingencies</th>
<th>Observed N</th>
<th>Expected N</th>
<th>Residual</th>
<th>df</th>
<th>Chi-square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universities</td>
<td>127</td>
<td>144.0</td>
<td>-17.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.O.E</td>
<td>158</td>
<td>144.0</td>
<td>14.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Polytechnics</td>
<td>Monotechnics</td>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>--------------</td>
<td>--------------</td>
<td>-------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>157</td>
<td>134</td>
<td>576</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>144.0</td>
<td>144.0</td>
<td>144.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>13.0</td>
<td>-10.0</td>
<td>-10.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEM</td>
<td>3</td>
<td>-5.236</td>
<td>-5.236</td>
<td></td>
<td></td>
</tr>
<tr>
<td>df</td>
<td>3</td>
<td>574</td>
<td>576</td>
<td></td>
<td></td>
</tr>
<tr>
<td>t-cal</td>
<td>5.236</td>
<td>3.808</td>
<td>3.808</td>
<td></td>
<td></td>
</tr>
<tr>
<td>t-crit</td>
<td>1.960</td>
<td>1.960</td>
<td>1.960</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Field work 2012

The chi-square value of 5.236 is less than the critical value of 7.82 at 0.05 level of confidence. As the result the H₀₂ is hereby upheld.

H₀₃: There is no significant Gender difference in the prevalence of Psychological Resistance to VCT among the students.

Table V: t –test analysis of Gender difference in the prevalence of Psychological Resistance to VCT among the students (N=576)

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>SEM</th>
<th>df</th>
<th>t-cal</th>
<th>t-crit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>343</td>
<td>1.40</td>
<td>0.491</td>
<td>0.020</td>
<td>574</td>
<td>3.808</td>
<td>1.960</td>
</tr>
<tr>
<td>Female</td>
<td>233</td>
<td>1.32</td>
<td>0.465</td>
<td>0.015</td>
<td>574</td>
<td>3.808</td>
<td>1.960</td>
</tr>
</tbody>
</table>

Field work 2012

The result in the table above shows that, the t – value of 3.808 is greater than the critical value of 1.960, therefore the H₀₃ is rejected.

RESULTS AND DISCUSSION

From the analysis of the data collected and hypothesis testing, result revealed a significant prevalence of Psychological Resistance to Voluntary Counselling and Testing of HIV/AIDS. This finding coincides with that of Herek, Capitanio & Widaman (2003). In their study, they found that more than one third of all respondents reported that concerns about AIDS stigma would affect their own decision to be counselled and tested for HIV in the future.

Another finding from the study showed no difference in the prevalence of Psychological Resistance to Voluntary Counselling and Testing of HIV/AIDS among students of the various tertiary institutions in Kano State. This finding coincides with that of Ahmad (2007) in he showed a gross discomfort for Voluntary Counselling and Testing of HIV/AIDS. Similarly, Ojikulu, Adeleke, Yusuf and Ajijola (2010) found that perceived risk of HIV infections affects decision about prevention techniques as well as counselling and testing. Other findings that confirm the present one include Yahaya, Jimoh & Balogun, (2010) who established that ignorance among other factors is responsible for low patronage of students to VCT centers in Kwara state. Also Iliyasu, Abubakar, Kabir & Aliyu, (2012) revealed that out
of 83 percent of the youths who never had VCT previously, 15 percent were willing to be tested, and 26.4 percent were unwilling, while 58.2 percent were undecided.

The study also revealed a significant gender difference in the prevalence of Psychological Resistance to VCT of HIV/AIDS among the students. This finding corroborates Pawinski and Laloo (2001). They found that 65 percent male and 92 percent female had not disclosed their HIV statuses to anyone. In a related study in south-west Nigeria, Ekanem and Gbadegesin (2004) found willingness of women to undergo Counselling and Testing particularly if result would not be revealed to relatives. Similarly, Haruna, Mebu and Gambo (2012) reported that young men are much more likely to report having casual sex and as such are afraid to visit Counselling and Testing centers so that their sexual recklessness would not be revealed.

CONCLUSION AND RECOMMENDATIONS

The present study establishes that Psychological Resistance to Voluntary Counselling and Testing is a potential impediment to management and intervention of HIV/AIDS pandemic in school settings. It occurs among male and female students. Thus, the following recommendations are offered:

1. Counsellors should evolve a therapeutic process that contains accurate and science-based information in a clear and concise manner.
2. Effective Psycho-educational intervention for HIV risk avoidance and stress reduction before and after HIV counselling should be employed.
3. Counselling Psychologists should equip themselves with adequate methods and skills in HIV/AIDS counselling that enables them use simple and avoid nonjudgmental language, and be aware of the language and slangs use by students to discuss sexual issues.

REFERENCES


TOWARDS PROMOTING COMMUNITY PARTICIPATION IN EDUCATION IN NIGERIA

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Abstract

One of the major problems affecting educational development in Nigeria is the common belief that providing education for all and at all levels is the exclusive responsibility of Government. The Government on the other hand is surrounded by many other competing demands such as water supply, electricity supply, provision of health care services and road network. Hence, the sector of education suffers untold hardships in terms of quality and quantity. It is in view of this that this paper presents a discussion on the phenomenon of promoting community participation in education in Nigeria. Accordingly, the paper explains the concept of community participation and the rationale for community participation in education and also traces the historical background of community participation in education in Nigeria. Furthermore, the paper identifies some of the problems militating against community participation in the country which include, among others, poverty, ignorance and attitudinal problems. The paper advanced some suggestions on how community participation in education can be enhanced in Nigeria and these include intensive public enlightenment to create greater public awareness on the need for supporting government's effort, involving community in educational policy formulation and all matters relating to the development of education in their respective community and in the country as well as intensification of People Empowerment Programme. The paper was rounded up with a conclusion that government alone cannot shoulder the total responsibility of providing education for all. This is so because the resources are limited and are surrounded by so many competing demands as previously mentioned.

Introduction

Education is a social institution and child training is a social and collective responsibility and as such the need for the community to play and provide necessary supportive role to it cannot be over emphasized. This may partly explain why the Federal Government of Nigeria (2004) officially advocates for community participation in education. This is an important and necessary gesture especially in
the light of the nation's dwindling economic growth and the unprecedented population rise. Presently, however, local communities in Nigeria are not adequately responding to this call because of some obvious constraints such as poverty, ignorance and attitudinal problems. Against this background, this paper presents a discussion on how to promote and encourage the factor of community participation in the development of education in Nigeria.

The Concept of Community Participation in Education

In an attempt to explain the concept of community participation in education it may be necessary to define the concept of "community", A community may be generally described as a collection of people living in a defined area, place or geopolitical environment. A community is a group of people located in a given geographical area. In the educational sense, however, the term "community", according to the Federal Ministry of Education (1977) is often used to refer to the people living in the immediate locality in which the school is located. Accordingly, the term community participation in education may be perceived in terms of the various complementary roles that members of the immediate locality in which a school is located should play as contribution to educational development of their wards.

Historical Background of Community Participation in Education in Nigeria

The history of community participation in education in Nigeria is as old as the history of man in the country. In the olden days and prior to the introduction of both the Islamic and Western systems of education into the country, the phenomenon of child training and child education depended heavily on the members of the immediate community. This was so because in traditional African Society a child is the child of all and as such Fafunwa (1974) maintains that his education is the responsibility of not only his mother but of everyone in his immediate environment.

The emergence and or introduction of Islamic religion and the Islamic education system in Nigeria through the private effort of Muslim scholars from the Islamic kingdom of Egypt in the 11th Century A.D. also marked another landmark on the community participation in education in Nigeria. An Islamic tradition according to Fafunwa (1974) maintains that the best among you is one who learns the Quran and then care lo teach it. Consequently, with the introduction of Islamic education system
in Nigeria concerted efforts made by Islamic scholars (who depended for their living largely on charity extended to them by the parents of the children they teach) to establish schools and Islamic learning centres. Through this effort, for instance, Fafunwa (1974) observed that by 1013 there were 10,073 Quranic schools in the north while in the south where the actual number of such schools was unknown, there were 50,000 pupils in such schools by 1012.

The history of western education in Nigeria reveals that the missionaries were the first to establish schools on their own initiatives in the early 19th century. This was dictated by the exigencies of their undertaking that, the converts had to be able to read scriptures. The government at first encouraged the missioneries and later enacted education ordinance to control, regulate and partly finance education under the management of voluntary agencies.

Community participation in education did not end with the Christian missionaries efforts as some other efforts were also directly coming from the local communities, for instance, assisted schools were according to Taiwo (1980) partly financed from a special contribution from the local community culling across religious barriers.

Another evidence of community participation in education in Nigeria was according to Fafunwa (1974) witnessed between 1830 and 1950 when some Yoruba, Igbo and Ibibio communities as well as private individuals in the southern part of Nigeria offered scholarships to their indigenes to go for higher education in Britain and Ireland.

Although a comprehensive and precise data regarding the current level of community participation in education in Nigeria may not be easily established, it is reasonable to state that, the factor of increasing public awareness on the importance of education coupled with the inadequacies that characterize the learning conditions of most of the public schools have, among others, given impetus to the phenomenon of community participation in education in Nigeria in recent years. This, for instance, is evident in the way many parents and communities support the educational pursuit of their wards though provision of learning materials and payment of others levies to and for the latter respectively. The relative increasing rise and patronage as well as the establishment of private and community schools in the country further confirms
the phenomenon of community participation in education in the country. It is however pertinent to note that the level of community participation in education in the country is still not adequate and thus the need for strategizing ways of enhancing it.

**Rationale for Community Participation in Education**

Education is a social institution and as such its sustenance and success depends on the complementary roles of different social forces, one of which is the community. The basic purpose of education is to among others, prepare individuals for service and social acceptance. It is therefore logical to state that the community is the direct recipient of the benefits to be derived from the social functions of schooling. In view of this, the need for community participation in education becomes undisputable.

As indicated earlier, education is a capital-intensive project and thus cannot easily and adequately he taken care of by the government alone. Nigeria is the most populous African nation and like many other under-developed nations she has according to Bolarinwa (1987) a high fertility rate of about 2.5% and moderately low mortality rate due to improved medical services. This according to Nigeria’s Department of Population Education (1988) informs the large increase: in the size of school age-going population and which partly and subsequently gave rise to the phenomenon of high demand for education. This issue of rapid students population growth is also met with uncertainties (resulting from the oil doom which began from the early eighties) surrounding the nation’s oil-based economy. Some available data about the student population dynamics in Nigerian schools according to Bolarinwa (1987), for instance, maintains that enrolment figure rose from 3,515,820 in 1970 to 12,749,403 in 1980 (four fold increase) at primary school level while that of secondary grammar and commercial schools rose from 310,054 in 1970 to 746,369 in 1981 (over a hundred percent increase). In polytechnics the student’s population rose from 11.993 in 1975 to 57,772 in 1980. It is now over twenty years when these drastic students population dynamics in Nigerian schools were recorded and the fact that Nigeria’s population growth rate according to Ajaegbolu (1985) increases by 2.5% simply and partly explains why many schools in Nigeria are suffering from the phenomenon of students over population. It is thus not amazing that the Federal Government of Nigeria has officially admitted its inability to continue to shoulder full
financial responsibility of the nation’s education sector when according to the N.P.E. (2004) it stresses that the financing of education is a joint responsibility between the Federal, State and Local Governments and the Private Sector. By this arrangement the government requests for the participation of local communities. Individuals and other organizations in the development of the nation’s education sector. This situation justifies the need for community participation in education especially in the light of the current deteriorating condition of the nation’s education system.

Every educational institution whether public or private may be regarded social subsystem existing and related to a larger social system that can be called the community. The child is the bridge between the school and the community because he belongs to both. Therefore both the school and the community should work hand in hand to educate the child. This helps to promote school - community relationship as a necessary basis for providing good quality education for the Nigerian child.

Education is a value-laden enterprise and as such it is a medium through which the people's cultural values are transmitted to the younger ones so that they (the latter) can grow as useful and acceptable members of the society. As a social institution, education also helps to prepare people for various social roles as may be required by the society. Thus education can be accordingly described as a basis on which meaningful social, economic, cultural and scientific development of the society depends upon. All these points suggest the social relevance of education and, in a way the need for community participation in education.

It is however, regrettable to state that despite all the rationalities surrounding the need for community participation in education in Nigeria, an enabling environment has not yet been set for this to succeed. This is against the background that the social realities on the ground appeal- to present some repelling forces antagonizing effective participation of the community in the development-of the nation's education sector. For instance, Nigeria is the most populous African nation but according to Momoh (2002) more than fifty percent of its citizens are poor and live on daily subsistence of less than one American Dollar and as such cannot meaningfully and effectively complement the government’s factor in the enhancement of the nation's education industry. The fact that Nigeria the seventh larges oil producing nation in the world and is blessed with abundant natural
resources, it is deducible to state that the level of poverty in the country is artificial and may largely be traced to the problem of bribery and corruption that characterize the nation’s body polity and which according to Dazang (2010) explains why Nigeria was recently rated as the most corrupt nation in the world. It is thus not amazing that in the year 200x, for instance, an education Minister according to Daily Trust (2005) lost his ministerial seat for attempting to bribe some members of the National Assembly to inflate the budget allocation to his Ministry. The role of private entrepreneurship in education in Nigeria is also let to achieve any meaningful result because its impact appears to be more confined and fell in the educationally advanced areas and cities; and that their services are mainly meant for the privileged few.

In the light of the aforementioned social realities surrounding the phenomenon of community participation in education in Nigeria, one may be right to say that this factor (community precipitation education) is surrounded by numerous constraints and challenges. And until these problems are addressed, the government's conceived policy of enhancing community participation in education in Nigeria shall continue to remain a big nightmare.

**Constraints of Community Participation in Nigeria’s Education**

In spite of the importance of community participation in education and, despite the government’s formal invitation for community participation in education as indicated previously, the factor of community participation in education in Nigeria is still surrounded by a number of obvious constraints which include poverty, corruption, government's policy with regards to the award and execution of contracts, low literacy level, unemployment etc.

Nigeria as an oil-producing nation and as a country bestowed with abundant human and non-oil resources is often described as the giant of Africa. Ironical!), however. Akpa (2000) observes that about 80% of the Nigeria populace lives in the rural areas where such social amenities as portable drinking water, electricity and motorable roads are not adequate. Worse more and is indicated earlier Momnh (2002) sadly notes that 67 million Nigerians are poor and live on less than one American Dollar per day. It is thus logical for one to accept that majority of Nigerians just “exist” but not "living". How can then a poverty stricken society of this type afford
to make and meaningful contribution to the development of the nation's education sector’? Thus until this situation improves, the issue of poverty will continue to remain a major constraint to the phenomenon of community participation in education in Nigeria.

Another impediment to the community participation in education in Nigeria is corruption. Nigeria, as previously discussed has according to Dazang (2001) been recently described as among the most corrupt nations in the world by the Transparency-International. It is against this background that just last year (2005). For instance. Mime National Assembly members and a Minister of Education were trucked and dealt with in the hitter's bid to bribe the National Assembly earlier to inflate the budget allocation to his Ministry. In Nigeria, it is often a common thing for one to see school properties being Mild illegally in the open markets alter being stolen by some government functionaries This situation is detrimental to the factor of community participation in education in Nigeria because many people may have the feeling that their material and or financial contributions to the schools may eventually be sold or diverted to private use by the nation's educational managers.

The government's policy with regards to the award and execution of contracts for schools may also be regarded as yet another impediment to the community participation in education. It is a common practice especially in the current democratic dispensation for different contracts to be executed in our schools to be given to individuals or groups without consulting the communities where such schools are located. Although certain contracts may require the services of an expert if it were to be effectively executed, yet there are many ways by which the local communities can be involved in the contract executions in schools located in their localities, this ma) prevent the school from becoming an alien to its community and also provide opportunity for the surrounding communities where such schools are located lo directly benefit from the establishment of such schools in their immediate social environment.

Low literacy level in the country also does not help mailers with regard to the issue of community participation in education in Nigeria. According to Nwagwu (1985). Nigeria is the most populous African nation whose many of its citizenries remain illiterate and uneducated. This c aim is further confirmed by Oyebola (2000)
who says that Nigeria is currently rated among the nine countries in the world with the largest population of non-literates. The illiteracy rate in the country by 1996 was according to the federal Government of Nigeria (1006) put at 45%. Although there may be some improvement over the period of time it may still be reasonable for one to believe that the level of illiteracy in the country may still be relatively high. It is also equally reasonable to state that the factor of community participation in education is constrained by the enlightenment level of the country's populace because both Sule (2003) and an official report by NTI (1990) conclude that there is relationship between the people's educational background and their attitude towards school, the elites, according to them lend to be more sensitive to issues pertaining to the schooling process of their wards. Hence it is logical to state that quite a reasonable number of parents in Nigeria are less likely to show commitment to the issue of community participation in education.

From the preceding points raised and discussed, it becomes obvious that, the factor of community participation in education in Nigeria is being confronted with a number of constraints. And that the government factor may to a very large extent, be held responsible for these problems. Hence for the government's perceived policy of community participation in education to achieve any meaningful result, an enabling social environment must be provided for this

**The Way Forward**

Against the background of the aforementioned constraints to the community participation in education in Nigeria, the following suggestions are deemed necessary:-

a. The Peoples Economic Empowerment Programme should be given a boost especially in the rural areas so as to raise/improve the economical stains of the majority of Nigerians, This is with a view to enabling the Nigerian populace to actively and meaningfully contribute to the educational development of the Nigerian children.

b. The issue of lighting corruption and the corrupt individuals or groups should be taken more serious. The Economic and Financial Crime Commission's
(EFCC) efforts should the redoubled and more objectively deal with the corrupt individuals,

c. The local communities should be fully involved in the educational policy formulation and execution of educational projects in their localities. The recent introduction of School Based Management Committee (S.B.M.C.) to replace Parent Teachers Association is a welcome development as it encourages and provides wider scope for community participation in educational development.

d. The National Commission for Mass Literacy. Adult and Non-formal Education and all its locally based agencies in the country should redouble their efforts in fighting illiteracy in the country.

e. There is the need for government to make concerted effort to curb the phenomenon of unemployment in the country. At this juncture, emphasis should not only be given to theoretical knowledge but functional and practical skills should equally he encouraged

f. There is the need for intensive public enlightenment that will help to create better public awareness on the importance of education and the need for community participation. The local community and religious leaders need to be fully coopted and used in this crusade.

Conclusion

This paper identified poor community participation as a major draw back to the development of education in Nigeria. And in view of the fact that Government alone cannot shoulder total responsibility of providing education for all and at all levels, the need for strategizing ways of enhancing and encouraging community participation in the development of nation’s education sector cannot be overemphasized. To this end some important suggestions on how this could be achieved were provided.

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THE EROSION OF UNIVERSITY FREEDOM AND AUTONOMY: NIGERIAN EXPERIENCE

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ABSTRACT
The goals of tertiary education which include the university, are well spelt out in the National Policy on Education. One of the basic characteristics of academic necessity motivating the founding of universities is the need to develop and maintain established academic discipline or areas of knowledge and investigation so as to produce intellectuals, researchers, among others. One way to achieve this was to resist tendencies or development that tends to erode their academic freedom and autonomy. Obviously, universities with predominant academic focus tend to guard their freedom and autonomy very jealously and so remain impervious to new development that tends to erode it. The paper, therefore, examine the concepts of freedom and autonomy. The paper equally examines the indispensability of freedom and autonomy to universities. Also, the paper highlights the issues of erosion of university academic freedom and institutional autonomy in Nigeria. Finally, the paper recommends that government should ensure that universities are managed in line with their statutory laws and acts. In this way each organ of the university such as governing councils, senate, faculties, departments among others will carry out their laid out functions successfully, thus reducing the realities that may have limit university freedom and autonomy.

Keywords: Erosion, Institutional, Freedom, Autonomy and University.

INTRODUCTION
The university is the highest citadel of learning for the production of intellectuals, researchers and general workforce for governmental and non-governmental establishments. The federal government of Nigeria in recognition of this emphasized that universities shall be encouraged to disseminate their research result to both government and industries (Federal Republic of Nigeria (FRN), 2004). Collier as cited in Okwor (2001) noted that one of the basic characteristics of academic necessity motivating the founding of universities is the need to develop and maintain established academic disciplines or areas of knowledge and investigation so as to produce intellectuals, researchers, among others. The International Conference convened by the United Nations Educational Scientific and Cultural Organization (UNESCO) in 1950 in Nice, stipulated that universities worldwide should stand on three major principles, which are:
- the right to pursue knowledge for its own sakes and to follow wherever the search for the truth may lead;
- the tolerance of divergent options and freedom from political interference;
- the obligation as social institutions to promote, through teaching and research, the principle of freedom and justice, of human dignity and solidarity, and to lead mutually material and moral aid on an international level.
One way to achieve this was to resist tendencies or a development that tends to erode their academic freedom and autonomy. Obviously, universities with predominant academic focus tend to guard their autonomy very jealously and so remain impervious to new development that tends to erode it.

Therefore, it is believed that the ideals of a university are founded on its autonomy and academic freedom to pursue its ultimate functions of training and research. This is perhaps based on the conviction that a university can best serve the needs of the society when it is free to do so according to the dictates of the intellectual enterprise itself. It is therefore the essence of a university to freely pursue knowledge and understanding and to search for the reasons why this happen. This search implies that some of the reasons are known or uncertain and that opinions about them must be questioned (Association of Universities and Colleges of Canada (AUCC) in Arikewuyo & Ilusanya, 2009). It is an offshoot of its medieval origin. Thus, when the medieval university where founded, individuals were free to pursue secular knowledge of their own choice without being forbidden to do so by the authority of the church (Schofied, 1981). As such, the medieval universities were privileged establishment that enjoy charters which enhanced the safety and freedom of their students and teachers. Nigerian universities like the medieval ones require a large dose of freedom and autonomy. This is because it is the means through which they can carry out their role of teaching and research, as well as, contribute effectively in national growth and development.

However, the issues of university academic freedom and autonomy have continued to generate lots of argument and point of disagreement between successive governments and the Academic Staff Union of Universities (ASUU) in Nigeria. In fact, successive governments have often interfered on university academic freedom and autonomy under the cover of national interest despite the Federal Republic of Nigeria (2004) emphasis that the internal organization and administration of each institution of higher learning shall be its own responsibility. For instance, Olorode (2001:32) stressed that:

...universities suffered from arbitrary governance ...rather than being a place where justice and truth are to be nurtured, the universities triumphed on mediocrity and untruths. Promotion was earned through sycophancy and the admission procedure became systematically bastardized as wives, children, and the cronies of Vice-Chancellor had their own admission quota without reference to the established procedures. University governance become unpredictable and university finance in shambles.

According to Kerr in Okwor (2001) external authorities are exercising more and more authority over higher education, and institutional independence has been declining. The greatest shift of power in recent years has been taken place not inside the campus but in the transfer of authority from the campus to outside agencies. Giving credence to this, Arikewuyo (2004) reported that forty-nine academic staff of the University of Ilorin were dismissed for taking part in a nationwide strike called by ASUU in 2001. This indicated that there is considerable erosion of university academic freedom and autonomy by the Nigeria government.
Against this background, the paper is therefore collapsed into six sections including the brief introduction as one, while section two examine the concepts of freedom and autonomy. In section three the paper examines the indispensability of freedom and autonomy to universities, while section four highlight the various issues of erosion of university academic freedom and institutional autonomy in Nigeria and section five provides a conclusion. The final section concludes the paper with some recommendations.

**DEFINITION/DESCRIPTION**

For better understanding we shall define some terms. This in line with the Latinist Maxim thus: *initium disputandi est definitio nominis*, meaning that for discussion to be intelligible, it should commence with definition of terms. The terms are:

**Freedom**

The word “freedom” has a variety of meaning and interpretations. It is a state in which an individual can act without inhibition. Peter as cited in Wokocha (2005) remarked that liberty or freedom suggested that there is lack of impediment or constraint on a person doing what he might want to do. Also, Enemuo (2004) defined freedom to connote immunity from coercion. From these definitions, we can infer that freedom could mean the absence of obstacle or constraints.

Thus, freedom has both the negative and positive notions. A negative notion of freedom views it in terms of absence of inhibition. While the positive notion view it as the ability to choose between alternatives. An example of a positive notion of freedom can be seen in the assertion of Kosemani as cited in Wokocha (2004) that freedom involves and derives from the individual feeling of autonomy. That is the individual capability to decide what he wants himself. In other words, this conception of freedom leads one to master of his destiny. Hence Kalusi (2005) affirmed that freedom implies the capacity to decide what one wants by oneself without interference from any external influence as in say, freedom to marry and form a family, to belong to associations and so on. The positive notion of freedom is in consonance with the existentialists thought that the individual is entirely responsible for his action, freedom or choice. The practicability of the positive notion of freedom is however, only feasible at the realm of freewill. This suggests that man is free, and totally responsible for his action.

However, we are not only interested in the word freedom but the phrase “Academic Freedom”. This is to avoid the question “freedom for what?” Now what is academic freedom? Academic freedom in this paper refers to the right scholars have to pursue research, to teach, and to publish without control or restrain from the institutions that employ them (Isichie, 2004). In this regard, Bako (2004) quoted Harvey as saying that academic freedom is the freedom claimed by a college or university professor to write or speak the truth as he sees it without fear of dismissal by his academic supervisor or by authorities outside his college or university. Thus, academic freedom entails granting those who are considered competent in the advancement of knowledge the freedom to pursue whatever line of thought their logic of inquiry demands.

Consequent upon the above, therefore, an academic must be free to voice his opinion no matter how heterodox. By this, it is meant that every member of the academic community will enjoy the right to life, liberty and freedom of thought, conscience, religion, expression, assembly, association and movement. Such right of man as implicated in the concept of academic freedom

From the views presented here, we can see that academic freedom suggests the liberty accord the lecturers to pursue research, to teach and investigate, without being debarred by any authority. It gives liberty to academic staff and students to involve in teaching and learning.

**Autonomy**

Autonomy referred to the right of universities to govern themselves without outside control. It therefore denote self-governance or independence and academic freedom of universities to pursue their work within the limit of the law establishing them. Specifically, the United Nation Educational, Scientific and Cultural Organization (UNESCO) general conference has proclaimed autonomy as the institutional form of academic freedom and necessary precondition to guarantee the proper fulfillment of the function entrusted to higher-education teaching personnel and institutions. Bukar (2004) opined that autonomy of university is a framework of self-governance in which the universities is at liberty:

1. To design its own curricular and determine priorities in regard to teaching and research;
2. To set its own standards and determine its own procedures for examination;
3. To decide the criteria for admission of students;
4. To select and appoint its teaching staff and administrators and to determine their condition of service; and
5. To determine and decide the allocation of available financial resources among competing demands.

Earlier, the World University Services in Babarinde (2004) possibly drawing from similar analysis affirms through the Lima Declaration on academic freedom and autonomy of institutions of higher education that autonomy means independence of institutions of higher education from the state and all other forces of society to take the decisions regarding its internal government-finance, administration, and to establish its policies of education, research, extension work and other related activities.

In a rather concise manner, Adegbite as cited in Fabunmi, (2005) identified three measures of autonomy:

1. Administration autonomy, that is, the freedom to manage its internal affairs and select its chief executives;
2. Academic freedom, that is, the freedom to decide whom to teach or admit, what to teach or research into and how to examine; and
3. Financial autonomy, that is, the freedom to generate and disburse funds.

In short, university autonomy to Wokocha (2004) entails the right of the institution to govern itself insulated from the day-to-day interference of the state and the interplay of both civilian and politician. From our definitions so far, we can observe that institutional autonomy is the right academic institutions have to self-governance and to control all the sphere of their internal arrangements or activities. We can also conclude that autonomy means the degree to which a university enjoys freedom to administer its day-to-day affairs without external interference. In effect any erosion of such ideas by extraneous forces might to prelude to lowering of standards. These features of autonomy do not however abrogate the responsibility to account for the public funds invested in the management of the university. They do not also
portend that government should shirk her responsibility of effective funding of the institutions she establish for the education of the citizenry (Wokocha, 2004).

**INDISPENSABILITY OF FREEDOM AND AUTONOMY TO UNIVERSITIES**

Freedom and autonomy are indispensable to universities in many ways. They form the basis of the enabling environment for the appropriate discharge of the responsibilities of academic and the academic institutions (Babaride, 2004). The National Policy on Education (FRN, 2004) stipulated the essentials of academic freedom to include freedom to select their students, appoint staff, teach, select area of research and determine the content of courses. It equally covers the internal organizations and administrations of each institution. Thus, freedom is essential to universities, hence, crisis in university system in Nigeria is usually triggered off by what such as inadequate financial support from the government and undue interference in the internal administration of the universities occasioned by the establishment circular from the Federal Ministry of Education on the National Universities Commission (NUC). It is clear that there are contradiction in what the National Policy on Education provides as academic freedom for the universities and what is operational. What is operational is clearly centralized interference and control from the government through its agencies, masquerading as champions and defenders of academic freedom for universities (Bako, 2004).

Also, autonomy is very essential to universities in Nigeria. Harman as cited in Okwor (2001), listed some of the reason as first autonomy, for most universities, is a traditional right, which has worked well over the year, the responsibilities of creating new knowledge through scholarship and research, transmitting and preserving culture developing the capacity in students for critical and independent judgment; and cultivating aesthetic sensitivities are carried out best in environments free from direct external control and domination. The complexity of academic works requires a far measure of independence. Autonomy provides for both staff and students checks and balances in a democratic society.

Consequently, it can be argued that autonomy is essential to Nigerian universities to reduce interference by external agents or politicians into the university affairs. It is in this regards that Academic Staff Union of Universities (1981) listed the dangers imminent in absence of autonomy to include: universities inabilities to pursue their sacred functions: scholars being force to owe loyalty to the party in power, with the consequence of political consideration rather than concern for truth being the decisive factor in determining intellectual issues, loss of job security; university councils becoming rubber stamps for government decisions and inevitable fall of standards.

Universities in Nigeria are established for definite purpose. The goals of tertiary education which include the university, are well spelt out in the National Policy on Education (FRN, 2004) Section (8) (59) of the policy document. In this regard Enemuo (2004) remarked that mindful of the enormity of such a tall order and cognizant of their attribute as the font and store-house of knowledge, it can never be over-emphasized that tertiary institution in Nigeria rightly deserves academic freedom and institutional autonomy. Hence UNESCO charge member states with an obligation to protect higher educational institutions from threats to their autonomy. In short both Happouf and Ward as cited in Okwor (2001) believed that the state has something to gain from autonomy for university. They emphasized that the state should remained convinced that universities will achieve the state’s purpose and that universities should be free to play an
active role in society as it custodian of knowledge and free inquiry, as teachers and researchers, as defenders of higher intellectual standards. To this end, Montford quoted in Wokocha (2004) stated with university autonomy as it is formulation, the principle of academic freedom ensures the right of the institution itself and each member of its academy staff to teach, research and make public the results of scholars work in the interest of truth and advancement of learning alone, uninhibited and unfettered by any extraneous consideration whatsoever. This suggests that academic freedom is not apart from institutional autonomy. Therefore, freedom and autonomy are defensible. For instance, the academic freedom doctrine, apart from being an essential ingredient in a bourgeoning democratic society like Nigeria, is also a critical factor to reckon with as a catalyst for actualizing educational aims (Enemuo, 2004). While autonomy facilitate the university’s educational research and social responsibilities, external control would be destructive of its functions.

In a nutshell, freedom and autonomy are essential for universities in Nigeria if they are to guarantee that teachers and students will be able to carry on the function of learning, research and teaching with a minimum of restriction and to guarantee the independence of institution of higher education from the state and all other forces of society to take decision regarding its internal government-finance, administration and to establish its policies of education, research, extension works and other related activities (Enemuo, 2004, Babarinde, 2004).

**EROSION OF UNIVERSITY ACADEMIC FREEDOM AND AUTONOMY IN NIGERIA**

Evidences abound where government has eroded university freedom and autonomy in Nigeria. They include:

1. In 1972, General Gowon appointed Vice Chancellor for the University of Lagos without reference to governing council of the university. This type of appointment also happened under the leadership of General Murtala Muhammed in 1975.
2. In 1987, Babangida’s regime removed ASUU from membership of the Nigeria Labour Congress, proscribed ASUU in 1988 and 1992 for embarking on strikes over the poor state of the universities and demoralizing conditions of service. Babangida’s regime sack academics who defended political views that where radically different from governments. This regime used Decree 17 of 1984 to dismiss two Obafemi Awolowo University (O.A.U.) and one University of Ibadan (U.I.) Academics in the public interest.
3. The regime of General Abacha almost completed the destruction of university autonomy. It recruited many Vice Chancellors who had no regard for university statute (Onwuuka, 2004:57 – 58).

In addition, Arikewuyo (2004: 128) recounted how various governments have encroached on university autonomy in Nigeria as follows:

...staff and students union were banned and unbanned at various times. The ASUU and NANS were the worst affected. Many vice chancellors have been removed for not complying with directives from the government. A Major General was even appointed as a sole administrator in a first generation university. Many academics have been dismissed, retired and unjustly jailed for teaching what they were not employed to teach.

According to Arikewuyo and Ilusanya (2009) between 1992 and 1998, for instance, sole administrators were appointed for the following Nigerian universities: Ahmadu Bello University
...the recent attack on the Nigerian intellectual community by the Federal Government of Nigeria through refusal to honour agreement with the Academic Staff Union of Universities (ASUU), support to the arbitrary sacking of lecturers at the University of Ilorin, attempt to force arbitrary rule on universities through the Federal Government sponsored Autonomy Bill and when that failed, another attempt to jettison already passed and assented Bill which did not contain government positions. The attitude of president Obasanjo’s administration towards the Academic Staff Union of Universities in particular and all trade unions in general are evidences of lack of academic freedom and institutional autonomy.

The then President of the Federal Republic of Nigeria, Chief Olusegun Obasanjo affirmed at various convocations fora before he left office that there would be no reprieve for the sacked lecturers at the University of Ilorin (Arikewuyọ, 2004). This suggests that there are realities that exert considerable erosive influences on academic freedom and institutional autonomy in Nigeria universities. Table 1 below showed some areas of government interference on university governance in Nigeria.

**Table 1: Areas of government interference on university governance**

<table>
<thead>
<tr>
<th>S/N</th>
<th>Governance, Staff, Administration and Finance, Academic Standard and Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Membership of the governing councils</td>
</tr>
<tr>
<td>2.</td>
<td>Control of governing councils</td>
</tr>
<tr>
<td>3.</td>
<td>Appointment of vice-chancellor</td>
</tr>
<tr>
<td>4.</td>
<td>Dismissal of vice-chancellor and principal officers</td>
</tr>
<tr>
<td>5.</td>
<td>Pay and conditions of service</td>
</tr>
<tr>
<td>6.</td>
<td>Number of students</td>
</tr>
<tr>
<td>7.</td>
<td>Closure or amalgamation of courses</td>
</tr>
<tr>
<td>8.</td>
<td>Length of courses</td>
</tr>
<tr>
<td>9.</td>
<td>Duration of the academic years</td>
</tr>
<tr>
<td>10.</td>
<td>Financial audit</td>
</tr>
<tr>
<td>11.</td>
<td>University budget</td>
</tr>
<tr>
<td>12.</td>
<td>Approval of major capital expenditure</td>
</tr>
<tr>
<td>13.</td>
<td>Level of tuition fees</td>
</tr>
<tr>
<td>14.</td>
<td>Financial aid to students</td>
</tr>
<tr>
<td>15.</td>
<td>Quality control</td>
</tr>
<tr>
<td>16.</td>
<td>Accreditation of courses</td>
</tr>
<tr>
<td>17.</td>
<td>Quota for minority groups</td>
</tr>
<tr>
<td>18.</td>
<td>Introduction to new teaching fields</td>
</tr>
</tbody>
</table>

Source: Adopted from Arikewuyọ, M.O. & Ilusanya, G. (2009). University Autonomy in a Third Generation University in Nigeria

Also, undue interference in university governance and under-funding have limit and erode academic freedom and institutional autonomy, which have adverse effect on the capacity of universities and academic to carry out their statutory functions of teaching and research.
(Bako, 2004). Bukar (2004) noted that the block grants promised to the universities have been inadequate and irregular. The quarterly grant given to the universities hardly pay staff salary, hence, Vice-chancellors, had to source for the shortfall before salaries are paid every month. To this end, Enemuo (2004) reported that since 1999, allocation to this sector of the economy has shamelessly move from 8.36% (in 2000) to 7% (in 2001), 5.9% (in 2002) and 1.83% (in 2003). The Central Bank of Nigeria Annual Report 2003 – 2007 in Nwadiani (2012) show that the average capital and recurrent expenditure of all governments on education between years 2003 – 2007 was put at ₦270.184 billion. Even more specifically, the nation budgeted ₦249.08 billion to education out of its ₦4.07 trillion budget in 2010 which was a paltry 6.1%. Furthermore, table 2 presents the Federal Government disbursement allocation to education sector from 2000 – 2010.

**Table 2: Budgetary allocation to education 2000 – 2010**

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage %</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>11.2% or ₦23.047 bn</td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>8.3% or ₦44.225 bn</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>7.0% or ₦39.885 bn</td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>5.99% or ₦100.2 bn</td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>11.33% or ₦64.76 bn</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>7.81% or ₦72.22 bn</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>8.3% or ₦92.59 bn</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>8.7% or ₦166.6 bn</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>6.07% or ₦137.48 bn</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>13% or ₦137.48 bn</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>₦249 bn (this is less than 10%). Later reviewed upward to 495.3 bn or 6.4%</td>
<td></td>
</tr>
</tbody>
</table>

Source: Deji-Folutile, O. The Punch Friday, April 30, 2010, p. 40

Obviously, the erosion of universities academic freedom and abuse of institution autonomy by these realities have resulted in various conflicts and strike action in Nigeria. For example, in August 1999, ASUU called out its members on a strike following the refusal of the government of Chief Olusegun Obasanjo to recognize an agreement between ASUU and the previous regime on May 25, 1999. Also, on April 2, 2001, ASUU yet again declared a strike after failing to get government to sign an agreement negotiated with it and concluded December 18, 2000. Several attempts were made to avert the crisis by ASUU. Following the failure to get a hearing from government, ASUU declared a trade dispute with government and proceeded on a strike about four weeks later. Another strike was declared in December 2002 and lasted till June, 2003. ASUU has endured these great pains to itself and its members for one thing and one thing alone, the restoration of the academic freedom of Nigerian universities to enable them to compete favourably in the international market of knowledge. (Bako, 2004).

**CONCLUSION**

An attempt has been made in this paper to highlight the essential of freedom and autonomy to universities in Nigeria. It equally analyzed the realities that limit or erode universities academic freedom and institutional autonomy. The essence of freedom and autonomy is that it is crucial to the facilitation of research and social responsibilities, as well as, the growth of knowledge, intellectual standard and imparting of knowledge. In this regard, the society must not erode the academic freedom and autonomy enjoy by the universities. Unfortunately, it is very glaring that Nigeria has not done well when it comes to the guarantee of
academic freedom and institutional autonomy of universities. Hence the frequent strike action, inadequate funding, lack of facilities and, ultimately, drop in quality in Nigeria universities.

RECOMMENDATIONS

- In view of the situation analysis so far the freedom and autonomy of universities should be strongly protected so as to avoid influence on their founding objectives. This will lead to the preservation of the university status quo and will, ultimately reduce dispute, strike action and eventual disruption of academic programmes in the universities.

- Government should ensure that universities are managed in line with their statutory laws and acts. In this way each organ of the university such as governing councils, senate, faculties, departments among others will carry out their laid out functions successfully, thus reducing the realities that may have limit university freedom and autonomy.

- Universities should be given the required funding for their rolling plans to enable them run their affairs unhindered by the government. This means that government after provision of the required funds should hands-off the affairs of the universities to the Governing Councils, Vice-Chancellors, Senate, Faculties, Departments etc. to determine policy directions concerning prudent utilization of funds, materials and human resource. This is because the universities have the right to run their affairs in accordance with the law and statutes setting them up. In fact, statutes of university allow internal democratic governance through the committee system. In this way, what the universities management need to do is to account for fund disbursed to them by the government.

- Government should desist from interfering in the affairs of universities on minor administrative matters. Universities should be given the chance to explore their established internal statutory mechanisms in resolving administrative and provocative issues.

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SECURITY OF INFORMATION SYSTEMS IN ORGANIZATION:  
A BANK MODEL  

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Abstract  

Security of Information Systems concentrates on the collective efforts of all institutions to produce markedly secured Information systems to help deal with the threats or problems of Identity management within and outside the banking institution. Identity Management (IDM)” refers to the analysis of procedures of utilizing technologies, models/methods, standards/mechanisms in order to manage essential information in the institution’s network about the identity of all users, and control access to Bank resources. In this project, apart from the design implementation and analysis, emphasis was also placed on the Identity Management(IDM), which guarantees the Identity and Integrity of every registered users in the Network in order to apply appropriate access policy, deliver visibility into Network activity, and secure the local, centralized, distributed, and web/globalizes management of remote devices, while providing Authentication, Authorization, and Accounting functionality across the institution’s Network devices. The Security of information systems and the need to have an effective management system in any organization cannot be overemphasized, because any attempt to undermine this laudable objective in any organization could obviously lead to an array of conflicts/crises within the organization. Essentially, this project is focussed on a design of a security requirements, analysis, and policy formulation in organization with a bias in the banking industry. Availability of such model can help management to formulate policy in terms of the security of operations in the system. In particular, the policy spells out the various authentication and authorization actions to be carried out by clients and personnel in the bank. However, there are strings of threats such as identity theft, “phishing mail”, false accounts, fraudulent loans, wire fraud, credit card fraud, etc associated to the system. In order to have effective system in place, the system must be such that is capable of detecting these threats before they are carried out.  

I INTRODUCTION  

This project is focused on a design of Security requirements, analysis, and policy formulation in a Bank. The essence of this design is to enable the Bank to design an appropriate Security Network, which will help guarantee the security of Information Systems in the Bank. In the
course of this project, the following were taken into consideration: Assets in the bank, the operations of each staff, customers and non-customers in terms of authentication and authorization policy; role allocation policy, and threat policy. The confidentiality policy, as well as the availability of the system was also of paramount importance to the design. We also placed emphasis on the threats facing the security system; such as access by unauthorised persons either by way of identity theft or by obtaining someone else’s password, and attempting to alter information that could create serious crisis in the institution; as well as the integrity of the security system. In view of this development, the design was built on the premise that identity management is a key to the implementation design. Based on this scenario, this paper is adumbrated as follows: Apart from the introduction, Section II contains a brief literature review on the subject matter; Section III contains the Methodology used in this project, and a description of the various assets in the bank: personal details of customers, personal details of staff, non-customers, account details, etc. In this section, the operations and roles with respect to the assets were clearly spelt out. Section IV discusses the potential threats to the security system, and the vulnerable spots in the system were identified. Section V contains highlights and discussion on Authentication of users; while Section VI discusses the Authorization policy of the system. Section VII discusses the issue of confidentiality; section VIII discusses the integrity status of the system; while Section IX discusses the availability of the system; and section X explains the audit procedure of the system. And section XI contains an explanation on how the system detects and reacts to threats; while, Section XII brings the analysis to a close with a concluding remark.

II LITERATURE REVIEW

Security Systems in Organizational Context

The performance of any security system in any organization depends highly on the level of care put in place during the design. Security of Information Systems has therefore culminated into tough web of technology concepts and standards. And there seems to be no end in sight in terms of standard or consistency, not even a single organization. At the moment the issue appears to be beyond software and system users. The errors are only discovered only after the damage has been done to the system. “The only true security system is one that is powered off, cast in a block of concrete and sealed in a lead-lined room with armed guards-and even then there are still doubts”- (Gene Spafford 2007 : 291). ISO 27001, an information security management standard and certification program encompasses a set of information security requirements and it helps to reassures customers, employees, and suppliers that information security is of paramount importance for the organization. The organization on its part owes it a point of duty to establish a standard security system to deal with information security threats and issues.
Accordingly, ISO27001 is deeply associated to all classes of organizations, and is generally applied for certification purposes. Once the organization meets the standard of ISO 27001 requirements, the security features is often certified by an external registrar. Broadly speaking, a lot of IT managers do not have the required coherent platform and genuine methodology for achieving enterprise security. A security plan that includes technology, personnel, and policies would be a much better approach to developing an organization security strategy (Hazari, 2005). Essentially, the building of a security model requires a clear understanding of the security functional requirements of the organization, and a standard security policy strategy (FIP Standard, 2004; FIP Standard, 2006; NIS Special publication, 2002; NIS Bulletin, 2003). Accordingly, the literature suggests that different levels were adopted by researchers to examine access control requirements. Foremost in their approach is the threat analysis-based approach; and it has been found to be very essential as studied intensively by researchers (Debar et al., 2006; Thomson and Von Solms, 1998; Whitman, 2004). The second approach is the evaluation-criteria based. The emergence of this approach over time gained immense popularity among researchers. And this framework has also been adopted by the US department of defence; as well as the European Union. As a result of this development, it is widely known as the common criteria (ISO/IEC, 20050). Consequently, this school of thought have recommended that this become a basis for every security model. However, to formally evaluate any security system, an evaluation methodology with a set of security requirements is required in order to define the functionality of the security system. Adequate care for the existing technology expertise may well overwhelm an information company, irrespective of position and size. The bottom line therefore should be a regular assessment of risk in order to ensure that the goal of achieving a genuine security system is not a mirage.

III METHODOLOGY

The methodology in this project involves a design of a set of potential security procedures and polices within the Banking environment. Thereafter, the project will discuss the potential threats to its operations and unauthorised access to the customer’s information and electronic funds

Assets of the bank

In this section, we shall discuss in brief about the assets we have identified within the bank with respect to security issues.

Table 1 Assets: Customer Authentication Table

<table>
<thead>
<tr>
<th>Customer-ID</th>
<th>Password</th>
</tr>
</thead>
<tbody>
<tr>
<td>C0001</td>
<td>abcdefgh</td>
</tr>
<tr>
<td>C0002</td>
<td>Robinson</td>
</tr>
</tbody>
</table>

This table is used to authenticate the customers when they login via the Internet, using the customer ID and its associated password.
### Table 2  Assets: Customer Details Table

<table>
<thead>
<tr>
<th>Customer ID</th>
<th>Name</th>
<th>Address</th>
<th>Telephone</th>
<th>Status</th>
<th>Security Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>C0001</td>
<td>Mr S. Robinson</td>
<td>Epson</td>
<td>123456789</td>
<td>Active</td>
<td>Dog = Feed</td>
</tr>
</tbody>
</table>

This table contains customer details associated with the customer ID. The status field identified above is used to mark the customer’s entry and inform the bank as to how to interact with the customer.

### Table 3  Assets: Account – Holder Table

<table>
<thead>
<tr>
<th>Customer ID</th>
<th>Account ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>C0001</td>
<td>A1001</td>
</tr>
<tr>
<td>C0001</td>
<td>A0002</td>
</tr>
</tbody>
</table>

This table contains entries for all the actual accounts a customer has with the bank. It maps both customers to accounts and to customer.

### Table 4  Assets: Account Authentication Table

<table>
<thead>
<tr>
<th>Account ID</th>
<th>PIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1001</td>
<td>1234</td>
</tr>
</tbody>
</table>

This table is used to authenticate a customer as he/she interacts with a specific account that he/she own, using both the account ID and its associated PIN.

### Table 5  Assets: Accounts Table

<table>
<thead>
<tr>
<th>Account ID</th>
<th>Account Type</th>
<th>Date Opened</th>
<th>Balance</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1001</td>
<td>Visa</td>
<td>01/01/06</td>
<td>-200.00</td>
<td>Active</td>
</tr>
<tr>
<td>A0002</td>
<td>Loan</td>
<td>01/02/06</td>
<td>-7000.00</td>
<td>Active</td>
</tr>
</tbody>
</table>

This table contains account details associated with the account ID, which then maps a specific customer.

### Table 6  Asset: Account Transaction Table

<table>
<thead>
<tr>
<th>Account- ID</th>
<th>Transaction-ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>A0001</td>
<td>710</td>
</tr>
<tr>
<td>A0002</td>
<td>711</td>
</tr>
</tbody>
</table>

The table maps transactions to accounts and accounts to transactions.

### Table 7  Assets: Transaction Table

<table>
<thead>
<tr>
<th>Transaction-ID</th>
<th>Date</th>
<th>Amount</th>
<th>Location</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>710</td>
<td>25/03/2006</td>
<td>100.00/-</td>
<td>Stratford</td>
<td>Active</td>
</tr>
<tr>
<td>712</td>
<td>10/12/2006</td>
<td>500.00/-</td>
<td>Forest Gate</td>
<td>Monitored</td>
</tr>
</tbody>
</table>

This table contains all transactions made with respect to an account within the bank. The Possible states for this field are:
- Active: Normal customer interaction
- Monitored: All interactions with the customer need to be monitored.

**Table 8  Assets: Personnel Authenticate Table**

<table>
<thead>
<tr>
<th>Personnel ID</th>
<th>Password</th>
</tr>
</thead>
<tbody>
<tr>
<td>P00126</td>
<td>James67Robins</td>
</tr>
</tbody>
</table>

The table is used to authenticate a bank employee when they login into the bank computer network, using the personnel ID and its associated password.

**Table 9 Asset: Operation Table**

<table>
<thead>
<tr>
<th>Operation ID</th>
<th>Table- Assets</th>
<th>Operation on Assets</th>
<th>Time- Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP0001</td>
<td>Customer Details</td>
<td>Customer</td>
<td>(Mon- Fri= 0900-1700)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Sat = 0900-1230)</td>
</tr>
<tr>
<td>OP0002</td>
<td>Personnel Details</td>
<td>Bank HR</td>
<td>(Mon- Fri= 0900-1700)</td>
</tr>
<tr>
<td>OP0003</td>
<td>Transaction Details</td>
<td>Bank Admin</td>
<td>(Wed- Fri= 0900-1700)</td>
</tr>
<tr>
<td>OP0004</td>
<td>Personnel Authenticate</td>
<td>Bank HR</td>
<td>(Mon- Fri= 0900-1700)</td>
</tr>
<tr>
<td>OP0005</td>
<td>Security Log</td>
<td>Bank security</td>
<td>(Mon- Fri= 0900-1700)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Sat = 0900-1230)</td>
</tr>
<tr>
<td>OP0006</td>
<td>Accounts</td>
<td>Bank Manager</td>
<td>(Mon- Wed= 0900-1700)</td>
</tr>
</tbody>
</table>

This table is used to define operations on assets

**Table 10 Assets: Role Table**

<table>
<thead>
<tr>
<th>Role- ID</th>
<th>Operation- ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>R0001</td>
<td>OP0001</td>
</tr>
</tbody>
</table>

This table is used to define operations on assets to specific roles.

**Table 11 Assets: Personnel Table**

<table>
<thead>
<tr>
<th>Personnel ID</th>
<th>Role ID</th>
<th>Name</th>
<th>Address</th>
<th>Telephone</th>
<th>Location</th>
<th>Status</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>P00126</td>
<td>R0001</td>
<td>Stephen</td>
<td>121 Road</td>
<td>1112221</td>
<td>Waterloo</td>
<td>Active</td>
<td>03/03/2012</td>
</tr>
<tr>
<td>P00127</td>
<td>R0002</td>
<td>Ray</td>
<td>121 Road</td>
<td>1112222</td>
<td>Waterloo</td>
<td>Retired</td>
<td>03/03/2012</td>
</tr>
</tbody>
</table>

**Table 12 Assets: Security Log Table**

<table>
<thead>
<tr>
<th>Security ID</th>
<th>Time Stamp</th>
<th>Location</th>
<th>Type</th>
<th>ID</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>S00150</td>
<td>03/02/2012 at 3:00pm</td>
<td>Stratford</td>
<td>Customer</td>
<td>A10001</td>
<td>Logged in Accounts table</td>
</tr>
<tr>
<td>S00151</td>
<td>03/02/2012 at 3:00pm</td>
<td>Waterloo</td>
<td>Account</td>
<td>A10002</td>
<td>Changed password</td>
</tr>
</tbody>
</table>
In our analysis of the security issues with respect to the bank model, we have identified a number of key roles which must be taken into account.

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer</td>
<td>A customer is the one who has an account in the bank and is authorised to view personal details of his own transaction.</td>
</tr>
<tr>
<td>Bank Manager</td>
<td>• A bank manager is manager of a branch office of a bank. His/her main responsibilities are:</td>
</tr>
<tr>
<td></td>
<td>• Implementing the delivery of sales strategies and targets and motivating employees to meet these.</td>
</tr>
<tr>
<td></td>
<td>• Processing data to produce accurate facts, figures and reports;</td>
</tr>
<tr>
<td></td>
<td>• Managing and supporting staff and facilitating appropriate continuing professional development (CPD)</td>
</tr>
<tr>
<td>Bank Teller</td>
<td>• A bank teller is an employee of the bank who deals directly with most customers. His main responsibilities are:</td>
</tr>
<tr>
<td></td>
<td>• Cashing cheques</td>
</tr>
<tr>
<td></td>
<td>• Accepting deposits and loan payments</td>
</tr>
<tr>
<td></td>
<td>• Handling foreign currencies or commercial or business accounts.</td>
</tr>
<tr>
<td>Bank Security</td>
<td>• Bank Security is responsible for the IT infrastructure of the bank</td>
</tr>
<tr>
<td>Bank Operations</td>
<td>• Bank operations are employees who ensure a smooth activity of work on a daily basis.</td>
</tr>
<tr>
<td></td>
<td>• They are responsible for the verifications of customer’s details.</td>
</tr>
</tbody>
</table>
### Operation on Assets

#### Table 14 Access Control Matrix

<table>
<thead>
<tr>
<th>Assets Role</th>
<th>Customer Authenticate</th>
<th>Customer_Details</th>
<th>Account_Holder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer</td>
<td>Authenticate, Change password</td>
<td>View, Update</td>
<td>View</td>
</tr>
<tr>
<td>Bank Manager</td>
<td>View, Update, Change Status</td>
<td>View</td>
<td>View</td>
</tr>
<tr>
<td>Bank Teller</td>
<td>View</td>
<td>View</td>
<td></td>
</tr>
<tr>
<td>Bank Security</td>
<td>Reset</td>
<td>View, Change Status</td>
<td>View</td>
</tr>
<tr>
<td>Bank Operations</td>
<td>View</td>
<td>View</td>
<td></td>
</tr>
<tr>
<td>Bank Admin</td>
<td>Create, Reset, Delete</td>
<td>Create, Reset, View, update, Change status, Delete</td>
<td>Delete, Append, View</td>
</tr>
<tr>
<td>Bank HR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non Customer</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Operations on Assets for Access Control Matrix (ACM).

##### Table 15 Asset: Customer Authenticate

<table>
<thead>
<tr>
<th>Assets Fields</th>
<th>Customer ID = CACID; Password = CAPwd;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operation Inputs</td>
<td>Customer ID = ID; Password = PWD;</td>
</tr>
<tr>
<td>Operation</td>
<td>Authenticate</td>
</tr>
<tr>
<td>Description</td>
<td>Authenticate a customer using their customer ID and password</td>
</tr>
<tr>
<td>Precondition</td>
<td>None</td>
</tr>
<tr>
<td>Event</td>
<td>If (ID = CACID and Pwd = CAPwd) then customer authenticated</td>
</tr>
<tr>
<td>Post event</td>
<td>Security-&gt;Append(ID)</td>
</tr>
</tbody>
</table>

### IV POTENTIAL THREATS TO THE SYSTEM

We have classified the threats as, internal threats and external threats. The internal threats emanates from someone working inside the bank, whereas the external threats emanates from an outside person.

**Internal threats:**
--- **False Accounts:** The bank authorities might open false accounts in the names of fictitious customers and allow privileges to that account. They may provide such accounts with loans and credits. Later, they might convert this money to personal use.

--- **Fraudulent loans:** One way to remove money from the bank is to take out a loan. A fraudulent loan however, is one in which the borrower is a business entity controlled by a dishonest bank officer or an accomplice; “the burrower” could then declares bankruptcy or vanishes. Eventually the money is gone. The borrower might even be a non-existing entity and the loan merely an artifice to conceal a theft of a large sum of money from the bank.

--- **Wire fraud:** Wire transfer networks such as the international SWIFT interbank fund transfer are often targets because if a transfer is made, it is difficult or impossible to reverse. As these networks are used by banks to settle accounts with each other, rapid or overnight wire transfer of large amounts of money are commonplace; while banks have put checks and balances in place, there is the risk that the insiders may attempt to use fraudulent or forged documents which claim to request a bank depositor’s money be wired to another bank, often an offshore account in some distant foreign country.

--- **Forged or fraudulent documents:** Forged documents are often used to conceal other thefts. Banks tend to count their money meticulously, so every penny must be accounted for. A document claiming that a sum of money has been borrowed as a loan, withdrawn by an individual depositor or transferred or invested, can therefore be valuable to a banker who wishes to conceal the minor detail, and assumed that the money has been stolen and is now gone.

--- **Theft of Identity:** Dishonest bank personnel have been known to disclose depositor’s personal information for use in theft of identity frauds. The perpetrators then use the information to obtain identity cards and credit cards, using the victim’s name and personal information.

--- **Demand Draft Fraud:** This fraud is usually done by one or more of the bank’s dishonest employees. They remove few demand draft (DD) leaves or DD books from stock and write them like a regular DD. Since they are insiders they know the coding and punching of a demand draft. These Demand Drafts will be issued payable at a distant town/city without debiting an account, and will be cashed at the payable branch. For the paying branch it is just another Demand Draft. This kind of fraud will be discovered only when the head office does the branch-wise reconciliation, which normally takes 6 months. By that time the money is unrecoverable.

--- **External threats:** These are the threats from outsiders, and can be done by thefts or hackers. Someone using the internet banking for transactions has to be careful of hackers. The security
number and password are vital information for your online transaction. We have listed some of the threats below:

---*Credit card Fraud*: Typically the fraudster uses the credit card of another person to be charged for the purchase. Some of the credit card frauds are stolen card frauds, Account Takeover Fraud, Credit Card Mail Order Fraud, and Skimming.

---*Stolen Credit card fraud*: When a customer losses a card it is possible for the thief to make unauthorised payments on the card until the card is cancelled.

---*Account Takeover Fraud*: Fraudsters call and impersonate actual card holders using their stolen personal information. They have the address and other information of the card holder changed to an address they control. Additional cards and possibly PIN mailers are requested and issued to the new address and used by the fraudsters to make purchases or obtain cash advances.

---*Credit Card Mail Order Fraud*: Using a stolen credit card number, or computer generated number, a thief will order stolen goods.

---*Skimming*: Skimming is the theft of credit card and information by a dishonest employee; it is usually done at bars or restaurants. These people either copy the numbers manually or they use a magnetic stripe reader to get the card security code.

---*Phishing or fraudulent mail*: Phishing is a fraud technique used to make people to give their security numbers and password to fraudsters. The hacker sends a fraudulent mail which is specifically designed to reveal the security details to the intended person. This mail is designed in such a way that it looks like it has come from a responsible source e.g; your bank. This mail might also provide you with a hyperlink with your bank home address URL which is again a fraud site. You might find this fake site exactly same as the original one where you can easily end up giving your security details to the hacker or fraudster. How phishing could be avoided is listed below:

First of all, no bank will ever send a mail asking about your security number and password. If you do receive a mail from your bank, no matter how urgent it is never ever put security information on it. Always call the bank phone number to verify whether they want this information. Secondly, if you suspect that it is a fraud mail forward it to the bank reporting about this fraud.

---*Check the security Bank sites*: You should never click on a hyperlink or follow a link to go to your bank home address on internet. Always type the whole address of your bank URL in the browser. Check whether the bank site starts with ‘https’ and whether there is a padlock icon at
the bottom section of your browser. When you double click on the padlock icon it brings the information about the lock which will help you confirm whether this site is genuine. If the lock is not valid or has been issued to a website that you do not recognise, do not enter your security information.

--- **Login and Logout:** Do not provide your security ID and password to anyone to avoid scams. Do not leave your computer or laptop unattended while you are still logged into your internet banking. Always logout when the session is over. Avoid saving the security ID and password on your computer and always keep it in a safe place. Also, do not change your security details when you are using a computer in a public place.

### V AUTHENTICATION

#### Security policies

A Security policy is a high level definition of a specific or set of behaviours, defining what is and what is not permitted with respect to the policy. It will correspond to a specific purpose within the bank’s security model. From a detailed study of our model, we have identified a number of specific security policies, which describe and relate to activities. They include:

**Authentication Policies**

Authentication is the process that is used to establish and confirm the identification of a valid entry. This identification allows for this entity to provide such information that their identity is no longer in doubt, allowing them to perform some authorised function or action. With the above statement in mind, in this section, we will discuss the different authentication tables we have identified above for our model, specifically in the asset section and the operations on the assets identified in the Access Control Matrix, specifying their purpose, their inter-action and procedure.

**‘Customer_Authentication’ Table**

This table is used to authenticate a customer who wants to access and manage his/her personal information and overall account information over the internet. In order to do this, using a secure communication link, he/she will be asked to enter both his/her customer ID and password as proof of identity. This information is then compared using the ‘Authentication’ operation table; with the customer entered password encoded using that defined in the ‘password Security’ policy. The customer is allowed three failed attempts at the authentication process, before the ‘Failed Login Attempt’ policy is enforced and his/her ‘Customer Details’ table entry marked as ‘Blocked’ and recorded in the ‘Security Log’ table. The bank will then contact the specific customer to inform him of this incident and investigate i.e., to find out if
the customer forgot his/her password, or someone trying to impersonate him/her or an opportune hacker.

In conclusion of this specific event, whether or not the bank security become involved due to a security violation, Bank admin gets the customer to activate it again so that he/she can manage the account again. In order to do this, the bank admin will perform the ‘Re-Authentication’ policy to authenticate the customer again, which on successful resolution of this issue, the customer will be able to login again and manage his/her account.

‘Account_Authentication’ Table

This is the table to authenticate a customer attempting to manage a specific bank account held within the bank using an account card encoded with the account’s details. This access is usually in one of two ways; using an Automated Teller Machine (ATM) or from the front desk with a human tiller; both uses the ‘Authentication’ operation policy. The use of the ATM requires the customer to go through an extra level of authentication, a personal identification number (PIN). This is the number originally assigned to the customer by the bank admin, and must be entered along with the account card. It is this information that is used by the ‘Authentication’ operation table.

The customer is allowed three failed attempts at the authentication process at the ATM, before the ‘Failed Login Attempt’ policy is enforced and the relevant account in the ‘Account’ table entry is marked ‘Blocked’ and recorded in the ‘Security Log’ table. The bank admin will then contact the specific customer to inform him/her of this incident and thereafter investigate to see if there was any security implications i.e; was it the customer that forgot his/her PIN or someone trying to impersonate them.

At the end of the investigation, Bank security may or not be involved depending on the outcome, the bank admin will perform the ‘Re-Authentication’ policy in order to authenticate the customer, and subsequently make the account ‘Active’ again. The use of the front desk within the bank with the Tiller: the customer here does not have his/her PIN to gain access to the account. Here, the only authentication is that the customer has the account card and seeks for reasonable transactions on the account. Apart from scrutiny to identify any unusual behaviour in the customer, there may be further identification from the customer by the Tiller, as well as the fact that the entire incident will be recorded on CCTV for potential analysis if something wrong is later identified. If the Tiller is unhappy or believes something is wrong, he is able to mark that account as ‘Blocked’ and the incident recorded in the ‘security Log’ table. Bank admin will then request the customer to come into the bank for further talks, where the customer may have to go through the ‘Re-Authentication’ policy

‘Personnel_Authentication’ Table
This is the table used to authenticate bank employees so that they can carry out their employment objectives and interact with the equipment within the bank’s network. Here employees will have to prove their identity in two different ways. The first request is to ask them to enter their personnel ID and password as proof of identity, and is eventually compared with information in the ‘Authentication’ operation table, using the entered password encoded in the ‘Password security Policy’. The employee is allowed three attempts in one day during the authentication process, before the ‘Failed login Attempt’ policy is enforced and his/her ‘personnel’ table entry is marked as ‘Blocked’. It is then up to the employee to contact the bank security and request for a reset of his/her password, while the ‘Personnel’ table entry is made ‘Active’ again. Bank Security will undertake the ‘Re–Authentication’ policy with the employee, and if successful it re-enables that employee’s login. The second authentication way is more of a visual approach, in that the employee must display his/her personnel ID card. This will enable other members of the bank to have some idea with respect to internal bank information.

VI AUTHORIZATION

Authorisation will always follow after successful authentication. Authorisation is the process of allowing an authenticated person, to access a function or action that is allowed to do. It is the access control, the guardian, who performs this function. In the bank model, I have identified a number of specific roles which have specific functions or operations associated with them. These roles have been defined in the ‘Roles’ table, each being made up of a number of operations which have been defined in the ‘operations’ table in order to achieve the role’s functionality. These roles cover both the employees of the bank and its customers. It is a declaration of the activities both can perform on bank assets. The main difference between employees and customer’s roles is that all customers have the same default role of a ‘Customer’ and its associated operations. Whilst employees cannot be pigeon holed into a single role, they can be spread over many roles, each with a number of common and unique operations associated to him/her. Note that in the design of our authorisation process, we have added a dynamic capability to its planning and operation. This means if an operation is changed or if a role requires a new operation, this can be implemented very easily with immediate effect. This entire process of authorisation can be seen quite clearly in the ‘Access Control Matrix, where operations on assets can be clearly identified to specific roles. One additional important facility associated with this authorisation process, is the ability for each operation to have a ‘Time-Frame’ component associated with it. This means that even though an operation can be carried out by a specific role, it must also meet the criteria of the timing element. It adds a little more control over when an operation can be started.

VII CONFIDENTIALITY
In this section, we will argue about the generic principle of data protection procedure and its importance in connection with the bank model we have designed. Confidentiality is about ensuring that information is accessible only to those authorised to have access. Confidentiality is one of the keystones of “data protection or information security”. Confidentiality is one of the design goals for many Cryptosystems made possible in practice by the techniques of modern cryptography.

**Types of Confidentiality**

---**Client Confidentiality:** In relation to the bank Model we have designed, client confidentiality is the principle that have been implemented and suggest that the bank (as an institution or employees), should not reveal information about their clients both at individual level or otherwise, to a third party without the consent of the client or a clear legal reason.

---**Bank secrecy or Bank Privacy:** With regard to the Bank Model developed above, we have introduced Bank privacy, which implies legal principle under which banks are allowed to protect personal information about their customers.

---**Introducing Access Control Matrix for data protection:** Access Control Matrix is an abstract, formal security model introduced in the bank model that characterises the right of each subject with respect to every object in the system. It is a scheme through which we have specified and enforced security policies (what is to be secured for a system of the Bank and its’ entity). It also addresses the constraints on behaviour of its members and constraints imposed on adversaries by the help of mechanism developed in the bank model, which means the system controls on functions and flows amongst them, including external system and adversaries, and access to customer data by internal people. Therefore, we have designed the authorisation as been granted on the basis of role hierarchy, which defines the degree of access to any objects.

**VIII INTEGRITY**

In this section of the bank model, we will discuss about data (Bank Assets/Services) and information being provided against any data for the purpose of getting access. The degree of accuracy on information provided against the data will be the source to create authentic data integrity. Integrity is an assurance of data non-alteration. Data integrity is having assurance that the information has not been altered in transmission from origin to reception.

**Data Integrity assurance in Bank Model**

An application or mechanism was introduced into the security systems to ensure that there is data integrity in the bank model. This section concerns about cryptographic signature, which includes digital signature or digital signature scheme.
Table 16  Table of Implementation procedure of mechanism

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mechanism type</td>
<td>• Asymmetric cryptography</td>
</tr>
<tr>
<td>2. Property of mechanism</td>
<td>• Signature in digital rather than in written form</td>
</tr>
<tr>
<td>3. Digital signature scheme gives two algorithms</td>
<td>• One for signing user’s secrets or Private Key</td>
</tr>
<tr>
<td></td>
<td>• One for verifying Public signature</td>
</tr>
<tr>
<td>4. Purpose of mechanism</td>
<td>• Authentication (verification of user’s identity)</td>
</tr>
<tr>
<td>5. Process of authentication</td>
<td>• Through electronic mail to contact (sending, storing and receiving message over electronic communication system).</td>
</tr>
<tr>
<td>6. Contents of electronic mail</td>
<td>• Customer – ID</td>
</tr>
<tr>
<td></td>
<td>• Customer – Password</td>
</tr>
<tr>
<td></td>
<td>• Pin No.</td>
</tr>
<tr>
<td></td>
<td>• Personal – ID (when login – out)</td>
</tr>
<tr>
<td></td>
<td>• Pre-arranged questions etc.</td>
</tr>
<tr>
<td>7. Use of digital signature</td>
<td>• To create public key infrastructures</td>
</tr>
<tr>
<td>8. How does PKI work?</td>
<td>• It works with the help of public key encryption (a message encrypted onto a user’s public key cannot be decrypted by another one, except the user possessing corresponding private key).</td>
</tr>
<tr>
<td>9. How a user is joined with PKI system</td>
<td>• By digital identifying certificate issued by certificate authority.</td>
</tr>
</tbody>
</table>

IX  AVAILABILITY

In this section of the bank model, we will discuss how to obtain availability and accessibility of information or resources. This section also contains a discussion on some factors that causes resources to become less available than required or not available at all. Availability is assurance to timely and reliable access to data services for authorized users. It ensures that the information or resources are available when required. It implies that the resources are available at a rate, which is fast enough for the wider system to perform its task as intended by the bank customer’s satisfaction. But there are still some constraints we considered in the bank model which can cause delay and unavailability of resources or services. Factors that we have outlined in the bank model which could lead to unavailability of resources are as follow:

In relation to the bank model developed above, confidentiality and integrity were built-in to protect the system. However, a third party e.g. an attacker or a hacker can make the bank resources and services least and sometime unavailable

Table 17 Polices introduced in the Bank Model

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identification and awareness of computer crime in relation to individual and secret data</td>
<td>• E.g. Illegal access: [unauthorised access].</td>
</tr>
<tr>
<td></td>
<td>• Illegal interception: [by means of non-public transmission of computer data to, from or within the computer system].</td>
</tr>
<tr>
<td></td>
<td>• Data interface: [unauthorised damaging, deletion, deterioration and altering or suppressing computer data].</td>
</tr>
<tr>
<td></td>
<td>• Misuses of devices: [forgery, ID-theft].</td>
</tr>
<tr>
<td></td>
<td>• Electronic fraud</td>
</tr>
<tr>
<td>2. Identification of access factor</td>
<td>• Customer – ID</td>
</tr>
</tbody>
</table>
3. Use of the identification factors

- Access will be granted upon if insertion of PIN or Password was done within standard time frame and procedure. Else
- If until third time pin number or password use is not correct then the access factor and account will be locked for security check

4. Eventually, assuming that it could be due to computer security reason caused by the hacker

- DOS attack [Denial of service] will take place to make sure resources are unavailable for intended users.

X AUDITING

In this section of the bank model, we will discuss about identifying the who, where and when, with respect to information access carried out, which as a record remains recorded in a chronological order in the security Log system of the bank. In addition, we will also discuss about the computer – generated records and the process of creating such record called data logging. Auditing in relation to the bank model (data, access, communication, transaction etc.) is a chronological sequence of audits records, each of which contains evidence directly linked to, and resulting from the execution of business process or system function into the security log system of the bank. In order words, an audit records from activities such as transactions, communication by individual, people, systems, accounts or entities.

<table>
<thead>
<tr>
<th>By whom</th>
<th>Activities</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank Manager</td>
<td>• View Customer details&lt;br&gt;• Update, Change Status</td>
<td>• All the activities carried out will be recorded in the bank security log with time in and out in chronological order</td>
</tr>
<tr>
<td>Customer</td>
<td>• Change of password.&lt;br&gt;• Viewing balance and carrying out Dr Transaction.</td>
<td>• All the activities carried out by the manager will be recorded in the bank security log with time in and out in chronological order.</td>
</tr>
<tr>
<td>Third Party [Hacker]</td>
<td>• Impersonate the details of customer</td>
<td>• The activity will be recorded and log system will not authenticate in the absence of accurate identification.</td>
</tr>
</tbody>
</table>

Any individual bank employee or customer carrying out any activity relating to authorization, authentication for any purpose will be automatically recorded in the security log system. The data recorded in the security log can be found in chronological order, which enable us to find out when a particular activity was carried out. It can be enabled to reconstruct and examine the starter/end of data, and can also reconstruct the intermediate states the data went through before the final state was established

XI DETECTION AND REACTION
Detection is the ability to identify some trends, patterns or activities hidden or excluded within the normal operating flow of the system, which should not be there. The goal is to do this as close to real-time as possible, and to limit damage and exposure. Reaction is the activity that will follow the detection of an abnormal event and there is a procedure in place to deal with such occurrences. Most detection would probably come from customer noticing abnormal activities on his/her account, usually via transactions made on them. At this point the bank will carry out investigation, if not ‘Blocking’ but certainly ‘Monitoring’ the account and subsequent transactions for clues or trial in order to trace the culprit(s). Usually, the bank does have a wide range of tools it can use to help in its detection process, which includes:

--- **Intruder Detection System**: *Software which monitors network traffic for patterns and certain types of behaviour.*

---- **Trend analysis and Data Mining**: Constantly analysing customers’ activities, identifying their habits and forming a classification of their type; watching for when this classification drastically alters, and then investigating the change to see if any action is required.

--- **False application**: New applications from customers are investigated to see if their details are correct (address is registered with council, name is registered to address, etc) and that they exist and have a credit value.

**Detection and Reaction by the system**

The sort of ‘Detection and Reaction’ events we could foresee in our model’s assets are as follow:

**‘Customer_Authentication’ / ‘Account-Authentication’ Table**

**Detection**: Repeated attempts to login and failure to a customer account. Perhaps an attempt to permanently block a customer’s account, a form of Denial of Service (DOS)

**Reaction**: ‘Monitor’ account, if not blocked; Detailed investigation of events.

**‘Customer_Authentication’ / ‘Account-Authentication’ Table**

**Detection**: Account logged in twice at the same time at different IP addresses

**Reaction**: ‘Block’ account; detailed investigation of events; and inform the customer.

**‘Customer_Authentication’ / ‘Account-Authentication’ Table**

**Detection**: An attempt using IP address from a foreign site to login to as a customer’s account.

**Reaction**: ‘Monitor’ account; investigate IP; and inform the customer.
‘Customer_Authentication’ / ‘Account-Authentication’ Table
Detection: Unusual hours of accessing account from the norm
Reaction: ‘Monitor’ account; investigate IP; and inform the customer.

‘Account, / ‘Transaction’ Table
Detection: Unusual account activities from the norm, lots of debits, high values
Reaction: ‘Monitor’ account, possibly ‘Blocking’ if high values are recorded, investigate IP; and inform the customer.

‘Personnel_Authentication; Table
Detection: Account logged in twice at the same time at a difference IP address
Reaction: ‘Block’ account; detailed information/investigation of events follows.

‘Operation’ Table
Detection: An employee attempting to run an outside operation beyond its ‘Time-Frame’
Reaction: ‘Monitor account; disallow operation; investigate event.

XII CONCLUDING REMARK
By and large, the need for effective and efficient security system in the banking industry cannot be overemphasised, in order to guarantee confidence amongst clients and other users. Although, the desire to protect security systems is increasingly difficult because of the fact that hackers are becoming more skilful due to sophisticated attack technologies available. Therefore, eliminating all kinds of threats to the security systems is one of the bank’s foremost challenges. Apart from being a moral imperative, it is also an essential step in reducing crisis in the banking industry. As long as large numbers of users are faced with frequent threats occasioned from instability of the present security system, the response to opportunities for the bank to create confidence amongst clients/users is bound to be muted, and little progress would be made in the fight against threats to security systems. But reducing potential threats to security systems is not an exorbitant endeavour as it is achievable to a large extent through this bank model designed above, which combine measures for dealing with Information security problems, coupled with investments in security systems.

The lesson to be learnt is that challenges to security systems cannot be eliminated without first ensuring that the security systems in the banks are markedly secure. This can be achieved through the reversal of the declining trend in investments in security systems. Only with dynamic security system would there be any hope of dealing with the problems associated to the system.
Common sense is always the voice of reason and in the Bank’s case, the deadlock over frequent or failure in security systems need to be broken for the users in the society to enjoy the benefits of doing business with the banking industry.

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Fraud$Credit_Card crime profits.2 C_Loses-26_punishment
THE NECESSITIES OF CULTURAL STRATEGIC MANAGEMENT
BASED ON CULTURAL SEMIOTICS, SEMIOSPHERE

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Abstract

The present study aims to evaluate necessities of cultural strategic management on the basis of Juri Lotman's theory of Semiosphere. Also, it is to show how cultural text of society change due to establishing cultural spaces and institutions. When cultures encounter each other, culture dynamism takes place. In another word, cultural reproduction deeply comes to being when there are significant inter cultural communications. This paper applies a library method. The linguistic claims of Lotman in his theory may be considered constructively regarding cultural encounters.

Key words: strategic management, cultural strategic management, semiotics, semiosphere

Introduction

Iranians live in the context of three culture, Iranian and Islamic and western. Culture is known as criteria for judging good and evil, fortune and misfortune of communities and individuals. Persian culture is trilateral and not just a side note. Cultural Solidification is caused by the lack of attention to each side. Reproduction of cultural dynamics in a society in transition, such as Iran is related to Cultural Strategic Management. Strategic planning at the macro level can help this.

The strategy is not an end in itself, but it is a moving target. The strategy involves the concept of flow, so by all means dynamic strategy. The strategy is not necessarily fast, but in a gradual process, sometimes long time perfection would have been achieved. In other words, the strategy is not dogmatic; Dogmatic is the pest of strategy. Sometimes the complexity and purpose itself does not motivate you, but such a strategy can and should be like this (Zandieh, 1996, 23). The
main specification clearly acknowledges that strategic management is fluid and purposeful movement.

Strategic management has three main components: the "strategic development", "implement" strategic, "Strategic Assessment". Strategic management includes all aspects of the development and implementation of goals and strategies. These are general strategic step: A. The mission (vision) and objectives, B. Analysis of opportunities and threats, C. Analysis of internal strengths and weaknesses. Cultural management strategies should consider contemporary environmental changes and requires that a comprehensive plan for dealing with the problems of this application is not nothing but a culture of strategic planning (Salehi Amiri, Kavoosi, 2012, 24).

Comprehensive strategic plan is designing cultural development model in which the mission, goals, and mission managers are drawn and determines all the components involved in a specific cultural environment and prevent passivity and Cultural Solidification (Salehi Amiri, 2012, 9). A comprehensive view of strategic management culture is holistic and forward-looking.

One of the main requirements for strategic planning and cultural management is intercultural communication. Today, the fate of the whole country is linked entirely to the changes of national and international levels.

Countries, more specifically entered in the area that their actions are inevitably influenced by developments in the field of culture. Although part of the culture change is inevitable, but a significant part of these changes was understandable and predictable, it can be "programmed" to be under control and be managed (Kavoosi, Tohidi Ardehaei, 2012, 45).

Lotman overall view of culture is: the mass culture of a sign systems (languages) are formed in the past, texts similar symptoms in other systems, assimilation of different cultures moving the boundaries between literature and texts from beyond the boundaries of culture, are the mechanisms through which they can culturally influence on reality of the organization. The fact that certain parts of language culture are transformed it into a text make up daily cultural activities. The only thing to be a part of the sign is translated to memory. The human intellectual history as a struggle can be seen as a memory. Destruction of a culture is not accidental, in the form of memory loss, destruction, texts, and links that forgotten about that. (Internet article, Lotman)
Culture is a complex sign, an indication of the complex through the main code and secondary code raises its semantic range and provides the interchange of meanings and in fact contains all meaningful human behavior and codes of conduct that they will value. In principle, there is a relationship between the codes and the text and each other as well as historical and social aspects. In fact, due to its principle of operation and other ideological corollary defines the look to be changed, in the context of its production and its corollary principle that does another appendage. In practice, the boundaries between culture and communication culture that will maintain their vibrant culture and escapes stagnation salinity is necessary for their survival. A culture lives in boundaries (boundaries that separate it from other cultures), and continuous mixing process, the mixing action.

Essentials of strategic management are, "management", "culture", "economy", "ecological", "technological" and "social" (Kavoosi, Tohidi Ardehaei, 2012, 70). In order to raise awareness in the field of vision we should have an overall look. Appropriate use of cultural resources and cultural spaces help managers to lead their organizations with new perspectives and the new strategy moves them correctly within the organization, which places a priority on the agenda of managers and organizational and cultural orientation they will help. (Salehi Amiri, Sepehrnya, 2012, 246). Cultural conditions regularly are unstable and non-constant. Social factors are constantly changing policies if you do not specify cultural destination, many paths will not lead us to destination. It is important for a successful trip, where to go and how you want to go; targeted movement of strategic cultural management process is significance.

**Material and Methods:**

This paper is based on enumerate the need for strategic planning of cultural management and cultural policy and cultural semiotics. Since the Lotman is linguist, sees culture as text. Cultural texts and cultural interactions are changing. Although some cultures are marginalized, but they will change and Lotman calls this variable space as sphere. If there is recognition in macro-management of the space, it can be used to get the other side of culture; there is definitely the possibility of cultural excellence.
In the field of culture, cross-cultural communication is one of the main indicators that there is a huge need for long-term planning. Cultures, should be put together to make up the cultural implications of each other, meaning they signified.

**Research questions:**

**Main questions:**

Regarding Juri Lotman's Semiosphere, what indices must be stressed in cultural strategic management?

What indices are needed for the necessities of cultural and strategic management?

**Sub – question:**

What is the relationship between strategic cultural management and strategic cultural planning?

**Discussions:**

Semiosphere: neither interactive nature nor culture

Yuri Lotman is a leading Russian semiotics and literary scholar and cultural historian. He was a member of the Estonian Academy of Sciences. Lotman is founder of cultural school semiotics Tartu – Moscow. Lotman in an overall look is a linguist and his analyses are often based on linguistics. In linguistics, if we look at the problem, a spoken language must have at least two systems to link to the one language as a sign system should be engaging between two persons. Lotman claims that cultural dynamics is significant when we put at least two cultures together.

Semiotics refers to the way based on the study of signs and sign systems can communicate meaning and to explain issues. Semiotic significance lies in the fact that semiotics can be related to the phenomenon in human culture and, therefore, the process of artificial. If we say that semiotics is the most important set of theoretical tools of cultural studies, we did not mention the exorbitant, because they recognize the power of semiotics and analysis of meaningful relationships in a wide range of human acts and products. Semiotic wants to understand the range of processes (Edgar, certificates Vic, 2002, 269). Intercultural communication "significant" focus on cultural semiotics.
However, the Lvtman, in the space of only a symptom and not the nature of space, this space also belongs to the cultural center and the periphery of culture and fun, but a cultural transition and joined the circle is being reproduced. Human nature and human society are getting bigger and bigger, and the nuclear periphery and are moving on the exchange, although it is a whole circle is growing, but there are elements within. Somehow this does not happen without a hitch always also occurs in many cases they must be accepted as a process. Impermeable core or center of but because their existence as human beings, it is permeable. And culture will not be easily fixed structure. Cultures that are linked together and how their relationship is interactive, face or other altered forms (Moein, 2010, 17) however, the interactive and dynamic relationship between the system and its environment is established. First, in order to change the conditions under which the whole system collapses and the first norm is the norm rather than the other (Moein, 2010, 16). Cultural semiotics, the implication is that at least two such claims to rid the freezing intercultural communication and cultural ambiguity should be meaningful. And could not have really any cultural meaningless without implying happen. So here is the strategic management strategic culture is difficult.

In other words, we can say that some cultures may not understand each other and do not have an adequate understanding of the implications of each other's culture.

**Cultural policy and cultural management, strategic planning:**

Experts, management science, or for any administrative task, there are five components. These tasks include: a) planning, b) organize, c) resource mobilization forces, d) leadership, e) and Control (Salehi Amiri, Dowlatabadi, 2012, 64). Effective and efficient use of human and material resources based on a value system accepted through planning, organizing, mobilizing resources, directing and controlling operations to achieve the objectives are (Rezayian, 2001, 8). And management simply means the art and science of getting things done, is to use resources to achieve goals.

Management depends on the management level; it is a different type of schedule. Operational level managers to focus on their current activities and technical issues are the front line. This type of plan managers, the short-term. Two-level executives, mid-level managers who are focused on their work, their organization and administrative coordination between units.
Middle managers plan focuses on medium-term planning is tactical. High-level executives, managers can take a leading role in the organization organizations are responsible for the planning and conduct of these directors, strategic and focus on long-term and medium-term plans (Nasiri, 1999, 146). Macro view of strategic planning relationship, no longer an issue that can be solved with the operational management.

Management plan will form the foundation. Planning is an essential bridge between the present and the future, and raises the likelihood of achieving the desired objective. Includes all activities that are planned to prepare the future manager performs. Actions that can be done in this area, include setting long-term goals, develop strategies, policy, and consider the short-term goal. (Salehi Amiri, Dowlatabadi, 2012, 65). Cultural Strategic management involves decisions and actions used to formulate and implement strategies that lead to cultural dynamics between the two cultures, it is one medium or another entity, it enables organizations to achieve specified objectives. Also, as it requires management to enable a move to the current location of your next move. Setting a strategic direction for a cultural institution, is a complex task facing the management team Because: a cultural strategy for an uncertain future , is obtained and there is a range of management's decision is limited to the management team And have some kind of restrictions to control it and make it pass, cultural environment includes social, cultural, political and economic factors in the global higher level.

Medium term or long term planning, strategic planning culture is associated with the extrapolation of the key variables; It is further assumed that a point is reached that point. On the other hand, cultural and strategic management creating competitive environment, not just a tactical maneuver, but creating a long-term perspective, remain constant over time. Strategic management in all fields of culture, while management is involved, but it is not like managing daily operations, It deals with the issues affecting the organization's principles. Cultural Strategic Planner for creating a cultural entity is an intricate task, culture is a non-quantitative concept because it is not measurable forms of Strategic culture and now it is trying to be a little bit. It is considered the cultural strategies can have different consequences. Roads and paths are facing many of the cultural environments and the dynamic state is not stable. Cultural practice in a period of luck, but rather is determined by the management. But it is different answers in different situations, but the reactions and responses can be directed.
Analysis:

Cultural attitudes to issues management and planning as well as planning and management of the focal points of the current era is senior managers. The semiotic content analysis to identify key words you want to "connect", "mean", the text, the style, implies, etc. signifier and signified is reached. Semiotics is trying to explain these concepts. What process occurs in relation to the question that we have defined for them? In the language being a person is senseless and impossible. The smallest social unit is a two-person unit. Since culture is a social process follows the analytical foundation. Thus, at least in the social system when two cultures come together and stay together constitute the smallest unit of social culture. In the process of growth and change that culture needs to be exposed to culture or other cultures so the cultural context can be produced and reproduced.

It is better to have a stop on the text and to provide an overview of it. "In any act of communication, we are continuously developing text" (Sojudi, 1387, 101). Here we specify the definition and interpretation of the text of an intellectual paradigm that is not easy to frame and fixed the issue can be found. If your symptoms get together and not pull any logic behind this still does not produce any text. Barrett says, "Within the context of the discourse is produced. Text is only an activity of production experience; the text cannot be stopped" (Sojudi, 2008, 122). Text tries to place himself beyond the boundaries. "Through the integration of text and publication is produced" (Sojudi, 2008, 110). Cultural text like any text follows the publication of cohesion and communication. The relationship between a range of cultural texts Lotman Sepehr says Mark. Midst of a cultural space where the cultural association "in the sky, a sign of an environment in which different languages and media (different cultures) are together and interact" (Chandler, 2008, 341). Lotman says cultural dynamics is the interaction of two cultures with their margins (fixed, 1389, 16). Both belong to the same connection point between two cultures and not belonging to any other sphere the signs say. Whatever their cultural center core and the periphery of another culture and the "other" is. Their culture is always legitimate, systematic, and continuum (fixed, 2000, 16) understand another culture, disordered, chaotic and wild-like monsters (fixed, 2010, 16) are considered. But ever since dual features cultural context, are produced and reproduced If this interaction and reciprocity in strategic management, which can vary from freezing in the areas of social and cultural failures can be prevented.
In order to manage intercultural communication should have planned better strategic planning and strategic management to know what is happening managerial level. All of the following when planning: short-term, medium-term and long-term strategic planning or strategic needs, medium term and short term plans is (Nasiri, 1999, 146). Strategic planning is the process of "principled leadership and action" (Nasiri, 1999, 146) for "purposeful movement" is that such planning occurs at the top of the organizational pyramid short term planning effective and efficient management culture strategy could not give an answer. Because the issue culture that is rooted in the beliefs and values that are not short production process. Strategic management strategic planning to assist in the management of cultural cross-cultural communication, tries to consider the basis of strategic importance. Needs of the six areas of strategic management, administrative, cultural, economic, environmental, technological and social terms is (Kavoosi, Ardehaey, 2012, 70), each with its obligation to perform or have performed. Kavoosi and Ardehaey (2012) Essential requirement for strategic management of cultural importance are the following items.

1. Intercultural communication,
2. Regional and international organizations
3. Globalization and Culture
4. Globalization and Identity

Salehi Amiri, Mohammad Heidari (2012, 97) in a model of strategic management plans need to consider the following items.

1. Cultural reform to achieve cultural integrity
2. Continuity and sustainability of the cultural management system, communication and technological developments .
3. Necessary to replace oil-based economy, cultural economy rather than cultural change management
4. In order to secure the fulfillment of cultural development and cultural production and cultural reproduction
The two models of intercultural communication as a fundamental component of strategic management consider culture.

And Piers Robinson Strategic Management is defined as a set of decisions and actions resulting in the formulation and implementation of plans of Mecca that are designed to achieve the goal (M: Hosseini, 1388, 5) (Pearce & Robinson, 2000) Strategic management process includes nine areas:

1. The Mission set
2. Development and internal factors
3. Analysis of the external environment
4. Analysis and evaluation of internal and external factors.
5. Identify the most desirable options by evaluating options based on the mission and goals
6. Choose a set of core objectives and long term strategies are needed
7. Develop and set annual goals and short-term strategy with long-term objectives and strategy of the original
8. Implementation of strategic decisions with an emphasis on consistency and appropriateness of the tasks, people, structure, technology, and reward systems
9. Review and evaluate the success of the strategic management process as a basis for future decisions to control and data (Piers, Robinson, M. Hosseini, 2009, 5, 6)

Strategic management is a complex process and multispectral planning must be implemented according to the proposed criteria should be monitored constantly. When you get into the field of culture and intercultural communication becomes more complex, and integration is not simple. As Lotman is the cultural context of the time they are absorbed and having a strategy, strategic vision and objectives can be a dynamic and creative culture. Cultural development is a prerequisite for any kind of development, (Salehi Amiri, 2012, 8). From the perspective of UNESCO, development, cultural development is the process by which changes in the areas of perception, values, and attitudes of people, capabilities, beliefs, gives them a special resulting
behavior and specific actions that are suitable for development (UNESCO, culture and Development, Salehi Amiri, 2012, 8). Strategic management, cross-cultural communication cultural center that controls the process of interaction and interaction spaces arise in a dynamic and targeted to reach a meaningful relationship.

**Conclusion**

Strategic management requirements will vary depending on each of the pictures. The main requirement for strategic management, requirements management can be cultural, economic, environmental, technological and social outlined (Kavoosi and Consolidated Ardehaey, 2012, 70). Cultural importance of cross-cultural communication, cultural, regional and international organizations (UNESCO), Globalization and Culture, globalization and identity known. Salehi Amiri, Mohammad Heidari (2012) Iran's strategic imperatives of cultural continuity and sustainability of cultural management, cultural and economic alternative to oil-based economy and culture are to achieve the cultural development Security. Culture is always willing to substantive, per se, and the eternal human truth, and also to define and understand another consistently bad (Sojudi, 2011, 148). This is one of the main reasons of cultural stagnation. Management culture strategy can help in this regard, it would freeze and Culture is dynamic. Stable dynamics of adsorption and desorption processes rooted in cultural interaction and conflict between cultures is. As Lvtman telling each other their cultural center and the periphery, but the guy is standing with another culture. Becoming a middle space or the sphere of cultural signs arise. Requirement of a culture to the other, to God, one of the main requirements of the strategic management of cultural semiotics of culture that says it must be meaningful relationship.

Cultural planning can be programmed as a cultural attitude. Simply put, the plan is to utilize culture (Salehi Amiri, huge Dowlatabadi, 2012, 86). Having to manage cultural perspective, it is essential that senior management takes place in the context of the senior managers are set. Management culture strategy using strategic planning culture is a culture of conscious effort or passive margin along the dominant culture to cultural dynamics occur. Our definition of culture is the cultural impact on strategic planning and strategic management in culture. As Yuri Lotman says culture itself knows that it's his choice and excellent management culture strategy that can eliminate the Cultural Solidification.
References:

THE PROBLEMS AND APPROACHES TO EDUCATIONAL PLANNING IN NIGERIA: A THEORETICAL OBSERVATION

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Abstract

The Nigerian educational system has undoubtedly encountered a number of significant impediments in the last few decades and it continues to struggle with the implementation and assurance of educational and teaching quality because of lack of effective planning. A shortage of accurate statistical data, financial, qualified planners, poor national economic performance, unsuitable governing structures, political interference, and general instability have all contributed to low quality in educational planning. This paper looks at the meaning and context of educational planning and the planning process. The paper concludes that in spite of the increasing complexity of schools created by rising enrollments and problems of research, programs of study must be tailored to the ever-more complex needs of the society. Schools are established for the improvement of society and thus, socio-economic planners and educational planners need to cooperate in planning for the benefit of both the school and society.

Keywords: Educational planning, Planning process, Problems, Approaches, Schools, Nigeria

1. INTRODUCTION

A very remarkable problem that has tended to inhibit educational production especially in Nigeria over the years is lack of human and material resources. In general, the major problems affecting the school system in Nigeria are poor management and control of teacher education programs, teacher training and retraining, the selection and organization of curriculum content, curriculum implementation and evaluation, the development, distribution and use of teaching materials, and the relevance of the curriculum to the needs of society. Not surprisingly, there is also a problem with poor motivation and discipline (Adeniyi, 2001, pp. 7-11). Educational production is the determination of schooling quality as reflected in students' educational performance (see Bishop and Wößmann 2001). They went further to argue that the parameters which influence the level of schooling quality achieved in the model of educational production are mainly driven by the institutional setting in the schooling system (p. 15).

Scholars like Adeniyi (2001), Nwabueze (1995) and Agi and Adiele (2009) have discussed in their respective works the crises and problems facing education in Nigeria. These problems are not peculiar to developing countries; schools in developed countries still compete for public funds with other sectors of the economy. Educational objectives can be achieved when resources are made available and put into maximum use. Educational planning, human resources (HR) training and development have evolved as disciplines to guide the allocation and utilization
of educational resources in the school system. This is required to arrest areas of waste of resources to make educational production more effective. In this regard, educational planning, HR training and development have become indispensable tools in the management of the school system in order to achieve the desired goals of education systems around the world.

The output of the planning process is the plan itself, which is a blueprint for action. It prescribes the activities needed for the education industry to realize its goals. Therefore, the purpose of planning is simply to ensure that the educational industry is effective in its activities. In a broader sense, an educational system must develop a plan that ensures that the appropriate products and services are offered to its students. More specifically, planning gives guidance and direction to members of an organization as to their role in delivering the products and services (Peretomode 1991, 1995; Naylor 1999).

A wise person who has enough money to build a house must necessarily make some initial decisions prior to the actual building of the desired house. In the first place, he may decide on the area or site of his interest and find out ways of representing the proposed building on paper for approval by experts. He may need to consult other experts to estimate the cost of the building so that he will know how much money will be required at each stage of the work. This is planning in action: planning is the process of determining a scheme for accomplishing a purpose. Such a scheme of arrangement is to be made beforehand by preparing a purposeful method of achieving the desired objectives (Whawo, 1993, p. 106). According to Musaazi (1982), planning is a rational process of preparing and coordinating a set of economic decision making for future actions directed at achieving objectives by optimal means. Admittedly, planning is a guide to the actions that are to be implemented at a future date. In other words, planning is futuristic. The rationale for planning is to effectively utilize available resources to attain a predetermined objective. The process involves strategies for manipulating several variables at the time of planning and their projection into the future.

Therefore, in the words of Coombs (1972) and Ololube (2009), educational planning in its broadest generic sense is the application of rational, systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of its students and society. The principal focus of educational planning in this definition is to make education more result-oriented for the development of the individual and the larger society. As Adesina (1981) pointed out that educational planning is the process of applying scientific or rational procedures to the process of educational growth and development so as to ensure the efficiency and effectiveness of the educational system through a planning mechanism (see the Figure 1 for planning mechanism). In the planning mechanism, once feasibility of the proposed service had been established a number of specific actions were necessary in order to ensure that an operational service could become a reality (Robertson, 1991).

![Figure 1: Planning Mechanism. Adapted from Ololube, N. P. (2013)](image-url)
1.1 Planning Process

The aforementioned characterizations suggest that educational planning is a “process” as depicted in the Figure 2. This means that the outline of activities to be done is drawn up and sequentially arranged for implementation. A plan is described as efficient if the resources put into it are sufficient in meeting the stated objectives. An effective plan is one in which the desired objectives have been achieved. It is essential for educational production to be both efficient and effective if it is to properly guide the internal changes in the school as it utilizes the educational resources available. In other words, educational planning provides a foundation for all educational activities (Ololube, 2006a,b). It is the process of outlining the activities that are necessary to achieve the goals of education. Through planning, educational planners determine how education resources are to be allocated and how the activities of the education system will be assigned to individuals and work groups. Therefore, educational planning is a concise and deliberate attempt, through organized and continuous processes to identify the different elements and aspects of the educational industry. It helps us in determining the present state and interaction, hence projecting them throughout a given period of time. This is done by analyzing, formulating, implementing and controlling the actions that have evolved to attain the desired aims and objectives of education (Ololube, 2013). This leads us to focus on enhancing the competitive position and the overall performance of teachers through strategic planning.

![Figure 2: Feedback Process. Adapted from Ololube, N. P. (2013)](image)

The history of strategic planning began in the military. According to Webster's *New World Dictionary*, strategy is “the science of planning and directing large-scale military operations, of manoeuvring forces into the most advantageous position prior to actual engagement with the enemy”. Although our understanding of strategy as applied in management has been transformed, one element remains prominent: the aim to achieve competitive advantage. Taking its name and roots from the military model, early formal strategic planning “reflected the hierarchical values and linear systems of traditional organizations, undertaken by elite planning function at the top of the organization, its structure was highly vertical and time-bound. A certain period would be set aside to analyze the situation and decide on a course of action. This would result in a formal document; once this was done the actual work of implementation - which was considered a separate, discrete process - could begin” (Wall & Wall, 1995). Although individual definitions of strategy vary between authors, traditionally, theorists have considered planning an essential part of organizational strategy (Ololube, 2009). Educational strategic planning is the process by which the education industry makes decisions and takes action that affects its long-term performance. It is an output of the planning process. It defines both the teachers in the education system and the students in relation to the teaching and learning process. At this point let us briefly take a glance at the various components of the strategic planning process. The feedback process is a mechanism in which educational institutions may need to cycle back to a previous stage in the planning process thereby creating room for adjustments if need be.
1.1.1 Strategic Analysis

This is the first stage of the strategic planning process; it aims at evaluating the present condition of the education system. That is, it requires a thorough evaluation of the system’s internal operation. The purpose of internal/external analysis is to identify the educational system assets, skills, and resources that represent strengths, weaknesses, obstacles and challenges (*SWOT*). Strengths are favorable internal characteristics that the educational system can apply to achieve its strategic goals. Weaknesses are internal characteristics that hinder or limit goal accomplishment. Obstacles are features of the environment that will cause the educational system not to realize its goals if it cannot resist or avoid them. Challenges are features of the environment that favor the educational system provided it is able to take advantage of them (Naylor, 1999, pp. 313-316). The focus here is that analysis looks at the current position of the educational system. The underlying idea here is that an application of SWOT into Nigeria’s education system will go a long way in solving the ever-complex strategic management scenario facing educational administrators instead of scavenging for thoughts.

SWOT Analysis is a simple framework for generating alternatives from situation analysis. It is applicable to either the corporate level or business unit level and frequently appears in marketing plans. SWOT (sometimes referred to as TOWS) stands for Strength, Weakness, Opportunities and Threats. The SWOT framework was described in the late 1960’s by Edmund P. Learned, C. Roland Christiansen, Kenneth Andrews, and William D. Guth in Business Policy, Text and Cases (1969). The General Electric Growth Council used this form of analysis in the 1980’s because it concentrates on the issues that could potentially have the most impact; the SWOT analysis is useful when a very limited amount of time is available to address a complex strategic situation (ICMBA, 2004). The Figure below shows how a SWOT analysis fits into the strategic analysis of education.

![SWOT Analysis Diagram](attachment:SWOT_Diagram.png)

Figure 3: SWOT Analysis. Source: Internet Center for Management and Business Administration (2004).

Lerner maintained that SWOT analysis identifies factors that may affect desired future outcomes of education. The SWOT model is based on identifying the education industry’s internal
strengths and weaknesses, threats and opportunities of the external environment, and consequently identifying the educational industry’s distinctive competencies and key success factors. These, along with considerations of societal and educational values lead to creation, evaluation and choice of strategy. SWOT’s objective is to recommend strategies that ensure the best alignment between the external environment and internal situation (Lerner, 1999).

The internal and external situation analysis can produce a large amount of information, much of which may not be relevant. The SWOT analysis can serve as an interpretative filter to reduce the information to a manageable quantity. SWOT analysis classifies the internal aspect of the company as strengths or weaknesses and the external situational factors as opportunities or threats. Strengths can serve as a foundation for building a competitive advantage while weaknesses may hinder it. By understanding these four aspects of its situation, a firm can better leverage its strengths, correct its weaknesses, capitalize on golden opportunities, and deter potentially devastating threats (ICMBA, 2004).

1.1.2 Strategic Formulation

If the strategic analysis is completed and the current position of the educational system is ascertained, the next step is to look at where the educational system wants to be. It now follows that the mission of the educational system (the rationale for which the education system exists) has to be established. It involves setting strategic goals (the results that the educational system seeks to achieve in the long-term), identifying strategic alternatives as well as evaluating and choosing the strategy that provides the optimum performance of the educational industry in a long term. This idea is in line with what ICMBA (2004) opined when they asserted that “once a clear picture of the firm and its environment is in mind, specific strategic alternatives can be developed. While different firms have different alternatives depending on their situation, there also exist generic strategies that can be applied across a wide range of firms”. ICMBA cited Michael Porter who identified cost leadership, differentiation, and focus as three generic strategies that may be considered when defining strategic alternatives. Porter advised against implementing a combination of these strategies for a given product instead arguing that only one of the generic strategy alternatives should be pursued.

1.1.3 Strategic Implementation

After strategic formulation comes the implementation stage. The best-formulated strategy is useless or rather worthless if it cannot be implemented effectively. If the educational industry is to achieve the best result for which it was established through its strategic planning efforts, it must make sure that its strategy is put into action. The underlying idea here is ascertaining how the education system can get to where it wants to be. The strategic planning process is the critical stage in the history of Nigerian education: implementation has been inconsistent and statistical deficiencies as well as inadequately skilled personnel inhibit the planning process in most cases. However, if a choice has been made on the strategy to use, according to ICMBA (2004), the strategy likely will be expressed in high-level terms and priorities. For effective implementation, it needs to be translated into more detailed policies that can be understood at the functional level of an educational system. The expression of the strategy in terms of functional policies also serves to highlight any practical issues that might not have been visible at a higher level. For effective implementation of a strategic plan, the policies should be translated as much as possible
into specific policies for the functional level line staffs in the school system (academic and non-academic) to understand the purpose for which the plan is carried out.

1.1.4 Strategic Control

This is the final stage of the strategic planning process. Strategic control involves the monitoring of the implementation process thereby ensuring that it is in line with the expected performance. An effective education control system identifies problems inherent in the process and alerts the policy/decision makers who then make modifications. The underlying idea here is determining how the educational system will know when it has arrived (Ololube, 2004; 2006b).

The reason education production needs planning is vital at this stage of our discussion since there are several problems that face the school system in Nigeria (Nwabueze, 1995). One such problem is of the rising demand for schooling and thus the increasing number of students enrolled. Brint (1998, pp. 37-38) argues that this rising demand for schooling is necessitated to a significant degree by changes in the kinds of occupations produced by maturing economies. Where once secondary schools prepared elites for higher education and society, now they are, "mass terminal institutions" for white-collar workers and "mass preparatory institutions" for professional-managerial workers—though he allows that occupational change is probably not the most important factor behind the rising demand for schooling.

2. PROBLEMS OF EDUCATIONAL PLANNING IN NIGERIA

However nice this might be, educational planning faces many challenges. Some of the problems include:

2.1 Inaccurate Data: One of the most difficult challenges that educational planners face is the issues of inaccurate statistical data. The quality of technical planning is in most cases inhibited by statistical deficiencies and inaccurate data. Nigerian education systems has failed to effectively plan because of lack of accurate data, which is because of the use of mediocre to prepare data for use in the planning and forecasting processes.

2.2 Inadequate Skilled Personnel: Most educational planners in Nigerian do not have complete competence in planning. Qualified planners are the single most significant resource that can lead to greater and efficient planning productivity and performance. In planning, what is needed is the effective utilisation resources by connecting the totality knowledge, skills and talents to achieve planning objectives. The quality of planners should not be nothing les than the basic acceptable standards worldwide.

2.3 Technological Problem: Another serious problem in the planning of education in Nigeria is the lack of attention paid to emerging technological innovations planning mechanisms. The success of Nigerian education planners depends upon their ability to identify and respond to technological changes in order to elevate their planning output. Over the years, a number of technological changes have taken place that involves the introduction of modern advancements into the planning process and approaches, and understanding emerging issues related to educational planning and development.
2.4 Political Arrangement: The existing political arrangement has influenced the control over educational planning in Nigeria. Political instability have had its toll on educational programmes. Planning process started by one administration is brutally interrupted by the next and the differences between federal and state government education policies are quite challenging. The inability of the Nigerian political structure does not allow for education planners to be accountable for their wrong doings.

3.5 Economic Circumstances: The budgetary allocations that are available for educational planning in Nigeria is nothing to write home about. Funds provide for education planning is too small for proper planning to take place. The condition of the sector remains a thing of concern. Under-funding and systemic corruption makes the matter worse. The insufficient funding of the education planning sector stands as one of the major factors working against effective planning and implementation of education programmes.

3.6 Inadequate Planning: There is a popular saying that “he or she who has failed to plan has planned to fail”. Education planning in Nigeria has always been inadequate in line with the enormous facing our educational system. The lack of effective planning poses a significant obstacle to the advancement of education across the country. The success of any educational system hinges on proper planning. Planning of human and material resources has evolved to guide the allocation and utilisation of educational resources in the school systems. Such planning is required to arrest areas of wasted resources and to make educational production more successful. Consequently, for any educational system to truly develop, effective planning is indispensable as education and planning are essential characteristics for effective education (Ololube, 2013).

3.  APPROACHES TO EDUCATIONAL PLANNING

Olambo (1995) identified three basic approaches to educational planning. They are:

1. The social demand approach –
2. The human resources requirement approach
3. The cost benefit analysis

3.1 The Social Demand Approach

This approach requires the education authorities to provide schools and find facilities for all students who demand admission and who are qualified to enter school. this approach looks on education, as service demanded by people just like any other social services. Politicians in developing countries often find the approach expedient to use because of its appealing nature. The approach provides planners with the approximate number of places where educational facilities has to be provided. It is as well a suitable political tool to meet the need to satisfy the demands of the general public. In situations where resources are acutely limited, and where we are seeking to provide those kinds and quantities of education, which will offer the greatest good to the greatest number, this planning techniques are best.

3.2 The Human Resources (HR) Requirement Approach
The focus of this approach is to forecast the human resources needs of the economy. That is, it stresses output from the educational system to meet the human resources needs at some future date. HR approach could usefully call attention to extreme gaps and imbalances in the education output pattern that need remedy and provides educators useful guidance on how roughly educational qualifications of the labor force ought to be developed in the future. That is, the relative proportion of people who would have primary education, secondary education and various amount of post-secondary training. This approach looks at the unemployment and underemployment situations, which may result from some over-emphasis on HR approach may become a challenge to move towards the right kind of education which may be development-oriented, and thereby creating its own job. The HR approach focuses on 3 main elements, namely:

- Specification of the composition of human resources need at some future date, for example, 2020-2025.
- Specification of human resources availabilities, for example, in 2013.
- Specification, which reconciles the former specification with the later.

3.3 Cost-Effective Strategies

There is no general agreement on the most cost-effective strategies school administrators should use to demonstrate appreciation of school employees. However, the following have been cited by Wali and Elekwa (2012, pp. 190-196) as possible methods or alternatives:

1. Staff awards: staff will appreciate that their activities or actions are noticed and appreciated by their supervisor. For the administrator to achieve this, one option is offering a “behind the scene” award at the end of the year for humble employees who perform well. A teacher whose students excel in his or her subject in public examinations could, for example, be rewarded with such a prize. Similarly a teacher who makes a successful outing with students on an inter-school competition may deserve an award.

2. A surprise achievement celebration: quite simply, this can be achieved by providing a special lunchtime treat to an employee or team of employees whose actions deserve recognition. Alonge in Wali (2002) is of the opinion that administrators who give small gifts for special occasions (birthdays, weddings, etc.) or give free tea, coffee and snacks to their employees also makes them feel appreciated and motivated. In all of these cases it is the act of acknowledging the contributions and value of the employees.

3. Pass on praise: if a school administrator hears or is made aware of a positive remark about a staff person, he/she should repeat it to that employee as soon as possible, perhaps via email or send a thank you note to the employee’s home address, copying the Dean and Head of Department. This will show that the administrator understands how much the employee may have sacrificed or given to complete their assignment with excellence.

4. Publish a *Kudos Column* in the school newsletter and ask employees to submit kudos for their peers. Similarly set up a suggestion program by either establishing a suggestion box or completing school-wide questionnaires so that employees feel that their opinions and ideas are taken seriously.
(5) Recognize employee value by delegating functions according to levels of competence: Wali (2010) observed that delegation is necessary for an organization like a school to exist and grow. Employees who are neglected in the distribution of functions often become apathetic to the achievement of school goals.

(6) Make teaching jobs challenging: School administrators should not allow teachers to stay too long in one assignment. In other words, classes and responsibilities should be rotated. A form master could, for example, rotate with house master and vice versa. School administrators should avoid saddling a willing staff with too many responsibilities, since a heavy work load has been identified as a major source of stress (Nwankwo, 1982).

(7) Ensure that existing school policies are not frustrating: obnoxious school policies can be an obstacle to an employee’s competence at work. There are, for example, schools where employees must fill out forms or wait for “visiting hours” before seeing their principal. Enyi (2004) notes that unless such rigid bureaucratic arrangements are dismantled and more open systems of administration are adopted, employees will continue to face unnecessary frustration at work.

(8) Express interest in your employee’s professional development: Teacher training does not end when they begin teaching, but that teaching demands rigorous and continuous training. Employee professional development and training should be seen as a continuum. School administrators should ensure that their employees attend programs that will increase their professional growth and capacity. Even if a school cannot fund professional development opportunities, employees will still appreciate an administrator’s interest and guidance in this regard (Ornstein & Levine, 2006).

3.3.1 Cost-Benefits Analysis of Education

The Cost-Benefits Analysis technique gives a simple, quantitative approach for deciding whether to go ahead with a decision. Cost-effectiveness analysis provides a method of comparing alternatives for their relative costs and results and in this way provides guidelines on which of the alternatives provides the most impact relative to cost (Wali & Elekwa, 2012). Applying this to the education context, Levin in Ololube (2013) asserts that cost-effectiveness enables measures of learning and other contextually-appropriate indicators to assess educational outcomes relative to costs. Adesina (1981) noted that cost-benefits approach looks at each level of education as investment in human beings with the purpose that the returns will help to improve the whole economy. Assumptions are that the wages and salaries paid to worker reflect differences in productivity. The variations in productivity result from different amount and kind of education people receive. It is a mode of analysis of current relationship between education and income. The benefits of this approach are that by looking at the age earnings structure of the educated person, it is possible to measure or quantify the increase in productivity of an educated person. The analysis can show or suggest the directions in which education systems in a society should expand so as to maximize the earning capacity of their products, and the relationship between the cost of gaining more education and the increase in payment which results from additional education (Olambo, 1995; Wali & Elekwa, 2012).

3.3.2 Advantages of Cost-Effective Strategies in Schools

The first advantage of cost effective strategies is that they are useful to school administrators and other proprietors of schools given the limited and often inadequate resources at their disposal.
Cost effectiveness strategies can help to make the best use of the resources that are available. Secondly, cost effective strategies are useful where budget allocation or funds to perform certain activities are fixed and administrators are considering alternatives that may use the given level of funds in a new way so to achieve greater benefits or greater effectiveness. Finally, cost effective strategies are useful to school administrators, policy makers and planners in situations where the objectives and benefits of a program and accomplishment are fixed. Cost-effectiveness analyses can enhance and complement national strategies to garner new political commitments and evidence-based action (Hu et al., 2007; Wali & Elekwa, 2012).

4. EMPLOYEE PROFESSIONAL DEVELOPMENT/COMPETENCIES

What is professional or job competence? What are the main domains and structure of professional competence? What part of competence can be upgraded by education? The answers to these questions are necessary for trying to find the most successful ways in maintaining and developing professional competence (Kautto-Koivula, 1993, 1996). There are considerable diversities in the terminology used in the study of professional competence. The main reason for this is the early developmental status of the field and the multifaceted nature of the phenomenon being studied. Most of the research work to date has been discipline specific, so the concepts and terminology much reflect the perspective of a given discipline.

Moreover, since there are enormous diversities in the definition of the concept of professional competencies, and in as much as the competency concept is young and in development, the multiplicity of definitions does not mean that various scientific and professional publications do not agree on a single aspect of the competency concept. For example, Kirschner and Thijssen (2005, pp. 70-75) described the competency concept as a cluster of person-related qualities suitable to deal in a fitting manner with a clearly defined problem situation. Their definition includes three competency characteristics where a reasonable level of agreement exists:

- Competency is person-related. People possess different competencies in varying degrees.
- Competency is criteria-related. Different criteria must be defined and used to assess the acquisition of a competency.
- Competency is context-related. A competency can manifest itself in different ways in different contexts as opposed to knowledge, which is context independent.

There has also been an increased argument about whether professional competence is best defined and measured as a one-dimensional concept or a multidimensional concept involving many distinct components. Meanwhile, empirical studies have suggested both models of competence; however, multidimensional models are particularly useful for at least the following reasons:

- As individuals continue in their professions across their work life, their knowledge, skills and abilities become increasingly differentiated and specialized. The wide variety of experiences accrued by mid-career results in the development of competence in various domains.
- A multidimensional approach is useful for identifying those components most in need of updating. It is likely that a mid-career professional’s level of competence varies across different skill domains. Therefore, because of a supportive work environment or updating
activities, a mid-career professional may remain competent in some dimensions but less competent in others.

A multidimensional approach is useful in examining how specific factors in the work environment support or limit performance in particular competence domains (Kautto-Koivula, 1993).

Though Eraut (1994, p. 164) trying to distinguish between professional competence claims noted that sometimes this is very general and means little more than being properly qualified, especially in professions where the unqualified are not permitted to practice. For instance, when clients or service users describe a professional as competent they usually mean that they have had nothing detrimental on the grapevine. That means the everyday use of the term professional competence carries some performance referencing, although it may be neither extensive nor specific.

According to Willis and Dubin (1990, p. 3) professional competence involves the ability to function effectively in the tasks considered essential within a given profession – in comparison to job competence that is more concentrated to a specific organization and job. Professional competence is reflected in the performance of the professional, and observing the professional’s performance accesses the level of competence. An important outcome of the maintenance of competence is professional vitality which involves the ability to meet successfully the forthcoming challenges.

To Kautto-Koivula (1996, p. 154) professional competence is often considered to involve at least two main domains: (1) proficiencies specific to the profession, discipline or organization. These include the discipline-specific knowledge-base, technical skills considered essential in the profession, and the ability to solve the type of problems encountered within the profession, and (2) general characteristics of the individual that facilitate the individual’s development and maintenance of professional competence; these are intellectual ability, personality traits, motivation, attitudes and values. She further distinguished three cognitive domains of competence: (1) skills (either manual or intellectual); (2) knowledge which is simply information committed to memory, and (3) the deeper learning variously described as understanding, conceptual learning or meaningful learning.

To Eraut (1994, p. 165), in professions (or specialism within a profession) where work is relatively homogeneous, there will be little confusion between statements of general and specific competence because one can be reliably inferred from the other. However, in professions or specialities where the work is relatively heterogeneous and one profession may handle a completely different set of situations than another, general statements become rather dangerous. Willis and Dubin (1990) made it clear that it is important to differentiate between level of competence and level of productivity, and it is equally presumed that there is a correlation between competence level and production level. However competence cannot be evaluated completely in terms of productivity. Although they argue that competence is necessary for high-level productivity, by itself it is not sufficient. An individual may be highly competent but because of personal or environmental factors, not productive.

Nevertheless researchers like Willis and Dubin (1990); Eraut (1994); Kautto-Koivula (1993, 1996); Leino (1996) and Kirschner and Thijsen (2005) recognized that a network of colleagues or experts (professional associations) is an important tool in broadening the competence of individual professionals. It is clear therefore that this factor is very relevant to professional competence. Likewise it is important to note that individual professional experience
and personal characteristics as parts of high professional competence should not be undermined. The relationships and importance of different competence factors are very much dependent on the job and further profession requirements. By whatever means, there is a strong case for professional development according to OECD (1998). They concluded that for professional competence to flourish, there must be greater collaboration between individuals, schools, universities, and society at large.

5. CONCLUSION

As enrollment in schools increases daily, the available resources may become over-stressed. The situation becomes even more frightening when a universal education program in Nigeria is been implemented. Therefore, adequate planning of the human and material resources is needed to address the issue of ever-increasing enrollment and the need to provide them with teachers who can help them achieve appropriate educational objectives. Additionally, the rising cost of education leaves some schools with low quality and inadequate material and human resources. This is because there is no cheap education the world over. Thus, the need for alternative ways of utilizing slim resources to attain set objectives makes planning imperative. The complexity of schooling, its constraints, contingencies, and other difficulties also make planning a necessity. The scarce resources in schools may be wasted if their utilization is not properly planned.

According to Meyer (1998), the rapidly increasing school enrollments around the world, in industrial and non-industrial societies alike, cannot simply be explained by occupational changes. At any given level in the schooling process an S-shaped enrollment curve can be traced. At first enrollments increased slowly. When they reach a "tripping point", however, they rapidly level off once near-universal enrollment has been achieved. Thus, even more important than occupation change has been changing expectations about how much schooling is “enough.” Some families may begin to see schooling as providing important social benefits, such as the prospect of mixing with a higher class of people while others may see it as providing possible opportunities for economic advancement. These families will pursue strategies that allow them to invest more heavily in schooling.

Despite the increasing complexity of schools created by rising enrollments and problems of research, programs of study must be tailored to the ever-more complex needs of the society. Schools are established for the improvement of society and thus, socio-economic planners and educational planners need to cooperate in planning for the benefit of both the school and society.

5.1 Future Trend

The need to plan for quality education reform in any nation cannot be over-emphasized. When reform is adequately planned, it accelerates structural integration of a plural society by equalizing economic, social and political opportunities (Alabi & Okemakinde, 2010). Thus, educational planning is concerned with the problems of how to make the best use of limited resources allocated to education in view of the priorities given to different stages of education or different sector of education and the need of the economy (Olambo, 1995; Ololube, 2013).

This theoretical study suggests several propositions for future research and practice. These inferences pertain most directly to students, researchers, faculty and higher education institutions. At the management level in education, this study calls for policies to ensure balanced investments in, and increased funding for, education planning that will allow for the effective use, integration and diffusion of educational planning services and methods in the teaching and learning processes. As with other theoretical studies, the observation n this study should not be regarded as definitive but as offering students, faculty, educators, researchers,
planners and administrators a view of the author’s reality on the use of educational planning in a developing economy

6. REFERENCES


ACADEMIC QUALITY ASSURANCE IN THE COLLEGES OF EDUCATION: CHALLENGES AND WAYS FORWARD FOR FUTURE DEVELOPMENT

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ABSTRACT

Colleges of education encompassed the production of professional teachers who are equipped with skills and methodologies of teaching in our primary and junior secondary levels of education in Nigeria. Essentially, colleges of education are to provide full-time courses in teaching, instruction and training and to conduct courses in education for qualified teachers. In order to achieve this objective, academic quality assurance is required. Against this background, the paper examines academic quality assurance and determines the general opinion on academic quality assurance in the colleges of education. It equally highlights some challenges to academic quality assurance in the colleges of education. Finally, the paper proffered some solution required by the colleges of education to stamp out the challenges for future development. Finally, the paper recommends that there should be regular monitoring and evaluation of all the units concern with the certification of colleges of education graduates.

Keywords: Academics, Quality Assurance, Colleges of Education, Challenges and Development

INTRODUCTION

Tertiary education has basically statutory functions of producing middle and high-level manpower for national development. This is in addition to providing intellectual training in the basic sciences and the liberal arts. Specifically, tertiary education, according to the National Policy on Education (2004), has the following goals to:

a. contribute to national development through high level relevant manpower training;
b. develop and inculcate proper values for the survival of individual and society;
c. develop the intellectual capability of individuals to understand and appreciate their local and external environments;
d. acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
e. promote and encourage scholarship and community service;
f. forge and cement national unity; and
g. promote national and international understanding and interaction.

The above goals are to be pursued through teaching, research and development, virile staff development programmes, generation and dissemination of knowledge, a variety of modes of programmes including full-time, part-time, block-release, day-release, sandwich, etc. colleges of
education, both conventional and specialized (colleges of education, technical) are among the various categories of tertiary institutions in Nigeria.

Essentially, colleges of education are to provide full-time courses in teaching, instruction and training and to conduct courses in education for qualified teachers. Anikweze (2001) noted that colleges of education were to produce highly qualified non-graduate professional teachers for the primary and junior secondary level of education in Nigeria. To ensure colleges of education products attain the broad goals of tertiary education, as well as, ensure quality in the preparation of teachers, relevance and professionalism there is need for academic quality assurance. Academic quality assurance implies that the products of colleges of education are of high quality and ensure the right person is awarded the right grade at the successful completion of a programme. The point being made here is that the issue of academic quality assurance to ensure credibility of certification is essential in teacher production. Thus, where a deviation occurs, quality required will no longer be assured.

Furthermore, the higher the quality of teachers churned out by the colleges of education, the faster the rate of growth and development and achievement of the Universal Basic Education (UBE) goals as well as Millennium Development Goals (MDGs). On the contrary lower quality may impact negatively on development. Apparently, there are factors responsible for low academic quality assurance and such factors are challenges that must be addressed to ensure desired condition that enhanced academic quality that can result in growth and future development. Consequently, the aims of the paper are:

- examine what academic quality assurance entails;
- determine what the general opinions is, on the academic quality assurance in colleges of education;
- discuss some challenges to academic quality assurance in colleges of education;
- suggest the ways forward for future development.

**ACADEMIC QUALITY ASSURANCE: WHAT IS IT?**

Academic quality assurance can be referred to as ensuring that all the processes involved in the instruction of students remain standardized at all times. Okebukola (2004) presents academic quality assurance as a process of continuous improvement in the quality of teaching and learning activities which will be achieved via pathways of employing mechanisms internal and external to the system. It is ensuring that at least the provision of the Minimum Academic Standards (MAS) documents are attained, maintained and enhanced (Omoregie, 2005). To this end, the enabling decree establishing the National Commission for Colleges of Education (NCCE) mandates it to, among other functions; make recommendation on the National Policy necessary for full development of teacher education and the training of teachers; lay down minimum standards for all programmes of teacher education and accredit their certificate and other academic awards. Admittedly, the minimum academic standards specify the performance criteria which should be complied with by colleges of education in the different disciplines. Full compliance with the approved criteria for a particular academic programme leads to the academic programmes being given full accreditation. In this respect, it implies that for an individual to acquire a certificate in a college of education he/she must meet the minimum standards of the institution before issuance of certificate.

Therefore, academic quality assurance demands that an appropriate monitoring system be in place so that requisite data for judging quality can be obtained (Afemikhe, 2007). According
to him, quality assurance involves all actions that are necessary to provide adequate confidence that a product or service will satisfy given requirements for quality. He further maintained that the mission of quality assurance activities is to: improve quality through guidelines, promote wide deployment and proper implementation of specification, communicate and design effective processes to achieve goals. In essence, quality in the colleges of education in Nigeria is multi-dimensional concept which should embrace all its functions and activities: teaching and academic programmes, research and scholarship, staffing, students, building, facilities, equipment, services to community and academic environment (UNESCO as cited in Omoregie, 2005) as depicted in the model below:

Fig. 1: Quality assurance drivers in tertiary institutions in Nigeria
Source: Adopted from Adedipo (2007) University quality assurance, funding strategy and task allocation

OPINIONS ON ACADEMIC QUALITY ASSURANCE IN COLLEGES OF EDUCATION

First, there is the need to look at Aghenta (1991) contention on quality education. He was of the opinion that the quality of education in Nigeria appears to be elusive because, the following five inputs into learning are not of the right quality. These are:

- students (their capacity and motivation to learn),
- the subject to be learned,
- the teachers who know and can teach the subject,
- time for learning,
- requisite tools for teaching and learning.
A Close look at our colleges of education indicates that most of the certified products lack acceptable level of competence in their area of specialization. Ifedili (2002) asserted that many departments in various Nigeria educational system are producing not so qualified graduates which have a negative chain effect in the economic, social and political development of the country. According to Ade-Ajayi (2002) World Bank Funded Research by the Nigerian Institute for Social and Economic Research (NISER) reported that Nigerian graduates are below standard in the acquisition of language analytical and technical skills. Other verdicts are no less frustrating. Nwamaradi and Nzeluim (1995) are of the opinion that inadequate preparation of teachers and low status of teaching profession among others contributes to low quality education. The inadequately prepared teachers will inexorably result in developing a society of inadequacies. Oni and Dabalen (2000) reported that academic standards have fallen drastically over the past few decade. Thus, Obayan (2002) remarks that what exist as higher education is not as high as it ought to be.

There seems to be a general pattern of academic quality failure in colleges of education in Nigeria. In order to have quality teachers, Harris (1992) is of the opinion that teacher production in the colleges of education should be based on a sound philosophy and on such rationale that should guarantee the acquisition of necessary knowledge components and professional skills which would enable pre-service would-be teachers to benefit from schooling and become better teachers. This expectation is perceived as critical to the survival of the various disciplines in the curriculum of education. According to Obayan (2002) what higher education (inclusive of colleges of education) should do for Nigeria is to provide her work critical mass of person with analytical power, communicative skills, problem solving ability, team spirit, creative, versatility and lifelong learning skills who will act as catalyst to national development.

Adjudged from the above consideration, the general feeling is that colleges of education are failing us in the production of quality teachers. The most potent likely reason is that there are challenges to academic quality assurance in the colleges of education resulting in steady decline in quality/standard. Some of these challenges are discussed below.

**CHALLENGES OF ACADEMIC QUALITY ASSURANCE IN COLLEGES OF EDUCATION**

The problem of low academic quality assurance is a function of a number of factors such as population growth, poor facilities and equipment, examination malpractices, poor staffing, poor funding, corruption, and quality of students.

**Population Growth:** Currently, there is student population explosion in Federal and State colleges of education due to increase in enrolment without the required or expansion of facilities. The implication of population explosion is that classrooms are over-crowded while laboratories and other learning materials are grossly inadequate because of insufficient funding (Omoregie, 2005). Population explosion means also that there are no enough chairs, desks, tables, water and electricity, no space for teachers and students to go round for interaction; there is overcrowding everywhere leading to restiveness and indiscipline (Akpochafo and Filho, 2008). This has its consequences for standards and quality in form of low growth and productivity of students and graduates of the colleges of education.

**Poor Facilities and Equipment:** This is manifest in inadequate and poor state of classroom, offices, laboratories, hostels and libraries. The provision of the relevant educational facilities and equipment is vital in the provision of quality educational services to all students in the colleges
of education. However, the poor state of facilities and equipment has been a major challenge to academic quality assurance in the college of education.

**Examination Malpractice:** Examination malpractice has undergone various forms and sophistication. Common examples are impersonation, bringing prepared notes and textbooks into the examination hall, bringing information on items of clothing, palm and currency notes, bribing invigilators and supervisors, etc. Examination malpractice threatens any academic and professional system. Examination malpractice has implication on academic quality and standard as mediocre are produced from any educational system that is fraught with examination malpractice (Osagiede, 2005).

**Poor Staffing:** The success of any education system depends to a very large extent on the supply of teachers in terms of quantity and quality. According to Utulu as cited in Akpochafo and Filho (2008) teachers are the quality indicators in the educational process. They represent a key input of a highly skilled labour resource which combined with the education plant and its allied services, produces educated or at least schooled individuals. But the colleges of education are face with problem of shortage of highly experienced academic staff. For instance, ratios by discipline are far from encouraging especially in the humanities and some science-based disciplines (Omoregie, 2005). The problem of quantity and quality academic staff has serious implications for academic quality assurance and credentialing. As noted by Akpochafo and Filho (2008) the shortage of staff (both in quantity and quality) means high student-lecturer ratio which will impact on the teaching-learning process. According to them, individualized attention is hard to achieve, it encouraged memorization, examination malpractice and result in the neglect of inculcation of analytical and problem solving skills needed for life. The summary is that the expected quality and standard are not being meant.

**Poor Funding:** A well-structured funding arrangement is imperative for meeting the cost of providing adequate educational service in colleges of education. However, inadequate funding affects the provision of facilities and the recruitment of the desired manpower to implement the programmes that have been developed. This in turn affects the academic delivery in the colleges of education resulting in what Yaqub (2002) called “a dull intellectual atmosphere”. Anavberokhai (2007) averred the poor funding affects proper planning and implementation of policies and programmes, as well as, lower productivity. The UNESCO has recommended a standard budget allocation to educational sector to stand as 26%. The Nigerian government has since 1999 been spending less on education. From the allocation of 11.2% in 1999, the figure fell to 8.36% in 2000 and 7.0% in 2001. In 2002, the figure was 5.9% and 1.83% in 2003. The reduced spending has impacted negatively on the system as basic necessities for teaching and research are lacking in both federal and state colleges of education. Jaiyeoba and Atanda (2005) remarked that fund is crucial in facilities acquisition, staff development (to cater for the enrolment increase) and for policy implementation. In the face of acute shortage of funds, other inputs suffer setback, which in turn influence the level of quality obtainable. To this end, poor funding has the following implications for academic quality assurance:

- inability to recruit and retain qualified staff;
- inadequately funded research activities;
- inability to meet the welfare and academic needs of staff and students resulting in strikes and closure of institutions;
- general frustration of staff leading to brain drain;
- collapse of facilities and equipment;
- emergence of unedifying academic situation and the erosion of time-honoured standards academically and morally;
- the jettisoning of procedures and the enthronement of a dull intellectual atmosphere (Yaqub, 2002).

In effect, poor facilities, and other learning materials, due to poor funding impede academic quality assurance.

**Corruption:** Embezzlement, misappropriation and diversion of the scarce funds meant for educational purposes further impoverish the sector (Anavberokhai, 2007). The implication is that there can hardly be any meaningful implementation of policy, acquisition of facilities and libraries which are vital to effective teaching and research.

**Quality of Students:** These days, the quality of fresh men admitted into the system is low. This is because their preparation at the primary and secondary levels were poor and many of them passed their examination by relying heavily on examination malpractice (Akpochafo and Filho, 2008). According to them, they (students) lack the culture of scholarship and hard work. Many go into lecture halls without textbooks and even pens. A good number of them, they stated, recorded less than 50% attendance at lectures and default in assignments. Students now see the acquisition of credentials/certificate as a do or die affair, even if it means attaining the certificate not on the basis of learning. As noticed by Akpochafo and Filho (2008), students in Nigeria higher institutions are not there for serious and committed academics, they shun the strain and rigour associated with higher education. They further maintained that it becomes difficult to get students to learn, to investigate, to research to engage in independent study. The bottom line is that the quality and standard of students are no longer assured.

**THE WAYS FORWARD FOR FUTURE DEVELOPMENT**

The following suggestions are put forward as means of overcoming the challenges, which in turn can improve future development:

**Improved Facilities and Equipment:** If improvements are to manifest in the quality and standard in the service and products of colleges of education, it is imperative that colleges should be adequately equipped and staffed so that they can carry out meaningful teaching and learning. Adequate facilities are very vital to the successful training and certification of products.

**Eradication of Examination Malpractice:** Concrete efforts should be geared towards value re-orientation as regards examination malpractice. In this regard, there is need to put in place a regular internal examination monitoring committee comprising of academic and non-academic staff of the college of education to monitor the conduct of all examinations and bring those who engaged in examination malpractice to book. Also, there should be creation of favourable environments for studies in colleges of education.

**Improved Funding:** Government should have the political will to determine how education in Nigeria should be funded and simply with its decisions on funding parameters. Thus, the proposed 26% of Federal Government’s budgetary allocation to education as suggested by UNESCO should be approved. The Delta State government is doing a lot in this regard by granting subvention and promptly releasing fund to operate the colleges of education. Also, since education is capital intensive enterprise, guaranteed alternative sources of funding need to be identified to ensure the required facilities and equipment are put in place for effective teaching and learning in colleges of education. Besides, there is need for some integrity on the party of school management. Funds for academic purpose must only be used for their original purposes
and never diverted or misappropriated. There is need for improved funding because promotion of high and improved quality and standard in college of education are often constrained by underfunding and inadequate financial resources.

**Staff Development and Welfare:** The quality and quantity of staffs needed to be raised. On its part, government should make the job of lecturing more attractive – better pay, funds for research and improved work environment (Akpochafo and Filho, 2008). Afemikhe (2007) advised colleges of education authorities to emphasize on teachers training and re-training to acquaint them with development in assessment practices that can provide more valid and reliable scores. One agrees with these suggestions and urges colleges of education to encourage staff to attend seminars, workshops and conferences. Effective teaching cannot be achieved without sound knowledge of new technologies of teaching.

**External Academic Quality Assurance Mechanism:** The adoption of benchmarks by NCCE to evaluate and maintain quality in all the colleges of education in Nigeria.

**Internal Academic Quality Assurance Mechanism:** The required setting up academic quality assurance unit in colleges of education to monitor and evaluate teaching-learning process. Omoregie (2005) listed the duties of the academic quality assurance unit to include the following:

- supervision of curriculum design, content and organization;
- supervision of curriculum implementation (course by course) – what portion of a 16 weeks semester is used for actual teaching;
- students class attendance (register of attendance must be kept);
- student progression and achievements including attrition/dropout rate;
- student support, and guidance and counseling;
- periodic assessment of human and material resources available to each programme;
- feedback to all levels following data analysis to facilitate continuous improvement in quality;
- continuous interface with Quality Assurance Agency and professional bodies to keep abreast with latest information;
- tracking of the graduates for feedback from employers.

**CONCLUSION**

Education is regarded the world over as a very important tool for development. Through colleges of education, one is prepared to adapt to social, political, technological and economic challenges. Academic quality assurance is the way to ensure that students acquire the needed skills and talent in order to face the listed challenges of life. Ensuring quality and standard in the colleges means eliminating the identified challenges to academic quality assurance. Failure to overcome these challenges can continue to make the colleges of education products of low quality.

**RECOMMENDATIONS**

1. There is need to overhaul the system to evaluate the extent low quality standards have infiltrated the colleges of education.
2. Firm enforcement of various strategies to stamp out examination malpractice without fear or favour.
3. Motivation of staff to encourage enhanced productivity in the colleges of education.
4. Regular monitoring and evaluation of all the units concern with the certification of colleges of education graduates.

5. Regular in-service programmes, workshops, seminars and conferences for both academic and non-academic staff to abreast them of new development in their discipline.

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ABSTRACT

Education and job creation are key instruments for facilitating the transition of youth and young adults to productive roles. This poses particular challenges in developing countries because they have relatively high population growth rates. The demographic pattern associated with high birth rates and low child mortality has been called the ‘youth bulge’ because it is characterized by large gains in the lower half of the population pyramid. Zimbabwe (previously known as Rhodesia) is presented as a case study where developmental priorities have not adequately supported the transition of youth to productive adult roles. The policy shortcomings originated in the colonial period and have continued after independence. The study is presented to make the case that countries that do not adequately support the transition of the young generation to productive adult roles risk debilitating social, political and economic instability.

Keywords: Youth bulge; educational policy; economy; governance; Zimbabwe.

INTRODUCTION

The preamble to the African Union Charter recognizes youthhood as both an asset and a developmental challenge. It has been noted that the youth faces marginalization from society through poverty, unemployment, underemployment, illiteracy, restricted access to health services, among other factors. Article 14 of the charter calls on member states to “recognize the right of young people to a standard of living adequate for their holistic development.” Article 15 states: “Every young person shall have the right to gainful employment.” Other rights include non-discrimination, freedom of movement, freedom of association, and right to education of equality (African Union, 2009).

Education has been one of the key instruments for facilitating the transition of youth and young adults to productive roles. As economies have been transformed, the demand for formal education and training has escalated. Concurrently, populations have increased, with large gains in the lower half of the population pyramid. The resulting demographic pattern has been called a ‘youth bulge.’ A youth bulge occurs when there is combination of high fertility rates and declining infant mortality rates, and this has typically occurred in developing countries.

In 2008 Dhillon drew attention to the demographic youth bulge in the Middle East, which offered “a large pool of human capital which if used productively can usher growth and prosperity.” The social and economic exclusion of the youth could create social strife (Dhillon,
Sub-Saharan Africa faces the similar challenges. The challenge of expanding opportunity comes at a time when the economic outlook for the continent is looking brighter. The region’s economies are expected to average a growth of 5.6 percent in 2013 which has been a cause of optimism (Business Day, April 22, 2012). The trend is expected to continue and pick-up over the 2013-2015 period (World Bank, 2013). Cameroonian Finance Minister Alamine Ousmane Mey identified the key pillars of growth as “vast natural resources, youthful population and rapidly increasing middle class.” Nigerian Finance Minister Ngozi Okonjo-Iweala has also expressed optimism and has been quoted as saying: "For the first time, we are able to contribute to the global growth. We are in a good place." (Business Day, April 22, 2012).

Zimbabwe is presented as a case study of a country where developmental priorities have not adequately supported the transition of youth to productive adult roles. Policy shortcomings originated in the colonial period and have continued after independence. The consequences of the policy failure are examined.

ZIMBABWE CONTEXT: HISTORICAL ANTECEDENTS

The origins of the formal education system in Rhodesia can be traced to the end of the 19th century when the British colonized the country. By 1900, about 18 Christian denominations were operating in Rhodesia. The colonial development policy was founded on racial segregation and white supremacy as the guiding principles. These principles were evident in educational policies. The development of government-sponsored schools is a case in point. In the 1920s, Herbert S. Keigwin, a government official working for the Native Department, persuaded the government to set up two state-run institutions to train Africans. Domboshava was established in 1920 and Tjolotjo established in 1921. Keigwin’s work in education embodied a confluence of colonial ideas, drawn from local, regional and overseas (Keigwin, 1924). His primary interest stemmed from a desire to promote rural development through village industries such as basketmaking, chairmaking, pottery, and tilework which would not compete with European skills and products.

The Keigwin curriculum quickly provoked student resistance because of the restrictions on academic and practical skills. Towards, the end of 1921, students at Domboshava went on strike. “Twenty-nine boys of junior forms decided they were being kept back in their English by being refused a reader”\(^1\) (Lloyd, 1962). The students marched to the capital to confront the education official in charge and were successful in forcing changes in the curriculum. However, the initial adjustments did not satisfy them. There was a second strike in 1922. Forty-nine students (out of 79) struck, “because they did not have long enough in school academic classes” (Lloyd, 1962). The unrest at Tjolotjo was more severe. The school was shut down in 1922 shortly after opening as the students demanded a curriculum better aligned with skilled and semi-skilled work (Summers, 1994). The school principal Alexander was forced to resign, and so was his successor, F. R. Mills. The situations at both Domboshava and Tjolotjo eventually settled, with the students having won the concession they demanded.

The Native Education Commission of 1925 concluded that the original idea of teaching the rudiments of knowledge had proved unworkable. “The Director of Native Development can hardly be blamed for this, ” the report commissioners concluded, “except possibly for want of foresight in failing to appreciate the demand and necessity for a larger measure of literary

\(^1\) Reader means books for practicing reading.
training (S. R. G., 1925). The report continued: “It is clear that from the evidence of the pupils themselves that the [African] Reserves offer at present no market for their services and that they must look to European centres of industry for the utilisation of their acquirements” (p. 19). Keigwin resigned. He moved on to Sierra Leone where he unsuccessfully tried to introduce similar ideas.2

The cases of the two government schools show that, from the beginning, students were not passive recipients of school knowledge. Access to schooling increasingly became important as the economy was transformed. At the same time, students appraised schooling in relation to their perceived needs for good jobs in the changing economy.

DEMOGRAPHIC SHIFTS AND ECONOMIC CHANGE

The African population was estimated at 500,000 in 1901. The estimate increased to 1,260,000 in 1936. The first enumerated census was in 1961. The population then stood at 3,616,600. The population growth rate averaged 3.8 percent between 1901 and 1969, when the last census before independence was conducted (see Mavambo, 1999). The population was 7,501,470 in 1982, 10.4 million in 1982, 11.6 million in 2002, and 12,973,808 in 2012. As the population grew, migration from the rural areas to the cities has increased. The rural exodus first gathered momentum in the 1920s and was particularly notable for including young unaccompanied boys aged below 14.3 The primary ‘push factors’ driving people out of the rural areas were congestion and declining agricultural productivity. The men and boys were joined by growing numbers of women and girls. White employers initially welcomed the increased supply of cheap labour, but they soon decided that juvenile workers were unreliable and “were not the blessing they had hoped they would be” (Grier, 2006, p. 111).

Table 1: Proportion of African males and females not engaged in rural economic activities (1958)

<table>
<thead>
<tr>
<th>Age group</th>
<th>Male</th>
<th>Female</th>
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<tbody>
<tr>
<td>15-19</td>
<td>45.8</td>
<td>24.1</td>
</tr>
<tr>
<td>20-24</td>
<td>79.3</td>
<td>32.9</td>
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<tr>
<td>25-29</td>
<td>83.4</td>
<td>40.2</td>
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<td>30-34</td>
<td>83.6</td>
<td>36.4</td>
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<td>35-39</td>
<td>51.2</td>
<td>20.1</td>
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<tr>
<td>40-44</td>
<td>34.6</td>
<td>12.9</td>
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<tr>
<td>45-49</td>
<td>25.6</td>
<td>8.2</td>
</tr>
<tr>
<td>50-54</td>
<td>13.7</td>
<td>4.0</td>
</tr>
<tr>
<td>55-59</td>
<td>18.9</td>
<td>3.9</td>
</tr>
<tr>
<td>60-plus</td>
<td>2.7</td>
<td>1.6</td>
</tr>
</tbody>
</table>


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2 Keigwin was appointed Director of Education in Sierra Leone. From 1927 to 1930 he worked to introduce a plan of education based on the ideas he had developed in Southern Rhodesia. His plans met with resistance. He resigned in 1930. See Corby (1990).

Table 1 indicates the proportions of young people not participating in the rural subsistence economy in 1958. Some, among the 15-19 year olds would have been in school. However, as the figure 1 shows, attrition enrolment attritions were very high. Schooling cannot therefore account for the vast majority of young people who were absent from their rural homes. Young people migrated to seek work in mining and agriculture, and to a lesser extent in domestic work, commerce, industry, and the public service. Other young people migrated to other countries, mostly to South Africa where the majority worked on the mines. The majority of the people leaving the rural areas were under-employed, or not employed at all.

Figure: 1: Enrolments in the African primary school by grade level, 1949

YOUTH AND THE POLITICAL CRISIS IN THE 1960s

There was an economic boom in the post-second world war era, but the state opted to invest more in attracting and settling white settlers. At the same time the crisis in livelihoods in the rural areas intensified due to rising populations, and discriminatory land and agricultural polices that favored white settlers. The migration of people into the cities accelerated despite the lack of jobs, resources and infrastructure to accommodate the influx. Concurrently the demand for both schooling intensified. A warning of what was to come was signaled when, on April 16, 1958, some 60,000 African students who had failed to find school places in the crowded urban schools staged a demonstration (Parker, 1960). African youth were increasingly drawn to radical politics.

The most significant political youth initiative was the founding of a political formation called the City Youth League (CYL). The CYL was formed in 1955 by a youthful group in Salisbury that included George Nyandoro (29 years old), James Chikerema (30), Edison Sithole (20), and Dunduza Chisiza (25). Their plan was to launch a campaign of mobilization and active
The movement found a receptive audience among the urban youths. The older generation of politicians was initially lukewarm, and in some cases hostile to the idea of the youth league. In his memoir, Maurice Nyagumbo, who was later to become a senior political figure and supporter of the CYL wrote, “The idea of a youth league did not appeal to me” (Nyagumbo, 1980). Nathan Shamuyarira, another prominent politician shared the same sentiment. The key turning point was the bus boycott of August 1956, described by Shamuyarira as the City Youth League’s “greatest achievement” (Shamuyarira, 1965). The boycott lasted for three days.

The first significant case of youth-led political violence occurred during the bus boycott. Nathan Shamuyarira acknowledged the ‘burning of food stalls, wrecking of bus-shelters, looting, stoning, widespread rioting.” Worse still, single women living in a city hostel were raped by the marauding youths. Remarkably, the senior nationalists Shamuyarira and Nyagumbo justified the sexual assaults, even going as far as to condemn those who expressed shock and dismay at the events. In his memoir, Nyagumbo (1980) wrote: “Personally I had no regret for the incident. I actually believed that the girls deserved their punishment” (p. 105). Shamuyarira (1924) concurred. The end apparently justified the means. Henceforth, violence became a tool of political mobilization in Zimbabwe, with some of the bitterest conflicts occurring between rival African groups. The violence in the African townships was particularly sharp in the 1963-64 period. Shamuyarira has written that he was “heart-broken by the thuggery,” at that time. At the same time, he has argued that the violence was a necessary instrument of political mobilization.

It is difficult to mobilize and solidify support amongst the masses in Rhodesia without a certain amount of social and economic intimidation. I would put one condition: there must be majority support for the cause first. Intimidation of the majority by a few can never succeed; but intimidation of a few by a majority is a social weapon that has been used successfully. It also depends on the form it takes. While social ostracism and economic boycotts are justifiable, violence is not (p. 189).

Following a period of conflict between African political factions in the 1960s, the role of youth gradually shifted to armed resistance against the South Rhodesian government. A trickle of young people who were disillusioned with the country began to leave for military training with the encouragement of a political leadership. Among those who left in the early days were Josiah Tungamirai and Dumiso Dabengwa.

Josiah Tungamirai went to Mutero High school, graduating in 1964. From there he went to the capital Salisbury where he encountered racism. He left the country and joined the ranks of the guerrilla insurgency. Dumiso Dabengwa completed his secondary education at Tegwane Mission. Thereafter, he worked in the city of Bulawayo, and by the age of 20 he was taking an active interest in politics. He remembered: “Whites were paid 25 pounds and I was paid 12.50 pounds, yet we had the same qualification and I was allocated more work and responsibilities than them” (Sithole, 2009). In 1963, he left the country to receive military training.

The trickle turned to a flood in the 1970s. Margaret Dongo was only 15 years when, in 1975, she quit school and crossed the border into Mozambique to train as a guerrilla insurgent. Gloria Sibanda also left for Zambia. After the attainment of independence in 1980 she reflected in verse:

“As I grew up I started to know that without freedom there is no life, so I had to fight for freedom” (Bond-Stewart, 1984, p. 56).
The conclusion to be drawn from the preceding account is that youth were a significant, and leading partners in the emergence of radical politics in colonial Zimbabwe. The record from the writings of the nationalist themselves indicate that there was much youth violence, and that the violence was used as an instrument of control (Nyagumbo, 1980; Shamuyarira, 1965). When youths resorted to wanton violence for political ends, the nationalist leadership chose to coopt and channel that for political ends rather than seeking corrective measures.

SOCIO-ECONOMIC AND POLITICAL FACTORS AFTER 1980

The response of the Zimbabwe government to the youth bulge primarily focused on expanding the education sector. As an example, primary school enrolments increased from 1,235,994 in 1980 to 2,510,605 in 1997. Secondary school enrolment rose from 74,321 in 1980 to 806,126 in 1997. There were increases in teacher education, university education, and to a lesser extent in vocational and technical training. At the same time, the economic policies that were adopted at independence failed to grow the economy at a rate commensurate with developmental targets.

The economic problems had roots in the pre-independence period. In the period 1960-1979 the economy had been severely constrained. The United Nations imposed economic sanctions on Rhodesia following the Unilateral Declaration of Independence in 1965. Economic growth was also severely curtailed by the civil war (1973-1980), between the Rhodesian government and African nationalist fighters. At independence, the new Zimbabwe government maintained overly rigid controls on the economy, stifling growth. By 1989, the highly regulated economy was characterized by large deficits in balance of payments, budget deficits, and sluggish growth. The Zimbabwe Economic Structural Adjustment Programme (ESAP) was introduced to stimulate growth through deregulation, and cost recovery. ‘Cost recovery’ meant the removal or curtailment of government subsidies. Health services, agriculture, education, and food subsidies were among the areas targeted for cost recovery. The economic policy initiative was supported by the World Bank, the International Monetary Fund, and the African Development Bank who provided conditional loans.

The ESAP turned out to be an over-correction. Under the program, the GDP was projected to grow and steadily create jobs at an annual rate of 5 percent. The budget deficit was to be reduced from the 1991 level of 11 percent to 5 percent by 1995 (African Development Bank, 1997). The African Development Bank published a performance evaluation report at the end of 1997. The report noted that the implementation of ESAP had intensified poverty and efforts to cushion the impact of the program had been “too meager.” Inflation, which stood at 7.1 percent in 1988, and 16 percent in 1990, accelerated under the program peaking at 40 percent in 1992. It declined to 26 percent in 1995 and 19 percent in 1997. The poverty level was determined to be “very high” with an estimated 62 percent living in households where income was not sufficient to meet basic needs (African Development Bank, 1997).

Figure 2: Zimbabwe GDP growth (annual percentage, 1960-2010)
SEEDS OF DISSENT

The beginning of the ESAP period coincided with the emergence of political dissent from four main fronts. The first front of protest and dissent came from students in higher education who protested against economic policies and corruption in government. The second front was the trade union movement which was galvanized into action by the rising cost of living and increasing poverty. The movement was strongly opposed to the ESAP program. The third front was internal, within the ruling party itself. Edgar Tekere, a wartime ally of President Robert Mugabe was eventually expelled from the ruling party for outspoken criticism of corruption. The final front was the war veterans. Of the four movements, the war veterans have had the most significant impact on Zimbabwe particularly after the year 2002.

WAR VETERANS AND THE POLITICS OF CONFRONTATION AND COOPTATION

War veterans of the Zimbabwe civil war were a mostly youthful group made up of persons who had left Rhodesia to be trained as guerrilla fighters. They have mostly come from the ranks of the unemployed. Some had opted to leave school to go to war. A smaller proportion had held jobs before leaving the country. They had participated in a highly politicized war campaign, believing that their sacrifices would yield a better future for the communities from which they came, and for their own personal lives if they made it through the war. The high level of politicization and ideological consciousness was a key distinguishing feature of the group. As a result, they were always a potential political force in the life of the country. Kriger (2003) provides a helpful demographic profile of the war veterans, based on a 1980 survey, when the war ended. An estimated 14.6 percent were in the 15-18 year age group, 50 percent were in the 20-25 year age group, and about 35 percent were over 25. The educational levels of the combatants were pretty low. An estimated 13 percent had no formal educational background, 69 percent had a partial or full primary education, and 17 percent had a partial secondary education. With regard to employment experience, 52 percent had no prior employment experience, 23 percent had worked as unskilled workers, and 16 percent had some semi-skilled work experience.
The confrontation between the state and the war veterans arose out of a sense of grievance on the part of the war veterans. They charged the government with corruption and willful neglect of the post-conflict welfare of the ex-combatants. The government had not been entirely negligent in attending to the welfare of the war veterans. At the end of the civil war, in 1980, some of the soldiers who fought in the nationalist ranks were absorbed into the new Zimbabwe defense forces. For the rest of them, the government provided a demobilizations package that included some technical training, further education, and a demobilization allowance of Z$185 (US$150) for 24 months. In the long run the plans carried out to integrate war veterans were ineffective or inadequate (Alao, 2012). Mhanda (2011) described the former fighters as falling into “extreme poverty and destitution” in the first decade of independence. In 1990, they formed the Zimbabwe National Liberation War Veterans Association (ZNLWVA) to press for their interests.

The turning point for the ZNLWVA association was in 1997 when the association launched an unprecedented challenge on President Mugabe in person forcing him to accede to their demands for lump-sum payments of Z$50,000 (USD4000) to all former fighters and Z$2000 (US$150) monthly pensions (Sadomba, 2011). Provisions for health, education and burial were also agreed. The grants and pensions had not been budgeted for. Immediately following the agreement, the Zimbabwe dollar crashed on 13 November 1997 losing its value to the American Dollar by 73 percent. Mugabe, for his own part quickly recognized the danger that the war veterans posed for his position. He devised a strategy to coopt them. The path to cooption was eased by fissures and factions in the war veterans movement as well as allegations of corruption. The ruling party chose to back Chenjerai Hunzvi who emerged as the undisputed leader of the ZNLWVA. In March 2000, Hunzvi reported that the ZNLWVA had entered into a multimillion-dollar deal to mobilize and campaign for the ruling party (Norman, 2004; Tendi, 2010). In so doing, the movement essentially became the governing party's private army.

**IMPACT OF THE GOVERNANCE CRISIS ON LIVELIHOODS**

The economy experienced the most severe challenges after 2002, with the crisis peaking in 2008. Inflation had been steadily increasing in the 1990s. It accelerated from 2002 as the governance problem reached a crisis point. The Reserve Bank of Zimbabwe responded by increasing the money supply. In March 2007, the year-over-year inflation rate reached 2,200 percent, a critical hyperinflation benchmark (Hanke & Kwok, 2009). The Reserve Bank aggravated the situation by printing money with no restraint. The rate of inflation peaked on 14 November 2008, with a daily rate of 98 percent, which means that prices were doubling every 24.7 hours (Hanke & Kwok, 2009). At that point, the currency fell into disuse, as people simply determined that it had become worthless. The country has been using a mix of foreign currencies, with the US dollar as the primary currency.

**THE RENEWAL OF THE YOUTH MILITIA MOVEMENT**

As the war veterans have aged, the ruling party has created ways of coopting unemployed and under-employed youths to supplement and energize the ranks of the militia. In September 2000, the Ministry of Youth Development Gender and Employment Creation published a document entitled, “The national youth policy – Zimbabwe.” The document has become the
cornerstone of the new policy. Youth is defined as the age range 10-30 years. The policy was couched in developmental terms in order to justify the use of state funds to support the initiative. However, youth on the program have received political education and military training (see for instance Reeler, 2003). Graduates from the program were first deployed during 2000 elections. They participated in coordinated violent attacks on the opposition party and invasions of white owned farms. They have been implicated in acts of rape, murder, mutilations, and intimidation. Political violence peaked during the election cycle of 2008. Since then the situation has been somewhat normal, but the infrastructure for violence has remained intact.

Table 2: Inflation Trends in Zimbabwe, 2008

<table>
<thead>
<tr>
<th>Date</th>
<th>Year-over-year inflation rate (percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2008</td>
<td>100,580</td>
</tr>
<tr>
<td>February 2008</td>
<td>164,900</td>
</tr>
<tr>
<td>March 2008</td>
<td>417,823</td>
</tr>
<tr>
<td>April 2008</td>
<td>650,599</td>
</tr>
<tr>
<td>May 2008</td>
<td>2,233,713</td>
</tr>
<tr>
<td>June 2008</td>
<td>11,268,759</td>
</tr>
<tr>
<td>July 2008</td>
<td>231,150,889</td>
</tr>
<tr>
<td>August 2008</td>
<td>9,690,000,000</td>
</tr>
<tr>
<td>September 2008</td>
<td>471,000,000,000</td>
</tr>
<tr>
<td>October 2008</td>
<td>3,840,000,000,000,000</td>
</tr>
<tr>
<td>14 November 2008</td>
<td>89,700,000,000,000,000,000,000,000,000</td>
</tr>
</tbody>
</table>


Political violence, economic hardship, and unemployment have forced Zimbabweans to leave their country in large numbers. Between 3 and 4 million Zimbabwe citizens live in the Diaspora (UNDP, 2010). The primary destination has been South Africa. Crush, Chikanda & Tawodzera (2012) have conducted a survey on Zimbabweans migrating to South Africa that provides some insight on the impact of the economic and security situation. In 2005, 15 percent of individuals migrating into South Africa were in the 15-24 age group. The proportion of that group had increased to 31 percent in 2010. The proportion of the 25-39 year old was 56 percent in 2005, and rose slightly to 59 percent in 2010.

CONCLUSION

The case of Zimbabwe illustrates the fact that countries that lack economic, institutional, or political resources, or the political will to effectively integrate youth into society risk debilitating political and economic instability. The seeds of instability in Zimbabwe were sown during the colonial period. Young people initially sought to adapt to rapid changes by pressing for a relevant education, and by migrating from the rural areas to the new centers of employment. They also resorted to strike action and demonstrations. As the economic pressures intensified,
youths, initially as independent agents, and latter as instruments of political factions turned to violence.

In the post-colonial period government policies did not yield a balance between investments in services such as education and economic growth and job creation. The imbalance precipitated an economic crisis. The ruling party’s response compounded the crisis by creating a governance crisis that has severely undercut the developmental prospects of the country. The path to recovery requires the restoration of the rule of law and protection of basic human rights. The second necessity is a more systematic and aggressive pursuit of policies that engender economic growth and job creation.

REFERENCES


THE IMPACT OF PERFORMANCE SKILLS ON STUDENTS' ATTITUDES TOWARDS THE LEARNING EXPERIENCE IN HIGHER EDUCATION

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Abstract

One way to assist in transforming a lecture experience into an occasion that can attract and engage students is via the use of performance techniques. Investigating the impact of certain types of performance skills on students' attitudes towards the learning experience can help better understand the relevance of such techniques in face to face and online learning experiences. This paper outlines a project which: i) surveyed students about their attitudes towards face to face and online recorded lectures, ii) surveyed students about their attitudes towards performance techniques, in particular, spatial awareness, vocalisation, eye contact and passion, iii) interviewed lecturers about the potential benefits of performance techniques to student learning in the lecture theatre, and iv) investigated which factors most affected a teacher's decision to incorporate performance techniques in the lecture theatre. The results suggest that students and lecturers value face to face delivery of content, recognising the benefit of performance techniques in the lecture theatre. Recommendations are made regarding ways to encourage a wider use and evaluation of performance techniques in teaching and learning at the university level.

Key Words: Performance, Skills, Students Attitudes, Learning Experience, Higher Education.

Introduction

Teachers have much in common with actors, especially when they view the lecture experience as a type of performance assisting student engagement (Friedman, 1995; Harrison-Pepper, 1991; Heathcote, 1980; Keiper, 1991; Lessinger & Gillis, 1976; Sarason, 1999). Despite the apparent commonality in the roles of actors and lecturers, there have been limited and intermittent discussions over several decades associated with the relationship between a teacher's use of performance techniques[1] and students' learning gains. Teachers who illustrate enthusiasm towards their subject, and towards improving engagement and learning, are usually and intentionally implementing performance techniques such as facial expression and gestures (Tauber & Mester, 2007; Murphy & Walls, 1994). Additionally, students are generally more motivated by teachers who use performance based teaching practices than those who do not (Bolton, 1979; Charles, 1979; Felman, 2001; O'Toole & Lepp, 2000; Tauber & Mester, 2007; Whatman, 2000). Performance skills such as vocalisation, eye contact, being spatially aware and a teacher's obvious display of passion not only improves student engagement but also assists in
the retention of larger amounts of information (Coats & Smidchens, 1966; Patrick, Hisley & Kempler, 2000).

The available literature relates predominantly to K-12 teaching. There is a noticeable lack of research focusing on the use of performance techniques in higher education teaching. It remains one of the least investigated, developed or discussed aspects of teaching practices in higher education with little appearing in the literature in the last 15 years. With the rapid changes which technology is bringing to education (and higher education in particular) it is timely to re-energise discussions around the use of performance techniques in the lecture theatre. This paper aims to explore the impact of specific performance techniques on students' and lecturers' attitudes towards the learning experience in higher education, from an objective theatre practitioner's perspective within a representative case study. Exploring students' and lecturers' attitudes towards performance techniques in the lecture theatre can provide useful data and insights concerning existing face to face and online pre-recorded lectures as well as future virtual lecture designs.

Literature review

Tauber and Mester's (2007) resource text is one of a few that comprehensively identifies and investigates the teacher's use of performance techniques in the classroom. Other aligned literature which investigates and focuses on certain visible signs of enthusiasm techniques such as eye contact, facial expression, vocalisation, gesture and movement, has been explored in relation to the frequency of such techniques used by "outstanding" university professors (Murphy & Walls, 1994), and comparing these findings to "novice" teaching practices (WikEd, 2006). Within these particular studies there has been minimal reference to students' perception of such techniques. For example, Murphy and Walls' (1994) study viewed four "outstanding" university professors who were videotaped on two separate occasions during a lecture session. Their body language was analysed for the number of times that they exhibited the following behaviours which are listed in order of greatest occurrence: 1) vocalisation, 2) eye contact, 3) gesture, 4) movement, and 5) facial expression, to determine common enthusiasm characteristics for student-teachers to use. An unpublished 2006 research project took Murphy and Walls' (1994) study and investigated the similarities and difference between the four "outstanding" professors and compared the common enthusiastic techniques to the teaching practices of "novice" teachers (WikEd, 2006). The results showed that the "outstanding" professors scored approximately 15% higher in each of the categories than the novice teachers, further emphasising that performance techniques are more often implemented by teachers with pedagogical experience.

Additionally, even though there have been a number of studies (Bauer, 2002; Bettencourt, Gillett, Gall & Hull, 1983; Coats & Smidchens, 1966; Collins, 1978; Murphy & Walls, 1994; Pineau, 1994; Richmond, Gorham & McCroskey, 1987; Rosenshine & Furst, 1973; Smith, 1979) investigating the effective use of passion to assist student engagement, and a substantial amount of research based within theatre studies (Chekhov, 1991; Chorpenning, 1931; Levy, 1987; Stanislavski, 1936; Ward, 1939; Zinder, 2002) analysing the connection between the effective use of voice and an actor's obvious display of passion, there have been fewer studies (Anderson, 1971; Kim, 2004; Knapp, 1971; Richmond, Gorham & McCroskey, 1987) completed in an effort to determine the impact of a teacher's use of performance techniques such as vocalisation on
student learning. The majority of research literature, besides Tauber & Mester (2007) and Felman (2001), refers to the practice and value of performance techniques in either the secondary school context or the teaching of theatre and drama students for secondary education qualifications, or practicum outcomes regarding drama in education for teacher-artists (O'Toole & Lepp, 2000; Timpson, Burgoyne, Jones & Jones, 1997; Travers, 1979). These studies focus on teachers' practicum abilities and their views on the importance of performance techniques in education rather than students' perceptions. How to best implement voice, eye contact, spatial awareness and to display passion in a higher education context and within current face to face and online delivery modes and future virtual teaching environments remains largely uninvestigated.

More recently, a limited number of studies have appeared discussing the various reasons why students may choose online delivery modes over face to face lectures and the reasons behind the decrease in student numbers in face to face learning environments (Franklin & Peat, 2001; Johnson, Aragan, Shaik & Palma-Rivas 2000; Massingham & Herrington, 2006). These studies provide minimal reference to the use or lack of performance techniques by teachers as a possible cause of student absenteeism at face to face lectures. The studies rather refer to influences such as university staff time constrictions, the push for research outcomes, financial 'cut backs' and student life style choices as causes for changes in the teaching environment. Technological advances have also facilitated an increase in the number of students accessing content online (Franklin & Peat, 2001; Johnson et al. 2000; Mills, Yanes & Casebeer, 2009). While there is an increasing interest in online teaching, with research projects being conducted into what constitutes 'best practice' in this environment, there remains lingering concerns regarding the quality of lecturers' performance in the lecture theatre which have not been resolved (Parsons-Pollard, Diehl Lacks & Hylton Grant, 2008). Researchers such as Massingham and Herrington (2006) and Ponzurick, France and Logar (2000) report students' preference for face to face instruction, being more satisfied than students who receive courses via distant education or online pre-recorded lectures.

Some studies (Dell, Low & Wilder, 2010; Franklin & Peat, 2001; Johnson, et al, 2000) have indicated that while students (and lecturers) expect and prefer face to face lectures as part of the university culture and experience, there is little difference between student achievement when studying via distant education or face to face learning experiences. Other studies (Sheely, 2006; Tucker; 2001) have presented an alternative view regarding student perspectives on the choices they make regarding content delivery. This variation in findings may well signal a possible link between the impact of performance skills on students' attitudes towards the learning experience in higher education and the choices students make between online and face to face learning experiences. This paper investigates student and lecturers' views on the use of performance techniques in the lecture theatre and their perceived affect on student learning. The primary aim of this study was to gain a better understanding of students' and lecturers' attitudes towards the relevance of certain performance techniques in the lecture theatre. The secondary aim was to investigate a possible relationship between students' preferred modes of delivery of lecture material (face to face or pre-recorded online), and the lack or use of performance techniques by the lecturer. Beyond application in the lecture theatre, it was hoped that the findings of this study might help to inform discussions and the planning of online and virtual course implementation.
Methods and Procedures

The study was conducted at Ramat Polytechnic Maiduguri, Data were collected over a year period from first year undergraduate students (n=66) in an introductory creative writing unit via a questionnaire administered during a tutorial. The participants were from various disciplines including Marketing, Business Administration, Science and Accounting with the majority being from the Management School. In addition, four individual, face to face interviews were conducted with lecturers from the Department of Marketing (n=3), and the Department of Business Administration (n=1). The research questions guiding this study were as follows.

1. How does the teacher's incorporation of performance techniques in his or her mode of delivery impact students' attitudes towards the learning experience?
2. Which of the performance techniques (voice, eye contact and the display of passion) do students and lecturers believe are useful to the learning experience in the lecture theatre and why?
3. What factors affect a teacher's decision to incorporate performance techniques such as voice, eye contact and displaying passion into his or her lectures?
4. What attitudes do students and teachers hold regarding the impact of performance techniques such as voice, eye contact and the display of passion on the learning experience?
5. How might the findings of this study inform current and future academic practice concerning delivery of lecture material (face to face and online)?

Prior to conducting the questionnaire and interviews, the researcher explained and emphasised the meaning behind each performance technique to ensure a common understanding and to increase the degree of reliability in the participants' responses. The descriptors used were those employed by Murphy and Walls (1994):

walking at least two steps in the same direction from one location to another ... vocalization ... a noise coming from the vocal chords of the teacher in an interesting way such as tone and inflections and eye contact ... an occurrence of looking into the eyes of any student in the class [or scanning the audience] (p. 2)

Passion may be regarded as the sum effect of the use of performance techniques such as vocalisation and eye contact. For the purposes of this study it was described as, "the magic of learning, the challenge to make a difference, the wonder of knowledge ... Every teacher who can recapture that passion within is prepared to handle the tools and techniques of the classroom [or lecture theatre]" (Murphy and Walls, 1994, p.140-141). In responding to the questions, both students and lecturers were asked to consider a typical lecture theatre as the learning space context.

Results

Face to face and online delivery of content

Students in this study overwhelmingly reported a preference for face to face lectures over online delivery (72%), 17% suggested that they had no preference and 11% preferred online delivery of lectures. Students' preferences towards face to face lectures were based primarily on an
acknowledgement that they experienced greater engagement with the learning in that context. Comments such as, "I engage ... in-person better" and "I understand better in lectures" were examples of this argument. The engagement was in turn attributed to an ability to focus better in lectures. As one student put it, "I am able to concentrate", and another believed it was because of "less distractions in the lecture theatre". An absence of distractions that might otherwise be present in the online delivery was articulated by a student who commented, "[online lectures are] too confusing with lectures, power point and notes all opened up on my desktop at once". For some, the environment in which online lectures were typically viewed also made the experience less desirable than the face to face alternative. One student explained this by saying, "there are less distractions in the lecture theatre than at home with the screaming, barking, TV, food and so on".

Students acknowledged the role of performance techniques in making the face to face lecture a preferable mode of delivery over its online counterpart. This was evident by comments including "[lectures provide] better interaction... easier to pay attention", an appreciation that "body language, facial expression...contribute to learning", and "if the lecturer makes good eye contact, speaks clearly and loudly...I understand better in lectures". In summary as one student commented, "it gives it a more human feel". A specific example was provided by one student who commented on an individual lecturer's style, and his impact on the student's attention and engagement.

**Student attitudes toward the use of performance techniques**

Ninety three percent of students believed the use of space, voice, eye contact and passion by lecturers was important or very important in affecting their personal learning experience. Additionally, individual performance techniques were rated separately by students as being effective in maintaining attention and encouraging learning. The results of the students' surveys are summarised in Table 1.

In terms of perceived effectiveness in assisting students to pay attention participants unanimously ranked voice and passion equally high (100%), followed by eye contact (91%) and spatial awareness (82%). Similarly, in terms of assisting them to be more enthusiastic about the topic and encouraging them to learn more, students ranked passion (100%), voice (91%), eye contact (74%) and spatial awareness (73%). These results arguably support the proposition that, as tools of overall effectiveness for learning, students rank passion highest followed by voice. While eye contact rated highly (91%) as a means of maintaining attention, students rated eye contact less effective (74%) and approximately as effective a performance tool in encouraging learning as spatial awareness (73%). There is a clear indication from the results that the students completing the survey differentiated between the different types of performance techniques employed by teachers and their relative ability to both gain the students' attention and positively impact their learning experience. Explanatory comments supplied by the students provided an insight into their attitudes towards the individual techniques.
Table 1: Percentage agreement expressed by students of the effects of performance techniques on their engagement and learning

<table>
<thead>
<tr>
<th>Key survey questions</th>
<th>I tend to pay more attention % agree</th>
<th>I am more enthusiastic about the topic and I am encouraged to learn more % agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>When a lecturer moves around the room during a lecture ...</td>
<td>82%</td>
<td>73%</td>
</tr>
<tr>
<td>When a lecturer uses their voice well during a lecture ...</td>
<td>100%</td>
<td>91%</td>
</tr>
<tr>
<td>When a lecturer uses eye contact during lectures ...</td>
<td>91%</td>
<td>74%</td>
</tr>
<tr>
<td>When a lecturer is passionate about the topic during a lecture ...</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Lecturers' responses**

The lecturers' responses predominantly reflected students' attitudes and preference towards face to face over online delivery methods. More specifically teachers agreed that face to face learning helped student "engagement" and produced "a more human [personal] and therefore positive learning experience". However, in contrast to the majority of students' views, teachers were equally positive about online pre-recorded lectures. This was mainly due to teachers' perception of students' hectic work commitments or missing lectures due to sickness. As one lecturer noted, "It is best to have face to face but both is also essential because of students' busy schedules".

All four lecturers agreed with students that a teacher's obvious display of passion in the lecture theatre positively affects student engagement and encourages learning. However teachers also pointed out that the delivery of content and a teacher's pedagogical and professional experience was more important. As one academic stated:

If you're [the teacher] not interested it's because you have a lack of enthusiasm, you will alienate the students and that is a disaster ... I use my own experiences and what I know to enhance the lecture. I try and relate it to what I already know ... If you're not confident of your area of content but with experience it doesn't matter because you will draw in threads of what you already know to assist this situation.

Additionally, all four lecturers agreed that the overall use of performance techniques in the lecture theatre were important in producing "personal contact with students" and assisting students to "remember information". One lecturer explained that without the use of performance techniques in the lecture theatre the students will fall asleep, "no matter how interesting the subject is, if a lecturer has a tiny voice it's bad, they will lose interest". However, lecturers were also slightly divided and raised conflicting views when asked about the importance of individual performance techniques. In the responses that did not seem to recognise the connection between
individual techniques and a resultant display of passion, the lecturers generally felt that the use of eye contact, voice and spatial awareness were not as important as passion or the delivery of content.

Discussion

This research paper focus on the polytechnic lecture theatre, and not the clinic, laboratory or small group teaching environment, presenting no findings to suggest that the use of performance techniques are more important than the delivery of content. This study did not present any data that illustrated the number of times students attend face to face over online delivery methods or vice versa. Nor, did this study illustrate how to successfully implement specific techniques or a combination of performance techniques in the lecture theatre. Additionally, there was no data to advocate that performance techniques improved student learning, but rather "[performance techniques are] another pedagogical means to achieve teaching and learning goals" (Higgins, Beachamp & Miller, 2007, p. 217).

While taking steps to ensure a level of reliability by confirming a shared understanding of the techniques, it is important to note that the researcher envisaged that the research questions would encourage students to complete a broad exploratory response, and that the personal comments would support different interpretations and potential varied responses in terms of how participants interpreted "effective implementation of performance techniques", "paying attention", "more enthusiastic", and "to learn more". Therefore, the researcher's emphasis on the meaning of each performance technique prior to each survey and interview being completed, encouraging the participants to comment on why they felt this way as well as to give examples was important to the research paper.

The current study investigated student and lecturer attitudes and lecturers' practices associated with the use of performance techniques in the lecture theatre in higher education. The traditional model of the lecture being delivered in a lecture theatre to an 'audience' of students is changing. It is relevant therefore to extrapolate the findings of this study beyond the traditional lecture theatre to the online environment. Two questions arise which the results of this study can begin to address:

- What do we know about what students’ value in the delivery of a standard lecture which might be transferable to the online environment?
- Is the students' choice of one form of delivery (face to face versus online) over another influenced in any way by the use of performance techniques?

The findings of this study, which students vastly preferred face to face over online delivery modes, are consistent with the limited and anecdotal reports previously available (Felman, 2001; Massingham & Herrington, 2006; Tauber & Mester, 2007). The reasons offered by students for this preference involve recognition of a greater level of engagement in lectures. This engagement in turn is facilitated by lecturers' display of passion which amongst other things is demonstrated by their use of performance techniques such as voice, spatial awareness and eye contact. These findings do not contradict but rather complement previous studies which suggest that students are choosing online delivery modes over face to face modes of delivery due to work
commitments and lifestyle issues (Franklin & Peat, 2001; Johnson et al. 2000). It may not be solely conflicting responsibilities that is keeping students from attending lectures in person. The discussion should perhaps now be focusing on how, given the student preference for face to face delivery of content, teachers can value-add to the lecture experience.

**Conclusion**

While it is difficult to speculate on best practices associated with effectively implementing individual or a combinational approach regarding performance techniques, this preliminary study provides scope to further explore the use of such techniques in face to face and online as well as future virtual teaching and learning environments. This study has established that the delivery of content, while consciously using performance techniques, is difficult and challenging for some teachers. Perceived interacting tensions include delivering content successfully, while being confined by microphones, not being able to ad lib and survive without lecture notes, and not being formally trained in acting skills. These aspects represent the main practical reasons teachers cite for feeling uncomfortable displaying obvious passion or using their voice effectively.

**References**


Abstract

This paper, Population Education for Better Quality Life review the importance of Population Education when it reflects in the Curriculum of our Schools from Junior Secondary to Tertiary Institutions as this would guaranteed Better Quality life in terms of regulating human populations through the practice of methods that ensure proper family planning vis-a-vis food production. Better quality life is defined as a type of life in which the major needs of man whether physical, social and emotional are adequately satisfied. It further involves a standard of living that provides for adequate feeding, adequate clothing and adequate housing, together with other provisions in life that ensure adequate education, adequate health services, adequate leisure, that make possible the attainment of family welfare, social security, happiness and physical and mental well being of individual and his family. Also, the aim of population education were listed and readiness of Male and Female for reproduction were also discussed with respect to Malthusian theory of population.

Key words: Population, Curriculum, Family planning, Food, Reproduction

INTRODUCTION

Even though many of the theories and postulates that are applicable to all living populations are equally applicable to man, man still retains a number of peculiarities. And in fact, in modern times, the issue of human populations all over the world has attracted so much attention, that it has particularly become imperative in developing countries to give the populace a much desired education about the main issues involved in human population. This is what has given rise to the subject of this course titled population education. Yisa (1988) cited UNESCO Dakar (1985), as having defined population education as “an educational programme (formal and non-formal), designed to create awareness and understanding of population issues directly related to social, economic and cultural development of the individual, the
family, and the nation; to enable informed decision-making on population matters in order to contribute more effectively towards the amelioration of socio-economic and cultural welfare of the individual, the family and the nation”.

Nigeria as a case study

In an awareness of the large young Nigerian population and the felt need for population education for the country, the Nigerian Educational Research Council (NERC) formulated a comprehensive program on population education for both the in-school and out-of-school sectors of the country’s education system in 1981. An expert steering committee sought to 1) define population education in the Nigerian context, 2) identify its goals, and 3) determine the major program areas which would become the foci of a population education project for Nigeria. The population education program seeks to increase awareness and understanding of 1) basic demographic processes as applied to one's family, community, the country, and the world; 2) effects of population change and growth on the social, economic, and environmental life of the society; 3) population and family size pressures on quality of life factors; and 4) population dynamics that the individual affects through personal behaviour. If population education is to reach the largest number of pupils in the in-school sector, it should be introduced at the elementary school level. Out-of-school education programs include adult education, literacy classes, labour training and education, agricultural extension classes, food and nutrition campaigns, mother and child health care, environmental education, and rural development programs. NERC hopes that through this population education program, all the decision making organs of the government will be sensitized on the interrelationships of demographic processes and the socioeconomic development of the nation. The council will ensure, through appropriate review of curriculum, that population education concepts are fully incorporated into the textbooks and other curriculum materials for use in schools.

The following are the objectives of population education.
1. To provide knowledge and understanding of the prevailing situation.
2. Create awareness among the students about population matters, environment, and supply and demand of essential commodities.
3. Provide necessary skill to evaluate the impact and consequence of population growth on society.
4. To give the knowledge of population policy and population measures.
5. To provide the knowledge of causes of population growth and government's efforts to check it.
6. To develop awareness on the population dynamics.
7. To provide the knowledge of manpower management and resource development.
8. To enable students to know the merit of small family.
9. To know the causes of urbanization and its related problems.
10. To know about the causes of deforestation and ecological imbalance.
11. Understand the basic concept of population education from the viewpoint of its nature, need and aims.
12. Acquire the skills of working with community to build awareness for the problem of population.
13. Acquire knowledge of various concepts and terminology of population, factors affecting population growth and scope of population education in school subjects.
14. Analyse and evaluate the growth of Nigeria population.
15. Develop the ability to organise co-curricular activities and community resourced for promoting population education.

Trend of growth in world human population
Records on human populations indicate that it is only in the early part of the 19th century that the human population in the world got to the 1 billion point. However, between the early part of the 19th century and the next 100 years, the world human population has reached the 2 billion point. At about 1960, which was only about 50 years later, the human population in the world has reached 3 billion. By 1974, which is just about 14 years later, the world human population has reached 4 billion. By about the middle of 1987, (which is just about 13 years later), the world human population has reached 5 billion. (UNESCO)

Trend of growth in the population of Nigeria
As earlier noted, Nigeria is a typical example of the developing countries of the world, which records show account for about 90% of the growth in world human population (Yisa, 1988). Nigeria is claimed to have an estimated population of 55.7 million in 1953. About 20 years later (specifically in 1973), this population according to records has risen to 79.0 million and it is projected that by year 2000, the Nigerian population is well over 150 million. This population growth rate is put at about 3.3%. It must however be pointed out that issues of human populations which have now attracted much attention all over the world in recent times, have been such that have attracted the attention of biologically minded people all over the world for several generations before now. One of such people whose views on human populations are much respected even up till now was Reverend Thomas Malthus.

Population projections:
Projected population of the world, less developed countries, and more developed countries (high, medium, and low variants, AD 1985–2025).

Malthus view on human population
Malthus was a British Clergyman, whose full names were Reverend Thomas Robert Malthus. He lived between 1766 and 1834. He trained as a political economist, but later on became a Reverend Minister. His views on population growth and world economic development is now often referred to as Malthusian Theory of Population or Malthusian “Population Trap”. Briefly his theory states that with the human population increasing at a geometrical rate, i.e., something similar to 1, 2, 4, 8, 16, 32 etc, while food production is increasing at an arithmetic progression which is similar to 1, 2, 3, 4, 5, etc, human population will soon outstrip food production. Consequently, starvation and poverty will set in unless human population growth is checked.

Human population and the food factor

One major area of focus in human populations even in the olden days, was the issue of food factor in the growth of human populations. The importance of the food factor in human population growth cannot be underestimated. This importance was brought into the forefront in Malthusian Theory of Population. It is in modern times realized that except food production keeps pace with the rate at which human populations are growing there is likely to be starvation and abject poverty. The measures outlined below can however be taken to boost food production and by so doing cater for the nutritional needs of world human populations.

Improvement in agricultural methods that can prove food production.
The agricultural methods whose improvement can boost the production include crop rotation, mechanization of agricultural processes, breeding and introduction of new species, establishing large – scale plantations, adequate storage facilities, irrigation of farmlands and skillful use of fertilizers.

Large scale meat and fish production in order to raise the nutritional standard of the people
Extensive research into alternative source of first class proteins, especially into the possibility of extracting these from plant materials
The developed nations of the world can also intensify their aids through the appropriate agencies of United Nations to the poorer nations of the world. Such aids may include food materials, money, drugs and dressings and personnel.

Conservation of the environment
Exploration of new and acceptable sources of energy such as solar energy and tide power in agricultural processes.

Sex education
Sex education is concerned essentially with human sexuality, human reproduction and ethical issues bordering on sex related morality. Sex education programmes is designed to educate young people on the anatomy of male and female, the physiological processes involved in
reproduction and the similarities and differences in the psychological
behaviour of males and females to reproduction and other issues such
as the ethics of sexual behaviour.

Family planning
Family planning is the group of services provided by some specialists
through service delivery and counselling on issues bordering on
fertility control. Family planning deals with issues such as birth
planning, birth control, fertility regulation and use of
contraceptive. Family planning essentially aims at enhancing the
quality of life of the family. As such, it also has a part it can
play in population education as it guaranteed better quality life-
This is a type of life in which the major needs of man whether
physical, social and emotional are adequately satisfied. It further
involves a standard of living that provides for adequate feeding,
adequate clothing and adequate housing, together with other provisions
in life that ensure adequate education, adequate health services,
adequate leisure, that make possible the attainment of family welfare,
social security, happiness, physical and mental well being of
individual and his family.

Birth Control Methods
Taking measures to control birth has become an imperative in most
countries of the world because of a number of reasons, prominent among
which are the following:
The need to check the ever growing populations of the countries of
the world, most especially the third world countries;
The need to have the number of children each family can conveniently cater for;
The need to space the children in such a way that will be convenient
for the mother, the children and the family economy;
The need to have children at a convenient time and in a convenient
place when the parents can have enough attention for the children.

Modern Birth Control Methods
a. Natural methods, which include the following:
i. Abstinence
ii. Safe period
iii. Withdrawal (also known as coitus interruptus) and
b. Artificial methods, which involve the use of certain materials as
drugs or use of certain barriers which prevent the sperm of the man
from meeting or fusing with the egg of the woman. These artificial
methods include the following:
i. Use of condom
ii. Use of injectable contraceptives (simply known as injectables)
iii. Use of foaming spermicidal tablets (simply known as spermicides)
iv. Use of intral uterine device (simply known as I.U.D)
v. Use of oral contraceptives (simply known as Pills)
vii. Use of implant

Readiness of males and females for reproduction

A large number of issues are involved in what we ordinarily term readiness of people for reproduction. Such issues include physical readiness, physiological readiness, emotional and psychological readiness, sociological readiness, educational readiness, economic readiness and religious readiness. These various form of readiness are discussed below.

Physical readiness: Physical readiness of males and females for reproduction, involves the physical maturity of individuals, particularly the females to successfully carry the foetus for nine months and give birth to the child without much effort and without straining any of the body organs connected with the acts of reproduction, right from coition, through embryo development to parturition i.e., birth through the vagina. It is not just enough for the young males and females to show signs of puberty, which is manifested in the males in the bigger body build, stronger muscles, occasional erection of the penis, presence of the voice and occasional wet dreams and in the females in such things as bigger body build, stronger muscles, enlarged pelvic girdles, addition of the pad of fat to the buttocks, bigger breasts, presence of hairs in the armpit and pubic region. The females must in particular have their uterus, their pelvic girdles and the vagina in proper state of physical readiness for such reproductive activities as coition, growth of the foetus in the uterus and easy passage of the baby through the vagina during birth.

If any of these relevant reproductive organs is not physically ready, complications may set in at any stage during reproduction, for example, the coition may result in the tearing of the vagina, damage to the tube linking the vagina to the uterus, inability of the baby to have easy passage through the vagina during birth unaided and without undue strain and stress. Lack of physical readiness of the mother may occasionally result in the tearing of the vagina and much bleeding for the mother, particularly if the baby is fairly big.

Physiological readiness: Physiological readiness again has to do with the females. It is the state in which their primary and secondary reproductive organs and all other parts that are connected with the
processes of reproduction, are sufficiently mature and are fully ready for the reproduction processes. This implies that these organs have grown fully and the organs are ready for the production of all secretions needed for the physiological processes involved in reproduction. The breast must be mature and in a state of readiness to locate efficiently and by so doing produce enough breast milk for the newly born baby. The vagina must be ready to produce appropriate fluid that will make coition easy and comfortable for both partners. All hormones needed for the maturation of the foetus must be secreted as at when due and in appropriate quantities.

Sociological readiness: Both the males and females must be sociological ready for reproduction, particularly the social responsibilities that accompany marital status and parenthood. They must not be the type that would be ashamed of carrying pregnancy and of carrying their babies or beast feeding them in the public in the full glare of other nursing mothers when they visit the ante natal clinics and when they visit the post natal clinics. They must be able to comfortably carry the babies on their back (as is the custom in Yorubaland). They must be ready to accommodate their in-laws, particularly those who come to assist them in the early stages of nursing the baby. They must be readily acceptable and accepted by their fellow nursing mothers.

They must be ready to make appropriate sacrifices necessary as couples in the early stages of taking care of the pregnancy and in the stages involved in taking care of the babies. The females must shun bad habits, such as smoking, alcoholism and drug abuse. They must be ready to combine effectively family life with their career and social life. They must be ready to live together happily as husbands and wives. They must be sociologically ready to withstand occasional turbulent periods such as sickness of any member of the family, death or relations or friends et cetera.

Emotional and psychological readiness: Males and females should be emotionally and psychologically ready for the responsibilities of married life. They must know that reproduction and raring of children are not all beds of roses. They must never be seen to be feeling guilty of disappointing themselves, their parents, pastors, friends and close relations by their rushing into reproduction. Neither should they carry or nurse any sense of failure by their action. It is all such actions that do result in abandonment of children, early divorce, insecurity and withdrawal, all of which can result in depression,
frustration and inability to give the babies their due attention and care.

Educational readiness: It is reasonable that both males and females are ready educationally for reproduction before they embark on it. This implies that both have either completed their education and are ready to take up available employment before they embark on reproduction. This is for the convenience of both partners and in particular, to let them have adequate opportunity of living together and taking care of their babies together. However, if all other factors involved in readiness for reproduction are right, educational readiness may not come into prominence. However, it is always in the interest of both males and females to be adequately qualified educationally, not necessarily to the same extent. Educational readiness influences the quality of care parents give to their children. It also influences the attitude of most children to education to a large extent.

Economic readiness: This is a very important factor in the readiness of males and females for reproduction. This is because it affects among other things the following:

a. Quality of life of the male and female involved;
b. Quality of life of their children;
c. Ability of both the male and female to attain greater height in life after the reproduction.

The main issues involved in economic readiness in a typical African setting include:

i. Ability to take care of themselves after reproduction;
ii. Ability to meet marital responsibilities to their families;
iii. Ability to meet parental responsibilities to the children;
iv. Ability to meet the needs of their immediate family in terms of feeding, clothing, housing et cetera.
v. Ability to meet the needs of extended family, which hitherto they were taking care of.
vi. Ability to meet social and religious obligation.

Conclusion

In the 20th century, population control proponents have drawn from the insights of Thomas Malthus, a British clergyman and economist who published An Essay on the Principle of Population in 1798. Malthus argued that, "Population, when unchecked, increases in a geometrical ratio. Subsistence increases only in an arithmetical ratio." He also outlined the idea of "positive checks" and "preventative checks."
"Positive checks," such as diseases, war, disaster and famine, are factors that Malthus considered to increase the death rate. "Preventative checks" were factors that Malthus believed to affect the birth rate such as moral restraint, abstinence and birth control. He predicted that "positive checks" on exponential population growth would ultimately save humanity from itself and that human misery was an "absolute necessary consequence. Malthus went on to explain why he believed that this misery affected the poor in a disproportionate manner.

There is a constant effort towards an increase in population which tends to subject the lower classes of society to distress and to prevent any great permanent amelioration of their condition. The way in which these effects are produced seems to be this, we will suppose the means of subsistence in any country just equal to the easy support of its inhabitants. The constant effort towards population increases the number of people before the means of subsistence are increased. The food, therefore which before supplied seven millions must now be divided among seven millions and half or eight millions. The poor consequently must live much worse, and many of them be reduced to severe distress. Finally, Malthus advocated for the education of the lower class about the use of "moral restraint," or voluntary abstinence, which he believed would slow the growth rate and hence the need for population education.

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EDUCATION AS A TOOL FOR INFLUENCING MATERNAL AND CHILD HEALTH

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ABSTRACT

The health condition of mother as well child in India is still far from satisfactory, although achievement have been made but if one speeds up with this pace, deadlines of every target like the millennium development goals will be crossed without any positive mark. Every year in India 12 million girls are born but of these only 9 million live to be 15 yrs. Of age, 70% Indian women suffer from anaemia, & 925 from gynecological diseases. More deaths occur in one week in India than in all of Europe in one year. Studies have shown that raising the education levels of mothers have positive impact on the health of mother as well as children and society as a whole. In the present study the researcher has tried to find out the relation and impact of education of health of mother and child by conducting case studies in Aligarh district of Uttar Pradesh.

Key words-education, maternal health, child health, women status

INTRODUCTION

Child health is one of the important indicators for describing mortality conditions, health progress and the overall social and economic well being of a country. According to World Bank (1993), mother education is necessary for improving child health status and lowering infant mortality rate. Maternal education can improve child health and reduce infant mortality through various ways like women empowerment, enhanced use of modern health care services, small family size, better health knowledge, and increased family income. Research shows that there is a strong linkage between maternal education and children’s health. Children born to educated

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women suffer less from malnutrition which manifests as underweight, wasting and stunting in children.\textsuperscript{8}

The disparity in maternal mortality between poor and rich regions of the world is striking. In 2005, the maternal mortality ratio was highest in developing regions (450 maternal deaths per 100,000 live births), in severe contrast to developed regions (9 maternal deaths per 100,000 live births) and countries of the commonwealth of independent states (51 maternal deaths per 100,000 live births)\textsuperscript{9} The Chilean natural experiment over the last fifty years suggests that the progress on maternal health in developing countries is a function of the following factors: an increase in the educational level of women, complementary nutrition for pregnant women and their children in the primary care network and schools, universal access to improved maternal health facilities (early prenatal care, delivery by skilled birth attendants, postnatal care, availability of emergency obstetric units and specialized obstetric care); changes in women’s reproductive behaviour enabling them to control their own fertility; and improvements in the sanitary system –i.e. clean water supply and sanitary sewer access.\textsuperscript{10} In the present paper the researcher has tried to explore how poverty creates gender inequality ultimately affecting the maternal health and also suggest viable strategies which can give life to women where they should not merely be treated as a puppet and her worth should be recognized as well.

**OBJECTIVE**

1) To find out the impact of education of health of mother
2) To find out the impact of education on health of child.

**METHODOLOGY**

Aligarh is one of District among 70 Districts of Uttar Pradesh State. Total 12 blocks, 859 Villages are in this District. The study was conducted in dhaurra maafi village of jawan sikandarpur block of Aligarh district which comes under koil tehsil which has a total area of

220.9 hectares with a total of 1126 household. It has a total population of 5907 with 3753 males and 3321 females. A random selection was done to undertake case studies of 5 respondents with the help of a self-constructed questionnaire which includes both open as well as close ended questions, which comprise a mix of both Hindus as well as Muslims belonging to low income group.

SITUATION OF INDIAN WOMEN

The shadow of the girl’s child deprivation looms throughout her later life, but most particularly increases her vulnerability to the risk of child bearing, which in turn creates risk for the child to be born. Thus is set into motion the vicious circle of deprivation, debilitation, disease and disability, leading to greater deprivation & debilitation & often death. The half-grown uneducated adolescent girl is married early and becomes pregnant soon, which spurs the physiological growth spurt. They enter in to the sexual life and child bearing with already feeble bodies, and with no knowledge of sex and the reproduction process. As estimated 10-15% of all the annual births (around 25 million) are attributed to these teenage pregnancies. With their malnourished status, small pelvis, under nutrition, and overwork during pregnancy, these adolescent run a high risk of life. Their babies are low birth weight and suffer risk of mortality many times higher than those who marry after completing 20 years. The Indian women on an average have 8-9 pregnancies, resulting in a little over six births, of which 4-5 survive. Dietary surveys have shown that intake of women in low income groups is deficient by 500-600 calories. The animosity not only ends here, in lure of a male child use of amniocentesis, abortions in case the baby is depicted to be a girl, ill treatment to the pregnant women, closed spaced pregnancy, are a common phenomenon in our society. Researches have shown that women who marry earlier face greater risk of dying in adolescent and early adulthood because of early and too closed spaced pregnancy, their impaired health and lost opportunities exact a terrible toll on society and future generaions. An Earnest young Townie went to a small village in amawar in U.P. just a few hours’ drive from Varanasi. He went from the city to collect local


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population statistics. so how many children do you have he asked each adult.” The answer varied from 1-4. quite small, thought our perplexed young man family planning” must be working at last. Suddenly a loitering youth asked the confused townie do you want to know about children / boys. Children of course, stammered our townie. for the daughters of amawar village were only guests in their nature vilage.

Every year in India 12 million girls are born but of these only 9 million live to be 15 yrs. Of age, 70% Indian women suffer from anaemia, & 925 from gynecological diseases. More deaths occur in one week in India than in all of Europe in one year. Official estimate place maternal mortality at 400 -500 per 100,000 live births but figures as high as1000-1200 have been reported from certain rural areas. A woman in the subcontinent runs a life time risk of 1 in 18 dying from pregnancy related cause. Anaemia., hemorrhage, toxemia, sepsis and abortion are the major causes of deaths in india. it has been estimated that about 70% of these deaths can be prevented.

Although it cannot be denied that the health of the women has shown great improvement in the four decades immediately succeeding India’s independence particularly in the attainment of the basic health indicators, namely reduction in maternal mortality from 4.8 (1970) to 3.5 (19800) and increase in life expectancy from 51.6 (1980) to 56.5 (1986), reduction in infant mortality from 148 (1972) to 100 (1980). The health of women is integrally related to their overall status in society. Expanded opportunities in health and education will allow women greater control over their health & lives & make them to exercise more productive and visible roles which help in overall development. The inequalities thus created to females in their childhood thus affect their future lives also. Research shows that there is a strong linkage between maternal education and children’s health. Children born to educated women suffer less from malnutrition which manifests as underweight, wasting and stunting in children. Studies have shown a positive correlation between mother’s education and knowledge of vaccination as well as between

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knowledge of vaccination and acceptance of vaccination$^{20}$

**Few case studies conducted:**

**CASE STUDY 1**

ZK, 45 year old Muslim woman belonging to OBC caste was married at an early age of 15 and had 4 children. Her husband is a rickshaw puller and earns a meager amount of Rupees 4000 per month and the total expenditure on food is 2000 rupees per month. Her husband was uneducated while she got education till 8th class and knows the importance of education. When talked about the family planning method, she quickly said that the most reliable method is Tubectomy and *government also gives money for that, but she lacks courage for the operation*, on inquiring that why doesn’t her husband opted for operation, she said that they had been planning about it and he will go for it in the coming month. All her children were born in government hospital only and medication was taken during all the pregnancies, the services provided by government at doorstep in form of polio vaccine and TT injection were also availed. During the pregnancy although due to meager income they earn it was not possible to have good nutritious diet, however she focused on eating green leafy vegetables which are cheap and a good source of nutrition. The lady did not differentiate between her girl child and boy child and also send her to school and she rejoiced her youngest daughter achievement of getting a *wazeefa* (scholarship). Her children were healthy enough and did not suffer from any kind of disease.

**CASE STUDY 2**

SB, a 23 year old uneducated Muslim woman was married when she was 16 years old. Her husband who is educated up till 10th standard works in a hospital canteen and earns 3000 rupees per months, of which rupees 1000 is spent on house rent. Her deep sunken eyes and malnourished body speaks a lot about her poor nutritional status. Within the first year of her marriage she got pregnant and had a girl after 4 miscarriages. Even presently she was 7 months pregnant and inspite of worrying about her health and nutritional requirements she was more worried more about the sex of the child to be born as she said *agar is bar bhi ladka nhn hua toh fir se yeh sab jhanjhat karna padega*. This shows that how early marriage increases the

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reproductive span of a woman and the already growing bodies are deprived of nutrients and are overburdened by one pregnancy after another thus resulting in deaths and low maternal health. Here although the husband was educated and works in a hospital canteen but his education, does not change his attitude towards his wife, he still considers her to be a machine to produce a child as not only during pregnancy but also after miscarriage not even a single time medication was taken. Her wife actually played a passive role, she never steps out of family alone, don’t have any source of recreation and she herself considers her main role in family is to bore his husband children preferably son.

**CASE STUDY 3**

MS, is 28 year old uneducated woman who was married at an early age of 16 years who belongs to scheduled caste of Hindu religion. Her husband an educated man till 10th std. is a mechanic and earns 6000 rupees per month. She got pregnant after 4 years of marriage which was too late according to her and her family. At the age of 20 years she conceived first and now is a mother of 4 girl children. But her worries have not stopped here only, as according to her she had to face taunting by relatives especially her in-laws who lives with her only and is often compared with other woman of her family who are having sons, as even after so many years of marriage she is not able to produce a baby boy which is considered a bad omen in her family. She said-*ladka toh jana nahin hai maine ab toh pata nahin kaun dah sanskar karega ,koi in ladkiyon se bhi shaadi karega ya nhn (I have not been able to produce a baby boy ,and now am doubtful if someone will marry my daughters also or not and who will carry on my funeral rituals ?)* The woman was also 4 months pregnant and her husband was forcing her to visit some doctor (though she never took medication in any of her pregnancy) to check the sex of the child through amniocentesis. But she was a bit reluctant to go to doctor as she does not likes the treatment given by doctors but she has opted to go as she fears her husband motives as he once said to her – *tu fikr kyun karti hai,duniya wale toh kehte hi rehte hain,,agar ishwar ki ichcha nhn hui toh teri behen ko le aaenge(people will talk. If god is not willing to give us a child then I will marry your sister why should you suffer?)* The family spends 3000 rupees on food which indicates the share on a single person to be 350 per month which is very low.

**CASE STUDY 4**
CD, a 26 year old Hindu graduate woman was married at 21 years of age and now is a mother of 2 children. Her husband is also a graduate and is a property dealer by profession and earns 17000 rupees per month. She enjoys good status in her family and say in all the major decision of her life, she get constant support from her husband also who according to her is very loving and caring. After 1 year of marriage they planned for a baby and the first baby was girl, while second a baby boy. They kept a spacing of 2.5 years between their children. During prenatal as well as post –natal period all the necessary medication was taken and both the deliveries took place at hospital. She took proper rest, proper nutrition, she has a nuclear family so due care during pregnancy was taken by herself and her husband, she was also getting BTC training and was eager to join service of a teacher and is supported by her husband. In this it should be noticed how low awareness level among women and their rigidity to change old customs hamper their own health and the conceptions that are prevailing since ages also need to be removed now. Similar results were found from a study in Bangladesh, which suggests that maternal education is a powerful and significant determinant of child health status in Bangladesh. Maternal education also positively affects the number of children receiving vaccination.  

**CASE STUDY 5**

SD, is 32 year old educated (till 10th standard) Hindu woman was married at the age of 20 years and now is a mother of 4 children. Her husband who is also educated till 10th std. is a farmer and earns 6000 per month, however back in holy (festival) he met an accident so he was on bed since then, and after that SD started working as a maid and earns 1200 rupees a month. During pregnancy she include food products like daliya, gur, amla, daal, sometimes egg also which are nutritious and cheap also according to her. For treatment she had visited the nearby anganwadi and all the TT injection, IFA tablets, and measures were taken as directed by the anganwadi center. However all the deliveries took place at home only by dai, it is here where she find a comfortable and reassuring environment, where her needs are more quickly sensed and responded to by a birth attendant who is likely to be trusted and is a long standing member of the community. Her husband has undergone vasectomy as they don’t want any more children and it was a mutual decision according to her. She watches T.V at her relatives place and sometimes

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goes out with her children to buy household products only.

This case reflects the importance of education of women in her family, due to education she not only realised the importance of good food, but also act in a very efficient way by opting for cheap and healthy foods. Moreover if the wife is educated woman has say in her family too and there is a good communication between the spouse which is visible in the family planning method adopted after consultation by the male member.

ANALYSIS OF CASE STUDIES

In childhood a female must be subject to her father, in youth to her husband, when her lord is dead, to her sons; a woman must never be independent." Women's lives are shaped by customs that are centuries old. "May you be the mother of a hundred sons" is a common Hindu wedding blessing. India is one of the few countries in the world where women and men have nearly the same life expectancy at birth. The fact that the typical female advantage in life expectancy is not seen in India suggests there are systematic problems with women’s health. Indian women have high mortality rates, particularly during childhood and in their reproductive years. The health of Indian women is intrinsically linked to their status in society. In the present case studies it has been noticed that the Indian women are generally married at an early age (15-20 years ) in rural areas due to which there reproductive span is high and those young and immature bodies are burdened by pregnancy resulting in low health status of mother as well as child, it has also been noticed that the contribution women make to families often are overlooked, and instead they are viewed as economic burdens which is clear in case study 1 where after the death of the mother, all the girl children were sent back to their maternal grandparents. Discrimination even starts before the birth of a female in from of amniocentesis as reflected in case study 4, then even if the girl child is born most of the time she receives secondary treatment, she is the last one to eat , the condition became worse in low income groups / where poverty level is high as the nutritional requirement of the girl child are never met and it is the girl child who is actually trained well for making sacrifices since her childhood, be it in form of insufficient diet or in form of medication. There is a strong son preference in India, as sons are expected to care for parents as they age and her life is trapped most of the time in old age rituals and norms, which only she is bound to follow. Further, Indian women have low levels of both education and labour participation. Due to low level of education there is less awareness, low communication between the spouse and
typically have little autonomy, living under the control of first their fathers, then their husbands, and finally their sons. The level of awareness is so low that woman many times plays with their own lives themselves only which usually occurs in form of inadequate or no medication starting from childhood to pregnancy then uptill death, she continuously ignores her health and spending money in hospitals on her health is of complete wastage to her. In some cases it has also been noticed that although the family does not complain of any illness and was quite happy about the fact that their children did not receive any medication, however it was observed that those children were malnourished and have stunted growth, and the women who have not received any medication also complained of having back ache and are easily caught by fever and seasonal health problems which indicates a low immunity power unlike healthy woman who usually stay fit. Place of birth and type of assistance during birth have an impact on maternal health and mortality. Births that take place in non-hygienic conditions or births that are not attended by trained medical personnel are more likely to have negative outcomes for both the mother and the child. Poor health has repercussions not only for women but also their families. Women in poor health are more likely to give birth to low weight infants. They also are less likely to be able to provide food and adequate care for their children. Finally, a woman’s health affects the household economic well-being, as a woman in poor health will be less productive in the labor force too. Moreover it has been found that it is the women education which have a positive impact on the family and education of husband does not have very little/ no impact on their family, however awareness of poor people has increased as almost everyone was aware of IFA tablets, TT injection and anganwadi center ,some of them were also aware about the importance of education and want their girl child also to study as it brings money in form of scholarship to their houses, similarly compensation given by government to family to adopt any permanent method is also known to some people .But still much more efforts need be made and as the poor people are very much attracted toward the incentives so there should be good promotion of the policies like incentive for delivery at home as none of the lady had delivered at hospital it shows that their awareness level was very poor in this and so proper steps must be taken by the government to increase awareness as this can only help in curbing the poor situation of the women.

CONCLUSION
Thus on the basis of the data collected through case studies it can be said that poverty actually hampers one’s life and whenever any sort of calamity is there then it has always been the women who are the worst affected. Actually women are still considered to be a machine who can bore child to her husband especially son desire, which is very high especially in northern part of India. Socio economic variables like education of woman, exposure to mass media and employment of woman seems to have positive impact as it gives the woman the power to make decision, to have say in her family in contrast to the passive role which is still being played by women. Our scientist have invented sex determination test which will result in great unbalanced sex ratio, though already existing in India. In fact, education promotes not only literacy, but also a wider understanding of the socio-cultural, economic and political factors that shape human development. Education promotes health and wellbeing enabling individuals to critically analyze their own situation.22

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22 Gurung G Investing in mother's education for better maternal and child health outcomes Rural and Remote Health 10: 1352. (Online), 2010
Poverty is not simply a lack of adequate income. It is a social phenomenon in which a section of a society is unable to fulfil even its basic necessities of life. Even with more than a thousand analysis and hundreds of programs to alleviate poverty, the level of poverty has not decreased up to the mark in the world. India is continuing to face this issue in spite of its development in many areas of operation.

Article 25 (1) of the Universal Declaration of Human Rights of United Nations\textsuperscript{23} states that “Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services”. This right is further reaffirmed in the International Covenant on Economic, Social and Cultural Rights and the International Covenant on Civil and Political Rights. But this basic right is not conferred on many people.

The Human Development Indicator shows that India stands in the 136\textsuperscript{th} position among 186 countries with an index of 0.554 and is in the lowest ebb of the Medium Human Development. Hence this paper intends to study the intensity of poverty and hunger in India by appraising the indices like Global Hunger Index, Below Poverty Line Index and Multidimensional Poverty Index calculated by various global institutions. The Human Poverty Index (HPI) uses indicators of the most basic dimensions of deprivation of human life already reflected in the HDI like longevity or survival, knowledge and a decent standard of living. Hence this study studies the Multidimensional Poverty Index, which also reflects the HDI.

**Poverty in the world:**

Poverty is wide spread in this world with over 3 billion people living on less than $2.50 a day\textsuperscript{24}. The inequality can be emphasized from the fact that the GDP (Gross Domestic Product) of the 41 Heavily Indebted Poor Countries (567 million people) is less than the wealth of the world’s top seven richest people combined. Due to severe hunger and malnutrition, 10.6 million died in 2003 before they reached the age of 5 (or roughly 29,000 children per day). Almost half

\textsuperscript{23} General Assembly resolution 217 A (III) of 10 December 1948.

\textsuperscript{24} Human Development Report, UNDP
the world – over three billion people live on less than $ 2.50 a day and at least 80% of humanity lives on less than $10 a day.

**Poverty in South Asia:**

South Asia is the developing sub-region with the largest number of poor people. 43 percent of the world’s 1.4 billion poor people live in South Asian countries. The absolute number of people living in extreme poverty increased from 548.3 million to 595.6 million between 1981 and 2005.25

**Poverty in India:**

India ranked 162 GNI Per Capita with 1410 US Dollars in 2011 and is named as lower middle income country under altas method and is ranked 156 with under PPP method an GNI Per Capita of 3590 International Dollars in 2011. Poverty in India is widespread, with the nation estimated to have a third of the world's poor. In 2010, the World Bank reported that 32.7% of the total Indian people falls below the international poverty line of US$ 1.25 per day while 68.7% live on less than US$ 2 per day.27

Poverty in India is mainly due to lack of proper government policies and the exploitation of the financially weaker section by the richer class. The main outcome of poverty is hunger. Hunger’s seriousness can be understood easily from the fact that every year, 5.8 million children die from hunger related-causes around the world. (That is, 16,000 children die each day)28

Estimates by NCAER (National Council of Applied Economic Research) show that 80 million households in India are in income levels of Rs. 45,000– 90,000 per year. These numbers also are more or less in line with the latest World Bank’s estimates of the “below-the-poverty-line” households that may total about 456 million individuals.29

In 1947, the average annual income in India was US$ 619, compared with US$ 439 for China, US$ 770 for South Korea, and US $936 for Taiwan. But, by 1999, the average annual income became US$ 1,818 for India; US$ 3,259 for China; US$ 13,317 for South Korea and US$ 15,720 for Taiwan.30

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26 World Development Indicators database, World Bank.

27 “India – New Global Poverty Estimates”, World Bank

28 FAO Hunger Report 2008


30 Meghnad Desai (2003), "India and China: An Essay in Comparative Political Economy", IMF
Poverty line:

Poverty is normally defined with respect to poverty line. Poverty line is a cut-off point on the line of distribution which divides the population as poor and non-poor. There is a huge discrepancy in fixing the poverty line in our country. The World Bank has fixed the international poverty line as US$1.25 per day while the World Health Organization considers people living below US $2 a day as poor. According to the latest data, the number of people living below the international poverty line in 2005 was 1.4 billion, or close to 500 million\(^{31}\).

The ‘dollar-a-day poverty line’ has its roots in the purchasing power parity (PPP) exchange rates generated by the International Comparison Program project, undertaken jointly by the United Nations Statistics Division, the World Bank and the University of Pennsylvania. The PPPs were used first to construct an “average” poverty line for a group of countries for which the International Comparison Program provided information and then to convert this common line into national currencies in order to estimate the incidence of poverty using national distributional data. The Program has produced three rounds of estimates: in 1985, when the Program covered 22 countries, with a poverty line of $1 per person per day; in 2000-2001, when the estimates were revised using the PPP exchange rates of the Program’s 1993 round with a poverty line of $1.08 per person per day; and in 2005, when the Program produced new estimates using its 2005 PPPs, with the poverty line raised to $1.25 per person per day. Each subsequent round leads to a re-estimation of the incidence of poverty.

The poverty line in India was originally fixed in terms of income/food requirements in 1978. It was stipulated that the calorie standard for a typical individual in rural areas was 2400 calorie and was 2100 calorie in urban areas. Then the cost of the grains (about 650 gms) that fulfil this normative standard was calculated. This cost was the poverty line. In 1978, it was Rs.61.80 per person per month for rural areas and Rs.71.30 for urban areas. Since then the Planning Commission calculates the poverty line every year adjusting for inflation. The Indian Planning Commission has taken efforts to reduce the number of people living below poverty line by reducing the standards from the international $1.25 per day to $0.50 a day instead of improving their standard of living. However, recently, after a lot of criticism, the poverty line had been increased to about a dollar per day (Rs. 65) in urban areas and a little lesser (Rs. 50) in the rural areas\(^{32}\). This income is the bare minimum to support the food requirements and does not


\(^{32}\) The Hindu dated 25-7-2013 page 1.
provide much for the other basic essential items like health, education etc. That is why some times the poverty lines have been described as starvation lines.

<table>
<thead>
<tr>
<th>Country</th>
<th>1981</th>
<th>1990</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nepal</td>
<td>No data</td>
<td>77</td>
<td>54.7</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>44.2</td>
<td>49.9</td>
<td>50.5</td>
</tr>
<tr>
<td>India</td>
<td>59.8</td>
<td>51.3</td>
<td>41.6</td>
</tr>
<tr>
<td>Bhutan</td>
<td>47.4</td>
<td>51</td>
<td>26.8</td>
</tr>
<tr>
<td>Pakistan</td>
<td>72.9</td>
<td>58.5</td>
<td>22.6</td>
</tr>
<tr>
<td>China</td>
<td>84.0</td>
<td>60.2</td>
<td>15.9</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>31</td>
<td>15</td>
<td>10.3</td>
</tr>
</tbody>
</table>


The above table shows the Percentage of the population living on less than $1.25 a day in countries of South Asia. The reduction in poverty is extremely significant in China followed by Bhutan and Nepal. Poverty has increased in Nepal while very less decrease in poverty is seen in the other countries including India.

The Global Hunger Index of India:
The Global Hunger Index is calculated by the International Food Policy Research Institute (IFPRI), The Food and Agriculture Organization (FAO) of the United Nations. The GHI ranks countries on a 100-point scale. Zero is the best score (no hunger), while 100 is the worst, although neither of these extremes has been reached practically.

The Global Hunger Index (GHI) combines three equally weighted indicators into an index number to reflect the multidimensional nature of hunger. The indicators are:
1. **Undernourishment**: The proportion of undernourished as a percentage of the population (reflecting the share of the population with insufficient calorie intake);
2. **Child underweight**: The proportion of children younger than the age of five who are underweight (low weight for age reflecting wasting, stunted growth, or both), which is one indicator of child under nutrition; the prevalence of underweight children under the age of five.
3. **Child mortality**: The mortality rate of children younger than the age of five (partially reflecting the fatal synergy of inadequate dietary intake and unhealthy environments).

The Global hunger index is calculated as follows:

\[
\text{Global Hunger Index GHI} = \frac{\text{PUN} + \text{CUW} + \text{CM}}{3}
\]

- PUN: proportion of the population that is undernourished (in %)
- CUW: prevalence of underweight in children younger than five (in %)
- CM: proportion of children dying before the age of five (in %)

Values less than 4.9 reflect "low hunger", values between 5 and 9.9 reflect "moderate hunger", values between 10 and 19.9 indicate a "serious" hunger problem, values between 20 and 29.9 indicate an "alarming" hunger problem, and values exceeding 30 indicate "extremely alarming" hunger problem.33

To know the status of India in the regional level, an inter-country study has been attempted here. India and its few neighbours’ hunger index are studied. The countries taken into consideration are Bangladesh, India, Nepal, Pakistan, Sri Lanka and China.

|---------------------------------------------------------|-----------------------------|-----------------------------|-------------------------------|-----------------------------|

33 Global hunger Index 2012 International Food Policy and Research Institute and Welthungerhilfe and Green Scenery and Concern Worldwide
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladesh</td>
<td>37.9</td>
<td>36.1</td>
<td>27.8</td>
<td>24</td>
</tr>
<tr>
<td>India</td>
<td>30.3</td>
<td>22.6</td>
<td>24.2</td>
<td>22.9</td>
</tr>
<tr>
<td>Nepal</td>
<td>26.9</td>
<td>24.4</td>
<td>23</td>
<td>20.3</td>
</tr>
<tr>
<td>Pakistan</td>
<td>25.5</td>
<td>21.8</td>
<td>21.7</td>
<td>19.7</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>20.8</td>
<td>18.4</td>
<td>15.2</td>
<td>14.4</td>
</tr>
<tr>
<td>China</td>
<td>11.8</td>
<td>8.9</td>
<td>6.7</td>
<td>5.1</td>
</tr>
</tbody>
</table>

Source: Global hunger Index 2012 International Food Policy and Research Institute and Welthungerhilfe and Green Scenery and Concern Worldwide

There is a considerable reduction of hunger rate in all the countries on the whole. However, no country has come under the extreme categories of ‘low’ hunger problems and ‘extremely alarming’ hunger problems. China is the only country in the region with ‘moderate’ hunger problems. Sri Lanka and Pakistan have ‘serious’ hunger problems. Nepal, India and Bangladesh have ‘alarming’ hunger problems. India stands in the 14th position from the last out of the 130 countries under the GHI.

From the above table and line chart, it is clear that Bangladesh ranks the lowest among the countries taken into consideration based on the hunger index even though it shows good improvement. India’s record shows unsteady trend and has not shown much improvement. Nepal, Pakistan and Sri Lanka also show slight decrease in hunger index. The hunger level in China is remarkably low compared to the other countries taken into consideration.

**Multidimensional Poverty Index of India:**
The Multidimensional Poverty Index or MPI is an international poverty measure developed by the Oxford Poverty and Human Development Initiative (OPHI) for the United Nations Development Programme’s flagship Human Development Report in 2010.

The MPI is calculated using the formula,\(^{34}\) \[ \text{MPI} = H \times A \]

- \(H\) - Percentage of people who are MPI poor (incidence of poverty)
- \(A\) - Average intensity of MPI poverty across the poor (%)

Multidimensional Poverty Index in India\(^{35}\)
- Multidimensional Poverty Index – 0.296
- Number of MPI Poor People (in millions) – 645
- Total Population (in millions) – 1164.7
- Percentage of people with Income less than $1.25 a day – 42%
- Percentage of people with Income less than $2 a day – 76%
- Percentage of people with Income less than National Poverty Line – 29%
- Human Development Index – 0.554\(^{36}\)
- HDI rank (186 countries) 136

<table>
<thead>
<tr>
<th>Multidimensional Poverty across Indian States(^{37})</th>
<th>MPI</th>
<th>Proportion of Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kerala</td>
<td>0.065</td>
<td>15.9%</td>
</tr>
<tr>
<td>Goa</td>
<td>0.094</td>
<td>21.7%</td>
</tr>
<tr>
<td>Punjab</td>
<td>0.120</td>
<td>26.2%</td>
</tr>
<tr>
<td>Himachal Pradesh</td>
<td>0.131</td>
<td>31.0%</td>
</tr>
<tr>
<td>Tamil Nadu</td>
<td>0.141</td>
<td>32.4%</td>
</tr>
<tr>
<td>Uttarakhand</td>
<td>0.189</td>
<td>40.3%</td>
</tr>
<tr>
<td>Maharashtra</td>
<td>0.193</td>
<td>40.1%</td>
</tr>
</tbody>
</table>

\(^{34}\) Alkire Roche Santos Seth, ‘Multidimensional Poverty Index 2011: Brief Methodological Note’, Oxford Poverty & Human Development Initiative (OPHI)

\(^{35}\) Human Development Report 2009, Statistical Annex L

\(^{36}\) Human Development Report 2013

\(^{37}\) Country Briefing India, Multidimensional Poverty Index (MPI) At a Glance July 2010 Oxford Poverty and Human Development Initiative (OPHI), Oxford Dept of International Development, Queen Elizabeth House, University of Oxford
81.4 percent of the population in Bihar are multidimensional poor. Uttar Pradesh is the home of largest number of poor people – 21 percent of India’s poor people live here. The multidimensional poverty is lowest for Kerala. The top five states home only 4.5 percent of the poor, whereas, the five poorest states home more than 50 percent of the poor people.

**Deprivation of each Indicator of MPI in India**

The MPI uses 10 indicators to measure poverty in three dimensions. The percentages given represent the level of deprivation of that indicator in India.

**Education**

1. Schooling - 17.6% (no household member has completed five years of schooling)
2. Enrolment - 25.0% (any school-aged child is not attending school up to class 8)

**Health**

3. Child Mortality - 23% (any child has died in the family)

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38 Country Briefing India, Multidimensional Poverty Index (MPI) At a Glance July 2010 Oxford Poverty and Human Development Initiative (OPHI), Oxford Dept of International Development, Queen Elizabeth House, University of Oxford
4. Nutrition - 38.9% (any adult or child is malnourished)

III Living Standard

5. Electricity - 28.7% (the household has no electricity
6. Sanitation - 49.3% (the household’s sanitation is not acc. to MDG guidelines or the facility is shared with other houses)
7. Drink. Water - 12% (the household does not have access to safe drinking water or it is available at more than a 30-minute walk roundtrip
8. Floor - 40.0% (the household has a dirt, sand or dung floor)
9. Cooking Fuel - 52.2% (the household cooks with dung, wood or charcoal)
10. Assets - 38.1% (the household does not own more than one radio, TV, telephone, bike, motorbike or refrigerator and does not own a car or truck) 39

A person is considered poor if he is deprived in at least 33.33% of the weighted indicators. The intensity of poverty denotes the proportion of indicators in which they are deprived.

Conclusion:

All the poverty indicators show that India is in a difficult situation. In fact, the entire South Asian region has to improve a lot. The reduction in poverty, especially in Bangladesh and India, from the data analysed under the WHO’s poverty line is very slow. The Global Hunger Index and the Multidimensional Poverty Index ranking coupled together shows that India is very backward compared to the other western and Far East countries. Unless strong and immediate measures are taken in large and small scale, the poverty in India will become unrestrained. So, the government has to bring about valuable changes in its policy structures and its implementation.

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ICT INCORPORATION: A REQUIREMENT FOR UPGRADING THE TEACHING AND LEARNING OF SOCIAL STUDIES IN RIVERS STATE

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Abstract

The thrust of this paper is to identify the needs for ICT integration in Social Studies and stress the requirements or competences needed by teachers for upgrading Social Studies programme using information communication technology (ICT). The use of traditional method of instruction delivery is no longer in vogue in this contemporary time hence educational technologists and other scholars who are interested in innovative instructional techniques advocate or crave the indulgence of modern school teachers to explore emergent/alternative teaching approaches in their effort to facilitate teaching – learning encounters. In carrying out the research the researchers administered questionnaire to 175 Social Studies teachers, out of 230 from 18 LGAs out of 23 LGAs in Rivers State. Statistical analysis of results shows that Social Studies teachers in secondary schools in Rivers State lack ICT facilities; besides they also lack requisite competences for upgrading or integrating ICT into Social Studies. Based on these, conclusion was drawn and recommendations were made.

Introduction

Social Studies is regarded as a scientific study that involves how people live and organise themselves in society. More so, and in line with National Council for Social Studies, it is the integration of social sciences and humanities to promote civic competence (NCSS, 1992). Civic competence here refers to the knowledge, skills and attitudes required of students in democratic society. Social Studies programmes integrate knowledge, skills and attitudes within and across disciplines. It is studied in primary school level up to the tertiary institution.

The objectives of Social Studies include the following:
1. to produce complete man, a well rounded citizen that functions effectively in the society;
2. to produce human beings who can adapt and adjust to the rapidly changing world;
3. to aid young people develop the ability to make informed and reasoned decisions for the public good as citizens of culturally diverse democratic system in an independent world and,
4. Promotion of civic competence and cultivation of the spirit of patriotism.

To be able to effectively accomplish the aforesaid objectives in present dispensation, teachers of Social Studies are required to upgrade the teaching and learning of Social Studies using information communication technology. In other words, the Social Studies teachers need to integrate ICTs during instructional delivery (Dike, 2006). For some scholars, ICT integration was understood and examined in terms of types of teachers' computer use in the classrooms: low-level (e.g. students doing Internet searches) or high-level use (e.g. students doing multimedia presentations, collecting and interpreting data for projects) (Cuban, Kirkpatrick & Peek, 2001). For other scholars, ICT integration was understood and examined in terms of how teachers used technology to carry out familiar activities more reliably and productively and how such use may be re-shaping these activities (Hennessy, Ruthven, & Brindley, 2005). Still others consider technology integration in terms of teachers using technology to develop students' thinking skills (Lim, Teo, Wong, Khine, Chai, & Divaharan, 2003).

Citing Earle (2002), Wang and Woo (2007) describe integration as having a sense of completeness or wholeness by which all elements of a system are seamlessly combined together to make a whole. Richards (2006) however, opined that to talk about ICT integration in instruction would require viewing it from two perspectives: *The first is the technological point of view and the second is the pedagogical point of view. The convergence of pedagogical and technological points of view supports effective connection between suitable technology for content and pedagogical principles to design learning environments.*

A review of relevant literature, on the first perspective, shows that technology integration: (a) focuses on content (e.g. technology knowledge and skills, technology-supported pedagogical knowledge and skills, and technology-related classroom management knowledge and skills), (b) gives teachers’ opportunities for “hands-on” work, and (c) is highly consistent with teachers’ needs (Khe & Thomas, 2006:238).

The integration of technological infrastructures and systems into the educational environment, in view of the present time, calls for the incorporation of anyone or more than one or two of the following educational technology or information technology resources in instruction: Computer equipment, video compact disc (VCD), television, video disk recording, interactive Video, sound slide system, sound filmstrip, cine or 16mm film, dictionary audio package, power point software, communication satellite, multimedia projector, closed circuit television, digital versatile disk (DVD), multimedia kits, Lynx 4 software/ interactive clever board, teleconferencing equipment, etc.

The technological aspect of ICT integration guarantees ICT programme delivery, opportunities for flexible delivery, provides support for customized educational programs to meet the needs of individual learners and the growing use of the internet and www as tools for information access and communication acts as a powerful agent of change to many of the educational practice to which we have become accustomed. It also explores the impact both current and emerging information and communication technology will have in coming years on what is learned, what learning will take place and how the learning will occur (Adekoya, 2003).

Social Studies education teachers are expected to support or make effective connections between suitable technology for content and pedagogical principles to design learning environments. The pedagogical point of view of ICT integration also talks about the integration of ICT materials and programs in terms of social constructivist learning principles; which has it that: (1) learning and development is a social, collaborative activity (2) the zone of proximal development can serve as a guide for curricular and lesson planning (3) school learning should occur in a meaningful context and not be separated from learning and knowledge children develop in the “real world”, and (4) out-of-school experience should be related to the child’s school experience (see URL: http://www.massey.ac.nz/-ALock/virtual/wittvyg.htm). Social constructivism places emphasis
on everyday interactions between people and how they use language to construct their reality. It regards social practices people engage in as the focus of enquiry (Berger and Luckmann, 1991). Hepp, Hinoestroza, Laval and Rehbein (2004) stated the following reasons why schools are insisting on ICT application in education: (i) a new society requires new skills; (ii) productivity enhancement; and (iii) a quest for quality learning.

Requirements for Upgrading Social Studies Programme Using Information Communication Technology
For effective and efficient integration of ICT in Social Studies programme, the Social Studies teacher is expected to have the following competencies or skills:

- knowledge of computer, word processing;
- technology-supported pedagogy knowledge and skills in order to integrate technology for instructional purposes;
- ability to share experiences through the Internet;
- ability to recognize the balance between the advantages of giving students responsibility and the potential unproductiveness of random surfing on the Internet;
- knowledge of the principles of educational technology;
- knowledge and skills of utilizing multimedia equipment;
- Knowledge and ability to utilize interactive clever board and lynx software (Mulkeen, 2003; Cuban, Kirkpatrick & Peek, 2001 and Dike, 2006).

Statement of the Problem
Despite the advantages of the technology revolution which gave birth to ICT, most Social Studies education teachers in Rivers State do not incorporate the ICT facilities during lesson presentations as expected. They may not have had the requisite competencies or skills required for utilizing ICT tools added to non availability of ICT hardware and software in schools in Rivers State (Afolabi, Adedapo and Adeyanju, 2005:29). The non use of these modern teaching approaches one way or the other have negative effects on students academic achievement and interest in Social Studies programme (Akpore, 2011 and Asuquo, 1999), so there is need to determine ways and means of how these negative trends can be stemmed or reversed.

Purpose of the Study
The purpose of this paper is to:
1. Determine if ICT facilities are available in secondary schools in Rivers State;
2. Find out if Social Studies teachers possess requisite competencies for upgrading Social Studies using information communication technology (ICT)

Research Questions
1. Are there ICT facilities for upgrading Social Studies course?
2. Do Social Studies teachers possess requisite competencies for upgrading the Social Studies programme using ICT?

Research Hypothesis
There will be no significant difference in responses of Social Studies teachers concerning competences of Social Studies teachers in upgrading Social Studies programme using ICT.

Methodology
This research work was a survey study. The researchers used stratified random sampling to select 18 local government areas out of 23 LGAs in Rivers State. The study population comprised all the Social Studies teachers (230) in secondary schools in the State, while the sample size consisted of 170 Social Studies teachers out of 230. A questionnaire instrument was developed and validated by two specialists in Social Studies and educational technology. After subjecting it to a process of reliability test using test re-test method of estimate, the instrument was found to have a co-efficient value of 69.0. Being that this was high enough, the researchers went ahead and administered the questionnaire on the respondents. Data obtained from the field were analysed using percentage analysis, as shown in the result below:

Result

Table 1

Research Question 1: Are there ICT facilities for upgrading Social Studies course in secondary schools in Rivers State?

Table 1 above shows that Internet service is the only ICT facility available within the secondary schools where Social Studies is being taught.

Table 2: Do Social Studies teachers possess requisite competencies for upgrading the Social Studies programme using ICT?

<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>1</td>
<td>computer accessories</td>
<td>20</td>
<td>11</td>
<td>150</td>
<td>86</td>
</tr>
<tr>
<td>2</td>
<td>interactive video disk and tape</td>
<td>0</td>
<td>0</td>
<td>170</td>
<td>97</td>
</tr>
<tr>
<td>3</td>
<td>CDTV</td>
<td>10</td>
<td>6</td>
<td>160</td>
<td>91</td>
</tr>
<tr>
<td>4</td>
<td>closed circuit television</td>
<td>0</td>
<td>0</td>
<td>170</td>
<td>97</td>
</tr>
<tr>
<td>5</td>
<td>closed circuit television</td>
<td>2</td>
<td>1</td>
<td>168</td>
<td>96</td>
</tr>
<tr>
<td>6</td>
<td>closed circuit television</td>
<td>15</td>
<td>9</td>
<td>155</td>
<td>89</td>
</tr>
<tr>
<td>7</td>
<td>Videoconferencing</td>
<td>5</td>
<td>3</td>
<td>165</td>
<td>94</td>
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<tr>
<td>8</td>
<td>multimedia projector</td>
<td>0</td>
<td>0</td>
<td>170</td>
<td>97</td>
</tr>
<tr>
<td>9</td>
<td>multimedia projector</td>
<td>143</td>
<td>82</td>
<td>27</td>
<td>15</td>
</tr>
<tr>
<td>10</td>
<td>television</td>
<td>2</td>
<td>1</td>
<td>168</td>
<td>96</td>
</tr>
<tr>
<td>11</td>
<td>film</td>
<td>0</td>
<td>0</td>
<td>170</td>
<td>97</td>
</tr>
<tr>
<td>12</td>
<td>radio and line transmission equipment</td>
<td>0</td>
<td>0</td>
<td>170</td>
<td>97</td>
</tr>
<tr>
<td>13</td>
<td>audiotapes, video tapes</td>
<td>40</td>
<td>23</td>
<td>130</td>
<td>74</td>
</tr>
<tr>
<td>14</td>
<td>VCD and DVD</td>
<td>32</td>
<td>18</td>
<td>138</td>
<td>79</td>
</tr>
<tr>
<td>15</td>
<td>cinema van</td>
<td>2</td>
<td>4</td>
<td>166</td>
<td>95</td>
</tr>
<tr>
<td>16</td>
<td>interactive white (clever) board</td>
<td>21</td>
<td>14</td>
<td>146</td>
<td>83</td>
</tr>
<tr>
<td>17</td>
<td>teaching machine</td>
<td>0</td>
<td>0</td>
<td>170</td>
<td>97</td>
</tr>
<tr>
<td>S/N</td>
<td>Item</td>
<td>Yes</td>
<td>%</td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>1.</td>
<td>technology-supported pedagogy knowledge and skills in order to integrate technology for Social Studies instructional purposes</td>
<td>20</td>
<td>11</td>
<td>160</td>
<td>91</td>
</tr>
<tr>
<td>2.</td>
<td>Knowledge of computer, word processing</td>
<td>17</td>
<td>10</td>
<td>15</td>
<td>87</td>
</tr>
<tr>
<td>3.</td>
<td>Ability to share experiences through the Internet</td>
<td>3</td>
<td>3</td>
<td>165</td>
<td>94</td>
</tr>
<tr>
<td>4.</td>
<td>Ability to recognize the balance between the advantages of giving students responsibility and the potential unproductiveness of random surfing on the Internet</td>
<td>10</td>
<td>6</td>
<td>160</td>
<td>91</td>
</tr>
<tr>
<td>1.</td>
<td>knowledge of the principles of educational Technology</td>
<td>5</td>
<td>3</td>
<td>150</td>
<td>86</td>
</tr>
<tr>
<td>6.</td>
<td>knowledge and skills of utilizing multimedia projector</td>
<td>0</td>
<td>0</td>
<td>170</td>
<td>97</td>
</tr>
<tr>
<td>7.</td>
<td>knowledge and ability to utilize interactive clever Board</td>
<td>10</td>
<td>6</td>
<td>170</td>
<td>97</td>
</tr>
</tbody>
</table>

Responses in table 2 above indicate that most of the Social Studies teachers in Rivers state do not incorporate ICT to upgrade Social Studies programme in the state.

Discussion of Result

ICT is a useful tool for lesson presentation. Moreso, it can motivate students’ interest in learning as shown in table one. Various scholars have seen motivation as a key variable as far as teaching and learning are concern. It reinforces learning and influence learners academic achievement (Bitter & Pierson, 2005; Dike, 2006; Elliot, Kratochiwill, Cook, and Travers, (2001) and Miller, Martineau and Clark, (2000) also affirmed that when HLR are used during teaching-learning encounter, it not only stimulates several senses but also facilitates cognitive thinking, problem solving and mastery learning, thus making the learner more involved in the learning process. Students feel excited and desire to put in their best in learning effort once they are motivated. Umeh (2006) equally shares the views above but noted that for HLR materials to be able to arouse and sustain students’ interest; such materials should be packaged in line with educational technology principles.

Table 2 shows that HLR has positive impact on student’s academic performance in biology. This finding is in line with those of Hooper & Rieber, (1995); Brashears, Akers and Smith (2005), Wisdom (2108) and Nkweke (2006). Effective and efficient use of HLR in instruction enhances self-directed learning, critical thinking, and cooperative learning. Students feel a sense of reality in what they learn. This is further supported by Onyegegebhu (2006) and Lesley, Satomi and Kristen (2009). A lot of frustrating situations can be saved our children if our teachers use relevant HLR during lesson presentation, among other realist efforts.

Conclusion
The importance of ICT to teaching and learning of Social Studies in contemporary time cannot be overemphasized, in view of the fact that Nigeria targets to join the comity of world’s twenty (20) most industrialized nations in 2020. The actualization of this lofty dream will, to a large extent, rely on the co-operation of government, private educational institutions, teachers, parents as well as students to facilitate the ICT incorporation.

**Recommendations**

1. Government should procure and distribute ICT facilities to secondary schools in Rivers State.
2. The Social Studies teachers should de-emphasize the use of chalk-talk method of instructional delivery since that method is obsolete and bear in mind that we are now in the era of information technology.
3. Social Studies teachers should frequently integrate ICT to upgrade the teaching and learning of Social Studies.
4. Government should provide secondary schools with electrical power supply or stand-by generators to aid the use of ICT equipment.
5. Government should organize workshop to train Social Studies teachers to acquire necessary competences for incorporating ICT during instructional delivery.
6. Occasionally, the Management of secondary schools in Rivers State should invite specialists (educational technologists, instructional material technicians, computer experts, etc.) to assist the Social Studies teachers in the effective utilization of ICT.
7. Parents should be sensitised to encourage their wards to be ICT compliant

**References**


