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Editorial

In this Special Edition of the Journal of Educational and Social Research published by the Mediterranean Center of Social and Educational Research, a collection of selected papers provided a fascinating picture of some issues on education and development analysis through culture and time. The volume is written by contributors who represent a cross-section of the field.

The entire staff of International Association for Teaching and Learning; International Society for the Scientific Research and Mediterranean Center of Social and Educational Research provided the skills and energies for the production of the journal. We are grateful to all and sundry who contributed to making the TEEC2011 and ICTL2012 conferences successful.

No doubt we have succeeded to produce a publication that is essentially a reference material to the contemporary debate on teaching, learning and change for the social scientist, educator and general reader.

Dr. Jacinta A. Opara

Visiting Associate Professor, Universidad Azteca, Mexico and
President, African Association for Teaching and Learning
Emerging Myths and Realities in Teaching and Learning

Gerhard Berchtold

Universidad Azteca, Chalco-Mexico

Introduction

The new emerging myth in higher education is Quality Assurance QA, having brought about numerous accreditation agencies applying their own standards and procedures, ranging from institutional accreditation to programme accreditation. The latest trends are to streamline the various approaches into an international standard, e.g. ISO IEC 19796-1, comparable to ISO 9001:2008, for the Quality Management System QMS of a higher education provider.

Saavedra Hidalgo and Berchtold report that in many areas of society - in industry, government and service sectors - we have witnessed in recent years an increasing interest and emphasis on quality; many efforts have been taken to establish systems and procedures for quality management and quality assurance in the education sector. The authors quote Wirth who identified 34 quality assurance agencies in 23 countries. Increasing accreditation has been dramatic - while only six European countries had some form of accreditation in 1998, it grew within five years. According to Wirth more than 140 quality criteria are associated with the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), and most of these bodies take their own approaches.

Berchtold identified and compared various accreditation agencies engaged in supranational or international accreditation of providers and programmes of higher education and the manifold standards and procedures involved in order to serve as selection and decision making tool for universities and business schools. The question of accreditation and quality improvement is central to TNE. International accreditation is a valid option for a university, as well as quality auditing and certification.

CHEA is an association of 3,000 degree-granting colleges and universities and recognizes 60 institutional and programmatic accrediting organizations. The Recognized Accrediting Organizations (as of May 2011) chart lists regional, national faith-related, national career-related and programmatic accreditors that are or have been recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education (USDE) or both. This list contains 56 US Accreditation Agencies recognised by CHEA, and 58 Accreditation Agencies recognised by USDE, out of a total number of 87 listed US Accreditation Agencies.

The International Network for Quality Assurance Agencies in Higher Education (INQAAHE) was established in 1991 with only 8 members. Today the total membership exceeds 200 members. Higher education has dramatically changed over the last two decades. Distance education as well as vocational


3 Berchtold, G. (2007) Synopsis of standards and procedures of recognised accreditation agencies awarding international accreditation to universities and business schools. Universidad Azteca


education have become increasingly more important as is the need for recognition of prior learning. Higher education has become more global than ever before. Professional accreditation has become more important as more higher education institutions, delivering programmes in different modes, enter the market. All these have thrust the quality assurance agencies into ever expanding roles.\textsuperscript{7} The International Network for Quality Assurance Agencies in Higher Education (INQAAHE) is a world-wide association of some 200 organisations active in the theory and practice of quality assurance in higher education. The great majority of its members are quality assurance agencies that operate in many different ways, although the Network also welcomes (as associate or institution members) other organisations that have an interest in QA in HE.

The core statement of a research project of the European Quality Observatory postulates: Quality is considered highly relevant but rarely implemented in reality.\textsuperscript{8} Jan Pawlowski\textsuperscript{9} investigates “quality development in professional and continuous education – reference models and the integration of working and learning”, with the primary focus on quality development for education providers. Another focus is quality development by integration of work-, learning- and knowledge-processes as well as the design of integrated inter-operative systems based on standards of learning-technology. The research design is practice-related, based on results of multi-year research findings, namely in four application-related projects (virtual education and training, European Quality Observatory, TRIANGLE, and Quality Initiative e-learning in Germany). Despite several research papers address knowledge management and e-learning, publications about the application of quality-management and quality-assurance are rare. While improvement of quality is mainly an implicit objective, the Pawlowski research addresses for the first time central issues and methods of Business-IT for application and implementation of explicit conceptions and methods of quality management. According to Bittner\textsuperscript{10} QA Quality Assurance for international competitiveness puts emphasis on the development of a comprehensive concept of developing and ensuring quality in the education system, considering the relationship between autonomy and evaluation.

Two driving forces, technology and globalisation, have changed the environment for universities worldwide. Technology means information technology development, the internet, e-learning, virtual classrooms, altogether new challenges for traditional classroom-based higher education settings. In principle, open and distance higher education in virtual classrooms can serve an unlimited number of students. The question of accreditation and quality improvement is central to transnational higher education TNHE. International accreditation is a valid option for a university, as well as quality auditing and certification.\textsuperscript{11}

Higher education has given ample proof of its viability over the centuries and of its ability to change and to induce change and progress in society. Owing to the scope and pace of change, society has become increasingly knowledge-based so that higher learning and research now act as essential components of cultural, socio-economic and environmentally sustainable development of individuals, communities and nations. Higher education itself is confronted therefore with formidable challenges and must proceed to the most radical change and renewal it has ever been required to undertake, so that our society, which is currently undergoing a profound crisis of values, can transcend mere economic considerations and incorporate deeper dimensions of morality and spirituality. It is with the aim of providing solutions to these challenges and of setting in motion a process of in-depth reform in higher education worldwide that UNESCO

\textsuperscript{7} INQAAHE (2011) http://www.inqaahe.org/main/about-inqaahe
\textsuperscript{10} UNESCO 2001: Creative and Inclusive Strategies for Lifelong Learning: Lifelong learning: implementing a generally accepted principle. Elisabeth Bittner, p. 1ff
has convened a World Conference on Higher Education in the Twenty-First Century: Vision and Action. As announced during the ministerial meeting in Prague, the conference to focus on the internationalisation of quality assurance as part of the Bologna process was organised in Amsterdam, March 2002. The aim of the conference was to present various developments in quality assurance of higher education and its internationalisation in Europe, also in perspective of developments beyond the European higher education area. At the conference various actors gave an overview of a variety of activities at various levels.

According to Jung quality culture can be defined as an institutional culture that promotes the introduction of an internal QA system, values the capacity building for implementing QA arrangements, stresses the link between the internal QA system and accountability to the public at the national and international levels, and focuses on learning rather than teaching. The survey results show that a quality culture has been emerging, if not fully integrated, in the mega universities investigated. All the mega universities have developed and implemented QA standards and procedures in key areas of distance education activities and at least four mega universities surveyed have institutionalised a central QA unit and thus sought the development of a more systematic and coherent quality culture. Another indicator for the emergence of a quality culture is capacity building efforts made by the institutions. At least half of the mega universities have provided continuous staff development opportunities to their academic and administrative staff in pursuit of quality improvement. It is found that international organisations such as UNESCO, COL, OECD and World Bank have provided useful QA guidelines and resources for distance educators. Moreover, most of the institutions have shown an aspiration of obtaining national recognition as a high quality DE provider. Some have gone beyond national level accreditation and recognition and pursued international recognition such as ISO certification for their services.

The survey also shows that there exists a variety of QA systems of distance education even though the globalisation and competitiveness of higher education and the development of technology have brought distance teaching universities closer together in terms of developing a common quality culture. The level of QA policy integration in an overall university policy framework varies across the mega universities. Some mega universities apply a set of standards and criteria that are predetermined by the institution or by the national quality assurance agency to evaluate and monitor key areas of distance education, whereas other institutions provide only general guidelines for QA and leave room for the internal and external review teams or individual units to make QA judgments. Some mechanisms for assuring quality of distance education adopt rigorous internal QA measures, whereas in systems where the accountability concern does not dominate, the QA system is less centralised and the primary objective is self-improvement of institutions. Even though core areas – such as course and programme development and delivery – for QA are similar in most mega universities, some QA areas draw more attention than others. In some institutions, assessment of staff performance and tutoring services is emphasised, whereas in other institutions, learner assessment or monitoring of e-learning courses gets more attention.

The World Declaration on Higher Education suggests moving from vision to action through qualitative evaluation: Quality in higher education is a multidimensional concept, which should embrace all its functions, and activities: teaching and academic programmes, research and scholarship, staffing, students, buildings, facilities, equipment, services to the community and the academic environment. Internal self-evaluation and external review, conducted openly by independent specialists, if possible with international expertise, are vital.

13 (Westerheijden and Leegwater, 2003, 11)
14 UNESCO/COL 2005: QUALITY ASSURANCE SURVEY OF MEGA UNIVERSITIES. Insung Jung, p. 91f
for enhancing quality. Independent national bodies should be established and comparative standards of quality, recognized at international level, should be defined. Due attention should be paid to specific institutional, national and regional contexts in order to take into account diversity and to avoid uniformity. Stakeholders should be an integral part of the institutional evaluation process. Quality also requires that higher education should be characterized by its international dimension: exchange of knowledge, interactive networking, mobility of teachers and students, and international research projects, while taking into account the national cultural values and circumstances. To attain and sustain national, regional or international quality, certain components are particularly relevant, notably careful selection of staff and continuous staff development, in particular through the promotion of appropriate programmes for academic staff development, including teaching/learning methodology and mobility between countries, between higher education institutions, and between higher education institutions and the world of work, as well as student mobility within and between countries. The new information technologies are an important tool in this process, owing to their impact on the acquisition of knowledge and know-how.

The Guidelines for Quality Provision in Cross-border Higher Education aim to support and encourage international cooperation and enhance the understanding of the importance of quality provision in cross-border higher education. The purposes of the Guidelines are to protect students and other stakeholders from low-quality provision and disreputable providers as well as to encourage the development of quality cross-border higher education that meets human, social, economic and cultural needs. The quality of a country’s higher education sector and its assessment and monitoring is not only key to its social and economic well-being, it is also a determining factor affecting the status of that higher education system at the international level. The Guidelines aim to provide an international framework for quality provision in cross-border higher education that responds to the challenges. The Guidelines are based on the principle of mutual trust and respect among countries and on the recognition of the importance of international collaboration in higher education. Cross-border higher education encompasses a wide range of modalities from face-to-face (taking various forms such as students travelling abroad and campuses abroad) to distance learning (using a range of technologies and including e-learning). In implementing the Guidelines, consideration should be given to the variety of provision and its different demands for quality assurance.

The UNESCO Guidelines for Higher Education Stakeholders in particular for higher education institutions/providers require that commitment to quality by all higher education institutions/providers is essential. To this end, the active and constructive contributions of academic staff are indispensable. Higher education institutions are responsible for the quality as well as the social, cultural and linguistic relevance of education and the standards of qualifications provided in their name, no matter where or how it is delivered. In this context, it is recommended that higher education institutions/providers delivering cross-border higher education: (a) Ensure that the programmes they deliver across borders and in their home country are of comparable quality (...); (b) Recognize that quality teaching and research is made possible by the quality of faculty and the quality of their working conditions that foster independent and critical enquiry. (...) (c) Develop, maintain or review current internal quality management systems so that they make full use of. (…) (d) Consult competent quality assurance and accreditation bodies and respect the quality assurance and accreditation systems of the receiving country when delivering higher education across borders, including distance education; (e) Share good practices by participating in sector organizations and inter-institutional networks at national and international levels; (f) Develop and maintain networks and partnerships to facilitate the process of recognition by acknowledging each other’s qualifications as equivalent or comparable; (g) Where relevant, use codes of good practice (...) (h) Provide accurate, reliable and easily accessible information on the criteria and procedures of external and Guidelines for Higher Education Stakeholders. (...)

16 UNESCO 2005a: Guidelines for Quality Provision in Cross-border Higher Education. p. 4
(i) Ensure the transparency of the financial status of the institution and/or educational programme offered.

In establishing priorities in their programmes and structures, higher education institutions should: (a) take into account the need to abide by the rules of ethics and scientific and intellectual rigour, and the multidisciplinary and transdisciplinary approach; (b) be primarily concerned to establish systems of access for the benefit of all persons who have the necessary abilities and motivations; (c) use their autonomy and high academic standards to contribute to the sustainable development of society and to the resolution of the issues facing the society of the future. They should develop their capacity to give forewarning through the analysis of emerging social, cultural, economic and political trends, approached in a multidisciplinary and transdisciplinary manner, giving particular attention to: - high quality, a clear sense of the social pertinence of studies and their anticipatory function, based on scientific grounds; - knowledge of fundamental social questions, in particular related to the elimination of poverty, to sustainable development, to intercultural dialogue and to the shaping of a culture of peace; - the need for close connection with effective research organizations or institutions that perform well in the sphere of research; - the development of the whole education system in the perspective of the recommendations and the new goals for education as set out in the 1996 report to UNESCO of the International Commission on Education for the Twenty-first Century; - fundamentals of human ethics, applied to each profession and to all areas of human endeavour; (d) ensure, especially in universities and as far as possible, that faculty members participate in teaching, research, tutoring students and steering institutional affairs; (e) take all necessary measures to reinforce their service to the community, especially their activities aimed at eliminating poverty, intolerance, violence, illiteracy, hunger and disease, through an interdisciplinary and transdisciplinary approach in the analysis of challenges, problems and different subjects; (f) set their relations with the world of work on a new basis involving effective partnerships with all social actors concerned, starting from a reciprocal harmonization of action and the search for solutions to pressing problems of humanity, all this within a framework of responsible autonomy and academic freedoms; (g) ensure high quality of international standing, consider accountability and both internal and external evaluation, with due respect for autonomy and academic freedom, as being normal and inherent in their functioning, and institutionalize transparent systems, structures or mechanisms specific thereto; (h) as lifelong education requires academic staff to update and improve their teaching skills and learning methods, even more than in the present systems mainly based on short periods of higher teaching, establish appropriate academic staff development structures and/or mechanisms and programmes; (i) promote and develop research, which is a necessary feature of all higher education systems, in all disciplines, including the human and social sciences and arts, given their relevance for development. Also, research on higher education itself should be strengthened through mechanisms such as the UNESCO/UNU Forum on Higher Education and the UNESCO Chairs in Higher Education. Objective, timely studies are needed to ensure continued progress towards such key national objectives as access, equity, quality, relevance and diversification; (j) remove gender inequalities and biases in curricula and research, and take all appropriate measures to ensure balanced representation of both men and women among students and teachers, at all levels of management; (k) provide, where appropriate, guidance and counselling, remedial courses, training in how to study and other forms of student support, including measures to improve student living conditions.

While the need for closer links between higher education and the world of work is important worldwide, it is particularly vital for the developing countries and especially the least developed countries, given their low level of economic development. The use of new technologies should be generalized to the greatest extent possible to help higher education institutions, to reinforce academic development, to widen access, to attain universal scope and to extend knowledge, as well as to facilitate education throughout life. Governments, educational institutions and the private sector should ensure that informatics and communication network infrastructures, computer facilities and human resources training are adequately provided.

Institutions of higher education should be open to adult learners: (a) by developing coherent mechanisms to recognize the outcomes of learning undertaken in different contexts, and to ensure that credit is
transferable within and between institutions, sectors and states; (b) by establishing joint higher education/community research and training partnerships, and by bringing the services of higher education institutions to outside groups; (c) by carrying out interdisciplinary research in all aspects of adult education and learning with the participation of adult learners themselves; (d) by creating opportunities for adult learning in flexible, open and creative ways.  

**Development and Management of Open and Distance TNE**

Human action is one of the agencies bringing about change. It is an element of cosmic activity and becoming. Therefore it is a legitimate object of scientific investigation. As—at least under present conditions—it cannot be traced back to its causes, it must be considered as an ultimate given and must be studied as such.  

“Choosing determines all human decisions. In making his choice man chooses not only between various material things and services. All human values are offered for option. The modern theory of value widens the scientific horizon and enlarges the field of economic studies.”  

There is also a convincing argument for systems thinking and systemic management approaches: “the notion of emergence in strategy finds increasing support in chaos theory, the new science of complex adaptive systems. There is no need for leaders, order emerges naturally from myriads of small adaptive adjustments.”  

In this sense a firms resources include tacit skills, patterns of co-operation, and intangible assets that take time and learning to evolve. These resources cannot be traded, changed or imitated with ease. The origin of a firm’s competitive advantage, therefore, lies in what is unique and embedded in its resources – these constitute its core, distinctive competences.  

According to Kotler todays economic landscape is shaped by the two powerful forces of technology and globalisation. The globalisation and e-learning trends challenge the existing quality assurance (QA) frameworks of distance education DE, which have focused more on widening access than on assuring quality, and often do not address for-profit and cross-border education. Especially in the context of growing globalisation in distance education, there has been an urgent need for international initiatives to review quality assurance mechanisms of DE for higher education at the national and institutional level, discuss new challenges of a changing DE environment, and build a capacity for QA to enhance the quality provision in a globalised higher education market.  

Hiam and Schewe suggest organising for New-Product Development:

- Generating ideas
- Screening ideas
- Developing and testing the concept
- Business Analysis
- Product Development
- Test Marketing
- Commercialization

20 Ludwig von Mises. Human Action, p. 18  
21 Mises, 1949, 1996, p. 3  
22 Mazzucato 2002, p.44  
23 Mazzucato 2002, p.45 (Grant 1998)  
24 Kotler Philip, 1999, p. 3  
25 UNESCO/COL 2005: QUALITY ASSURANCE SURVEY OF MEGA UNIVERSITIES. Insung Jung, p. 80f  
26 Hiam and Schewe (1992) The Portable MBA in Marketing, p. 244ff
Strategy is about organizational change. An action is strategic, when it allows a firm to become better than its competitors, and when the competitive advantage can be sustained. Strategy is about both: choosing new games to play and playing existing games better. Some strategy researchers describe strategy as a rational and deliberate process (the Design school), while others describe it as an evolutionary process which emerges from experimentation and trial and error (the Evolutionary and Processual schools); others describe a dynamic picture of competition, where firms not only are influenced by the environment, but also actively seek to change it (e.g. the Schumpeterian approach). The point is that human interaction and how it takes place is central to knowledge creation and transfer. It is also formative in shaping organisational routines within which useful knowledge can be exploited as an organisational rather than an individual resource.

The category means and ends presupposes the category cause and effect. In a world without causality and regularity of phenomena there would be no field for human reasoning and human action. Human action is necessarily always rational. When applied to the means chosen for the attainment of ends, the terms rational and irrational imply a judgment about the expediency and adequacy of the procedure employed. The critic approves or disapproves of the method from the point of view of whether or not it is best suited to attain the end in question. The only standard which praxeology applies is whether or not the means chosen are fit for the attainment of the ends aimed at. If Eudaemonism says happiness, if Utilitarianism and economics say utility, we must interpret these terms in a subjectivist way as that which acting man aims at because it is desirable in his eyes. According to Mazzucato the logic of managerial capitalism with the business enterprise (and its management) as the central actor: since business enterprises play the leading role in industrial development, industrial firms accordingly need to be in a process of constant organizational renewal. While new technologies provided opportunities, it was the business enterprises and their managers that determined whether those opportunities would be converted into sustainable advantages. It was the development of effective professional management and organizational systems to support the development of vertically integrated business enterprises.

The Plan-Do-Check-Act Management cycle requires the careful utilisation of resources. Strategic management is the vision of the future state of the enterprise. In terms of higher education the products are the educational programmes offered, the degrees awarded, the academic, technical and administrational support for students. Products are mainly services and hence the hybrid phenomenon of “service-goods” applies. There are two basic approaches for finding new business opportunities available to production-capacity-focused businesses. The direct approach is by entering new markets; the indirect approach involves making improvements in process technologies that will lower prices, increase quality, or decrease time-to-market, thereby enabling businesses to enter new market segments. In addition to finding opportunities, businesses can use their imagination to create opportunities that align to their present capabilities.

Businesses with focused strategies are a step ahead of their competitors. As with all service provisions the client is the recipient of the quality delivered. The approach is, therefore, client-centric, that is student-centric. There are several approaches to designing in prevention of downstreaming problems through improvements. The first is to maintain a system and process view of the work.

Courses entail both, own course-books and materials, and third party content, such as Open-Course-
Ware, standard coursebooks, literature on the internet, or courses purchased from third party education providers, including transfer-credits. The front-store of the university is the website, the student entry point is the platform of the university. The platform offers Moodle-standard opportunities to login, enrol into courses, download instructions and course-materials, communicate with others and the tutor(s), pass online examinations. In order to operate a course with examination, it is required to upload a coursebook for self study (or require the student to acquire it), assignments for correspondence with tutor (optional), and one or more multiple choice tests to be taken online on the platform. Such provision is standard of most universities / or ODL and online-programmes. It enables a high degree of standardisation and automation of services rendered and maintains a high level of e-learning quality. 37 The output of global R&D should be global products and services, global marketing and selling strive for the appropriate balance of global uniformity and local adaption in all elements of the marketing mix, but with a probable bias in favour of uniformity, unless a good case can be made for local exceptions. 38

The transboundary aspects of TNHE require multilingual and multicultural approaches to international management39. One way to achieve this outcome is the international format of standard programmes, e.g. in Environmental Studies, Business Administration, Coaching, to name but a few, delivered in English, German and/or in Spanish. Kotler 40 draws a distinction between customized marketing and mass customized marketing. Customized marketing takes place when the seller prepares a new product from scratch for the buyer. Mass customization takes place when the company has established basic modules that can be combined in different ways for each customer. Another applied approach is collaboration with local, regional, or national providers in certain countries, with the focus on validation of programmes and award of degrees. Validation partnerships increase the outreach and the language capacities for the given university. Mazzucato 41 explores the implication of recent changes (information technology revolution; globalisation – global nature of competition) in the world economy for strategic behaviour; emphasizing how information technology has increased the role of positive feedback as well as how the rise of information technology has increased the importance of inter-firm networks in allowing firms to generate new knowledge and process information.

Partnership and alliances 42: Partnership and alliances amongst stakeholders - national and institutional policy-makers, teaching and related staff, researchers and students, and administrative and technical personnel in institutions of higher education, the world of work, community groups - is a powerful force in managing change. Also, non-governmental organizations are key actors in this process. Henceforth, partnership, based on common interest, mutual respect and credibility, should be a prime matrix for renewal in higher education.

A very simple definition of quality is “a predictable degree of uniformity and dependability, at low cost and suited to the needs of the market. 43 Quality of design focuses on determining the quality characteristics of products that are suited to the needs of a market, at a given cost; that is, quality of design develops products from a customer orientation. 44 In order to increase the standing and reputation of programmes the institution may pursue an additional accreditation provided by an international accreditation agency recognised in the USA or in the EU, or it may pursue a branch campus with accreditation by the host-country. For auto-evaluation, the an institution may apply the ODLQC Open & Distance Learning Quality Council standards, an
accreditation recognised e.g. by DETC as quality assurance system.

Strengthening higher education management and financing: The management and financing of higher education require the development of appropriate planning and policy-analysis capacities and strategies, institutions should adopt forward-looking management practices that respond to the needs of their environments. The ultimate goal of management should be to enhance the institutional mission by ensuring high-quality teaching, training and research, and services to the community. This objective requires governance that combines social vision, including understanding of global issues, with efficient managerial skills. Leadership in higher education is thus a major social responsibility and can be significantly strengthened through dialogue with all stakeholders, especially teachers and students, in higher education. Financing of higher education as a public service: The funding of higher education requires both public and private resources. The role of the state remains essential in this regard.

The cost structures in open and distance learning are quite different from cost structures in conventional types of education. Capital investments usually substitute for high recurrent costs, making economies of scale a decisive factor. Large distance learning programmes may produce graduates at considerably lower costs than conventional institutions. This depends, however, also on a number of other factors. The costs of open and distance learning vary a great deal according to the use of learning materials, media and technologies, and types and organization of student support services. In order to evaluate costs it is also necessary to consider the rate of completion of studies. Simple cost efficiency studies do not take into account broader qualitative and social aspects. Funding of open and distance learning institutions is often different from that of conventional institutions. Open and distance learning should be taken to remedy any unjustified economic discrimination between students in open and distance learning and other students.

With regard to strategic thinking and knowledge management, Mazzucato postulates that knowledge is central to wealth creation and organised competitive performance. Knowledge Management requires the pursuit of different types of objectives and the development of different types of resource strengths, process capabilities and organisational structures. The development of organisational advantages requires a focus upon internal organisational dynamics. Firms exist to facilitate the acquisition, creation, exploitation and transfer of useful knowledge. The acquisition of new knowledge is an essential ingredient in the success of strategies; knowledge is a critical resource, organisations require practical know-how in a wide range of areas and an ability to exploit these disparate contributions effectively.

Kotler suggests the following winning marketing practices:

- Win through higher quality
- Win through better service
- Win through lower prices
- Win through higher market share
- Win through adaption and customization
- Win through continuous product improvement
- Win through product innovation
- Win through entering high-growth markets
- Win through exceeding customer expectations

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46 UNESCO 1997. OPEN AND DISTANCE LEARNING. Executive Summary, Chapter XIX, p. 4
47 UNESCO 1997. OPEN AND DISTANCE LEARNING. Executive Summary, Chapters XX, XXI, p. 4f
48 Mazzucato 2002, p.303f
49 Mazzucato 2002, p. 305ff
50 Kotler Philip, 1999, p. 5ff
One of the core messages of Kotler\textsuperscript{51} is using marketing to understand, create, communicate, and deliver value. Kotler\textsuperscript{52} suggests adapting to the new age of electronic marketing, requiring from marketers to rethink fundamentally the processes by which they identify, communicate, and deliver customer value. The concept of unit of competitive advantage (UCA) helps to explain why some organizations either emphasize the wrong capabilities or deemphasize the right capabilities. The UCA includes the critical processes that create distinctiveness within an established strategic direction.\textsuperscript{53} A common challenge associated with strategic improvising is the development of world-class core capabilities. Core capabilities are of primary importance because they provide the most leverage to strategic thrusts.\textsuperscript{54} The program management organization infrastructure is the glue that holds the practice and discipline of project management together in organizations.\textsuperscript{55} Regarding the integration of information support with business needs, Piasecki et.al\textsuperscript{56} postulate, because solutions integrate business processes with technology support, additional education contributes to a better understanding of relevant issues and applicable options. Work teams grow more empowered as they increase ownership of their processes.\textsuperscript{57} The real meaning of leading with vision is transforming all the various images, hopes, fears, expectations, and desires to contribute toward a way of talking about the organization and its affairs that the majority can commit to.\textsuperscript{58} Despite its mystical aura, vision is a critical aspect of leadership, and it very much reflects the new world of competition. By its nature, vision implies looking ahead and often with a paradoxical twist – seeing with a degree of clarity what may not be apparent to others.\textsuperscript{59}

**Accreditation**

Accreditation gives international credibility to programmes and an overview of the position against international standards.\textsuperscript{60} Accreditation\textsuperscript{61} focuses on the quality of education. Standards set demanding but realistic thresholds, challenge educators to pursue continuous improvement, and guide improvement in educational programs. It is important to note that accreditation does not create quality learning experiences. Academic quality is created by the educational standards implemented by individual faculty members in interactions with students. A high quality degree program is created when students interact with a cadre of faculty in a systematic program supported by an institution. Accreditation observes, recognizes, and sometimes motivates educational quality created within the institution. Accreditation: The process of external quality review used in higher education to scrutinize colleges, universities, and higher education programs for quality assurance and quality improvement. Success results in an accredited institution and/or program. In some countries, it conveys institutional authority to offer specific programs.\textsuperscript{62}

The work of CHEA\textsuperscript{63} is designed to strengthen communication across national boundaries through demonstrating similarities and differences in key quality assurance and accreditation terminology used in different parts of the world. Acknowledging that this language involves considerable ambiguity of meaning, CHEA, working with international colleagues, seeks to enhance our shared understanding of terms regularly.

\textsuperscript{51} Kotler Philip, 1999, p. 17
\textsuperscript{52} Kotler Philip, 1999, p. 205ff
\textsuperscript{53} Perry et.al. p. 75
\textsuperscript{54} Perry et.al. p. 88f
\textsuperscript{55} Eric Verzuh (ed.) The Portable MBA in Project Management, p. 371
\textsuperscript{56} Piasecki et.al. (1999), p. 189
\textsuperscript{57} Wellins et.al. (1991): Empowered Teams, p. 28
\textsuperscript{58} Cohen (1993) The Portable MBA in Management, p. 30
\textsuperscript{59} Collins et.al. (1994) The New Portable MBA, p. 397
\textsuperscript{60} http://www.mbworl.com/page/about/index.html
\textsuperscript{61} http://www.aacsb.edu/accreditation/ Eligibility Procedures and Accreditation Standards for Business Accreditation
\textsuperscript{62} CHEA (2006) – International Quality Review: Glossary of Key Terms in Quality Assurance and Accreditation
\textsuperscript{63} CHEA (2006) – International Quality Review: Glossary of Key Terms in Quality Assurance and Accreditation
employed in quality review. Accreditation in the United States is a collegial process of self-study and external peer review for quality assurance, accountability, and quality improvement of an academic institution or program designed to determine whether or not it has met or exceeded the published standards of its accrediting association and is achieving its mission and stated purpose; whereas in Western Europe it is perceived as an evaluation and assessment of an institution or its programs in relation to its aims and objectives, its recognized standards, and its own goals. The assessors are looking primarily at the success of the institution in achieving its goals. Also refers to formal government authorization given to institutions to grant degrees. In Germany, normally refers to evaluation and assessment of the accreditation agencies that accredit only those programs leading to a B.A. or M.A. In the United Kingdom the QAA Code of Practice on collaborative provision—a process by which an institution without its own degree-awarding powers is given wide authority by a university or other awarding institution to exercise powers and responsibility for academic provision. The awarding institution is ultimately responsible for the quality and standard of the award (qualification). 64

CHEA 65 provides the following definitions related to accreditation and quality of higher education provision:
Assessment: A diagnostic form of quality review and evaluation of teaching, learning, and programs based on a detailed examination of curricula, structure, and effectiveness of the institution, its internal review, and quality control mechanisms.
Audit: A process of review of an institution or program to determine if its curriculum, staff, and infrastructure meet its stated aims and objectives. An audit focuses on accountability of institutions and programs. (In the U.K., an audit is an institutional process. The term "audit" is scheduled to be replaced in 2002 by "institutional review" as part of a new academic review process.)
Audit Report: (U.K.) The document prepared following a quality assessment peer review team site visit. The report generally focuses on institutional quality, academic standards, learning infrastructure, and staffing. In Europe, the document is more likely to be called an "evaluation report" or "assessment report."
Criteria: Standards for accreditation or certification of an institution or program. These involve expectations about quality, effectiveness, financial viability, compliance with national (U.S.: state and federal) rules and regulations, outcomes, and sustainability. In the U.K., "criteria" refers to standards for degree-awarding powers and the title "university."
Quality: Refers to "fitness for purpose"—meeting or conforming to generally accepted standards as defined by an accrediting or quality assurance body.
Quality Assessment: A diagnostic review and evaluation of teaching, learning, and outcomes based on a detailed examination of curricula, structure, and effectiveness of the institution or program. Designed to determine if the institution or program meets generally accepted standards of excellence.
Quality Assurance: Planned and systematic review process of an institution or program to determine that acceptable standards of education, scholarship, and infrastructure are being maintained and enhanced. Usually includes expectations that mechanisms of quality control are in place and effective. Also (U.K.), the means through which an institution confirms that the conditions are in place for students to achieve the standards set by the institution or other awarding body.
Quality Audit: A test of an institution's quality assurance and control system through a self-evaluation and external review of its programs, staff, and infrastructure. Designed to provide an assessment of an institution's system of accountability, internal review mechanisms, and effectiveness with an external body confirming that the institution's quality assurance process complies with accepted standards.
Quality Improvement: The expectation that an institution will have in place a plan to monitor and improve the

quality of its programs. In most cases, quality assurance and accrediting agencies require that established procedures ensure that this is an ongoing process.

Self-study: The review and evaluation of the quality and effectiveness of an institution's own academic programs, staffing, and structure, based on standards set by an outside quality assurance body, carried out by the institution itself. Self-studies usually are undertaken in preparation for a quality assurance site visit by an outside team of specialists. Results in a self-study report.

Subject Benchmark: (U.K.) Provides a reference point against which outcomes can be measured. Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of programs in a specific subject. They also represent general expectations about the standards for the award of qualifications at a given level and articulate the attributes and capabilities that those possessing such qualifications should be able to demonstrate.

In 2004, the Association of Universities and Colleges of Canada (AUCC), the American Council on Education (ACE), the Council for Higher Education Accreditation (CHEA), and the International Association of Universities (IAU) issued a statement, Sharing Quality Higher Education Across Borders: A Statement on Behalf of Higher Education Institutions Worldwide, outlining a set of principles that should guide the provision of cross-border education. 66

Principles for Cross-Border Higher Education

Cross-border higher education should strive to contribute to the broader economic, social, and cultural well-being of communities. While cross-border education can flow in many different directions in a variety of contexts, it should strengthen developing countries' higher education capacity in order to promote global equity. In addition to providing disciplinary and professional expertise, cross-border higher education should strive to instill in learners the critical thinking that underpins responsible citizenship at the local, national, and global levels. Cross-border higher education should be accessible not only to students who can afford to pay, but also to qualified students with financial need. Cross-border higher education should meet the same high standards of academic and organizational quality no matter where it is delivered. Cross-border higher education should be accountable to the public, students, and governments. Cross-border higher education should expand the opportunities for international mobility of faculty, researchers, and students. Higher education institutions and other providers of cross-border education should provide clear and full information to students and external stakeholders about the education they provide.

Quality 67

Does the institution have in place a process of ongoing quality review, feedback, and improvement that relies on faculty expertise and incorporates the views of students? Has the institution taken steps to promote the application of this process to its educational initiatives abroad? Does the institution apply the same quality assurance principles, policies, and practices—and standards of academic and organizational quality—no matter where its programs are delivered? Does the institution employ the same standards and procedures in appointing and evaluating faculty members, wherever the instruction is offered? When instruction is provided primarily or entirely over the internet or by other electronic means to students in the host country, does the institution also provide appropriate technical support for students and faculty, access to library resources, advising, and other student services? Does the institution provide advising and orientation support for students, wherever they are enrolled? Does the institution provide adequate administrative support for its

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programs and activities, wherever they are offered?

Institutions are urged to consider in the self-assessment process what evidence they can identify to substantiate their answers with regard to the following aspects: 68 Contribution to Broader Public Good; Capacity Building; Relevance; Accessibility; Quality; Accountability; Transparency; Commitment to High-Quality Higher Education Across Borders.

CHEA has passed principles 69 for US Accreditors working internationally for the accreditation of non-US Institutions working globally in order to advise Council for Higher Education Accreditation (CHEA) accrediting organizations and to provide a framework for U.S. accreditors undertaking reviews of non-United States (U.S.) institutions and programs operating in countries outside the U.S. They are intended to strengthen the working relationship among U.S. accreditors and international quality assurance agencies and encourage and enhance ongoing cooperation and communication:

Principle 1. Considerations and Actions for U.S. Accreditors When Determining to Undertake Accreditation of Non-U.S. Institutions and Programs in Another Country

Principle 2. Expectations for Conduct of U.S. Accreditation Reviews of Non-U.S. Institutions and Programs in Another Country

Principle 3. Accreditor Expectations of Providers of U.S. Online and Web-based Instruction and Programs Exporting to Another Country

Principle 4. Responsibilities of U.S. Accreditors Working with Non-U.S. Institutions and Programs to Students and Colleagues in Another Country

Hayward 70 provides a survey of Multi-lateral Agreements That Address International Quality Assurance:

**Bologna Agreement**

Declaration of 19 June 1999 by European Ministers of Education convened in Bologna. Agreed to construct a "European Higher Education Area" based on fundamental principles of university independence and autonomy to ensure that higher education and research in Europe adapt to the changing needs of society and advances in scientific knowledge. Work to increase international competitiveness of European system of higher education. Agree to work together to adopt a system of comparable degrees to promote European citizens and adopt a system of two main cycles—undergraduate and graduate with the second leading to the masters or doctorate. Also agreed to establish a system of academic credits (such as the European Credit Transfer System) that would be easily transferable to promote widespread student mobility, improve access for students and training opportunities, recognize staff work in Europe, promote European cooperation in quality assurance working toward compatibility, and promote European dimensions of higher education. This is an agreement moving Europe toward comparable degrees and cooperation in quality assurance.

**Lisbon Convention**

An agreement about recognition of qualifications (degrees and diplomas) for higher education in Europe adopted in Lisbon in April 1997. Supersedes the former strict logic of "equivalence" of diplomas and degrees with the concept of recognition. The convention assumes trust between participating countries about the effectiveness of quality assurance and accreditation in each country. Includes a "diploma supplement" issued to students obtaining a degree. Developed by the European Commission, the Council of Europe and UNESCO/CEPES, it describes the type, level, context and the status of diplomas or degrees in a...
standardized way. It is an information tool to enhance portability and transparency of European diplomas and degrees. The Convention is designed as de facto recognition of degrees in Europe by the other signatories.

Mercosur

Created by the Treaty of Asuncion signed by Argentina, Brazil, Paraguay, and Uruguay on March 26, 1991. Chile joined in 1996 as an associate member as did Bolivia in 1997. Focused on free transit of goods and service between member states, elimination of customs rights and nontariff restrictions, fixing a common external tariff, and educational integration. Agreements are being established over the whole education sector. To date, agreements have been made about mutual recognition of primary and junior high degrees (other than technical studies), with accreditation given to all such nontechnical courses in another member state. To work out accreditation in other areas in member states, a Regional Technical Commission will be created. It will also serve as a forum to resolve differences between member states about these issues and establish equivalencies of degrees and certificates between educational systems. The Commission will be made up of officials from respective Ministries of Education.

Sorbonne Declaration

Declaration of 25 May 1998 stressing universities central role in developing European culture. Adopted by United Kingdom, France, Germany, and Italy. It urged the creation of the European area of higher education as key to citizen mobility and employability as well as the continent’s development. Other European countries were invited to join in this effort. It set the stage for broad participation and consultation that was to result in the Bologna Declaration in June 1999. While not directly focused on quality assurance, it paved the way for the Bologna agreement and European cooperation in higher education generally.

Washington Accord

Agreement set out on 28 October 1997 and consented to by engineering accrediting organization from Australia, Canada, Ireland, New Zealand, United Kingdom, United States, South Africa, and Hong Kong. Sets criteria, policies and procedures for accrediting engineering academic programs. Agreed that the signatories accept accreditation decisions by each other and will publish statements to that effect. Recognizes the "substantial equivalence" of each other's programs in satisfying the academic requirements for the practice of engineering. Will carry out information exchange and mutual monitoring, observe each other's accreditation visits, and work to encourage best practices. Provides for admission of new members and a biennial general meeting.

The European Dimension – Recognition and Accreditation in Europe

Recognition in Europe could serve students from the countries participating in the Bologna-Process to gain professional or academic recognition of their previous studies. Professional recognition of academic degrees and professional titles earned abroad the Bologna-area is mostly subject to professional associations, commercial authorities and in particular to individual employers. Academic recognition, on the other hand, relates to equivalence of academic degrees with a degree awarded in a particular country and its comparability with the national higher education system and degrees awarded in that accepting country. Academic recognition is mostly applied in order to continue studies at universities or research-institutions, at graduate or postgraduate level. Academic recognition, however, is sometimes required for so-called regulated professions, like lawyers, medical doctors, engineers, and alike.

Conscious of the fact that education is a human right, and that higher education, which is instrumental in
the pursuit and advancement of knowledge, constitutes an exceptionally rich cultural and scientific asset, considering that knowledge is universal, being part of the common heritage of humankind and that means of making knowledge and learning more accessible to each individual must be sought, aware that the great diversity of the cultures and higher education systems existing in the world constitutes an exceptional resource that must be preserved, promoted and fostered, considering that higher education increasingly has an international dimension, owing to the rapid expansion and internationalization of knowledge and to the links and solidarity established within the scientific and university community, and that wider access to educational resources worldwide through greater mobility for students, researchers, teachers and specialists is essential to this international dimension, UNESCO Member States adopted the Recommendation regarding Recognition of Studies and Qualifications in Higher Education. According to the Recommendation 'recognition' of a foreign qualification in higher education means its acceptance by the competent authorities of the State concerned (whether they be governmental or non-governmental) as entitling its holder to be considered under the same conditions as those holding a comparable qualification awarded in that State and deemed comparable, for the purposes of access to or further pursuit of higher education studies, participation in research, the practice of a profession if this does not require the passing of examinations or further special preparation, or all the foregoing, according to the scope of the recognition.

Member States should take all feasible steps within the framework of their national systems and in conformity with their constitutional, legal and regulatory provisions to encourage the competent authorities concerned to give recognition to certificates of secondary education and other diplomas necessary for access to higher education, and to give recognition to qualifications in higher education that are awarded in the other Member States, with a view to enabling their holders to pursue further studies, training or training for research in their institutions of higher education, subject to all academic admission requirements obtaining for nationals of that State; including recognition of partial studies carried out in higher education institutions as well as to facilitate recognition of preparation at the higher education level for the practice of a profession in order to favour optimum use of human resources available and the full integration into society of all of its members. The competent authorities and institutions concerned should take into account the wide diversity of institutions, types of study, programme content and teaching methods, including distance teaching and other non-traditional forms of higher education. In evaluating the comparability of a foreign qualification, authorities should also take into account the rights that would have been enjoyed by its holder in the country in which it was obtained. 71

The Lisbon Convention 72 considering that the great diversity of education systems in the European region reflects its cultural, social, political, philosophical, religious and economic diversity, an exceptional asset which should be fully respected; desiring to enable all people of the region to benefit fully from this rich asset of diversity by facilitating access by the inhabitants of each State and by the students of each Party’s educational institutions to the educational resources of the other Parties, more specifically by facilitating their efforts to continue their education or to complete a period of studies in higher education institutions in those other Parties; considering that the recognition of studies, certificates, diplomas and degrees obtained in another country of the European region represents an important measure for promoting academic mobility between the Parties; attaching great importance to the principle of institutional autonomy, and conscious of the need to uphold and protect this principle; convinced that a fair recognition of qualifications is a key element of the right to education and a responsibility of society; conscious of the wide ranging changes in higher education in the European region since previous Conventions were adopted, resulting in considerably

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increased diversification within and between national higher education systems, and of the need to adapt the legal instruments and practice to reflect these developments; conscious of the need to find common solutions to practical recognition problems in the European region; conscious of the need to improve current recognition practice and to make it more transparent and better adapted to the current situation of higher education in the European region; the signatories have agreed on the recognition of qualifications concerning higher education in the European region providing a framework for the further development of recognition practices in the European region.

Nothing in the Lisbon Convention shall be deemed to derogate from any more favourable provisions concerning the recognition of qualifications issued in one of the Parties contained in or stemming from an existing or a future treaty to which a Party to this Convention may be or may become a party. 73 Basic principles related to the assessment of qualifications 74 are that holders of qualifications issued in one of the Parties shall have adequate access, upon request to the appropriate body, to an assessment of these qualifications; no discrimination shall be made in this respect on any ground; and each Party shall ensure that the procedures and criteria used in the assessment and recognition of qualifications are transparent, coherent and reliable. Decisions on recognition shall be made on the basis of appropriate information on the qualifications for which recognition is sought. Each Party shall ensure, in order to facilitate the recognition of qualifications, that adequate and clear information on its education system is provided. Decisions on recognition shall be made within a reasonable time limit specified beforehand by the competent recognition authority and calculated from the time all necessary information in the case has been provided. If recognition is withheld, the reasons for the refusal to grant recognition shall be stated, and information shall be given concerning possible measures the applicant may take in order to obtain recognition at a later stage. If recognition is withheld, or if no decision is taken, the applicant shall be able to make an appeal within a reasonable time limit. Regarding the recognition of qualifications giving access to higher education 75 according to the Lisbon Convention each Party shall recognize the qualifications issued by other Parties meeting the general requirements for access to higher education in those Parties for the purpose of access to programmes belonging to its higher education system, unless a substantial difference can be shown between the general requirements for access in the Party in which the qualification was obtained and in the Party in which recognition of the qualification is sought. In the Parties in which access to higher education may be obtained on the basis of non-traditional qualifications, similar qualifications obtained in other Parties shall be assessed in a similar manner as non-traditional qualifications earned in the Party in which recognition is sought. For the purpose of admission to programmes of higher education, each Party may make the recognition of qualifications issued by foreign educational institutions operating in its territory contingent upon specific requirements of national legislation or specific agreements concluded with the Party of origin of such institutions. Regarding the recognition of periods of study 76 each Party shall recognize periods of study completed within the framework of a higher education programme in another Party. This recognition shall comprise such periods of study towards the completion of a higher education programme in the Party in which recognition is sought, unless substantial differences can be shown between the periods of study completed in another Party and the part of the higher education programme which they would replace in the

74 Convention on the recognition of qualifications concerning higher education in the european region (The European Treaty Series, n°165, Council of Europe - UNESCO joint Convention) Lisbon, 11 April 1997, Article III
75 Convention on the recognition of qualifications concerning higher education in the european region (The European Treaty Series, n°165, Council of Europe - UNESCO joint Convention) Lisbon, 11 April 1997, Section IV
76 Convention on the recognition of qualifications concerning higher education in the european region (The European Treaty Series, n°165, Council of Europe - UNESCO joint Convention) Lisbon, 11 April 1997, Section V
Party in which recognition is sought. With regard to the recognition of higher education qualifications 77 a recognition decision is based on the knowledge and skills certified by the higher education qualification, each Party shall recognize the higher education qualifications conferred in another Party, unless a substantial difference can be shown between the qualification for which recognition is sought and the corresponding qualification in the Party in which recognition is sought. In order to facilitate the recognition of qualifications concerning higher education, the Parties undertake to establish transparent systems for the complete description of the qualifications obtained. 78

The European Dimension of International Accreditation

EADL European Association for Distance Learning sets Minimum Standards or Quality for EADL Members79:

Pre-enrolment practices: At all times information given to potential students, either written or orally, shall be truthful and accurate. It must be clearly stated if face-to-face teaching (when it takes place) is an integral part of the correspondence course, or additional to it. The minimum content of the prospectus must provide:

- the course name
- the course content (syllabus)
- the course level
- the length of the course
- the course objectives
- the studyload required by the student- i.e. the study time (e.g. hours or weeks)
- qualifications (if any) that can be obtained
- internal and external examinations (if any) prepared for
- the number of examinations or assignments in the course
- the target group the course is aimed at
- the starting level required (i.e. what, if any previous qualifications are needed)
- a clear explanation of any special conditions pertinent to the institute or the country it operates in concerning the course, or the contract
- information as to whether the course material supplied is all-inclusive or if additional materials have to be purchased

The contract with the student must state in writing:

- the course name and the name of the institution
- the fees for the course
- the tuition and services included in the fee
- the terms of payment
- how payment is to be made
- the duration of the contract
- the conditions (if any) for cancelling the course
- terms and conditions for any refund of fees
- details of any guarantees
- a cooling-off period of at least 7 days

77 Convention on the recognition of qualifications concerning higher education in the european region (The European Treaty Series, n°165, Council of Europe - UNESCO joint Convention) Lisbon, 11 April 1997, Section VI
78 Convention on the recognition of qualifications concerning higher education in the european region (The European Treaty Series, n°165, Council of Europe - UNESCO joint Convention) Lisbon, 11 April 1997, Section IX
79 MINIMUM STANDARDS OF QUALITY FOR EADL MEMBERS
Language used in the contract shall be clear and unambiguous.

The EADL Code of Conduct \(^{80}\) postulates that it is essential for the success of EADL that the way members conduct business should stand up to the test of public criticism. In this context, the EADL Code of Conduct can be regarded as a means of introducing EADL to the public as an association of quality providers. It can help EADL members to gain a competitive advantage over non-members. But this will work only if members make a real commitment to meet the requirements of the Code of Conduct and display towards their students the attitude expressed by its rules. Mere technical compliance is not enough. The aim is to provide the kind of quality service students have a right to expect from EADL members. To help its members derive the full benefit from the quality of the service they offer, EADL gives students a guarantee that they will receive from members the kind of quality service that the rules of this Code of Conduct define.

To be able to give that guarantee, EADL needs an honest commitment from all its members to comply with the rules and regulations of the Code, and will set up a procedure to deal with any complaints that may be received from students. Applicants for membership will be asked to confirm compliance with the Code by signing it. Existing members will also be asked to sign the Code, or to give an indication as to the period of time they need to implement the Code. They will be given a maximum of two one-year periods for full implementation. Members will be asked to renew their commitment every three years.

The Code is based on five principles:

+ the principle of proper care
+ the principle of legal security
+ the principle of reasonableness
+ the principle of reliability
+ the principle of due publicity

EQUAL

EQUAL \(^{81}\) comprises seven national and three regional associations in Europe, representing over 750 business schools which in turn provide business and management education to over 1 million students. All members of EQUAL are fully committed to the continuous improvement of the quality of this provision and this is achieved in a variety of ways including the development of national quality standards, quality audits and for example EQUIS, the international accreditation scheme. The European Quality Link (EQUAL) \(^{82}\) is the international association of quality assessment and accreditation agencies in the field of European management education. It has as its main objective the continued improvement of quality in business schools. As part of this activity, EQUAL aims to agree common standards for programmes, where appropriate, and to establish benchmarks. Master degrees exist in many European countries but there are currently variable interpretations of their nature. This position paper is intended to encourage business schools to consider a common approach, and to inform participants and employers as the “Bologna” process and the creation of the European Higher Education Space evolve. The main aim is to provide clear information to the international market regarding the nature of the programmes on offer. To the extent that in each national system there is an attempt to communicate internationally in English, there is a need to have some minimum consensus on the use of the different labels. As an international association representing the management education profession in Europe, EQUAL is seeking to make a positive contribution to the

\(^{80}\) EADL Code of Conduct for Members.
\(^{81}\) EQUAL: A responsible Approach to league tables
\(^{82}\) Equal Position Paper on the Designation of Master’s Degree Titles in Management Education in Europe
establishment of a European market in higher education.

Definition of the Master’s level in Europe: A level achieved after 4 or 5 years of higher education. It is usually preceded by a first university qualification, which can be considered a Bachelor’s level, although sometimes this level is only marked by an intermediate stage in a long 5-year continuous programme, sometimes after 2 years, more often after 3 years. Segmentation of Master’s degrees in Europe by programme type: The segmentation does not imply that these types are sequential. There is no hierarchy, no assumption that a student must graduate from one level before entering another higher level.

According to the paper “European Quality Link (EQUAL)” the European Quality Link (EQUAL) 83 has as its main objective the continued improvement of quality in business schools. As part of this activity, EQUAL aims to agree common standards for programmes, where appropriate, and to establish benchmarks.

The Master of Business Administration (MBA) is the first widely accepted international degree, but there are variable interpretations of the nature of this degree. (…) It should be stressed that these are merely guidelines and have no formal basis in law. However, the supporting national associations’ aim is that they become widely used across Europe over time as a minimum standard. It is anticipated that schools and countries, which do not yet meet these guidelines, will evolve towards them, or superior, thus resulting in a common European understanding of the MBA.

**EFMD European Foundation for Management Development.**

EFMD is an international not-for-profit association in Brussels - EQUIS

The key constituents in the EQUIS process are as follows84: The EFMD Board; The EQUIS Team at EFMD; The EQUIS Committee; The EQUIS Awarding Body; THE EFMD BOARD. The EFMD Board establishes by formal vote EQUIS policy, standards and procedures based on the proposals submitted by the EQUIS Committee. It appoints the members of the Awarding Body and the Committee. The EQUIS Committee, composed of academic and corporate representatives, defines and monitors the EQUIS process from the eligibility of candidate schools to the proposal submitted to the Awarding Body. Its members support and advise the EQUIS director in the execution of his mandate. All major decisions concerning policy, standards and procedures are submitted to the EFMD Board for approval. Its roles and responsibilities include:

- Definition and review of the accreditation criteria
- Definition and review of eligibility criteria
- Definition and review of accreditation procedures
- Decisions on the eligibility of institutions
- Recommendations on the pricing structure for EQUIS
- Development of a business and marketing plan

The EQUIS Committee meets at least four times a year at the request of the EQUIS director, who chairs the meetings. The EQUIS Awarding Body is composed of representatives of high profile organisations that are stakeholders in the quality improvement of management. It evaluates the reviewers’ reports on institutions that are applying for EQUIS accreditation and, based on their recommendations, makes the final decision to confer a European Quality Label upon those management institutions that have demonstrated excellence at an international level. Its roles and responsibilities include:

- The evaluation of the peer review reports on the candidate institutions
- The final decision on accreditation

The Awarding Body meets at least three times a year at the request of the EQUIS director.

83 EQUAL: European Quality Link (EQUAL)
84 EQUIS Peer Review Guide, page 11
EQUIS is the leading international system of Quality Assessment, Quality Improvement and Accreditation of Higher Education Institutions in management and business administration. The EQUIS Scheme has been designed with special focus on all the activities of business schools that aim to meet international standards of quality. The fundamental objective of EQUIS is to raise the quality of management education worldwide. EQUIS is European in its inspiration and global in its scope. Its approach to the assessment of quality is rooted in respect for the diversity of institutional and cultural contexts. EQUIS promotes no “one best model” for a business school and it does not look for standardisation of degree programmes, course content or delivery modes. EQUIS facilitates standard setting, benchmarking, mutual learning and the dissemination of good practice across borders. The principle of continuous improvement is at least as important as the high level of quality. EQUIS evaluates whole institutions such as business schools and university faculties of business and management. It assesses not just degree programmes but all the activities and sub-units of the institution, including research, e-learning units, executive education provision and community outreach. EQUIS looks for a balance between high academic quality and the professional relevance provided by close interaction with the corporate world. A strong interface with the world of business is, therefore, as much a requirement as a strong research potential. Institutions must demonstrate not only high general quality in all dimensions of their activities, but also a high degree of internationalisation. As an international accrediting body, EQUIS seeks to identify institutions that are distinguished by an added international dimension. With companies recruiting worldwide, with students choosing to get their education outside their home countries, and with schools building alliances across borders and continents, it is important to be able to identify those institutions in other countries that deliver high quality education in international management.

Description of the EQUIS scheme: EQUIS is an international system of strategic audit and accreditation designed by Europeans for the assessment of institutions in widely different national contexts. Although it is inspired by the special needs imposed by extreme cultural diversity in Europe, the EQUIS standards are those of effective education for international management and apply to schools in any cultural environment in any region. (…) The EQUAL dynamic model that lies at the heart of the EQUIS scheme was specially designed to provide a framework for handling this diversity. A truly international accreditation or quality assessment scheme has to combine the need for commonly agreed high standards with the need to respect the diversity of national systems. It has to consider the educational and cultural environment in which the institution operates and relate it to the wider European and international context. This effectively rules out classical, single-context compliance schemes and necessitates a concerted and more flexible approach involving all the principal actors in management development in Europe. Most important, there is no emphasis placed on a particular model for business schools. (…) EQUIS is, however, much more than an accreditation scheme. It was conceived, as its name indicates, as a quality improvement system, providing an unusual combination of accreditation as a recognition of high international quality and a full strategic audit as a guide to an institution’s future progress. The scheme is designed to approach quality as an ongoing process in which schools benchmark each other’s performance and open their doors to evaluation by peers and customers.

According to the EQUIS Peer Review Guide the EQUAL Quality Model used in the EQUIS framework lies at the heart of EQUIS processes and consists of eleven chapters setting out the criteria or standards for key domains of quality. The principal features of the EQUIS process and standards can be summarised as follows:

- EQUIS offers an international and intercultural approach to quality assessment.
- EQUIS places a great emphasis on corporate concerns, both in the standards themselves and in the assessment processes.
- EQUIS looks at the performance of the institution taken as a whole, including all of its programmes and not just the MBA programme, and uses outcome-based perspectives and criteria.
- Special attention is paid to executive education with a separate chapter devoted to this area.
- EQUIS stresses the personal development of managers and support of their entrepreneurial and managerial skills.
- EQUIS is conceived as a learning process involving an international forum for defining the relevant quality criteria. EQUIS is dynamic and forward looking with a concern for new trends.

Full details of the EQUIS criteria are contained in the document ‘Guidance Notes on the EQUIS Quality Criteria’ EQUIS Peer Review Guide.

EQUIS applies the following quality and accreditation standards, which are summarised:

- Context, Governance and Strategy
- Programmes
- Students
- Faculty
- Research and Development
- Executive Education
- Contribution to the Community
- Resources and Administration
- Internationalisation
- Corporate Connections

Applicants may use the EQUIS Standards & Criteria for preparation of an application. This document sets out the full range of the EQUIS quality standards and the criteria against which achievement of these standards will be measured. The standards and the associated criteria are grouped into ten chapters covering the different areas that will be reviewed. The purpose of this document is twofold: on the one hand, to provide a comprehensive description of the standards and criteria and on the other to give guidance to Schools in preparing their Self-Assessment report.

From the outset it must also be remembered that the scope of EQUIS accreditation is institutional, the institution being defined as the organisational unit providing business and management education. This unit may in some cases be a free-standing business school; in others the unit is part of a wider institution, usually a university of which it is a faculty, school or department, depending on the organisation of the parent institution.

According to EQUIS – Quality Profile the Peers provide a report, indicating whether the institution satisfies the EQUIS standard in this area as defined in the Criteria Framework; or the School demonstrates outstanding quality, well above the level required to satisfy the EQUIS standard in this area, where it can be considered as a model of excellence; or whether the institution is judged to be below the threshold of the EQUIS standard in this area.

The EQUIS accreditation process is composed of several distinct stages. The different stages are:

0. Preliminary Inquiry
1. Formal Application
2. Eligibility
3. Self-Assessment
4. International Peer Review
5. Awarding Body Decision
6. Guided Development (optional)

The EQUIS Guide to Self-Assessment describes the accreditation process as the EQUIS Director and his staff will provide information about the scheme and preliminary advice to Institutions that are considering application. Full documentation will be sent upon request in the Standard EQUIS Introductory Package.
Stage 1 Formal Application: Schools wishing to enter the scheme are invited to address a formal letter of application to the EQUIS Director and to complete the Data Sheet setting out basic factual information about the Institution. This document is available upon the website http://www.efmd.org and is part of the “Standard EQUIS Introductory Package.”

Stage 2 Eligibility: Upon receipt of the completed application to enter the scheme, the Institution, will go through a preliminary Eligibility screening to determine whether there are major obstacles to eventual accreditation and whether accreditation is probable within a reasonable period, typically within 2 years of the eligibility decision. This phase is also designed to make sure that Institutions enter the EQUIS scheme with a full understanding of both the criteria and the process.

An important part of this Eligibility phase is the initial on-site briefing visit that takes place after the application and Data Sheet have been received.

The EQUIS Committee, which meets four times a year, is responsible for examining all applications and for taking decisions on eligibility to enter the accreditation process.
This screening process is designed to ensure that an Institution
1. Falls within the institutional scope of the EQUIS scheme
2. Is recognised as an Institution of good standing in its home market
3. Has a reasonable prospect of satisfying EQUIS criteria within 2 years

Stage 3 Self-Assessment
Stage 4 International Peer Review
Stage 5 Awarding Body Decision

The Evaluation Form is intended to be a working document for Peer Reviewers to help them build up their assessment of the School during the on-site visit. It will also serve as a basis for the drafting of the Peer Review report following the visit. 93

The EFMD Programme Accreditation System (EPAS) provides94:

- international programme accreditation to make the global market for programmes more transparent to the benefit of prospective students, employers and national higher education regulation agencies
- an instrument for continuous quality improvement of programmes
- a service to EFMD members as a complement to the existing quality improvement system for whole institutions (EQUIS)
- another credible system designed and operated by EFMD which is recognised globally as having the status and experience for delivering quality improvement and assessment schemes

Scope of EPAS:

EPAS is open to any member institution of EFMD, with the exception of those that are EQUIS accredited or that are in the process of applying for EQUIS accreditation. Programmes must be in the business and/or management (or related) areas and be internationally oriented. EPAS may be applied to any degree programme or set of closely related programmes such as:
A. Bachelors degrees (3 or 4 years)
B. Masters degrees (1 or 2 years, often based on the Bologna model)
   a. Generalist (eg MSc in Management)
   b. Specialist (eg MSc in Marketing or in Finance)
C. Masters degrees pre-Bologna (5 or more years) or equivalent

93 EQUIS International Accreditation Procedures, p. 16f
94 EPAS – EFMD Programme Accreditation System, p. 3-7
D. Master of Business Administration – MBA (post-experience)
E. Doctorates (eg PhD or DBA)

Benefits and Target Market

The benefits of EPAS include both international market recognition and advice on programme definition, quality improvement and the opportunity of benchmarking. The target institutions are those that offer programmes designed to recruit international students in the spirit of the European Bologna Accord, for which international mobility and internationalisation is an embedded philosophy.

EPAS Standards

These standards relate to the Programme Value Chain Model and are more fully explained with associated criteria in the document:
EPAS Standards and Criteria.
I. The Institution in its National and International Context
II. Programme Design
III. Programme Delivery & Operations
IV. Programme Outcomes
V. Quality Assurance Processes

The institution is requested to make a formal application to EFMD expressing its wish to enter the EPAS accreditation process and explaining its strategic objectives in doing so. This letter of application should be accompanied by an Application Datasheet, which presents basic factual information on the institutional context of the programme(s), the programme objectives and the support infrastructure. The eligibility decision to be made by EPAS Committee depends entirely on the data provided on the Application Datasheet.
Once accredited, programmes accredited for 5 years are required to submit a Mid-Term Progress Report and those accredited for 3 years are required to submit Annual Progress Reports. Consultancy advice will be offered by EFMD for programmes not achieving accreditation.

EFMD CEL - Programme accreditation for technologically-Enhanced Learning

The Executive Office for EFMD CEL is located at the Swiss Centre for Innovations in Learning (SCIL): University of St. Gallen. Switzerland. The quality of both the products and programs in the field of ICT-based learning vary widely and there is still lacking a concept of quality improvement which is theoretically sound and at the same time meeting the expectations of practice. The fundamental objective of the EFMD CEL programme is to raise the standard of technology-enhanced learning programmes worldwide. EFMD CEL aims to facilitate standard setting, benchmarking, mutual learning, and the dissemination of good practice. It allows for different approaches and diversity in designing and implementing such programmes. EFMD CEL is directed towards educational management programmes incorporating ICT-based learning.

Validation

Another option for achieving accreditation of programmes for non-accredited providers or additional European region accreditation for overseas programmes is the UK system of validation.
Validation: Independent review of a self-assessment process by an outside quality assurance structure. Validation usually applies at the program level. (U.K.) The process by which an institution with degree-awarding powers judges that a program developed and delivered by another institution or organization is of an appropriate quality and standard to offer its program.

CHEA – International Quality Review: Glossary of Key Terms in Quality Assurance and Accreditation
One of the most often applied validation services is provided by the University of Wales, UK. The University aims to provide an international validation service across all subject boundaries by drawing on the University’s pool of academic expertise and excellence. Wales University also seeks to maximise the University’s status as a national award-granting University in an international context and to facilitate the development of mutually productive partnerships between the University and appropriate providers of education at centres in the UK and overseas. All University of Wales validated schemes operate under the auspices of the University’s Validation Board and its administrative section, the Validation Unit.

Quality Standards

ISO/IEC 19796-1 is specifically designed for learning, education, and training. It helps to extend generic standards like ISO 900x for educational organizations. Other national and international standards (like PAS 1032-1 and CEN/ISSS CWA 14644) have served as a base for international harmonization.

Excerpts from the standard:

**Information technology — Learning, education and training — Quality management, assurance and metrics —**

**Part 1:**
**General approach**

1 Scope

This part of ISO/IEC 19796 provides a common framework to describe, specify, and understand critical properties, characteristics, and metrics of quality. The Reference Framework for the Description of Quality Approaches (RFDO) is an elaborated and extensive process model. This standardization work harmonizes existing concepts, specifications, terms, and definitions for learning, education, and training.
The Reference Framework for the Description of Quality Approaches (RFDQ) is a framework to describe, compare, and analyze quality management and quality assurance approaches. These approaches can be mapped to RFDQ. Therefore, the framework is not a quality management or quality assurance model – it is a framework for the description of quality approaches. It will serve to compare different existing standards and to harmonize these towards a common quality model. For a better understanding of the standard, several annexes show samples of the usage of the standard – the annexes are based on the French "Code of Practice" and German DIN PAS 1032-1. Additionally, an annex on Reference Quality Criteria (RQC) is included. These criteria shall serve as reference criteria for the analysis and evaluation of learning resources and scenarios. These criteria are also not a quality assessment approach itself, but a framework to compare different quality assurance and quality assessment approaches.

The following figure shows the levels of quality approaches and the relation of the RFDQ and RQC to existing approaches.

![Reference Framework for the Description of Quality Approaches (RFDQ)](image)

**Figure 1: Levels of Quality Approaches**

The new standard ISO/IEC 19796-1 provides a "reference framework for the description of quality approaches" (RFDQ). A reference framework gives an orientation which aspects should be covered and how solutions for these aspects can found. The standard is an instrument to develop quality in the field of E-Learning. It consists of mainly two parts:

- A description scheme for quality approaches
- A process model as a reference classification

It supports the development quality profiles for organizations (such as objectives, methods, relations, people involved). Quality profiles means that the standard is adapted to the needs and requirements of an organization. It does not provide specific requirements or rules – it is a framework to guide actors through the process of quality development in the field of LET, specifically E-Learning.

The **Description Model** is just a scheme to interoperably describe quality approaches (such as guidelines, design guides, requirements). It documents all quality concepts in a transparent way. Each process can be described by this scheme:
Table 1: Description Model for Quality Approaches of ISO/IEC 19796-1\textsuperscript{100}

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID</td>
<td>Unique Identifier</td>
<td>ID1234</td>
</tr>
<tr>
<td>Category</td>
<td>Main Process</td>
<td>Course Development</td>
</tr>
<tr>
<td>Process Name</td>
<td>Process name</td>
<td>Method selection</td>
</tr>
<tr>
<td>Description</td>
<td>Description of the process</td>
<td>&quot;Within this process the didactic concept and methods are evaluated and selected&quot;</td>
</tr>
<tr>
<td>Relations</td>
<td>Relation to other processes</td>
<td>&quot;Before the method selection a target group analysis must be performed&quot;; [Process 1.6]</td>
</tr>
<tr>
<td>Sub-processes / sub-aspects</td>
<td>Sub-processes / sub-aspects / tasks</td>
<td>Method identification  Method alternatives  Method priorization</td>
</tr>
<tr>
<td>Objective</td>
<td>Objective of a Process</td>
<td>Adequate selection of one or more didactic concepts according to learner preferences and learning styles</td>
</tr>
<tr>
<td>Method</td>
<td>Methodology for this process</td>
<td>Method selection shall be based on the target group taking into account their competencies and learning styles. Methods are selected based on the teachers' experience.</td>
</tr>
<tr>
<td>Result</td>
<td>Expected result of a process</td>
<td>Method specification  Documents</td>
</tr>
<tr>
<td>Actors</td>
<td>Responsible / participating actors</td>
<td>Team Didactical Design, Project leader</td>
</tr>
<tr>
<td>Metrics / Criteria</td>
<td>Evaluation and Metrics for this process</td>
<td>Criteria catalogue 3.2.2-3.2.6</td>
</tr>
<tr>
<td>Standards</td>
<td>Standards used</td>
<td>DIN EN ISO 9241, LOM  See Method Guidelines Handbook</td>
</tr>
<tr>
<td>Annotation / Example</td>
<td>Further Information, Examples of usage</td>
<td></td>
</tr>
</tbody>
</table>

This model serves only as a base to provide a harmonized scheme to describe quality approaches.

The Process Model is a guide through the different processes when developing learning scenarios. The process model includes the relevant processes within the life-cycle of information and communication systems for learning, education, and training. The process model is divided in seven parts. Sub-processes are included referencing to a classification of processes.

Table 2: Process Model of ISO/IEC 19796-1\textsuperscript{101}

\textsuperscript{100} ISO (2011) \url{http://www.iso.org/jtc1/sc36} ISO/IEC JTC1 SC36 WG5: Quality Assurance and Descriptive Frameworks. SC36 WG5 Guide "How to Use ISO/IEC 19796-1"

\textsuperscript{101} ISO (2011) \url{http://www.iso.org/jtc1/sc36} ISO/IEC JTC1 SC36 WG5: Quality Assurance and Descriptive Frameworks. SC36 WG5 Guide "How to Use ISO/IEC 19796-1"
<table>
<thead>
<tr>
<th>ID</th>
<th>Category</th>
<th>Description/ Sub-Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>Needs Analysis</td>
<td>Identification and description of requirements, demands, and constraints of an educational project</td>
</tr>
<tr>
<td></td>
<td>NA.1 Initiation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NA.2 Stakeholder Identification</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NA.3 Definition of objectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NA.4 Demand analysis</td>
<td></td>
</tr>
<tr>
<td>FA</td>
<td>Framework Analysis</td>
<td>Identification of the framework and the context of an educational process</td>
</tr>
<tr>
<td></td>
<td>FA.1 Analysis of the external context</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FA.2 Analysis of staff resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FA.3 Analysis of target groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FA.4 Analysis of the institutional and organizational context</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FA.5 Time and budget planning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FA.6 Environment analysis</td>
<td></td>
</tr>
<tr>
<td>CD</td>
<td>Conception / Design</td>
<td>Conception and Design of an educational process</td>
</tr>
<tr>
<td></td>
<td>CD.1 Learning objectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CD.2 Concept for contents</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CD.3 Didactical concept / methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CD.4 Roles and activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CD.5 Organizational concept</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CD.6 Technical concept</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CD.7 Concept for media and interaction design</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CD.8 Media concept</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CD.9 Communication concept</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CD.10 Concept for tests and evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CD.11 Concept for maintenance</td>
<td></td>
</tr>
<tr>
<td>DP</td>
<td>Development / Production</td>
<td>Realization of concepts</td>
</tr>
<tr>
<td></td>
<td>DP.1 Content realization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DP.2 Design realization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DP.3 Media realization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DP.4 Technical realization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DP.5 Maintenance</td>
<td></td>
</tr>
<tr>
<td>IM</td>
<td>Implementation</td>
<td>Description of the implementation of technological components</td>
</tr>
<tr>
<td></td>
<td>IM.1 Testing of learning resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IM.2 Adaptation of learning resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IM.3 Activation of learning resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IM.4 Organization of use</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IM.5 Technical infrastructure</td>
<td></td>
</tr>
<tr>
<td>LP</td>
<td>Learning Process</td>
<td>Realization and use of the learning process</td>
</tr>
<tr>
<td></td>
<td>LP.1 Administration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LP.2 Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LP.3 Review of competency levels</td>
<td></td>
</tr>
<tr>
<td>EO</td>
<td>Evaluation / Optimization</td>
<td>Description of the evaluation methods, principles, and procedures</td>
</tr>
<tr>
<td></td>
<td>EO.1 Planning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EO.2 Realization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EO.3 Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EO.4 Optimization / Improvement</td>
<td></td>
</tr>
</tbody>
</table>
Excerpt from the standard:\textsuperscript{102}

Open & Distance Learning Quality Council provides reputable accreditation of quality of open and distance education, however is not equivalent with recognition by the competent authorities of a programme or provider. ODL QC is the UK guardian of quality in open and distance learning. Set up originally by government in 1968, ODL QC is now independent. For the provider: Accreditation is open to all providers of home study, distance learning, online or e-learning and other open learning or flexible learning courses. To achieve accreditation, providers must be able to show that you meet ODL QC standards For the learner: Learners working with an ODL QC-accredited provider are sure of good service.\textsuperscript{103}

Assessment involves taking snapshots of a provision from a variety of angles, and building them into a coherent picture. This is then presented to Council, who normally meet towards the end of each quarter. This guide explains the various stages.

In any assessment, the main components are\textsuperscript{104}:

\begin{itemize}
  \item Questionnaires to learners and tutors
  \item References from third parties
  \item Course assessment by specialists
  \item Overall assessment of the provision, based on a self-assessment undertaken by the provider
  \item Samples of materials (advertising and administrative)
\end{itemize}

\textsuperscript{103} http://www.odlqc.org.uk/
\textsuperscript{104} D1: Brief Guide to Assessment. © ODL QC
Standards I : Outcomes

A. Each course includes a clear statement of what the learner can hope to achieve on successful completion.
B. The methods, materials and support offered by the course are sufficient to achieve the intended outcomes.
C. Each course starts from a clearly stated level of ability and facilitates learner progress to a greater level of ability.
D. Statements that the level of ability inherent in the outcome can be matched to a nationally-agreed level of qualification are supported by appropriate evidence. When courses lead to degrees then those degrees are properly validated.
E. Where time limits for course completion are imposed by the provider, they are clearly stated, along with any possible extensions to this and related cost implications.
F. Any assessments set by the provider during or on completion of a course are appropriate and adequate to ensure a proper assessment of the learner’s ability and achievements to date, and the results communicated to learners.
G. Documentary confirmation of outcomes is available where appropriate to all learners on course completion.
H. Where the outcome of a course is the declared competence to sit examinations offered, or be otherwise assessed, by another external organisation, the learner is informed of this, and of the respective responsibilities of provider and applicant, prior to enrolment.
I. The course and its objectives are placed in a wider educational, vocational & professional context.

Standards II : Resources

A. All resources supplied are appropriate to the needs, knowledge and experience of a stated group of learners.
B. The provider takes all reasonable steps to ensure that course materials are effective and do not contain significant errors of fact, misleading or out-of-date information, concepts or approaches.
C. Course materials are designed for a specific and clearly stated level of learner support, and suitable opportunities for such support, where intended, are built into the material.
D. Course materials are structured to facilitate individual study & the development of study skills.

Standards III : Support

A. The provider maintains and demonstrates a clear commitment to helping learners achieve their educational goals.
B. The learner has overall responsibility for his or her own learning, and is informed that the provider’s role is supportive.
C. Support offered is sufficient to meet the reasonable needs of learners, encourage the learning process and facilitate successful completion of the course.
D. Support is offered on a prompt, timely and wherever possible personal basis.
E. Support offered is appropriate to the level of the course.
F. The provider has adequate procedures to handle any difficulties between the learner and the provider, and learners are made fully aware of all the avenues open to them to resolve those difficulties.
G. Learners are encouraged to complete their courses. Progress is monitored, and learners are provided with prompt and helpful comments on their progress in relation to learning expectations and goals.

Standards IV : Selling

A. The provider, its staff, representatives and agents, conduct all promotional activity in a fair and ethical manner, follow commonly accepted best practices, and comply with all relevant legislation.
B. All advertising or promotional material gives a clear, accurate and balanced view of the provider, its personnel, its provision, the objectives and outcomes of that provision or the ease with which they can be obtained. All information included is real, current, and verifiable.
C. All enquiries from potential applicants are handled promptly, appropriately and sympathetically. In particular, staff engaged in promotion do not offer educational advice unless competent to do so.
D. Providers selling through home visits take particular care to avoid the possibility of mis-selling.
E. The applicant is made aware of his or her responsibility to assess the suitability of the course, and in particular in relation to their own needs, qualifications, capabilities and aspirations, before enrolment.
F. Providers offer sufficient information to enable each learner fully to assess the suitability of a course, including an opportunity to discuss it with the provider prior to enrolment.
G. Prior to enrolment on a particular course, the prospective learner is made properly aware of all terms and conditions relevant to that course, either in the prospectus or similar material, by correspondence, or in discussion with the provider.
H. Access requirements imposed by the provider for any course are appropriate, kept to the necessary minimum and published.
I. Enrolment when completed is confirmed to the learner, who then has a pre-defined period within which to withdraw from the course.

Standards V : Providers

A. The provider maintains and demonstrates a strong commitment to educational values.
B. The provider is financially responsible and can meet its obligations to learners.
C. The provider adopts widely accepted norms of good ethical business and employment practice.
D. Where the provision occurs in another country, the provider ensures adherence to all relevant legal requirements.
E. All staff and tutors are suitable for their positions, and possess appropriate qualifications and experience.
F. All tutor support is of high quality. Where a provider employs more than one tutor, steps are taken to ensure that tutor support is consistent throughout the provision.
G. Learner records are sufficient, accurately maintained and up to date. Learners’ concerns about the confidentiality of their records are respected.
H. Sufficient resources are available to ensure that every learner receives an adequate individual service.
I. The provider adheres to all ODL QC Standards in Open and Distance Learning, and complies with all reasonable requests made by the Council.
J. The provider is committed to continuous improvement.

Standards VI : Collaborative Provision

A. Any provision delivered by two or more organisations is covered by a written agreement which clearly specifies the respective rights and division of responsibilities between the partners.
B. One organisation (the “principal provider”) has legal responsibility for delivery of the provision, and the
learner is made aware of this.

C. The principal provider has in place procedures which ensure that all aspects of a provision meet ODL QC standards.

D. ODL QC Accreditation is specific to a particular service and a particular named aspect of a provision. Providers must avoid statements which imply that their accreditation extends to services not explicitly covered.

E. Providers should not promote courses as their own if they are not.

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Repositioning Administrative and Supervisory Functions in Vocational Technical Education for Functionality: The E-Activity Approach

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Abstract The world all over is of the opinion that quality and functional education are pre-requisite for the attainment of a country’s development economically and technologically. Monumental studies and achievements in various spheres of life by developed and developing Nations of the world are often attributed to products of high standards of education. The efficacy and efficiency of educational system lies in its ability to deliver quality education in cost-effective ways. For such educational system to stand tall in attaining these goals, re-invigorated or repositioned administrative and supervisory functions in all our educational systems in general and vocational technical education in particular must be put in place. e-activity with all of its components have the potentials of bringing these experiences to bare in vocational technical education. This paper therefore reflects on e-activity and its ability to reposition administrative and supervisory functions. It conceptually looks at administration; supervision and functionality of vocational technical education and the potentials of e-activity, its impact on education, challenges and limitations.

Introduction

Education has long been identified as one of the most crucial allies of development. This view is supported by FRN (2004) where it stated that “no nation can rise above the quality of its education system”. Education in human societies has come a long way, from its dependency on environment through its labour and craft orientation, its stage of serving as a personal embellishment and then today, from serving as a means of fostering socio-economic development to have become synonymous with growth and economic development.

Vocational Technical Education (VTE) which is seen by many as an essential educational system going by its great and intimidating qualities and potentials should be properly and adequately administered and supervised if its goals and objectives are to be attained. Also, for VTE to be functional, all processes that are involved must be strengthened, adequately and properly packaged, efficiently and effectively delivered. In order to achieve the foregoing, a purposeful and focus, based Administration and Supervision is imperative. VTE with the following potentials, namely:

- Acquisition of skills of work;
- Development of work attitudes;
- Acquisition of knowledge relating to occupations of economic and social values; and
- Development of work behaviour din its four domains, cognitive, affective psycho and perceptual

(Usoro and Edu, 2003)
E-Activity Concepts

For the purpose of this paper, e-activity is viewed as having three (3) mutually inclusive components namely: Information Communication Technology (ICT), Computer Assisted Instruction and e-learning.

ICT is a computer based tools used by people to work on information and communication processing needs of an organization. Basically, it encompasses the computer hardware and software, the network and several other devices (video, audio, photography, camera etc) that convert information (text) images, sounds, motion into digital forms. It is an application of the combination of computing, communication, telecommunication and satellite technology. ICT when appropriately applied has the potential tools for enriching traditional means of teaching, learning and conducting research. According to Lopez (2003) ICT have provided innovative opportunities for teaching and learning experiences. ICT can be used to improve the quality of teaching and learning in any academic environment. Supporting this view, Yusuf (2005), it is widely accepted that ICT can be used to improve the quality of teaching and learning in any tertiary institution. Furthermore, he stated that ICT can make the school more effective and productive, thereby engendering a variety of tools to enhance and facilitate teachers professional activities. From the foregoing, ICT can be viewed as a tool that can enhance teaching and learning through it’s dynamic, interactive and engaging content and can provide real opportunities for individualized instruction and has the potential to accelerate, enrich and deepen skills, motivate and engaging students in learning; relate school activities to work practice, help to create economic viability for tomorrows workers; contributes to radical changes in schools, strengthens teaching and provides opportunities for connection between the school and the world.

On the other hand, Computer Assisted Instruction (CAI) is a programme of instructional materials presented by means of a computer or computer systems. Batey (1985) in his research stated that CAI is the use of computer in educational settings and most often refers to drill and practice tutorials, or simulate activities offered either by themselves or as a supplement to traditional, teacher directed instruction. He also stated that as a supplement to traditional teacher-directed instruction produces achievement effects superior to those obtained with traditional instruction alone.

Furthermore, Batey (1986), Kulik and Kulik (1987) and Rupel (1986) came out with the fact that CAI enhances learning rate. Student’s learning rate is faster with CAI that with the conventional instruction and that this learning rate is accompanied with high retention.

Thus, the potential use of computer based technology in the classroom is immense and shows the range of computer use as a tool for learning and as tool employed by teachers. The use of CAI in education provides student with both skills of using the available CAI, and provides another medium by which they might make sense of the information with which they are presented.

E-learning is the facilitation of human learning through the web (internet and intranet) with the use of digital technologies by creating on-line and off-line experiences. It provides the framework of its applications in the education settings synchronously and asynchronously. According to Abimbade (2005), e-learning occurs through internet or intranet using some instructional delivery systems. The system will use a platform web browser such as: Microsoft internet explorer or Netscape navigator.

To access the viability of e-learning, consider management support, cost-effectiveness, target audience, acceptability of a web-based programme. Again, one can ask the following questions: Will e-learning provide a method of instruction that is easier, faster, cheaper, safer, or more engaging than other delivery systems? Answers to these questions will lead to the advantages/potentials of e-learning as enumerated by Abimbade (2005) as follows:

- Flexibility, accessibility, convenience to the learner;
- Learning at once space and own place;
- Access the content at any time;
- Cross-platform – sourcing from other platform
- Web-browser software and internet connections are widely available
- In-expensive global delivery and distribution of e-learning material which is accessible from any part of the world;
- Updating is easy, courses can be delivered from anywhere of the global; and
- Promotes ICT’s in education and training.

Reflections on the foregoing, shows that e-activity has the capability and potentials to reposition any aspect of our educational system for greater productivity including administration and supervision.

**Administration of VTE Concepts**

Generally, Administration is the co-ordination of human and material towards the attainment of predetermined goals and objectives. Akpan (2001) saw administration as the of persons and material resources for effective and functional teaching and learning. According to her, Vocational Technical Education Administration is a service through which the fundamental objectives of VTE system can be more fully and efficiently realized. VTE Administration involves: planning, organizing, directing, co-ordinating and controlling human and material resources to attain its goals and objectives.

In the light of the above; the following, outlined the tasks of a VTE Administrator:

The VTE Administrator:
- Adopts a management style,
- Develops an organizational structure,
- Plans and executes an overall strategy for the content and delivery of instruction,
- Plans for and controls the fiscal resources necessary to pay for the VTE programme,
- Plans for and controls the personal resources necessary to staff the various VTE programmes
- Plans for and controls the auxiliary services necessary to operate the VTE programme
- Develops and executes a system for attending to student services
- Plans, constructs and maintains the buildings necessary to conduct the VTE programmes,
- Maintains liaison with public, private groups and individuals to whom the VTE is accountable.
- Provides for the evaluation of both the administrative structure and most crucial, the VTE programme through research.
- Participates in cooperation with the governing body, in overall policy formulation,
- Develops a system of internal and external communication. (Akpan, 1994).

Repositioning VTE for functionality connotes strengthening these tasks and their effective application for attainment of VTE objectives

**Supervision of VTE Concepts**

VTE supervision is that phase of school administration which focuses primarily on the achievement of appropriate instructional expectations of the school system (Akpan, 2001). This definition when critically examined has three (3) major components, namely;

- That supervision is a phase of administration.
- That supervision is concerned with the appropriateness of instruction expectations
- That supervision is that phase of administration which has pertinence for the expectations (products) of educational system.

Supporting the above, Usoro and Edu(2006) saw supervision as one of the basic requirement in administration that focuses on the tactics of efficient and proper management. Thus, it can be said that supervision is the “nerves system” of an organization. Also, Akpan, Usoro, and Usoro (2010) supporting the
above view perceived supervision as very important to management practices in the daily operations of industrial organizations through routine direction and control of employees activities. The measure of effectiveness and efficiency of an organization is determined by how effectively and efficiently the supervisors perform the basic role of motivating the employees to increase their productivity.

In Vocational Technical Education (VTE), creating an environment for optimal productivity requires that the right skills, equipment, materials, appropriate and adequate instruction and effective teaching methods for delivery to students. The task of achieving these lies with the supervisors.

To achieve the above tasks, the need for better supervisory style(s) comes into play.

Akpan, Usoro and Usoro (2010) enumerate many supervisory leadership style theories most conducive to promoting effective work group; as

- Initiative structure theory
- Life-cycle theory
- Contingency theory of leadership
- Paths-goal theory
- Situational leadership theory
- The development approach theory
- Positive management theory; and
- Quality approach theory

Due to space, these theories could not be discussed or explain individually, but suffice to state here that generally, they are conceptual propositions which could predict, explain, and guide effective supervisory behaviour and hence effective supervision in VTE.

Functionality Concepts

Hornby (2000) noted that in architecture, functional architecture is said to be designed to serve practical purpose, beauty of appearance being secondary. According to him, if a building is aesthetically designed but uninhabitable, it is not a functional building. In line with this, Uzuagulu (2004) explained that functionality has to do with effectiveness, efficiency and workability of something or organization. According to him, a functional education system must be effective in achieving its set goals. It follows from the above explanations, that if a system to achieve its set goals or purpose, then it is not effective and cannot be referred to also a functional system, Onyeukwu, Abassah, Hart (2010). Again, as observed by Asogwa (2004), functionality of a system is the practicability and usefulness of that system being very suitable for the purpose it was set to achieve from the foregoing and looking at the goals and objectives of VTE as stated in section 15 by FRN (2004), can we say that VTE is functional in Nigeria?

Dividends of E-Activity

With adequate and effective administration and supervision which can come through e-activities when properly applied, Vocational Technical Education (VTE) will be functional and hence its visible results and goals shall be felt and its impact on the economy shall be seen and measured.

Dividends of e-activities as outlined by Prasad (1997) has the potentials of reposition administrative and supervisory functions/tasks for functional VTE. These dividends includes:

- More educational, information and technology access;
- Learning from other;
- Partnership from enrichment
- Competitive environment
- Globalization of materials and resources
Impact of E-Activity on Education

The phenomenon of globalization is considered as the most widespread trends in many countries. It has brought about the worldwide integrations of economic and financial sectors. In the context of changing world, the central role played by education to favour social and professional integration appears to be largely reinforced. Thus the aspirations objective of UNESCO and the world body of United Nations Organization are being propelled by the globalization on education.

Challenges of E-Activity in Nigeria

Web-technology based programmes like e-learning was developed by the developed economy whose infrastructures and facilities are adequate for effective and efficient accessing these programmes from the web. A developing economy like Nigeria whose infrastructure and facilities are in a dilapidated state due to bad government have challenges in accessing the web-technological –based programmes for e-activities. The following serve as challenges for e-learning in Nigeria:

- **Infrastructural Deficiencies**: Many developing countries like Nigeria do not have adequate infrastructures and facilities for e-learning etc. They do not manufacture hardware and software needed for information technology services. In some countries there is still problem of steady power supply.

- **Global Educational Vision versus Market Vision**: For globalization to promote even development, there must be a balance view of educational vision and market forecast. This is concern with the exploiting the market demand of developing countries by developed economies for profit making. This profit making drive of collaborative arrangements may distort the priorities of education and would not promote effective partnership arrangement.

- **E-activity versus Localization of learning**: Developing relevant curriculum for international context is a difficult task. More difficult getting the educational materials develop in a particular context to suit different cultural millien.

Limitations of E-Activity

Despite the laudable potentials and advantages, e-activities have some limitations.

Bandwidth Limitations

Limited bandwidth means slower performance for sound, video and intensive graphics, causing long waits for downloads that can affect the ease of learning process.

- Static e-activities must be replaced by dynamic programmes, which takes more time and money to develop.
- Not all courses are delivered well by e-activity based instructional programmes.
- Most of our teachers are ICTs illiterate.

Not withstanding the above limitations, e-activity has come to stay. What Nigeria needs to do as developing country is to key into mass infrastructural and facility development. Our educational system from primary to tertiary should ICTs compliance. Development of both teaching and non-teaching should be a continuous e-activity so as to benefit fully in e-activity based programmes. Vocational technical education should be on first live because of its potentials to national development.
Conclusion

E-activity has come to stay and it would continue to affect structure and content of the education system. As the world march towards globalization so will the application of ICTs and hence e-activity continue to affect education delivery at all levels. Administrative and supervisory functions in VTE shall witness a boost when properly packaged CAI materials are effectively and efficiently delivered. This will in turn rob on the functionality of VTE system and hence position Nigeria as an emerging economic power house in sub-Sahara Africa.

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Education in Islam: Contemporary Issues and Challenges

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Abstract In the words of God in Qur'an, he calls human as his best creation. He orders angels to prostrate in front of first human creation. This shows the dignity and human’s place among other creatures. This dignity is first because of the god spirit that is given to human specially and secondly because of wisdom that only human have. In Islamic belief human is full of potential talents and abilities that should be actualized by education and training. The main purpose of Islamic education is seeking the truth and achieving salvation, this can be achieved by education and intellection alongside with refinements. In Islamic point of view rational growth can take place parallel to ethical growth and these two cannot be parted as ethics without science is idiotic, science without ethics is stupidity. Always in our moral and religious books, science and ethics are together and religion that shows his most interest and attention to acquisition of knowledge, says that the goal of his messenger is to show the best morality and ethics to the world. Islamic education is a perfect comprehensive system, which looks in to all human dimensions. In the process of Islamic education development of mind and body, worldly life and hereafter, society and individual have the same level of important and none of them should be ignored. Intelligent and wisdom have a special place in Islamic teaching. This importance has been said in 300 verses in Qur'an.

Key words: Qur'an, human, Islamic education, Islam, Islamic teaching.

Introduction

The word Education means, learning and teaching, the first meaning that comes to mind is induction of a subject by the master to the minds of students, so the pupils could imitate it from the teacher and learn to repeat it. But the true meaning of teaching is much deeper and significant, and if we look at it with more accuracy we find that teaching is to make changes in student, teaching and transforming the mode of ignorance to make them independent thinkers and give them intellectual growth.

The issue of education in Islam it is so important that in the first verses that God says to Prophet Mohammad (peace be up on him): "بَاِسْمِ اِقْرَأَ..."

Read in the name of your Lord Who created. He created man from a clot. Read and your Lord is most Honorable. Who taught (to write) with the pen. Taught man what he knew not. (alagh 1- 5)

And in another verse he says: "... Are those who know and those who do not know alike? Only the men of understanding are mindful..." (Zomar / 9) and " Is he who was dead then We raised him to life and made for him a light by which he walks among the people, like him whose likeness is that of one in utter darkness whence he cannot come forth? Thus what they did was made fair seeming to the unbelievers. " (anam / 122) " Have they not travelled in the land so that they should have hearts with which to understand, or ears with which to hear? For surely it is not the eyes that are blind, but blind are the hearts which are in the chest." (Hajj / 46) and Ali ebne abitaleb (peace be up on him) says: knowledge is resuscitator of soul, and Clarifies the mind, and is fatal for ignorance and asininity. (Ghorarol Hakam, p. 54 and 68)

Upbringing means to raise, to nurture, develop and teach ethics to someone. The general meaning of upbringing is to develop everything in good shape, and this meaning includes, plants, animals and humans and is also used in the cultivation of body and soul.

In Islam upbringing means training the ability to convey the actuality and make balance and coordination between them and use them in order to achieve perfection.
In Islamic aspects first we have to understand human talents and ability and then train and educate because the profound truth of human dimensions existence is complicated, it is difficult for humans to understand, and on the other hand diagnosis and reason of human is surrounded by a curtain of instincts and material so he himself is not able to complete the planning, preparing and supplying a complete law for themselves, therefore, God Almighty has set the law and His Messengers has to train it to humans.

As Quran says:

وَ نَفْسٌ وَ مَا سُوِّيَهَا فَاحْمُها وَ تَقُوِّيها قَدْ أَفْلَحَ مِنْ زَكَّيْهَا وَ قَدْ خَابَ مِنْ دُسْهَا"(Shams 7 / 10)

And the soul and Him Who made it perfect, Then He inspired it to understand what is right and wrong for it, He will indeed be successful who purifies it, and he will indeed fail who corrupts it.

And elsewhere says: "And do not stretch your eyes after that with which We have provided different classes of them, (of) the splendor of this world's life, that We may thereby try them; and the sustenance (given) by your Lord is better and more abiding.."

Prophet (peace be upon him): "مِنْ مَا لَمْ يَتَأَمِّدْ بَادَّٰبُ اللَّهِ تَقْطَعَتْ نَفْسِهِ عَلَى الْدُنْيَا حُسْرَاتٍ" (Bihar Alanvar, Beirut, Institute Alifa’, c. 11, p. 348.) who does not grown and educated with the divine education, will die with sorrow and regret of the world and the universe."

God in the Quran considers all human knowledge and awareness beyond the human mind and intellectuality, because Quran speaks of knowledge and sciences that people already know them.

This knowledge is not the internal findings and spontaneous knowledge, but they are education, awareness and knowledge that come from outside of the human mind and the perception.

(وَعَلَّمَ أَدَمَ اَلْأَشْمَاءَ كُلُّهَا)(Baqara / 31)

"And He taught Adam all the names, then presented them to the angels; then He said: Tell me the names of those if you are right."

(عَلَّمَ الْإِنْسَانَ ما لَمْ يَعْلَمَ)(alagh / 5)

"Taught man what he did not knew."

(خَلَقَ الْإِنْسَانَ عَلَّمَهُ الْبَيَانَ)(Rahman / 3-4)

"Created man and taught him to speak."

Other categories of knowledge are the one that later in the life will be achieved. Clearly they are also adventitious and should be received from outside;
And Allah has brought you forth from the wombs of your mothers-- you did not know anything-- and He gave you hearing and sight and hearts that you may give thanks.

In this verse, he speaks of all sciences and knowledge that people gain in life (acquired knowledge). He noted that these knowledge and the tools and equipment from outside for studying it, is also created by him.

As awareness of the Prophet David, which symbolizes knowledge Armory and is a sample of empirical and acquired knowledge, is educated by God;

And we taught him to make armor for you, that they might protect you in your wars; will you then be grateful?

Some other knowledge is knowledge that are Inducted to minds and hearts of prophets of God. There are many verses that shows teaching that knowledge to Prophet David, Joseph, Jesus and Muhammad (peace be upon them) that some of them are:

And certainly we know that they say: Only a mortal teaches him.
And God answers the pagans, by saying that what the prophet know has been thought to him by god, that way he accepted that the prophet had learned what he was saying but he also says that he was learning it from God.

\[\text{سنن هو إلا وَجَيَّدٌ يُوحَى*} \text{عالمه شديد القوى}\] (star / 4-5)

"What he says, is nothing but a revelation that was revealed to him. It is one of the great powers that have taught him."

Some knowledge that are accessible to man are harmful to human therefore they are faulty and are not recommended to be learned by humans. This shows that destructive and harmful knowledge is adventitious and should be learned.

\[\text{وَلَكِنَّ الْشَّيَاطِينَ كَفَّارًا يُعْلِّمُونَ النَّاسَ السَّحْرَ وَمَا أُنزِلَ عَلَى الْمَلَائِكَةِ نَابِئِينَ} \text{Baqara / 102)}

"And they followed what the Shaitans chanted of sorcery in the reign of Suleiman, and Suleiman was not an unbeliever, but the Shaitans disbelieved, they taught men sorcery and that was sent down to the two angels at Babel, Harut and Marut, yet these two taught no man until they had said, "Surely we are only a trial, therefore do not be a disbeliever." Even then men learned from these two, magic by which they might cause a separation between a man and his wife; and they cannot hurt with it anyone except with Allah's permission, and they learned what harmed them and did not profit them, and certainly they know that he who bought it should have no share of good in the hereafter and evil was the price for which they sold their souls, had they but known this."

The result of what we have just said is that the knowledge of all creatures that have the ability to learn have external source to teach them or learn from it. That external source can be God, Satan, Angel, or other sources for learning.

However, refinement is more the achievement of the will, intent, motive and internal efforts for Self-restraint from abominations and obscenity. As it is said in some verses in Quran:

\[\text{قد أفَلَحْ مَن زَكَّاهَا} \text{(Shams / 9)}

"He will indeed be successful who purifies it"

\[\text{قد أَفْلَحَ مَن تَزَكَّى} \text{(aal / 14)}

"He indeed shall be successful who purifies himself"

\[\text{وَمَن تَزَكَّى فَإِنَّمَا يَتَزَكَّى لَنَفْسِهِ} \text{(Fater / 18)}

"And whoever purifies himself, he purifies himself only for (the good of) his own soul"

The goal of Islamic education and training is to build a Perfectionist human, society and civilization. Ideal humanity is to conceive the rationality and grow Intellectual trends and spirit. So that's why in Quran
education and Upbringing are used together. Sometimes it is emphasizes on education and sometimes it is
emphasizes on Upbringing.

ربنا وابعٌ فيهم رسولُ مِنْهُ يُتَّعَوَّنُ عليهِ آياتك وَيُعْلِّمُهُمُ الْكُتَابَ والْحِكْمَةَ (Baqara / 129)

"Lord! And raise up in them an Apostle from among them who shall recite to them Thy communications and
teach them the Book and the wisdom, and purify them; surely Thou art the Mighty, the Wise."

And elsewhere says (هو الَّذِيَ بَعِثَ فِي الأَمْيَةِ رَسُولًا مِنْهُ يُتَّعَوَّنُ عَلَيْهِ آياتِهَ (jomaeh / 2).

"He it is Who raised among the inhabitants of Mecca an Apostle from among themselves, who recites to
them His communications and purifies them, and teaches them the Book and the Wisdom, although they
were before certainly in clear error"

Allameh tabatabaii explains the two above verse:

"In jomeh verse Upbringing has come prior than education, because it is talking about upbringing and
educating the people by prophet that means wisdom is more important than knowledge. But in ebrahim verse
he is asking god to give knowledge and wisdom to his generation and race. In verse jomeh it is showing the
order of learning that is first to learn wisdom then you will reach the knowledge."(Tabatabaii, 19/265)
Whatever is the secret of which one of them is first or second is not important, what is very important is that
in Islam for having one of them you need to have the other as well. You cannot achieve knowledge and forget
wisdom or other way around. This kind of person in Islam is not a perfect human.
It is on such an approach that science and knowledge is not the basic and preface of training and
upbringing, they are requirements and demands of each other.
From this perspective, the objective scientific approach to encourage people to find ways to teach and
to learn can be achieved.
So all divine religions are based on education and training and have been initiated by education. With
all that we said in Islam the importance of reading and teaching is showed more than any other religion. With
all the value that Islam have for "يَسِمُ الله" the name of Allah, but god started his first words with the prophet
with the order to read "اقرأ". God did not command his messenger to: Say, listen, repeat, see, sense, or
..., but said: read. Then he speaks of training, creation, and humans.

اقرأ يَسِمَ الْذَّى خَلَقَ خَلِيقَ الإِنْسَانَ مِنْ عَلَقٍ أَقْرَأْ وَرَبِّكَ الْأَكْرَمُ الْذَّى
(علَمَ بالَّغِيمَ عَلَمَ الإنسان ما لَمْ يَعْلَمَ) (aLagh / 1-5)

"Read in the name of your Lord Who created. He created man from a clot. Read and your Lord is Most
Honorable. Who taught (to write) with the pen. Taught man what he knew not."
Because of the beginning like this reading has become the first duty. And there was no excuses left for not
learning and teaching, for learning new science and knowledge all boundaries should be removed.as the
prophet says" learn and achieve science and knowledge even if it is presented in the far part of the world."
And to remind man that no matter how much he studies and learns he still have not learned more than a drop
from the sea of knowledge.
Although prophet Mohammad (peace be upon him) had achieved the highest knowledge from God, but still he was addressed to pray for more knowledge.

(O, my Lord! Increase my knowledge.)

And if it was other than this, he could have not become an ideal man for all mankind.

(Most surely you are one of the apostles, on a right way.)

The main factor that human community and evolved Muslims society can reach and receive the perfect knowledge and science is based on freedom.

Freedom means releasing from all attachments that prevent us from thinking, making decisions and held us from doing the work that we have aimed, intended and decided to do.

(And I have not created the jinn and the men except that they should serve Me.)

Based on the pattern of behavior that is provided by these verse, educational and intellectual men and society, will only obey and submission himself to God, He will not go after his ancestors and will not imitate from them, he would free himself from the strings of Imitation, social and national illusions and superstition and sensual and erotic chains and threats.

References

Quran
Laboratories and Sustainable Teaching and Learning About Senior Secondary School (SSS) Geography in Nigeria

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Tai Solarin University of Education, Ijebu-Ode, Nigeria

Abstract The relevance of Geography cannot be over emphasised; but teaching and learning about the subject have not been sustainable. The objective of this paper is to examine the adequacy or otherwise of Geography Laboratories and Gardens for effective teaching and learning in Nigeria using Ogun State as case study. Twenty schools and colleges were randomly selected across the state. Conditions of the Gardens and Laboratories were examined. 100 students, 20 teachers and 5 principals of schools were interviewed and so also 100 Geography graduates of Schools and colleges. Human and physical environments of the schools were studied. Over 85% of the schools have neither Geographical Garden nor Meteorological Garden or Laboratory. No school has any classroom dedicated to Geography. There must be radical departure from the observed. Well equipped Laboratories, Meteorological and Geographical Gardens should become integral part of the facilities and amenities. It is imperative that a room is adorned with maps, charts, figures, models, samples and others; and designated as Geography Classroom where lessons on geographyy topics must be held. Teachers of Geography should perceive the physical environment, natural and cultural, as Geography Laboratory. Philanthropies should be implored and encouraged to come to the aid of schools.

Keywords: Geography, laboratories, sustainability, teaching, learning

Introduction

The objectives of teaching Geography at this level of education are spelt out by West African Examination Council (WAEC) (2004) and National Examination Council (NECO) (2004). The WAEC has been reviewing its syllabi over the years to reflect contemporary issues, respond to public concerns and adjust to realities of time, (Akande, 1982 and Aderogba and Ogunnowo, 2010). The NECO also fashioned its syllabus closely to the WAEC’s; Appendix A. The Appendix shows details of geography syllabus as provided by the two national examination bodies and implemented by schools and colleges. This is broken into six parts that are taught over a period of nine terms of an average of thirteen weeks each, that is, three sessions. The relevance of the subject cannot be over emphasised. Boehim, (1996) in his "Careers in Geography" gave a comprehensive list of where geographers have and can be employed profitab ly and with job satisfactions, Appendix B.

Locally in Nigeria, many have documented the relevance of Geography to the society: Ologe (1978) and Akande (1982) discuss very succinctly the roles of Geographers in the present day socio-economic dispensations. Similarly, Areola (1978), and Aderogba (1990, 2001, 2010 and 2011) identify the professions and different areas of human endeavours that Geographers can be relevant. Aderogba (2010) particularly produced a list of disciplines and school subjects that combine with Geography to pursue a profession. The relevance and application of Geography concepts, information and tools are growing by the day.

Also, scholars have worked consistently on the problems associated with the teaching and learning about Geography, the most difficult aspects of Geography, why Students fail Geography, Dearth of Materials for Geography studies and others, (Adetuberu 1983, Ajaegbu 1971, Akande 1982 and Aderogba 2001 and 2010). Specifically, Akande (1982) like Ajaegbu (1971) dwelt on the "Pull" and "Push" factors in the study of Geography among students generally. Similarly, Adetuberu (1983) in his study of "Odds against the Teaching of Map Work" gave a critical analysis of the challenges in the teaching and learning of Map Work (among male and female students) in Ondo State Secondary Schools. Recently, Aderogba (2010 and 2011) worked on “Registrations, Participation and Performances of Female Students in SSS” and “Global warming and implications for SSS Geography in Nigerian schools and colleges” respectively. No work has ever been done
to examine the available Laboratory resources, animate and inanimate for effective teaching and learning about Geography at the SSS level in Nigeria. The earlier work of Aderogba (1990) on resources for teaching and learning about Geography is superficial and inconclusive: In particular, the aspects of adequacy or otherwise of Laboratories and Geographical Gardens have not been investigated. Therefore, the objective of this paper is to examine the adequacy or otherwise of the resources for effective teaching and learning about Geography in Nigerian schools and colleges of Nigeria using Ogun State as a case study. Emphases are on Geography Laboratories and Meteorological Garden.

Materials and Methods

Twenty schools, five public and ten private, of Ogun State were randomly selected for study. The schools' facilities and amenities for effective teaching and learning, particularly about Geography, were examined and studied. Geography Classrooms, Laboratories, gardens and meteorological Gardens were visited and the content examined. The classrooms, laboratories and gardens were compared with the corresponding facilities and amenities for teaching and learning about other related subjects – Physics, Biology, Chemistry, Fine Art and others. "Classes" of Field Work, Physical, Regional and Human, Practical and Map Work were observed in session. Materials used for the Lessons were perused. Fifty teachers of Geography, twenty Principals and ten proprietors of schools and colleges were interviewed on the available resources, the dearth or otherwise of them and what needs to be done to make teaching and learning about Geography sustainable. Similarly, one hundred graduates of Geography were randomly selected and interviewed on their perception of the relevance of Geography Laboratory and Gardens for effective teaching and learning about the subject at the SSS level of education. They also provided modest list of items that must be in the Geographical Garden, Meteorological Garden, the Laboratory and classroom per school. Immediate environment of the schools and colleges visited were examined to ascertain what is available where for adoption for teaching and learning purposes. Three Zonal Inspectors of Education were randomly selected for the same purposes. They were all quick to enumerate what materials will be very crucial for effective and sustainable teach and learning about various aspects of the subject as required by WAEC, NECO and Joint Admission and Matriculation Board. The work is devoid of any statistical analysis but Tables and Figures only. Geographical and Meteorological Gardens, Laboratories and Classrooms are referred to as part of facilities and amenities of schools and colleges in this work.

Results

All the twenty schools teach Geography up to Senior Secondary Class III and certain proportion of their students offer Geography in their final WAEC, NECO; and Joint

Table I: Schools’ Geographical and Meteorological Gardens; Laboratories and Rooms

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Abeokuta Grammar School</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Egbado College</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Ijebu-Ode Grammar School</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Ade Ola Odutola College Ijebu-Ode</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>Mac Job Grammar School Abeokuta</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>St Augustine Grammar School Ijebu-Mushin</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>Our Lady of Apostle Grammar School I-Ode</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>Premier Grammar School Abeokuta</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Admission and Matriculation Board Examinations. There are also university graduates in all the schools as Class Teachers. There is none of the schools that is less than ten years old. They are all Government approved schools and colleges and they are being inspected for purpose of quality check, at least once in a session by their respective Zonal Education Offices (Inspection Section). More than 50% of them were located within urban settings; about 35% are located in the rural urban fringe and the rest are in rural areas. There were ample opportunities therefore to make use of the localities for Field Work/Experience/Study/Trip/Excursion/Exercises in their respective local domains as stipulated by the WASEC, NECO and JAMB syllabuses. Table I shows the status of the Geographical Classrooms, Laboratories, Gardens and Meteorological gardens in the schools and colleges visited. Only 35% of the schools have Geographical Garden; 15% have Meteorological Garden; and 5% each has Geographical Laboratory and Classroom. Except two schools, Greenland Hall and The Bell, there is none of the schools that have two categories of the facilities. None of the schools has the four – Geographical Garden, Meteorological Garden, Geography Laboratory and Geography Classroom. It is only Greenland Hall again that has a separate Classroom designated as Geography Classroom. Even in the schools that have Geographical Garden, the so called gardens are overgrown with weeds and there is scarcely any thing to show that it is for purpose of teaching and learning about Geography. No school has any Survey Instrument. The observed best equipped Meteorological Garden has one dilapidated Rain Gauge and a dysfunctional Wind Vane. The Stevenson’s Screen contains nothing. Others are glorified Meteorological and Geographical Gardens. As for the Geography Laboratory and Classrooms, there is no significant difference between schools and colleges; and between private and public schools. But, in terms of the Gardens, the public schools care least but the privates are making some attempts. Where there are any Meteorological and Geographical Gardens at all, they are combined on the same plot and whatever is located inside are clustered therein. Unexpectedly, 85% of the schools and colleges teach the so called difficult concepts, ideas and names and make the student learn about Geography without any of these salient facilities and amenities.
Discussion

Geography is a living subject, but it is not treated as such and neither is it particularly recognised as a science subjects such as Biology, Physics, Chemistry and others. Laboratories, Gardens (Geographical and Meteorological) are not common. The physical and cultural environments are underutilized too. As common as it is supposed to be, Atlas Maps are not available for over 90% of the students in over 85% of the schools and colleges. The subject is taught with high level of abstractions in spite of the numerous “concepts," “ideas" and “names” that students have to contend with. This condition might account for poor interests at registrations, participation in the classes and performances of students in external examinations: WAEC, NECO and JAMB. Suffice it to say that there is this common statement that Geography is a wide subject; and that it is a difficult subject. This may explain why there are decreasing number of students that register for the subject over the years (Akande 1982 and Aderogba 2001 and 2006). The onus is therefore on schools and colleges, proprietors and governments to ensure adequate equipment, facilities and amenities for teaching and learning about the subject if geography will still find its relevance among school subjects; and for professionals.

For Sustainable SSS Geography

Tables II and III; and Figures 1 and 2 provide lists of modest materials for use in the schools and colleges. There may not be any need to have more than four each of Wet and Dry Bulb Thermometers and Chart of Weather Symbols; two each of Barometers and Rain Gauge for ease of demonstration, teaching and learning. Other items may be one each; see Table II. The Garden must be set up at such locations that will not have any interruption that will affect

Table II: Essential Components of a Meteorological Garden for schools

<table>
<thead>
<tr>
<th>S/No</th>
<th>Instruments</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Stephenson Screen</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Fortin (Mercury) Barometer</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Aneroid Barometer</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Six’s Maximum and Minimum Thermometer</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Barograph</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Wet and Dry Bulb Thermometer</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Cup Anemometer (10 m above ground level &amp; clear of roof top)</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Tube anemometer</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Wind vane (tube anemometer built into the end of wind vane)</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Sunshine Recorder</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Rain gauge</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>Chart of Weather Symbols</td>
<td>4</td>
</tr>
</tbody>
</table>

Source: Aderogba, K. A. 2011. Field Work

Table III: Essential Surveying Instruments for a Class of 35 Students.

<table>
<thead>
<tr>
<th>S/No</th>
<th>Instrument</th>
<th>Required Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gunter’s Chain</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Dumpy Level</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Prismatic Compass</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Hand Level</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>Theodolites</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Alidade</td>
<td>4</td>
</tr>
</tbody>
</table>
the performances and readings of these equipments: reasonable distances away from roof tops and tall trees is desirable and recommended. Similarly, Table III shows essential equipments for teaching and learning about Simple Land Surveying: Out of the 12 items Theodolite and Dumpy Level could be the most expensive. Ranging Poles and Pencils, Iron Arrow, Booking Sheets are not. Recommended for use in Geographical Laboratories/Classrooms are about forty items ranging from maps, charts, figures, tables, pictures, photographs, paper cuttings, film clips, video clips, and others. See Figure 2. Private and Corporate philanthropies could be supported and or encouraged to assist schools and colleges. The physical and cultural environments around the schools and their immediate environments can provide varieties of samples and examples: People, sex, age tribes, occupations and professionals; transport and lines of communication; observable daily.

Figure 1: Selected Materials that should be in a Geographical Garden.

Source: Aderogba, K. A. 2011. Field Work

weather conditions – thick clouds, bright days, dew, torrential rains, dews, hammatan haze, hot and cold days; vegetation covers, erosion and erosion passages; coexisting businesses and trades, natural and cultural landscapes and others could be observed as they exist in situ for teaching and learning purposes as the needs arise. Most of the required items could be improvised without jeopardizing the purported aims and objectives of the topics to be taught if appropriately harnessed and applied. Apart from the teachers that must
be certified and qualified, it is imperative that the Gardens and Laboratories are manned by qualified personnel.

**Figure 2: Selected Materials that should be in Geography Laboratory/Classroom**

<table>
<thead>
<tr>
<th>Climate Chart</th>
<th>Station Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weather Chart</td>
<td>Atlas Maps</td>
</tr>
<tr>
<td>Temperature Chart</td>
<td>Temperature Maps</td>
</tr>
<tr>
<td>Rainfall Chart</td>
<td>Rainfall Maps</td>
</tr>
<tr>
<td>Relative Humidity Chart</td>
<td>Relative Humidity Maps</td>
</tr>
<tr>
<td>Charts of Weather Symbols</td>
<td>Weather symbols</td>
</tr>
<tr>
<td>Pie Charts</td>
<td>Romer and Grid References</td>
</tr>
<tr>
<td>Flow Charts</td>
<td>Maps showing National Grids</td>
</tr>
<tr>
<td>Proportional Circle</td>
<td>Soil Profiles</td>
</tr>
<tr>
<td>Density Maps</td>
<td>Ordinance Survey Maps</td>
</tr>
<tr>
<td>Isopleths Maps</td>
<td>Topographical Maps</td>
</tr>
<tr>
<td>Dot Maps</td>
<td>Thematic Maps</td>
</tr>
<tr>
<td>Bar Graphs</td>
<td>Gradients Examples and formula</td>
</tr>
<tr>
<td>Line Graphs</td>
<td>Conventional Signs and symbols</td>
</tr>
<tr>
<td>Climate Maps</td>
<td>Common Abbreviations and Meanings</td>
</tr>
<tr>
<td>Weather Maps</td>
<td>Catalogue of reference Materials</td>
</tr>
<tr>
<td>Rock Samples</td>
<td>Soil Samples</td>
</tr>
<tr>
<td>Film/Video Clips</td>
<td>Pictures</td>
</tr>
<tr>
<td>Paper cuttings</td>
<td>Tape/Video Recorder/players</td>
</tr>
<tr>
<td>Photographs</td>
<td>Appropriate Furniture *</td>
</tr>
</tbody>
</table>

* There are special purpose Tables for use in Geography Laboratories.

**Source:** Aderogba, K. A. 2011. Field Work

**Conclusion**

It is one thing for these items to be available; it is another for them to be applied. They should not become artefact for decorations. When the learners fiddle with the materials during each of the lessons and at their spare times, they will be more familiar with them. Their levels of abstractions of the concepts and ideas will drastically reduce if not completely eliminated. Harnessing resources from the physical and cultural environment may be the beginning of tapping National Local Content as prescribed by the nation for Nigerian Content in all facet of Human endeavour if the Nation must grow and develop. It should not be forgotten too that the Classroom theories and the materials in the gardens, Laboratories and classrooms will be complementing each other; and all must be supplemented by contemporary text books, reference materials and Teachers’ Guides. Atlas Books, one each for every student must be compulsory. Teachers, Laboratory Attendants and Gardeners must be made to attend, at regular intervals, relevant workshops, seminars, conferences and shorts courses that will update and upgrade their knowledge and experiences from time to time.

**References**


Aderogba, K. A. (1990) "Towards a Maximum Use of Local Environment (Resources) for Effective Teaching and Learning About Geography in Nigerian Senior Secondary Schools". In Teaching Geography for Optimal Learning Outcome in Senior Secondary Schools. Ijebu-Ode: Department of Geography, Tai Solarin College of Education and NGTA (SW Zone); pp. 149-170.


APPENDIX A


<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEMENTS OF PRACTICAL AND PHYSICAL GEOGRAPHY</td>
<td>Map reading and interpretation based on a continuous survey map of part of West Africa: scale, measurement, distances, direction and bearing, map reduction and enlargement, identification of physical features such as spurs, valleys etc and cultural features such as city, walls, settlements, communication routes etc, measurement of gradients, drawing of cross profiles, inter-visibility, description and explanation of drainage patterns of communication settlement and land use.</td>
</tr>
<tr>
<td>Map Work</td>
<td>Chain and Prismatic compass, open and closed traverse avoiding obstacles in the field.</td>
</tr>
<tr>
<td>Elementary Survey</td>
<td>Graphical representation of statistical data: Bar graphs, Line graphs, flow charts, pie charts, dot maps, proportional circles, density maps, isopleths maps.</td>
</tr>
<tr>
<td>Statistical Maps and Diagrams</td>
<td>The earth as a planet in relation to the sun. Latitude, longitude and time. Structure of the earth (internal and external). Types, characteristics, formation and uses. Mountains, plateaus, plains, karst and coastal landforms.</td>
</tr>
<tr>
<td>Elements of Physical Geography</td>
<td>Agencies modify landforms such as weathering, running water, underground water, wind and waves. Fieldwork covering local landforms such as coastal features, drainage features, gullies, etc.</td>
</tr>
<tr>
<td>(i) Rocks</td>
<td>Ocean basins, salinity, ocean currents (causes, types and effects on the climates of coastlands), water as an environmental resource.</td>
</tr>
<tr>
<td>(ii) Major Landforms</td>
<td>Simple weather study based on local observation description of the climates.</td>
</tr>
<tr>
<td>(iii) Oceans</td>
<td>Stevenson’s screen and uses of basic weather instruments e.g. rain gauge, thermometer, barometer and wind vane etc.</td>
</tr>
<tr>
<td>(iv) Weather and climate</td>
<td>Temperature, pressure, wind and precipitation and the factors affecting them e.g. altitude, latitude, ocean currents, land-and-sea breezes, continentality, aspect. Interpretation of climatic charts and data. Classification of climate (Greek and Koppen’s). Major types of climate (Hot climate – equatorial, tropical and desert, temperate climate – warm and cool). The atmosphere as an environmental resource.</td>
</tr>
<tr>
<td>(v) Elements of climate</td>
<td>Definition, local types and characteristics. Factors and processes of soil formation and soil profile. Tropical soil types. Importance to man and the effects of human activities on soil.</td>
</tr>
<tr>
<td>(vi) Soils</td>
<td>Major types (tropical rainforest, cool temperate, woodland, tropical grassland and temperate grassland); characteristics, distribution, factors affecting their distribution, plant communities. Vegetation as an environmental resource.</td>
</tr>
<tr>
<td>(vii) Vegetation</td>
<td>Land ecosystem, environmental balance and intervention within the natural environment.</td>
</tr>
<tr>
<td>(viii) Aspects of Environmental Interaction</td>
<td>Soil erosion, drought, desert encroachment, deforestation and pollution, causes, effects and prevention of each.</td>
</tr>
<tr>
<td>(ix) Environmental hazards</td>
<td>Factors and patterns of growth, distribution and movement; growth rate problems (e.g. Amazon asin, N.E. of USA, India, Japan, West coast of South Africa)</td>
</tr>
<tr>
<td>HUMAN GEOGRAPHY</td>
<td>Types (rural and urban); patterns and factors affecting location; growth and size; functions of rural and urban settlements (e.g. Western Europe, the Middle East and West Africa).</td>
</tr>
<tr>
<td>(i) World Population</td>
<td>Types (roads, railways, water, air). Transportation and economic development (movement of people and commodities, national and international trade,</td>
</tr>
</tbody>
</table>
FIELDWORK

diffusion of ideas and technology, national integration); problems of transportation.

Types (heavy and light industry); Factors of industrial location; contributions to Gross National Product (GNP) and problems.

Factors, major commodities (agricultural, manufactured goods and mineral products, trade routes, with special emphasis on trade between candidate's home country and the outside world.

Nigeria on broad outlines (location, position, political divisions, physical setting, population distribution of mineral and power resources, industry and commerce, transportation).

Geographic Regions of Nigeria (Eastern Highlands, Eastern Scarplands, North-central Highlands, Sokoto Plains, Chad Basin, Niger Trough, Cross River Basin and Southern Coast.

Each of these geographical regions should be under the following sub-headings:-

(i) Physical settings;
(ii) Peoples and population;
(iii) Resources and economic activities;
(iv) Transportation;
(v) Problems of development.

Field work on any one of the following should be based on local geography of candidate's home town. (This aspect of the syllabus should be examined in schools as part of the continuous assessment and should account for 25% of the total mark of continuous assessment):

(i) Land use (rural or urban):
   Rural – crop farming (e.g. rice, cocoa etc), mining (e.g. coal, tin, petroleum etc), fishing.
   Urban – commercial activities, ports, factories, recreational etc.

(ii) Market survey – rural or urban

(iii) Traffic flow – rural or urban

(iv) Patterns of journey to work – rural or urban

(v) Rate of erosion in the locality etc

Africa on broad outlines – location, size, position, political divisions and associated islands, physical setting (relief, drainage, climate and vegetation); distribution of major minerals.

(a) Lumbering in equatorial Africa (with particular reference to Cote d’Ivoire and Zaire).
(b) Irrigation agriculture in the Nile Basin and the Niger Basin.
(c) Plantation agriculture in West and East Africa.
(d) Fruit farming in the Mediterranean Regions of Africa.
(e) Gold mining in South Africa.
(f) Copper mining in Zaire and Zambia.
(g) Oil production in Nigeria, Algeria and Libya.
(h) Population distribution in West Africa.
(i) International Economic Co-operation in West Africa (e.g. ECOWAS).

### APPENDIX B

#### Major Geographic Fields and Employment Opportunities

<table>
<thead>
<tr>
<th>Major Fields of concentration</th>
<th>Employment Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cartography and Geographic Information System</td>
<td>— Cartographer for Federal Government (agencies such as Defence Mapping Agency, US Geographical Survey or Environmental Protection Agency or Private Sector (e.g. Environmental System Research Institute, Integral or Bentley); Map Librarian, GIS specialist for Planners, land developers, estate agencies, local government, remote sensing analyst, Surveyor.</td>
</tr>
<tr>
<td>Physical Geography</td>
<td>— Weather forecaster; outdoor guide; coastal zone manager; hydrologist; soil conservation/agricultural extension agent.</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>— Environmental manager; forestry technician; park ranger; hazardous waste planner.</td>
</tr>
<tr>
<td>Cultural Geography</td>
<td>— Community developer; Peace corps volunteers; health care analyst.</td>
</tr>
<tr>
<td>Economic Geography</td>
<td>— Site selection analyst for business and industry; market researchers; traffic/route delivery manager; real estate agent/broker/appraisers; economic development researcher</td>
</tr>
<tr>
<td>Urban and Regional Geography</td>
<td>— Urban and Community Planner; transportation planner; housing, park and recreational planner; infrastructure and services planner.</td>
</tr>
<tr>
<td>Regional Geography</td>
<td>— Area specialist for Federal and State Government; International business representative; travel agent; travel writer.</td>
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<td>Geographic Education or General Geography</td>
<td>— Elementary/Secondary School teacher; College Professor, Overseas teacher.</td>
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Source: Career in Geography "By Richard G. Boehim. Washington DC: National Geographic Society, 199
Sports As a Means of Enhancing Self Reliance and Nation Building

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Abstract This study examined sports as a means of enhancing self-reliance, the writer sees sports as an employment avenue for athletes, coaches, managers and sports writers in Nigeria, creating socio-economic development for the country. This paper also identified some values of sports as an instrument that enhance national unity irrespective of ethnic and religious diversity. The writers recommended that people should be encouraged to participate in sporting activities in order to achieve the needed values.

Introduction

Sport is a social agent that brings different people of different ages and religious background together, either as a sport producers or consumers, so that both can make good use of their leisure time. The players are usually referred to as primary producers who engage in sporting activities in order to entertain the spectators, while secondary consumers watch them perform (Babalola and Oyeniyi 2003).

According to Olajide (2003) sports is an institutionalized physical activity which operate by rules fixed externally. He described sports as activities with clear standard of performance involving physical exertion through competition, governed by norms, definitions and role relationships, typically performed by member of organized group, with the goal of achieving some rewards through defeat of others competitors.

Sports today is global in scope and sporting events are followed with great interest by the people of many countries. Sports is an international tool for politics and nationalism. As such, it has a means of obtaining recognition and giving attention in the desire of the people (Omoruan, 1992):

It is now important for the federal, state and local government to provide adequate facilities for the schools. It is also important to employ qualified personnel in the tertiary institutions to teach physical education. Precisely, if facilities like soccer field, handball court, hockey pitch, gymnasium, volleyball court, basketball court, tennis court, to mention a few are available, plus adequate personnel, the rate of participation will be high. It will later produce skilled sports men and women as well as good physical educator or teachers (Abubakar, 2006).

Intercollegiate sport refers to the competition where top athletes of higher institutions compete within themselves. It is primarily meant for elite sport men and women of higher institutions like University, Polytechnics, colleges of education etc (Olajike, 1992).

According to Bucher (2001) intercollegiate sport represents an integral part of total physical education programme which mostly involved from the intramural programmes. It is designed for students that are highly skilled in sports. Intercollegiate sports serve the following purposes.

• It provides students with opportunity for fun, recreation and fellowship through participation in sport.
• It serves as an extension of the instruction programme by giving students the opportunity to practicalized what they have learnt in the classroom, e.g moral and theories of games.
• It provides students with opportunities that will be conductive to their health and physical fitness.
• It motivates students participation in sports skills at their own level.
• It provides students with opportunities for the release of tension and aggression and provides a feeling of achievement through sports participation all of which are conducive to mental and emotional health.
• It provides forums or avenues to share common interests.
• It encourages the process of psychological wearing of self-confidence, so important to the adolescents.
• It develops the give and take attitude, essential to good sportsmanship.
• It plays a vital role in the development of sports in the country, especially in the field of manpower development and provision of expertise and experience, which are very important to sport promotion.
• It promotes social interaction and cultural heritage, in spite of the diverse cultural differences among ethnic groups in the country.
• There is no doubt that the purposes or objectives of intercollegiate sport are quite lofty and desirable. It is unfortunate however, that there are lost constraints to the achievement of the goals stated above. The purpose of this paper, therefore, is to examine sports as a means of enhancing self reliance.

Importance of Sports to the National Development

Augustine (2003) listed the followings as the importance of national development.

1. Sports create employment for several people aside the athletes themselves. This includes jobs for coaches, managers, agents, medical professional, dietician, journalists and body guards. All these people demand goods and services in an economy, which leads to growth and development of the economy and the society in which they live.

2. Sports also provide tremendous business opportunity in merchandising and in the healthcare sector in many economies. Whole lots of manufacturing industries have emerged producing sports attires. Sports equipment sports souvenirs, health products and services for sportmen, women and fans, such industries are contributing immensely to socio-economic development of the country.

3. Media organization earn lots of income from providing local, national or global satellite coverage of major tournaments such as; European champions leagues and world cup.

4. The hosting of major international sport events and festivals drives growth and development to the host countries or cities. Such development includes construction of hostels, stadium, roads, games villages, provisions of information technology, security, media and hospitality services etc.

5. African countries with reference to Nigeria have become majors exporters of talented soccer stars to Europe and most of these players earn huge income. Many of these repatriate significant amounts of money, home to improve the economic situation of their families as well as contribute to the development of their communities and country at large.

6. Sports do promote and contribute to the development of societies and nations. First and foremost, a sporting culture just for the fun or if, produces healthy and more productive citizens. No wonder the ancient Romans used to say “mensa ana incorpore sano” meaning a sound mind lives in a sound body.

A physically fit person is not only mentally alert, but also more productive, when it comes to the use of motors and psychomotor skills in the work environment.

Peter (2003) in his contribution stated that as a result of competition, there is evidence of a decline in youth crime and youngsters were given a sense of self esteem and local pride.

Values of Sports

Values are social shared ideas about what is good, right and desirable. These could be enjoyed through participating in sports. These values includes:

1. Physiological values
2. Psychological values
3. Sociological values
Physiological Value: It was observed that when a person is active in sport, it strengthens the heart, increases its efficiency and reduces resting heart rate. It also decreases the risk of coronary heart disease, prevents obesity and excessive. It prevent any disease that include varicose vein and decreases systolic and diastolic blood pressures, develops collateral circulation, quickly clears fat from the blood stream increases the amount of hemoglobin and coronary blood supply, reduces the clothing ability of the blood, improves cardio-respiratory functional capacity and physical working ability as a result of health status and quality of life. It increases flexibility and retards the physical and physiological changes that result from aging (Akinsami 1995)

Psychological Values: Persons who do not learn how to play at least in one sport aren’t fully educated. Also, persons who can’t or won’t participate regularly in one sporting activity or the other many be accumulating tensions and frustration as well obesity accompanying with circulatory problems. However, Ajeigbe (2004) asserted that bodily events affects mental events and mental events in turn affects bodily events. Therefore, if sports is properly planned and harnessed it will help to train oneself to be disciplined, tolerant to pains, danger, discomfort and ability to adapt to the challenges of life, whether on the field of play or within one’s society.

In addition, Biddle and Fox (1991) enumerated the psychological benefits of when they mentioned that sports and exercises aid the release of muscular tension, anxiety and enhance morale. All these are often accompanied by a post exercise reduction in blood pressure improve blood sugar and lipid profile.

Omolawon (1999) opined that the maintenance of a reasonable amount of fitness and activity throughout the life span helps delay the aging process, adding life to years as well as years to life.

Sociological values: The social values of sports include leadership and ability to follow and co-operate. Self confidence and a sense of belonging, appreciation of other skills and performance, respect for the right of others and good sportsmanship skills. Participants, are provided the opportunity to work together as a team. New friends are made among the participants, while olds ones are solidified. Sports equally teaches the youths how to cooperate and cooperate and coordinate with other people as a group. Sports also helps individuals to reduce tension and frustration, self acceptance and development of positive emotional and intellectual behaviour are enhanced. In addition, participation in sports can stimulate higher level of educational aspiration. Sports will also promote socialization process through interaction between coaches and players participants, spectators and fans etc.

Onifade (2001) opined that individuals, especially those from the multi-national countries could be merged through sports since it serves as a cohesive agent to bring about unity and national awareness. Sports is equally used as a avenue for appreciation of the ethical values in a country. Success in sport has some national impact such as prestige status and respectability.

Sports As a Means of Social Functions

Abubakar (2006) opined that sports is an important institution that is directly affecting the lives of the majority of the population, who are either participants or spectators of various sports. He said, like all other institutions, sports serve various social function e.g.

- It provides organized leisure activities in the society for the purpose of relaxation, enjoyment and entertainments.
- It offers opportunities for physical exercises that are useful for the development of physical fitness i.e strength, endurance, cardio respiratory endurance, flexibility and other related component of motor ability.
- It provides through its famous athletes role models those success, skills and determination are held up for emulation.
- It is good for the release of piled up feeling.
- It provides avenue for the release of emotion, resulting in good mental health.
• It serves to reinforce many of the basic values of the society. Certain values like hard work, discipline, success etc all of which are expressed in sports.

Conclusion

In the light of the preceding discussion, it is believed that sport have contributed to national developments, stressing out its importance to the participants, coaches, managers, agents, medical professional, dieticians, journalists, manufacturing, industries of sports equipment and supplies.

Sports can also promote development of good infrastructures, tolerance, unity, endurance, discipline and diplomacy. Values of sports for the participant ranging from human growth and development improve cardio respiratory functional capacity and physical working ability, as a result of health status and equality of life. Finally, sports was also examined as a means of social functions.

Recommendation

In view of the importance of sport as a mean of enhancing self reliance, the following recommendations are proffered.

(i) People should be encourage to participate in sporting activities, in order to achieve the inherent values.

(ii) Sports should be used as basis of fostering unity among the diverse ethnics and socio-economic group of the country.

(iii) Adequate facilities and equipment should be made available to enhance sports performance in all institutions.

References


Distance Education in Nepal

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Abstract Distance education is a method of imparting education in which there is no face-to-face interactions. Now face-to face interaction is becoming popular in this mode of education. Distance education delivery methods assist the modes of delivery of the courses depending on the nature and demands of the subjects. The tutor is a facilitator of face-to-face interaction and tutor counselor is the locally available resource person for providing continuing support to the students. Distance education in Nepal was started in Nepal when College of Education in 1957 launched Radio Education Program for teacher training and promoting adult education. This program was mainly to upgrade the quality of SLC teachers serving in primary schools. Radio Nepal, FM radios, TV are playing major role in providing distance education. This mode of education is intended to all kinds of people for many purposes of any country developed or developing. The 10 month in-service training course for primary teachers is a kind of distance education.

Keywords: Tutor, Tutor-counsellor, Face to Face Interaction, Resource center

Introduction

Nepal is a country of multiple dimensions in terms of race/caste, ethnicity, language, religion, society and culture. These diversities have helped Nepal to recognize distinctly a plural society and as a country of cultures of more than one hundred three distinct ethnic and caste groups. Such diversities demand pluralistic approaches and calls for a multi-paradigm approach in developing education plan, strategies, policies and programs. On the part of distance learning difficult landscape, remoteness, under development and poverty are some of the hindrances that limit all people to have equal access to education in Nepal. Modern technology has developed many soft ware and hard ware equipments tools for distance mode of education and they are very helpful. Distance education must have developed on the concept of ‘Reading hand written letters from abroad by relatives or friends’
In earlier days, distance education was a method of imparting education in which there was no face to face contact between the learner and the teacher. The face to face interaction was not envisaged between the learner and teacher but also among the learners. The students to study at home at their own pace. The students were given access to learning materials but there was no face to face communication. Now face to face interaction is becoming popular even in distance mode. In distance mode there is physical separation of the learners from the institution which is responsible for teaching. However some contact sessions can be made with the use of technology. Different kinds of activities are organized by the provider to support students to learn under distance learning. The development of different technologies has contributed further development of distance education. The development of postal system and the printed materials allowed the students to get the learning materials in the mail and return the assignments in mail again. This system has become popular even in rich and developed countries like UK, India, Japan, Australia, USA, Canada, Korea etc.

Objectives

The objectives of distance education are:

- To provide quality higher education
- To provide learning opportunities for private students who are deprived of higher education under the regular programs.
- To serve the mass through the distance mode.
- To utilize modern technology in education.
- To provide education to women who cannot leave home for further education.
- To provide education to people wishing for life long education.
- To provide foundation for establishing the Open University in Nepal

Modes and Methods of Distance Education

Distance learning delivery methods assist the modes of delivery of the courses depending on the nature and demand of the subjects. The different methods are:

- Study materials in print, electronic, videos, audio cassette.
- TV programmes
- Contact sessions
- Part-time tutorial sessions
- Telephone tutoring: enquiry reception, support and counseling
- Assignment marking: special attention is given to the evaluation of assignment responses. During assignment marking, comments are made, questions are asked and answers required with their justifications.
- Special seminars on a certain subject in a course with special focus on more difficult subjects.
- Study centers with the facility of libraries and laboratories

The Resource Center Tutor and Tutor Counselor

The resource center teacher (tutor) is a facilitator of face-to-face interaction with the students. The resource centre tutor requires two things: the ability on the part of the contact session tutor to convey through his contents advice for further study and the ability to perceive his student’s present state of knowledge and conceptual framework and also providing regular advice to the learners through the use of electronic media, email or web page services.
Tutor-counselor is seen as the locally available resources for providing continuing support to the students. They are physically present at the study center to do the predefined task. The tutor-counselor is an academic person who is assisted by the chief administrative staff of the center. This type of academic counselor is managed at every contact centre for necessary tutorial and counseling services.

Medium of Instruction

Medium of instruction is bi-lingual or Nepali or English. Gradually, other local languages such as Newari, Maithili is used as a medium of instruction depending upon the need and demand of the learners.

Distance Education in Nepal

Distance education in Nepal was started in Nepal when College of Education in 1957 launched Radio Education Program for teacher training and promoting adult education. The implementation of New Education System Plan 1971 (NESP) made training mandatory for teachers to have a permanent tenure. College of Education was not able to train all the teachers. It was after National Education System Plan (NESP) it was realized that the conventional approach to teacher training through face to face alone would not be enough to cater for the needs for trained teachers in the country. So the government had to look for an alternative means to train more teachers. For that the then Institute of Education (IOE) initiated a new program called Teacher Training through distance learning in 1976/77. This program was mainly to upgrade the qualifications of under SLC teachers serving in primary schools and in-service training for primary school teachers of remote areas. The then Institute of Education created Extension Division and developed a set of self learning materials based on the curriculum. This scheme had two contact sessions in order to help the teachers overcome their difficulties in understanding the materials. These contact sessions were organized during the vacations in their teaching jobs. During the contact sessions, the tutors assess students’ progress as a part of formative evaluation. The tutors provide feedback to the learners with guidance for their remaining works to be completed within the stipulated time of academic session. This program was supported by UNICEF. The program discontinued after Radio Teacher Training (RETT) program was implemented by the Government of Nepal with the help of USAID in 1978. Tribhuvan University, Faculty of Education has been running B.Ed program through distance mode. Nine centres in TU constituent campuses were established for this purpose.

The students followed the same curriculum and examinations as the regular students of TU. The percentage of pass rate of these students has been better than the average results of the regular students of TU. In order to promote distance media education in Nepal, Radio Nepal, FM radios, Nepal Television and other TV channels are playing major role. Private radio station and TV channels are recently established and other media companies also have become active role in providing distance education.

The ten-month in-service training course for primary teachers constitutes four packages of 2.5 months each. The second and third packages of the training are delivered in a distance mode through radio broadcasting by the distance education centre and the first and the fourth packages in a face to face by National Centre for Educational Development (NCED), through its nine Primary Teacher training Centres (PTTCs). Besides, the trainees are supplied with self-learning materials in order to support the radio lessons. The training is also followed by contact sessions every weekend, which are organized at the Resource Centre for providing the trainees an opportunity an opportunity to interact with the resource persons to avoid confusions encountered on the radio broadcasting and the self learning materials. Thus, the DEC and NCED are two institutes under MOES responsible for in-service training to primary school teachers jointly.
Conclusion

Distance education bridges the formal and non-formal sector. It is one of the most feasible modes of instruction in recent years. The open school system is an alternative route to formal school schooling with provision of school curriculum, external examination system and varying in learning materials in the form of print, audio-visual cassettes, broadcast telecast, audio-visual conferencing etc. through resource materials, face to face interactions and distance tutor. This mode of education is intended for all kinds of people for many purpose like young and adults, literacy, vocational, technical and scientific. This mode is most potential and dynamic for any country developed or developing nature. Due to advancement of technology, more effective equipments and learning materials are coming up which will enhance the quality and efficiency of distance learning.

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Legislator’s Jumbo Pay, Cost of Governance and the State of Education in Nigeria: Issues and Contradictions

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Abstract
The revelations made by Mallam Sanusi Lamido Sanusi, Governor of the Central Bank of Nigeria, concerning the wages and allowances of federal legislators in Nigeria and the controversy it generated prompted this academic research. The findings in this study however show that the salaries and allowances currently being enjoyed by federal legislators in Nigeria is a breach of Section 70 of the Constitution of the Federal Republic of Nigeria which makes it clear that a member of the Senate and House of Representative shall receive such salary and other allowances as the Revenue Mobilization Allocation and Fiscal Commission may determine. Further investigations also reveal that spending 25 percent of Nigeria’s federal budget overhead cost on the National Assembly alone has created income inequality which has widened the gape between the income of civil servants and political office holders in the country. Further findings also show that excessive spending on recurrent expenditure such as the huge legislators jumbo pay and servicing of domestic debts spent on over heads have contributed to the neglect of the education sector and other critical sectors of the economy which has equally affected the cost of governance in Nigeria. The systems political theory was applied while analyzing and explaining the subject-matter. In terms of methodology and scope, descriptive analyses and secondary sources of data (textbooks, published articles and journals) were relied upon. Nevertheless, to ensure equity and fairness in income allocation and distribution in Nigeria, we recommend that the federal government through the Revenue, Mobilization, Allocation and Fiscal Commission (RMAFC) should moderate, harmonize and fix salaries in line with due process and existing laws. In order to reduce the cost of governance in the country, budgetary allocations to the education sector should also be increased in order to meet the manpower needs and infrastructural challenges facing the sector.

Keywords: Federal legislators, Education sector, Income, salaries and Allowances.

Introduction
The salaries and allowances of legislators at the federal level in Nigeria no doubt led to wide spread condemnation, reactions and counter-reactions throughout the country. While some believe that the huge allowances and salaries (Jumbo pay) is a disservice to the nation, majority of Nigerians argue that the jumbo pay being enjoyed by federal legislators in Nigeria is having negative effect on the education sector and other critical sectors of the economy. Thus, public reactions showing the consequences of unregulated salaries and allowances on the economy forms the major thrust of this paper.
Methodology and Scope

This section of the paper provides a description of the sources of data used and the applicable methodology. Most of the data used for this study were culled from published scholarly works (textbooks, journals, published reports and articles) and descriptive analysis. Emphasis was placed on the consequences of federal legislator’s jumbo pay on the cost of governance, the education sector and the economy as a whole.

Theoretical Framework

The systems political theory was applied in order to explain the impact of legislative actions on other critical sectors of the economy (education, health, social welfare, etc). The theory deals with inter-relationship and inter-dependence among institutions, groups and sub-systems operating within a particular system or environment. Thus, the Nigerian State epitomizes what system scholars describe as input, output, feedback and conversion box which is the regulatory mechanism. Input here refer to contributions and demands made by groups, individuals and institutions (formal and informal). It is important to note that political actions and policies usually attract actions and reactions which could be positive or negative depending on prevailing circumstances and variables. It therefore imply that the controversy generated by the jumbo pay enjoyed by federal legislators in Nigeria, if not checked or regulated, could spark-off crisis in other sectors hence, creating instability within Nigeria’s political system. It will be recalled that increase demands for better wages and salaries by the Nigeria Union of Teachers (NUT), Academic Staff Union of Universities (ASUU) and other unions in Nigeria is a fall out of the jumbo pay saga. Thus, affirming the fact that the systems theory involves a dynamic process which produces negative or positive results depending on the input and output process.

Advocates of the systems theory further argue that with good government policies and programmes in place through an effective input and output mechanism, instability and conflict within any system will be checked, controlled and minimized. This theory is ideal and appropriate in this context because the legislature is an important arm of government in Nigeria. Consequently any unchecked conflict arising from the legislator’s jumbo pay could constitute a threat to other arms of government and other sectors of the economy as well. Notable system scholars include David Easton, John Locke, Almond and Verba.

Public Perception of Nigerian Legislator’s Jumbo Pay (Salaries And Allowances) Showing the Issues and Contradictions

In a newspaper report captioned “National Assembly Epitomizes Backwardness”-Sagay, published in The Punch Newspaper of Monday, 20th December 2010, Prof. Itse Sagay noted that it cost about Two Hundred and Ninety Million Naira (N290,000.00) annually to maintain each member of the National Assembly and regretted that this is happening in a country where virtually every amenity does not work and where average earning of 80 percent of the populace is below three hundred naira (N300.00) per day. Whereas the earning of a Nigerian Senator per day is more than the yearly income of a doctor; it is more than the salary of 42 Army Generals or 48 Professors or 70 Commissioners of Police or more than twice the pay of the United States President Barak Obama or nine times the salary of US Congressional Representative. Reacting further, he expressed regret that while man in Africa has remained mentally, emotionally and intellectually stunted at all levels, man in other parts of the world has been liberated from the animal feeding frenzy. The outcome of the later is the development of science, technology, creation of resources and the match forward of civilization. According to him “That is why others produce and Africans everywhere consume. The man in Nigeria is the typical African man who has remained at the animal level, absolutely refusing to grow or develop. This is what the national Assembly is daily epitomizing as all their legislation is geared towards more feeding for themselves either in terms of money, power or influence. Not a thought is spared for any legacy.
The idea of adding value to the society into which they were born never occurs to them”, he concluded. The Civil Liberty organization (CLO) through its Executive Director, Ibuchukwu Ezike, in a report published in The Punch Newspaper of 12th December, 2010, stated “Law making process in Nigeria and indeed in most countries of the world should be on part time basis. This will reduce unnecessary cost and discourage parasitic dependence, corruption and waste of public funds, especially as our law makers have failed to use their oversight roles to curb corruption and executive lawlessness”, he noted. In a related development, the President-General, Trade Union Congress of Nigeria (TUC), Mr. Peter Esele, in a report captioned “Legislators’ pay should reflect salaries, allowance of Nigerian workers”-Esele published in The Punch Newspaper of Wednesday the 12th January, 2011, noted that the jumbo pay for legislators and other political office holders in Nigeria is very regrettable, especially when you compare their pay with the state of the Nigerian economy, living standards of those they represent, life expectancy in Nigeria, the perceptual income and the salaries paid to Nigerian workers, Nigerian professors etc. He added that it is more unfortunate when compared with the United State President, Barak Obama's salary of $400,000 per annum. According to him, Nigerian Senator collects forty million naira (40,000,000.00) per quarter while each member of the House of Representative receives about $1.2 million dollars per annum*. Similarly, former members of the National Assembly and prominent civil rights activists in the country have described the jumbo pay of Nigerian law makers as a conspiracy between the federal executive and the legislature. In a report captioned “jumbo pay: executive, legislature taking Nigerians for a ride-Ex-Senators, others” published in Saturday Punch of 25th December 2010, former members of the Senate Dr. Femi Okurounmu, and Chief Olabiyi Durojiaye contended that the take-home pay of the federal law makers had become an impediment to the growth of the nation. Okurounmu, a senator between 1999 and 2003 under the Umbrella of the Alliance for Democracy (AD), described the remunerations of the federal legislators as not only sacrilegious, but also outrageous while Durojiaye also described the “extra-ordinarily high pay of the law makers as portraying the nation in bad light. According to them, a senator earns about fifteen million naira every month while a member of the House of Representatives earns about ten million naira a month.

Analysis Showing the Impact of Federal Legislators Salaries and Allowances on the Economy

This section of the paper relied on the views and positions of eminent Nigerians and scholars as expressed in newspapers, journals and other government bulletins/publications. While commenting on the legality and constitutionality of the federal legislators salaries and allowances, renown Lagos lawyer and activist stated unequivocally that the jumbo pay currently being enjoyed by federal legislators in Nigeria is a breach of Section 70 of the Constitution of the Federal Republic of Nigeria which allows the Revenue Mobilization, Allocation and Fiscal Commission to fix and determine the salaries and allowances of public servants including political office holders in Nigeria. In a newspaper report captioned “law makers activities are informed by selfish interest”, Falana, published in The Punch Newspaper of Thursday, 30th December, 2010, Femi Falana stated, “I have challenged the law maker’s Jumbo pay in court. I want the court to declare that the National Assembly has no powers to fix salaries while all excesses collected by the law makers so far, should be forfeited to the state, he noted. In his contribution, Mallam Sanusi Lamido Sanusi state clearly that Nigeria as a country cannot continue to spend its revenue on re-current expenditure especially when the nation is experiencing debt crisis. According to him increasing overheads leads to pressure on inflation and we at the CBN have a challenge of stabilizing the system, especially the interest rates, he added. Reacting further in a news report captioned “legislators’ jumbo pay: Sanusi refuses to back down. Tells House of Representatives, my figure is right, published in The Punch Newspaper of 8th December, 2010, the dynamic and fearless C.B.N governor maintained his earlier position when he said “I believe it is extremely important for the central Bank of Nigeria to express its opinion which should not be taken as a insult or attack. I was speaking about the growth prospect of the Nigeria economy. I spoke about the structure of government finance. More and more of our revenue is being spent on overheads which also lead to pressure on inflation,”
he concluded. Specifically, the central bank governor recalled that in 2009, about 20 percent of the national revenue was used to service domestic debts spent on overheads, in 2010, he disclosed that the percentage jumped to 26 percent, an indication that it would rise again in 2011, he warned. It will also be recalled that the details of the federal legislators salaries and allowance was first made public by former president Olusegun Obasanjo and Mallam Sanusi Lamido Sanusi, governor, Central Bank of Nigeria.

From the foregoing analysis, it is obvious that the federal government is spending heavily on re-current expenditure (salaries and allowances of legislators and political appointees) at the expense of capital projects and human capital development which actually propels growth and development of the economy. The legal battle between Mr. Femi Falana and the federal government over the legality of the federal legislator’s salaries and allowances coupled with the increased demands for salaries by workers in other sectors of the economy confirms the fact the salaries and allowances of federal legislators in Nigeria is creating negative effect on the economy especially as it concerns the morale of workers in the education sector. Also affirming this fact, Senator Olabiyi Durojaiye, a member of the National Assembly from 1999 to 2003, stated that teachers are neglected and the police are not well paid whereas, these two sectors are crucial in the development of any country. In a newspaper report captioned “Jumbo Pay: Legislators Should not Earn More than Teachers, Police, published in The Punch Newspaper of Monday, 21st of February, 2011, the former senator categorically stated “I believe that if we want to have a very stable society, these two sectors (education and security) must be catered for. The legislator should not be paid more than these people. The future of the next generation rests on the teachers, and they are unhappy. They are ill-equipped and ill-educated. The condition of service is not conducive for them. Our teachers prepared us, coupled with the home training we received. The police are ill-treated and do not have more than two uniforms. For them, there is no money to buy boots. With these, how will they be able to nip in the bud the issue of kidnapping in Nigeria? If we can organize a national conference, we will achieve a lot," he concluded.

Conclusion

Available records show that industrial unrest arising from income inequality among workers and political office holders within particular political system could spark-off internal uprising which could destabilize the entire political system including the economy. Thus, there is need for the federal government and its agencies to ensure fairness, equity and justice in the process of fixing and allocating salaries at all levels in order to ensure total and equal development in all the sectors including education. The moderation and regulation of salaries and allowances of all categories of officials and workers in the country will go a long way in checking compliance in the management and control of public finances (resources).

Recommendations

Cases of unregulated salaries, budget deficits and industrial unrest which are fast becoming common feature of Nigeria’s political system can be addressed if the following recommendations are strictly adhered to:

1. Compulsory training and re-training programmes for leaders and intending leaders in Nigeria through periodic seminars and workshops will go a long way in changing the beliefs and attitude of Nigerians. According to His Lordship Rt. Rev. Prof. Emmanuel Iheagwam, Bishop of Egbu (Anglican Communion) in an interview, published in The Source Magazine of 3rd December, 2007, stated that many Nigerians that hold political leadership positions have not had any leadership training and are neither patient nor ready to learn or serve under more experienced leaders for a while. While expressing the importance of training and experience as pre-requisites for good governance he noted with regret that “once one is conferred with a quack honorary doctoral degree from any of the refuse dumps in and around Owerri Town or even abroad, one automatically feels qualified to become a leader. Political leadership in Nigeria has not only become an all-comers business but also a cash and carry affair,” he lamented.
2. Regulatory agencies and authorities in Nigeria should ensure that all salaries and allowances of civil servants, public servants including political office holders conform to due process, constitutional provisions and existing financial rules and regulations. This will no doubt reduce friction and instability within the entire system.

3. The judiciary and anti-corruption agencies in Nigeria should ensure that people including federal legislators who earn unapproved salaries and allowances are investigated and prosecuted without further delay.

4. Efforts should also be made to ensure fiscal discipline through effective public policy formulation and implementation aimed at reducing re-current expenditure and budget deficits.

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Phychological Contract and Job Outcomes: Mediating Role of Affective Commitment

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Abstract In this cross sectional field survey we examined the relationship between psychological contracts, affective commitment and job outcomes. The data was collected from 302 employees of several organizations in a large city of Pakistan. The results revealed that affective commitment fully mediated between relational contracts and job satisfaction and affective commitment mediated the relationship between relational contracts and turnover intention.

Keywords: Psychological Contracts, Affective Commitment, Job Outcomes

Introduction

Researchers have carried out ample research on two important constructs in organizational behavior literature psychological contracts and affective commitment (Allen & Meyer, 1996; Raja, Johns & Ntalianis, 2004, Robinson & Rousseau, 1994). We investigated the linkage of 02 hot topics of current OB research with specific focus on establishment of key links through which the psychological contracts and outcome relationship exists. As it is evident from research that processes through which job behaviors are determined are much more important than job outcomes itself (Colquitt, Greenberg, & Zapata-Phelan, 2005). Firstly, this study is aimed to investigate the relationship between psychological contracts and job outcomes (job satisfaction & intension to quit). Secondly, exploration of the mediating process of affective commitment in relationship between psychological contract and outcomes.

“Psychological contract is an exchange relationship between employee and employer “(Schein, 1978). It is about the individual’s beliefs, potential opportunities and mutual commitment in exchange relationships (Rousseau, 1989). “Psychological contract are of two types, relational contract and transactional contract (Morrison & Robinson 1997; Rousseau, 1995).” “Relational contracts are associated with emotional interactional dimensions, with non-financial, socio emotional, intrinsic focus between employees and employers (Rousseau, 1995).”

“Transactional contract explain the economic exchange relations with extrinsic, financial and narrow focus. The construct of psychological contract derived form social exchange theory (Blau, 1964; Organ, 1988).”

Social exchange relationships involve economic as well as exchange of socio-emotional benefits (Cropanzano, Rupp, & Byrne 2003). Affective commitment can be defined as emotional binding and employees’ desire to be identified and affiliated with organization. It comprises of magnified emotions of attachment, belongingness and constancy (Meyer & Allen 1993). As both of these constructs are related to cognitive and emotional attachment of employees with the organization due to some extrinsic and intrinsic factors. All those positive factors which are the basis for formation of psychological contract (economic and socio emotional) are considered the antecedents for higher levels of affective commitment. Exchange of economic as well as socio emotional benefits from employer to employee causes the increased level of affective commitment, which works as a mechanism through which individuals with certain types of contracts
are linked to job outcomes. Social exchange theory provides strong logical support in establishment of this mediation mechanism of affective commitment in this study.

**Psychological Contracts and Job Outcomes**

“Psychological contract is defined as a person’s perception and expectations about the shared obligation in an employment exchange relationship (Rousseau, 1989).” Psychological contract is something that is beyond or more than expectation. It is an implicit unwritten and non-verbal expectation of employees and employers (Schein, 1978). “Psychological contract is a relationship of the mutual obligation between employee and employer (Rousseau, 1989).” “Each individual hold his / her different perception of mutual obligation under the contract (Robinson, Kraatz & Rousseau 1994).”

“Psychological contract is belief or perception and promise that rules and regulations accepted by employees and employer (Robinson & Rousseau 1994).” MacNeil’s (1985) explained two major types of contracts; Transactional contract and the relational contract.

“Transactional contracts are economically based and short-term oriented (Morrison & Robinson, 1997; Raja et al., 2004; Rousseau, 1990).” Rousseau (1990) defined those having their contract as transactional characterized as have “high competitive wage rates and absence of organizational commitment” (p. 391) generally organizations temporarily hire individuals for specific purpose in order to meet current requirements.

The relational contract includes long term and extensive obligations, based on exchange of socio-emotional components such as loyalty, commitment and trust (Raja et al., 2004; Robinson, Kraatz & Rousseau 1994; Rousseau, 1990; Rousseau & McLean Parks, 1993).

“Generally, in relational contract firm hire individuals and train them in order to meet future needs (Miles & Snow, 1980).” Rousseau (1990) argues that in relational psychological contract employees want to make a long-term relationship with their employers or organization.

”The employees’ relation with the firm changes with the phases of time. Job satisfaction can be defined as “a positive or negative evaluative judgment of one’s job or job situation” (Weiss & Cropanzano, 1996, p. 2). Job satisfaction is said to be a function of the perceived relationship between what one wants from one’s job and what one perceives it as offering (Locke, 1969). Following this logic, a discrepancy between promised and received inducements is likely to lead to feelings of dissatisfaction.”

Hoppock’s (1935) found a strong correlation between workers’ emotional adjustment and their levels of job satisfaction. “Lock (1976) found that individuals react affectively when they get outcomes inconsistent with their expectations. These affective reactions can be positive when outcomes encountered are valued and pleasant. Consistent with this argument it is likely that job satisfaction will be more positive when it is felt that received outcomes are consistent with an individual’s expectation”. Relational contract based on exchange of socio-emotional components such as loyalty, commitment and trust, therefore employees in relational contract are generally more satisfied (Raja et al., 2004; Robinson, Kraatz & Rousseau 1994; Rousseau, 1990; Rousseau & McLean Parks, 1993). Relational contract was positively related to job satisfaction and transactional contract was negatively related to job satisfaction (Millward & Hopkin 1998; Raja et al., 2004). Keeping in view this literary support, we propose the following hypothesis.

**Hypothesis 1a:** Relational contract will be positively related to Job satisfaction.

**Hypothesis 1b:** Transactional contract will be negatively related to job satisfaction.

Employee may leave the organization voluntarily or involuntarily due to certain reasons. Turnover intention is define as employee’s decision to leave the organization (Mobley 1977). Voluntarily turnover may be due to unfavorable work environment, better career objectives and attractive financial sources. Organization may want to terminate the employee due to incompatibilities, or retire the person due
to old age or death is also included in involuntary turnover (Mobley, 1977). The relational contract includes long term obligations, based on socio-emotional components such as loyalty, commitment and trust (Robinson, Kraatz & Rousseau 1994). Literature support that when employees exhibit relational contract, they have less or no turnover intention, on the other hand the transactional nature of contract are in which employees exhibit high turnover intention (Morrison & Robinson, 1997; Raja et al., 2004; Rousseau, 1990). Keeping of above support in view this research purposed that

**Hypothesis 2a:** Relational contract will be negatively related to intention to leave.
**Hypothesis 2b:** Transactional contract will be positively related to intention to leave.

### Affective Commitment and Job Outcomes

The major acceleration in affective commitment literature was the contribution of Allen and Mayer (1990) they defined affective commitment as individuals' emotional connection, feeling of ownership and inner desire to be identified with organization. There are four facets of affective commitment: individuals' personal attributes, structural factors, job related features and tenure (Mowday, Porters & Steers 1982). Personal characteristics include demographic variables such as age, sex, education and tenure are linked to commitment (Angle & Perry, 1981). Meta analysis by Meyer, Stanley, Herscovitch, and Topolnytsky (2002) proves that affective commitment is negatively correlated with turnover and job satisfaction.

Allen and Meyer (1996) reported several studies with strong positive correlation between affective commitment and job satisfaction. The correlation values ranged from \( r = 0.50 \) to \( r = 0.64, p > 0.05 \) for reported from eight different studies (p, 262). The strong positive relationship has been found in several studies between affective commitment and job satisfaction (Jenkins, 1993; Konovsky & Cropanzano, 1991; Lee, 1992; Lynn, 1992; Morrison, 1994, Withey, 1988).

Literature provides considerable empirical evidence on the association between affective commitment and turnover intention (Huselid & Day 1991; Lverson & Buttigieg, 1999; Mowday et al., 1982). The Meta analysis by Griffeth, Hom & Gaertner, (2000) and Mayer et al., (2002) proves that affective commitment is negatively correlated with employees turn over intention. Employees with affective commitment are more to have intentions to remain with the organization (Meyer, et al., 1993). Affective commitment has developed strong research background with turnover intention (Mowday, Porters & Steers, 1982; Griffeth et al., 2000). Therefore current study purpose that

**Hypothesis 3a:** Affective commitment will be positively related to job satisfaction.
**Hypothesis 3b:** Affective commitment will be negatively related to turnover intention.

### Psychological Contract and Affective Commitment

“Affective commitment related to emotional attachment with the organization (Allen & Mayer, 1990).” Mayer and Allen (1991) suggest that an influenced by the extent to which the individuals’ expectations about the organization are coordinated by their actual experiences. “This clearly links with the perceived reciprocal obligations of the psychological contract (Robinson et al., 1994). Previous literature has established the relationship between psychological contracts and organizational commitment ( Millward & Hopkins, 1998; Raja et al., 2004; Rousseau, 1990).”

Relational contract based on socio emotional components like commitment and trust (Robinson et al.,1994). Relational contract has positive significant association with organizational commitment (Millward & Hopkin 1998; Raja et al., 2004).

“Transactional contracts are economically based and short-term oriented (Morrison & Robinson, 1997). Transactional contract are monetary in nature with short term time orientation (Raja et al., 2004; Rousseau,
Rousseau (1990) argues that those with transactional psychological contracts are likely to have high competitive compensation with low organizational commitment. So transactional contract is negatively related to the organizational commitment (Millward & Hopkin, 1998; Raja et al., 2004). On the basis of this literature support, we propose the following hypothesis.

Hypothesis 4a: Relational contract will be positively related to Affective Commitment.
Hypothesis 4b: Transactional contract will be negatively related to Affective Commitment.

Affective Commitment as Mediator

Social exchange theory suggests that one’s relationship with an employer provides a proximal cause for work attitude and turnover intentions (Cropanzano et al., 2003). Psychological contracts and affective commitment both are related to cognitive and emotional attachment of employees with the organization. According to social exchange theory (economic and socio emotional) exchanges form some psychological link of employees with organization. On the other hand these exchanges are considered to be the antecedents for higher levels of affective commitment.

A belief that in case of relational contract should positively affect the attitude (commitment) towards the organization and for transactional contract should negatively affect commitment towards the organization. Thus we propose that affective commitment is the mechanism through which individuals’ outcomes are leading towards individuals’ psychological contracts. We therefore suggest hypothesis about the mediation of affective commitment between psychological contracts and outcomes.

Hypothesis 5a: Affective commitment mediate the relationship between relational contract and job satisfaction.
Hypothesis 5b: Affective commitment mediate the relationship between transactional contract and job satisfaction.
Hypothesis 6a: Affective commitment mediate the relationship between relational contracts and turnover intention.
Hypothesis 6a: Affective commitment mediate the relationship between transactional contracts and turnover intention.

Research Methodology
Sample and Procedures

Our survey consists of employees of 8 different organizations from private and public sector of Pakistan. Two of the organizations were top telecom companies and five were well-established universities. One of the organizations is well known multinational company.

In a brief cover letter we explained the research objective and scope of the study along with guarantee of rigid confidentiality. In total 400 questionnaires were circulated in the above mentioned organizations.
Overall, 331 filled questionnaires were returned. After discarding unusable questionnaires, we left with 302 useable responses resulting in effective response rate of 76%. Respondents include the individuals working in all management levels. The qualification of respondents ranged from high school to post graduate and 82% of the sample consisted of graduate employees.

The mean age of the respondents is 31.71 years with (S.D = 8.26) and 69% of the respondents were male, which indicates positive growth of female participation in different organizations of Pakistan as compared to reported 6% female participation by (Raja et al., 2004).

**Measures**

All measures were collected through self reported instrument in which participants responded on 5 or 7 point likert scales. Reported values above the mean considered as higher level of constructs in the questionnaire. As English is the medium of instruction in Pakistani education institutions. Few other studies are conducted in English in Pakistani context like (Butt, Choi & Jaeger, 2005; Raja et al., 2004). This raised our confidence in not using translated scales, to avoid translation and back translation issues.

**Job Satisfaction**

Job satisfactions were measured using hoppock’s (1935) 04 items scale. A sample item is: “how much of the time you feel satisfied with your job”. Cronbach’s alpha of this scale is (.86).

**Affective Commitment**

“Affective commitment was measured using Meyer and Allen’s (1990) eight-item scale. Responses were made on a five-point scale ranging from 1= ‘strongly disagree’ to 5 = ‘strongly agree’. A sample item is” “I would be very happy to spend the rest of my career in this organization”. The Cornbach’s alpha of this scale in current data found (.85).

**Psychological Contract**

“20 items Psychological Contract Inventory (PCI) by Rousseau (2000) was used to measure psychological contracts.” Relational and Transactional contracts were measured using 10 items for each contract type. Responses were made on 5–point likert scale ranging form 1= ‘strongly disagree’ to 5= ‘strongly agree’. The sample item for relational contract was, “Is responsive to employee concerns and well-being “and for transactional contract it was, “pay me only specific duties I perform”. The alpha reliabilities for relational contract found (.89) and for transactional contract it was found (.89).

**Turnover Intention**

Turnover intention was measured using 03 items scale by Cammann, Fichman, Jenkins and klesh (1982). Responses were made on 5–point likert scale and the sample item included was, “I often think about leaving the organization”. Cornbach alpha for this measure was found (.86).

**Control Variable.**

The results of One-way ANOVA showed significant differences in dependent and mediator variables with three demographic factors; Organization type, designation and field of specialization. All other demographic factors like age, gender and tenure revealed highly insignificant impact on mediator and job outcomes.
Therefore, only three variables; organization type, designation and field of specialization were entered into the equation as control variable, when we performed Multiple Regression in this study.

Results

Descriptive Statistics and Correlations

In the table 1 of this study mean and correlations with Alpha reliabilities are reported in bold parenthesis in front of each variable. The descriptive analysis results revealed mean value for affective commitment 2.99 (S.D = 1.11) and the mean value for outcomes were 4.47 (S.D = 1.25) for job satisfaction and 3.17 (S.D = 0.77) for intention to leave.

Affective commitment of the employees and the level of job satisfaction demonstrated strong positive relationship (r = 0.71, p< .001) consistent with (r = 0.67, p < .01) reported by Raja et al. (2004). The association of commitment and intention to quit was (r = -0.73 p < .001) which is consistent with the reported correlation values (r = -0.66, p < .001) by Raja et al. (2004). The mean of the relational contract found 3.12 (S.D = 0.75) and for transactional contract 3.15 (S.D = 0.83). The correlation value between psychological contracts and turnover intention found (r = -0.56, p < .001) for relational and (r = 0.61, p < .001) for transactional contract. We found strong significant support for all main effect hypothesis from correlation matrix analysis reported in table 1.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>S.D</th>
<th>1</th>
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<th>3</th>
<th>4</th>
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<th>6</th>
<th>7</th>
<th>8</th>
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<td>2.OrgName</td>
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<td>2.58</td>
<td>.17</td>
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<td>3.Designation</td>
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<td>4.Education</td>
<td>3.56</td>
<td>2.49</td>
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<td>.40</td>
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<td>6.Transactional</td>
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<td>(.89)</td>
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<td>7.Relational</td>
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<td>.09</td>
<td>-.09</td>
<td>0</td>
<td>.08</td>
<td>-.49</td>
<td>(.89)</td>
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<tr>
<td>8.Affective</td>
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<td>1.11</td>
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<td>.08</td>
<td>.08</td>
<td>-.61</td>
<td>.57</td>
<td>(.85)</td>
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<td>9.Turnover</td>
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<td>.08</td>
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<td>.48</td>
<td>.71</td>
<td>-.74</td>
<td>(.86)</td>
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</table>

Table 1 Mean, Standard Deviation, Correlation and Reliabilities
Regression Analysis

Table 2 shows results of hierarchical regression analysis. In the first step of regression analysis we entered organization types, specialization, and designation as control variables in the equation. In the second step we regressed satisfaction of employees and intent to quit on psychological contract types.

Psychological Contract and Job Outcomes

Hypothesis 1(a) predicts that relational contract will be positively related to job satisfaction and hypothesis 1(b) proposes the negative relationship between transactional contract and job satisfaction. We regressed job satisfaction on both of these contract types and results revealed that job satisfaction (β = .47, p < .001) was positively related to relational contract and negatively related (β = -.60, p < .001) to transactional contract.

These strongly significant empirical support confirmed our first main effect hypothesis which was found consistent with previous literature on psychological contract and job satisfaction.

Hypothesis 2(a) proposed negative relationship between relational contract and turnover intention. The results provided strong empirical support of our hypothesis. Turnover intention (β = -.56, p < .001) found negatively related to relational contract and (β = .59, p < .001) was related positively with transactional contract.

Affective Commitment and Job Outcomes

Hypotheses 3(a) predict positive relationship between affective commitment and job satisfaction and 3(b) predicts negative relationship between affective commitment and intent to quit. To test these relationships both of the outcomes were regressed on affective commitment. Regression results significantly supported our hypotheses, affective commitment found (β = .69, p < .001) positively related to job satisfaction and (β = -.73, p < .001) negatively related to intention to quit. These highly significant results provided strong support of our hypotheses 3(a) and 3(b).

Psychological Contracts and Affective Commitment

Hypothesis 4(a) proposed the positive relationship between relational contract and affective commitment and hypothesis 4(b) proposed the negative relationship between transactional contract and affective commitment. To test these predicted relationships affective commitment was regressed on both of psychological contract types. The results provided strong empirical evidence in support of our hypotheses 4(a) and 4(b).

For mediation analysis, in step 1, we entered control variables. In second step, the mediator affective commitment was entered. In the third step, psychological contract was entered in equation and was regressed on job satisfaction and turnover intention.
Table 2

<table>
<thead>
<tr>
<th>Predictors</th>
<th>Affective Commitment</th>
<th>Job Satisfaction</th>
<th>Intention To Quit</th>
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<tr>
<td></td>
<td>$\beta$</td>
<td>$R^2$</td>
<td>$\Delta R^2$</td>
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<td><strong>Model 1:</strong></td>
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<tr>
<td><strong>Main effects</strong></td>
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<td><strong>Contract Types</strong></td>
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<td><strong>Step 1</strong></td>
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<tr>
<td>Transactional Contract</td>
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<td>.39</td>
<td>.34***</td>
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<tr>
<td>Relational Contract</td>
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<td>.30***</td>
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<td><strong>Model 2:</strong></td>
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<td><strong>Step 1</strong></td>
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<tr>
<td>Control variables</td>
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<td>.04</td>
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<tr>
<td><strong>Step 2</strong></td>
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<td></td>
<td></td>
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<tr>
<td>Affective commitment</td>
<td>.69***</td>
<td>.52</td>
<td>.46***</td>
</tr>
</tbody>
</table>

"N= 302  Organizational Types, Specialization and Designation was used as control Variable
***p< .001, **p< .001,  *p< .05"

Mediation Analysis

"We predicted that affective commitment mediates the relationship between contract types and outcomes (job satisfaction and turnover intention). According to Baron and Kenny (1986) mediation can be established with three regression tests”. First contract types (independent variable) should be related to affective commitment (mediator). Second, contract types and mediator (affective commitment) should be related to both outcomes. Third when both contract type (independent variables) and affective commitment (mediator) are concurrently incorporated in regression equation, then the relationship between contract types (independent variables) and the outcomes should be considerably weaker than the main effects of predictor and criterion variables. For mediation analysis, in step 1, we entered control variables. In second step, the mediator affective commitment was entered. In the third step, psychological contract was entered in equation and was regressed on satisfaction with intention to quit.

We regressed job satisfaction, affective commitment and relational contract together as per conditions prescribed by Barron and Kenny (1986). As shown in table 3, results of multiple regression revealed significant reduction in variances (from $\beta = .47***$ to .05 n.s and $\Delta R^2 = .21$, to $\Delta R^2 = .05$). These result
confirmed full mediation condition prescribed by Barron and Kenny (1986) providing support of our hypothesis 5(a).

We regressed job satisfaction, affective commitment and transactional contract together as per conditions prescribed by Barron and Kenny (1986). As shown in table 3, results of multiple regression revealed no significant reduction in variances (from $\beta =-0.60^{***}$ to $-0.55^{**}$). These results unable to fulfill mediation condition prescribed by Barron and Kenny (1986) providing no support and reject our hypothesis 5(b).

Hypothesis 6 (a) states that affective commitment mediate the relationship between relational contract and turnover intention. To test the mediating effect of affective commitment, we regressed turnover intention, affective commitment, and relation contract together. Results in table 3 shows significant drop in variances (from $\beta =-0.56^{***}$ to $-0.17$ n.s and $\Delta R^2 = 0.33$, to $\Delta R^2 = 0.05$). These results confirmed full mediation condition prescribed by Barron and Kenny (1986) providing support of our hypothesis 6 (a).

Hypothesis 6 (b) states that affective commitment mediate the relationship between transactional contract and turnover intention. To test the mediating effect of affective commitment, we regressed turnover intention, affective commitment, and transactional contract together. Results in table 3 shows no significant drop in variances (from $\beta =-0.59^{***}$ to $0.57^{***}$). These results unable to fulfill mediation condition prescribed by Barron and Kenny (1986) providing no support and reject the hypothesis 6 (b).

### TABLE 3

<table>
<thead>
<tr>
<th>Predictors</th>
<th>Job Satisfaction</th>
<th>Intention To Quit</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>$\beta$</td>
<td>$R^2$</td>
</tr>
<tr>
<td><strong>Model 1</strong></td>
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<td>Step 2 Transactional Contract</td>
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<td>.4</td>
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<td></td>
<td>.47***</td>
<td>.35</td>
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<tr>
<td>Relational Contract</td>
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<tr>
<td><strong>Model 2</strong></td>
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<td>Mediation of Affective Commitment</td>
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<td>Step 2 Affective Commitment</td>
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<td>Step 3 Transactional Contract</td>
<td>$-.55^{**}$</td>
<td>.26</td>
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<td>Relational Contract</td>
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<td>.57</td>
</tr>
</tbody>
</table>

N= 302   Organizational Types, Specialization and Designation was used as control Variable

***p< .001, **p< .001, *p< .05
Discussion

The purpose of this research was to investigate the motivational and emotion antecedents of job satisfaction and turnover intention. In doing this, we endeavor to relate the various construct of organizational behavior such as psychological contract, affective commitment satisfaction on the job and intention to quit.

Overall, our finding/results give strong support for all hypotheses. We found that psychological contract (relational and transactional) significantly related to job outcomes (Hypotheses 1, 1a, 2, 2a). Psychological contract is related to job outcome such as job satisfaction and turnover intention. A Meta analysis Zhao et al., (2007) supports the relationship of psychological contract with job outcomes such as job satisfaction turnover intention and citizenship behavior. We also found that psychological contract (relational and transactional contract) is significant linked with commitment (Hypothesis 4, 4a) and affective commitment is significantly related to job satisfaction and turnover intention (Hypothesis 3, 3b). The contribution of this research is that affective commitment mediates the relationship between psychological relational contract and job outcomes (Hypothesis 5a, 6a). These finding demonstrate that when promise build, the employees in workplace feel emotional attachment with the organizations which increase job satisfaction and decrease their turnover intention.

Limitation of Study

This research has several limitations. First, this research in cross sectional in nature, we believe that longitudinal study would better explain these relationships. Second, all findings were based on self reported, while previous studies also used self reported measure (1996; Morrison & Robinson, 1997; Robinson & Morrison, 2000) so there is a possibility common method error.

Practical Implementation & Future Research

The results of our study have practical implication for managers and employees, our finding suggest that managers should focus on employee’s satisfaction, and it would be possible if employees feel emotional attachment with the organization, further, managers and employees should build and fulfill psychological contracts that’s leads to affective commitment which increase employees satisfaction and reduce turnover intention.

Our research based on contract-commitment aftermath. This model should be tested with other outcomes such as organizational citizenship behavior, job performance, creative performance and workplace deviance. Furthermore possible moderating variable regarding contracts-commitment and commitment-outcome should be studied in future research. Cross sectional and longitudinal research design with more outcomes should empirically tested in different cultures.

References


Teacher Capacity Building and Classroom Assessment for Sustainable Student Learning

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Abstract Education is a social institution and is subject to change in response to social dynamics. Because the teacher can provide the much needed quality control devices through student assessment, he/she can be seen as the manager, motivator or at best, the managing director and chief executive officer of the educational system. However, the Nigerian teacher is incapacitated in many areas due to the nature of environment he/she operates. The most meaningful information for improving instruction and providing clear and useful feedback to learners is collected daily in the classroom through classroom assessment of the learners. There is a direct relationship between appropriate classroom assessment techniques and higher student achievement, to the extent that when practiced effectively, can improved student learning. The academic imperative is for teachers to renovate their professional competence and capacity to be able to respond to the dynamics of classroom assessment. This paper therefore, discussed the status of Nigerian teacher and learning today, areas of capacity building for teachers to be able to respond to challenges of classroom assessment, the relationship between classroom assessment and improved student learning. It recommended among others, the training and retraining of teachers on newer methods/techniques of classroom assessment and teachers sharing ideas with peers through teacher moderation (collective assessment of student work).

Introduction

Education, whether at the basic, secondary or tertiary level, as a social institution is subject to change in response to social dynamics. Curricular changes demand for changes in approaches and methods of teaching as well as the techniques of student assessment. The Federal Government of Nigeria (FGN) (2004:8) posits, “Any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational revolution”. Education exhibits “permanent as well as constant changing attributes that try to adapt to new demands and circumstances (Okeke, 2004:3). One of these new demands is building of teacher capacity in classroom assessment.

In Nigeria today, we hear many remarks about the teacher and the teaching profession. We read and people inform us that:
- The standard of education among our learners at all levels of education in Nigeria has fallen;
- Graduates of tertiary institutions are of low quality;
- Those who can, do; those who cannot, teach; those who cannot teach, teach;
- Examination processes have been bastardized;
- Teachers do not objectively assess students;
- Very fascinating question still: Do parents and guardians know who is teaching their children, what they teach, how they teach and how the children are assessed?

The implications of all these statements are critical to the development of Nigeria as a nation. They point to the fact that Nigeria has a defective educational system and the sector worse hit is the basic education level. FGN (2004), emphasizing on the primacy of basic education states that the rest of education system is built upon it and it is the key to the success or failure of the whole system. It proceeds to give the goals of primary education as follows:

a) To inculcate permanent literacy and numeracy, and ability to communicate effectively;
b) Lay sound basis for scientific and reflective thinking;
c) Give citizenship education as a basis for effective participation in and contribution to the life of the society;
d) Mould the character and develop sound attitudes and morals in the child;  

e) Develop in the child the ability to adapt to his changing environment;  

f) Give the child the opportunities for developing manipulative skills that will enable him to function effectively in the society within the limits of his capacity; and  

g) Provide the child with basic tools for future educational advancement, including preparation for trades and crafts of the locality.  

These goals will form the basis of basic education in all the states of the federation. It further states that basic education shall be tuition free, universal and compulsory and gives its curriculum as:  

1. Language:  
   a) Languages of the environment.  
   b) English.  
   c) French.  


4. Physical and Health Education.  

5. Religious Knowledge.  

6. Agriculture/Home Economics.  

7. Social Studies and Citizenship Education.  

8. Cultural and Creative Arts (Drawing, Handicraft, Music and Cultural Activities).  

It goes further to prescribe educational services to be provided to include:  

i. School Library.  

ii. Basic Health Scheme.  

iii. Counseling.  


v. Specialist Teachers of Particular subjects such as Mathematics, Science, Physical Education, Language Arts (in relation to English and Nigerian Languages), Music, Fine Arts and Home Economics.  

The instrument through which this curriculum is to be executed or implemented is the teacher. The Nigerian teacher plays significant responsibilities and roles in the development of a functional and relevant educational system. The quality of the teacher and his inputs into the development of the instructional system will influence the learners and graduates produced at all levels of our educational system. The teacher can provide the much needed quality control devices in our educational system at all levels and therefore, he/she can best be described as a manager, a motivator, the captain/pilot, interactive agent, as a manager, and above all the chief executive officer and managing director of the Nigerian educational system (Ibe-Bassey, 2001).  

Education change is likely to accompany, not only change in curriculum (learning) in terms of subjects taught, syllabi, approved textbooks, etc, school conditions such as environment, class size, infrastructure, but also the quality of classroom assessment. For teachers to meet these multiple contemporary challenges for basic education, certain capabilities for effective response must be built in today’s Nigerian teacher.  

The Nigerian Teacher and Learning Today  

A teacher is a professional who earns his/her professional status. He/She is just not conferred with this status. The teacher can teach and he/she knows what he/she wants to teach and how he/she will teach. He/She has the knowledge about teaching as an art and he/she is skillful. The teacher can actualize the potentiality for knowledge already in the learner and can accurately assess or evaluate the level of achievements of the learner without any biasness. The teacher can translate knowledge, skills, attitudes and values with certain professional principles. Unfortunately, today, what we find in some of our public and
private schools are cheaters, because they cannot teach in such schools with the basic and fundamental professional principles within any instructional process which classroom assessment is a critical part.

Most of the teachers at the basic education level lack the qualities of a professional teacher. The professional teacher according to Ibe-Bassey (2000), is a:

- Mediator of learning
- Manager of instruction
- Planner of instruction
- Disciplinarian/Controller of student behaviour
- Confidant of student
- Parent substitute
- Judge of achievement
- Scholar/Research specialist
- Curriculum implementer, etc.

Teaching and learning complement each other. For a teacher to teach there must be a learner or student. A learner or student acquires knowledge, skills and inspiration from the teacher who teaches. The Longman Active Dictionary defines learn as to get knowledge of subject or skill by studying or doing it. The Advanced Learner’s Dictionary defines it as to gain knowledge or skill by study, experience or being taught (Hornby, 1995). By way of summary, “learning is a change in human disposition or capability, which persists over a period of time, and which is not simply ascribable to process of growth... it exhibits itself as a change in behaviour, its interference is made by comparing what behaviour was possible before the individual was placed in a ‘learning situation’ and what behaviour can be exhibited after such a treatment’ (Gagne, 1977:3).

Simply put, learning is said to have taken place when a person gains knowledge or skill by studying, doing or being taught. Classroom in its ordinary meaning is a room that holds a class of pupils (learners) to be taught by a teacher.

Translating is a systematic, rational and organized process of translating knowledge, skills, attitudes and values in accordance with acceptable professional principles and practices. Classroom assessment is very critical in teaching and learning, since teaching is simply a process of making things known to people and which has a learner/student-centered dimension.

A professional and effective teacher is continuously involved in systematic instructional planning if learning must be achieved effectively and efficiently. In instruction, the teacher arranges, orders, and organizes all human, material, temporal and spatial resources to facilitate the learning of his students and learners. Since the teacher is involved in the systematic instructional planning, an effective classroom assessment will help him integrate into the instructional situation the following:

- Learner’s characteristic
- Instructional objectives
- Instructional strategies
- Instructional responses and
- Evaluation techniques

The Need for Building Teacher Capacity in Classroom Assessment

The most meaningful information for informing instruction and providing clear and useful feedback to students/learners is collected daily in the classroom (Asp, 2000). This overall process carried out by the teacher is referred to as classroom assessment. Generally, student given account of students and determine whether the intention or goal of the teaching has been realized. This is a vital indicator of student’s capability and a justification for parents’/guardians’ expenditure of scarce resources.

FGN (2004) recommends the use of continuous assessment evaluation method in schools. Continuous assessment is a “method of ascertaining what a student gains from development, taking account of all his/her
performance in tests, assignments, projects and his/her general attitudes and interest in the school performance” (Igwe, 2005:206). The main characteristics, he explained, are its coverage in terms of special knowledge, attitude, and interest and skill development of the students. This task for the teacher requires hard work, mental energy, thoroughness and diligence considering large class size and diversity that characterized Nigerian schools today.

There is no doubt that no educational system can rise above the quality of its teachers (FGN, 2004). This means to achieve a functional educational system, the teachers must be able to respond to educational changes meant to achieve such objective. Fear of change is very fundamental to human nature. Consequently, in most cases, teachers have the tendency to resist change and insist on old practices. To allay fears of teachers, their capacity to deal with the new challenges must be built for improved performance.

Capacity is “the ability to understand or do something” and building is “an increase in the amount of something over a period of time” (Hornbby, 1995: 219). Building capacity of teacher in education process therefore, is the conscious attempt at upgrading, renovating, and acquiring skills, abilities and strategies that must increase consistently over time and enable teachers react appropriately to academic dynamics including professional training, lesson delivery, effective use of instructional materials, teachers communication skills, provision of effective role model, effective discipline and students’ control, improved conditions of service and most importantly, quality of classroom assessment to determine the needs of his/her learners in the learning process.

Appropriate classroom assessment techniques and tools can help teachers at the basic education level plan or modify instruction, communicate important learning goals to pupils, and result in corrective feedback about how to improve. High quality classroom assessment techniques have also been linked to higher student achievement. For example, Black and William (1998) summarized a number of studies showing that the introduction of formative assessment techniques helped low achievers more than other students and thus, can raise achievement overall by reducing the gap. They further found that there is considerable evidence that assessment when practiced effectively, can improve student learning.

One of the most powerful research-based strategies for linking assessment to improved instructional practice is teacher moderation. This process involves teachers in a collaborative discussion of student work, based on predetermined assessment criteria. Teachers who engaged consistently in the moderation process of student assessment are likely to:

- assess student performance more consistently, effectively, confidently and fairly:
- build common knowledge about curriculum expectations and levels of achievement:
- identify strengths and areas for growth based on evidence of student learning:
- adjust and acquire new learning by comparing one’s thinking to that of another student teacher; and
- Share effective practices to meet the needs of all students, monitor progress, and celebrate growth.

The most powerful aspect of teacher moderation as a strategy for effective classroom assessment is the collective sharing of effective strategies in planning next steps for instruction.

Crooks (1998:445) in a review of the impact of classroom evaluation practices on students, noted that “the choice of evaluation approaches seems to be particularly potent in its effect” and suggested that “there is something approaching a law of learning behaviour for students namely, that the quickest way to change student learning is to change the assessment system”

Stiggins (1999), has popularized the use of term “assessment literacy “as a way of defining the particular kinds of assessment skills teachers need. He noted that many teachers did not have course work in their pre-service programs to develop these skills. Shepard (2000) defined the need for new classroom assessment skills based on emerging research and discipline-based standards. She suggested that teachers need to make the following changes in their assessment practices:

- change the nature of conversations with students so that students develop greater knowledge of and responsibility for learning goals;
- assess students' prior knowledge and use that information in planning better instruction to meet student needs and match student interests;
- give students feedback in ways that go beyond grades such that they are helped to understand what quality work or thinking looks like; and
- get clear about the explicit criteria for open-ended/performance tasks and involve students in self assessing.

In addition to the improvements listed above, others have found that the typical assignments and assessments given to students received low-level, less than challenging work assignments (Karweit, Price, Riocciuti, Thompson, and Vaden-Kiernan, 1997). To complicate matters, studies show that teachers think they are providing challenging learning opportunities to a greater extent than they actually are. Even in our college, polytechnic and university classrooms, those who have studied assessment practices have found that teachers tend to think they are teaching to higher-order thinking goals tend to weakly represented (Angelo & cross, 1993).

Where does the responsibility for building teacher classroom assessment capacity lie? Recently, several reports have suggested that improvement efforts, in general, have focused exclusively at the school level for too long. Elmore & Burney (1998), Spillan (2000) suggest that more models of how Ministry of Education develops strategies for influencing changes at the classroom level are needed. As a first step, Ministry of Education and the school must have a clear sense of what good classroom practice looks like.

Teacher Capacity-Building for Effective Response to Challenges of Classroom Assessment

Actualizing assessment reform at the classroom level is a long-term endeavour that will not happen as a result of a single workshop or conference. Such reform involves learning about and then implementing more effective assessment methods and strategies in the classroom with their pupils/students. To achieve these, the following initiatives are vital in building teacher capacity in classroom assessment to improve student learning:

1. Creating Effective Classroom Assessments: this can be achieved by:
   - Teachers being trained on how to develop high quality classroom assessment through workshops and use of models;
   - Government preparing and providing explicit guidelines describing good classroom assessment practices;
   - Teachers creating assessments and asking for “expert” feedback on their quality; and
   - Mandating teachers to participate in professional development at all times.

2. Examining Grading and Reporting Practices: To effectively practice this:
   - Guidelines that articulate principles of good classroom assessment must be developed and revise with much teacher input;
   - The idea of distinguishing between the formative and summative purposes of particular assignments such that not all student work has to be graded will make more sense to teachers;
   - Teacher capacity should be developed here to understand how to use assessment to improve the quality of student learning and not just to grade;
   - Teachers capacity need to be developed in the areas of understanding the importance of (i) focusing on the more recent assessment evidence (ii) viewing grading as more than number crunching (i.e. reporting achievement on targets or standards) and (iii) reporting achievement separately from behaviour.

3. Implementation of Classroom Assessment: The capacity of teachers needs to be built here because:
   - Teacher must regularly examine the quality of student work and the quality of work they assign students (i.e. cognitive challenge, purpose);
Leadership support and time are critical for teachers to be able to work together on improving assessment;

For sustained results, there must be balance between pressure and support (i.e. teachers must be expected to improve the quality of instruction and should be supported in doing so by all the means at the disposal of the school.

There are many ways teachers at the basic education level can work together to improve their assessment practices if their capacity is built in the above three areas. For example, the teacher may:

1. Have to understand the standards set and clarify instructional goals as a first step toward better assessment;
2. Work together on integrating more performance assessments into their assessment methods;
3. Work together to find and use assessments as windows into students’ thinking in an effort to become better at diagnosing student needs;
4. Design institutional interventions based on assessment information;
5. Look together at the quality of student work;
6. Design grading and reporting system (McCloskey & McMunn, 2000);
7. Examine the quality of their assignment (Matsumura, 2003);
8. Formulate vertical and horizontal curriculum linkages (Knight, 2002).

Through these activities, schools can develop into communities of practice that continuously revisit and restructure the learning environment for the benefit of the student through student assessments.

Conclusion

The need for teachers to possess skills in classroom assessment methods through improved capacity building has been highlighted in this paper. Only through classroom assessments can teachers gain a holistic picture of what students know and are able to do. Classroom assessments allow teachers especially at this basic level of our educational system to diagnose problems of student achievement, provide formative feedback to students, and make reliable and valid evaluations of student performance using multiple methods. Using classroom assessment as a formative process can help bridge the gap between the classroom and high stakes testing achievement.

Recommendations

The paper recommends among others the followings:

- Teachers should be trained and retrained to update their professional status in order to effectively respond to the changing needs of new methods of classroom assessments;
- Teachers must be developing and trying out new assessment methods that give them better information about how to help students improve;
- Teachers should appreciate and learn to talk to their peers about ideas that enhance effectiveness of classroom assessment;
- Increased funding of library services by government where teachers are encouraged to collect, review and read relevant researches as well as searching for high quality instructional materials;
- Teachers should endeavor to attend seminars, symposia, workshops and conferences regularly to update their professional competence in classroom assessments.
- Special allowance called “Continuous Assessment Allowance” should be provided for teachers at the basic education level to help them provide (where inadequate) the requisite inputs for pupil assessment; and
Teacher moderation through collaborative assessment of student work is highly encouraged to achieve/enhance consistency and reliability, collaborative planning, fairness and equity and alignment of instruction.

References


An Approach to the Implementation of an Integrated Computerized Medical System in Nigeria

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Abstract Improvements in Information and Communications Technologies have driven innovations in computerized medical systems world-wide. Developed economies are quickly abandoning the paper-based medical record keeping and management systems for a more digitized approach. Nigeria and other developing countries, whose bulk populations reside in highly inaccessible rural areas, would also like to follow this trend. However, there are numerous and persisting obstacles and challenges that militate against such intentions. In this paper we discuss the issues associated with moving to a computerized medical system in the highly decentralized Nigerian medical sector and propose a workable three-tier integrated computerized medical system architecture which can re-integrate the rural health care centers to provide specialized care.

Keywords: computerized medical systems; 3-tier architecture

Introduction

Though there exists a higher prevalence of chronic illnesses among rural dwellers and populations when compared to city dwellers, it is predominantly the rural populations that enjoy the least access to available medical health resources in many countries [1]. In Nigeria, rural healthcare is typically provided by the local health centers and dispensaries. One major reason for this is the way in which patient data is managed. Healthcare is driven by the capturing and storage of Patient Health Information (PHI). PHI can be captured, tracked and stored using paper and physical files or in a digital format. The oldest form of managing patient information and data is on paper. Developing countries are gradually moving away from paper and towards digital formats which allow for an integrated computerized medical system. However, since a large number of Nigerians live in rural areas, there are numerous additional challenges that need to be overcome to realize an integrated computerized medical system.

In this paper we look at the current state of the Nigerian healthcare system and the various issues associated with the management of computerized patient data to achieve an integrated computerized medical system. To overcome these issues we propose a 3-tier architecture to realize an integrated computerized medical system for the Nigerian healthcare system. Our proposal will allow rural health care centers to be integrated with urban health care providers to provide specialized care to rural populations.

The structure of this paper is organized as follows: in section 2 we discuss the background to deploying an integrated computerized medical system; in section 3 we then discuss the key issues militating against an extensive introduction of a computerized medical system in Nigeria; section 3 presents our proposed technical model and solution to overcome the issues presented in section 2; section 4 discusses future work and final conclusions are given in section 5.

Background

Nigeria’s Health Care Delivery System is systematically and fully decentralized. The country’s health care delivery system is made up of a network of primary, secondary, and tertiary level facilities. Provision of health care at these various levels of care is the responsibility of Local Governments, State Governments and the Federal Government respectively. At the primary health level, care is given at the general hospitals and
dispensaries. This level is where the bulk of rural Nigerians obtain their medical care. Facilities at this level of care are not well equipped and attention to patients is usually supported with referral treatments to the secondary level of health care.

The secondary level of health care usually provides some specialized services to patients who have been referred from the primary health care level through out-patient services of hospitals for medical, surgical, pediatric and community health services. At these secondary level facilities, patients receive supportive health services such as basic laboratory testing, some improved diagnostic services, blood bank services, rehabilitation and physiotherapy services. Serious cases are referred from the second level facilities to the tertiary levels of health care which are usually the teaching hospitals attached to medical colleges and universities.

This tertiary level of care consists of highly specialized services such as orthopedic, eye, psychiatry, maternity and pediatric cases by consultant medical specialists and personnel. The tertiary medical care facilities are not evenly distributed across Nigeria. For example the tertiary facility closest to remote rural areas may be located hundreds of miles away in a Teaching Hospital which, in turn, is located in an urban center or a state capital.

Apart from government owned primary, secondary and tertiary health facilities, there are a numerous private hospitals and health facilities distributed around Nigeria but they are still located in the vicinity of the few urban and semi urban centers. These facilities make up to more than 40% of the whole health care delivery system in the regions of study. These private care givers also depend on the more specialized tertiary level facilities at the teaching hospitals for referrals of serious cases.

For millions of Nigerians, accessing urgent or specialized medical care usually means waiting for the occasional bi-weekly visits by designated specialists from the few specialist hospitals or travelling for two to three days to reach a specialist in the urban centers which can be haphazard. The ability to quickly link urgent patient cases in remote areas to specialized care workers still remains one of the biggest challenges that Nigeria faces because it can take days (even weeks) to wait for the return of paper-based patient data that was sent out by local health staff in the rural site as a referral to the more specialized hospitals.

Issues

There are several issues that need to be overcome if an e-based solution is to be realized in Nigeria to address the problems discussed in the previous section – we shall look at each of them.

There is a non-existence of a unified and unique patients’ identifier. A single unique patient identification number, called the Patient Unique Identifier (PUI), is supposed to be assigned and used to track each patient’s record. This is supposed to help differentiate between these records over a period of time. However, throughout Nigeria, the use of a unified PUI is still not possible owing to the non-existence of such identifiers despite efforts made by the Federal government to centrally initiate an identification scheme in the country. This situation is hampering the integration of any e-health system that would rather track patients digitally.

There is the non-existence of encompassing healthcare policies. Encompassing health policies are supposed to provide a cohesive framework and the necessary environment for e-health innovations to thrive. However, in Nigeria, there is no policy in place or any efforts being made to put such policies in place to guide and streamline the delivery of innovative health services like the one proposed by the authors. Without such a policy framework in place, the general distrust and attitude towards the security of patient medical data used in any innovative e-health endeavor is constrained to remain just at the prototype level.

There exists predominant security and confidentiality concerns regarding medical data. Emanating from a non-existent encompassing policy is the general concern about the confidentiality of the individual (personal) health records and data that would be digitally transmitted between different sites. Privacy, security and proper handling of such records in digitalized formats is of great concern to both the rural patients and their health care providers. There are apprehensions that the security of these forms of records may be
compromised unknowingly either internally or while in transit. There are still no strong safeguards around captured, communicated and transmitted patients’ private health records. This situation constitutes a major challenge in the pilot rural areas investigated by the authors in Nigeria.

There is a consistent resistance towards e-health innovative solutions by medical personnel. A phobia and predominant fear exists among local medical staff and personnel towards abandoning their old paper way of capturing, transferring and storing patients’ medical records. The authors observed their resistance towards adopting digitalized formats and more modern ways of tracking health records. Indeed we found that there was an abounding phobia and fear even among the computer literate university-trained medical doctors which may be emanating from fear of losing control over patient’s medical records that come under their management.

There is absence of trained manpower and use of acceptable standards. Another nagging challenge unraveled by the authors emanate from the non-existence of trained staff who are abreast of established medical standards that would govern tracking, transfers, transmission and proper management of rural medical records belonging to the rural patients. There is virtually a zero security awareness and understanding of existing international medical and health care standards that exist among observed and interviewed health personnel in selected rural areas of study in Nigeria.

There is an absence of drive, low bandwidth and internet penetration. There is still a low rate of internet penetration throughout the remote rural areas of Nigeria. Bandwidths where and when available are very low. The majority of rural areas cannot support an e-based system using internet deployment because of poor infrastructure and unstable electric power generation. These challenges are attributable to the lack of drive and lack of enthusiasm that all the three tiers of healthcare in Nigeria have shown and demonstrated towards e-health innovations and endeavors. Local health centers and dispensaries also lack the funds and financial backbones needed to centrally put ICT infrastructures in place without the help of donors and their respective governments.

**Figure 1: Proposed Architecture**
Another problem of broadband in rural areas is the lack of telecommunication infrastructure which is mainly due to the capital cost for such deployment and associated operating or running costs. Consequently, bandwidth demand can easily outstrip the revenue realizable that is needed to pay for the network infrastructure investment [2, 3, 4]. As a result, rural areas generally have lower bandwidth than urban areas which, in turn, makes data transfer slow. Moreover, when operating in a rural multi-service environment such as a hospital a consequence of restricted bandwidth on access pipes is service contention at the customer site, even if core bandwidth exists to deliver the services. Contention for bandwidth within a customer site can arise if there are a number of devices at the site that can request services with aggregate bandwidth greater than can be delivered over the access connection [2, 3].

To address the challenges of deploying a medical system that uses broadband we also need to consider Quality of Service issues. In our case, Quality of Service refers to the collection of network technologies and techniques to guarantee a certain level of performance to the flow of medical data on a wireless network. The Quality of Service issues that concern successful medical system are delay, jitter, loss rate, throughput and network resource availability [5, 6]. Delay is the elapsed time for a packet to traverse the network from the source to the destination – we need to keep delay low. Jitter is defined as the variation in delay encountered by similar packets following the same route through the network and would affect real-time streaming applications such as transmitting continuous Intensive Care Unit monitor data - we need to keep jitter low. Loss Rate refers to the percentage of data lost among all the delivered data in a given transmission time interval - in order to reduce loss rate we need a decoder with high error resiliency. Throughput is defined as the rate at which packets are transmitted in a network – we need a system where throughput is high. Network resource availability is the infrastructure associated with the transmission of data e.g equipment, power, etc. In rural areas it is absolutely imperative in health networks to have good network resource availability because the generated traffic may be crucial for the patients’ health and life.

Proposed Architecture

Our proposed architecture for an integrated computerized medical system in Nigeria was designed by the researchers to provide data linkage capability that will sit well among the three levels of care described in section 2 and addresses the issues described in section 3. Furthermore, a centralized medical data management system like ours will help solve the predominant problems that discourage efforts to convert paper-based medical records transmission into faster electronic data transmission processes. Our system was designed to manage medical data and information in clinical practice and diagnostics between levels of medical care giving.

Our architecture is a web-based collaboration/integration system which allows tracking of patient medical history and prognosis; it allows data sharing for remote specialist consultation. It will be used to extensively support diagnosis, prognosis and treatment decisions. The system will also make possible some checks and balances of diagnosis outcomes and treatment regiments between local hospitals and more equipped / more specialized health facilities; local health care givers and health dispensaries will have the opportunity to easily consult with specialist doctors and counterparts.

The proposed architecture of our integrated computerized medical system is shown in figure 1. Our 3-tier architecture is designed and built on wireless thin client architecture with a single very powerful central application server and web server. To connect to the system, the client health facilities, hospitals, health dispensaries, specialist hospitals, patients will only need a web browser. They do not need to install any client application system. We shall look at each of the tiers of our proposed architecture in turn.

Tier 1 is the user interface and is designed as a separate component. The system provides a structured interface to transfer data and information from and to the client user interface. This provides for extensibility and increased portability to all remote client machines, laptops, monitors and even mobile hand-held PDAs down the line. At the onset, the system is designed to use browsers, emails and web forms for transfer and
transmission of medical data, graphs, images and other patient information among system actors. It will be enhanced to accommodate scanned paper forms with optical character recognition later on.

Tier 2 is the medical logic layer and acts as the interface between tiers 1 and 3. Tier 2 interprets the commands entered by staff in tier 1 and formulates commands to execute on tier 3 to access data. Tier 3 will then return the required data to this tier and formats it for the appropriate user interface (PDA, Laptop etc) to return to tier 1 to be presented and viewed.

The persistency and data model of our architecture is designed and built on relational tables in order to accommodate the future multifunctional needs of the system. The persistency is a coded database and is designed to sit on an open source relational database. The concept of a data dictionary was employed in the design in order to make sure that validation rules are supported for all sensitive data and information transmission and transfers remotely by system actors across the regions of study and focus. Our architecture’s persistency is designed to accommodate data format conversions for easy analysis, interpretation, archiving and tracking of transmitted medical records and data.

Our architecture addresses each of the issues raised in section 2 – we shall look at each in turn. Uniquely auto-generated patient identification numbers by the Model will be used to track patients and their health records in the proposed system architecture. This will enable each patient health record to be uniquely tracked.

An easily available open source database management system such as MYSQL forms the core/central component of the Model tier in the architecture. The robust security features of this relational database are leveraged to provide adequate security and confidentiality for all tracked, stored and transmitted patient health information and records. An accessibility matrix created for all the system actors is strictly adhered to and enforced by system components in the architecture.

Our architecture suggests and incorporates low–cost innovative mobile technologies such as Android-based phones, PDAs and easy-to-use devices for its presentation layer of the View component; these devices are relatively cheap and no specialized computer training or knowledge is required for medical personnel to know how to use them. Thus, the proposed architecture will provide a very simple and reliable way for health workers to key-in, enter and transmit written medical prescriptions, diagnosis and diagnostic imagery for immediate analysis and communication.

For all electronic transmission and processing of patient health records, the devices and computer systems within the architecture will be adhering to globally established policy and standards by Healthcare Level 7 International (HL7) for transmission of e-health information and data.

Since users of the system can access the system using their own devices such as PDAs and mobile phones, there will be less contention on the system’s bandwidth because users can use the bandwidth provided by their own devices rather than that of the system.

To address the issues of quality of service we propose in Tier 2 that access to data is strictly controlled. For example, if priority is given to specific users then delay and throughput will increase. We need high quality of equipment to address jitter, loss rate and network resource availability.

Discussion and Future Work

As a result of the present explosion and penetration of Information and Communication Technologies (ICTs), many developing countries can make the transition from paper to digital medical records using emerging information and communication technologies such as PDAs, Android-based phones, and laptops with bluetooth and internet capabilities.

There are various reported benefits of the adoption of an integrated computerized medical system to individual patients, hospitals, donors and governments. Real-time medical records management systems, telemedicine and other e-health systems allow system actors to send or receive medical data almost instantly [7]. These systems can allow underprivileged rural hospitals to share/leverage the equipments and
specialized human resources in real time with the well equipped bigger hospitals miles away in the urban centers \[8, 9\].

The specific benefits of an integrated computerized medical system therefore include the following: reduction in medical errors; speed in diagnosis; encouragement of the anywhere anytime diagnostic opportunities; improvement in physician-specialist-patient relationship and ratio; enhanced quality and speed of care; improved enablement empowerment for local health care centers; cost savings etc. Nonetheless, to reap these benefits, countries like Nigeria has to battle the militating challenges to a proper introduction of e-health and e-based systems.

**Summary and Conclusions**

Developing countries like Nigeria are gradually moving away from paper and towards digital formats that facilitates an integrated computerized medical system which can have numerous benefits. However, since a many Nigerians live in rural areas we have seen that there are numerous additional challenges that need to be overcome to realize an integrated computerized medical system.

To overcome these issues we have proposed a 3-tier architecture to realize an integrated computerized medical system for the Nigerian healthcare system. Our proposed architecture will make a bidirectional data transfer possible for the exchange of medical data, diagnosis, prescriptions and emergency alerts between the local health facilities and the specialized hospitals

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Introduction

The problems of an ecologically degrading world have focused new attention upon naturally existing forest ecosystems. This is necessitated by the fact that there has to be a check and balance in man’s activities in order to maintain and sustain his natural environment for his well-being.

In the tropics, forest ecosystems are the key life zones which pose a new range of problems to the application of modern technology and often constitute a controlling factor in the planning and execution of large scale projects. This brings about the need for conservation and the fight against deforestation which is a major threat to the existing, few natural forests. The approach of seeking solution to the problem of deforestation by studying its causes and effects is thus being employed. This presentation is therefore focused on the causes and effect of deforestation in Nigeria, with the aim of finding solution to the problem.

Deforestation simply put is the clearing away of forests. It is the process by which an area is deprived of existing natural forest vegetation and resources. This can be brought about by systematic felling, indiscriminate logging or total clearing of existing vegetation for arable farm or industrial purposes. It usually results in destabilization of forest ecosystems and the surrounding environment. To this effect, its causes could be classified into two groups as stated below.

(a) Man
(b) Natural causes of deforestation

(a) Man

It is through the activities of structural development, logging and agriculture, that deforestation is caused by man. These activities include building of roads and citing of large projects, oil exploration and solid mineral exploration.

Building of Roads and Citing of Large Projects

In developing communities social amenities such as roads, hospital, water plants etc. are regularly provided by the government and or the communities themselves. Most times without proper planning, primary forests are cleared to site such projects. In Nigeria sites presently occupied by Petrochemicals, Refineries, Fertilizer Companies and Liquified Natural Gas Plants where sometime, naturally occurring forest ecosystems.

Mineral/Oil Exploration Activities

Mineral/Oil exploration activities in Nigeria are major causes of deforestation, especially in the Niger Delta region. Since the early 1950s when the Nigerian oil industry was developed, its activities have been
responsible for crossing the deltas with oil and gas pipelines thereby removing vegetation cover along their paths. Facilities such as oil well heads, major pipelines manifolds and flow stations have also been sited in previously forested area.

**Bush Burning**

Both farmers and hunters in this part of the world use fire as a tool notwithstanding the fact that it is one of the most serious agents of forest destruction especially during the dry season. Most fires are caused either deliberately or by accident and these destroy trees of all sizes including seedlings. Fire hazards are more where the herbs and fallen leaves on the forest floor become dry. Most often animal rearers burn the old grasses to encourage growth of succulent grass for pasture. It has also been suggested that grass lands were sometime forested areas on which man had deliberately set fire to catch game thereby destroying previously existing forest vegetation. Timber loggers also set fire on forest accidentally while smoking or while carrying out any fire prone activity. This most times result in ground forest fires, surface fires and eventually wild crown forest fires.

**Logging**

The high forests is the main sources of logs in Nigeria. as cited by Kio in 1983; by the years 2000 the consumption of wood based products will be 19 million cu meters from 3 million cu meters of 1975. In order to meet this demand, timber dealers encourage unlawful and indiscriminate logging in naturally occurring forests. Depletion of unreserved forests has also resulted in the concentration of logging activities within protected forest reserves in Nigeria. for example in 1960 western Nigeria, the areas outside the forest reserves, amounted to 52 percent of the total timber volume output, but five years later, this had fallen to just 16 percent. For the period of 1971-1975 for the whole country the long output of the unreserved forests was only 38 percent of the total. It is therefore clear that logging is one of mans activities which cause deforestation in both protected and unreserved forests in Nigeria.

In the cause of solid mineral exploration large factories such as the Ajaokuta steel mill in Kogi State have occupied previously forested areas. All these contribute to further depletion of the nations forest estate which is below the international standard of 20-25 percent of the total reserved high forested areas of the country (Areola 1987).

**Agricultural Activities**

Large scale agriculture which requires a large land capital has also consumed a large portion of forested areas in Nigeria. Mechanized farming in the middle belt was practiced by indigenous farmers, but the system of shifting cultivation is still employed to improve crop yield. This required shifting of the farm sites to virgin and uncultivated lands thereby clearing existing natural forests.

Even if the best natural forest management systems available could be implemented in Nigeria, the forest reserves would not be able to meet the country’s timber needs of 19 million m³ cu in the year 2000. Yields of the natural high forests are about 10-25 percent of the short-time yields from plantations (Lawtan 1973). The trend is therefore, for the clearance of primary forest for plantation development with both indigenous and exotic timber species, often to be detriment of the country’s natural forests. According to Boelke and Croze (1986), the total land area planted increase with an annual average area of 26,000 ha. This implies that agricultural development is a major factor causing deforestation in Nigeria.
Natural Causes of Deforestation

Natural hazards which result in deforestation include:

Diseases

It is quite common to find diseased tree stands in forests. Some tropical tree disease, such as mistletoes, blister rust, blight etc all caused by fungi, and capable of destroying mature trees and subsequently large stands to cause deforestation. Insects within a forest ecosystem also play roles in causing plant disease as their day to day feeding habits make forest trees susceptible to disease infection.

Damage to Trees by Other Plants

Forest trees are damaged in various ways by other plants of the community. Whilst the superficial epiphytic flora causes little direct damage, it may reduce tree photosynthesis by cutting off the supply of light to the leaves of trees. Climbing plants such as honeysuckle Lonicera Periclymenum, Partly strangle young trees so that tree stems are distorted and sometimes the sheer weight of climbers may lay flat a young sapling thereby destroying it completely.

Climatic Factors

Climatic factors, such as wind and temperature are also agents of deforestation. Strong winds are capable of breaking down trees on their paths in large numbers or in some cases uprooting them completely. High or very low temperatures are known to have disease causing effects on young trees. In cases of very low temperature, tree roots are frozen to deprive the shoot system of water thereby causing death. Scotching is the result of high temperature which creates a ring of burnt plant tissue round the steams of sapling at their points of contact with the soil. This could also lead to death of young trees.

Damages to Trees by Mammals

Heavy browsing modifies the form of seedlings, and may prevent a shrub layer from development and in an old forest creates a browse line beneath which no young living tree shoot survives. Selective browsing can radically alter the proportions of different plant species present and even eradicate some. Tree bark is eaten by many groups of mammals notably rabbits, squirrels, porcupines, mouse, elk and elephants, and relatively small beavers is just as capable as the elephant of tree felling (Ovinton 1965).

Death and Decay of Trees

Trees are living things and often die naturally. Death may be premature due to root competition or lack of sufficient light or nutrients. These deficiencies predispose the plants to attack by insects of fungi which results into death and subsequent elimination of trees.

Effects of Deforestation

The effects of deforestation are most times not felt instantly by the forest ecosystem or the surrounding woodland environment. But over time, the absence of vegetation cover in a previously forested area affects both the living and non living components of that environment in the following ways.
Soil Erosion

Deforestation exposes forest soils to direct contact with the rains and this enhances the free flow of run off which causes soil erosion. For communities whose sources of drinking water are influenced by water sheds soil erosion results in the increase of the mineral content of the surrounding water bodies and also increases turbidity.

In areas where slopes are steep or agricultural practice is bad the land may show excessive erosion in the absence of surrounding forests. Erosion galleys eat back further into agricultural land with each rain storm and remove valuable top soil. Soils that are exposed to erosion will no doubt have lower fertility potentials as compared to more stable soils protected by good vegetation cover.

Soil Distabilization

Deforestation in desert prone areas destabilizes soil and enhances the encroachment of sand upon agricultural lands. This is most times the case in Northern Nigeria where desertification is a major threat to agriculture as trees that would have been used to stabilize sand dunes are felled to be used as fuel wood.

Migration of Animal Species

Forest areas which had been the natural habitats of some wild life for years are no longer conducive for such wild animal species to survive when deforestation takes place. Such animals end up migrating to more conducive environments.

Some times it results in the death of such animals and subsequent extinction, as such animals are not able to adapt to their new environment. Typical examples are the migration of elephants and hippopotamus from the Niger Delta as a result of deforestation.

Increase in Reflected Solar Radiation

Wood lands reduce the amount of solar energy reaching the ground, since the upper canopy reflects some incident radiation. The ratio of reflected to incident radiation is called the abedo and is usually greater in land areas without vegetation cover. This is because radiant energy is absorbed by the different plant layers in every vegetation, leaving a very small percentage to be reflected back into the atmosphere. Thus deforested areas will reflect more radiant energy into the atmosphere, which will in turn enhance global warning.

Economic Implications of Deforestation

Most of the forested lands in Nigeria are located in the rural areas and in these areas the level of environmental awareness is reduced as compared to the highly enlightened populace in the city centers. Therefore, the physical affects of deforestation which are mostly environmental are not foreseen by the rural dwellers.

However the economic effects of deforestation which affects their substance directly can not be over emphasized. It is thus very common to observe the high cost of forage crops and other forest products as deforestation results in their scarcity in communities and settlements where they used to be cheap and available. Examples of such products include tree crops like Daulium quineensis (icheku), Cola nitida (goro), Treculia African (African broad fruit) Irvingia gabonensis (Ogbono) and animals like snails and grasscutter to mention but a few.

Subsequently, this effect stretches to the urban areas as the rural still serve as the primary source of forage crops and forest products.
Conclusion

Deforestation has continued to reduce the total forested land area of Nigeria. Its effects are quite obvious now, that environmental awareness is gradually reaching every strata of the society. Also, from the economic point of view deforestation has created a negative impact on the average Nigerian.

The Government has over the years promulgated laws as regards forest conservation and protection. But these laws are not enforced to achieve the goals for which they are made. However public enlightenment about the causes and effects of deforestation would go a long way to solve the problem by bringing the realities to the grassroot – rural dwellers.

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Learning and Teaching Methodology

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Abstract

Several scholars have admitted that education is one of the most important factors that help in bringing about social and economic development in any given society. This is as a result of the fact that it is through the mechanism of education that the various categories of manpower are developed. The development posed new challenges to the pattern employed by the teacher and the learner in carrying their functions. There is the need for the person studying them, usually the teacher or learner to endeavour to understand some of the various methods employed in teaching which shows that without listening, it might be difficult to achieve any development. This paper, therefore, looks into the curriculum of teaching and learning which means the success or failure of any educational endeavour depends ultimately upon the method adopted by the teacher. It also explains some criteria or principles necessary for the selection of instructional method a teacher can use in the teaching-learning process. It also identified their implications while suggestions and recommendations were proffered.

Introduction

Ngada (2004) among the key personnel that assist the executive in the schools/offices to achieve the set goals and objectives is the teacher. It is practically impossible for any standard layers, professor, engineers to operate without the knowledge of a teacher. As the nature of education is becoming more and more complex, as a result of evolution of teaching and learning, so also are the duties of a teacher.

Education is a systematic training and instruction designed to transmit knowledge and develop skills in individuals. Education is a process of changing the behaviour pattern of individuals in the desired direction. Education also involves a continuing development relevant knowledge, skills and habits whose broad understanding and application enable individual to contribute meaningfully towards the growth of their society.

Bello (1981), the success or failure of any educational endeavour depends ultimately upon the method adopted by the teacher. Methodology is first a science and then a way of teaching and teaching strategies.

What is Teaching?

Teaching, according to South and Laslett (1993) is an all-purpose profession engaged in human resource development for individual and economic growth (Oyekan, 1994). Teaching has been defined as an attempt to help someone acquire or change, some skill, attitude, knowledge, idea or appreciation. In other words, the teacher’s task is to create or influence desirable changes in behaviour, or in tendencies toward behaviour in his students.

Dewey maintains that in order to say one has taught, some changes in student behaviour should have taken place, when he says “a person might as well say he has sold when no one has bought and say he has taught and no one has learned”. The goal of teaching is to bring about the desired learning in the students. Therefore, the only valid criterion of success. According to James (2004) in teaching is the degree to which the teacher has been able to impart knowledge in his students.

Functions of Teaching

1. Informing and explaining: A good teacher is expected to be knowledgeable in his area of specialisation. He is expected to be able to communicate his knowledge to his students.
2. Stimulating, directing, guiding and administering: Teaching involves stimulating the pupils/students to learn. The teacher is equally to be directed and guided in his study. He has the duty of administering many children in the classroom as a teacher. He maintains order and discipline in the classroom to create conducive classroom environment for effective learning, free from disturbance.

3. Identify what to learn: Authorities give out the syllabus to the teacher and it is his responsibility to interpret and present it to the learner.

4. Identifying learning problems: pupils learning problems are expected to be identified by the teacher through his interactions with the children; this could be through questions posed to them. It is the responsibility of the teacher to solve these problems through remedial work.

5. Evaluating, reporting and recording: Teaching includes evaluation of the pupils' performance which are usually reported and recorded to show the progress record of the learners.

6. Classroom arrangement: this is part of the teaching activities. The classroom is the stage for learning. The methods to be used and the likely atmosphere of the class is determined by the organisation of the classroom. This creates the conducive atmosphere for effecting teaching-learning.

7. Socialisation: Some functions of teaching are deliberate while some are latent. Among the latent functions is socialisation. As the pupils learn together, they become intimate.

8. School-community relationship: The school is known to be a macrocosm of the society. Through teaching, the teacher may foster relationship with the wider community.

Principles Underlying Teaching

1. Clear objectives: Teaching is goal-oriented. To achieve the goal, there should be set objectives. In preparing to teach, the objectives to be achieved must clearly be stated; this serves as a guideline in teaching.

2. Pupils' Readiness: Teacher should ensure that the pupils are intellectually ready for what to be taught.

3. Previous experienced: Every child had some experiences before going to school. The teacher should build on this.

4. Individual differences: It is known that learners are different from one another in many ways. These differences must be realised by the teacher. He should recognise these differences and use a variety of methods and materials to teach.

5. Teaching should be systematic: It should proceed from the known to unknown, simple to difficult, concrete to abstract and general to specific.

Characteristics of a Good Teacher

Adeyemo (1977) identified certain qualities that are expected from a good teacher. According to him, such qualities vary from place to place and situation to situation or environment. Some of his findings include the following:

The Qualities Expected of a Good Teacher In the classroom:

i) The teacher should be clean in thought, deeds, words and body.

ii) He should be a good disciplinarian, i.e. being firm but not over-bearing on his pupils/students.

iii) He should be hard working, doing his work knowingly and conscientiously.
iv) He remains a student that is reading up-to-date books and journals to get new ideas and helps that he might grow and progress, accepting suggestions that have been tried and proved by others.

v) He should be honest and careful in all things, dealings and obligations.

vi) He should be persistent, courageous and preserving in face of discouragements and difficulties.

vii) He should be firm, fair and determined in his action.

viii) He should be punctual in all engagements and keeping promises made.

Methods and Techniques of Teaching

There are many methods and techniques for effective teaching. These different methods and techniques should be used skilfully in the class by the teachers in order to teach his students effectively. The skilful and competent teacher uses as many methods and techniques as possible because, there is no single method which is regarded as the best for every teaching situation. In a single lesson therefore, the teacher can employ as many methods as possible. The success of every method depends on the calibre of the teacher ad his professional experience in the field of teaching.

Adamu (2008) method can be defined as a procedure by which a goal is reached, a purpose accomplished or a result achieved. Method can also be defined as a practical application of teaching principles based on the nature of learner, the nature of the subject and the learning needs of the pupils/students.

Principles Underlying the Choice of Teaching Methodology

Some criteria or principles are necessary for the selection of instructional method or methods a teacher can use in the teaching-learning process. These are necessary if the teacher’s aim of imparting knowledge to his students is to be successful. They include the following:

- The type of subject: For example, in History, story telling method can be used in junior forms while experiments may be performed in science lessons.
- Type of Lesson: i.e. the lesson patterns will dictate the type of method to be used for example, information lesson (discussion or lecture methods). Practice lesion (demonstration methods); practical lessons (practical approach/experiments); appreciation lesson, etc.

According to Oyekan (1994) teaching methodology is concerned with what method techniques or approach, individuals or group of teachers select and use in actual classroom situation. As teachers, we know that there are many methods of teaching and whether one method is appropriate or not depends on many factors such as subject or topic to be taught, the learning characteristics of learners, the socio-cultural environment, etc.

Teaching methods can generally be classified into two broad categories, namely:

- Child-centred methods
- Teacher-centred methods

Child-centred methods include:

- Activity methods
- Assignment
- Supervised study
- Discussion method
- Field trip
- Project method
- Play and games method etc.
Of these methods may be applicable to both individual and group approaches to teaching. However, some of the methods are more amenable to group than to individual approach and vice versa.

The teacher centred methods as the name implies, means that the principal actor in the lesson is the teacher while the learners are passive listeners. At the end of the lesson, the learner may ask one or two questions or be required to answer some questions or pass some comments or jot down some points.

Teacher-centred methods are a clear negation of the accepted view that learning is an active rather than a passive process, that the best and most applicable learning is learning by doing.

Lecture methods, questioning method and demonstration method are some of the teaching methods in this category.

**Lecture Method**

This is the oldest and the most common method in use at the tertiary level of our institutions. It is the process whereby the teacher verbally delivers a pre-planned body of knowledge to his students. The teacher talks while the students listen and jot down essential points. This method is teacher-centred. The teacher is the most active.

Lecture method is used to teach a large group of students who are often passive listeners with little or no opportunity to ask questions. This method is more appropriate for higher level students (Maduewesi et al. 1999).

**Advantages of the Lecture Method**

1. Wide area of studies can be covered within a short time.
2. Large population of students are taught at once by a single teacher.
3. It saves time and energy of the teacher as he can say one thing to the whole students at the same time instead of single individual.

**Disadvantages of the Lecture Method**

1. It is a teacher-centred method of teaching
2. It kills students’ initiatives as it makes passive listeners
3. It does not cater for the individual differences of the students. This is evident in the sense that the students are taught by the teacher at the same speed as a whole group.
4. It does not provide students with enough opportunities to practice their oral communication skills.

Fafunwa (1974) defined education as the aggregate of all process by which a child or young adult develops the abilities, attitudes and other form of behaviour which are of positive values to the society in which he lives. Here, education is regarded as the totality of all forms of brilliant ideas, usable skills and desirable value orientations that can nurture individuals into responsible competent citizens. Such educated men and women would use their competence, experience and vision of a good society to create wealth for nation-building.

Ughamadu (1992) education therefore involves a continuing development of relevant knowledge, skills and habits whose broad understanding and application enable individuals to contribute meaningfully towards the growth of their society.

**Method**

The success or failure of any educational endeavour depends ultimately upon the method adopted by the teacher. Methodology is first a science and then a way of teaching. As a science methodology is the study
of teaching methods. The person studying them, usually the teacher or learner to be, endeavours to understand some of the various methods employed in teaching different subjects, set of students and age grades. These methods are usually those that have been tried or used by educationists and famous teachers in different parts of the world, usually with a view to throwing and possibly using them.

The following methods of teaching:

1. Lecture method
2. Learning by doing method
3. Discovery method
4. The play method
5. The Socratic method
6. Co-operative method
7. The project method
8. The problem-solving method
9. The Dalton plan or assignment method
10. The remedial method
11. Play-way method
12. individual method
13. Dramatic method
14. Demonstration method
15. Discussion method
16. Story-telling method

For effective discussion, Maduewesi et al. (1999) suggested that the following elements and points are worth considering:

1. The environment must be favourable for such discussion
2. There is need for preparation by all members
3. There should be good planning
4. There should be elements of friendliness, tolerance and good social feelings prevalent in the group.
5. While discussion is on, the teacher should make sure that everybody is actively participating. No person should monopolise the discussion.
6. The teacher must not allow the discussion to digress into less productive and side issues, and as much as possible limit the scope of the discussion.
7. Inconsistencies, faulty logic and irrelevance should be challenged. The teacher may however develop a feeling of responsibility for effective conduct of the group.
8. A periodic summary of what has been said is necessary. The teacher or leader of each group may do this. This will help in evaluating the progress of the discussion as well as keeping everybody up to date.

Advantages of Discussion Method

a) It creates a forum, to solve some difficult problems or questions which require a variety of ideas and ways to resolve them among the students.

Disadvantages

a) It is not applicable to all topics is a subject
b) It is not ideal for large group of students
Play-Way Method

Play has been referred to as any pleasurable activity embarked upon in the classroom by the teacher with his students to promote learning. According to Farrant (1980), play can be regarded as the experimenting stage of learning where the child tries out his newly acquired knowledge and skills with the activities of people and things, hence play encourages the child to:
- stimulate creative imagination;
- provide opportunity for experimentation beyond the real level of development;
- exercise learning competencies;
- engage in independent learning;
- gain experience and express himself freely with confidence.

The Remedial Method

As the name implies, this method is a practice whereby teachers devote some periods specifically for the removal of common weakness among their pupils. During class teaching or the correction of class written work and during a host of other activities, careful teachers will observe a variety of weakness, faulty practices and misunderstanding. Teachers must devote some teaching periods to remove such common errors.

The Problem Solving Method

When confronted with a problem, normal human beings almost always endeavour to discover its solution, so the problem method is related to the discovery of new facts. This contributes to the growth of knowledge.

Cooperative Method

All educational effort is to enable learners to acquire socially desirable knowledge, attitudes and skill (dramatic method) etc.

Instructional Objectives
In accordance with what concrete result the teacher expects from the lesson he chooses his method with a view to accomplishing those results.

Class Age or maturity of students: The teacher must choose a method that would suite the maturity of the pupils or students. He must not forget that the methods are for the students but the students are not for the methods.

The individuality of pupils/students: The teacher should not forget that there is a bid difference among the pupils with regards to their disposition and ability to do school work. A bright student with very little to do may cultivate habits of indolence and laziness in school, on the other hand, he may hasten to finish his work in order to cause disorder, therefore, brighter students should be given as much work to do as possible.

Slow learners should be given simple work to do as well in order to motivate them to take more interest in the lesson at hand.

Learning

According to James (2004) the primary function of the teacher is to facilitate learning by various means. In other words, the intension of all teaching activities is to bring about learning. Therefore, it is impossible to understand what teaching is, until we know what learning is. Learning is not only about verbal knowledge acquired through institution, study and rote memory. Rather, modern and proper use of the term ‘learning’
embraces work or activities in every aspect of life. To the psychologists, learning is a process which produces progressive series of changes in behaviour and experience as a result of the sum total of all such changes.

The education considers learning to be a permanent change in behaviour which results from activity, training or observation. As process, learning may be seen as the acquiring of new knowledge, ideas, skills, values and experiences which enable the individual to modify or alter his/her action or to realise his/her action or to realise his/her desired goals.

Learning can also be described as the permanent acquisition and habitual utilisation of the newly acquired knowledge or experience. Therefore, learning must bring about permanent changes in the person and the change must be in knowledge to be used, in character be acquired, in skills to be developed or an attitude to be shaped. It is these changes that confirm learning. Learning is simply the conceptualisation of meaningful experiences and it implies that whatever is said to have been learnt is:

- clearly perceived
- retained
- built over time
- can be put to work
- enhances being (survival)
- Affects or modifies behaviour

Learning can generally be sub-divided into three broad categories or types. These are:
- Cognitive learning (facts, ideas and knowledge)
- Affective learning (teaching attitudes, values)
- Manipulative learning (physical dexterity)

For any individual to survive or be a useful member of the society, learning in the three areas must take place. The aim of learning is always some specific achievement such as:
- believing something one did not believe before
- acquiring a habit one did not believe before
- knowing something one did not know before

**Objectives of Teachers and Method of Learning**

Learning requires effective effort by the learner. Therefore, all objectives must be stated in terms of activities that would best permit students learning. Specific objectives are the observable behaviour of students which is expected at the end of the instruction.

Objective is an intention communicated by a statement describing a proposed change in the behaviour of a learner at the end of instruction. It states what the learner will do or is expected to be able to do at the end of the lesson as an evidence that learning has taken place.

**Findings**

- Teaching must be according to the school curriculum. The listener must pay attention to the teacher.
- There must be cordial relationship among the teacher and learner
- The learner must be submissive
- The teacher must adopt so many methods which can be understandable to his pupils
- The teacher must be observant and know or emulate the characters of his student and their age limit.
Summary and Conclusion

Charting a way forward has always been a concern to progressive minds. For any profession to stand the test of time, both inward and external examinations/assessment are desirable. In this paper, efforts have been made to chart a part of forwardness for our noble profession. The expectation of both the school and the world of work in terms of curriculum development was thoroughly looked into. The study concluded that the school is doing an excellent job by equipping the learners and the teachers with the technical skill of the world of work.

Recommendations

As a result of the findings above, the presenter hereby suggests the immediate implementation of the following recommendations:

School curricular should include:
- Providing instruction materials for teaching
- The teachers will teach through the school syllabus
- The lesson plan must be well organised through whatever that is in the course content.
- Teacher and student must be present always
- Attendance must be necessary so that learning can be more effective
- There must be assessment to assess the learning ability.

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Myths and Realities: A Study Of Elechi Amadi’s The Concubine

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Abstract Elechi Amadi is a prolific African writer and a literacy critic. He is of the view that literature is meant for aesthetic and entertainment value. Any deviation from this position is a prostitution of literature. This paper discusses myths and realities; A study of Elechi Amadi’s The Concubine. It examines the concepts of myths and realities. The paper gives a detailed account of the concept of the sea-king as it affects the customs and tradition of the Ikwerre people of Rivers State of Nigeria where the author hails from, with adequate examples from the text. The paper posits that Elechi Amadi’s The Concubine is a reality and not a myth. Copious instances were cited to buttress this assertion.

Introduction

Elechi Amadi is the famous author if the trilogy: The Slave, The Great Ponds and The Concubine. In these three works, the gods featured prominently. According to Elechi Amadi what informs his giving prominence to the gods in his trilogy is to deviate from the norms of pre and post independence Nigerian writers like Achebe, Soyink and so on who featured the white man in their various works. In these three novels no white man was mentioned but the African cultures and the influence of the gods in our daily activities were well articulated.

The focus of this paper is to establish whether Elechi Amadi’s The Concubine is a myth or a reality. Relevant passages would be cited to buttress my viewpoint. The concept of myth and reality would be enunciated.

The Concepts of Myths and Realites

According to Encyclopaedia Britannica (Vol. 12) (2003):
Myths are specific accounts concerning gods or super human beings and extra ordinary events or circumstances in a time that is altogether different from that of ordinary human experience. As with all religions symbolization, there is no attempt to prove that these unusual, transcendent, or divine events are ‘possible’, or otherwise to justify them (793).

Because of this reason, every myth presents itself as authoritative and always as an account of facts, no matter how completely different they may be from the ordinary world. The original Greek term for myth is “mythos”, which means “word” in the sense of a decisive, final pronouncement. It differs from “logos”, “the word” whose validity or truth can be argued and demonstrated. Because myths present extraordinary events without trying to justify them, people have sometimes assumed that myths are simple un-provable and false stories and thus have made the world myth a synonym for fable.

Myths are accounts with an absolute authority that is implied rather than stated. They relate events and states of affairs surpassing the ordinary human world, yet basic to that world; the time in which the related event take place is altogether different from the ordinary historical time of human experience (and in most cases is imaginably long ago). The actors in the narrative are usually gods or other extraordinary beings such as animals, plants, the very first people or specific great men who changed the human condition. Many other forms of literature share in one or more of the features of this definition of myth without becoming mythical.

In the study of folklore, according to Wikipedia, the free Encyclopedia, “a myth is a sacred narrative explaining how the world and human kind came to be in their present from” (1). The main characters in myths
are usually gods, supernatural heroes and humans. As sacred stories, myths are often endorsed by rulers and priest and closely linked to religion. In the society in which it is told, a myth is usually regarded as a true account of the remote past.

Closely related to myth are legend and folktale. Myths, legends, and folktales are different types of traditional story. Unlike myths, folktales can take place at any time and any place, and they are not considered true or sacred by the societies that tell them. Like myth, legends are stories that are traditionally considered true, but are set in a more recent time, when the world was much as it is today. Legends generally feature humans as their main character, whereas myths generally focus on superhuman characters.

The basic and most important function of myths that strikes the outside observer of any tradition is that of explanation. Natural, social, cultural, and biological facts are explained by myth. Dynasties and ruling families in several ancient civilization found justification of their positions in myths, which state that they originated in the world of the gods or in heaven or from the sun or the moon (as in China, Egypt, Babylon, the Hittite Empire, Polynesia, the Inca Empire, and India). Even the Ogba people claimed they originated from Benin. According to Ohia (2004):

> In Ogba, myth creation is a story telling event which presents fiction with some historical data to prove their authenticity. The Ogba myths portray the dynamics of lively and theoretical art form with some characteristics or features of literature. The mythic story is purportedly real but with a questionable veracity because of the transience of oral communication (31).

Myths can describe the origin of the world, the end of the world, or a paradisiacal state. Thus a myth is capable of describing what persons, using reason and observation that can never be scientifically proved.

However, the detailed analysis of myths, types, characteristics and various theories of myths is not the effect which this paper wants to achieve. Our attention will now be focused on the concept of reality.

The Concept of Reality

“Reality” according to Wikipedia Encyclopedia (2011) “is the state of things as they actually exist, rather than as they may appear or might be imagined” (p.1). In a wider definition, reality includes everything that is and has been, whether or not it is observable or comprehensible. A still more broad definition includes everything that has existed, exists, or will exist, not just in the mind, or even more broadly also including what is only in the mind.

Historically, philosophers have sometimes considered reality to include non existent things such as “gold mountains” in a sense referred to as a subsistence, as well. By contrast existence is often restricted solely to being compared with nature.

Reality is often contrasted with what is imaginary, delusional, in the mind, dreams, what is abstract, what is false, or what is fictional. To reify is to make more real, and to abstract is the opposite. The truth refers to what is real, while falsity refers to what is not. Fictions are not considered real.

According to Encyclopaedia Britannica (2003 vol. 15), “realism connotes any viewpoint that accords to the objects of man’s knowledge an existence that is independent of whether he is perceiving or thinking about them” (p. 539).

Having discussed the concept of myths and realities, we shall proceed further to establish whether Elechi Amadi’s *The Concubine* is a myth or reality.

Myths and Realities in Elechi Amadi’s *The Concubine*

In Elechi Amadi’s *The Concubine*, the heroine, Ihuoma, is the wife of the sea-king. The name Ihuoma according to Elechi Amadi is “beautiful face” or good luck” (p. 7). In the words of Nnolim (2009):
What good luck is it, one may ask, which ensures that Ihuoma who is fecund and has several children, would never know the joys of conjugal love? Her good luck bears in its train the curse of unhappiness, of repeated in widowhood, of never knowing the joys which come from living for long with the marked men for whom she unwittingly purveys death as their concubine (p 10).

Ihuoma, is the one clear case of the femme fatale, although she never intends to be one. When her friend, Nnenda praises her beauty she protests: “I don’t want to look beautiful … Beauty seems to carry sorrow with it … ugly people do not seem to suffer as much as the beautiful” (p. 35).

Indeed, Ihuoma’s remarkable beauty tinged with sorrow bewitches all beholders, both men and women: “the tired look on her face gave way to a sweet youth expression, softly alluring, deeply enchanting, which had a bewitching subtlety that only deep sorrow can give … young men and even the old gazed at her irresistibly” (p. 36). Ihuoma’s beauty occasions unsolicited comments from friend and foe alike. The author asserts:

Ihuoma’s complexion was that of the ant – hill. Her features were smoothly rounded and looking at her no one could doubt that she was “enjoying her husband’s wealth” (p. 10). Her smiles were disarming. Perhaps the upper row of her white regular teeth did the trick. At that time a gap in the teeth was fashionable. Any girl who was not favoured with one employed the services of carvers who could create them (p.11).

Ihuoma was an epitome of beauty and good behaviour. Elechi Amadi sees her as a role model for other women. He remarks:

She was sympathetic, gentle, reserved. It was her husband’s boast that in their six years of marriage she had never had any serious quarrel with another woman. She was not good at invectives and other women talked faster than she did … In this way her prestige among the women folk grew until even the most garrulous among them was reluctant to be unpleasant to her. She found herself settling quarrels and offering advice to older women (pp. 11-12).

Ihuoma’s good nature was so undisputed that the unheard of happened. Potential rivals in love were willing to yield her pride of place if their husband decided to bring her in as a second wife. Elechi Amadi might have stretched the point quite far, but Wolu, Madume’s first wife was glad to yield her place as number one wife in their household, if her husband decides to marry Ihuoma. She observes:

She’s just a well-behaved woman who takes good care of herself … she is about the best woman in the village … I would gladly be the second wife where she is the first; not the reverse … she is … she is … better than I (pp. 54-55).

When Ekwueme first told his mother, Adaku, that he was contemplating marrying Ihuoma, she expressed reservations because Ihuoma was too good for him:

If you are thinking of Ihuoma, forget her she is easily the best woman in the village. She can’t do anything shameful (p. 92).

With her graceful carriage, Ekwueme came near to worshipping her” and:

The women adored her. Men were awestruck before her. She was becoming something of a phenomenon (p.153). But Ihuoma was not happy. Elechi Amadi took recourse to the myth of the sea king as the cause of unhappiness for this perfect model with a curse on her head. When Ekwueme told her that she was beautiful, she protested: I am not responsible for my beauty … Besides, beauty does not always mean happiness. I have not been a very happy woman (p. 214).

Events prove her right. Her first husband, Emenike had suddenly died of lock-chest. Big-eyed Madume who had manhandled her and later contemplated marrying her had committed suicide when a spitting cobra blinded him. And when Ekwueme became her second husband and she looked forward to being happy again, her son’s arrow kills Ekwueme.

Nnolim questions, “why all this concatenation of unhappy occurrences? Amadi has recourse to mythology to prove that these occurrences are not just happen stance” (p. 13).

According to Anyka, the native doctor:
Ihuoma belongs to the sea. When she was in the spirit world she was a wife of the sea king, the ruling spirit of the sea. Against the advice of her husband she sought the company of human beings and was incarnated. The sea – king was very angry but because he loved her best of all his wives he did not destroy her immediately she was born. He decided to humour her and let her live out her normal earthly span and come back to him. However because of his great love for her he is terribly jealous and tries to destroy any man who makes love to her (p. 195).

The diviner also confirms that as soon as Emenike married Ihuoma his life was forfeit and nothing would have saved him, “and that “Madume’s real trouble began after he assaulted Ihuoma while she was harvesting plantains. Added to this was the fact that he had a secret desire to make Ihuoma his lover or maybe marry her. All this was too much for the sea-king and he himself assumed the form of a serpent and dealt with his rival” (P. 195).

Nnolim noted that in Nigerian fiction, “Ihuoma is the best realized example of the femme fatale which enunciates the myth of the ‘castrating female’ or the dangerous woman who is a siren luring men to their death with her bewitching beauty and song” (p. 13).

Ihuoma’s beauty prompts Ekwueme to a death wish; “if” he says, “marrying a woman like her is a fatal mistake I am prepared to make it. If I am her husband for a day before my death my soul will go singing happily to the spirit world” (p. 197). And so it happened. Ekwueme’s death wish has been fulfilled. He has answered the call of the siren.

Even though Elechi Amadi’s *The Concubine* has been seen as a mythical novel by notable literary critics such as professors Charles Nnolim, Chidi Maduka among others, because of the prominence of the gods in the novel, it can also be examined as a realistic novel. This is because the heroine Ihuoma and other major characters such as Emenike, Ekwueme and Madume are real names of persons in a real life situation. The setting of the novel is Omokachi, a fictional town in Ikwerre kingdom of Rivers State Nigeria.

In the novel the cultures of the Ikwerre people such as wrestling, dancing, hunting, farming, marriage ceremonies and elaborate burial rites were highlighted. These are qualities of a novel that can be classified as a realistic novel. In their six years of marriage Emenike and Ihuoma lived peacefully and were a perfect match. This is manifested in Emenike’s appreciation of his wife, Ihuoma dancing steps:

‘Now dance’ he said. She danced less seriously now, her checks dimpled with suppressed laughter. He husband embraced her in the traditional way and gave her the money. ‘Thank you, my lord; she said and made for the kitchen (p. 13).

After the sudden death of Emenike, elaborate burial rites were organized for him, just as it is performed in real life situation in Ikwerre kingdom. According to Elechi Amadi, the author:

The song composed in Emenike’s honour was sung with unavoidable melancholy. The tune was charming but the words were sad. Even Wakiri’s usually clear voice was tremulous as he sang the first stanza:

Do you know that Emenike is dead?

Eh – Eh – Eh

We fear the big wide world;

Eh – Eh – Eh

Do not plan for the morrow,

Eh – Eh – Eh (p. 28).

Ekwueme is presented as an accomplished hunter in the novel. He killed several animals. When he was wooing Ihuoma, he presented her with animal as a gift. Amadi writes:

The sun was scarcely overhead when he came back with two prize animals – a porcupine and antelope –slung behind him ... ‘wait and have your share; he said. He cut off a huge chunk. Nkechi fetched a large cocoyam leaf and wrapped it up. Ihuoma turned to go (p. 204).

Several instances to demonstrate that Amadi’s *The Concubine* falls in the realm of realism abound in the novel. There are marriage ceremonies between Ekwueme and Ahurole, Emenike and Ihuoma, Madume and Wolu among others; farming, the main occupation of the Ikwerre people is also highlighted in the novel.
Various inter community wrestling matches were organized in the novel. All these instances are examples of a realistic novel.

In an oral interview with the author Elechi Acadi at the post graduate school in University of Port Harcourt in 2003 organized by professor Chidi Maduka the issue of the novel, *The Concubine* being classified as a mythical novel by literary critics was raised. Amadi vehemently refused. He remarked that he never sat down to write a mythical novel. He noted that the worship of the gods, Amadioha, Ojukwu and the sea-king are part of the cultures and traditions of the Ikwerre people. Therefore, the novel cannot be classified as a myth but a realistic novel.

Based on this premise and a detailed examination of the novel, *The Concubine* one does not require a soothsayer to divine that the novel is a reality and not a myth.

**Conclusion**

It is pertinent to note that the concept of the gods as typified by the sea-king abound in our daily lives. There are instances of women that are barren; some losing their husbands to the cold hands of death early in their marriages. When oracles are consulted the sad occurrences will be attributed to the evil machination of their spiritual husbands or the sea-king.

In this paper, the concepts of myths and realities were discussed. Copious examples in the novel were cited to demonstrate whether the novel is a myth or reality. However, it is the position of this paper that Elechi Amadi’s *The Concubine* is a reality and not a myth. It is our belief that this paper will contribute immensely towards further researches on myths and realities in African literature.

**References**


Globalization and Factor Mobility

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Abstract
A large number of works have been done about globalization via factor mobility and its various effects on the global world economy. This paper aims at discussing the most important aspects of globalization and factor mobility, and its major impact on the world at large. In the first section of this report, the concepts of globalization and factor mobility are identified, while in the second section forces causing the accelerated growth of globalization are discussed. Then, the author thoroughly identified and discussed the advantages and disadvantages of globalization, and the main challenges facing the idea. The remainder of the report discusses factor mobility in four folds, i.e. forms of factor mobility, why factor of production move, the effect of their movement in the world, and finally, the relationship between factor mobility and global trade. The report concludes with the author’s recommendations and suggestions on how to counter the challenges of globalization while maintaining individual nation’s ability to reap all its magnificent benefits. Upon completion of reading this report, readers are expected to have a deeper and better understanding of the concept of globalization as related to factor mobility.

Keywords: Globalization, Factor Mobility, Capital, Labour, Raw material, Technology and Trade

Introduction

Globalization: “Globalization has changed us into a company that searches the world, not just to sell or to source, but to find intellectual capital - the world's best talents and greatest ideas” - Jack Welch

The term Globalization is so powerful such that it's difficult to create a compact definition of it. It may be defined from different perspectives and in several ways. One can say Globalization refers to the combination of Economics and Societies all over the world. It connects technological, economic, political, and cultural exchanges made possible by the progress in transportation, infrastructure, and communication. An alternative definition would be increasing linkages between the world, including the international spread of cultures as well as diseases and crimes, while natural and artificial barriers between nations fall. Finally, the most well-known definition is referring to Globalization as the shrinking of the world into a global village, as borders disappear, distance decreases, and time shorten. Globalization is displayed in the growth of world trade as a share of output, the percentage of world imports to gross world product GWP increased from 7% in 1938 to 10% in 1970 and to more than 18% in 1996. This is reflected in the surge of foreign direct investment (FDI): FDI in developing countries rose from $2.2 billion in 1970 to $154 billion in 1997. It has also accrued in national capital markets becoming integrated.

The source of Globalization lies in the development of technology. The cost of Transportation, communication, and travel has fallen dramatically in the last period, almost roughly because of the advancement of technology. Here are some facts: Average revenue per passenger mile fell by more than 80% between 1930 and 1990, from $0.68 to $0.11. In 1947, average tariffs on manufactures imports where 47%, but by 1980 they went down to 6%. A three minute call from the USA to Britain cost $12, whereas today it costs .48 cents. Globalization refers to the integration of economics and societies all over the world. There are two kinds of Integration, Negative and Positive. Positive Integration concentrates on standardizing international economic laws and guidelines. For Example, A country with its own set of Policies on tariffs with a country which has its own policies on taxations find ways of trading together. With Positive Integration, and the expansion of globalization, these countries work to have related or even equivalent policies on tariffs. Negative Integration is the elimination of trade barriers or defensive barriers as quotas and tariffs. The removal of barriers can benefit a country if such removal is for products that are necessary for the economy. For Example, by breaking down barriers, the total cost of imported raw material will decrease as the supply
goes up, making it cheaper to produce the final product for export (Car parts, clothes etc.). On the other hand, the total cost of importation will also decrease

**Factor Mobility:** Factor Mobility can be defined as the movement of factors of production like Natural resources, Labor, Technology, and capital from their original domain to be put to a productive use in another locations. There are many effects of Factor Mobility on the Host and Home Countries, Positive as well as negative. Factor mobility rose as globalization expanded over the years.

**Methodology**

In this research, the author identified the concept of globalization and its challenges, the advantages and disadvantages of globalization on societies as a whole and in sub groups. The challenges in achieving global integration and perfect globalization are also discussed along with solutions to identified obstacles. In this research, I reviewed several literatures in collecting data, and in subsequent analysis of issues relating to the concept of globalization, its history and evolution throughout the years. In addition, the opinions of entrepreneurs, other Scholars and experts in the field of globalization were sought, collected and analysed to reveal both; the bright and the dark side of the phenomenon of global integration. Consequently, solutions were suggested and recommendations made about how to remove some of the obstacles that could occur in the process of true Globalization.

**The Forces Driving Globalization**

Measuring globalization could be a problematic issue, especially in making historical comparisons. First, countries interdependency must be measured indirectly. Second, when national boundaries shift (for example: the breakup of the former Soviet Union or the reunification of East and West Germany), some hitherto domestic business transactions can then become international transaction and vice versa. In addition, various reliable indicators assure that globalization has been increasing in the recent years, at least since the mid-twentieth century. Currently, about 25% of the world production is sold outside their respective countries of origin, as opposed to about 7% in 1950. Restrictions on imports have generally been decreasing, and output from foreign-owned investments as a percentage of world production has been increasing. In almost every year since World War II, world trade has grown more rapidly than world production. However, in recessionary periods such as 2008, global trade and investment contract grew even more. However, globalization is less pervasive than anyone might believe. Most of the world (including rural Africa, Asia, and Latin America to name a few), lack the resources to establish more than the barest connection with anyone beyond the outskirts of their isolated domains. Only few countries are able to either sell over half their products abroad or depend on foreign output for over half their consumption. That means that most of the world’s goods and services are still sold in their domestic markets and not in international markets. These measurements address only the economic aspects of global interdependence. Various studies have relied on different indicators for comparison. One of the most comprehensive is the A.T. Kearney- Foreign Policy Globalization Index, Which shows not only that some countries are more globalized than others but also that a given country may be highly globalized on one dimension and not on another. This index ranks 72 countries across four dimensions:

1- Economic - International trade and investment.  
2- Technological – Internet connectivity.  
3- Personal contact – International travel and tourism, international telephone traffic, and personal transfers of funds internationally.  
4- Political- Participation in international organizations and government monetary transfers.
In the recent years, the index has ranked Singapore and Hong Kong as the most globalized countries and India and Iran as the least globalized. The ranking of the United States shows how globalization can differ by dimension: The United States ranks first on the technological scale but only 71st on the economic scale.

Factors in Increased Globalization

Many Companies go international to be able to increase the value of their business, as well as the value of their profit. Therefore; it became imperative for companies to build a long term, sustainable business. There are many factors that companies need to develop to be able to survive in the global market, E.g. The following are a number of factors that have contributed to the increase in growth globalization in recent decades:

1- Increase in and expansion of technology.
2- Liberalization of cross-border trade and resource movements.
3- Development of services that support international business.
4- Growing consumer pressures. (both local & international)
5- Increased global competition.
6- Changing political situation and climate.
7- Expanded cross-national cooperation

There are a number of other factors that make rapid international expansion a necessity, rather than an option to be reviewed when the time is right. Those factors include the following:

Market transparency

In the good old days, 8-10 years ago, software companies could develop a product, market it at home, and then quietly start to sell their technology in overseas markets, often going after one market at a time. With the Internet, however, a product or a business concept is there for everyone to see, as a result, competitors in overseas markets are able to replicate the product or service. There have been many cases of U.S. companies going to Europe, only to find that their business model, their name and even their Website have been replicated.

Emerging markets

While the U.S. is still the dominant force in technology development, we today see a lot of innovation from new markets such as Sweden, Israel, South Africa, India, Singapore and China. Quite often, the levels of innovation displayed are impressive, this implies that the U.S. companies will be facing new competitors not from other advanced countries, but from the emerging ones and targeting the same markets. This will increase the competition for clients and channels of distribution, all the benefit of the average consumer World Wide.

Geographic diversity

There are three major trading blocks in the world economy: North America, Europe and Asia-Pacific. These major trading blocks, don’t move up and down in the same time as they are the most affected ones in the market, so a company can make itself less vulnerable according to the demand in one region by having a diverse source of revenues. This emerged after the Internet bubble and the technology of telecom. The European market, while slowing down, was not hit as hard as the U.S. market, so companies with significant operations in Europe were able to partially offset the slower sales at home.
Globalization Advantages

Globalization has had significant impacts on all economies of the world. It affects their production of goods and services; it also affects the employment of labour and other inputs into the production process. Globalization also affects investment in all its forms; it affects technology and its transition from developed countries to developing and under-developed ones. It has great effects on productivity, efficiency, and competitiveness in both local and international markets. Globalization has many positive, innovative and dynamic effects, which have led the world to produce great economies, great income, and good employment opportunities. Some examples of these good benefits are listed below:

1. Increased Competition:
   One of the most positive and visible effects of globalization is the improved quality of goods and services due to global competition. As domestic companies have to fight out foreign competition, they are forced to raise their standards and levels of concern about customer satisfaction issues, in order to survive in the global market. This on-going fight creates competition in the market and a situation where the best and the fittest only can survive.

2. Employment:
   Employment is one of the positive and negative effects of globalization, depending on the point of view of each nation. Globalization has given a lot of opportunities to invest in developing, under-developed, and emerging markets, and also brought out hidden talents and skills which are available globally. On the negative side, developed countries have lost jobs due to the movement of jobs and investment opportunities to developing countries, thus it is a pinch felt by developed countries and people of the “first world” too. The impact of globalization has affected the employment of women as well, as greater trade openness has increased women’s share of paid employment, as well as multinationals companies having to employ more and more female workers around the world, especially in Asia and in Africa.

3. Investment and Capital Flows:
   One of the most visible effects of globalization is the flow of foreign trade and capital. India has been one of the most developing countries with more cash and investment flow than other countries. Indian companies which have been performing well, both in India and offshore, have attracted a lot of foreign investment, thus pushing up the reserve of foreign exchange available to India.

   Trade flow also increased 12-fold in the past fifty years as a result of the removal of natural and artificial barriers. Exports are now US $7 trillion a year, with more than a fifth of the world’s goods and services being traded. Capital flows expanded even faster, with Foreign Direct Investment amounting to US$400 billion in 1997, seven times its real level in the 1970’s and portfolio and other short-term capital flows amounted to US $2 trillion in gross terms, three times what they were in the ‘80’s. These in turn pave way for what has happened in the foreign exchange markets, where volumes increased over a hundred times between the mid-70’s and the mid-90’s, with a US $1.5 trillion daily turnover in 1998. At the same time, international bank lending grew more than sixteen times, from US $265 million in 1973 to US $4.2 trillion in 1994.

4. Foreign Trade:
   While trade originated in the times of early kingdoms, it has been developed and institutionalized due to globalization. People had to involve in wars and destroy other nations in order to get what they want, but today, it is done in a more human and civilized way through fair trade, Mutual Corporation, trade block agreements and multilateral organizations. A Nation which practice unfair trade or operate in an uncivilized way has to face the WTO and other world organizations that have been established to regulate and control international trade activities, and to draw proper consequences to unfair trade practices among and between countries and nations.

5. Spread of Technical Know-How
   Without globalization, the knowledge of new inventions and technical know-how would remain kept in the developed and rich countries which invented them, and the rest of the world would not benefit. But due to
globalization and the essential role of WTO, there is flow of information all over the world. The spread of technological know-how was also expanded to include political and economic knowledge; which too has spread far and wide.

6. Cultural Integration:
The world as we know it today is the result of several cultures coming together. Societies have become larger as they welcomed people from other backgrounds and civilizations to create a whole new culture of their own. The world has become a small village, and traditions, customs, diets, and different languages have spread all over the world due to globalization.

7. Spread of Education:
The spread of education is one of the most positive and powerful effects of globalization, especially on women all over the world. Today, a person living in Saudi Arabia can go to another continent for new experiences and educational purposes which one might not find in the home country, and return with great amount of experience and knowledge to spread in their home country. The impact of education on women is even greater, for it made women around the world to gain opportunities for jobs and have better chances to secure their rightful share in employment opportunities.

8. Legal and Ethical Effects
Due to globalization, countries and security agencies of the world have developed understanding and commitment amongst themselves to prevent and fight global terrorism and other cross border crimes. It is no longer possible for criminals to hide and seek asylum in a foreign country away from their home Countries, but instead, they will most likely be brought to their home country to face the justice system therein. This is definitely one of the greatest effects of globalization on societies and global security.

9. Foundation of Organizations for Environmental and Social Concerns
Over the years, humans have done great amount of damage to themselves and to the environment around them, through the industrial revolution and wars throughout the years. Nations have decided to come together to find a way to save the world from themselves, by finding organizations monitoring climate change and global warming, as well as those which look after the welfare of animals and marine life all over the world. The ability to protect the environment and the world has been one of the most positive effects of globalization and the overall welfare of the world.

Those were some of the positive and bright side of globalization and its effects on nations and human beings around the world. Other benefits from globalization include the gains from trade in which both parties gain in a mutually beneficial exchanges, where the "parties" can be individuals, firms and other organizations, nations, trading blocs, continents, or other entities. Globalization can also result in increased productivity as a result of the rationalization of production on a global scale and the spread of technology and competitive pressures for continual innovation on a worldwide basis.

Globalization Disadvantages & Challenges

"Accordingly, globalization is not only something that will concern and threaten us in the future, but something that is taking place in the present and to which we must first open our eyes" - Ulrich Beck

What is the harm if the whole world is coming together on one floor? Why do people even discuss if Globalization is bad for the world? Whereas; the world has benefited from Globalization, there are also negative aspects of it. The bad side of Globalization (disadvantages) centers around the fact that desires differs from one country to another, coming to a general agreement that any issue becomes more difficult when much permission are needed. The difference between the poor and rich countries can be a major difficulty when it comes to globalization. Even thought the rich countries will try to help the poor nations to grow, they (the Wealthy Nations) will not give up on their national concerns.
Disadvantages of Globalization

1. Economic Contagion
When the entire world becomes a global Village, any kind of economic interruption in one nation will have a huge impact on several other nations, which are closely related to it in terms of trade and commerce. A disturbance in one Country will result in a chain of multiple disturbances in the other nations.

2. Loss of Cultural Identities
Critics of Globalization say that it will restrict some age-old cultures, which have been religiously practiced all over the world. There are many countries that won't even think to adjust when it comes to religion and culture. The effect of local cultures, habits, and traditions will slowly get compromised, as migration will become easier. This could lead to loss of Cultural Sovereignty for many Nations. For example, when we look at the young people of today in any given country, you will find a great similarity in most of them in terms of the choices of music, appearance and dress codes, Expressions, eating habits and so on. This is as a result of Globalization; there is nothing local anymore.

3. Unemployment
Some people feel that Globalization is promoting Employment, but the fact is that the opposite is happening. Certainly in developed countries where people are losing their jobs because if outsourcing (Cheap and skilled labor overseas). For Example a huge number of companies in Europe and USA have outsourced a lot of their jobs to developing nations (China, India, Mexico etc.) in order to cut cost, and this often resulted in unemployment in the home countries.

4. Human Insecurity (Spread of Diseases)
Crimes and diseases are now more rampant than ever, Globalization leads to many cross border crimes such as: drugs, weapons, woman and children trafficking and also to modern day slavery. The outcome of this includes the spread of sexually communicable disease like HIV/Aids and other social vices. The free movement between the boundaries of each country today has come with surge in cross border crimes and created tension in many hot spots wherein, the population growth are not met with increase in means of livelihood, Improvements in infrastructures, Security and general economic activities

5. Unbalanced distribution of Benefits!
Between Countries, the benefits are not distributed equally. Wealth of developed countries continues to grow twice as much as those of the developing world.
Within Countries, Income inequity is rising in developed and developing countries, which lead to unemployment and low-income security for unskilled labor. For Example, an IT professional in a developed country may get more value for his work than in a developing country.

6. Contagion of corruption
In addition to other cross border crimes, Globalization also allows Corruption or at least contributes to the growth of it in the developing Nations. For Example, a lot of multinational corporations have been caught committing the crime of corruption, which would have attracted severe punitive measures in their home countries. The Case of Halliburton bribing Government officials to secure Multi Million dollars Contract in the Energy sector in Nigeria readily comes to mind.

7. Affects Local Industries (in third World Countries)
When foreign goods enter the local market, and local consumers begin to buy them with excessive preference, it is usually at the expense of the local goods, precisely in loss of sales, and therefore loss of revenue to the local producers in the developing countries. This in turn affects the growth of local industries in the developing Countries, and the collateral effects include unemployment and evaporation in purchasing power and subsequent decline in overall GDP in these Countries
Challenges of Globalization

Globalization faces four dramatic challenges that will have to be addressed by different governments, civil societies, and other policy actors.

1. Guarantee that all the benefits of Globalization extend to all countries. This will not happen automatically without the requisite platform to facilitate it.

2. Deal with the concern that Globalization may lead to instability, which is mainly in the developing countries.

3. Globalization and all its major problems must not be used as an excuse to eliminate searching for new ways to cooperation between the world’s countries for their benefits.

4. Face the main fear of Globalisation in the industrial world, i.e. a rise in global competition could lead to a decrease in wages, labour rights, and a decline in the overall economic environment.

Factor – Mobility Theory

Factor mobility refers to the ability to move factors of production – labor, capital or land - out of one production domain to another. On one hand factor mobility may involve the movement of factors between firms within one industry, as when one steel plant closes but sells its production equipment to another steel firm. Factor mobility may involve the movement of factors across industries within a country, as when a worker leaves employment at a textile firm and begins work at an automobile factory. On a broader scope, mobility may involve the movement of factors between countries either within industries or across industries, as when a farm worker in Bangladesh migrates to Saudi Arabia to work in a factory or when a factory is located away from its country of origin.

The standard assumptions in the literature are that factors of production are free and costless in mobility between firms within an industry and between industries within a country, but are immobile between countries. The rationale for the first assumption, that factors are freely mobile within an industry, is perhaps closest to reality. The skills acquired by workers and the productivity of capital are likely to be very similar across firms producing identical or closely substitutable products. Although, there would likely be some transition costs incurred, such as the cost of location (market) search, transportation and other transactions, but it still remains reasonable to assume for simplicity that the transfer of factors is costless.

The assumption that factors are easily movable across industries within a country is probably unrealistic, especially in the short-run. Indeed this assumption has been a standard source of criticism for traditional trade models. In the Ricardian and Huckster-Ohlin models, factors are assumed to be homogeneous and freely and costless mobile between industries. When changes occur in the economy requiring the expansion of one industry and a contraction of another, it just happens. There are no search, transportation or transaction costs. There is no unemployment of resources. Also, since the factors are assumed to be homogeneous, once transferred to a completely different industry, they immediately become just as productive as the factors that had originally been employed in that industry. Clearly, these conditions cannot be expected to hold in very many realistic situations. For some, this inconsistency is enough to cast doubt on all of the propositions that result from these theories.

The final issue on Factors mobility involves the mobility of factors of production between countries. In most international trade models, factors are assumed to be immobile across borders. Traditionally, most workers remain in their country of national origin due to immigration restrictions while capital controls have in some periods restricted international movements of capital. When international factor mobility is not possible, trade models demonstrate how national gains can arise through trading in goods and services.

Of course, international mobility can and does happen to varying degrees. Workers migrate across borders, sometimes in violation of immigration laws, while capital flows readily across borders in today’s markets. The implications of international factor mobility have been addressed in the context of some trade
models. A classic result by Mundell (1957) demonstrates that international factor mobility can act as a substitute for international trade in goods and services.

**Why Do Production Factors Move**

**Capital**

Factors mobility concerns the free movement of factors of production, such as labor, capital, raw material and technology across national borders. While the proportions of factor mobility vary widely among countries, pressures exist for the most abundant factors to move to countries with greater scarcity, where they can command a better return on investment.

Companies and private individuals first and foremost transfer capital because of differences in expected returns. They find information on interest rate differences readily available, and they can transfer capital immediately at a low cost. While capital is the most internationally mobile factor, short-term capital is the most mobile of all. Short-term capital is more mobile than long-term capital such as direct investment because, there is more likely to be active markets through which investors can quickly buy foreign holdings and sell them if they want to transfer capital back home or to another country.

Investors' perception of risks and where they prefer to invest their capital is mainly affected by various economic and political conditions. Most companies invest long term abroad to enter new foreign markets that are competitive e.g. lower operating costs. Yet businesses i.e. MNE's (Multi National Enterprises) are not the only source of international capital movements. Government's agencies and other related authorities give foreign aid and loans. Also, Non-for-profit organizations such as NGO's donate funds to nations in need, e.g. nations suffering from bad economic and social conditions such as wars. And not to forget also, individuals migrant workers who remit funds back to their families and friends in their home countries. Regardless of the donor or motive, the result affects factor endowments.

**People**

People are also internationally mobile, although less that capital. On daily bases, people move from one country to another for several reasons including, tourism, education and work. People who travel for the first two reasons i.e. tourism and education do not affect factor endowment of the host nation because they don’t work in it. While people who move to another nation for the main purpose of work, do affect factor endowment of the host nation. Unlike capital that is transferred between nations at a low cost, people usually pay high measurable cost to work in another country. If they move legally, they must get immigration papers and pay for transportations; in addition, most countries give these documents scarcely. Cost is not the only obstacle facing people movement; other difficulties may include learning new language, adjusting to new culture and living away from their main support groups i.e. family and friends. Despite all these obstacles, a lot of people take the risk and move to foreign countries primarily out necessity.

In fact, migration was the major engine of globalization during the latter part of the nineteenth and early part of the twentieth centuries, and nowadays; it is important again. About 3% of the world's population - over 200 million people - have immigrated to other countries. This percentage is spread unevenly; therefore it's much greater in some countries than in others.

Of the people who move to other nations, some stays permanently i.e. spend the rest of their lives in the host countries, in other words they become citizens of the host countries, while other move temporarily i.e. with the intention of going back to their home countries later. For instance, multinational companies often assign people to work abroad for a given time of period that could be months or years, after which the employee return to his home country. Plus, some countries allow workers to enter on temporary work permits usually for short periods. For example, about two-thirds of the populations in the United Arab Emirates are
temporary workers. In a nutshell, most people leave their countries with the intention of coming back after saving a certain amount of money in their work abroad expeditions.

Two Key Motives for People Movement:

1- Economic Motives
People, whether professionals or unskilled workers, mostly work in another country for economic reasons. For example, Indonesian labours work in Malaysia because they can make almost ten times as much per day, as they could if at home.

2- Political Motives
People also move for political reasons. For example, because of persecution or dangers of war and other social instability, in which case they are known as refugees and usually become part of the labour pool in their new homelands i.e. where they find refugee (e.g. people fleeing the wars in Iraq, Libya, Yemen, and Syria). Sometimes it’s difficult to distinguish between economic and political motives associated with international labour mobility, because poor economic conditions often accompany repressive and or uncertain political conditions. For example, in the early twenty-first century, hundreds of thousands of Colombians left the country, fleeing both a civil war and unemployment.

Technology and Raw Material

Technology and raw materials move across borders due to scarcity. While some countries are rich in raw materials (i.e. oil in Saudi Arabia) and/or technology (e.g. Japan) other countries suffer from shortages in one or both of them. Furthermore; with the presence of globalization today, the world is witnessing an increased relocation of production from the technology rich countries towards low labor cost countries. On one hand, the technology rich countries have a vast pool of advanced technology. On the other hand, the developing markets demand for technology—in terms of know how and hardware—is significantly increasing, these countries rely on exporting the needed production factors (technology and/or raw materials) to cover their shortages. Needless to say, countries exporting these factors will obtain foreign income in return, which would be used in funding budgetary provisions and public policy initiatives. Furthermore, both technology and raw materials are essential in the production process. While technology is a medium or mechanism of production, raw materials are vital inputs in the production process.

The Effects of Factor Mobility

The factor mobility theory of trade factors focuses on the reasons why production factors move (labour, capital, technology, and raw materials), and the effects that such movements have on Globalization and world trade. It is essential to understand why those factors move, how they move, and the effects of their movement on both the home and the host countries, and also their overall effect on global integration.

Labor

A very controversial issue is the effect of labour migration on both home and host countries. On one hand, countries lose productive resources when skilled and educated labour force move to another country, creating a phenomenon called "Brain Drain"; which means the migration of skilled knowledgeable people to foreign countries. On the other hand, the home country will receive money from people who work abroad; which directly contribute to the increase of GDP and GNP; which always mean better quality of life and greater standards of living. For example, Ecuador lost almost five percent of its population between the years of 1999 and 2001, including 10,000 teachers and many other people with important skills; however, many of
those people are now responsible for the livelihood of many other people at home by sending remittances back to their home country. It is evident that the movement of labour gives great chances to begin new small businesses in the home country. Additionally, these immigrants learn different languages, Technical expertise, management skills and other ideas abroad and transfer them to their home counties. This movement of labour eventually leads to economic growth in both home and host countries, and offers a solution to the unemployment problem in their home countries. As for the host countries, the advantages as well as the disadvantages are many. The advantages include having cheap skilled labour (on the short-run); when labour migrate to a new country, it is rather right to say that they would settle for any salary and any living circumstances. But after gaining experience and better status at work, they will start asking for higher salaries and better standards of work environment. Also, population growth due to migration of labour leads to bigger market size; and great changes in the market demographics to cover all levels of society. No wonder that all of this can generate prosperity in the economy, and even great growth in all aspects of life.

The disadvantages cannot go unnoticeable. The risk of unemployment among the citizens of the home countries always remains a great concern; due to the labour influx to these countries with foreign workers taking jobs from the natives. Also, when population grows, stress on the infra-structure would increase; which could lead to bigger problems in the future for the government of the host countries. True globalization would not be possible if, labour did not move from one country to another, taking different languages, cultures, and traditions from one place to another, and across the world.

Capital

Capital moves because of its importance in the production process, for gaining bigger market share, for brand globalization, for security of investment, to facilitate free trade among nations, and for the fact that investors are always looking better and more returns on their investments. Capital movement has its own effects on both home and host countries, because capital is one of the most important factors of production that is directly linked to globalization in so many aspects. When capital flies to a foreign country, it creates better investment opportunities and better chance to initiate successful FDI. (Foreign Direct Investments) Additionally, new markets can emerge due to new investments and new product lines for new trends and different life styles. New Products and services come to the market due newly identified opportunities. The risk of nationalizing the new investment is always kept on mind; where the government can force individuals or multinationals to nationalize their investment. Cross-border investment and losing the investment to foreign hands is also a disadvantage that can occur from capital flight to a foreign nation.

As for the country sending the capital away, there would be advantages as well as disadvantages. Cross-border economic growth is one of the most considerable advantages; where the out-of –the- country investment can generate income which is sent back to the home country; which in turn can be translated to growth in local economy; the ultimate purpose of every nation.

The risk of foreign hands taking over the local's economy is always a fear when sending capital to initiate investment in a foreign country. On the long run that can appear to be an obstacle facing any country considering FDI, or any other form of investment.

Technology

Technology transfer has its own effects on countries and contributes to the facilitation of globalization. When a country exports technology to foreign countries; that often means income earning generated from sales of technology to foreign countries. More money and income coming to any country contributes directly to the Balance of Trade and balance of Payment (more exports than imports is always good news). This economic growth leads to the creation of new jobs in the local market; as solving the unemployment problem is the no.1 priority to any nation. As for the host country receiving the technology, besides the fact that it is needed in the
production process as an essential production input, it also contributes to the economy of scales; where the nation becomes slowly industrialized and begins to manufacture goods locally. Local industrial growth is closely related to improving standards of living, as well as increasing the GDP of the nation. Employment is also present in the bigger picture; as new jobs are being offered in new industries and factories.

The disadvantages of gaining new technologies are also present; as the pollution and environmental problems can occur due to growth in industries. Human-skills exploitation and human-rights abuses cannot go unmentioned; as people work in the expected new factories and plants, they are often exploited because, they tend to work longer hours for lesser pay than what obtains form the advanced Countries.

Raw Material

When a country exports raw materials, it gains income; which directly contributes to the increase of the GDP and GNP of the country. Growth of the economy is inevitable in such cases where the nation gains sustainable income. The disadvantages of such process might include environmental pollution caused by using those raw materials in plants, as well as environmental exploitation to the process and the methodology involve in getting these raw materials. Evidently; this is usually at some cost to the environment in one way or another. Also, the host countries importing raw materials enjoy the good news of. Having the needed raw materials as inputs of production in the local market as well as in international markets. Finally, economic growth and social stability arises from this integration of resources, leading to the bigger picture of Globalization that is happening every day all around the world.

Examples of Labour Movement and its Importance in Facilitating Globalization

The following model illustrates the importance of labour movement. Home and foreign countries are each represented by a MPL curve. Initially, home labour force is at point C and foreign labour force is at point B. In the absence of labour mobility, these points would stay the same. However, when you allow labour to move between countries, assuming the costs of movement are zero, the real wage converges on point A and workers in Home move to Foreign where they will earn a higher wage.
The examples of Countries that allow free labour movement are many; and here are some of them:

**Japan**: Japan used to have tight immigration laws, but since the early 1990's it has loosened up its strict laws to allow special entry permits for foreigners of Japanese ancestry to make up the shortage in the labor-force. According to Japanese immigration center, the number of foreign residents in Japan has been steadily increasing, and the numbers of foreign residents were more than 2.2 million people in 2008.

**Countries in Europe**: Some EU member states are currently receiving large-scale immigration of workers: e.g. Spain, Germany, Italy, The United Kingdom, France and recently Turkey.

### The Relationship between Trade and Factor Mobility

Commodity movements and factor movements are substitutes. Therefore, Factor movement is an alternative to trade that may or may not be a more efficient use of resources. There are two extreme cases between which the conditions in the real world can be found, there may be perfect factor mobility but no trade, or factor immobility with unrestricted trade.

The following section discusses how the mixture of factor mobility and free trade always lead to the highest resources allocation efficiency.

**Substitution**

When there is a significant variation of factors availability among countries, abundant factors move to countries with greater scarcity, to command a better return. As a result, in countries where labour is abundant compared to capital, labourers suffer from unemployment or low wages. If allowed, many of those abundant workers will move to nations that pay higher wages and enjoy full employment status or at least high employment rates.

Likewise, capital movement is done in the same manners, i.e. it moves from nations in which it’s abundant to those in which it’s scarce. A good example on that is movement of labour and capital between the United States and Mexico, whereas; Mexico gets capital from the United States, the United State gets workers from Mexico. If the movement of goods and factors of production i.e. capital, labour, technology and raw materials are permitted around the globe then the comparative cost of transferring these goods and factors would be the sole determinant of the location of production.

Nevertheless, restrictions exist on trade and factor movement and this limits their global availability. For example, the U.S. immigration restriction imposed on Mexican workers that limit their ability to move to the United State and the Mexican ownership restrictions in the petroleum industry that limits U.S. capital movements to invest in the industry.

Meanwhile, many other jobs that defy mechanization—such as bussing tables at restaurants and changing beds in hotels—are largely filled by unskilled immigrants in developed countries.

### Conclusions & Recommendations

As Globalization describes the process by which regional economies, societies, and cultures have become integrated through communication, transportation, and trade. It increases the market for demand. Many critics wrote about its disadvantages and the bad effect of it. Nevertheless, we need globalization for its many positive effects on nations, but we need to have solutions to its disadvantages as well as to make the most out of globalization. The whole world can get benefit from globalization by minimizing its disadvantage in one of the following ways
The Choices

The main question of globalization: is it worth keeping? And how we can keep it? Actually we have three choices or alternatives, first alternative is to stay with the present situation, i.e. keep the situation as it is. Even though globalization increases human insecurity at the same time it opens many opportunities in the market for nations. This alternative is still under studies as it’s become unacceptable.

Second alternative, is to move backward, to the time where there was no WTO, which become the symbol of globalization. But it’s very hard to accept this alternative as WTO is powerful and opens many opportunities for people with endless new systems that have been successfully used.

As result, the only acceptable and logical alternative is to manage globalization in a better way, so in doing this, it will downside the inequity, instability, and the insecurity and other negatives attributes that are associated with it so as to minimize the negative effects and maximized it’s benefits. Fortunately, the negative trends of globalization can be reversed for the benefit of many nations.

Agenda for Action

While solutions may differ from country to country depending on the cultural and historical contexts in which they take place, The need of certain actual actions at t national level to appropriate economic and social policies are needed to capture the framework of opportunities in trades, as well as capital flow and migration to protect people against the vulnerabilities that globalization creates. For example, Governments can manage trades and capital flows more carefully.

Finally, despite the negative aspects of Globalization one cannot deny its much bigger positive aspects. Simply stated, we cannot live without globalization. But, dealing with globalization and its negative effect should be studied and understood thoroughly in order to help people worldwide develop their home nations in the small village that globalization creates.

References

Challenges and Prospects of Using Internet Facilities in a Nigerian Teacher Training Institution

R. F. Quadri

Federal College of Education (Technical), Omoku, Rivers State, Nigeria

Abstract This study examined the challenges and prospects of using internet facilities in Federal College of Education (Technical) Omoku, Rivers State. A survey research design was used and a simple random sampling method was used to determine the 200 samples used for this study. Findings were analysed using descriptive statistics and the results indicated that the students make use of the internet facilities in the library at the time that is convenient to them morning, afternoon evening. Majority of the respondents can interact with the internet themselves with some challenges identified as being impediment to their using the internet facilities in the library. The paper finally make some recommendation in combating the challenges affecting the students use of internet facilities.

Introduction

Academic libraries generally are established to achieve the tripartite objectives of teaching, research and community service. The library serves as the primary source of providing information print, non-print and electronic for their various clientele use. Before the advent of digital, virtual and electronic library the only major source of information in most developing countries like Nigeria is mostly books found in conventional libraries. With recent development in information explosion the use of internet has revolutionised the ways existing and potential library users source and use information.

According to Daly (2000) the internet is estimated to be growing at a rate of 10.15 per month with numbers rising from about 56 million internet users world wide in 1995 to about 200 million people in 1999. No wonder most tertiary institution libraries are already hooked to the internet to provide easy access to their users to get whatever information they wanted with ease and within the shortest possible time.

With the introduction of internet facilities in libraries, the various users can communicate with colleagues and download information needed and gotten to improve their academic pursuit. This is to say that every individual or students who wish to excel in his or her academic pursuit may therefore find the internet relevant to search and get vital information needed for his or her academic pursuit. Therefore, information sourcing and utilization through the internet in academic libraries is sine qua non if the students are to achieve the goals for which they are in the Institution.

Federal College of Education (Technical) Omuku

The Federal College of Education (Technical) Omoku, Rivers State, Nigeria, was set up by Decree 4 of 1986 as one of the Federal College of Education in Nigeria. Academic work actually commenced in 1988. On the other side the College library better known as Hamidu Alkali Library meets the standards as recommended by the National Commission for Colleges of Education in terms of services rendered. Apart from other conventional library services rendered, the library also has a virtual library section where the users staff and students come in to search for information electronically services and Resources Available on Internet.

Previous Studies

According to Ibegwam (2002) the internet has revolutionized communication globally in the last decade. It is the world’s largest computer network, the network of networks scattered all over the world. The internet is special because it is the cheapest and fastest means to get information provide information and compile
information (Leon and Leon, 1999). For Jensen (2001) the internet has grown rapidly in the African continent over the past few years. Studies on student use of internet as studied by Jagboro (2004) reveals that 38.24% and 22.06% of the university students use it on weekly or daily basis while 11.76% use it monthly and bi-monthly. Similarly, according to Lumande and Mutshewa (1999) 42.6% of their respondents indicated that they use the internet very often.

Ibegwam (2004) suggested that students’ use of internet will improve if institutions should put in place training on the use of Internet, provided free Internet services, use VSAT to improve connectivity and increase workstations connected to the Internet. On problems associated with the use of internet facilities Bac (1998) observed that very little training is given to students in the use of internet facilities and where internet exists in an institution very little time allocation is made for students use of the internet while Chifewepa (2003) identified lack of guidance, inability of use and inadequate internet facilities were identified as problems associated with the use of Internet facilities.

Research Questions

The following research questions were asked.

1. When do students use the internet or library facilities to obtain academic information?
2. Do students use the internet more than the library to obtain academic information?
3. How do students access the internet?
4. What are the challenges to the students’ use of internet?
5. What solutions would you recommend to solving the challenges?

Methodology

Research Design

The survey research design was adopted for this study because of the large number of respondents. According to Fraenke and Wallen (1993) the big advantage of survey research is that it has the potential to provide us with a lot of information obtained from quite a large sample of individuals’ population of the study.

The population of the study is made up of all library registered students from part 1 to 3 in the 2009/2010 academic session. Record shows that for the period under review 403 users were registered, of this number 200 which represents about 50% of the respondents who were randomly selected as samples for this study.

Data Collection

The data collected for this study was collected between July and December 2010. Data was collected by giving questionnaires randomly to the students who visit the library between these periods. To ensure that a student does not complete two questionnaires the students were asked whether they have completed one before; to confirm this, they are to write their matriculation numbers only on the forms completed.

Analysis of Data

The data collected were analysed using the descriptive statistics to report the findings.

Results and Discussion

Data analysis and findings were based on the research questions of the study.
Table 1: Distribution of Respondents by Demographic variable

<table>
<thead>
<tr>
<th>Item</th>
<th>Classification</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age range</td>
<td>16 – 20</td>
<td>29</td>
<td>14.5</td>
</tr>
<tr>
<td></td>
<td>21 – 25</td>
<td>162</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>26 – 30</td>
<td>9</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>31 and above</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>Gender</td>
<td>Male</td>
<td>128</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>72</td>
<td>36</td>
</tr>
<tr>
<td>Level</td>
<td>100</td>
<td>32</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>200</td>
<td>61</td>
<td>30.5</td>
</tr>
<tr>
<td></td>
<td>300</td>
<td>107</td>
<td>53.5</td>
</tr>
<tr>
<td>School</td>
<td>Education</td>
<td>42</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Vocation</td>
<td>23</td>
<td>11.5</td>
</tr>
<tr>
<td></td>
<td>Technical</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Business</td>
<td>71</td>
<td>35.5</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>Use of Internet</td>
<td>Yes</td>
<td>161</td>
<td>80.5</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>39</td>
<td>19.5</td>
</tr>
</tbody>
</table>

Table 1 shows the demographic characteristics of the respondents. The results show that majority of the respondents which represents 162 (81%) of the respondents are in their twenties between age ranges of 21-25. Similarly 128 (64%) of the respondents are males while 72 (16%) are females. On the level of students 107 (53.5%) are in 300 level or their final year 61 or 30.5 in 200 level and 32 (16%) in 100 level. The number of students from the school of Business forms majority which represents 71 (35.5%) followed by schools of Vocation respectively. The number of respondents that uses the internet in the library is 161 (80.5%) which represents majority while 39 (19.5%) did not use the internet facilities at all.

Research Question 1: When do students use the internet or library facilities to obtain academic information?

Table 2a: Frequency of library and internet use

<table>
<thead>
<tr>
<th>Time of the day</th>
<th>Library Freq.</th>
<th>%</th>
<th>Internet Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>73</td>
<td>36.5</td>
<td>61</td>
<td>30.5</td>
</tr>
<tr>
<td>Afternoon</td>
<td>46</td>
<td>23</td>
<td>35</td>
<td>17.5</td>
</tr>
<tr>
<td>Evening</td>
<td>81</td>
<td>40.5</td>
<td>65</td>
<td>32.5</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>-</td>
<td>-</td>
<td>39</td>
<td>19.5</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100</td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2 shows that while 73 (36.5%) of the respondents prefers using the library in the morning for academic work while only 61 (30.5%) prefer using the internet facilities, similarly while 46 (23) prefers using the library in the afternoon 35 (17.5%) use the internet facility, 81 (40.5%) prefers using the library in the evening while 65 (32.5%) prefers using the internet at the evening and the other 39 (19.5%) did not use the internet facilities at all.
Research Question 2: Do students use the internet more than the library to obtain academic information?

Table 2b: Frequency of days spent in library and internet facility per week

<table>
<thead>
<tr>
<th>Days</th>
<th>Library Freq.</th>
<th>%</th>
<th>Internet Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>39</td>
<td>30.5</td>
</tr>
<tr>
<td>1</td>
<td>20</td>
<td>10</td>
<td>11</td>
<td>5.5</td>
</tr>
<tr>
<td>2</td>
<td>81</td>
<td>40.5</td>
<td>74</td>
<td>37</td>
</tr>
<tr>
<td>3</td>
<td>69</td>
<td>34.5</td>
<td>49</td>
<td>24.5</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>8</td>
<td>15</td>
<td>7.5</td>
</tr>
<tr>
<td>5</td>
<td>09</td>
<td>4.5</td>
<td>07</td>
<td>3.5</td>
</tr>
<tr>
<td>6</td>
<td>05</td>
<td>2.5</td>
<td>05</td>
<td>2.5</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100</td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2b shows the results of the days of the week that the respondents spend in searching the library or the internet for academic work. The result shows that 39 of the respondents did not make use of internet facilities at all while 20 (10%), 11 (5.5%) use a day, 81 (40.5) and 74 (37%) use 2 days in both the library and internet facilities in searching for information respectively while 69 (34.5%) and 49 (24.5%) use 3 days, 16 (8%) and 15 (7.5%), 9 (4.5%) and 7 (3.5%) and 5 (2.5%) and 5 (2.5%) use 4 days, 5 days and 6 days respectively to search both the library and internet facilities for information for academic work.

Research Question 3: How do students access the internet?

Table 3: Students ways of accessing the internet

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personally</td>
<td>112</td>
<td>56</td>
</tr>
<tr>
<td>Help from library staff</td>
<td>28</td>
<td>14</td>
</tr>
<tr>
<td>Help from friends</td>
<td>21</td>
<td>10.5</td>
</tr>
<tr>
<td>No response</td>
<td>39</td>
<td>19.5</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 3 reveals that majority of the respondents which represents 112 (56%) of the respondents can access the internet themselves, 28 (14%) and 21 (10.5%) others opined that they get help from library staff and friends and the 39 (19.5%) did not try to access the net at all.

Research Question 4: What are the challenges to the students use of the internet?

Table 4: Proportionate response of respondents to challenges on the use of internet

<table>
<thead>
<tr>
<th>Variables</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slow speed of server</td>
<td>98</td>
<td>49</td>
</tr>
<tr>
<td>Distance to the library</td>
<td>42</td>
<td>21</td>
</tr>
<tr>
<td>Power failure</td>
<td>144</td>
<td>72</td>
</tr>
<tr>
<td>Attitude of library staff</td>
<td>23</td>
<td>11.5</td>
</tr>
<tr>
<td>System breakdown</td>
<td>118</td>
<td>59</td>
</tr>
</tbody>
</table>
Table 4 identified the respondents responses to what they feel are the challenges to their using the library internet facilities. The challenges according to them reveals slow speed of server 49%, distance to the library 21%, power failure 72%, and attitude of library staff 11.5%, other challenges identified are system breakdown 59%, poor knowledge of usability 20%, insufficient workstations 50.5% and time constrains 27.5%.

Research Question 5: What solutions would you recommend to solving the challenges?

Table 5: Solution to challenges in using internet facility

<table>
<thead>
<tr>
<th>Variables</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upgrading</td>
<td>121</td>
<td>60.5</td>
</tr>
<tr>
<td>Organizing internet training</td>
<td>144</td>
<td>72</td>
</tr>
<tr>
<td>Installation of generating set</td>
<td>181</td>
<td>90.5</td>
</tr>
<tr>
<td>Institutional subscription for some sites</td>
<td>83</td>
<td>41.5</td>
</tr>
<tr>
<td>Employing computer engineers</td>
<td>53</td>
<td>26.5</td>
</tr>
<tr>
<td>Increasing work stations</td>
<td>177</td>
<td>88.5</td>
</tr>
<tr>
<td>Continuous system maintenance</td>
<td>80</td>
<td>40</td>
</tr>
<tr>
<td>Installation of library dedicated server</td>
<td>169</td>
<td>84.5</td>
</tr>
</tbody>
</table>

Suggestions recommended by the respondents on solutions to improving the challenges encountered in making use of the internet facilities in the library reveal that upgrading the speed of the server has (60.5%), organizing internet use training (72%), installation of generating set (90.5%), institutional subscription to some sites (41.5%), employing computer engineers (26.5%), increasing work station (88.5%), continuous system maintenance (40%) and installation of a library dedicated server (84.5%).

Discussion of Result

The result of the study indicated that majority of the respondents use internet facilities in the library and that they also access the facilities themselves. This shows that they are knowledgeable in the use of internet facilities.

The students prefer using the internet facilities in the morning and evening. This may be at the time when they have free lectures or completed their lectures for the day. The results further reveal some of the challenges in the use of internet facilities in the College libraries as slow speed of server, distance to the library, power failure, attitude of library system, system breakdown, poor knowledge of usability, insufficient work stations and time constrains while some suggestions were also preferred on how this challenges can be solved.

Conclusion

The purpose of this study is to investigate the challenges and prospects of using internet facilities in the library of the Federal College of Education (Technical), Omoku. The study showed that the students makes use of internet facilities in the College Library and the time of usage differs while some prefer using it in the morning, some prefers the afternoon while others prefers evening. Some challenges were also identified as
affecting their making use of the internet facilities in the library. These were identified and some solutions were suggested by the respondents. The finding here will help both the College Management in taking some vital decisions in improving the internet services in the library and also the respondents to get improved services in the area of challenges identified.

Recommendations

Based on the findings of this study the following recommendations are therefore suggested that

1. There is need for more work stations to be provided considering the fact that majority of the respondents makes use of the internet facilities themselves. This will allow more users have access the use of the facilities and the time allocation can also be increased to users.

2. Use of internet should be added to the course outline of the introduction of library studies programme. In addition to this a training programme can be organized from time to time to library users on the use of the internet facilities in libraries.

3. The library should be provided with a big standby generator to be used whenever power is off.

4. The library should have its own dedicated bandwidth as against sharing its resources with other units of the College.

5. A computer engineer should be employed to help in the maintenance of the internet facilities in the library.

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