



IIC2013

*International Interdisciplinary
Conference on
Education and Development*

July 1-4, 2013

Federal College of Education(Technical), Umunze-Anambra State, Nigeria

BOOK OF PROCEEDINGS

Edited by

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SAPIENZA
UNIVERSITÀ DI ROMA



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Printed and Published in the Kingdom of Spain

First Published in 2013

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Calle Joan Miro 4 bajo

18140 Granada

Spain

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Forward

I have the pleasure to furnish you herewith the Proceedings which herein contains a collection of the papers presented at International Interdisciplinary Conference on Education and Development (IIC2013) organized by African Society for Scientific Research and African Association for Teaching and Learning in cooperation with several partners and collaborating journals in the international community. The conference was held July 1 to 4, 2013 at Federal College of Education(Technical),Umunze-Anambra State, Nigeria.

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

Following the call for papers by the International Scientific Commission, papers we received more than 100 proposals from 25 different countries from all continents. As a commitment to the vision and mission of academic excellence and integrity, each paper was anonymously reviewed by two members of the editorial sub-committee of the Commission. This book of proceedings contains a selection of the papers presented at the conference.

We wish to express our sincere thanks to the Governing Council, Management, Senate, Staff and Students of Federal College of Education(Technical),Umunze-Nigeria for providing the venue and facilities for the conference and for being committed to towards ensuring the success of the conference. We thank the management and staff of our institutional partners for their cooperation and support for the project. We express our profound gratitude to all and sundry especially our Special Guests, delegates, reviewers, the media, the Nigerian foreign missions and all the cooperating partners for their contributions in promoting this noble academic event.

Please read on!!!

Jacinta A. Opara, PhD

President, African Association for Teaching and Learning

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YORUBA TRADITIONAL EDUCATION SYSTEM:A VERITABLE TOOL FOR SALVAGING THE CRISIS LADEN EDUCATION SYSTEM IN NIGERIA

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Abstract

Long before the advent of the Europeans, the Yorubas in the south western part of Nigeria developed a traditional educational system through which an individual behavior is moulded and directed towards their eventual role in the society. Ways, methods and techniques used by Yorubas may not be all that formal if compared with the modern day western education did not touch. Since education sector is like a factory that produces raw materials (human resources) for all other sectors of the society the focus of this paper is to foreground what could be learnt from Yoruba traditional education system to salvage the crisis laden education industry in Nigeria.

INTRODUCTION

In all societies, developed or developing, capital or socialist, traditional or modern. The common purpose of education is the transmission of accumulated wisdom, knowledge and skills from one generation to another and the preparation of the youths for the future membership and participation in the life of the society, in its maintenance, growth and development. The above conception is predicated on the fact that education (being it indigenous or not) has been very instrumental for the emancipation of individuals and the entire society from the shackles of ignorance, want, squalor and diseases. It is a path way to social and economic progress. The concept of education is a sequential process of developing the hidden and glaring potentials of a child. Education in this goes sense beyond the teaching for the purpose of examination which has been the main version of Nigeria education system (Ayanleke,2012)

UNIQUENESS OF YORUBA TRADITIONAL EDUCATION

Indigenous African education has been in existence before the introduction of western civilization into Africa. With the penetration of the Christian missions from the sixteen century, western culture has started to reach the various parts of Africa including formal education which main thrust was academic in the sense that every child is being prepared for higher education. Today, the idea of literacy and purely academic work which have dominated school curriculum all over Africa is being questioned in order to regain our hitherto rich, functional and life long indigenous education (Adeyinka and Adeyemi 2002). Education is defined as the process of cultural transmission and the process whereby the adult members of the society carefully guide the development of infants and young children, initiating them into the culture of the society (Adeyemi and Adeyinka 2002).

The word education is derived from Latin words “educare” and “educare”. Educare means to bring up, to rear, to guide, to direct, to educate. This implies that education is the process of bringing up children by adult members of the family and the society, a process of rearing, guiding, directing and educating children. From the explanation above, it means that the process of educating children are broad and are more than what the school alone can offer because education takes place within and outside the school.

Ocitti (1971). Identified five philosophical foundation or principles of African indigenous education which makes it affective, purposeful and life – long.

1. **PREPARATION:-** The role of learning and teaching was to equip boys and girls with the skills appropriate to their gender in preparation for their different roles in the society.
2. **FUNCTIONALISM:** - This principle emphasizes the utilization nature of pre-colonial education, in which children learn through imitation, initiation ceremonies, work, play and oral literature. The learners become productive as they learn and are smoothly integrated into the community where they become functional and useful.
3. **COMMUNALISM:-** In African indigenous education, all members of the society owned things in common and applied the communal spirit to life and work.
4. **PERENNIALISM:-** Education is the pre – colonial period as perceived on a vehicle for maintaining or preserving traditional and cultural heritage.
5. **HOLISTICISM:-** African education provided little or no room for specialization, because boys and girls are equipped to undertake a multitude of occupations that required related skills. This holistic nature of indigenous education enabled young children to acquire a variety of skills that make them productive in many ways.

Yoruba indigenous education teaches children to imbibe these ethical values

- Knowledge of language
- Belief in God / spirituality
- Respect for God’s creations
- Respect for nature
- Respect for elders
- Respect for others
- Love for children
- Hard work
- Spirit of sharing
- Spirit of co- operation
- Knowledge of family lineage
- Avoidance of crime
- Avoidance of conflict
- Knowledge of family roles
- Love of humor
- Success through hard work

- Skills in hunting and farming
- Skills in domestic work
- Responsibility to the largest community
- Defense of father land

One of the aspects of Yoruba traditional education is greetings. It is one of the most important virtues of the Yorubas which they always pass on to their children is respect for elders and reverence for one another. This is clearly demonstrated in greetings. As child grows up, he will be taught how to greet people. A boy prostrates while a girl kneels down when greeting to show sign of respect. As the child grows up, he / she becomes used to this tradition. There is no event that Yorubas don't have greetings for, be it good or bad. It is through the act of greetings that the Europeans recognized the freed Yoruba slaves in Sierra Leone and called them "Aku language speakers".

Yoruba traditional education also emphasize good, well behaved and disciplined society. It imposes on parents to ensure that their children are trained to respect elders and not to be disobedient to them.

Odu Iwori Meji (Iwori corpus) supports this by saying.

Bomode ba teriba fun baba re

Ohun gbogbo to dawole

A maa gun gege

Iwa re a maa tutu pese pese

If a child respects his father

Everything he embarks upon

Will always be well

He will be a perfect gentleman

Another Ifa corpus (odu obara nyi) also condemns disrespect, pride and arrogance in youth.

Bomode kekere ba n se oro ogboju

Bo ba ko ogbo ano ki o gbaa loju

Bo ba ko agba isegun ki o je e niya lopolop

Bi o ba burin burin, ki o ri agba alufa

Ki o doju re bole

Adia fun alaigboran omo

Ti n wipe ko seni ti o le mi oun

Orunmila ni eyin ko mo pe

Ajepe aye kan ko si fun omo ti nna ogbo awo

Atepe ile ko si fun omo ti nna agba isegun

Omo ti nna agba alufaa, iku ara re ni n wa

Owo fun agba ni n je ajepe aye

If a child indulges in stubborn acts

If he sees an aged priest and slaps him

If he comes across an aged physician and beat him

Mercilessly

If he goes on and meets an aged priest and knocks him down

Thus declares the orade to disobedient child

Who says nobody could control him.

Orunmila says, don't you know that there is no long life for any child who slaps an aged physician.

Any child who flogs an age perist is seeking his own death

Respect for elders means long life.

Yoruba traditional education revolves around good character (iwa), Yoruba lay more emphasis on Iwa and it is the end product of all training that one gets from both home and society. If one is called Omoluabi (a well behaved person) such person is regarded as a highly responsible person. It means such as person is from a good home, have a good character and has all it takes to be associated with. There is a clear difference between a popular person (gbajumo) and responsible person (omoluabi) somebody may be highly placed, wealthy, rich and popular but not responsible.

According to Yoruba history, Omoluabi means a child that is endowed with all the best gifts of mankind, like commitment, patience, love, respect and truth. "Olu Iwa" is the Oduduwa, who is the father of all Yorubas. Yoruba believes that good character is the most essential of all the attributes of a man, a man with a good character will also be endowed with all other good attributes.

Ogbe ogunda (ogunda corpus). Says.

Inu mi o daa

Eni o maa gbele baba re

Iwa mi o seeyan

Oode baba re ni yoo jokoo si

Ara mi kowosi

Oluna re o delyin odi ni

A dija fori, a bu fun wa

I have a bad mind

Ask him to stay in his fathers bouse

My character is not human should not leave his father room

I ca't bear insults

Such a person has never got to another town

Ifa divination was peformed for ori

RECOMMENDATIONS

- ❖ Campaigns on re- appreciation of African culture should be canvassed. Africans should not view their culture as barbaric and inferiors to Europeans culture.
- ❖ The good and useful aspects of African indigenous history, philosophy, culture, customs and the traditions should be synthesized with valuabe aspects of western culture and incorporated in African school curriculum.
- ❖ Traditional religion studies should be introduced into our school system where morals and taboos will be taught to curb social vices in our society.
- ❖ Yoruba language which is the bases of learning Yoruba traditional education should be given a priority in our schools. Parents, teachers and government should encourage the use of Yoruba languages in our schools.

CONCLUSION

According to Lawal (2007), the contact of Nigerian culture with that of foreign culture has made it difficult for traditional education to have its primary objectives achieved. Many children can not greet elders not to talk of dressing properly. Nigerian culture is now giving way to foreign culture.

He further argued that the mother tongue which used to be a pride of every traditional society is no longer a thing of joy in many traditional homes as many Nigerian parents, prefer teaching their children how to speak English to their mother tongues.

Also, the games, the toys, the songs, the nursery, rhymes have no direct relationship with what the growing children are likely to encounter in their immediate environment and the effect of these alien resources is that instead of laying a social foundation for life long learning, Nigeria's early childhood education seems to be laying the foundation for the long inferiority complex and alienation.

According to Ifa corpus , in Odu irentegbe. It says

obun ti a bi won bi kü nu won

Teni eleni ni ya won lara

A dia fun iwo dere

Ti selabarin eja

They are never inspired by their own historical legacy

The ones for the others are what they catered for

Cast divination for the fish book

The close friend of fresh.

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WESTERN EDUCATION AND ITS EFFECTS ON YORUBA SOCIAL INSTITUTIONS: YORUBA RELIGIOUS EDUCATION AS CASE STUDY

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ABSTRACT

Religion denotes man's experience, awareness, attitude, recognition, conception and understanding of spiritual beings and his relationship or interaction with them. This paper examines the effect of Western Education on Yoruba religious beliefs. Our view is that Yoruba religious beliefs are dying out, with very few people willing to take their place. Efforts must be made to retain the good values that Yoruba religion and culture believe in.

Introduction

Education itself is complex. The metaphor, education is used differently and this leads scholars to hold or have different yardsticks for its measurement. It remains open to an endless search for values attached to it (Ornstein & Levine, 2006). Again, education is mystified by some and misunderstood by many. However, before the introduction of western formal education in Nigeria, there existed the type of education which was in favour of the Nigeria cultural life style. To this end, Fafunwa (2004) stated that Nigeria, like other nations of the world use education to train their children, right from childhood to adulthood. This was the practice before the advent of European Missionary education. This training goes around families; it is done by parents, brothers and grand parents to understand, appreciate and promote the cultural heritage of the community at large.

This is to say that education is a tool for disseminating or transmitting societal values knowledge and cultural heritage from one generation to another. In the same vein, the Federal Government of Nigeria (2004) posits that:

Education is an instrument for national development: to this end, the formulation of ideas, their integration for national development and the interaction of persons and ideas are all aspects of education. Education fosters the worth and development of the individual for his sake and for the sake of the general development of the society (pp. 6 – 7)

Religion and its Function in Human Society

Religion per se is not easy to define. Neither is there any definition that is generally accepted among religious scholars. The study of religion involves many religious traditions and perspectives like sociological, psychological, historical, theological, phenomenological, and comparative approaches. These approaches further pose the problem of providing a wholistic view of what constitutes religion. The above is coupled with the science of religion in which empirical and scientific methods are used in the study of religion. Modern scholars are calling for explicit theories, valid definitions, explanations, and understanding of religion to cement its scientific nature.

However, religion denotes man's experience awareness, attitudes recognition, conception, and understanding of the existence of the supernatural or the multiplicity of

spiritual beings and his relationship or interaction with them. It has to do with not only the beliefs but also the practice of society based on divine revelation and their corresponding response to the Holy. It is the idea of the sacred or holy that usually colours what they believe, people's lifestyles, ethical systems, worship, and veneration. The relationship between man and God is further reflected in man's relationship to his fellows in human society.

Religion is therefore very important in human society. It provides meaning for life, answers the most fundamental questions regarding life, death and life hereafter. It confers sacred values on peoples, social laws and institutions, a cohesive and integrative element in society and, above all, consoles men in crisis situations.

Yoruba Concept of God

The Yoruba call God Olodumare. Apart from this principal name, there are two others, Olorun and Olofin Orun.

Olodumare: The name is made up of parts: Olo, Odu and Mare. Olo meaning owner or Lord of; Odu meaning heading, chapter or the chief heading or principal heading. Odu also means fullness or very large. This is because Odu is used of a full cell in the Ayo board (Akan Oware). When these two aspects are combined Olodu is derived which would then mean: "One who owns power and authority, the supreme head who has the fullness of things". Mare can mean "do not go" or "that which is permanent". Are is a symbol of uniqueness and refers to the original crown worn by the first Yoruba king. Thus Olodumare means "a Being who is Lord and Supreme, and who has the added quality of being stable, reliable, dependable and of unique majesty".

Olorun: This is the everyday use of the divine name and it is made up of the prefix Ol from Oni) which means owner and Orun meaning heaven. Olurun therefore means owner of heaven or the Lord of heaven. This signifies the transcendent reality of God as well as the universality of his sovereignty.

Olofin Orun: This name is used in liturgies as alternative to Olodumare. Olofin gives the idea of someone who occupies a palace, a King. Thus this divine name signifies the high office of Olodumare as the Supreme Ruler who is in heaven.

All the above names of God are descriptive of this character and emphatic of the fact that he is a reality with whom one can enter into communion and communication and not an abstract concept.

Religion and Morality

It is the contention of some moral theorists that morality has no relationship with religion.

With particular reference to West African traditional Religion what the moral theorists are saying is that the moral and social orders are not the ordinances of God. They are on the man-to-man level of morality (i.e. vertical). That is to say that the social sanctions are human institutions; they were given by the ancestors. A taboo is observed because the ancestors have ordained it or because it is a custom. This would also make the Traditional Religion belong to "shame culture", by which people refrain from anti-social behaviour in consequence of public opinion.

However, in West African Traditional Religion morality is the fruit of religion. This means that in the traditional context there is no such distinction between morality and traditional context there is close relationship between religion and the moral life. The social and moral ordinances are the injunctions of God, who had himself instituted them.

The relationship between religion and morality in the traditional setting is further seen in the concept of the justice of God – justice with particular reference to the social and moral orders. The Yoruba word Otiti which may be translated Righteousness has to do with God's dealings with man, man's relation to God and to his fellow human being. Otito is the plumb-line by which man measures his moral bearing in relation to God and his fellow men

and the social order in general. The watch-dog of this moral principle is a retributive principle known as the rewarder-avenger.

The 'wrath of God' is one element of God's justice of which Africans are ever conscious. This wrath takes on concrete manifestation in the affliction connected with thunder. The Neolithic axes found in shrines as cult objects represent the instrument of affliction. The axes belong to God himself and they are thrown at the children to disobedience. Nyame-Akumo (God's axe) is generally to be found in the shrines of Onyame among the Akans. In Nigeria there is always the divine Minister of justice who is the Solar and Thunder divinity and variously called Jakuta (Sango), Oranfe, Sokogba and Amadi-Oha. Thus the world belongs to God; the social and moral orders are according to his ordinances, far above all divisions and races.

The divinities also provide sanctions for moral and ritual behaviour. There are certain actions which offend the divinities and when these are committed, they involve their wrath. For instance, offending the god in its own area of authority by violating taboos connected with its worship brings retribution in the form of misfortune, disease and even death.

Similarly the ancestors as guardians of tribal traditions and customs and custodians of law, morality and customs of the family and tribe (for and on behalf of God) do punish those who disobey the norms of the society with misfortune and reward the law abiding with prosperity.

Thus in West African Traditional Religion the basis of moral behaviour is religion. The moral and ethical sanction derive largely from God, who upholds the moral law acts sometimes through the divinities and the ancestors.

Religion and Social Behaviour

Traditional beliefs to a large extent influence social and moral behaviour. The extent to which religious beliefs exert strong impact on social and moral behaviour is accounted for by the sociological and religious composition of man.

Sociologically speaking, man as a social animal is a gregarious being. Living in physical and moral isolation is alien to his nature. He seeks company with other men and fellowship with others because as a social being he does not want a solitary life. Human beings everywhere want wholeness, solidarity and tenacity of purpose. They also want deliverance from the world and its threat. All this induce rules and regulations for right conduct which influence his social and moral behaviour.

Man is also an integrated whole. His physical and spiritual elements are one and indivisible. Man's spiritual element (the soul) links him with God and makes him aware of his creator. Thus man is aware of God and is dependent upon him. The divine part in him urges him to seek after God and at the same time to maintain fellowship with his fellow men. Thus the sociological drive in man to seek the company of others derive from his religious nature.

The traditional belief that God created the world and man means that society came into being by God's ordinance. Thus every institution is religious oriented. Therefore all the important occasions in life such as birth, puberty, marriage and death have religious ceremonies connected with them. Similarly other important events like cultivation, trading and the founding of villages and towns are all done after divination in order to consult the divine. The oracle is consulted to know exactly what to offer to the divine being in order to obtain his sanction and permission. Thus Africans believe that religious sanction must be obtained before undertaking all of the above and every act of life.

Apart from the divine element in man which draws him into the company of his fellow men, there is the element of covenant in man. Indeed the whole of the person-to-person and divinity-to-person relations have their basis largely in covenants. The covenant between two persons is usually a parity agreement because it is reciprocal, that is both parties bind themselves to each other by bilateral obligations in order to achieve a particular objective. This brings cohesion and harmony into the society when both parties are faithful

to the terms of the covenant. The divine covenant is of a unilateral kind. In return for protection and security man entrusts his life to the divine. This is the type of covenant a person automatically enters on becoming the worshipper of a divinity. The observance of things which please the divinity promote good relations between the divinity and his devotee. The worshipper must keep to the terms of the covenant and let them govern his social and moral behaviour forever after. Thus the covenant idea gives meaning to peace, order and harmony thereby giving cohesion to society.

West Africans strongly believe that moral values are not invented by human beings, but are the offspring of religion. This is so because God has put his law into man and it is this which is referred to as **Conscience**. Thus man is expected to use his conscience to behave in a morally good way in order to avoid the 'wrath' of God. As an impartial judge God's judgment is sure and inescapable. Some of the divinities represent the 'wrath' of God and for this also man comports himself socially and morally in order to be on the safer side.

EFFECT OF WESTERN EDUCATION ON YORUBA RELIGIOUS BELIEFS

The main features of West African Traditional Religious beliefs and practices with regard to God and the supersensible world have been described in these beliefs and practiced as observed have been influenced to a certain degree by external forces. The advent of Western civilization has changed the simplicities of traditional life and thought. Foreign religions (especially Islam and Christianity) have also had their toll. In view of all these changes the natural question is: *what future has the traditional religion?* This is evidently not a simple question to answer. Opinion is divided on the issue. A school of thought maintain that with all these rapid changes the traditional religion has not only become outmoded but will die a natural death with time. They are the prophets of doom. Another school of thought, apparently aware of the threats posed to the very existence of the traditional religion, are hopeful that the faith of our ancestors will stand the test of time, though in a modified form, while at the same time retaining some of its originality. It is vital to examine the arguments on either side.

Those who hold the view that in consequence of the impact of external forces the traditional religion has become outmoded, and irrelevant, and therefore cannot survive in the near future, first of all point to the devastating effect of Western civilization. The advent of Western civilization has brought in its wake urbanization and industrialization which have disturbed and transformed the relative peaceful and stable order of the rural areas. Many people especially the youth have drifted to the urban centres in search of job opportunities. In the process, the youth no longer enjoy the security of the village life. Traditional rites like puberty which ensures the smooth transition from childhood into adulthood by giving the youth a sense of moral direction are no longer performed. Since such people are no longer under the watchful care of their families they become anonymous entities, completely lost in the rat race for mere survival. Traditional values are discarded in a complex money economy. Traditional sanctions and taboos are no longer treasured and a new way of life begins which leads to a new kind of morality. Respect for the elders is now decline and chastity before and during marriage is becoming a thing of the past. Traditional hospitality and generosity which make each his brother's keeper is replaced by a new morality which stresses selfishness as a virtue, "Each man for himself and God for us all". Thus all that is good in traditional morality is lost in the name of civilization.

Closely connected with rapid urbanization and industrialization is formal education. Western and Eastern types of education have drastically influenced the life and thought of the average West African in consequence of the exposure to foreign cultures, which are in some respects higher and more sophisticated than traditional values. There are educated elites, more enlightened, more scientific in their ideas and therefore more pragmatic in their approach to complex issues affecting their material and spiritual well being. Traditional explanations for certain happenings in human life are regarded as superstitious. The killing of

twins and the punishment of thier mother is found to be unnatural; infant mortality is no longer blamed on abiku spirits and scientific agriculture emphasising good drainage patterns, pest and flood control and manuring, have weakened the belief in evil forces like withcraft, magic and sorcery, which were formerly blamed for all sorts of misfortunes in the society. The result that the traditional way of life is considered as primitive and crude and the traditional religion as a religion of the uncivilized and nobody wants to be associated with it, at least openly. If public records are anything to go by then eventual disappearance of the traditional religion is certain. This is because on employment forms and hospital cards where the religion of the individual is required, it is usually either Christianity or Islam.

Western medicine have also affected traditional beliefs and practices. Orthodox medicine stresses the germ theory (pathology) of diseases which rejects the traditional emphasis on spiritual forces due to the machinations of evil forces. The success of western medicine in dealing with tropical diseases has seriously undermined traditional medicine. The Western backed health care delivery system with its emphasis on curative and preventive medicine has led to a new hope and security of life and this has automatically weakned the belief in and the fear of evil forces like witchcraft, magic and sorcery to cause sickness. The medicine man and the diviner have also lost some of thier respect in the bargain.

Foreign religions (espically Christianity and Islam), acting as social forces, have played no small role in de-emphasising the signifance of the traditional Religion. Many converts to these religions have been indoctrinated against the Traditional Religion which is derogatorily designated as paganism, idolatry, heathenism and fetishism, and *kafiri* in Islam. In contrast to the traditional Religion which has no propaganda machinery with which to fight back and regain her lost adherents, Christianity and Islam have between them adequate and effective propaganda machinery with which to crucify the traditional faith and propaganda their beliefs. In addition to thier own national newspapers and magazines like the Catholic Standard, the Challenge and the Watch Tower and other religious tracts, these foreing religions control and use the mass media to promote the liquidation of the Traditional Religion. Occasional festival marking important landmarks in the lives of the founders of these faiths such as Eastern and Christmas for Christians and *Id-El-Fitri and Id-El-Kabir* for Muslims become national events and public holidays. Random visits by thier religious leaders such as the Pope and the Archbishop of Canterbury raise the dignity and the moral of the members to the detriment of the Traditional Religion.

In the midst of all these dangers and threats, many faithful adherents of the Traditional Religion are dying out, with very few people willing to take thier place. This is especially the case with the religious leaders. People are reluctant to come forward and be trained as priests, medicine men and diviners.

Thus the Traditional Religion is threatened by urbanization, industrialization, education, Western medicine, foreign religions and shortage of adherents.

CONCLUSION

This paper examines Western Education, religion and its functions, Yoruba concept of God, religion and morality, religion and social behaviour, then the effect of Western Education on Yoruba religious beliefs. Traditional religion are dying out with few people willing to take their place. If care is not taken the good cultural, moral and social values will fade away among the Yoruba people.

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THE ROLE OF NOMADIC EDUCATION IN DEVELOPING NOMADIC COMMUNITY

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ABSTRACT

The paper discusses the basic objectives of Nomadic Education which is to help the nomads contribute their quota in their Societal development, these objectives include the training of the mind and understanding of the world around them, that is training in scientific and critical thinking while the acquisition of appropriate skills and the development of mental, physical and social abilities and competences as equipment for the individual to live in and contribute to the development of the society. Furthermore, the paper will examine the multifaceted schooling arrangement to suit the diverse transhumant habits of Fulani, some conclusions are drawn and recommendations for the improvement of nomadic education for the benefiting communities is also discussed.

INTRODUCTION

Education is a worthwhile venture as it is recognized worldwide as the most important engine that propels technological and natural development in modern societies, education has been a major instrument to change and development, it has also been identified as a right and indispensable means to realizing other human rights. It also plays a vital role in empowering the child economically, socially and assist those marginalized adult out of poverty. Education also provides them (children) with the means to participate fully in their communities (UNESCO, 2000).

Education, according to the United Nations Children Fund (UNICEF), is a fundamental human right and a key factor in reducing poverty and child labour as well as promoting sustainable development.

In Africa, like else where in the world, not all children have access to education, the nomad child access to education is influence by traditional considerations and attitude which make them under –represented. A nomad child is usually the first to be pulled out of school when the family suffers some financial or cultural loses or constraints.

The basic reasons for the establishment of schools for children in all countries of the world are to provide educational opportunities to the children and integrate them into their societies, it is also to prepare them to be functional citizen who will be able to contribute their quotes to the development of their societies and families and help them lives a normal life. These objectives are in line with the universal declaration of Human Rights in 1949, the United Nations General Assembly charter of 1959, and United Nations Conventions on the right of the child of 1989 which saw education as a human right issue. (UNICEF, 2004). Based on this convention, all children regardless of socio-cultural and economic background should be given access to education, in support of the view above, the National Policy On Education, a part from declaring that education is a birth right of every Nigerian child went further to reaffirm that it should be brought close to the environment of the children of those special groups different from the sedentary people in the country. This is perhaps in recognition of different special needs of the individual children and

peculiarities of the social set up of their society. This section of the National policy on Education appreciated that, those, whose occupational circumstances prevent from the acquisition of modern education should be given necessary attention by the formulation of suitable policies to suit those circumstance that hitherto debarred them from conventional system of education, these are mostly the postoralist and migrant fishing group in the Nigerian context.

Evidence, both locally and internationally have shown that nomadic herder number tens of millions of people. Mainly in Africa, the middle East, South-West and central Asia. They include some of the poorest and vulnerable of all. Populations reaching them with formal schooling has become a major challenge, and million of nomadic children remain outside the education system despite their tremendous contributions to the development of the nation in terms of fundamental necessities of life they provide, such as meat, milk, butter hides and skins, food and crops. Educationally they often represent not a significant part in terms of school enrolment, attendance, classroom performance, achievement, continuity to higher education and gender balance, they regularly score at the bottom of the ladder.

Ezeomah (1995) also added that, this propelled researcher, into the study of nomadic population in all their ramification and look for the most suitable way to educate them. Some of these studies were conducted at the university of Jos with the support of the federal government and other concerned international organization. The result of this research led to a major breakthrough in the development of nomadic education in Nigeria. A national workshop for nomadic education was held in Yola Adamawa state in 1986, during which decision were taking and led to a blueprint for nomadic education in 1987, a national advisory committee on nomadic education was formed in 1988 which metamorphoses into national commission for nomadic education in 1989 with promulgation of decree.

However, Abubakar (1996), with the establishment of the National Commission for Nomadic Education (NCNE) there is National Policy On Nomadic Education, the commission which was set up to give Nomads access to high quality basic education was by Decree (41) of 1989 given the mandate to carryout the following functions the commission utilizes innovative approaches and strategies such as:

- Drawing up and using relevant curricula teaching method and suitable facilities
- Flexible academic calendars and hours that suit the learners
- Intensely building awareness among the community and empowering them, and
- A solid collaboration and partnership with the institutions involves in drawing up, carrying out and evaluating the programme (Abubakar, 1996)

For effective discharge of its responsibilities, the NCNE has four operational departments six zonal offices and four university based Nomadic Education Centres (NEC) the four University based centres are for: curriculum and instructional materials development for education of postoralist located at Usmanu Danfodiyo University Sokoto; Research and Evaluation for the education of nomadic pastoralist located at the university of Jos; teacher training and outreach program for nomadic pastoralist located at the university of Maiduguri and curriculum and instructional materials development, teacher training programs, research and evaluation for the education of migrant fishing groups located at the university of port Harcourt.

The National Commission for Nomadic education was set up to achieving the following set of objectives.

AIMS OF NOMADIC EDUCATION

From the broad aims and objectives of the National Policy on education, specific aim, and objectives of nomadic education (based on their culture and ways of life) were adopted, as in the past, the strategies and curriculum adopted in most of the nomadic education program led to the failure of the programme. Thus the objective were classified

into two and these are short and long term objectives as stated in the 1987 blue print on Nomadic education, the National Nomadic Education programmes established in 1986 among other things are to:

Short Term Objectives

Ensure the acquisition of basic functional literacy and numeracy, for the nomads, these in practical terms, should mean the ability to do the following:

- a. Read with comprehension those things, that affect their occupational roles like useful direction tax (Jangali, Haraji) receive instructions on health and animals treatment and manufacturers instruction scheme relating to animal husbandry and agriculture.
- b. The Nomads could read and understand National polices and magazines to know what is happening around them, functional literacy will enable them read simple instructions for example, voting instructions in order to make independent choice on those to govern their nation.
- c. The Nomads could write legibly and meaningfully letters to friends, relations, veterinary, agriculture and livestock officers on how to improve their herds, poultry and crops write to government officials on the needs of the clans.
- d. The Nomads can do simple calculation and keep record relating to the numbering their herds, cost and returns from investment on improved herding and grazing, distance covered on seasonal movements, interest charges on credits and rental on lands, measurement of land and building to hold family and herds, birth and death satisfies.
- e. They develop scientific out looks, attitudes and self reliance to deal with the problems such as reporting out break of disease to government agencies and
- f. Improve their relationship with immediate neighbours, sedentary farmers, and government authorities and agencies (Blue print on Nomadic education, 1987:8&9).

Long Term Objectives includes:

- Acquisition of knowledge and skills to enable them improve their income earnings, capabilities and consequent development on grazing reserves and settlement. Proper grazing management including effective use of good variety of fodder (grass land legumes improvement), Modern scientific livestock breeding and scientific treatment of animal diseases.
- Improvement of livestock product such as meat, mil, butter, hides and skins by applications of modern technology. Better marketing of their products such as meat, milk, butter, hides and skin by application of modern technology.
- Appreciation of the need to use modern savings and bank credit facilities which will enable them integrate better within the dominant national culture.
- Appreciation of skilled fulbe professionals and administrators such as doctors, nurses, teachers veterinary or livestock officers, posture agronomist, lawyers and law makers for effective management of fulbe affairs and constructive contribution to the larger society.
- Acquisition of functional knowledge and skills for raising healthy well adjusted families and for operating happy household such skills will ensure the protection of family, good child care, nutrition, sanitation culture and recreational activities (blue print on Nomadic Education1987).

The Programme adopted a multifaceted schooling arrangement to reflect the socio-cultural and economic life pattern of the nomads, as such all stakeholders, the ministries of education, schools management board, the National Commission for Nomadic Education, the Agency for Mass literacy and scholarship board all worked together to operate the mobile school system in conformity with the transient nature of the nomads.

APPROACHES FOR PROVIDING NOMADIC EDUCATION

The multifaceted approaches identified to be likely appropriate in different cases are:

- a. Regular schools: may be use mainly for settled group. Helping teacher may be used to help nomadic children, whose performances fall below expectation as a result of un familiar curricular contents and teaching method, it is noted that regular school syllables or curricular content and padeogy are use for the mobile children, consequently cattle rearers, children appear weak due curricular contents foreign to them.
- b. On site schools: may be used for semi sedentary nomadic groups, such schools should be sited along movement routes, at fixed points of references, such schools may become schools of alternative intake, where the movement pattern of nomads makes it necessary.
- c. Mobile schools (portable classroom) may be used for mobile families depending on their number within a clan cluster, the Qur'anic mallam model could be incorporated here. It is noted that mallam move with the nomads teaching them the Qur'an, this system can be improved upon and adopted in the present programmes.
- d. Adult Education programme: may be used for adult monadic men and women, the Nomadic House hold model in which classes are organized for parents, and where teachers are provided that follow and teach them to read and write, so that later such adults can teach their children, is an extension of adult education programmes.
- e. Radio or distance education programmes: may be use to aid all educational system. Adopted for nomads at different levels. Radio drama, whose styles, plot and content reflect the nomadic cultural heritage, radio commercial and sport announcement and radio discussion by fulanis who have made to the it to the top, are all envisaged, it is noted that the nomads carry their radio sets along and listen to them as they trek, this factor can be exploited in educating them.
- f. Telecast may be used mainly for the settled cattle fulanis who possess television sets.

CONCLUSION AND RECOMMENDATION

In this paper an attempt was made to describe and analyse the achievement and problems of nomadic education programme. However, the short and long term objectives has been discussed, the multifaceted schooling agreement that can reflected the socio-cultural and economic life pattern as adopted by the programme were look open.

Moreover, looking at the living condition of the nomads, it could be seen that much need to be done to improve the precarious situation if they are to get educated. Although their situation is bleak, the paper is optimistic that with commitment and dedication nomads could be educated especially if only the political will is there. Moreover, what is required is for us to do our best when ever we have the opportunity to do so and to encourage others to do so when ever they have the opportunities to do so.

The paper also maintain that, nomadic education programme is not waste of funds. Unlike the unproductive nomads of other lands. Nigeria nomads are economically very productive; they are no beggers, all they needed is to be shown the "light" they will definitely be partners in progress.

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ROLE OF SOCIAL STUDIES EDUCATION IN NATIONAL DEVELOPMENT IN NIGERIA

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ABSTRACT

Social Studies Education as a field of study instills in students the knowledge, skills, attitudes and actions that are considered important in the relationship and interaction of man and those around him on one hand, and the entire environment (Ogun Bameru, 2006). The paper examines social studies education in the context of Nigeria's philosophical goals as a nation, the objectives of social studies education and how they can be used to achieve national goals and development and proffers some suggestions which include public enlightenment and teaching basic tenets of social interaction among others.

INTRODUCTION

Social studies education as an area of study has a lot of contributions towards the attainment of the national objectives. It involves the adult and the young within the society to develop their competencies to enable them solve and manage the socio-economic and physical forces arising in their midst. It is not concerned with either the study of men per se, rather with the study of man within the context of his environment, his social, physical, political, economic, cultural and technological environment. (Ezegbe, 1994).

THE NIGERIAN PHILOSOPHICAL GOALS AND OBJECTIVES

The Nigeria educational system has undergone many changes in the last few years, and no doubt there will be many more changes by the end of the century. Since a National Policy on Education is government's way of achieving that part of its National Objectives that can be achieved using education as a tool, no policy on education can be formulated without first identifying the overall philosophy and objectives of the Nation.

The Main National Objectives of Nigeria as stated in the National Policy on Education are:

1. A free and democratic society,
2. A just and egalitarian society,
3. A United, strong and self-reliant nation
4. A great and dynamic economy, and
5. A land of bright and full opportunities for all citizens.

The National Educational objectives to which are linked to philosophy are:

- i. The inculcation of National Consciousness and national unity
- ii. The inculcation of the right type of values and attitudes for the survival of the individual and the Nigeria society.
- iii. The training of mind in the understanding of the world around, and
- iv. The acquisition of appropriate skills, abilities and competence both mental and physical as equipment for the individual to live in and contribute to development of his society. (National Policy on Education, 2010)

OBJECTIVES OF SOCIAL STUDIES EDUCATION

1. Create awareness of and sensitivity to man's environment.
2. Influence man's attitudes positively to social, cultural political values and total environment.
3. Enable men to acquire skills for solving societal and environmental problems.
4. Equip men with the basic understanding of the knowledge of the total environment.
5. Encourage voluntary participation in social and civic duties while developing the sense of responsibility.

ROLE OF SOCIAL STUDIES EDUCATION IN NATIONAL DEVELOPMENT

Introduction of social studies education into Nigeria schools curriculum can not be over emphasized. This is due to the fact that it infuse in the young a love of the country thereby fostering national unity which is essential to our development as a nation.

It contribute in achieving national objective by relying on its peculiar methodology using inquiry, topical, problematic, project activities and other approaches to expose the children to the pros and cons of various situation, so that they can arrive at their own independent, conclusions based on reasoned judgment.

Social studies education in Nigeria have a special task to perform in transforming Nigeria into a modern state. They include healing the social and political wounds of the past decades, nurturing the most recent hopes in good ethnic group relationship and nationalism, and the engendering constructive reforms to make the nation a just and progressive society. It also helps to foster the desire for self – reliance, national efficiency and national pride.

Moreover, social studies education contribute in the attainment of national goals through citizenship education citizenship education refers to the culture of certain behaviours, knowledge outlooks and values which are found in the culture which the individual participate. A citizen how ever, is one who conforms to certain accepted practices, hold a particular belief that is loyal to certain values, participate in certain activities and conforms to norms which are often local in character.

It contribute in making citizens understand the diversity among the people of Nigeria and further leads them to see the cooperation and later-dependence among them which are among the major elements of nation-building and further plays the role of making the people appreciate and respect the cultural diversity of Nigeria and to realize the need for cooperation, unity and peace in the country (Sheshi T, 2002).

Other roles played by social studies includes:

- The development of National consciousness and commitment as necessary ingredients for nation building.
- The inculcation of social value and skills for active social life
- The development of intellectual skills, knowledge and abilities for better understanding of the immediate and remote environment.
- Developing rational thinking ability for practical social life.
- Identifying and solving problems using problem solving techniques
- Promoting value awareness and utilization of some values in tackling dynamic problems in the society (Mezieoble, 1994)

PROBLEMS THAT AFFECT THE ATTAINMENT OF NATIONAL DEVELOPMENT

- problems of leadership and followership
- Ethnicity and regionalism
- Problems of crime and insecurity
- Poverty and unemployment
- Negative values and attitudes
- Political instability
- Dependant economy

In lieu of the above, the most recent and disturbing, challenge to national development in Nigeria today is the problem of insecurity which affairs too much for the usual Nigerian good fate. Every Nigerian today lives in fear, not fear of the unknown but the fear of known. The fear that sooner than later a bomb will go off somewhere, likely in a church, a supermarket or a car park and the victim could be either himself or herself. That is

the state of the Nation. The fear of the known makes life miserable and incapacitated for the civic life in Nigeria. One can argue however, that fear has always been the stimulus of our civilization. It is fear of the unknown that drives us to creativity and innovation that sustain the human civilization (Weekly Trust, Nov. 17, 2012)

However, even Thomas Hobbes argued eloquently that

“It is the desire to escape the fear of the uncertainties in the state of nature that pushed our forebears to the first social compact”. (Subrata M. and Sushela R, 2007)

It might then be that this fear of the known will inspire us to a different social compact that will guarantee freedom from fear. This is the state of the union. This degree of insecurity and the inability to effectively overcome it encourage some to talk about early signs of state failure. One of the signs of state failure is the inability of government to provide essential services and protect lives and properties in a sizeable part of its territory. (Weekly Trust, Nov. 17, 2012).

Conclusively, social studies education play’s a very vital role in developing rational thinking ability for practical social life, promoting of political literacy and encouraging democratic values and principles for the promotion of functional citizenship. It also enables citizens to develop positive attitudes towards other people and toward citizenship and also to contribute his best towards the welfare of the society and building up of Nigeria.

SUGGESTIONS AND RECOMMENDATIONS

- Government should organize public enlightenment campaigns through National Orientation Agency NYSC Orientation Camps, Seminars and workshops on the ways of promoting National Development.
- To enhance social interaction among the citizens, there is need for teaching the basic levels of social studies such as citizenship education, Nigeria as a Nation, Teaching National integration etc.
- Promoting value awareness and tackling dynamic problems in the society by identifying and solving social problems using problem solving techniques.

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EFFECTIVE RESOURCE UTILIZATION: A BETTER APPROACH TO TEACHING AND LEARNING OF PHYSICS

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Abstract

The teaching/learning of science has been advocated for sustainable national development. Physics is an integral part of science which requires special approach for effective understanding. For effective understanding of physics concepts, the application and effective use of resources has been identified as a better approach. The resources if well utilized, increase the achievement level of the students and also engender positive changes. This paper X-rayed how the classes of resources identified here could be harnessed by physics teachers and students for the purpose of educational training to facilitate and encourage the acquisition of knowledge competence, skill and know-how. Constraints to effective resources utilization were also identified and analyzed.

Introduction

A resource is anything which can be used to achieve the goals and objectives of an organization. Teaching and learning resources according to Awolola (2000) are those human and materials inputs necessary for achieving the objectives of concepts to be taught. It is the sum total of everything used directly or indirectly for the purpose of educational training to facilitate or encourage the acquisition of knowledge competence, skill and know-how (Akinsola, 2000). In the teaching and learning context, resources or teaching aids or materials as they may be called can be classified into five categories (Adobe, 2000). They are:

- People: teachers, students, etc.
- Materials: textbooks, skeleton etc
- Tools and equipment: chalkboard, slide projectors, etc.
- Settings: school building, library
- Activities: games, field trips.

Federal Ministry of Education (FME) (2001) revealed that teaching in higher institutions is mainly based on lecture methods, thus limiting the use of instructional materials to mainly chalk and chalkboard. Physics teachers and students acknowledge the fact that those instructional materials that can be used to provide students with practical experiences in learning physics are rarely used during physics lessons. Accusing fingers point at the following:

- Low teacher competence in the area of effective resource utilizations.
- Failure to appreciate the importance of using such resources in promoting and understanding of physics concepts.
- Insufficient awareness of types of resources for use in teaching different physics content areas
- Limited ability to use instructional materials.

It could be seen here that the accusing fingers invariably point at the teachers. Teachers are always regarded as possessors of knowledge while students are empty urns to whom the knowledge should be poured.

Why Utilize the Resources Effectively?

The extent of acquisition of knowledge, skills and attitudes relevant to life altogether depends on the quality of teaching/learning activities that teachers provide for learners to interact with and the quality of the interaction; factors largely dependent on the nature and the quality of resources at the teacher's disposal. Such resources, if well used, increase the

achievement level of the students and also engender positive changes. No wonder Biggs (1994) stated that students can change their approaches to learning according to demands of each situation; the extent to which the changes is affected by each student's disposition and the events in the class.

These events include the resources provided by the physics teacher and how they are effectively selected during instruction delivery. Adequate and appropriately used resources by a physics teacher enable physics students to:

- Develop positive attitude and healthy self concept because successes in carrying out the activities make physics students believe they can do it.
- Enjoy and appreciate their subjects of study
- Develop understanding and judgment
- Develop functional knowledge and manipulative skills.

How to Effectively Utilize Resources

Designing physics teaching and learning process on the principle of linking and undertaken physics activity to abstract concepts is the cornerstone of effective resource utilization. Okeke (2008) declared that variability in the choice of teachers methodologies/materials is advocated during the design so as to accommodate varied interest of physics learners, knowing fully well that the most important resource in the classroom is the learner.

The designing principle involves;

- Analyzing the students
- Selecting the objectives
- Selecting the materials
- Utilizing the materials
- Requiring students participation
- Evaluating the students so as to get feedback.

Teaching/learning physics is an activity whose success is determined by a host of factors, among them are the nature and availability of necessary resources and also the teacher factor which is probably the most critical. Any physics teacher who intends to realize optimum result from the use of resources has to appreciate the principle of selecting appropriate resources. The teacher should look for the best fit between the concept to be taught and the strategies to teach them.

The following are hints on how to select physics resources;

1. The physics teacher should have comprehensive knowledge and understanding of:
 - The physics content for which the resource is being selected, where in doubt one should consult. The aphorism that two good heads are better than one good head becomes more relevant in the field of education particularly in teaching.
 - The teaching - learning process so as to appreciate what is expected and when it is expected. Akubue (1991) noted that the lack of familiarity with the basic concepts and principles of classroom management constitutes a major hindrance to level of preparedness, quality of environment, subject organization, and social climate of learning as well as other behaviour-related problems surrounding content delivery.

The Resources Selected should:

- ***Be relevant to the stated objectives:*** The primary purpose of teaching-learning is for the attainment of pre-specified instructional objectives. Teachers are expected to be aware that the nature of instructional objectives (cognitive, affective or psychomotor) will determine the resource to be selected. For instance, if the objective under consideration is in the cognitive domain and borders on the acquisition of facts. Principles, knowledge, then textbook or radio may be adequate as a resource material.
- ***Reflect individual differences/appeal to learners characteristics:*** The age, level, interest, background, learning style etc. of the learner often vary and hence resources to be selected should relate to the individual differences of the learner. Ogunranti et al

(1982) noted that the learning style of learners is a potent factor in their ultimate achievement. The teacher is therefore expected to ensure that the resource being selected will be appropriate to the age, level, interest and background of the learner. This is necessary because learners as human beings learn through various senses and hence the resources/materials that appeal to more than one sense should essentially be selected.

- ***Not be too expensive:*** Finance is one of the major problems facing schools. Therefore, the teacher must consider the cost or financial implications of the resource to be selected for classroom utilization. Where possible, the resource should not be expensive. Where expensive, however, the physics teacher resorts to improvisation. There are a lot of resources in the local neighbourhood which innovative teacher can exploit for the benefit of their students. In the course of the exploitation, students are involved. Such improvisation is a way of increasing inquiry, curiosity, creativity and productive application of intellect.
- ***Be easy to maintain and replace when need arises:*** Resources for instruction have characteristics. The characteristics of various resources to be selected and utilized should therefore be known by the teacher and adequate consideration given to whether the resources for using them are flexible, easy to manipulate or operate, repair and maintain when the need arises. This is sequel to the fact that some of these resources are portable and durable while some others have easily available accessories. Therefore, the teacher ought to put into consideration all these in trying to select resources for class use.
- ***Be appropriate to the skills to be taught:*** Acquisition of skill especially the science process skills is at the heart of physics teaching and learning. Chukwuemeka and Aneale (2008) describes science process skill as the generalization and transferable intellectual and physical capabilities needed to learn concepts and broad principles used in making valid inductive inference. Some of these process skills include: observation, inquiry, organization, inferring controlling variable etc. Hence, in order to focus students attention and sustain their interest thereby acquiring the skill of observation for instance in a learning session, the teacher can use such resources as film strip projector, slide projector, 8 and 16mm cinematographic projector and so on.

Further, resources such as laboratory equipment may be used to provide the means of discovering ideas and relationships thereby acquiring such skills as inference i.e inferring.

- ***Having a wide range of practicability:*** Before selecting any resource, consideration should be given on the number of teaching/learning situations to which the resource can be applied. This is because it is more economical to buy a material which has dual usage than to buy one that can be applied in a single learning situation.

Constrains/Challenges to Effective Resource Utilization

The following constraints/challenges to effective resource utilization can be identified.

- ***Time Allocation on the Time-Table:*** Physics constitutes just a part of school curriculum and to accommodate other subjects, the time table stipulates the duration for each subject. In a study carried out by Agusiobo (2002) and Obi, Okoli and Umeojiako (2001) it was identified that the contact hour for the teaching and learning of physics in our schools is grossly inadequate. In order to cover the curriculum content, however, most teachers rush through the content using lecture method. This does not give room for exposing students to enough practical work nor does it allow for effective utilization of resources.
- ***Poor Staffing:*** Most institutions are faced not only with shortage of physics educators in number but also in quality and experience. Okoye (2010) observed that physics educators that should take up the responsibility of teaching physics students are grossly inadequate, and described it as disturbing and regrettable. The inadequacy of qualified and experienced teaching staff has made it possible that teachers with little or no pedagogy and relevant experience are assigned to teach practical courses as well as other courses

that require special skill and equipment. As a result of this, some themes or topics that require special skills in handling are skipped. Where they are taught the contents are usually delivered on the peripheral.

- ***Inadequate power supply:*** Most of our rural areas do not have access to electricity. Hence, the teaching of some skills using equipment that are electricity operated become difficult. In the urban areas where electricity may be available, the incessant electric power outages as well as epileptic power supply becomes another problem of great concern.
- ***Lack of opportunities for inservice training/refresher course for serving physics teachers:*** Opportunities are not always given to teachers and technicians for refresher courses on the application and use of new equipment and materials. Such refresher courses will enable physics teachers and technicians to update their knowledge periodically in the light of new research findings and resource development. This way they will remain relevant in the field.

Summary/Conclusion

Poor academic achievement in physics has been attributed to many factors among which teacher's strategy and effective utilization of resources were considered as important factors. This implies that the mastery of physics concepts might not be fully achieved without effective utilization of resource/materials. It is therefore paramount that physics teachers employ and utilize resources effectively to enhance teaching and learning of physics. Resources when effectively utilized brings about effectiveness and efficiency in the teaching-learning process and invariably promote and enhance the attainment of instructional objectives. Since educational resources play vital roles in the teaching-learning process, teachers should essentially be familiar with the principle of designing and producing, selecting and utilizing education resources.

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PARTICIPATORY ROLES OF PRIVATE SECTORS IN MANAGEMENT OF HOME ECONOMICS PROGRAMME IN NIGERIAN HIGHER INSTITUTIONS

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ABSTRACT

This paper focuses on roles of private sectors in management of Home Economics programme in Nigerian higher institutions of learning. The entire programme of Home Economics is not left for the government alone. The private sectors tries to allow the students of this area to carry out some exercise in their establishment like allow them to do the student SIWES, teaching practice etc.

INTRODUCTION

The story of Home economics is recognized at all levels of Education system in Nigeria from primary to tertiary. There is no doubt however that for Home Economics curriculum must be effectively implemented as to achieve the learning objectives. The programme must be carefully planned, organized and implemented which should include the participation of the private sectors in the management of Home economics.

HIGHER INSTITUTION OF LEARNING

Tertiary education is the education given after the secondary education or its equivalent in the universities, the college of Education and Polytechnics including those institutions offering correspondence courses (FRN, 2004).

The goal of tertiary Education is to:

1. Contribute to the national development through a high level relevant manpower training.
2. Develop and inculcate proper values for the survival of the individual and the society.
3. Acquire both the physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society.

Tertiary education plays a critical capacity building and professional training role in support of all the Millennium Development Goals (MDGs). Recent research findings indicate that expanding tertiary education may promote a country's ability and maximize its economic output (Bloom, *et al.*, 2006) which Home Economics Programme is aimed at.

The Home Economics programme at the tertiary level is therefore designed to prepare professionally qualified individuals in Home Economics. The students should be knowledgeable in the principles of Home Economics and this should be able to demonstrate the skills and competences acquired while directly relating them to the job that is to be done. Specifically, the objectives at these levels are:

1. To produce professionally qualified teachers who are competent to teach Home Economics at the post graduate levels.
2. To equip students with the intellectual and professional skills and other competencies required for self reliance.
3. To inculcate in the student the necessity to strengthen family life through improving personal, family life through community living.
4. To produce practical and production oriented graduate that will successfully utilize their skills to be self employed for services in private enterprises in addition to teaching jobs.

Proximate goals on the other hand, indicate likely sequence of development of behaviors on a varying period. The time is however less than that of the mediate goals. At level of proximate goals, the instructional materials and methods can easily be selected. A typical example is this: at a given level of a university Home Economics Education Programme, the

ultimate goal of the students in a clothing and textile course is to acquire the right knowledge and skills in pattern drafting and construction, cutting, sewing of garment, etc. the mediate goals will be to make a complete dress with a full knowledge on pattern drafting through free hand cutting and the proximate goals will of course be for the students to be able to identify various sewing equipments, take measurements and draft pattern block on papers.

The ultimate goals are the expected outcome or products of an education carried out over a long time. They are the behavior that the students expected to have acquired from the education they have received. The ultimate goal for students at the tertiary level who have acquired learning in Home Economics is to acquire the right saleable skills needed in the major area likes food and nutritional, clothing and textile, Home management etc, and achievement of the learning objectives. The mediate goals are the patterns of expected behavior at given stages over the educational period. As patterns of behavior are developed through learning, it is expected that the behavior of a 15year old will be different from that of a 10year old student.

The component of a typical Home Economic Programme will include the following:

1. Vocational Home Economics
2. Co-operative Home Economics
3. School release time

This is a programme which prepares male and female recipients for gainful employment and home making.

It also involves those forms of education that includes training and retraining which is designed to prepare individuals to enter or continue in gainful employment or experience. Vocational Home Economics is an education that helps individuals to discover or rediscover, define or redefine their talents irrespective of sex.

In order to achieve this, the vocational Home Economics Programme(s) have been divided into two main programme:

1. Consumer and home making education
2. Occupational Home Economics

This consists of instructional programmes, services and activities at all educational levels for occupation of home making such as consumer education, food and nutrition, family living, parenthood education, child development and guidance, housing and furnishing, house managements, clothing and textiles, etc.

i. To encourage participation of both males and females to be prepared for combining roles of home making and wage earning.

ii. To encourage the elimination of sex bias by promoting the development of human and material resources thus deals with:

- (a) . Increased number of women working outside the home
- (b). Increased number of men assuming home making responsibilities
- (c). Changing career patterns of males and females.

iii. To give greater consideration to economic, social and cultural conditions and needs.

iv. To encourage eligible recipients of the education to operate outreach programmes in communities for youth and adult, example extension workers. These people go to homes giving lectures about work simplification techniques, child care, house hold repairs, simple renovations and how to make proper use of little space they have, etc.

This consists of instructional programme, services and activities for preparation for employment in the labour force/ market, utilizing the knowledge and skills of home making education.

For optimum quality of life individuals and families this programme has been described as Home Economics Education for gainful employment as in the case of consumer and Home making education.

This concerns mainly educational programmes for students enrolled in schools. In this type of programmes there is a co-operative arrangement between the school and employers of various occupational establishments so that for a while, students will be sent out of school to

practice their knowledge and skills. The school intermittently checks and supervises the students while they are at work in these various occupational establishments. An example is the Students Industrial Work Experience Scheme (SIWES) Industrial Training Programme. Here, the students are released to attain occupational and experiences during a portion of the school's time probably to get some money. There is no arrangement between the school and the students.

Occupational Home Economics curriculum is planned and developed on the basis of knowledge, skill and attitude for successful employment in a particular job or job clusters. The curriculum is designed so that students will have marketable skills even if they will learn the programme before the completion. A typical school release time programme is the period of work experience between the ordinary National Diploma (OND) and Higher National Diploma (HND) as in the case of polytechnics.

This programme is designed to be comprehensive, which include all or most of the Home Economics Programme. Traditionally, the Home Economics Programme is organized from the primary level of education to the tertiary level of education.

At the primary level, the programme is organized as domestic science, needle work, or as Home Economics. The pupils are exposed to various areas and level of the subject area according to the level of understanding of the pupils in question.

At the secondary school level in Nigeria, the programme is organized as a series of sequential courses that combine several areas of instruction. Thus each course is comprehensive in nature. In earlier years, a common pattern involved the organization of the programme according to three or four sequential courses although special interest courses were sometimes available in Junior and Senior Secondary schools. The whole programme as it stands now at the secondary school level in Nigeria is such that at the junior level, the subject is treated as a whole and comprehensive in nature too. The students are exposed to deal with all the aspects and areas of the subject without a choice of specialization. The case however is different at the senior level where the students are given a choice of option. The programme therefore is divided into three major and common areas namely:

Food and nutrition, clothing and textiles, and home management. Any school offering the programme at that level is thus expected to choose or take an option among the three categories depending on which it can adequately cope with. Some schools though still take two or more of the options available.

In recent years, there has been a trend towards reducing the number of comprehensive courses required and offering more courses in specialized comprehensive course.

THE PRIVATE SECTORS AND ITS PARTICIPATORY ROLES IN HOME ECONOMICS PROGRAMME

Private sectors are non-governmental organizations. They own their companies or firms to themselves. These sectors have great roles to play in Home Economics programme in the following ways:

- Industrial Attachment (SIWES) Programmes. In these aspects, they try to allow the students or graduates of Home Economics to carry out some duties in their firm. Such firms like fast food joints, UAC companies, Textiles industries, etc where students learn some skills to add to the ones already learnt at school. In this case, they may or may not pay the students rather they help them to improve on their skills and knowledge.
- Another, the private sectors could employ a Home Economics graduate. That is giving them a paid job as a source of earning a living.
- Students that have Home Economics background needs an understanding of the broad areas of Home Economics. They need to see how Home Economics can help them to achieve greater personal satisfaction and a higher level of living. The following suggestion may stimulate you in thinking of ways in which Home Economics can promote better understanding of home life.
- Proprietors of schools should endeavour to employ the graduates of Home

Economics to teach in their establishment and baby- sit kids in the crèche/ day care centers. Most often these private sectors do not employ such graduates because the establishment cannot pay them

CONCLUSION

Through NGOs, Nigeria can effectively take care of the back log from JAMB admission to Universities and also extend education to those who hitherto have been shut out from university education because of social, economic, religious or any other reasons. To successfully do this, the private sector must support the federal government through the establishment of more private universities that study Home Economics to boost the quality of Home Economics students in Nigeria.

RECOMMENDATIONS

The following recommendations were made:

1. The government should support the private sectors to employ the Home Economics graduates and pay them well.
2. The private sector should motivate the home Economics graduates to encourage the study of the programme

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THE IMPACT OF VISUAL ART CAMPAIGN AGAINST HIV/AIDS IN SECONDARY SCHOOLS IN ONITSHA SOUTH LOCAL GOVERNMENT

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ABSTRACT

The study examines the student's level of awareness on HIV/AIDS through Visuals. Three research questions guided the study. The population of the study comprises of 2,203 senior secondary students in Onitsha South. The sample of 200 students was drawn from the population using multistage sampling technic. Questionnaire was the major instrument for data collection. The instrument was validated by two experts for face and content validity. Data generated were analyzed using four points rating scale to obtain mean and standard deviation of the respondents. The result revealed among others that students disagree that information on HIV/AIDS can be obtained through visual art works. This implies that most of them are not aware that posters and stickers are all art works used for HIV/AIDS awareness. Based on the findings, the following recommendations were made among which were that fine art be made a compulsory subject in secondary schools, this is to enable the students appreciate art works and read meaning into every work of art.

INTRODUCTION

No health issue has commanded as much public attention in recent years as Acquired Immune Deficiency Syndrome (AIDS). This fatal, incurable disease is the leading cause of death in the world today especially among people between 15-25 years. (Oguntoyinbo and Salami 2007). The abbreviation HIV/AIDS represents a long well connected scientific statement as follows:-

HIV – Human Immuno – Deficiency Virus

AIDS – Acquired Immune Deficiency Syndrome.

Joint United Nations programme on HIV /AIDS (UNAIDS) 2003, states that the human immuno deficiency virus (HIV), which causes acquired immuno deficiency syndrome (AIDS) principally attacks CD4 T-cells a vital part of the human immune system. As a result, the body's ability to resist opportunistic viral, bacteria, fungal, protozoal and other infection is greatly weakened.

Infection with HIV does not necessarily mean that a person has AIDS. Some people who have HIV infection may not develop any of the clinical illnesses that define the full-shown disease of AIDS for ten years or more. Physicians preferred to use the term AIDS for cases where a person has reached the final, life-threatening stage of HIV infection.

Thomas et al (1994) observes that HIV/AIDS is a virus that severely reduces the immunity of the body to the slightest infection. When this occurs, the individual has no body soldiers to wage an attack or resist the infection and therefore, the infected person finally dies because no amount of drug can stop the infection from killing the person. There are 3 main route of Human Immuno Deficiency Virus (HIV) transmission.

- Unprotected kinds of sexual contact
- Direct exposure to infected blood
- From infected woman to her fetus during pregnancy, childbirth or during breast feeding.

The major symptoms of HIV/AIDS include:

- ❖ Weight loss

- ❖ Dry cough
- ❖ Persistent diarrhea
- ❖ Lump and rashes
- ❖ Profound fatigue
- ❖ Memory loss etc

Moore (2004) is of the opinion that the first recognized case of AIDS occurred in the USA in the early 1980s among the gay men in New York and San Francisco. HIV is a lentivirus and like all viruses of this type, it attacks the immune system. "Lentivirus" literally means "slow virus" because they take such long time to produce any adverse effects on the body. They have been found in a number of different animals like cats, horses, cattle's and monkeys. The most interesting lentivirus in terms of the investigation into the origin of HIV is the simian immuno deficiency virus (SIV) that affects monkeys and chimpanzees in central Africa beginning in the 1940s to 50s. Discoveries such as this have lead to calls for an outright ban on bush meat hunting to prevent simian virus being passed to humans. Moore (2004)

National AIDS/Sexually Transmitted diseases (STDs) control programme (NASCP 2003) reports that the first case of AIDS was identified in Nigeria in 1986 and rose from 1.8% in 1988 to 5.8% in 2001. The rate of increase in the spread of HIV/AIDS in our schools and the nation at large is quite alarming, therefore it will be absurd to sit still and watch young lives being crippled and destroyed by this deadly disease. Schools have a very important role to play in supporting HIV prevention among our adolescent. Youths and adolescents constitute a large proportion of the Nigerian population and reaching these groups through school based programs like Visual Art might be an effective intervention. School attendance by children 14 years and under was 76%, teenagers who are in schools especially secondary schools have every opportunity to be educated on HIV/AIDS through Visual like posters, because education is known to be an important sub-sector within both social and economic sub-sector (ESUT Educational research team, 2003). Annam,K. (as cited in sigh 2006) states that:

Schools have tremendous reach and influence, particularly with young people who represent the future and who are the key to any successful fight against HIV/AIDS. We must seek to engage this powerful organization as full partners in the fight to halt HIV/AIDS through awareness, prevention and education.

PURPOSE OF THE STUDY

The purpose of this study is to find out the impact of Visual art Campaign against HIV /AIDS in secondary schools in Onitsha South Local Government. Specifically the study seeks to find out the:

1. Level of awareness on HIV /AIDS among our secondary school students in Onitsha south.
2. Students knowledge of the signs and symptoms of the disease.
3. Role of Visual art in creating awareness on HIV /AIDS

RESEARCH QUESTION

The study is guided by the following research questions:

1. What is the level of awareness on HIV/AIDS among Secondary School Student in Onitsha South?
2. What is the knowledge level of Secondary School Students on the signs and symptoms of HIV/AIDS?
3. What role does Visual Art play in creating awareness on HIV/AIDS in Secondary Schools in Onitsha South?

METHODOLOGY

The study is a survey research because samples were picked from the population to get the opinion of the students who are the target group.

POPULATION

The population of this study consists of 2203 Senior Secondary Students of eight Secondary Schools in Onitsha South. The study is centered only on Senior Secondary Students because through peer pressure, some of them who do not engage in casual sex are being ridiculed by their peers for being a failure.

SAMPLE AND SAMPLING TECHNIQUE

The sample for the study was obtained through multistage sampling technique applied in two stages: Table of random numbers was used to select four schools used for the study and 20% each of SSI, II and III students in each of the four selected schools were drawn using proportional allocation. There sum up to a sample size of 200 students used for the study

VALIDATION OF THE INSTRUMENT

The instrument used for the collection of data was structured questionnaire developed by the researchers and validated by professionals for both content and face validity. Observations made by these experts helped the researcher to modify some items.

ADMINISTRATION OF INSTRUMENT

200 copies of questionnaire were distributed to 200 students in the four Secondary Schools in Onitsha South by hand by the researcher and 200 copies were also collected by hand by the researchers on the same day. The researchers explained certain questions on the questionnaire before the students filled the question.

METHOD OF DATA ANALYSIS

Data was collected and analyzed using four point rating scale to obtain the mean and standard deviations of the respondents.

Strongly Agree = 4, Agree = 3, disagree = 2 and strongly disagree = 1.

Therefore $4+3+2+1 = \frac{10}{4} = 2.5$

Any mean cut off of 2.5 is considered “Agree” and any mean value below 2.5 is considered “Disagree

Results – From the data collection, the following results are obtained as presented below:

Table 1: Mean and standard deviation scores on the student’s level of awareness on HIV/AIDS in Onitsha South Local Government

SN	Item	Sex	N	\bar{x}	SD	R
1	Acquired immune deficiency syndrome is a blood transmitted disease	Male	100	3.50	1.22	Agree
		Female	100	3.44	1.33	Agree
2	Human immune deficiency virus is the organism that causes AIDS.	Male	100	3.81	0.73	Agree
		Female	100	3.65	0.87	Agree
3	A person can get HIV infection through risky sexual behaviour	Male	100	3.62	1.11	Agree
		Female	100	3.54	1.10	Agree
4	HIV is a disease that attacks the immune system	Male	100	3.37	1.17	Agree
		Female	99	3.63	0.95	Agree
5	There is currently no cure or vaccine against AIDS	Male	100	3.71	0.87	Agree
		Female	100	3.73	0.86	Agree
6	HIV can be contacted at first sexual intercourse	Male	100	3.14	1.32	Agree
		Female	98	3.54	1.00	Agree
7	It is possible for a healthy looking	Male	98	3.36	0.63	Agree

	teenager to have HIV/AIDS	Female	99	3.26	0.66	Agree
8	HIV/AIDS can affect anybody irrespective of age	Male	100	3.24	0.82	Disagree
		Female	100	3.41	0.61	Disagree
9	I have got relevant information on HIV/AIDS	Male	100	2.00	0.72	Disagree
		Female	99	2.33	0.64	Disagree

N – Number of students (Respondents)

\bar{x} - Mean

SD – Standard deviation

R – Remarks

Table 1- item 9 above shows that both sexes have not got relevant information on HIV/AIDS but they are aware of HIV/AIDS

Table 2: Mean and standard deviation scores on the student's level of awareness on the signs and symptoms of HIV/AIDS in Onitsha South Local Government.

SN	Item	Sex	N	\bar{x}	SD	R
10	Weight loss is a major symptom of HIV/AIDS	Male	100	3.06	0.98	Agree
		Female	100	3.00	0.76	Agree
11	Persistent diarrhea is a symptom of HIV	Male	100	2.89	0.79	Agree
		Female	100	2.99	0.78	Agree
12	Dry cough is one of the major symptoms of HIV	Male	100	2.90	0.80	Agree
		Female	100	2.80	0.83	Agree
13	Another sign of HIV/AIDS is drenching night sweat	Male	99	2.75	0.63	Agree
		Female	100	2.55	0.65	Agree

Table 2- Indicates that both male and female teenagers agree that they know all the signs and symptoms of HIV/AIDS. The result also reveals that male student's level of knowledge is higher than that of female students

Table 3: Mean and standard deviation on the role of Visual Art in creating awareness on HIV/AIDS in Secondary Schools in Onitsha South Local Government.

SN	Item	Sex	N	\bar{x}	SD	R
14	Information on HIV/AIDS are obtained through art works	Male	100	2.10	1.21	Disagree
		Female	100	2.05	1.32	Disagree
15	Poster is used to create awareness on HIV/AIDS	Male	100	3.13	0.74	Agree
		Female	100	3.23	0.87	Agree
16	Awareness on HIV/AIDS can be created using sticker	Male	100	2.98	1.13	Agree
		Female	100	2.91	1.10	Agree
17	Drawing on T-shirt can be used to create awareness on HIV/AIDS	Male	100	3.36	1.17	Agree
		Female	100	3.63	0.94	Agree
18	Visual Art plays a vital role in campaign against HIV	Male	100	3.70	0.87	Agree
		Female	100	3.73	0.86	Agree

Table 3- Shows that the students are aware that posters, stickers and T-shirts are ways of creating awareness on HIV/AIDS but in item 14 above they disagree that information on HIV/AIDS are obtained through art works, this is because most of these schools are not teaching Fine Art as a subject and because of that student will not know what art works are all about if they don't know what art is talking about.

DISCUSSION OF THE FINDINGS

Discussions were based on the following research questions

1. The Secondary School Students level of awareness on HIV/AIDS in Onitsha South Local Government
2. Students level of knowledge on the signs and symptoms of HIV/AIDS in Onitsha South Local Government
3. The role Visual Arts play in creating awareness on HIV/AIDS in Secondary Schools in Onitsha South Local Government.

The findings in table 1 revealed that students are of the opinion that AIDS is a blood transmitted disease which can be transmitted through risky sexual behaviour even at first sexual intercourse. The finding also revealed that it is possible for a healthy looking teenager to have AIDS. This is of the opinion that when people are young they are likely to have more than one sexual partner in a fairly short period of time (Johnson et al 2001). The result also revealed that Secondary School Students in Onitsha South have not got relevant information on HIV/AIDS. This gives credence to the statement of Bessong et al (2006) that educating young people about AIDS is very vital because they are regarded as important target audience for all educational activities.

Results presented in table 2 showed that teenagers in Onitsha South Secondary Schools are quite aware that weight loss, persistent diarrhea, dry cough and drenching night sweat are all signs and symptoms of HIV/AIDS. This is supported by Thomas et al (1894) who states that HIV infection is a chronic disease that progressively damage the body's immune system making a healthy person susceptible to a variety of infection and disorders.

Findings in table 3 indicated that information on HIV/AIDS cannot be obtained through art works but they agreed that posters, stickers and drawings on T-shirt and face cap are all used to create awareness on HIV/AIDS. Finally Visual Art plays a vital role in awareness creation among Secondary School Students because through art works, teenagers who so much love drawings can have the best awareness they deserves on HIV education.

CONCLUSION

Based on the findings, it is concluded that AIDS is real and currently there is no cure or vaccine against it, therefore the only vaccine against HIV/AIDS is prevention through awareness from Art works like posters, stickers and drawings on T-shirts and face caps. This is to enable us save the life of our young people who represent the future and who are the key to any successful society (kofi Annam as cited in Singh 2006)

RECOMMENDATIONS

On the basis of the finding of this study and their implications, the researcher made the following recommendations:

- ❖ The government should make fine art a compulsory subject in all federal and state secondary schools in order to enlighten students on the dangers of some happenings in our society e.g. HIV/AIDS through art works.
- ❖ Parents should not shy away from discussing sex with their teenage children.
- ❖ Government should include sex education in the secondary school curriculum especially in senior class in order to improve young people's knowledge and attitudes to sexual health and help to reduce sexual risk taking behaviours.

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APPRAISAL OF COMMUNITY INVOLVEMENT IN SECONDARY SCHOOLS DEVELOPMENT IN OKIGWE EDUCATION ZONE OF IMO STATE

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Abstract

The study appraised Community involvement in Secondary School development in Okigwe Education Zone: Descriptive and inferential survey design was adopted for the study. The total population of 156 respondents, i.e. Principals and Chairmen of Board of Governors (BOGⁿ) of Senior Secondary Schools (SSS) were used without sampling. Data were collected using a 20– item researchers made questionnaire, with response options of SA, A, D, SD. Four research questions and two hypotheses were used. Mean scores (\bar{X}) of 2.50 were used to answer the research questions while Z – test statistics tested the hypotheses at 0.05 level of significance. The results show that, Communities in Okigwe Zone get involved on the development of their secondary schools through donation of lands, donation of money and payment of school fees for their children in the schools, they equally construct school buildings, provide facilities such as science and sports equipment, library facilities etc. It further revealed that the Communities do not monitor to ensure proper utilization of funds made available to the schools, launching and PTA levies are the major strategies Communities use in raising funds for their schools etc. In the light of these, recommendations were made that Communities should not relax in their effort of school development after their initial involvement in setting up the schools; Principals should develop and adopt good school Community relationship strategies to attract assistance from the community, and have to ensure proper utilization and maintenance of the available school resources. etc.

Introduction

Human and societal development is dependent on the level of educational attainment of the people. Hence, education has been accepted globally as an instrument for national development and transformation (FRN 2004). Education has intrinsic and extrinsic values to both the individuals and the society at large. This is stressed by Ohaeri, (2009) that no element of national life is more worthy of attention, support and concern than education, for no element has greater impact on the careers, personal growth and happiness of many citizens. No element is of greater importance improving the knowledge and leadership on which the vitality of democracy and strength of national economy depends (P.2).

In view of the great importance attached to education with regard to national and individual life, it is imperative that all hands must be on deck to ensure that the necessary resources for effective development and management of education are provided. As noted by Asodike (2008), the involvement of communities in the management of education in Nigeria is not new in the system. It dates back to the colonial period when the administrators made use of the local communities in the provision and furtherance of western education. For instance, parents provided money in cash and kind, local communities gave out their lands with labour for the development of education, provided guards for safety of materials in use, and free accommodation for the missionaries in the community, all in the effort to contribute to the basic needs, for the development of education. He therefore opined that education being an expensive social service requires the efforts of the different segments of the society to attain its goals and objectives.

There is no doubt that education, no matter the level, is capital intensive. Funds are needed to procure and provide teaching and learning equipment, materials, construct buildings and other school plant as well as human and other information and communication technology

gadgets. This account for Nigerian government's continuous clamor calls for private participation in providing education for the citizenry. This is clearly expressed in the National Policy on education (2004), that education is an expensive social service that requires adequate financial provisions from all tiers of government for successful implementation of educational programmes. It further states that financing of education is a joint responsibility.

Secondary education in Nigeria is that level of education after the primary education. Secondary education is a link between the Primary and the Tertiary levels of education. The essence of secondary education is to prepare its recipients for useful living within the society and for higher education. It has two segments in Nigeria, Junior and Senior levels. The Junior secondary segment where UBE is mainly housed attracts much government attention, but the senior secondary section which is the focus of the study does not have much of such attention. Some of these secondary schools are located in the urban areas while some are in the rural areas. However, no matter the location of these schools, they are situated within communities and students are drawn from such communities. This calls for a symbiotic and a reciprocal relationship that would result in the promotion of educational development, with its attendant individual and national growth, development and transformation. Historically, most communities in Imo State had recognized and appreciated their responsibilities in contributing to the development of secondary education before now; hence they embarked on the construction of school buildings, giving scholarship to brilliant children, providing labour to schools etc. Most secondary schools in rural areas today were built through community efforts and handed over to government.

But in recent times, it seems that most communities have started relaxing, showing little interest in contributing to secondary school development. No wonder Federal government emphasis on the role of communities in the management and development of her educational system. School communities include Parents Teachers Association (PTA), Board of Governors (BOG), Religious organizations, Town Unions, Alumni Association, Business Organizations. These bodies are required to get involved and fund the development of secondary education. Ogbonnoya (2000) noted this when he opined that

Funding is a critical issue in the Nigeria educational system... various arms of government and their agencies cannot provide all the funds needed for education. Therefore, the funding of education should be a combined responsibility of Federal, State, and Local governments, and Local Communities (P. 30).

Subscribing to the communities participation in school development, Maduewesi (2007) in Ibekwe (2012) pointed out that no school can operate effectively without community interest, understanding and participation, since the community supplements the educational opportunities offered within the community. Similarly, Akindele, (2000) stated that the achievement of effective and efficient education for Nigerians in the foreseeable future should come from increased participation of Community and Private sector.

Community involvement in secondary education development could take different forms since it will be unrealistic to leave the development of Secondary School Education to government alone. This involvement could also be at different rate and pace viz a viz the peculiarities of a given Community. This could account for the absence or lack of facilities, Teachers, and a general dilapidated state of Secondary Schools in certain Communities.

Statement of the Problem

The general deplorable state of education in Nigeria has been of great concern to all and sundry. From the Primary to the Tertiary level, it is a tale of woes; the whole system seems to be in the verge of collapse. Secondary schools which provide the link between Primary and Tertiary levels of education seem to suffer serious neglect especially in Okigwe zone. Most schools have inadequate and dilapidated buildings, lack meaningful libraries, scientific

facilities and equipments, computers, with inadequate, and demoralized Teachers, and general lack of discipline among the Teachers and Students. Most of these observed problems have been attributed to lack of funds in the schools. One begins to wonder what Communities are doing to help in view of the facts that some of these schools which were built through the Community efforts, and whether government continuous clarion calls for public private partnership due to heavy capital intensive nature of education is yielding any positive result?

However, one does not lose sight of the fact that poverty or financial state of most people or community could influence community involvement in secondary school development. Okigwe zone being made up of mainly peasant farmers with little urbanization, what is the involvement of the communities in secondary school development. Be that as it may, communities ought not be on the fence watching these secondary schools where their children are being trained and moulded to rot away, without quality education especially now that government pays much attention on Junior Secondary Schools due to the Universal Basic Education Programme (UBE) In the light of these situations, the researchers are agitated to have an appraisal of the involvement of communities in Okigwe Educational Zone in Senior Secondary school development.

Purpose of the study

The main purpose of the study is to ascertain the Communities' involvement in Senior Secondary Schools development in Okigwe Education Zone of Imo State.

Specifically, the study aims to achieve the following objectives:

1. To ascertain whether Communities sponsor certain projects in Secondary Schools in Okigwe Zone.
2. To examine how Communities are involved in monitoring the utilization of funds provided for the running of Schools.
3. To find out ways Communities assist secondary schools in the provision of facilities in Okigwe Zone.
4. To find out strategies Communities use in raising funds for developing secondary schools in Okigwe Zone.

Research Questions

To guide the study, the following research questions are posed.

1. What is the involvement of Communities in developing, Secondary Schools in Okigwe Education Zone?
2. How do Communities ensure proper utilization of funds provided for the running of Secondary School?
3. In what ways do Communities assist Secondary Schools in the provision of facilities?
4. What strategies do communities use in raising funds for Secondary Schools development in Okigwe Zone?

Hypotheses

1. There is no significant difference between the Mean scores of Principals and Board of Governors of Senior Secondary Schools in Okigwe Education Zone in Community involvement in the funding of Senior Secondary Schools at 0.05 level of significance.
2. There is no significant difference between the Mean scores of Principals and Chairmen Board of Governors of Senior Secondary Schools in Okigwe Zone in Community involvement in the provision of facilities for Senior Secondary Schools ($P < 0.05$)

Methodology

The study adopted a descriptive and inferential survey research to ascertain Community involvement in Secondary School development in Okigwe zone. A Population of 78 Secondary School Principals and 78 Chairmen of Board of Governors (BOG) of all the 78

Secondary schools were used; this gives a total Population of 156 respondents. No sampling was drawn since the Population was small and could be conveniently handled. A 20 – item researchers made questionnaire with four- point modified Likert rating scale of strongly agreed (SA), Agreed (A) and Disagreed (D) strongly disagreed (SD) was used to collect data from the respondents. The instrument was validated through Peers review and the reliability co –efficient of 0.76 was derived by administering the questionnaire twice at two weeks interval to five Principals and five Chairmen of Board of Governors outside the zone of the study, using Pearson product moment correlation statistics.

The instrument was personally administered to the Principals who in turn assisted in giving the BOG Chairmen their questionnaire, since they do not frequent the school. Mean scores were used to answer the research questions. The Mean score of 2.50 and above was used as a bench mark. Any score below 2.50 was seen as rejecting the item. Z-test was used to test the null hypotheses at 0.05 level of significance.

Results

Results of the findings are presented in Tables 1, 2, 3, 4, 5 and 6.

Table 1: Mean ratings of Principals and BOG Chairmen on Community involvement in funding Senior Secondary Schools in Okigwe Zone.

S/N	Item statement	Principals			B O G		
		EFX	X	Remarks	EFX	X	Remarks
1	Communities donate money to Senior Sec Schls to enhance their funding	126	3.28	Positive	126	3.75	Positive
2	Host Communities of Secondary Schools pay School fees for their children	126	3.85	Positive	126	3.15	Positive
3	Communities hire Secondary Schools facilities to enable them raise fund.	100	1.67	Negative	150	3.75	Positive
4	Host Communities buy Secondary Schools farm produce to help them generate fund.	150	2.05	Negative	115	3.75	Positive
5	Communities donate land to Secondary Schools for building projects	115	3.78	Positive	135	2.88	Positive
	Pooled mean		2.92			3.11	

The data on Table 1 show that both the Principals and BOG Chairmen are in positive agreement with items nos. 1, 2, and 5, which means that Communities in Okigwe Zone donate money to Secondary Schools, pay School fees of their children and donate lands for building projects. This is deduced from the recorded high Mean scores that are above 2.50. However, both respondents disagreed on item no 3, that Communities hire school facilities to enhance school fund while item no. 4 records discordant Mean score of 2-05 for Principals and 2.88 for BOG's that Communities buy Secondary School farm produce to help generate funds for schools.

Table 2. Mean scores of Principals and BOG's on Community monitoring of Secondary School funds utilization.

S/N	Item statement	Principals			BOG's		
		EFX	X	Remarks	EFX	X	Remarks

6	Host Communities allow Principals free hands in utilizing funds made available by them	145	2.42	Negative	111	2.78	Positive
7	Communities include their members in monitoring projects in Secondary Schools	104	1.73	Negative	97	2.42	Negative
8	Influential Communities members determine how monies for projects are spent	102	1.07	Negative	90	2.25	Negative
9	Parent Teachers Associations take part in auditing Secondary Schools account	150	2.72	Positive	118	2.95	Positive
10	Communities give money for specific projects	106	1.76	Negative	77	1.93	Negative
	Pooled mean		2.06			2.47	

The data on table two clearly show low Mean scores of both the Principals and the BOG's on items 7, 8, and 10, but both agreed on item no. 9 with the Mean scores of 2.72 and 2.95 respectively. This implies that the PTA members take part in auditing Secondary School Account. Item no. 6. recorded a disagreement between the Principals ($x = 2.42$) and the BOG's ($x = 2.78$), on Communities giving Principals free hands to make use of the funds made available to Secondary Schools. The other three items with low Mean scores below the 2.50 decision point and the Pooled Mean scores of 2.06 for Principals and 2.47 for BOG's indicate that Communities do not make efforts to ensure proper utilization of funds made available to Principals for school projects.

Table 3. Mean ratings of Principals and BOG's on Communities assistance in provision of facilities to Secondary Schools

S/N	Item statement	Principals			BOG		
		EFX	X	Remarks	EFX	X	Remarks
11	Communities build classroom blocks for secondary schools	141	3.29	Positive	141	3.52	Positive
12	Philanthropic members of the community provide sciences equipment for secondary schools	131	3.27	Positive	131	3.27	Positive
13	Parent teachers Associations provide computers for secondary schools	136	2.72	Positive	136	3.04	Positive
14	Alumni Associations erect libraries for their almamater	125	2.78	Positive	125	3.12	Positive
15	Town unions donate sporting facilities to secondary schools	139	3.08	Positive	139	3.47	Positive
	Pooled Mean	3.08				3.28	

It is glaringly clear from the data on Table 3, that both the Principals and the BOG's strongly affirm that Communities assist in the provision of facilities in schools. This is exemplified by the high Mean ratings of both respondents in all the items nos 11 to 15, with agreement Mean scores of 3.29/ 3.52, 3.27/ 3.27, 2.72/ 3.04, 2.78/ 3.2 and 3.08/3.47 respectively.

Table 4: Mean ratings of Principals and BOG's on Communities' strategies in raising funds for Senior Secondary Schools in Okigwe Education Zone.

S/ N	Item statement	Principals			BOG ^s		
		EFX	X	Remarks	EFX	X	Remarks
16	Communities build classroom blocks for secondary schools	150	2.50	positive	101	2.52	Positive
17	Philanthic members of the community provide science equipment for secondary schools	119	1.98	negative	121	3.02	Positive
18	Parent Teachers Associations erect libraries for their almamater	142	2.36	negative	138	3.45	positive
19	Town union donate sporting facilities to secondary schools.	141	2.35	negative	146	3.65	positive
20	Parent teachers Associations Levy student to raise fund for secondary schools	150	3.28	positive	150	3.09	Positive
	Pooled mean		2.49			3.15	

The high Mean ratings for items nos: 16 and 20 by the Principals and BOG's respectively, attest that organization of launchings and imposition of PTA levy on students are the main strategies Communities use in raising funds for Senior Secondary Schools in Okigwe Zone. The Principals did not accept Communities levying taxable adults, donations from wealthy members of the Community, seeking financial assistance from government, as strategies for raising funds for Senior Secondary Schools. But the BOG's responded on the affirmative on these strategies with Mean scores of 3.02, 3.45 and 3.65 for the said items nos. 17, 18 and 19.

Table 5: Z – test comparism of Mean ratings of Principals and Chairmen of BOG's on Community involvement in funding Secondary Schools in Okigwe Zone.

Variation	N	X	S	DF	Z-cal	Z-critl	Prob	Decision
Principals	60	2.92	-0.6264	98	0.385	1.96	0.05	Accept
Chairmen, Board of Governors	40	3.11	-0.3589					

The data presented on Table 5, after analysis revealed that z-calculated of 0.385 is lees than the Z-critical of 1.96 with 98 degree of freedom at 0.05 significant level. Therefore the null hypothesis that, there is no significant difference between the Mean ratings of Principals and Chairmen, of Board of Governors on Community involvement in funding senior secondary schools in Okigwe zone is accepted.

Table 6: z- test comparism of Principals and Chairmen of BOG^s on Community involvement in the provision of facilities for Senior Secondary School (<P.0.05)

Variation	N	X	S	DF	Z-cal	Z-critl	Prob	Decision
Principals	60	3.03	-0.248	98	0.858	1.96	0.05	Accept
Chairmen, Board of Governors.	40	3.280	.177					

In table 6, the calculated Z-value of 0.858 is less than the critical value of 1.96 with 98 degree of freedom at 0.05 significant level. Therefore the null hypothesis is accepted. That is, there is no significant difference between the Mean ratings of principals and chairmen of BOG^s on Communities' involvement in provision of facilities for Senior Secondary Schools in Okigwe Zone.

Discussion of findings. The study which sets out to appraise the Community involvement in Senior Secondary School development in Okigwe Zone of Imo State revealed that, Communities in Okigwe Zone get involve in Secondary Schools development through donation of money, payment of school fees and donation of lands. Hence Ogbonnaya (2008) earlier stated that funding of education is a combined responsibility of Federal, State, Local Government and the Local Communities.

It further established that Communities provide facilities to schools such as construction of buildings, provision of science equipment, computers, sporting and library facilities. This finding subscribe to the views of Nwadianu (2000 and) Asodike (2008) in Ibekwe (2012) that Communities have raised funds, erected buildings and equipped schools for government to take over. The worry is, if Communities are providing all these, why is the present observed inadequacy and, or the dilapidated physical facilities in Secondary Schools in Okigwe Zone? Could it be that Communities suspend, withdraw or reduce their support to Schools after their initial involvement in the establishment of the schools? These are issues to be looked into.

The study also found that why Communities get involved in the development of Secondary Schools, they do not make extra efforts to ensure proper utilization of funds made available for Schools project. The only area the Communities get involved in checkmating funds management is PTA members taking part in auditing school account, which is postmeton. This could account why Communities, many at times suspect and allege that principals in their schools embezzle school funds. This often results in incessant petitions to the Ministry of Education requesting for the transfer of such principals.

Regarding the strategies for raising funds for Secondary Schools in Okigwe Zone, the study revealed that both respondents agreed that launching and PTA levies are the major strategies Communities use to raise funds for schools. However, while the chairmen of BOG^s agreed that taxation of adult members of the Communities, donations from wealthy sons and daughters and seeking financial assistance from government are other sources of raising funds for their schools, the principals did not accept them as strategies: Analyzing this discordant positions, one would say that since the principals are not full members of the Community, they may not be aware of some of the fund raising strategies Communities adopt. Also if wealthy sons and daughters of the Communities donate money to the schools, the principals have to be on the know. Nevertheless, what matters is that Communities have to diversify their strategies to raise funds for schools.

Conclusion

Community involvement in school development (Secondary) is a cherished age long practice in Imo State and Okigwe Zone in particular, and that needs to be sustained. The continuous clarion calls by the Federal Government of Nigeria for public private partnership in education development and sponsorship need not to be overlooked. All hands must be on deck to ensure that schools especially Senior Secondary Schools are continuously provided for, maintained and managed for a sustainable quality education.

Recommendations

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

1. Communities' participation in school development should not be relaxed after their initial involvement in setting up the schools. It has to be a continuous exercise for the maintenance and sustainability of quality in education.
2. Wealthy individuals in the communities need to make meaningful and positive contributions to the upliftment of the schools .

3. Principals of Secondary Schools should adopt good school community relationship strategies to attract important and wealthy personalities that will assist the schools.
4. Principals should ensure proper utilization and maintenance of available school resources to avoid waste in the face of the economic stress staring everybody on the face.

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EVALUATING CO-CURRICULAR ACTIVITIES AS INTEGRAL COMPONENT OF THE HUMAN LIFE: CURRICULUM IMPLICATIONS FOR THE NIGERIAN CONTEXT

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ABSTRACT

Co-curricular activities, also popularly known and called extr-curricular activities by renowned educationists like Bucher and Association (1974), Vannier and Fait (1975) named "Extra-Class Activities" may be regarded as those school activities that take place outside the official designated class-room hours or periods. Traditionally, the periods exclusively and officially designated schooling hours during which activities under reference take place are very early in the mornings prior to the commencement of classes at 8.00a.m as well as in the evenings shortly after afternoon studies at 5.00p.m respectively. Notably co-curricular or extra-class activities complement the courses of study normally scheduled within the overall school curriculum. This paper as it were intended to appraise Sports in the wider ramifications as integral component of the school curriculum that should be organized and implemented in a way that will approximate and extend the welfare of the average Nigerian society at large. The paper made an overview of types and/elements of sports as well as their relevance in the school curriculum paradigm. Recommendations included among others that the school curriculum should be reviewed regularly to justify the continued existence of some sporting activities with passage of time. Government at all levels, private initiatives and religious organizations having stake in the education enterprise as well as the well being of the youth and children should collaborate in developing school sports.

Introduction

Co-curricular activities are adjunctive or additive to the regular academic or class-room work and are specially arranged with the sole aim of enabling the students to have meaningful digression from academic monotony and boredom. Examples of the extra-class activities abound in drama, music, dancing, arts, crafts, gardening and above all sports.

At this juncture, it may be gratifying to note that the essence of the early morning physical fitness exercises is to enable the students supple their joints, activate their body systems as well as the various groups of muscles in order to tone them up into a state of physiological readiness to cope or brace up with the challenges of the day's academic load and other school routine work.

This is the very period during which every student within and outside the hotels a school is expected to participate very massively and actively in one form of sporting activity or the other as positive means of recreating themselves and forestalling drudgery.

Classes of Sporting Activities

Sporting as co-curricular or extra-class activities that could simply be defined as those physical activities that people indulge in either as individuals or as groups/teams for the purpose of achieving all-round body development and fitness (physical, mental, emotional, social as well as economic fitness).

Distinctively, there are two main types of sports the recreational and the competitive sports. There is, however, no clear cut demarcation or hard and fast rule as to which ones are recreational or competitive in nature. It should be noteworthy that, at times, depending on the purpose or purposes in view and the individuals or groups concerned, sporting activities meant recreational purposes could also be utilized for competitive purposes too, and vice versa.

Recreational Sports

The recreational sports are those physical activities that are performed during one's leisure period that is, out of one's volition or choice, and not out of compulsion. The leisure time physical activities give those who participate in them enjoyment, satisfaction, happiness, refreshment, contentment, peace of mind as well as reinforcement of companionship, group identity, sense of belonging, esteem, actualization, mutual interest and concern for others.

Competitive Sports

The competitive sports, on the other hand, may be regarded as those physical activities which individuals or groups/teams indulge in with the sole aim of winning out the other individuals or teams/groups to emerge victorious and become the overall champion. Competitive sports have recorded history and tradition which stream physical exertion within prescribed rules and regulations. In competitive sports, the actors are individuals who represent formally organized pressure groups and who wish to achieve set objectives and goals or recognition by defeating the opponent or opportunities. These are therefore, characterized by rivalry between two individuals or among teams, competing to displace each or one another of from winning some valued prizes or gifts such as honour, recognition, trophy or money (Onyekwena,2010).

In competitive sports, one team or individuals has to win or lose; a draw is usually regarded as an unfortunate outcome. Competitive sports require long periods of persistent, diligent, systematic and well-planned practice and training sessions, apart from physical exertion, in order to properly simulate the participants to perfect the skills, techniques and strategies of the sports in question (Onyekwena, 2008).

It should be of interest to note that a participant in competitive sports cannot willingly quite the field of play, despite injury, fatigue and boredom. This is consequent upon the prestige at stake as well as other attendant benefits inherent in them.

Competitive sports may be categorized into six sub-areas, namely: Intra-mural or Inter-house sports, the Extra-Mural or Inter-school sports, the Inter-Scholastic sports, Inter-Collegiate sports, the Adapted or Sports for the Disabled and the last, but not the least, the Adult or Sports outside school sports.

The Intra-mural Sports

The Inter-mural sports competitions are synonymous with the popularly known Inter-house sports competitions. They are the sports competitions that take place within the four walls of a school and among the various dormitories or hostels or houses in a school. Those periods create ample opportunities for students to voluntarily participate in sporting activities such as Calisthenics, Karate or Man-O-War demonstration, Fashion Parade, particularly for the female students and such like things. The periods provide for a mutual interaction between the school authorities and the parents/guardians of the students who are usually invited to such occasions to come and joyfully see for themselves what else their children and wards are capable of doing, apart from academic work. The periods are fertile grounds or appropriate laboratory stages for testing practically what the students learnt during their basic instructional programme of physical education, affording students the opportunity for mass participation in sporting activities. The participants comprise young and the old, the small, and the big, the skilled and the unskilled, the sick and strong, the children of the rich and those of the poor alike.

It also involves both sexes, competing in sports separately and in co-educational programme. The Intra-mural or Inter-house sports competitions serve as appropriate avenues for hunting for hidden talents or potential athletes or players that will be groomed further to compete for the school in the Extra-mural or Inter-School Sports competitions.

The Extra-mural Sports

The Extra-mural sports competitions, otherwise, known as the Inter-School sports competitions are those that take place between the athletes or players of one college and those of another College. The students that partake of the Extra-mural sports competitions are selected during the Intra-mural or Inter-departmental sports competitions. They are

further nurtured to properly condition them to the actual competitive stress expected in the Extra-mural sports. Consequently, the athletics and players involved here are, therefore, more skilled than those of the Intra-mural sports competitions. Extra-mural sports are in turn, further preparatory stage for competitors that later compete in the Inter-Scholastic sports competition.

The Inter-Scholastic Sports

The Inter-Scholastic sports competitions are the ones that take places among students-athletes and players within a designated locality may be, say within a state or nation. Examples of these sports are the zonal final of the Nigerian Association of colleges of Education Games (NACEGA), National Universities Games (NUGA), Nigerian Polytechnic Games (NIPOGA) competition etc. The competitors in these sports fiesta are much, much fewer in number than those of the previous two, that is, the Intra-mural and the Extra-mural sports competitions, respectively. Besides, these athletes and players that compete in the Inter-Scholastic sports competitions are the skilled, more experienced and more advanced than those of the previous two sports, respectively.

The Inter-Collegiate Sports

The Inter-collegiate sports competitions are those sporting activities that are held among the Tertiary Institutions such as Nigeria Universities Games Associations (N.U.G.A.), the West African Universities Games (W.A.U.G.), the Nigeria Polytechnic Games Association (N.I.P.G.A.), just to name of them. The competitors here are highly advanced, highly experienced and highly skilled, since they had previously been involved in these sports in the post-primary schools.

It should be noted that the Inter-Scholastic and the Inter-collegial sports competitions are characterized by measurable publicity, commercialization, spectatorism, reward and moderate orientation towards winnings.

The Adapted or Disabled Sports

The Adapted or Disabled sports are synonymous with the Handicapped or sports for the A typical. These are the sports fashioned out for the handicapped individuals or persons with physical challenges in order to give them sense of belonging, identity, esteem and actualization as is the case with other fellow human beings. They are specialized forms of sports with special contrivances that enable the handicapped individuals to recreate and exercise themselves in varied physical activities of their choice, without much hindrance, just as the normal athletes and players would do.

Adult sports or outside school sports:

On the other hand, the last two of the six classes sports identified earlier namely the Adapted or the Disabled sports and the Adult or Sports Outside School sports come within the managerial jurisdiction of the National Sports Commission (N.S.C) and the States Ministries of Youth and Sports (States Sports Councils).

The sporting activities under reference consist of the Sports for the Disabled, the Challenge Football Cup Matches, the Professional League matches, the State and the National Sports Festivals, the Open and Classic Athletic Championships, Some of the Sports under this Associations jurisdiction include: Football, Handball, Basket ball, Volley ball, Hockey, Cricket, Chess, Boxing, Judo, Karate Taekwondo, Swimming and other sports Associations, the African Cup of Nations popularly known as the Unity Cup, the Olympic Games and the World Cup.

It should be noted that Adult or Sports outside school are characterized by considerable and excessive publicity, commercialization, spectatorism, rewards and above all professionalized orientation towards winning even at all costs and by all means – foul or fair.

From the fore-going submissions, it becomes crystal clear that both the State and Federal Ministries of Youth and Sports are quite cooperate and independent, but complementary sports bodies, that co-exist, collaborate, co-operate and function symbiotically for the progress, promotion and development of sports generally. None of these two is, therefore, superior or inferior to the other.

Implications of Sports in Overall Development Of Children And Youth

In this 21st Century global society, industrialization, automation, population explosion, urbanization, economic recession, unemployment, retrenchment and retirement of workers in both public and private sectors of the economy have precipitated unprecedented “forced free time” on the majority of the citizenry. This situation has given vent to idleness and inactivity as well as sedentary life-styles that either directly or indirectly affect the human dynamic equilibrium (Ajala, 1989). The resultant effects of these notably are frustration, boredom, proneness to immorality, kidnapping, violence, crime and other concomitant unwholesome behaviours. All these have their social, emotional, mental, physical and organic strains and stresses as well as economic fallouts on our students and the entire citizenry alike, thereby making lives devoid of fun, enjoyment, recreation and relaxation.

The prevalent strain and stresses resulting from the prevalence of the problems under review coupled with the cosmetic, psychedelic and materialistic life-styles of our space-age, of which our students are part and parcel of has inadvertently given rise to the emergence of organic diseases, emotional and cardiac problems and other mal-functions of the body. Idleness and inactivity can predispose an individual to obesity, which is as much due to under or complete inactivity as to over-indulgence in eating and drinking. Insufficient or complete inactivity can also result to inefficient blood circulation, decreased production of white blood corpuscles (cells) which reduces body immunity or resistance to diseases.

- Idleness and inactivity can expose an individual to hypertension, heart-attack and stroke which are the major causes of death in our society today. Inactivity can result to a drastic reduction in the strength, size and tone of the muscles and invariably to atrophy.

- Besides these, some individuals develop protruding stomach due to overindulgence in eating, drinking, idleness and inactivity. Weak, flabby abdominal muscles are known to be one of the major causes of low back pains. These weak muscles need to be strengthened and toned up to the normal level of turgidity through prescribed exercise regimen.

- Experience over the years has shown that due to common misconception that girls and ladies will develop thick musculature and invariably lose their elegance, sensational body contours and configurations as well as power of procreation by participating in sporting activities, most of them have, in consequence, abstained from indulging in sports and other life-saving physical activities, Ikeonu, (2000) and Uzoalor (1993). Apart from the above-mentioned problem, idleness and inactivity can generate problem of social isolationism and bottled up emotions. It is pertinent to note that emotional problems, when not put in check, metamorphose ultimately into more serious health challenges mental illness called psychosis (Onyekwena 2012).

Recommendations with Curriculum Implications

Because sporting activities are sine qua non to the lives of students in particular and the nation’s citizens in general, it is, therefore, pertinent and appropriate to recommend as follows:

1. The State Government should allocate adequate funds to State Education Commission for running sports in schools as sports are capital intensive ventures within the school curriculum.
2. School authorities, parents, and guardians should encourage their students, children and wards massively to be active participants in sporting activities at school.
3. The government should endeavor to employ and post more Health and Physical Education Specialists to schools in order to ensure that each school has, at least, two Sports specialists to take care of the sports lives of the students for all-round education, body fitness and development.
4. The Federal, State and Local Governments should join hands together to provide adequate sports facilities and equipment in all primary, secondary and tertiary institutions in this country.

5. Business organizations and industrialists should be urged and encouraged to go into extensive production and manufacture of sports wears and equipment to reduce the prohibitive costs of sports materials in this country. This will go a long way to enhancing quantum active participation of students and the entire citizenry in sporting activities.
6. Communities should team-up with the Local and State Government to provide recreational facilities at village squares and at sites of available natural resources such as lakes, caves, rivers, hills and so forth in order to boost recreation and tourism in this state.
7. Curriculum and academic programmes have to be planned in such a way that would accommodate sports on the wider spectrum

Conclusion

I optimistically hope that if these recommendations are meticulously and carefully considered and religiously implemented, serious efforts should have been made towards totally eliminating or drastically reducing the organic, physical, mental, emotional, social and economic woes and problems of our students in particular and our entire citizenry in general. Finally, educational institution should therefore be oriented towards ensuring effective accommodation of sports in the curriculum with special reference to timing and organization.

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POLITICAL VIOLENCE AND SOCIO-ECONOMIC DEVELOPMENT IN NIGERIA

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ABSTRACT

This paper has established impacts of violence on socio-economic development in Nigeria, and recommended the way forward.

INTRODUCTION

Violence has occurred so often in Nigeria, and elsewhere, that it is considered 'normal', except when there is a major loss of lives and property-as those instances in Syria, Egypt, Israel-Pakistan, America (Sept 11th 2001), DR, or Congo, Nigeria (Niger delta, Borno, Yobe Plateau, Bauchi). "Charred remains of buildings, commercial centres, as well as hulks of cars, trucks serve as mute testimonies of violence" (Adrian, 2011, Alubo, 2011). The main objective of this paper is to examine the likely causes of political violence, and their negative effects on the socio-economic development of the people in Nigeria.

CLARIFICATION OF CONCEPTS:

POLITICAL VIOLENCE

Political violence is the use of destructive means or methods in an unlawful manner against persons, property, institutions, in order to publicise grievances, coerce or intimidate a government, opponents, the civilian population, in furtherance of political, socio-economic, religious objectives. It is terror and destruction that is systematically, planned and executed, to achieve political goals. The targets often include; Government functionaries and institutions, identified individuals or groups, innocent public-bystanders, traders, and so on (<http://legal-dictionary-thefreedictionary.com/political-violence>).

Howell (2004) sees political violence as synonymous with 'thuggery' activities and means 'brutal' acts or behaviour by ruffians. To him, politics is the tireless repetition of misleading facts designed to depict an opponent as personally despicable, and in regard to governance, as dangerous to physical and spiritual life of a persons or nation. Violence involves acts characterized by rudeness, hooliganism, touting, intimidation and harassment. It involves behaviour that contradicts peace, harmony, interdependence among groups of people.

Political violence is an illegitimate and destructive means of seeking political power with a view to subverting popular opinion for parochial ends through self imposition. Therefore, political violence is simply the "criminalization of politics, to scare off the 'good' people, leaving politics in the hands of ruffians, thugs, hooligans, touts", etc. Violence in politics is the entrenchment of the hijack syndrome, of the right of the people to participate in the

decision making process of matters that concern their welfare and development. Karl Schmit (In Schaefer, 2011) is of the view that, political violence, and violence generally is a disturbance to political equilibrium. Gur, (in NEPAD, 2003), sees political violence as collective attacks within a political community against the political regime, its actors- including competing political groups, as well as incumbent – or its policies.

VIOLENCE IN NIGERIA POLITICS

Contemporary events across the country have clearly demonstrated that Nigerian politics has been bedevilled with violence. Since the 60's, no regime can be said to be free from the 'syndrome' of political violence, both military, and even more in the civilian regimes, that have adopted the 'dastardly' practice (Gboyega in Kwanashie 2004, P.6). Violence has been regrettably elevated to a 'fashionable' status within many nations' polity, including Nigeria. Violence has become a determining factor in the political, especially electoral machinations and outcome. Political power seekers have institutionalized violence to the point of subverting the constitutions. The employers of violence – “godfathers, and their sons” thus have been placed over and above the laws of the land. They carry arms without hindrance, they have military, paramilitary, mobile Police, civil defence, escorts to abduct, kill, maim and harass their targets - contenders (Alubo, 2011).

Another way 'leaders' have institutionalized violence in politics is by employing 'illiterate' thugs as “special advisers, special assistants, contractors (for their loyalists), who cannot “special-advice or assist” in any meaningful and positive way. Some of the touts are commissioned as “party agents”, chairmen of local governments, pooling officers, monitoring officers, who often overpower, intimidate, official personnel posted to do such assignments; causing violence and crisis in voting arenas to impose their figures, snatching boxes etc. (Adeyemi, in Ekweremadu, 2009). He expresses concern over the increasing state of violence in Nigeria, “in recent times there has been much concern about Nigeria's survival as a nation, since the return of democracy in 1999, there has been a drift from one violent conflict to another, often with devastating consequences on human life and socio-economic development”.

SOCIO-ECONOMIC DEVELOPMENT

Socio-economic development is any activity, or programme that creates sustainable access to the economy for its beneficiaries. This means that, contribution from stakeholders should provide sustainable benefits, to use the old saying; socio-economic development projects should teach (equip) people to fish, rather than given them fish (politicizing and impoverishing) them (NEPAD, 2003). Socio-economic development is the relationship between economic activity and social life. The NEPAD declaration implies that socio-economic development is the continuous improvement in the well being and in the standard of living of the people. It connotes meeting the basic needs that are essential to live a life of dignity by the people. This includes access to quality education, better health-care, decent housing, safe drinking water, and good sanitation of the nations' wealth.

Socio-economic development is measured with such indicators as life expectancy, literacy, functional education, employment, and GDP. The impacts of socio-economic development are seen in positive changes in law (rule of law) and the supremacy of the justice system, changes in physical environment – curtailing the forces of denudation that often render environment inhabitable, and changes in ecology. Socio-economic development also requires action that will strengthen policies, delivery mechanism of outputs in key social development areas – food, educations, Health care/HIV/AIDS, child welfare, gender equity (fair treatment) and the protection of the vulnerable groups – women, youths, children, the aged and the disable. There is the need to address poverty, by reducing the suffering of the less privileged and increase their access to social services/amenities, and to increase the poor

people's ability to generate an income of their own, in order to liberate them from vicious circle of squalor, diseases and excruciating poverty.

Therefore, the key objectives of socio-economic development are:

- 1) Promote self reliance in developments, and build capacity, (skill acquisition training, loans,) for self-sustaining development.
- 2) Strengthen policies, delivery mechanisms
- 3) Ensuring affordable access to water, food, sanitation, finance, markets, ICT, shelter and land, especially for the rural poor.
- 4) Progress towards gender equity (fair treatment and access by all gender to opportunities) in all critical areas of concern including education, employment, elective positions, appointments etc.
- 5) Encourage broad base participation in reaping of outputs and opportunities of development by all stake holders at all levels (NEPAD/HSGIC-03-2003/APRM/Guideline/OSC/9 march 2003).

CAUSES OF POLITICAL VIOLENCE

Sederberg (1994) attribute violent behaviour to two theses – the “killer Ape Thesis” and the “Cherry pie Thesis”. According to him, the killer Ape thesis states that, humans are biologically programmed to be inherently violent, ie, hereditary genes pass on violence from generation to generation; we have no choice in the matter of violence.

The Cherry pie Thesis on the other hand locates violence in our cultures. That it is our cultures that bread us into violent beings – the socialization we receive; the environment in which we live, the era in which we are born and reared, the economic status we hold. Cherry Pie explains the long standing war between England and Ireland only with respect to history – due to some past injustice, which must continue in the future.

Another reason for political violence is supplied by Mohoshin (2009), in his study of “Youth Development in Bangladesh”, which tallies with the situation in Nigeria, is the issue of what he termed “blind support for party politics”, replacing the glory of knowledge base debates, with incisive statements resulting to violent contest; especially now that hooliganism has replace constructive exchange on part of youths/students, and the contending parties on the other hand. At a point in history, Bangladesh, as was the case in Nigeria, student/youths, workers' communities (unions) were the educated section of the society that could fight for the rights of the people, playing leading roles. These days, students, workers, and whatever unions are used as wings of political parties. Civil societies are no longer agents of socio-economic and political development of their affected communities. Instead they perpetuate the agendas of politicians and godfathers.

Kayode O. (citing El-Rufai, 2012), attributes political violence in Nigeria to failure of governments at all levels in applying states' revenues on improving the welfare of citizens. Instead, the federal allocation funds, and the IGR combined are spent on running their governments (El Rufai – Nigerian village square, 25th July, 2012). The federal, states and local, governments are not ploughing resources into investments that will enhance their productive capacities. Nor are they allocating funds to the development of both social and economic infrastructure, what we are experiencing in Nigeria, according to Kayode (citing El Rufai 2012), “is a massive obstruction of access to government and power by a narrow group of people (the can- go -cult of political class) who continue to take advantage of their past and present positions and network within and outside the bureaucracy to create an unofficial albeit, controls resources, power, and authority”.

They work with government in power (dictatorship or democracy). Will do anything by any possible means to oppress and marginalize the civil society with a view to preventing them access to power, economic resources. This way they nurture corruption as a way of retaining continuous control; corruption has enjoyed great legitimacy, and completely undermined government/public socio-economic development structures and international image, entrenchment of massive poverty and reckless extortion, which has become a feature of Nigerian Federation today-in hospitals, schools, and high ways. These kinds of practices create resentment and cynicism, which burst into violence at the slightest provocation (Kayode, 2012).

Roger B (2009) identifies social problems as one of the causes of political violence. Social problems at different levels of group inequality and youth unemployment have increased the propensity for violence. The dominant discourses in the conflicts refer to political exclusion on the basis of ethnicity and religion. A key element of dispute is over which groups are represented in government, and have access to state, with much controversy over how state and local governments exercise power. For this reason, the conflicts need to be placed in the context of the local political economy (Kane, 2003, Marshall, 1995, in Roger, 2009).

Raul (2004) identifies poor economic condition and lack of economic opportunities, to favour political violence. Poverty and income inequality would feed frustration; hatred and grievance make political violence more likely. Gur (survey, 2010) seems to be in agreement with Raul, when he explains political violence with his “economic discontent”, also known as relative deprivation theory. According to him, the back bone of the theory is the “perceived discrepancy between expected ‘pay off’ and actual ‘pay offs’ of individuals. When these discrepancies become collective, they feed anger and frustration, which translate easily into violent behaviour.

Esew (2003) summaries the causes of political violence to include: Domination, and marginalization of sections, groups, and persons in the acquisition and sharing of political positions, rigging of elections, manipulation of political process in favour of certain groups, sections, persons; and falling apart of sponsors and sponsored over contracts, appointments or methods of management of the states.

IMPACTS OF POLITICAL VIOLENCE ON SOCIO-ECONOMIC DEVELOPMENT

Political violence deprives women of the opportunity to participate in a climate of thuggery, killing, maiming, because they carry an essence that is not violence compliance. Thereby robbing the society of the subtle, tenacious managerial capacity that only women can give (Olugbemi, 2003, Adeyemi, 2003, Ogeltope, 2003; in Kwanashie, 2003)

The syndrome of given appointment to unskilled, unqualified thugs, leaving the skilled people branded “Opposition” has caused unprecedented decay in governance, low productivity in the entire civil service and general apathy in the society (Alubo, 2009).

Business people suffer serious losses as a result of political violence. Others move their businesses elsewhere, which are a serious blow on the economy of the affected state, city, community. Causing congestion in places of destination.

There is politicization of social services, amenities, (electricity transformers, roads, farm-imputes) other people belonging to “opposition parties” are not to benefit from provision of such amenities.

The massive destruction of life and property, throwing family members into grief, and misery. There is erosion of confidence in the law enforcement agents, and general feeling of insecurity.

THE WAY FORWARD

There is dire need for a synergy between public and private sector for better coordination, supervision and proper channelling of society's resources and opportunities to the right places, persons, to assuage the suffering of the people. In doing this, the right information is very important, in order to alley the growing cynicism and resentment of the public, especially against government/functionaries that often burst into anger and violence. There is therefore need to create easy access to information about government activities through easy outlets to reach every segment of the society – not paid or hijacking of media units by government functionaries without concrete ends (Howell A. 2004).

There is need for total overhaul of the social, economic, political, cultural, religious policy statements, implementation and supervision to reflect the current reality in the country.

Time has come for government to take the civil service seriously – make it workable in their roles, regarding the enactment, implementation, funding, quality control, step-by-step supervision, application of sanctions to violations of rules and regulations.

The decay in the justice system in this country needs to be addressed. There is dire need to allow “separation of powers” and the ‘independence’ of the judiciary to bear; an independent funding be created for the judiciary and it should be removed from the direct control – appointment of and removal of judges – massive renovation of courts all over the country to create a “new feeling” and establish ‘new justice instinct’.

Workers, students, civil society unions/organizations, and the intellectual community need to either track-back, or evolve unionism or activism of dignity, based on sound socio-political philosophy that is people oriented, with achievable goals and objectives. Campuses of tertiary institutions should be rid of partisan politics; stakeholders should take steps to make students/youths activism a process of leadership building capacity for future leaders; and this is an urgent step that must be taken (Mohoshin, 2009).

The judiciary should engage in the realistic interpretation and application of the constitution; the political elite should be stopped from subverting the constitution in order to minimize the cases and issues of “non indigenes” and ‘settlers’ thereby reducing ‘Politico-religious’ violence.

Finally, the security operatives should be educated on democratic ideals, as they often use barbaric and unlawful means of “instilling law and order”, which many times rather entrench crimes and break down of order (Alubo, 2011).

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ICT IN EDUCATION: IMPLICATIONS FOR DISTANCE LEARNING

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Abstract

We are living in a period when information rate is growing exponentially. There are implosions of more and more specialties in various disciplines. A discipline today may have more than 50 or more journals as a result of findings, methods and reviews from all over the globe. The role of printing press in knowledge revolution is stressed. ICT is seen as an exciting and innovative ways to provide learners with global access to information, learning and support. The integration of ICT in teacher education programme is explained with emphasis on emerging pedagogy. The UNESCO study which identified four broad stages of ICT adoption and use in education is stressed. Distanced learning as a way of ensuring that acquisition of knowledge and skills through mediated information and instruction using ICT. ICT and teachers professional growths using distance learning is encouraged. Today we are witnesses to teachers who are professionally developed using this process. The knowledge economy is dynamic. Hence, recommendations are made for institutions and governments for positive changes.

Keywords: Information age, ICT Integration, Emerging Pedagogy, Instructional Delivery, Death of Distance and Professional Development.

Introduction

We are living in an information age. This is a period when information rate is growing exponentially. It is a fact today that so much new information is being referred, revised and generated so quickly that even experts in any known field of endeavour could not keep up to date. To heighten the poor situation in the information management is implosion of more and more specialty areas in various discipline. For instance, in Biology we used to have Botany and Zoology, but today Zoology alone has these parts such as *Acaranology*–Arachinids; *Cetology*–Wales; *Entomology*–Insects; *Herpetology*–Reptiles and Amphibians; *Ichthyology*–Fishes etc.

Knowledge Explosion

A discipline of study might have more than 50 or more journals given to publishing new findings, methods and reviews from all over the globe. A serious minded teacher must have discovered that textbooks and other instructional materials were being rendered obsolete before they get to the end users or readers. Even if you have time to access all of them, you may find it difficult to read them very well all in time to remain relevant.

This phenomenon emerged when Johannes Gutenberg reinvented the printing press which brought about the first knowledge revolution. This singular act shattered teachers' monopoly of knowledge. As if this was not enough, the inventions of the first mechanical Computer-Difference Engine and Analytical Engine by Charles Babbage, the father of computing set

the stage for this great revolution. Also critical in this revolution is Vincenth Atanasoff, the father of the computer and inventor of the first electronic digital computing device provided the stage for the astronomical digitalization of human activities. These improvements in ICTs have completely wiped away whatever was left of the teachers' monopoly of knowledge.

The learning resources available to teachers in information competitive society have become enormous with the globalization of the world. These resources that are everywhere in the cyberspace, can be extremely scarce to some. Anyone who cannot locate these resources is living in the Black Holes of Cyberspace. A teacher at any level of education, who is not on the net take it for granted that, his most current information is obsolete even as he is receiving it by snail mail is living in oblivion.

ICT in Education

Iwu and Ike (2009) defined ICT as the acquisition, processing, storage and dissemination of vocals, practical, textual and numerical information by a micro electronic based combination of computing and telecommunication. ICT simply means the use of computer based information systems and communication systems to process, store and transmit data. It is to describe exciting and innovative ways to provide learners with global access to information, learning and support. It is an umbrella term that includes any communication devices or applications, encompassing, radio, television, cellular phones, computer network, hardware, software, electronic mail, facsimile, satellite systems as well as the various services and applications associated with them. The field of education has been affected by ICTs which have undoubtedly affected teaching and learning. ICTs have the potential to accelerate, enrich, deepen skills, motivate students and to help them relate school experiences to work practices.

Integration of ICT in Teacher Education Programme

ICT have become an important part of most organizations today. As a result, teaching and learning are fast changing as a result of innovations and new findings in ICT. This is evidenced in developed economies of the world. These developed economies are in constant and progressive use of ICTs in their educational institutions. As a result of this paradigm shift, these nations are in a position to overcome most of the challenges confronting them.

ICTs are playing revolutionary roles in teaching, learning and research. The educational use of such technologies as computer, electronic databases, telecommunication devices, laser discs and hypercard screen, provide among other things easy access to information for both learners and teachers making activities flexible and interesting. It is axiomatic that schools should as a matter of urgency equip learners with the technological tools and thinking skills that are absolutely essential for the productive employment and informed citizenship.

Teacher education institutions must change to meet the challenges of this information age. Iwu (2005) observed that successful schools are those that provide integrated technology experience for their students to:

- i. increase their technology capabilities;
- ii. seek, analyse and evaluate new information;
- iii. become problem solvers and decision makers;
- iv. use tools creatively and effectively to assist them in decisions;
- v. become communicators, collaborators, publishers and producers.

To achieve this, ICT should be an integral part of the school programmes. The school activities should be driven by ICT in such a way as fuel is used to move a car. Teacher education students are expected to graduate with strong skills, positive attitudes, including the idea of lifelong learning and thoughtful approach to using ICT in their schools. It will be

necessary for these student-teachers to experience ICT at all levels of their preparations. Teaching the student-teachers basic computer literacy the traditional topics of operating system, word processing, spreadsheet, data base and telecommunication topics are not enough.

ICT integration therefore should be used to enable the student-teachers to function well. ICT integration connotes a range of learning environments from a standalone computer in a classroom to a situation where the teaching is done by the computer through pre-packaged teacher proof course ware. An appropriate integration of ICT in education should ensure that new ways of doing things must be in place. In other words the traditional teacher-centered learning must give way to a pragmatic learner-centered learning environment. This change in approach will form the bedrock for effective acquisition of the knowledge and skills needed by the learners. ICTs have the potentials of equipping the students of better ways of teaching and learning. Ibe-bassey (2011) pointed out that the traditional pedagogy paves way for the adoption of an emerging pedagogy enabled by ICT. He stressed that the emerging pedagogy that is ICT centered has definite attributes such as: active learning, collaborative learning, creative learning and evaluative learning

These can be seen on the adapted table 1 below

Table 1 An overview of traditional and emerging pedagogy in education

Learning Aspect	Traditional Pedagogy	Emerging Pedagogy
1. active	-Activities set by teachers -whole class instruction -little variation activities -programme determines pace	-activities set by learners -small group -many different activities -learners determine pace
2. collaborative	-individual -homogenous group -everyone by himself/herself	-working in teams -heterogenous group -supporting each other
3. creative	-reproductive learning -apply known solutions to problems	-productive learning -find new solutions to problems
4. integrative	-no link between theory and practice -separate subjects -discipline-based -individual teachers	-integrating theory and practice -relations between subjects -thematic -teams of teachers
5. evaluative	-teacher-directed -summative	-student-directed -formative

(Source: Adapted from Ibe-Bassey, 2011).

Generally, ICTs-emerging pedagogy will accommodate **‘just-in-time’** learning where learners can choose what to learn and when they need to learn it. There is interaction and cooperation among learners, teachers and experts irrespective of where they are. There is the manipulation of existing information and the creation of real-world products than mere regurgitation of received information. An ICTs-emerging pedagogy encourages student-directed and diagnostic pathways of learning. Students can explore and discover rather than listen and remember.

There are lots of policy considerations in ICT integration in education. However, such policies may become useless until there is an appropriate and effective implementation. The classroom is the last checkpoint for the implementation of any educational policy. Teachers as managers and facilitators of a given instructional system hold the key to whether ICT is implemented appropriately and effectively or not.

In 2005, a UNESCO study in Ibe-Bassey (2011) identified four broad stages of ICT adoption and use in education. These are:

- Emerging stage (ICT literacy & basic skills, ICT tools, use & function),
- Applying stage (using ICT tools in different disciplines),
- Infusing stage (understanding how to use ICT tools for real life situations),
- Transforming stage (approaching learning & teaching situations in a specialized ICT tools).

This can be represented in Figure 1.

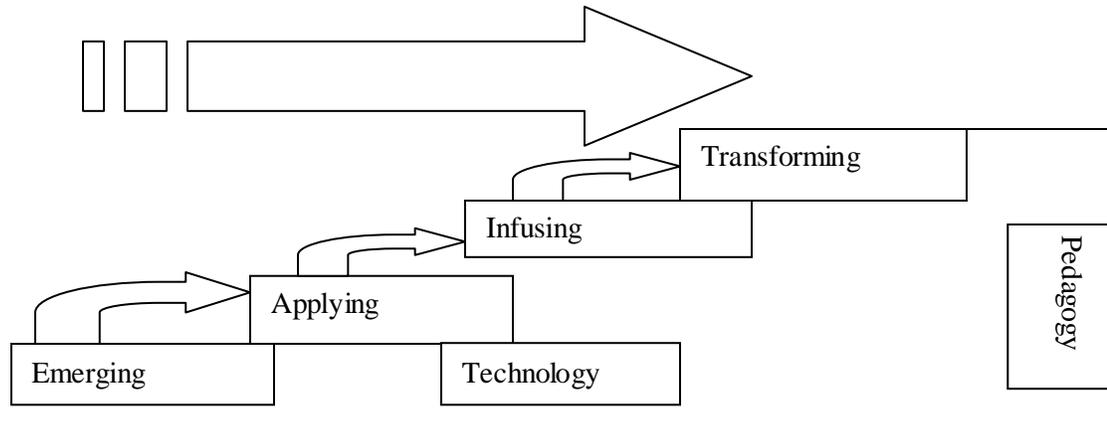


Figure 1 Stages of ICT integration in education.
(Source: Ibe-Bassey, 2011)

A detailed description of these stages of ICT integration based on the experiences and behaviour of teachers and learners can be presented in Figure 2.

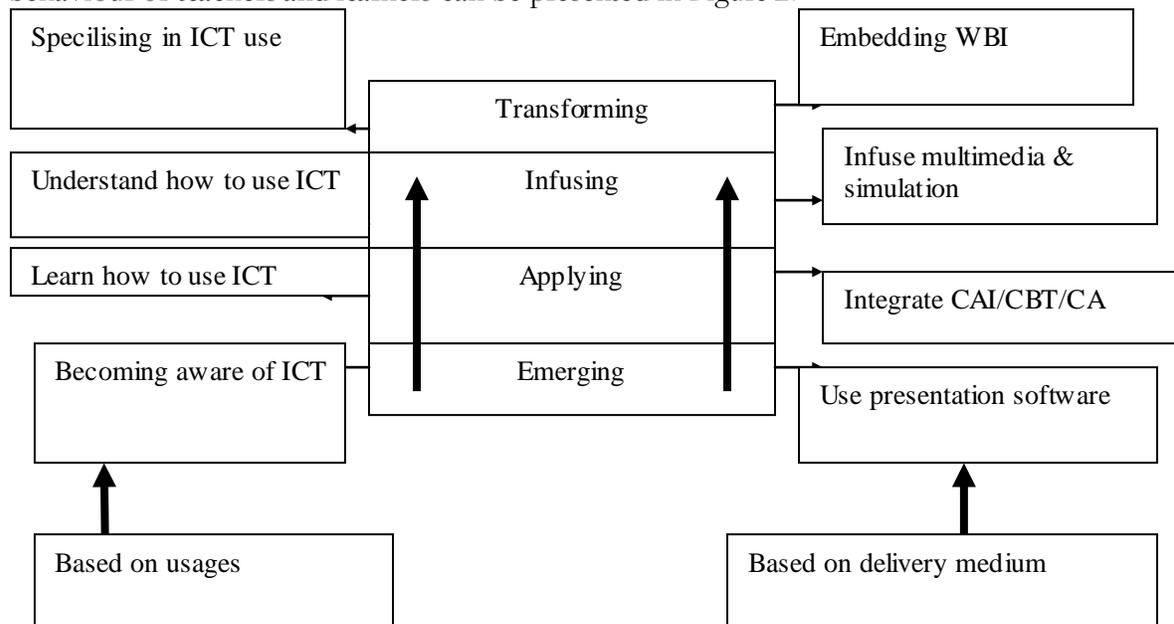


Figure 2 Mapping teaching & learning to the stages of ICT integration in education.
(Source: Ibe-Bassey, 2011)

A cursory look at the curricula of all the teacher education institutions in Nigeria such as Colleges of Education, Faculties of Education in the Universities and Teachers Registration Council of Nigeria (TRCN), they lacked professional development programmes that have an ICT-based study. If our learners would be relevant there would be need for all the stake holders to come up with programmes that will be tailored to training and re-training of both staff and students. This will enhance the quality of instruction and learning. Student-teachers

will always teach the way they were taught and trained in their various institutions. There is no gain-saying the fact that what we have today as products of these institutions are as a result of what the producers, that is the lecturers in these places are the reflection of their institutions.

To achieve the expected, there is need for these institutions to adopt UNESCO 2008 ICT competency standard framework for teachers. Ibe-Bassey (2011) observed that, the guidelines given by UNESCO and provided for teachers and Teacher Professional Development (TPD) programmes as a planning tool that can be used to access levels of attainment during the implementation of the TPD programmes. Below is the graphic presentation of UNESCO, 2008.

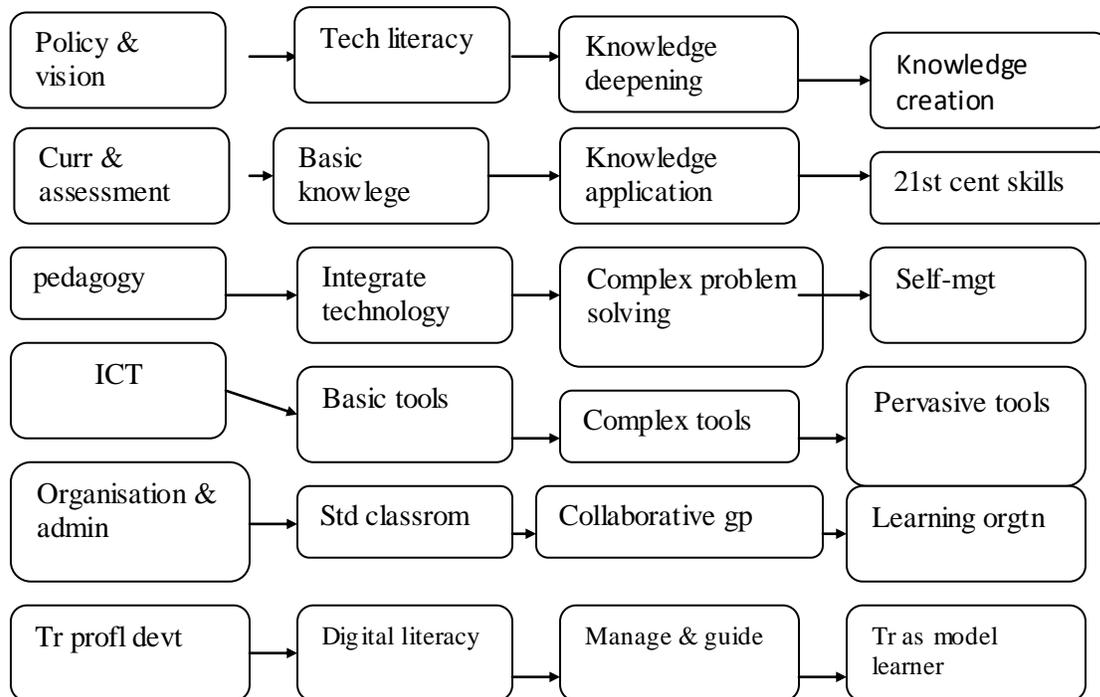


Figure UNESCO ICT Competency Standards Framework for Teachers (Source: UNESCO, 2008).

The usefulness of the above UNESCO 2008 proposal is dependent on the political will of the financing authority. Most supervising agencies sometimes are handicapped by the politicians who do not know why so much money should be spent in the project. Anytime they are ready, they areas of consideration may include:

- a. Determination of the educational purpose that technology will serve.
- b. Decision on the ICT integration approach to follow.
- c. Selection of infrastructure and hardware with consideration on cost-effectiveness, appropriateness and sustainability.
- d. Decision on universal access to technologies.
- e. Social sustainability.
- f. Financial cost of ICT acquisition in schools.
- g. Development of content for ICT supported teaching, learning and curriculum relevance.
- h. Consideration for trained personnel who will implement technology integrations (Ibe-Bassey, 2011).

Prospects of Integrating ICT for Effective Instructional Delivery

Nsofor, Ala and Abdu (2012) observed the following to be some of the major relevancies of ICT for effective instructional delivery:

- **Teaching Large Class:** There have been complains over the years by the lecturers in tertiary institutions on how to deal with students over population. ICT provide solutions for that and holds a great promise of extending the instructional method to a large classroom at the same time if effectively utilized.
- **Teaching the Abstract Concepts:** With the help of Computer Assisted Instruction (CAI) learners' phobia of understanding the abstract concepts of scientific concepts would be solved. This is because learners at whatever levels do not prefer learning by imagination rather they love reality. They may learn better especially when they see, touch or hear sound. CAI holds great promise for that.
- **Exposing Students and Teachers into the Contemporary World:** Through exploration by using ICT for instructional purpose one learns better what is happening in the modern world. This may be done in a place where internet facilities are provided for students and teachers consultation. In his contribution of the relevance of ICT for effective instructional delivery, Nwaboku (2003) cited in Nsofor et al (2012) contend that for this age and time, students will need the internet for learning while teachers beyond being computer literate need to update their knowledge through ICT with resources outside their immediate environment via internet, in a few more years, if higher institutions in Nigeria fail to be linked to the outside World whatever knowledge and skills reposing within them would become obsolete and the education offered would be invalid.

In view of this, teacher education at all levels must as a matter of necessity take their rightful place to direct the ship of education. For these educators to enjoy this new and better way of learning, ICTs in teacher preparation should be emphasized and deployed for the training of pre-service and in-service teachers. The tertiary institutions involved in preparing teachers of tomorrow must provide the leadership role for the student-teachers. These student-teachers today will be teachers of future leaders who should function well in the knowledge economy and society of the 21st century. This knowledge based global society according to Abimbade (2012) is one in which:

- The World's knowledge base double every 2-3years.
- 7000 scientific and technical articles are published each day.
- Data sent from satellite orbiting the earth transmit enough data to fill 19 million volumes of text every 2 weeks.
- Graduates of secondary industrialized nations have been exposed to more information than their grandparents were in a life time.
- There will be as much change in the next three decades as there was in the last three centuries.

The challenges before us today will be how to re-structure our schools to provide learners with the appropriate skills to function in this dynamic and information rich environment. The re-structuring should move from the present teacher-centered and text bound classroom into the student-centered interaction knowledge environments that is based on the constructivism. This is a way of learning by doing, here learning is fun.

It is true that ICT is useful in teaching and learning, however, each subject has its peculiarities. Hence, there is need for in-depth training in each subject area. Since most schools may not have all the resources to be ICT complaint and teachers cannot fold their arms. The surest way to acquire these training and skills is through distance-learning.

Distance Learning and Teacher Preparation

Distance learning sometimes is seen as distance education. We shall use them interchangeably as the same. This is a way of ensuring that the acquisition of knowledge and skills through mediated information and instruction and it encompasses all technologies and supports the pursuit of lifelong learning for all. This learning is usually certified by a

recognized agency or institution. Distance learning therefore is a mediated means of communicating with those who are physically and emotionally separated from the communicator. This approach is parallel to the traditional face-to-face approach in which the teacher and the students are in close physical and emotional proximity.

The long distance between the communicator and the learners makes it needful to use ICT to reduce distance in the communication. The ICT that could be used include:

- Communication technologies such as all media employed in transmitting audio, video, multimedia, satellite, fibre optics, wireless radio, infra-red, Bluetooth and wifi.
- Computer technologies which include all removable media such as optical disc, flash memories, video books, multimedia projectors, personal computers.
- Network technologies which include Wide Area Networks and the Internet.

These technologies ensure that learners come to terms with “death of distance” which happens when the cost of communication comes down to next to nothing. The death of distance has today given life to education. Distance learning has not only changed how quickly educators and students can exchange and access information, it has altered the educational equation in fundamental ways. These technologies have made the school, students and teachers to have and become part of virtual classroom in every technology oriented environment.

ICT and Teachers Professional Growths Using Distance Learning

Teachers have opportunities to develop themselves now more than ever before. The ICTs have provided the platform for teachers to unlock the vast world of time, and space for professional development using distance learning (DL). DL has made available contents to teachers undergoing in-service training DL driven by ICTs have the potentials to strike the difficult balance between pressure to do one’s primary assignment as classroom teachers on the one hand, and the obligation to maintain up-to-date qualifications on the other. Today we are witnesses to teachers who are situationally positioned to develop themselves using DL programme. This programme of the College can broaden the range of professional growth of teachers and reduce the cumulative cost of retraining of teachers.

ICTs using DL help teachers who are focused to meet most of their professional expectations. They include but not limited:

- Making available training resources in digital format at a given centre.
- Use of individualized examination in formative and summative format.
- Providing access to information using productivity tools such as internet.
- Use of social learning networks such as Video, Ning, Wikipedia, Skype and Googledocs.
- Tutorial feedback and support at a distance.
- Peer sharing of experiences and research findings through web based fora.

Recommendation

It is necessary to request all institutions preparing teacher of tomorrow to be proactive. The knowledge economy is dynamic. The institutions and government should see themselves as positive change agencies.

They should therefore:

- Establish campus wireless connectivity.
- Develop website and video-driven lectures.
- Build a critical mass of ICT proficiency and competencies.
- Provision of alternative power supply.
- Promotion of the development of instructional materials in electronic format.

- Subject teachers should be encouraged to develop the skills required to use computer in their instructional activities.

Conclusion

As we conclude, we must have a vision for teachers of tomorrow. The people that will stand and direct our future leaders, these men must be prepared to stand and direct well. These teachers must be at home with www.com. They are the products of this ceremony today. At the right time they will be absorbed in our educational system to teach our sons and daughters. Therefore, they need to be effectively and efficiently trained with modern ICT's in order to cope with the challenges of ever changing society.

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IMPROVING CLASSROOM INSTRUCTIONS: THROUGH EFFECTIVE CLASSROOM MANAGEMENT APPROACH IN NIGERIA BASIC EDUCATION SYSTEM

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ABSTRACT

This paper focused on improving classroom instruction through learner centered classroom management approach at the basic level of education in Nigeria. The paper highlighted different strategies of learner centered classroom management which will enhance effective instructions in classes at the grassroots level of education system of the country. Among the strategies discussed are; organizing classroom and supplies, establishing classroom norms and expectations, pestering pupils accountability planning and conducting instructions, communicating skills for teachers, managing problem behavior, maintaining appropriate pupils' behavior. Also conclusion and recommendations were drawn from the discussion of this text. Among the recommendations drawn were; seminars, workshops and conferences should be organized for the teachers of basic education on classroom management, the participants should step down the skills they acquired to the teachers in their duty post, remuneration should be adequately provided so it will motivate the teachers to teach effectively and government should supply adequately the needed teaching facilities so the teachers will teach effectively and efficiently, among others.

Keywords: Improvement, Learner-Centered, Classroom Management, Effectiveness
Instructions

INTRODUCTION

Classroom management is one of the critical ingredients of effective instructions, so effective teaching/learning cannot take place in poorly managed classroom. Effective teachers appear to be effective with pupils of all achievement levels, regardless of the levels of heterogeneity in their classes. Marzano, (2001) in (Davis,2012) indicates that pupils in classes of teachers are classified as most effective by gaining fifty and above percentages point in their achievement over a lesson. This can be achieved by an important role played by teacher as classroom managers.

In the context of this paper classroom management is viewed in line with learner – centered approach following Pollack (2011) as “one that runs smoothly, with minimal disturbance in the learning environment of a group of individuals within a classroom setting. Classroom management and instruction are not separate, but are interwoven and complex. The interwoven nature of classroom management and classroom instruction is especially easy to see from pupil’s perspective”. Bala (2010) further confirmed that “pupils have at least two cognitive demands on them at all times: academic task demand (understanding and working with content) and social task demand (interacting with others concerning that content”. The

teacher must facilitate the learning of these academic and social tasks, for the understanding of the learning content and finding appropriate and effective ways to participate in order to demonstrate that understanding by organizing his instruction through:-

- ✓ Teacher balances lessons with teacher – talk and learner talk as appropriate, but with the balance tending toward learner participation.
- ✓ Learners given activities that will encourage them to become critical thinkers and problem solvers.
- ✓ Learners learn by doing things, working collaboratively in teams/groups or pairs.
- ✓ Learners develop the ability to integrate new knowledge into what they already know.
- ✓ Learners given ample activities to encourage them search for and share information, investigate and report on topic; to discover for themselves.

According to Vivian (2010), instruction can be seen as “purposeful direction of learning process and is one of the major teacher class activities along with planning and management.” Classroom in the word of Bala (2010) can be seen as “a room in which teaching or learning activities can take place and it can be found in educational institutions”. Based on the definitions of instruction and classroom, we can see that classroom instruction in learner – centered class in the opinion of Garba (2012) means a purposeful direction of learning process along with planning and management in an organized classroom for the vivid understanding of concepts and interactions.

Based on the text and content above, this paper intends to explore strategies that will facilitate improvement in the quality of classroom instructions.

Organizing Classroom and Supplies

Arranging the physical setting for teaching is a logical starting point for classroom management because it is a task that the teacher faces before school begins. Many teachers found it easier to plan other aspects of classroom management once they know how physical features of the classroom will be organized. Four keys to good room arrangement according to Worseham (2006) are “keep high – traffic areas free of congestion, be sure pupils can see teachers easily, keep frequently used teaching materials and pupils supplies readily accessible and be certain pupils can easily see the presentation and pupils desk arrangement in small group or fairs.

ESTABLISHING CLASSROOM NORMS AND EXPECTATIONS

For pupils to have a successful year in a classroom, they must understand and practice the behaviors a teacher expect of them because the teacher will want appropriate and cooperative behavior in the classroom. Vivian (2010) further stressed that “effective teachers generally involve pupils in the democratic process of determining classroom rules, but

generally the rules entail respect and courtesy toward all pupils, be prompt and prepared, instead quietly while others are speaking, and obey all school rules.

FOSTERING PUPILS ACCOUNTABILITY

Additional procedures are needed to encourage pupils to complete assignments and to engage in other learning activities. Pollock (2011) stressed that “Ultimately, the goal of any accountability system is to help pupils develop into independent learners, thus teacher’s procedures should give as much responsibility as possible to pupils themselves, rather than having the pupils depend on either teacher or their parents to see that assignment are completed. Pollock (2011) further stressed the following as important to pupils’ accountability: “clear communication of assignment and work requirements, monitoring progress on and completion of assignments and feedback to pupils.

PLANNING AND CONDUCTING INSTRUCTION

After classroom is organized, establishing norms and expectations, developing rules and procedures and a system in place to manage pupils learning. Now that teachers pupils are attentive and ready to participate comes the point that management and instruction meet.

Well – planned lesson with a variety of developmentally appropriate activities support the positives learning environment a teacher operated.

Vivian (2010) categorized planning instructional activities in to the following types include both long – range and short – range. Accomplishing the longer plan requires dividing the work in to terms, the terms into units, and the units into weeks and days.

Types of instructional activities in the word of Vivian (2010) include “content development (whole – group instruction), grouped basic skill instruction, individual work and feedback, more so planning for clear instruction according to Vivian (2010) include “presenting new concept, checking for understanding and re-teaching.

CONCEPTS OF MANAGING WHOLE GROUP INSTRUCTION

A central theme in managing teacher – led activities well is the idea of activity flow the degree to which a lesson proceeds smoothly without digressions, diversions of interruptions, lesson with the good flow keep pupils attention and prevent deviation between most of the cue for behaviors’ during the lesson are focused on behavior appropriate for the lesson. Vivian (2010) enumerated the following as a concept of managing whole – group instruction:-

Preventing misbehavior:- witness is the degree to which the teacher corrects misbehavior before it intensifies or spreads to more pupils and also targets the correct pupils when doing so. Also overlapping refers to how the teacher handles two or more simultaneous events.

Managing movement: where as witness and over lapping are accomplished by handling external interruption and pupils intrusions into the flaw of the lesson, movement

management is accomplished by avoiding teacher – caused intrusions or delays. Also momentum refers to spacing and is indicated by lessons that move along briskly. More so smoothness is epitomized in lesson continuity. A smooth flowing lesson keeps pupils attention.

Maintaining group focus: in trying to maintain group focus the teacher should note the following: a teacher must be conscious of the group influence on the instruction, group alerting this means taking action to engage the attention of the whole class while individuals are responding, accountability also occurs when the teacher let the pupils know that their performance will be observed and evaluate the same manner and high – participation format are lesson that program the behavior of pupils when they are not directly involved in answering a teachers questions.

Common problems in conducting instruction: this is happening when conducting instruction among which are: transitions is the interval between any two activities problems include long delay which can attribute to high levels of inappropriate or disruptive behavior, clarity involves stating goals or major objectives and making sure that pupils know what they are accountable for learning or doing, carefully outlining a lesson sequences moving from simpler to more complex ideas; providing instruction both orally and in writing: checking understanding by along specific questions or obtaining work samples; and providing for meaningful practices and feed back through class work or home work assignments that review all lesson skills and content.

MONITORING APPROPRIATES PUPILS BEHAVIORS

Teacher in learner – centered approach to classroom management should engaged in following strategies, as opined by Bala (2010) that: monitor pupils behavior during whole group presentations, small group instruction, individual work, by moving around the room during cooperative group work, and monitor completion of assignments, also management of inappropriate behavior. Make eye contact or move closer to pupil's use a signal such as finger to the lips or a head shake, to prompt the inappropriate behavior monitor until the pupils complies.

Provide a simple reminder of the correct procedure by either starting the procedure of asking the pupils to recite the procedure redirect pupils to task if he is off – task. Ask the pupils to stop misbehavior.

COMMUNICATION SKILLS FOR TEACHING

The teachers should note the following when presentations in a class with the medium of teaching recommended by the society:- Bala (2010) further itemized the following when instructions in a class:-

Constructive assertiveness describe your concerns clearly, insist misbehavior be corrected, and resists being manipulated, empathic responding – listen to the pupils perspective and react in ways that maintain a positive relationship and encourage further discussion, problem solving includes several steps for reaching mutually satisfactory solutions to problems, it requires working with pupils to develop the plan.

MANAGING PROBLEM BEHAVIOURS

Teachers should maintain problem behavior in learner – centered classroom when instructions are taking place through the following management strategies according to Bala (2010):-

Minor intervention: this involve the use of nonverbal cues, get the activity going, use proximity, use group focus, redirect behavior, provide ruled instruction, issue a brief desist, give the pupils choices.

Moderate interventions: with hold a privilege or desired activated, isolate or remove pupils, use penalty, assign detention, use a school – based consequence.

More extensive interventions:- use problem solving, use fire – steps intervention procedure, use “thick time” strategy, use the reality therapy model, confer with parent, create an individual contact with the pupils.

Special problems: bullying, tattling, rudeness toward teacher, chronic avoidance of work, frightens, power strangle.

CONCLUSION

At the conclusion of this paper, the paper stress that, it is pertinent to teachers of basic education to focus their attention on the processes and procedures involved in the classroom management according to the learner – centered principles which has direct bearing in an effective instructions in the classroom. Classroom management as discussed in this text focuses on improving classroom teaching/learning, classroom approaches, methods, and techniques to promote teaching to monitor learner progress and the effective use of available resources. The paper also make teachers in basic education system to reflect on their current knowledge and practice of classroom management and to use this as base for integrating new concepts and approaches to move from the traditional teacher – centered to the continuum of learner – centered which demonstrate alternatives to the effective instructions in basic education classes.

RECOMMENDATIONS

Arising from the discussing of this paper it is hereby recommended that:-

- ✓ There is an urgent need to recruit more trained teachers to cope with the strength of an ever increasing number of basic schools in the country most importantly know that the programmed is in full swim.
- ✓ Classroom management content in teacher education training should be given much more priority and carry out with the sole aim of improving the standard of teaching in our classes.
- ✓ The workshops that are organized by the federal government and state annually to refresher the teaching methodology of teachers at the grassroots' level; classroom management should accord a top priority with the sole aim of improving the effectiveness. The facilitators should be objective and constructive when given the training to the participants. And the participant should steep – down what they learn to the other teachers in their duty post.

The head teachers should take up the supervisory role in their school setting so as to ensure improvement in quality instructions in the basic classes.

Government as a matter of urgency should ensure adequate provision of the needed teaching facilities this will serve as motivation to effective instructions in the classroom at the basic level.

Adequate renumeration should be provided to the teachers as this will energize the teachers to teach effectively in the school.

Seminars conference and workshops should be organized on classroom management and teachers at the basic level of education should be encouraged to attend.

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IMPROVING THE REPRODUCTIVE HEALTH STATUS OF RURAL WOMEN OF UMUNZE IN ORUMBA SOUTH OF ANAMBRA STATE, NIGERIA

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Abstract

The study was focused on improving the Reproductive Health Care Status of women in rural areas with a case study in Umunze in Orumba South Local Government Area of Anambra State. Specifically, the study identified and assessed some reproductive health care practices as adopted by the women in rural areas, impediments to attaining adequate reproductive health care and strategies for improving reproductive health status of the rural women in the area of the study. Descriptive survey that utilized questionnaire was used for data collection. The target population consisted of all women of reproductive and child bearing age. Percentages were used to analyze the data. Ten major findings were identified and these were enumerated within the study followed by recommendations.

Keywords: Health, Reproductive Health, Motherhood, Family Planning, Contraceptives.

Introduction

Health according to the World Health Organization (WHO, 1991) is a state of complete physical, mental and social well being and not merely the absence of disease or infirmity. Reproductive health therefore involves all the reproductive systems, processes and its functions at all stages of life. In line with WHO's definition of health, the International Conference of Population and Development (ICPD, 1994) defined reproductive health as a state of complete physical, mental and social well being and not merely the absence of diseases or infirmity in all matters related to reproductive systems, its functions and processes. Reproductive health thus, demands that people are able to have a responsible, satisfying and safe sex life. The individual's also have the capability to reproduce and the freedom to decide if, when and how often to do so. Reproductive health also includes the right of men and women to be informed and to have access to safe effective, affordable and acceptable methods of family planning of their choice (ICPII, 1994).

The components of Reproductive Health as stated by Population Reports (1996) (ICPI, 1994) and WHO (1994) include among others, responsible reproductive sexual behavior, family planning programmes which focus on providing information and services on contraception widely, effective maternal care, safe motherhood which ensure that pregnant women would receive adequate pre-natal, safe delivery and post natal care.

In order to ensure adequate and appropriate reproductive health for women particularly in the rural areas, women should be exposed to appropriate health care services that will enable them to go safely through pregnancy and child birth while providing them with best choice of health for infants. Women in developing countries like Nigeria are often subjected to health risks due to inadequate responsiveness and lack of health services to meet their health needs particularly with regards to sex and reproduction. (United Nations, 1996) in a typical Nigerian culture with a focus on the area of study which is Umunze, observations and oral interviews conducted and among sampled group indicate that male dominance of decision making on reproductive health matters and related issues and sometimes their opposition of fertility regulation represents an important barrier to wishes use of reproductive health care facilities by women. Again, the relatively low status of the

women within the family as obtained in most Nigerian cultures particularly in Anambra State; often impair the rights of women to adequate reproductive health care, since this fact makes their wishes subordinate to that of their husbands.

The rural women are the focus of this study since majority of them who live in the rural areas, are mostly illiterates and thus have limited access to reproductive health care information system. The custom, tradition and lower status of women in the family also place them at a disadvantaged position to benefit much from reproductive health care initiatives. Pregnancy and child have been identified as leading causes of mortality and morbidity of women in their reproductive and child bearing age (Arkutu, 1995).

Statistics from Population Reference Bureau (1997), UN (1994) and Arkutu (1995) indicate that these reproductive health care problems and their complications are pronounced in developing countries like Nigeria. Again, the existing health problems persist because there is a general lack of basic infrastructures for a sound health care system. In a place like Umunze, the area of study, investigations reveal that only one health center is available which definitely does not serve the rural women who dwell there, who as a matter of fact are predominantly farmers, which indicates that they seldom have time spared for other activities outside their farming more so when the health faculty fails to provide adequate medical and reproductive health care services and a functional Health Management Information System (HMIS). This system is necessary to help provide relevant health data and health assessment to the reach of the people easily and at affordable cost.

The question here is how can the Reproductive Health Care Status of Rural women be improved particularly in the area of the study where the researcher chose for reasons of their predominant occupation which seldom gives them the opportunity for other aspects of life?

What impediments are identified as affecting the reproductive health life of the rural women in the area of study, what strategies can be adopted to help improve the reproductive health life of these women? These and other questions are what this study seeks to obtain answers to at the end of the research.

It is believed that the more alternatives and choices the rural women in Anambra State have, as will be highlighted in the study, the more likely the rural women will be willing and able to utilize the services and facilities available.

Statement of the Problem

Pregnancy and child birth have been identified as leading causes to mortality and morbidity of women in their reproductive and child bearing age (Arkutu, 1995). Population Reference Bureau PRB (1997) noted in a summary of findings that 585,000 women die every year from complications of pregnancy, childbirth and related causes. Ninety-nine percent of these women come from developing countries like Nigeria of which Umunze the area of study is one of them.

Women in these areas face greater risks during pregnancy, childbirth and post-partum periods, as a result of limited access to reproductive health facilities which automatically help to improve on their reproductive health generally. Of serious concern is the status of the rural dwellers who are mostly illiterates and predominantly have an impaired access to adequate medical and reproductive health care services, in addition to a moribund health system due to conspicuous absence or lack of functional health management information system (HMIS). For the area of study-Umunze, one wonders what help just one health facility/centre located in the town could offer to most of its women who are predominantly housewives and fully involved in reproductive health care practices. The alternatives these women have are the privately owned hospitals and few mission hospitals which often times scare these women away with huge medical bills. Previous researches and observations show that most reproductive health care facilities even when they are available are seldom used by these women particularly the rural women due to ignorance and oftentimes cultural obligations. The relatively low status of women in most Nigerian

families, place the women at disadvantaged positions in terms of acquiring adequate reproductive health care. It is believed that when these problems are well addressed as it affects the rural women in Orumba South Local Government area; it will go a long way to improving and ensuring the over all health care of these women.

The focus of this study is primarily on improvement of the Reproductive Health Care Status of rural women in Umunze in Orumba South Local Government Area.

Specifically, the study is aimed at:

1. Identifying some Reproductive Health Care practices by the rural women in Umunze, Orumba South Local Government Area.
2. Identifying some major impediments to the acquisition of adequate reproductive health care by these women in the area of study.
3. Identifying and recommending some strategies that will help improve the Reproductive Health Care Status of the rural women in the area of study.

Significance of the Study

In Anambra State in general and Orumba South Local Government Area with particular focus on Umunze, the tradition, custom and lower status of women in the family places the man higher in taking reproductive health decisions. This is complicated by the fact that most of these rural women are illiterates and thus, have limited to reproductive health and information services etc.

It is therefore believed that the findings and inputs of this study will expose the women's ignorance about much of her reproductive health needs which will form a good basis for fortifying the health clinics and centers in various localities particularly in the area of study Umunze.

The findings of the study will also strengthen the ability of women to make reproductive health decisions in the family by increasing their self esteem and confidence in choosing reproductive health care devices as it soothes their personality, without the influence of culture or tradition.

Suggestions and inputs of this work will go a long way to throw more light on areas of reproductive health care of the women that needs improvement.

Government communities and different localities can benefit immensely from the findings of this research work by adopting the strategies enumerated for an improved adequate health management information system where women can always resort to for enlightenment and health information.

Finally, the findings of this study will form a good resource material for individuals who want to carry out further researches in related areas.

Methodology

The design adopted for the study was survey research. This was particularly preferred because it will have a direct contact with the respondents and help to elicit more responses. The area of the study is Anambra State but for the purpose of the study, Umunze in Orumba south Local Government Area was used for the study. The population comprises of all women of child bearing or reproductive age in the areas of the study, (Orumba South Local Government Area in Anambra State). A total of 160 respondents were drawn randomly from the 4 zones in the town used for the study. For the purpose of the study, the area of study was divided into 4 zones considering all the villages in the area. In each zone, 40 respondents were randomly selected making a total of 160 respondents. The household was used as a unit of observation.

Questionnaire was used to collect the data. This was developed based on the review of related literature and the purpose of the study. One hundred and sixty copies of questionnaire were distributed to the respondents (women) in the selected areas. The questionnaires were translated into vernacular language for the very illiterates women who cannot read or interpret the items on the questionnaire. The completed questionnaires were

collected on the spot to ensure 100% return. The collected 160 questionnaires were subjected to data analysis.

The data collected were analyzed using simple percentages. Any response above 50% was taken as accepted and vice versa.

Results

Table I: Responses on the Reproductive Health Care practices as adopted by women in Umunze, Orumba South Local Government Area.

S/NO	ITEMS	YES %	NO %
1	Familiarity with the proper and frequent usage of family planning devices e.g. pills , IUDs, Diaphragms, condoms, foaming tablets etc.	25	75
2	Regular usage of family counseling services available within the area.	37.5	62.5
3	Attending regular pre-natal, delivery and post-natal services.	65	35
4	Eating adequately and properly balanced food before and during pregnancy to enhance reproductive health.	47.5	52.5
5	Playing the same role with husband in reproductive health decisions as regards child bearing and family planning strategies.	38.7	61.3
6	Being available for regular medical check-ups and enlighten seminars and workshops available within the area.	31.2	68.8
7	Strict adherent to cultural rules, norms and taboos at the detriment of adequate reproductive health care.	43.8	65.2

The items and the responses on the above table 1 show that the respondents (rural women) generally have a poor attitude to adopting healthy reproductive health care practices. This is evident from the negative responses on items 1, 2, 4, 5, 6 and 7 with percentage responses of 75, 62.5, 52.5, 61.2, 68.8 and 56.2 respectively. Since these items score above 50% which is the cut off point, it is therefore accepted that the negative responses to the healthy reproductive health care habits is indicative of poor reproductive health care practices by the women.

Table II: Responses on the impediments to obtaining adequate Reproductive Health Care among rural women in Umunze Orumba South Local Government Area.

S/NO	ITEMS	YES %	NO %
1	Low literacy level of the women	72.5	27.5
2	Influence of husband	65.6	34.4
3	Societal/traditional/cultural norms and influence	53.1	46.9
4	Influence of religion	55.6	44.4
5	Non-availability of facilities	75	25
6	Non functionality of available reproductively Health care facilities	81.3	19.7
7	Expensive nature of some reproductive health care facilities	11.2	88.8
8	Users choices of reproductive health care are not considered	53.1	46.9
9	Method of dispensing facilities do not meet the users needs	55.6	44.4
10	In accessibility to most rural areas.	63.8	36.2
11	Communication problems/lack of awareness	78.1	21.9

The analysis in table II above clearly show that most of the items enumerated under the table, as impediments to the Reproductive health care of the rural women were accepted with percentage scores above 50% the cut off point. Item 7 was however observed to be below the cut off point with a percentage response 11.2%. This means that the item was not seen as an impediment or obstacle to the women's reproductive care attainment.

Table III: Responses on strategies for improving the Reproductive Health Care status of the rural women in Umunze, Orumba south Local Government Area.

S/NO	ITEMS	YES %	NO %
1	Reproductive health care facilities and information to be made easily available.	55.8	46.2
2	Women should be given the opportunity and freedom to choose any family planning device of their choice and reproductive health decisions.	55.6	44.4
3	Accessibility to these facilities must be a priority so as to ensure adequate reproductive health care.	71.9	28.1
4	Societal, religious, cultural and family norms and values should be adjusted to suit the women's reproductive health needs.	61.3	38.7
5	Educating and enlightenment of the women on reproductive health matters regularly should be a must.	55.6	44.4
6	Fortified health centers/clinics with learned personnel should be provided for the women in accessible areas, to enhance utilization ability.	78.1	21.9
7	Establishing means of enhancing the nutritional status of most women which will automatically improve their health status.	61.9	38.1
8	Providing incentives like free medical/health services particularly for the impoverished rural women will ensure improved reproductive health care.	86.3	13.7

The data on table III above reveals that all the factor (items) enumerated were strongly endorsed by the respondents as strategies for improving the reproductive health care status of the women. On the table item recorded a highest % response of 86.3 while item 5 had the least percentage response of 55.6

Major Findings

The following findings were made;

1. The rural women in the area of study, were not familiar with and do not regularly use the family planning devices available proper
2. Nutrition was not considered as a vital factor in enhancing reproductive health hence their poor attitude to feeding practices
3. The rural women were very highly marginalized in items of taking decisions on reproductive health matter
4. Health practices like regular medical check ups, and attending enlightenment seminars and workshops on reproductive health issues was not regularly practiced by women ,
5. Reproductive health care facilities are not easily available and accessible to the rural women in Umunze.
6. Non- functionality of most facilities available for the women in the area.
7. Inaccessibility to most rural area to disseminate information on reproductive health care matters
8. Influence of husbands, religion, culture, tradition, and some taboos were major impediments to achieving proper reproductive health by the women.
9. Providing incentives like free medical and reproductive health cares can go a long way to boosting and sensitizing the women into achieving proper reproductive health status.
10. Making the facilities available and accessible to the women is also a major strategy for improving the women s reproductive health.

Discussions

The finding of the study show that cultural and traditional factors, food taboos like what a woman should eat and what should not eat during pregnancy, socio-economic

factors, male dominance in decision making, are all areas that clearly discriminate against the rural women and place them on disadvantage position as far as achieving proper reproductive health status is concerned. McCauley et al (1994) supported this observation when they noted custom, tradition and beliefs of a people as obstacles to obtaining adequate health information by most women particularly in the rural areas. Poor nutritional habits and poor medical habits were noted as some of the practices by the Arkutu (1995) was often more prevalent among women in developing countries like Nigeria particularly in the rural areas. Since women have special and additional need for nourishment hence they bear and nurture children, Arkutu (1995) again noted that they are more likely to suffer under-nourishment which will automatically affect their unborn babies.

Again male dominance in decision making was identified as a strong factor in reproductive health matters. This according to WHO (1995) was attributed to the relatively low status of the women in the society which make their decisions subordinate to that of their husbands. Other factors which formed major impediments to the women's reproductive health include low literacy level of most of the women which literally places them at disadvantaged positions. To this Arkutu (1995) observed that the more educated a women is the more likely she is to make right decisions concerning her health and that of her children.

The findings also noted that women need to be empowered to enable them to have health freedom. Empowerment according to WHO (1992) is critical to securing safe motherhood because it enables women to articulate their needs and concerns. Empowering women means enabling them to overcome these barriers and to make fully informed choices particularly in the areas affecting the most intimate aspects of their lives. WHO (1998) rightly supported this by saying that empowering the women in the area of health requires more than health related interventions, it requires a social, economic and cultural conditions in which freedom and responsibility are given concrete meaning. Women particularly the rural women must have the means both physical and psychological to overcome barriers to safe motherhood.

Conclusion

Based on the findings of this study, the conclusions can be drawn:

1. Most reproductive health care facilities are not readily available for the women in Umunze, Orumba South Local Government Area.
2. Majority of the rural women do not practice healthy reproductive care practices and these affect their health status.
3. Most rural women in the area lack proper information on the utilization of these reproductive health care facilities.
4. Husbands have greater influence on reproductive health matters than the women.

Recommendations

The following recommendations are therefore made based on the findings:

1. Women should have access to accurate information about their reproductive health as well as to properly equipped women centered care.
2. Reproductive health care information must be seriously taken to the grass roots and efforts made to protect the rural women from most traditional cultural norms and values that affect their reproductive life.
3. Women should be allowed greater freedom to determine their own health and life choice within families and communities.
4. Government/communities should provide well fortified health and delivery centers for quality maternal care and child delivery. These should be located in various localities and made accessible to the women.

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BEHAVIORAL GEOGRAPHY: AS A NEW TREND IN MEDICAL GEOGRAPHY STUDIES

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Abstract

This paper aims to study another dimensions in behavioral geography related to medical geography branch as a subfield in geographic discipline. Environmental health and disease of human kind is focus of this study, we can see this aspects clear through behavior of utilization building roofs in multi unhealthy using, as investment without care about environmental health care. Or through personal considerations such as nutrition behavior, treatment behavior, and health awareness. Child abuse is in the focus of this study too because it has relation to ethics and to determine areal differentiations between many regions and laws control these phenomena.

Keywords: Geography, Behavioral, cognitive, Medical geography.

1- Introduction

Behavioral Geography as important new themes in human geography were recognized in the 1960s, to examines human behavior using a disaggregate approach, deals with the study of cognitive processes with its response to the environment, through behaviorism⁽¹⁾, underlying [spatial reasoning](#), [decision making](#), It was draws early from behaviorist works such as Tolman's concepts of "cognitive or mental maps.

In addition, behavioral geography is an ideology/approach that makes use of the methods and assumptions of [behaviorism](#) to determine the [cognitive](#) processes involved in an individual's perception of, and/or response and reaction to their environment. The approach adopted in behavioral geography is closely related to that of [psychology](#) but draws on research findings from a multitude of other attitudes and disciplines including Customs, habits, heritage, health, economics, [sociology](#), [anthropology](#), transportation planning, and many human and physical aspects.

Some geographers studies behavioral geography through recognition of spatial dimensions of sites and relationship with some skills and experience, mental map is one of this experiences and recognition, realize and understanding relationship between human and his environment.

2- Objective

This paper aims to study another dimensions in behavioral geography related to medical geography branch as a subfield in geographic discipline. Environmental health and disease of human kind is focus of this study, we can see this aspects clear through behavior of utilization

⁽¹⁾Because of the name it is often assumed to have its roots in [behaviorism](#). While some behavioral geographers clearly have roots in behaviorism. See **Norton, W.** (2001). Initiating an affair human geography and [behavior analysis](#). *The Behavior Analyst Today*, 2 (4), 283–290.. Behavioral geographers focus on the cognitive processes underlying spatial reasoning, decision making, and behavior. More behaviorally oriented geographers are materialists and look at the role of basic learning processes and how they influence the landscape patterns or even group identity. See **Norton, W.** (1997). Human geography and behavior analysis: An application of behavior analysis to the evolution of human landscapes. *The Psychological Record*, 47, 439–460.

building roofs in multi unhealthy using, as investment without care about environmental health care. Or through personal considerations such as nutrition behavior, treatment behavior, and health awareness. Child abuse is in the focus of this study too because it has relation to ethics and to determine areal differentiations between many regions and laws control these phenomena.

3- Methods and Materials

This study depends upon many aspects of Human behavior, takes many shapes covers:-

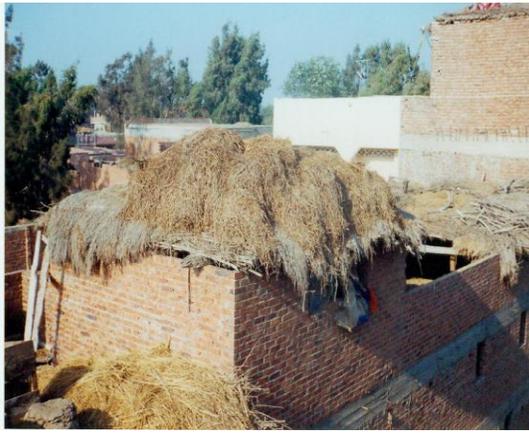
- 1- Behavior of living (Unhealthy roof using)
- 2- Behavior of treatment
- 3- Nutritional behavior
- 4- Environmental health behavior
- 5- Street Peddlers as a behavior
- 6- Child abuse

These relations through field work study in many places in Egypt, from the villages of Kafr Elsheikh in the north of delta, to Minia in the middle Egypt. Pictures is important tool to give facts directly without exaggeration, also maps&diagrams is another tool clarify the areal differentiations, and statistical analysis give results more confidence and subjectivity.

4- Results and discussions

4-1- Unhealthy roof using

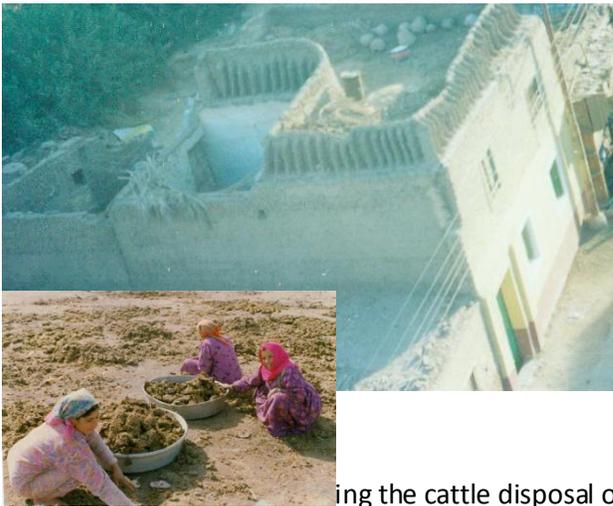
The study of exploitation of Building roofs and its effects in ecology health considered in the focus of study in 2006 in Egypt⁽¹⁾, the results of this study confirmed that there are many factors behind this exploitation, some of them physical concerned with geological structure, weather and seasonal variations, site and situation and patterns of agricultural activity, and some of them related to life style and economic circumstances which push many peoples to save every second hand things in the roofs of the ir buildings as a type of " poverty economics" one of editors called this phenomena "second hand servitude", these aspects of using is harmful because it is allow to rodents and insects for spread and contaminated the environment. In rural areas agriculture activity allow for cultivating some kinds of plants like rice cotton and corn, farmers saving their products and by products such as stem of this plants on the roofs of buildings in order to protect it from high temperature in summer, and cold weather in winter, and to use these by products as a biogas stove tool or as a food of animals, (see figure 1) these things create a good environment to rodents and insects living and growing. Many people in the villages either in valley or delta saving droppings of animals in the roofs too in order to use it as a biogas for locally primary stove, called "Canoon" (see figure 2) in spite this activity is related to life style and low income for poor peoples, but it is consider as an behavior effecting in the environmental health and doing bad pollution in the rural and urban places they use this tools.



(Figure 1) saving straw or hay on the roofs of rural buildings give the chance to rats and insects spread

Example from Gamagmoun Village, Desuck district, KafrElsheikh Governorate, May 2006.

The recommendations of this study suggested that the government must following this kind of exploitation and encouragement of peoples and enactment to save the environment and transfer this roofs to be as a cities lung, through planting some kinds of flowers and aromatic plants.



ing the cattle disposal on the house roof for biogas stove, may pollute the environment and spread the harmful insects.

Example from Talla village, Minia District, Minia Governorate, April 2006

4-2- Behavior of treatment

The study of sick people behavior in treatment from diseases who they suffer from, is considered as one the interests of the study of medical geography ⁽²⁾. Many peoples in rural areas prefer the ethnomedicine, and medical pluralism. And hepallists and diviners Through the study in 1995 about Behavioral dimension in the study of Medical Geography, with applied study in the Egyptian village "Toukh Elkhail" Minia, province, the percentage of population sample depends on traditional medicine was 71.2%, over than 95.5 from this percentage used medicinal and aromatic plants in treatment, like boiled green mint to treat headache , Caraway and anise for diarrhea , Cumin and mint for constipation , and boiled barley for kidney pain, about 12.5% from the sample drink the Guava paper for cough (Elsabawy, M.N., 2004.P:26) .

Behavioral geographers analyze data on the behavior of individual people, recognizing that individuals vary from each other. A key tenet of behavioral geography holds that models of human activity and interaction can be improved by incorporating more realistic assumptions about human behavior. For example, behavioral geographers agree with other human geographers that distance (or related factors such as travel time or effort) is an important determinant of human activity, but they maintain that it is subjective rather than objective distance that is typically important. And because different people's beliefs about distances may

vary considerably from one another and from objective distance, spatial activities will be more variable and less optimal than non behavioral models predict.

The study of journey to treatment in the sample of patients coming to some hospitals in Minia City , Dessuck city Kafr Elshekh governorate, confirmed that there are negative relationship between distance and density of population entered to hospital, wherever increase the number of peoples coming to hospital when distance is short, this is according to the least effort principle, and distance decay theory which means increase the value of phenomena with near of core

4-3 - Nutritional behavior.

Nutritional behavior playing a great role in the health of human body, many peoples didn't take their meals on time or as a balance diet, calories intake for reasons related to behavior or poverty is less than normal averages, The main meal of many peoples in rural areas in the night, because they spent all the day in the field to cultivate their lands. So they are eating meats, rice, vegetables in the night, Even children didn't obtain their needs from calories they need in the stage of building their bodies. In applied study of calories intake among high schools in Egypt, the results confirmed that the child between ages 12- 15 years old was abnormal in the weight and lengths comparing with standard scale.

Nutritional behavior in the type and distribute of bread is important too, because the methods of preparing bread and distributing often not healthy, and it is different in the Upper Egypt than any another place in Delta , in Upper Egypt they prepare more than 10 types of bread, sunny bread, stone bread, Fayesh, Keshk, Pettaw, Wheat bread, Corn bread, Barely bread , Menatat, and **fenugreek** bread, every type is different in service, component and value. Figure 3

Related to this point too the distribution of food in the family is liable to Hierarchal system, in the big families, there is Gender gap in the food distribution, so male is eating first , and then remaining food push to family, the oldest one usually is father is take a big amount specially from meat or chicken , and then who is younger than him and so on., in spite this system is not acceptable as ethics and not acceptable too in the health, because child in the ten ages needs more calories to build their bodies than elder. But this is the system of nutritional behavior



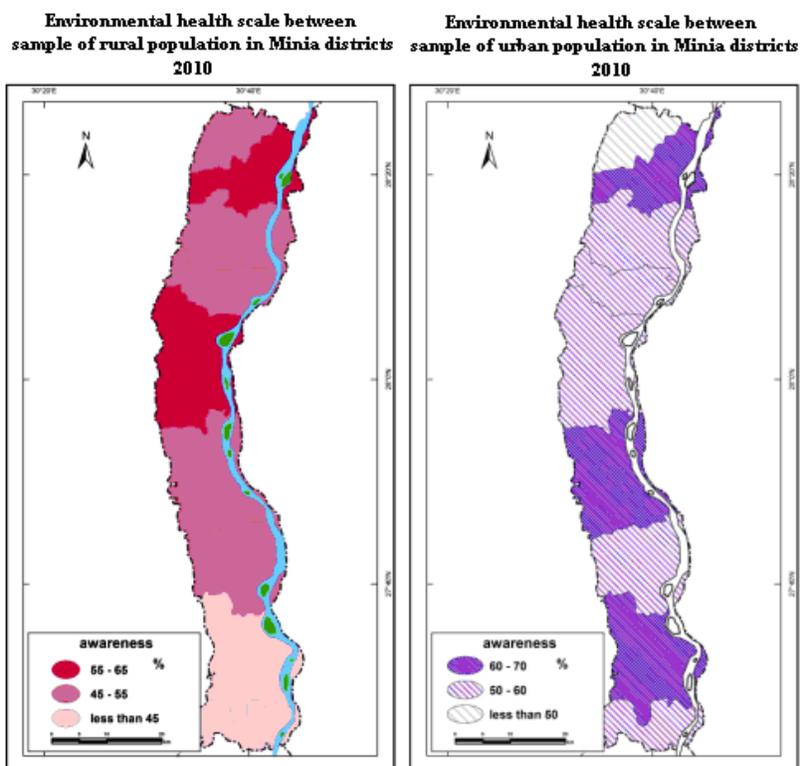
(Figure 3) Bread in the streets without care of clean

4-4 Environmental health behavior

The results of study about *Environmental health Awareness Scale:A proposed model for Egypt as a developing country* show that there are differences in the environmental health awareness between the population in rural areas of each district in the Governorate, these differences not only between rural areas, but also between urban cities. Many factors behind these differences between people who living in rural or urban. The main reason of these differences depending on the socioeconomic and educational level, and occupation, certainly the high level in education is playing a great role in the increasing level of environmental health awareness between people, correlation coefficient between the degree of environmental health awareness and the level of illiteracy confirmed that there is significant correlation whereas environmental health awareness increased with increase of education level. It is suitable scale for Egypt, as a developing country.

Table 1 : Environmental health awareness scale between sample of rural and urban population in Minia districts 2010.

Districts	Degree of environmental health awareness in rural	Degree of environmental health awareness in urban	Percent of Illiteracy in rural	Percent of Illiteracy in urban	Percent of agricultural activity workers in rural	Percent of agricultural activity workers in urban
El Edwa	46.53	48.4	34.2	27.3	17.5	3.1
Bini Mazar	48.5	52.6	38.3	25.8	18.1	2.8
Samalut	65	58	38.8	23.4	17.9	2.3
abokerkas	50	54	39.3	23.2	18.1	2.3
Dermawas	43.1	58	38.8	26.7	14.2	2.1
Maghagha	63.9	65.2	39.6	23.2	18.1	3.1
Mattay	50	54.6	37.8	22.6	18.8	2.6
Minia	46.8	58	31.2	11.6	15.4	1.1
Malawi	44.7	66	36.2	21.5	14.5	2.4



(Figure 4) Environmental health awareness between rural and Urban places in Minia Districts, Egypt

4- 5 – Street Peddlers as a behavior

Researcher study Beans Peddlers in Alexandria City as a one aspect of behavioral geography concerned with Economic and social dimension for population sample who are suffering from poverty and privation in their home site; searching for food and change of their living and life style in new places far from their home country about more than 400 km.

The Researcher noticed during his walking in Alexandria City streets, especially in the morning and afternoon, that many people are gathering around a poor woody car which from a special shape to include many oil bottles, salty things, vinegar, amounts of onions and other unknown things in the shelves. Looking inside this car, you can find big bottle of beans. (see figure) where the seller, who is not an Alexandrian man, is standing on front of this car. It spreads in every corner in Alexandria city from Alagamy suburb in the west to Abokeer in the east. Sellers are distributed in every place. Every one has a place which is far from the other one

by hundred meters at least. It is considered a geographic distribution that include geographical theories (i.g) "Central Place Theory", neighborhood analysis, or gravity model, and without any support from administration in choosing their places or supervising for their survive.

All people who work in this business are from one main village and some other tributary villages in Minia governorate in the middle Egypt. Their need to social nearness, and feeling with safety is one of the grounds to live together in new community perform the top of urban hierarchy which is different than their small and poor villages in Middle Egypt. Behavioral dimension too is the target of studying, why these people choose this kind of business?, and for popular people who is eating this kind of foods in the streets, standing on front of open cars prone to pollution, dust and flies on roadway. This behavior goes against the health specifications through offering food in plastic plates and second hand materials without any kind of health care.



(Figure 5) – peddler poor woody car in Alexandria city (Sedy Beshr up to Abd-Elnasser subway street (4 July 2011)

Those sellers offer fast food beans meals with fresh vegetables in plastic or stainless plates for people who are hurrying up to go to their work early in the morning. All of them didn't care about health specifications and they didn't observe or care about the case of food served to them from peddler's sellers. This scene reminds me of other peddler's sellers. But this time was in New York City in July 1992 when I was in Manhattan, where many Egyptians spreading peddlers in new York city streets, but they offers another kind of food for American peoples like hotdog, hamburger, because American people didn't do these works, so they left it to those who come from the third world. But with the difference between the case of this car, and the woody beans car in Alexandria City. This is the main reason that summons to study this topic which act behavioral living and a phenomenon changed to be daily custom for category of society from poor and popular people which the plate of beans represents the main meal. The problem in this behavior is the type of hepatitis A is related to careless and unclean environment, where flies and insects spread, in addition to the prevalence of prowling dealers in the most of urban streets, who cook some fast foods like beans, liver, brain and bowel animals. Many people like to eat these fast foods which are prepared by some unhealthy and unlearned people in the streets caravan without healthy censorship from the health legislation. This is the first furtive door to infect them with hepatitis A.



(Figure 6)- Unclean meal can spread infectious diseases like Hepatitis A, and this is the responsibility of ministry of health

In spite of the facetiousness of this topic study, but it represents an important behavioral phenomenon that spreads in many urban sites in Egypt, for category of peddlers or prowlers offer their fast foods to many poor people from workers, and small officials who find delight in this bean meal, because of their social level can't allow them to live well-being to have to another fast foods like hamburger, livers, and beef. Therefore, their salaries are not enough more to do that.

4- 6 – Child Abuse

The study of Child abuse in geographical view was in the focus of study by researcher in the beginning of this century 2003, when he is follow the aspects of child abuse through the world and field work studies in some places in Egypt to determine areal differentiations and spatial dimensions in the exploitation of children in the farms, factories, different works, and in the home service. Egypt was an early signatory to the Convention on the Rights of the Child and one of the six initiators of the first World Summit for Children.

The child abuse takes many aspects, some of them related to physical abuse, including body punishment, sexual abuse, and psychological abuse including deprivation from education, expenses, health care needs, and emotional deprivation, every aspect can lead child to be criminal. Areal differentiations seems to be more clear between rural and urban, and in the close families more than open families, and between agriculture societies compare with industrial societies. The most bad aspect of this neglect is Street children phenomena, this problem is not in Egypt only, but many cities in the world suffering from it, it is consider the most ethical problem meet civilized countries or political systems. In Brazil it considers the most problem in Reo de Janero and Brasília, there are more than 1.5 million child staying in the streets without shelter In Cairo too there are more than one million child and girl living in the pipes of waters, drainages, tires of cars and in the blighted areas, they distribute all kind of drugs and taking drug injections in the streets, many of them suffer from hepatitis and infectious diseases and they are spread these diseases to another peoples



(Figure7) Some aspects of exploitation of children in works and war

5- Conclusion

Behavioral Geography is important new themes in human geography examines human behavior using a disaggregate approach, deals with the study of cognitive processes with its response to the environment, through behaviorism. This paper aims to study another dimensions in behavioral geography related to medical geography branch as a subfield in geographic discipline. Environmental health and human diseases is in the focus of this study, through many aspects like utilization building roofs in multi unhealthy using. Nutrition behavior. Treatment behavior, Health awareness. Child abuse also is in the focus of this study too because it has relation to ethics and to determine areal differentiations between many regions and laws control these phenomena.

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A SURVEY OF TEACHER TRAINEES' EXPECTATIONS, EXPERIENCES AND ASSESSMENT

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Abstract

112 Teacher Trainees participated in this study. The purpose of the study was to identify and explain teacher trainee's perceptions, experiences and their assessment of the teacher education programme in the school of Education. The objectives of the study included; To assess the teacher trainees' expectations when joining the School of Education. Identify the teacher trainee's experiences at the School of Education as they undergo the programme. To solicit the views of the teacher trainees on how to improve the teacher education programme. A qualitative approach was used to collect data using open ended questionnaires and focus group discussions. Results show that Teacher trainees do not receive adequate and appropriate career guidance at secondary school level. The School of Education does not effectively explain to them what is involved in the programme. Teacher trainees feel they are not adequately prepared to meet the demands and needs of secondary school curriculum. Recommendations include lecturers attending/oriented to a course of teacher education, more government funding and revision of teacher education curriculum

Key words; Teacher Education, Teacher trainees' expectations/experiences, Evaluation

Introduction

Teachers play a pivotal role in any education system. They directly interface with the students during curriculum implementation and yet society will judge the performance of the entire education system from the performance of the graduates of the system. In society in general, teachers provide leadership, useful in explaining government policies and documents written in foreign and technical language. Teachers are also at times leaders of social movements like environmental activities, formal and non formal education (Kagoda 2011). Teachers train the human capital essential for the development of a country and this is especially important in developing countries like Uganda. In light of the above roles of teachers in society it is important to evaluate the kind of education teacher trainees receive in teacher training colleges through their own voices.

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the classroom, school, and wider community. According to Talbert-Johnson (2006) teacher education is so far the most important and known way of preparing change agents because success in educational reforms depends on the teachers' awareness of new changes, their attitudes to it and incorporation of the reforms in the daily conversation, professional values and commitment and knowledge of content. According to Allen (2009) teacher education programme refers to a prescribed set of studies, experiences, skills, and attitudes passed on to a teacher trainee, regardless of whether this is done pre-service or in-service, in preparing them for their future roles. Similarly Siddiqui (2009) argues that a teacher education curriculum framework needs to be in consonance with the curriculum framework for schools education, and a teacher needs to be prepared in relation to the needs and demands arising in the school context. Teacher education has to change from time to time responding to the broader, social, economic and political changes taking place in society. The needs include; engagement with questions of the learner, the learning process and the content and pedagogy of educating a teacher. Siddiqui (2009) continues to argue that teacher education may be seen as a reflective undertaking that is a meta-activity in nature which should show how things are done at school level, classroom level, basic theory and principles behind practices. This calls for skills and understanding of a different kind in addition to the skills required for actual school teaching. Androgogy (principles of adult

learning) is the most appropriate pedagogy for teacher preparation. The weakest aspect of teacher education at the School of education Makerere University is the absence of professional preparation of teacher educators.

According to Elliot (1993) teachers learn how to teach from experience and reflection. Teachers also learn through practice, acquiring knowledge and reflecting on their experience (Stuart et.al, 2009; Korthagen et.al 2006; Taylor et.al 1997). Learning to teach is a matter of learning the technical skills which enable individuals to function effectively in an education system. It requires knowledge and understanding of the subject. Learning about teaching is also enhanced through teacher trainees doing research on their own practice (Kagoda 2011). Ozgun-Koca et.al (2006) and Taylor (1997) emphasize the importance of the constructivist theory of learning in the training of teachers. They argue that it is learner centered environment in which past experience of the pre-service teacher is respected. The learners construct their own knowledge by anchoring new information to pre-existing knowledge. Stuart et.al (2009) further states that some of this knowledge comes from formal training courses, the schools and from a wider social and cultural context in which they live. This construction of knowledge is interactive, inductive and collaborative. The teacher educator acts as a facilitator, provides pre-service teachers with a variety of experiences from which learning is built. The process maximizes social interactions between the learners so that they can negotiate meaning to what is exposed to them. In constructivist teacher education programmes there is less emphasis on skills and more on personal knowledge and on thinking skills. Constructivist teaching methods include role plays, debates, reflective journal writing etc. which are most effective in influencing behavior change (Mugimu 2009)

Theoretic framework

The researchers used the “An Chomhairle Mhuinteoireachta Teaching Council document; Initial Teacher Education Criteria and Guidelines for Programme Provider (2011) and National council for Teacher Education. New Delhi; National Curriculum Framework for Teacher Education (2009) as a guide to analyze students’ responses and critique the programme at the School of Education. The following are the suggestions deemed relevant to this study;

- Make reflective practice the central aim of teacher education in areas of content and pedagogy which are constantly changing
- Teacher education should be open, flexible and not prescriptive and should put emphasis on the changing contexts and empower teacher trainees to relate her/him to them.
- The programme should equip teacher trainees with a set of competences to facilitate quality learning and cater for national priorities such as literacy, numeracy and inclusion. Ensure that the teacher trainees’ own literacy and numeracy and competences in promoting and assessing literacy and numeracy, as appropriate to their curricular/subject area.
- Modern teacher education functions under the canvas created by the master concepts of learning society, learning to learn, inclusive education, education for sustainable development, gender, promotion of the values of peace based on equal respect of self and others as well as respect for work. This implies making teacher education liberal, humanistic and responsive to demands of society.
- The worth and potential of indigenous culture as a source of rejuvenating teaching and learning. Multicultural education and culture specific pedagogy is the current trend.
- Acknowledge the existence of a diversity of learning spaces and curriculum sites such as the farm, work place, home, community, media etc apart from the classroom.
- Appreciation of the diversity of learning styles and contexts in which teachers have to function;- oversized classes, language, ethnic diversities, disadvantaged children etc.

- Teachers to be trained in organizing learner-centered activity based, participatory learning experiences like play, projects, discussions, dialogue, observation, visits, integrating academic learning with productive work.
- The programme should help them understand the psychosocial attributes and needs of learners, their special abilities and characteristics, their preferred mode of cognition, motivation and learning resulting from home and community socialization.
- The programme should facilitate teacher trainees' personal development and their growth into their professional role, enabling them to become responsible, trustworthy, effective, reflective practitioners.

The Teacher Training programme at the School of Education, Makerere University.

Teacher education at the School of Education is as old as Makerere University itself. Having started as the University of East Africa, it became an autonomous university in 1970 and started awarding its own qualifications. The mission of the School of Education is to prepare competent teachers at all levels; to work in the education system at Nursery school level, Primary school level, Secondary school level, and Teacher education level as Teachers, lecturers, Administrators, Inspectors of schools and Curriculum Designers and Implementers.

The vision of the School of Education is to be a center of Educational excellence and leadership in professional education, research and services relevant to the community sustainable development.

The School of Education is one of Makerere University's largest schools with three departments namely: Department of Educational Foundations and Curriculum Studies; the Department of Humanities and Language Education; and the Department of Science, Technical, and Vocational Education. The School of Education offers the professional teacher education course units while content for the disciplines is offered in the school of Liberal and Performing Arts, College of Natural and Applied Sciences, The college of Humanities and Social Sciences and the College of Business and Management Studies. As a consequence of liberalization and privatization of education in Uganda, numbers of both day and evening students increased four times between 2000 and 2010. Today the number of teacher trainees both undergraduate and post graduates ranges from 3000 to 4500 which is problematic in terms space available for teaching, large classes and school practice management (Kagoda 2011)

The teacher education programme at the School of Education, Makerere University is structured in such a way that a teacher trainee must take two teaching subjects in addition to the foundation courses and methodology courses. At the end of the second and third year of study, students are subjected to school practice which is practical and hands on experience in a classroom in a school of one's choice. School practice is assessed and grades awarded. It is also important to note that almost all teacher trainers have not undergone any orientation/training in teacher education programme and use their experience they gained as students in secondary schools or as undergraduates at the University.

Statement of the Problem

Training teacher trainees in large numbers by teacher educators who are inadequately trained and inexperienced in their job is a big problem in teacher preparation. The fact that the School of Education does not have a single teacher education model that it follows in achieving its mission and vision is another issue that affects the training of teachers. The school of Education borrows ideas from the reflective model, the technical model, the social interaction model and the coaching model to guide teacher preparation. There is therefore a problem of lack of a single model in teacher preparation at the School of Education, Makerere University. Today most Ugandans believe that teacher education is for candidates who fail to get admitted to more "difficult" courses and is regarded as simple by most people in society as well as other academicians etc. Given such a scenario, the researchers

sought to assess the teacher trainees' expectations, experiences, and their assessment of the program at the School of Education.

The purpose

The main purpose of the study was to identify and explain the teacher trainee's expectations, experiences and areas they feel need to be adjusted to make teacher training more effective and lifelong learners.

Objectives

The study was guided by the following objectives:

1. To assess the teacher trainees expectations when they joined the school of education.
2. To assess the teacher trainees' experiences at the school of education as they undergo the program.
3. To solicit the views of the teacher trainees on how to improve the teacher education program at School of Education, Makerere University.

Methodology

The research was basically qualitative in nature although a quantitative method in form of questionnaire with open ended questions was used. Qualitative approach was preferred because the study sought teacher trainees' perceptions, feelings and attitudes about the teacher education program. A survey design was used because of the need to obtain basic data that could be used for further research. Research took place within the premises of the School of Education, College of Education and External Studies, Makerere University, in 2012. The researchers used qualitative approach using first a questionnaire on 112 undergraduates and later focus group discussions with 20 teacher trainees. Questionnaires provided data on teacher trainee's background like for reasons choice of education as their career, their departments, and their scores in pre-entry examinations to University and other information regarding their experiences in the academic and social experiences in the School of Education.

The focus group discussions provided real insight into teacher trainees' experiences, with the various subjects of study in the foundations and teaching subjects, their interactions with their subject lecturers and peers, the learning facilities and teaching materials. The focus groups also provided teacher trainees a platform to voice their concerns which can be considered when reviewing the teacher education programme at the School of Education.

Participants included teacher trainees in their first, second, and third year of study. The purpose of using teacher trainees from 1-3rd was to ascertain their choice of education as a career given the current situation in Uganda where graduate teachers are not readily employed by government. The male students were slightly more than the female teacher trainees, 72/60. Third year students were 62, 2nd year 19 and first year 31. The researchers used only this number 112 because more information would have made no difference in terms of the nature of responses. The majority were third years therefore they have an informed position about the programme of teacher education at the School of Education. Out of the 112 students that participated in the study, 73 (65%) were taking humanities subjects like History, Geography, Divinity, Economics, and Languages like Germany, English Language, Kiswahili, Islam etc. The remaining 39 (35%) were taking science subjects like Mathematics, Physics, Chemistry, Biology. These are the subjects that the teacher trainees are expected to teach when they complete their programme. Data was collected through interviews and focus group discussions with the students. The participants were randomly selected and interviewed by the researchers themselves. Data was also collected through a critical perusal and auditing of the relevant documents within the School of Education

Data Presentations and Discussions

The first objective was; to assess the teacher trainees' expectations when they joined the School of Education

Data collected on student choice of education as their career reveal that the majority of the teacher trainees (43%) had education as their third or fourth choice; while only 4% of the respondents chose education as their first choice. This implies that teacher trainees at the School of Education are not purely interested in the programme; they decide to take it as a last resort since they didn't qualify for the course of their first choice. This is confirmed by their pre-university entry scores. The highest point one can score at A' Level is 25; while the lowest person who qualifies to join university with only two principles passes can have (5 points). The majority of the teacher trainees in this study scored less than 22 points at Advanced Certificate of Education Examinations. Records in the School of Education Registrars office confirm to this trend of the nature and quality of students admitted to study teacher education. This implies that the teaching profession does not attract the best brains, those who perform best prefer programs like Bachelor of Laws, Business Administration, Social Work and Social Administration, Human Medicine, Veterinary Medicine, Engineering and many others.

Teacher trainees resort to education as a career for various reasons. The majority of the teacher trainees were inspired by their parents; some wanted to get knowledge to start up their own schools; based their decision on the low tuition at the school of education. Those who gave the reasons like ease of getting a job, love for the profession, teachers earn more because they do part time teaching in several schools were the minority. These findings imply that teacher trainees at the school of education join the teaching profession NOT out of their love for the profession but to use it as a stepping stone to other careers. One wouldn't blame them since government and private schools do not have the capacity to absorb them in the available schools. Students have interesting reasons for not choosing education as profession; *Students have no respect for teachers: they see them as people with one shoe, one shirt, and one trouser.* Others added on; *earn little pay yet they are overworked.* The majority of the respondents gave reasons related to the teachers' low public image, poor housing, and the meager salaries, which render teachers unable to meet their essential needs. The above factors help to explain the kind of expectations they had towards the teacher education programme.

Respondents were asked to indicate their expectations when they joined the school of education as well as those regarding content, curriculum, teaching methods, and extracurricular activities.

The majority of the respondents (20%) expected to broaden their knowledge, followed by 17% who expected the program to be complicated. 16% of the respondents never expected foundation courses, implying that they were actually not informed about the details of the teacher education programme . On the other hand, only 2% expected more content than what they were being given; and 3% expected appropriate content; *“Expected more content that is appropriate”* what they meant here, from focus group discussion was content relevant to what they were going to teach. Uganda has a severe shortage of textbooks and reading materials that are affordable to the majority of students in both secondary schools and tertiary institutions. In secondary schools teaching and learning depends on notes written by teachers and handed to students and this explains the response from the teacher trainees, *“Expected a lot of notes”*. The above were some of the general expectations of the teacher trainees.

As regards their expectations on content, the respondents answered as presented below:

Findings reveal that the majority of the students had/have high expectations out of the teacher education programme. 17% indicated that they expected to find computers for every student; 16% expected simple content while 14% expected content to be for secondary schools for which they were being prepared. On the other hand only 1% expected precise and concise content; 3% expected easy and enjoyable content and similarly the same percentage expected practical lessons in the science subjects. There are two kinds of

contents for students of education; content of the two teaching subjects from other colleges and content in the school of education, foundation courses and teaching subjects. To some students this combined content of subject matter is too much since most people believe education is simple and anybody can pass it.

As regards teaching methods the students' expectations of teaching methods at university, findings reveal that the majority of the respondents (28%) expected complex work not easy work as far as teaching methods are concerned. This was followed by those who expected lectures (21%); and those who expected participatory methods not lectures alone (18%). On the other hand, very few students (1%) expected the use of notes, research methods and practical methods in the teacher education programme. Interestingly there are those who mentioned in the focus groups that they expected use of modern facilities in the school of Education; *"we expected use of modern facilities ICT"* The science teacher trainees were crying for practical methods; *we expected to be guided in practical experiments. They added on, the lecturers provide the materials for experiments and expect us to do the work without their supervision and guidance. We were taught like that in secondary schools by our teachers, just as they were taught. This explains why science subjects are not performed well in secondary schools.* This is hard to explain in this survey by the researchers.

Lastly the respondents were asked about their expectations regarding extracurricular activities at the School of Education. Their responses are indicated below:

Findings revealed that the majority of the respondents expected to find football as one of the extracurricular activities at the School of Education during their teacher training program. *"Games like badminton, netball, basketball, football, volley ball and other sports like in the secondary schools"* Others expected clubs *"We lack clubs like debates. The teacher trainees' response in the focus groups was "In secondary schools we are expected to be games masters, patrons of clubs, and other responsibilities but we are not exposed to them in the School of Education, how you expect us carry out such activities when we graduate?"* To the researchers, this is a very important gap identified in the teacher education program at the school of education.

The second objective of the study was to evaluate the teacher education programme by asking teacher trainees their experiences with the foundations and curriculum courses, the school practice and the teacher education program in general.

The teacher trainees have no problem with the foundation courses despite being new to them. They said in the focus groups that they are interesting and helped them during school practice. The only complaint was that although they enjoyed the content of the courses the examination questions were difficult. Regarding the methodology courses, ie teaching methods; they want more supervised experiments (Science) and teacher centered methods instead of the lectures only. The school practice responses are as indicated in the following tables:

Table 1: Students' responses on the weaknesses of School practice exercise

	Response
	Some lecturers have poor dress code
	Supervisors visit teacher trainees once and assess them on just one visit
	Supervised by a group of lecturers/a variety of lecturers in a single lesson
	Need adequate materials and constant supervision
	Teaching practice should be done in all semesters especially in the nearby schools and evaluated in a summative way
	We get little content of subject matter
	Evaluation of School practice is subjective
	Being at school from 8.00 to 5.00pm for five days
	lecturers have no ideas about other subjects they supervise during teaching practice
	TP is expensive, Teacher Trainees should be well facilitated

Funding higher education is a big issue in developing countries like Uganda. Inadequate funding of school practice, the large numbers of teacher trainees and the small number of supervisors is the major cause of shortcomings mentioned by teacher trainees. Secondly supervisors are not exposed to pedagogy of teacher education to enable them do a good job. Thirdly the quality of students some of whom lack life skills for survival in certain contexts makes them complain over trivial issues such as *Being at school from 8.00 to 5.00pm for five days* "TP is expensive, Teacher Trainees should be well facilitated". The general economic situation in the country is not very good explaining the responses of some teacher trainees.

Students were asked if they feel adequately prepared for the job of a teacher. Their responses are displayed in the table below:

Table 2: Students' responses on whether they have been adequately prepared as teachers

	Response
	Not professionally prepared, I feel not well trained – no field trips yet these are required when we graduate in secondary schools.
	Not adequately trained: - methods used could not help me adequately in class at secondary school
	Conceptualize teaching, preparation for teaching not well handled
	Not well trained, cannot relate what I studied to everyday life.
	Use of ICT is not emphasized as a unit for us to have exposure yet some schools have modern technological devices to instruction
	Biology teacher trainees are less involved, in fact nothing at all in dissection practical so they go out into the field ill prepared.
	The Teacher Education programme is too compacted that is, it has many course units.

Source: Field data

Respondents were asked to suggest practical ways of improving on the teacher education programme at the School of Education. Their responses are as indicated in the table below:

Table 3: Responses on how to improve the teacher education programme at the School of Education

	Response
	Improve Teacher Education by removing weak lecturers
	TE improve by strict supervision of School practice
	Give feedback of coursework
	Concentrate on particular subjects not generalized subjects
	Content covered should be in line with what is taught in secondary schools especially in chemistry
	Improve practical lessons in practical subjects
	Teacher Education: Integrate theory with practice
	Carrying out more study trips and more practical exercises for science subjects
	Buy more computers because the available ones are few
	Make the content in the teaching subjects related to what is taught in schools and not for masters (Biology and Chemistry)
	Train TT about other side ventures of how to earn more money because most of us are currently dying of poverty.
	TE improve the teaching of mathematics with more practical time
	Admit high performers not failures in Teacher Education
	Improve on the interaction between students and lecturers
	Equip lecturers with modern methods of teaching
	Integrate gender in the course
	Lectures should get time and update their materials they give us in class

	Increase the teacher education program from 3 to 4years
	Reduce content covered
	More space for lectures – avoid going to dining halls

Source: Field data

The above responses to the teacher education programme and how it can be improved reveal the shortcomings and gaps which need to be filled by making reforms. In the area of content students feel the course is overloaded with content of the teaching subjects and that of professional courses. Some students do not understand why for example in the subject geography, they study courses like; population, settlement, urban, Research methods in Geography etc, while in secondary schools they are required to teach regional papers of Africa, East Africa, Uganda, North America, China, the Rhine lands, Physical Geography, problems of Development. Nobody has explained to them the importance of broadening their knowledge base; confirming Sidiqqi (2009) similar observation in Delhi, that the disciplinary knowledge is ignored as part of pedagogy. The Teaching Council of (2011) recommends that teacher trainees should have the opportunity to” *reflect on the subject content knowledge, subject pedagogical knowledge, pedagogy, literacy and numeracy in general, especially as appropriate to the curriculum/syllabus*” This would help the teacher trainees conceptualize the importance of having a broad knowledge base of the teaching subject. The teacher trainees are crying out that; concentrate on content relevant to what is taught in secondary schools not generalized subjects. Some have suggested reduction of subject content while others advocated extension of the training period from three to four years.

Lack of use of ICT in the training of teachers is another complaint since some secondary schools have already embraced this approach to teaching. The Teaching Council (2011) advocates “*use of ICT in teaching and learning; research and independent study, all of which are important components of teacher trainees’ developing professional skills*” (pp14) As mentioned before, inadequate funding of higher education has had adverse effect on teaching and learning in the university; the computers are very few compared to the large number of students, the lecturers themselves are computer illiterate and some of them lack personal computers etc. The university cannot even provide a computer in lecturers’ offices to be shared by two or three in a room. Some well trained, competent lecturers have left the University for Green Pastures elsewhere leaving behind what teacher trainees have described as; *not adequately trained: - methods used could not help me adequately in class at secondary school. We didn’t conceptualize teaching preparation for teaching not well handled. Not well trained, cannot relate what I studied to everyday life*” The situation with science education is more alarming, the teacher trainees are crying for more practical sessions while humanities students for interactive methods of teaching; “*Biology teacher trainees are less involved, in fact nothing at all in dissection practical so they go out into the field ill prepared*” The students suggest that lecturers should update their notes every year, lecturers should be equipped with modern methods of teaching, and others recommend removal of weak lecturers from the school of education. This is not to defend and justify the lecturers’ behavior and practices by the researchers, but the fact is the teaching materials are inadequately provided; fieldwork cannot be carried out because of inadequate funds, the meager salaries which necessitates moonlighting to make ends meet, makes them to appear less committed to their work. Lecturers have no time to interact with teacher trainees outside the lecture rooms because of the above reasons. Most important lecturers are not oriented to teacher education pedagogy contributing to weaknesses mentioned by the teacher trainees. The teaching Council (2011) recommends appropriate staff development policies to be put in place to ensure that staff update their qualifications and enhance /expand their knowledge and expertise as necessary.

On the other hand some students recognize the quality of fellow students which in one way or the other affect the teaching and learning, “*Admit high performers not failures in Teacher Education*” This is difficult since the policies on cut off points for admission in university allows such candidates. While the students recommended integration of gender, non

mentioned inclusive education, education for sustainable development, values of peace, the concept of learning society and learning to learn as advocated by Siddiqui (2009)

Conclusions

It is clear from the teacher trainees' voices that they didn't receive any career guidance in their respective secondary schools especially the teacher education Course. This explains the kind of expectations they had as they joined the School of Education. Secondly the School Of Education has made little effort if any to explain to the students the components of Teacher Education and what it means to be a teacher when they are admitted in the course. Teacher trainees feel they are not adequately prepared to be teachers of secondary schools in Uganda. They mention the over packed program with many courses which are inadequately taught, lack of adequate teaching space at the School and instead use dining halls, inadequate teaching materials like textbooks, lecturers who do not seem to care for them and many other factors. The monotonous methods of teaching which exclude learner centered approaches like field work, debates, and experiments in science subjects. Extra-curricular *activities* are part and parcel of schools curricular but teacher trainees are not exposed to them at the School of Education.

Students suggest that teacher education at the school of Education should be more professionalized. They feel the teacher trainers are not adequately trained that is why they do not have modern methods of teaching. Teacher trainees want to reduce the number courses offered to education students or extend the training period from 3 to four years. They want to improve on the supervision of school practice which they feel is insufficiently done by some lecturers.

Recommendations

The School Of Education with the Academic Registrars' office should endeavor to do career guidance in secondary schools of Uganda

Professional development for teacher educators should be promoted by the College of Education through research and other activities like attending conferences and workshops. The School of Education need also revise its curricular to meet the demands of teacher trainees.

The government of Uganda need to increase funding for teacher education to enable adequate supervision of school practice, buy enough teaching materials, provide enough teaching space, pay a living salary to lecturers and other needs that require financial assistance.

It is important to note that these are voices of teacher trainees, a study of the lecturers' opinion, feeling and attitudes toward the teacher education programme at the School of Education. Kakerere University is recommended.

Acknowledgement

The researchers would like to recognize the teacher trainees of academic year 2012/2013 for their invaluable contribution to this study.

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EFFECTS OF USE OF INSTRUCTIONAL MATERIALS ON STUDENTS COGNITIVE ACHIEVEMENT IN AGRICULTURAL SCIENCE

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Abstract

The study to find out the effects of use of instructional material on students cognitive achievement in agricultural science in secondary schools of Orumba South Local Government Area. Quasi experimental design was used. The sample comprised of 256 JS II students randomly sampled from 5 schools drawn from 5 towns in the local Government Area. The students were divided into two groups (experimental and control, group). An Agricultural Achievement Test (AAT) of reliability 0.82 was used for the study. The experimental group was taught using instructional materials while the control group was taught without instructional materials. Data collected was analyzed using mean, standard deviation and z-test statistics. The findings revealed that students taught with instructional materials performed better than those taught without instructional materials. Also there is no significant difference in the mean achievement scores of male and female students. The null hypothesis tested at 0.05 level of significance indicated that there is significant difference between the achievement scores of those taught with instructional materials and those taught without instructional materials. It was therefore recommended that instructional materials be used in teaching in secondary schools because it has positive impact on student's performance.

Introduction

Effective teaching of any subject will not only stimulates student's interest in the subject but also enhance their achievement in the examination. To achieve effective teaching and learning process, there is the need for use of instructional materials.

Instructional materials are the different teaching aids or apparatus which a classroom teacher employs to facilitate his or her teaching for the achievement of the stated objective. Agun (1992) defined instructional materials as those materials which are helpful to the teachers and students and which maximize learning in various areas. The use of instructional materials in teaching of agricultural science is very important because it provides a concrete basis for conceptual thinking motivates people to learn and captures pupils' imagination if used correctly (Ajalla, 1997).

The cognitive domain of learning involves knowledge and the development of intellectual skills. It includes the recognition of specific facts, procedural patterns and concepts that serve in the development of abilities and skills Achievement test is a test given at the end to find out the extent to which a student has achieved something, acquired certain information or mastered certain skill as a result of planned instruction or training. The importance of instructional materials in teaching and learning of agricultural science especially at the primary and Junior Secondary Schools cannot be over emphasized considering its effect on the development of intellectual skills on the students.

Statement of the Problem

The use of instructional materials in schools is not encouraging. As a result, it makes the morale and interest of the students in agricultural science low. This is because teachers adopt the verbalistic and theoretical method as a way of teaching and learning the subject, mainly due to non-availability of instructional material in schools. The question now is, to what extent does the use of instructional materials effect learning and students achievement in agricultural science in secondary schools.

Purpose of the study

The aim of the study is to determine the effect of use of instructional material on student's achievement in agricultural science in secondary schools. Specifically, the study intends to:

1. Find out the mean achievement scores of students taught with instructional materials and those taught without instructional material in agricultural science

2. Determine if such effect depended on the sex (gender) of students

Research Questions

The following research questions guided the study

1. What is the mean achievement scores of agricultural science students taught with instructional materials and those taught without instructional materials?
2. What are the mean achievement scores of male and female students taught with instructional materials?

Hypothesis

The Null hypothesis was tested at 0.05 level of significance

H₀1: There is no significant difference between the mean cognitive achievement scores of students taught with instructional materials and those taught without instructional materials.

Methodology

Research Design: Quasi experimental design was used.

Area of Study: The study was conducted in secondary schools of Orumba South L.G.A. There are a total of 16 secondary schools in Orumba South L.G.A

Population of the Study

The population for the study comprises of all JSS II students in the 16 secondary schools in Orumba south L.G.A, the total number of the JSS II student is 705 (Source: Statistics Unit, Orumba South Local Government Headquarter Umunze)

Sample and Sampling Techniques

Simple random sampling was used in selecting five towns, from each of the five towns one secondary school was selected by random sampling. This gave a total of five secondary schools, with 258 JSS II students.

Instrument

An instrument known as Agricultural science Achievement test (AAT) was used for data collection. The agricultural science achievement test developed by the researchers consists of eighteen questions.

Validation of the Instrument

The instrument was validated by two lecturers in agricultural education of F.C.E (I) Umunze and one agricultural science teacher in one of the sample schools. They criticized the lesson notes and necessary amendments were made.

Reliability of the Instrument

The reliability of the test was estimated by test-retest on 49 agricultural Science Students in Junior Secondary II Onitsha the study area. The reliability coefficient of 0.82 was obtained using Pearson Product Moment Correlation.

Experimental Procedure

There were two groups, the experimental group who were taught using instructional materials while the control group was taught without instructional materials. The Agricultural Science teachers were used in administering the instrument for four periods of 40 minutes each per group.

Method of data analysis

The research questions were answered using means and standard deviations, while the hypotheses were tested at 0.05 level of significance using Z-test Statistics.

Results

The result of the study are presented below

Research Question I: What is the mean achievement scores of agricultural science students taught with instructional materials and those taught without instructional materials

Table I: Mean Achievement Scores and Standard deviations of students taught with instructional materials and those taught without instructional materials.

Group	Number	Means \bar{x}	Standard Deviation
Experiment	132	15.30	1.81
Control	126	10.79	4.44

Data in Table I revealed that the mean achievement scores of experimental group and control group was 15.30 and 10.79 respectively. The experimental group therefore performed better than the control group.

Research Question 2: What are the mean achievement scores of male and female students taught with instructional materials?

Table2: Mean achievement scores and standard deviation of male and female

Gender	Number	Mean	Standard Deviation
Male	69	12.35	3.95
Female	61	12.36	4.67

The mean achievement scores of male students and female in table 2 were 12.35 and 12.36 respectively and standard deviation was 3.95 and 4.67 respectively. This indicates that there is no much difference between mean scores of male and female students

Hypothesis

There is no significant difference between the mean cognitive achievement scores of students taught with instructional materials.

Table 3: Z-test table for mean scores of students taught with instructional materials and those taught without instructional materials.

Group	N	\bar{x}	SD	Df	Z-cal	Z-crit	Decision
Experimental Group	132	15.30	1.81	256	10.81	1.96	Reject H_0
Control Group	126	10.76	4.44				

In table 3 above, the calculated Z was 10.81 while the critical Z was 1.96. Since the calculated Z was greater than the critical Z under degree of freedom of 256 and 0.05 level of significance, the null hypothesis was rejected. This means that a significant difference exists in the mean scores of students taught with instructional materials and those taught without instructional materials.

Discussion

The findings of research question I revealed that those students taught with instructional materials performed better than those taught without instructional materials. This finding is in line with the work of Olagunju (2000) who found out that there was a remarkable difference in the achievement scores of students taught with various instructional materials and those not exposed to use of instructional materials. There is therefore a general consensus that instructional materials enhances teaching & learning and leads to better students' achievement.

Research question 2 seeks answer to the extent to which gender affects the mean achievement scores of students taught with instructional material. The findings revealed that the mean achievement scores of male and female students were almost the same. Alio and Ezemaenyi (2010) reported insignificant difference in the mean scores of male and female students taught with instructional materials. It can be deduced that gender plays no effect on the achievement of students exposed to instructional materials. The test of null hypothesis showed that there was a significant difference between the mean achievement scores of students taught with instructional materials and those taught without instructional materials.

Recommendations

Based on the findings of the study the following are recommended

- 1) Government should provide instructional materials in secondary schools to enhance effective teaching and learning.
- 2) Enough time should be allotted in the school time table for effective use of instructional materials in teaching agricultural science.
- 3) Seminars, workshop on the use of the instructional materials should be organized for agricultural science teachers.
- 4) Teachers and students should be encouraged to form the habit of improvising instructional materials to make up the shortfall in supply.
- 5) There should be defined relationships between the course of study and materials to be used for effective teaching of agricultural science.

Conclusion

From the findings the study, it can be seen that students taught with instructional materials performed better than those taught without. This shows that students learn and perform better

when they are taught with instructional materials because the use of instructional materials gives the students the opportunity to see, feel and touch the materials during teaching.

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LOCAL UTILIZATION OF NGO PRESENCE IN CHANGING DISCOURSES OF EDUCATION IN RURAL MALAWI

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ABSTRACT

The paper examines the utilization of NGOs in changing conceptions over what makes a person educated and the advantages and liabilities that presenting one's-self as educated provides among Malawian small farmers. Through an ethnographic account it will be demonstrated that locally embedded actors incorporate the presence of a variety of NGOs in their education related negotiations and meaning making. It is argued that the presence of NGOs provides opportunities for many of the less enfranchised to challenge the notion (often presented by rural Malawian elites) that only those who go to schools are educated. Such claims assist people to claim resources that are either divided among the community or family. Nevertheless, not all poor are in a position to make such claims, for example, female members of poor male-headed households.

Keywords: NGO Presence, Local Utilization, Self-presentation, Education as contested, Malawi

INTRODUCTION

This paper examines the utilization of NGOs in changing local conceptions over what makes a person educated and the advantages and liabilities that presenting one's-self as educated provides. It argues that NGO presence often incentivizes an individual to claim to be educated, and that, while NGOs are utilized by the disenfranchised in intercommunity contests over the meaning of education, not all poor people are in a position to make these claims, especially in intra-family negotiations. This paper focuses education as 'extra-local' knowledge, perceived as separate from local wisdom (Levinson & Holland 1996).

The arguments that this paper presents are based on 11 months fieldwork in Northern Malawi, observing the utilization of three NGOs and a western funded and staffed CBO (which is undergoing NGO accreditation) by locals in fishing and farming villages. This fieldwork combined participant observation with interviews in English and chiTambuka, the northern Malawian lingwa franca. The focus is on neither the NGOs themselves nor the Malawian education system, but on how local actors use the presence of the NGOs to re-negotiate the meaning of education and the advantages this provides.

This paper will briefly summarize the Malawian schooling system and the educational options in the rural north, noting the absence of many opportunities that typically incentivize education. It will then focus on the symbolic claim of 'being educated' and the social and economic advantages the community and NGOs give to those they see as educated.

The paper examines the discursive contest over what constitutes education in the village consciousness. It explores the idea that years of schooling and quality (or cost) of school are the only determinants of level of education, a narrative typically presented by the monetary elite. This is compared to the aspirational poor's claim that the presence of an NGO can be utilized to create an equivalent educational status through non-formal classes and personal associations.

The paper concludes by showing how the utilization of NGOs in education related status claims is embedded in the differing relationships between the NGOs and the community. It will posit that a greater acceptance of dominant community discourse by *Mbwezi* (pseudonym), the largest NGO in the area, assists disenfranchised male farmers in their intra-community claims but simultaneously allows them to turn *Mbwezi's* library into a masculinized space. This is juxtaposed against Place of Learning (pseudonym), the western

directed CBO, where an intolerance of local gendered hierarchies, along with a more general friction between the CBO and the community, has resulted in only women and children studying in their library. The paper shows that while *Mbwezi's* library provides men who read there with educational symbolic capital, Place of Learning does not do the same for women. This capital is utilized in an educated partner's claims on family resources. In exploring this, the paper demonstrates that a NGOs presence influences 'education', but that this is guided by the community and relates to the power dynamics and inequalities there-in.

BACKGROUND INFORMATION ON EDUCATION IN MALAWI

The Malawian Schooling system trades-off the quality of education for availability (Chisamya et al 2012). In 1994 the Government of Malawi (GoM) introduced a Free Primary Education (FPE) policy raising primary student numbers from 1.9 to 2.9 million students nationally (Rose 2003). This rapid expansion in coverage reduced the quality of education, demonstrated by a 70% primary student drop-out rate, large numbers of under-qualified teachers and poor educational outcomes (Kadzamira & Rose 2003, Mtika & Gates 2010, Bisika et al 2009 & Jere 2012 pg.756).

Primary education is expensive for both the government and families. The GoM spends 25% of recurrent funds on education (Rose 2005 & Chisamya et al 2012). Poor households spend approximately 6% of their total income per child in school on school related expenses, a total cost increased by the additional enrolments FPE encourages (Kadzamira & Rose pg.506). These costs are compounded by inadequate post primary options. Malawi has one of the lowest participation rates in secondary schooling Africa, with net attendance under 10% (Chimomobo 2005 pg.168-171). Numbers initially increased after FPE as secondary education was seen as necessity for obtaining employment; however they have been declining since 2000 due to skepticism about the Nation's education system (Rose 2005 & Chimomobo 2009 pg.173).

Students are selected to secondary schools on merit, with the highest ranked going to national schools, the next best going to district boarding schools and the poorest (though still a minority) going to Community Day Secondary Schools (CDSSs) (Kamwendo 2010). There 1106 registered Secondary Schools in Malawi; 171 public, 627 CDSSs and 318 Private. In 2000 only one in three standard eight students found a place only a public school and urban Malawians were more than ten times as likely as those from rural areas (Chimomobo 2009).

The CDSS system is the only option for the majority of people in the rural north. Communities construct CDSSs in their area and the government provides teachers and learning materials (Kayuni 2010). The quality of education offered there is very low, with only 7% of teachers qualified and a teacher to student ratio of well over 1:100, in 1999 only 5% of boys and 1% of girls from CDSS's passed their exams (Chimomobo 2009 & Bray 2000, Mtika & Gates 2010, Kayuni 2010 & Kadzamira & Rose 2003). Private schools offer an educational alternative and provide an option to students who have failed in government or CDSSs schools; however they are well outside the financial resources of most rural residents (Chimomobo 2009).

NGOs and donors focus on provision schooling in Malawi to girls and girls will soon outnumber boys in the Malawian primary system (Stambach 1998, Chimomobo 2009 & Kadzamira & Rose 2003). This not been accompanied by deeper transformations to a system of gender relations that impedes female education. Care-work is feminized and post-menstrual girls have their rights to schooling questioned through sexualized bullying and impregnation (Chisamaya et al 2012, Bisika et al 2009 & Kadzamira & Rose 2003). Few girls complete primary school and they are still under-represented at high school (Kamwendo 2010, Chimomobo 2009 & Davidson & Kanyuka 1990)

SCHOOLING AND EDUCATION IN NORTHERN MALAWI

The area I studied has good primary education, but inadequate secondary schooling. There is near universal primary coverage along this section of the Northern Malawian Lakeside and the wealthy utilize the local system, demonstrating confidence in it. However the small

genuinely wealthy class (NGO workers, highly skilled civil and health workers and returned international miners) send their children to private high schools in Lilongwe and Mzuzu. The socially connected, ambitious and financially stable, (still a very small portion of the rural North), attempt to have their children receive hardship bursaries to Catholic Schools in Mzuzu. Admittance requires the financial flexibility to pay for transport to Mzuzu and to lose an economically productive household member for long periods.

The local high school options comprised a low fee private school and a CDSS. At 3000mk a semester, the private school was one and a half times the cost of the public option and most felt it provided a slightly superior though still insufficient education. The CDSS was a particularly poor school, no one from there has ever gone on to university and it has one of the worst pass rates in the country. One of the students observed that '[t] the person who teaches form 4 hasn't finished form 4 themselves' and rumors that the staff slept with female students were rife. The CDSS attempts to associate itself with *Mbwezi*, hoping to use the NGO's popularity to re-enforce its local legitimacy. A teacher told me '[t] *Mbwezi* knows that it would not exist without the school and the school teachers, when *Mbwezi* came no one wanted them but the teachers realized their vision and decided to help'. To cement this association, students are often used for volunteer labor by *Mbwezi*.

Mbwezi and Place of Learning provide non-school based adult education. Place of Learning ran English lessons once a week for a local women's group and other classes depending upon the international volunteers available at the time. These are locally considered inferior to conventional schooling (Bloch & Varus 1998 & Rose 2009). *Mbwezi* ran classes from their hall and allowed smaller NGOs to do so. When these NGOs were teaching, *Mbwezi* staff would come in, introduce the speaker, make jokes and stress the importance of the course, linking the lesson to *Mbwezi* in the minds of recipients. Some claimed that *Mbwezi's* classes constituted an education, an informant told me that '[t] a lot of people learn from *Mbwezi* instead of going to school, because they don't have money for fees'. The level to which *Mbwezi* provided classes could enhance a person's claim to be 'educated' and the reasons Place of Learning did not are discussed in this paper.

INCENTIVES FOR EDUCATION IN NORTHER MALAWI

Secondary schooling is seen as the minimum for entering the job market in Malawi, however this job market does not exist in the rural North (Kadzamira & Rose 2003). The jobs that required an education in the over ten thousand person region I studied were: NGO jobs, around twenty of which would have required a Malawi School Certificate (MSC-finish high school), five jobs at the hospital that would have necessitated tertiary education (and were not filled by locals) another ten where a Malawian Junior School Certificate (MJSC-finish the first two years of high school) would have been preferable and a collection of teachers (under 50), some of whom had less than a MSC. MSC holders were also looked upon favorably when these employers needed short term workers. People told me that '[t] people who finish form 4 [MSC] go out and find jobs where people who finish form 2 [MJSC] are just staying'. However, when questioned further, most acknowledged that there were many more people with MSC educations than jobs. Others claimed that an education made asking for money or gifts from the occasional tourist or seeking work in South Africa easier, though most of the best local English speakers had little schooling.

Despite disincentives to put children in school, including cost, lost labor and teachers impregnating students, rural northern Malawians use a variety of strategies to claim as good a position as possible in the formal schooling system and attempted to present themselves as 'educated' when able (Kadzamira & Rose 2003 & Kishindo 2000). This paper posits that, even in environments where being educated provides few financial advantages, there is significant cultural capital attached to being educated (Levinson 1996 pg.218). For those studied, this capital involved the ability to claim NGO resources, and could be negotiated through an association with an NGO or other utilizations of NGO presence.

THE SOCIAL CLAIM OF BEING EDUCATED

The social claim of 'being educated' provides significant benefits to those in the developing world who do not receive material advantages through education. Education serves as a form of symbolic capital, assisting claims to superior statuses and positions in the household and community (Skinner & Holland 1996 pg.274). What constitutes an 'educated person' is culturally specific, mediated by social interactions and local meanings (Rockwell 1996, Bartlett 2007 & Vaveus 2002). Students and graduates produce, enforce and challenge notions of the 'educated person', as do the actions of NGO workers in rural Malawi (Condy 1998). Good relationships between schools and communities increase the local value of education, and if the schools are unpopular this value is often negotiated through other organizations, including NGOs (Chimomobo 2005 & MacJessie-Mbewe 2004).

'Being educated' provides advantages including feeling entitled to express oneself in front of elders or community leaders and to be given the benefit of the doubt on issues like debts (Shaw 1996 Kishindo 2000 & Bartlett 2007). Educated women have an enhanced ability to negotiate later marriage, refute sexual partners and critique gender roles (Vaveus 2002 & Skinner & Holland 1996).

THE ADVANTAGES OF THE EDUCATED PERSON IN NORTHERN MALAWI

Among the small holders studied 'being educated' provided a collection of advantages, influencing how a person was perceived and their role in the community. Educated people were seen to live a good life, allowed ambition and listened to when decisions were made, especially those relating to development. People told me that '[tr] a person is *referred to as* educated if their problems are all finished, if they have a job and can find money and can help their family.'. This contrasted with the uneducated, who locals claim were poor because of their ignorance and who would not have food in their houses.

'Being educated' allowed a small-holder to search for jobs in the NGO and government sector, turning down fishing and farm work without appearing lazy. A respondent in a remote village explained that '[t] Gunzan [a chief's son] has been to school. He has finished form 4 and worked [volunteered] at the hospital so he cannot work as a fisherman'. Further, an educated person could save rather than share their income, and wealth they obtained was attributed to their education. When the uneducated had money it was assumed to be a result of selfishness or witchcraft.

People claimed that the uneducated did not have the mentality to do anything other than '[t] just stay', while the educated were capable of assisting the region. Some believed educated individuals filled an emerging whole in village social structure, as local hierarchies diminished in the face of increasing materialism:

'[tr] in the old times everyone listen to the elders but now they don't respect them and that's why people go to school, people respect people who went to school because now everything you need to buy'.

There were liabilities associated with the claim to being educated, both for the claimant and for the community. Many educated people felt their meager savings were inflated in the minds of the community and they were often asked for significant assistance: '[t] if you make your money farming you can tell people if you want money go and farm... but if you are educated you just sit and the money comes to you'. Educated people claimed that they were unable to work as either a fisherman or farmer due to expectations that they achieve more than this. However others claimed they were unwilling to work, instead drinking and using their education to negotiate additional sexual partners.

NGO Presence and the Advantages of the Educated Person in Northern Malawi

The presence of NGOs in rural northern Malawi was involved in creating and incentivizing locals' claims to be 'educated'. NGO staff were seen to be educated and NGOs provided

nearly all of the employment the educated aspired too. In some villages the only jobs other than fishing, hawking and farm work were provided by NGOs. NGOs were perceived to favor the educated in terms of sociability and resource provisioning. A person could both become 'educated' by volunteering with NGOs and prestigious types of volunteering (which 'the educated' were selected to do) provided material and cultural wealth to a volunteer.

Farmers modeled their understandings of an educated life on how they interpreted NGO staff member's presence (Rival 1996 pg.157). I was told that '[t] Juliet [a female staff member] lives like an *mzungu* (white person) because she has few children and a lot of education', associating this women's reproductive choices with her education and profession. Others observed that staff members did not farm or perform labor. Many people felt that NGO staff treated many locals poorly, but would mix socially with the educated. Sometimes these claims were made by those without an education, to pressure others to assist them, typically though it was 'the educated' that used the presence of NGOs to inspire and negotiate the advantages that education provided.

The intercommunity interaction between the NGOs and the concept of 'education' that was most beneficial to an individual was volunteering. Volunteers were typically selected by either the chief or NGO staff because they were educated, with the staff or chief solidifying the volunteer's self-depiction as educated by doing this. These volunteers would then attend training for which they would often receive 'appearance fees' and they were granted special status in their community by their chief. They would likely become recipients when the chief had NGO provided resources (for example seeds) to give out. A Chief admitted to me that his volunteers misappropriate resources from the NGOs they assist, but feels this is a privilege of their educational status and a necessary compromise between his village and those within it who are capable of bringing development:

'[t] if widows and orphans come to me and say we are not receiving I will tell them that I sent an educated person to *Mbwezi*, if they do not want that person to help them they can go to *Mbwezi* themselves, but they will be unable to because they haven't learnt'

The advantages of being educated are determined by local actors' interactions with the presence of the NGOs, rather than the actions of the NGOs themselves. Chiefs influence how education is viewed in their village; many of the newer chiefs in northern Malawi are well educated and valued education (Chimomobo 2005). Similarly, in villages where the local oligarchs are educated, 'education' often provides greater prestige than in those where the wealthy are unschooled.

This can be demonstrated by considering the case of Barya and Revor (pseudonyms), two small villages adjacent to each other along the lakeshore. Revor's wealthiest man has no education and is not investing in his children's or others in his family's learning. He states; '[t] there are two groups in Revor, group 1 goes to school and group 2 doesn't go to school, group 2 can cut down trees but group 1 cannot.' His attitude is mirrored by, and models for, many in the village, who are embittered towards schooling. In contrast in Barya the wealthiest man is paying for his younger brother's tertiary education (a short computer course in Mzuzu), with the aim of sending others from his family and community to external schools and eventually generating long term tertiary enrolment.

These differing attitudes to education are influenced by conflicts in the community between the chiefs and oligarchs and the utilization of NGOs in these. The chief of Revor is well educated and leverages the link between education and development to solidify his legitimacy as village leader. For this reason he rarely sends other 'educated' people to volunteer, denying the symbolic capital that 'education' could provide another family in the village. He also links education and development when asking people to partake in unpaid agricultural work for *Mbwezi*, claiming that this tedious labor allows the uneducated to contribute to the development of the village. In contrast, Barya's oligarch is the chief's son, and his brother (whose education he is paying for), does significant volunteering with NGOs in the area. By the chief and his son choosing to value this volunteering and demark it as a

sign of 'education' (a concept which they also advocate value for) they are able to differentiate the younger brother from the rest of the village, justifying the significant portion of the village resources that are being spent on him.

CLAIMS TO BE EDUCATED IN NORTHERN MALAWI

Who it is that can claim to be educated, accessing the social, cultural and economic resources of education, is locally negotiated through culture, the community and local institutions (Bartlett 2007, Kadzamira & Rose 2003). Where I studied, who is 'educated' represents a contest between local elites (who use their wealth to monopolize dominant understandings of education) and entrepreneurial poor, who use a variety of strategies, mainly centered on exploiting NGO presence, to claim 'educated' status as they cannot afford expensive school options.

The wealthiest and poorest residents both believed that being educated necessitated either expensive private schooling or a tertiary qualification, and that as such, few locals are educated. My richest respondent described a MSC as '[t] nothing' and a MJSC as '[t] less than nothing'. He had put all his children through private education and some form of tertiary training. His opinion was shared by many of the village elite, including NGO workers who stressed that some form of post-secondary certificate was necessary for their employment. Some used their schooling to differentiate themselves from equally rich but uncultured locals. The aforementioned respondent explained that there were others in the village who were wealthy enough to live *chalo chazungu* (a white person's life), like he did, but lacked the education. Those with no formal education also claimed that being educated required more than a MSC, meaning that almost no one in Usisya was educated. They were quick to point out that a local with a MSC was no more able to find a job than they were.

The elites and the ultra-marginalized had a common goal of limiting 'educated' status to a tiny minority. The elites would comprise this minority and the uneducated would be excluded from it regardless of its size. A strict definition of 'educated' assisted both groups' claims to NGO resources, as the provisioning of NGO materials by either chiefs or NGO workers was typically a compromise between entitlements centered on education (to those who would use them efficiently), and need (to the poorest members of the community). A wealthy member of the community would make their case for these resources based on being the most educated person in the area. The most disadvantaged needed there to be as little value as possible in a MSC or MJSC education so that they could claim these resources based on their greater need, without concerns others might be 'educated' enough to utilize them more effectively.

Most Usisyans felt a person was educated if they had a MSC and possibly educated if they had a MJSC. Those with a MSC stated that a MJSC merely taught students to write, where a MSC provided the intangible quality of living well, allowing them to respectfully disagree with their elders and making them authorities on development. Many with a MJSC counter that a person with a MSC who lived in the village was rarely better off than they were. Teco, a rich bar owner, explained '[t] If you just stay in the village then form 2 and form 4 are equal because the education has not assisted you'. In the further out villages were MSCs were rare a MJSC made someone educated.

Employment or the ability to speak English provided a person with education related symbolic capital. This was particularly prevalent among people with a MJSC or less, and its validity was fiercely contested by those with more formal schooling but less post school success. Many (especially those with a form 2 or less) claimed that anyone with a good job or international experience was educated. Patrick, a local nurse who had failed his MSC told me '[t] I am educated because I have this job'. Speaking English (or better still, being seen reading English), was a common strategy for claiming educational equivalence to someone with a MSC. Teco, when explaining why he did not provide his child with post-primary education told another wealthy local:

“[t] If they can speak *chazungu* by standard 8 [the end of primary school] they are more educated than you and why would they want to learn it again till form 4’.

As NGOs represented physical sites of education and modernity, people utilized their presence in claims to being educated. Locals would manufacture a special friendship with NGO staff, one repeatedly told me he went to the most senior development worker in the area's house to '[t] discuss development and read the political newspapers', evoking the language of development and its link to education. Others attended courses either provided by NGOs or at *Mbwezzi's* community center.

The understandings of education negotiated built on existing relationships within the village. For example, a class run a popular NGO worker in the village on 'business', would have a greater educational status than one run by a female staff member on sexual health. Further, the relative popularity of the NGOs was crucial in determining their ability to be perceived to provide 'education'. This popularity was related to their perceived respect for community 'values', limiting the potential to educational claims from the most disenfranchised; specifically women and children.

LIBRARIES AND THE ROLE OF THE RELATIONSHIP BETWEEN NGOS AND COMMUNITY IN DETERMINING EDUCATIONAL VALUE

Both *Mbwezzi* and Place of Learning have large libraries, each with approximately four thousand books, and five hundred newspapers and magazines. Where the majority of respondents agreed that going to *Mbwezzi's* library was a sign that a person was educated, they did not feel that way about Place of Learning. This was because *Mbwezzi's* library was more accommodating of local cultural norms, which encouraged locals to value it and utilize its presence in their claims to education. However, this also incentivized and enabled men to dominate the space, gifting them the status of 'educated' in their interfamily negotiations.

Mbwezzi's library has a table of newspapers, a selection of novels and a collection of educational books, dictionaries and thesauruses. The newspapers were read by adult men, some were illiterate, but enjoyed the social aspects of library attendance and others' perceptions that they were reading the newspaper in English. There were often late primary and early high school students present, almost exclusively male, who skim books that looked educational, typically thesauri and dictionaries.

Being at *Mbwezzi's* library could be utilized as a sign that you were educated or a way to become educated. Many claimed that reading in the library showed you were an educated person because you were able to read and valued learning. A fisherman explained to me; '[tr] a person who goes to *Mbwezzi* library is educated because they are living differently to everyone who is just staying'. Patrick, the health worker mentioned earlier, would falsely claim that he went to the library. Some people felt that a person could achieve equivalent education at *Mbwezzi's* library to school, one specified that readers there would '[t] learn things and will be more educated than those who study'. Others protested that people just went to *Mbwezzi* to read novels, or look at pictures, and that this did not constitute education, which could only be achieved through the schooling (that they had typically received and many of those reading at *Mbwezzi* had not). However, their opinions were rebutted by older males, who read at *Mbwezzi*, had little formal schooling and desired to be perceived as educated.

The success of *Mbwezzi* in providing 'education' necessitated that its internal power dynamics reflected dominant age and gender discourses within the general community (Trujillio 1996). Elder males would take the seats and reading materials of the younger and dominated the newspaper reading table, and the staff would unofficially tolerate their conversation. Chiefs and other village dignities were given special privileges and attention by the staff. Women would utilize the library when it was empty or take a small table at the back when only schoolboys were around. They excluded themselves from the library due to a fear that those who went there would be subject to rumors that they were sleeping with (or attempting to sleep with) either an *Mbwezzi* staff member or an educated man. Many felt that where a man could go to the library and pretend to read, a woman doing the same would be laughed at. Women had domestic tasks, including child rearing and, as this library was prestigious, they did not want to take a baby there that could cry and upset others.

This acquiescence to 'local customs' was not found at Place of Learning's Library, where women and high school students of both genders would talk and read educational books. There were also primary school aged children in the library, excited by the international volunteers who lavished attention upon them. Elder men refused to go to Place of Learning's library as they felt disrespected by the organization which failed to acknowledge their seniority. One claimed '[t] the people who have been to school here are also the people who like to drink beer, there might be some people who think drinking is bad, but they haven't been to school', a reference to the perception that the non-drinking staff and the (typically female) international volunteers judged and isolated themselves from local males. Some would sit for hours reading and re-reading the same small selection of Jehovah's Witness magazines but would claim that, as older men, they could not be seen at the library. One well educated man volunteered at Place of Learning but would read at *Mbwezji's* library.

Place of Learning's rejection of local power dynamics meant women and children could improve their reading and writing at the library unaccosted, but that it could not provide the symbolic capital of education. Women and children felt welcome due to the feminized presence and the fact that men were largely absent. Women went in groups to practice reading and one explained to be '[t] men don't go to the library because they cannot read and are too shy/ashamed to learn'. Place of Learning had a positive effect on the reading levels of the poorest local children. These students often received noticeably better grades in English language and literacy than in their other subjects, as they would go to the library when turned away from school for not wearing a uniform.

Men were adamant that women and children were not gaining education at Place of Learning. On the subject of the women's reading group I was told '[t]people don't go there to learn, they are just reading and if they can't read are just staying', and regarding children reading there

“[t]they teach children to read...and now children just want to go to Place of Learning, they skip school because they think it is better at Place of Learning, it is better they go to school’.

Place of Learning's library provided better educational outcomes to a more disenfranchised group; however, it was not able to provide the cultural capital of 'education'. In contrast *Mbwezji's* ability to provide education through its library was intimately tied to the respect for dominant local discourses. While *Mbwezji* itself did not gender the library, by reflecting uncritically 'traditional' society they allowed their library to become valuable and to be appropriated by men. This gifted males easy access to 'education' to use in their intra-household negotiations.

EDUCATION AND INTRA-HOUSEHOLD NEGOTIATIONS

The educated have significant advantages in terms of intra-household resource negotiations, assisting them with reproductive choice and wealth allocation (Vaveus 2002 & Rival 1996 pg.156). These negotiations takes place in the context of local gender norms, with Malawi women socialized to be subservient to male household heads; educated women are experiencing a slight improvement of intra-household gender relations (Chisamya et al 2012 pg.743 & Ngwira 1988 pp.1-3).

Where I studied men were able to use their greater educational status in intra-household wealth appropriation. This was, in part, due to many men's ability to present themselves as educated easily through library attendance or socializing with NGO staff. An NGO volunteer without a MSC invested significant family resources into his personal entrepreneurial activities. He explained to his wife and I that this was because '[e] I have an education, for me to work as a night watchman it is no good, but jobs here are few, maybe I can get work [in town] as a carpenter'. Many men (often with a MJSC or less) would use an educational claim that tied them to an NGO or NGO worker to cement their dominance over the household finances, which their wife '[t] does [didn't] have the mind to understand,' or went to the library to improve their education while their wife performed farm work.

The other aspect of interfamily negotiation where the influence of the NGOs' libraries was apparent was school fees. Parents' decision to send child to school is influenced by their assessment of the child's intellect, the costs involved in education and need for child's labor and that students negotiate their attendance based on intra-family power dynamics (Shaw 1996 & Davidson 1993).

NGO presence in across the Malawian lakeshore a priori appeared to incentivize spending money on a daughter's school fees at the expense of a son's. Local female NGO workers were known for giving money to their parents. Girls explained to me '[e] Tovia is helpful to her family but many men can't provide basic needs for their families so they envy her'. It was widely acknowledged that both NGOs and government services would employ women over men because they were '[t] looking for gender'. The small number of females with a MSC were either full time employed or consistently offered short term contracts and prestigious volunteering opportunities. Exceptionally canny locals quietly admitted that their preference their daughter's schooling over their son's to carry favor with NGOs and in the knowledge that white volunteers were more likely to 'sponsor' a female child.

Despite this, high school aged boys were much more able than girls to use *Mbwezji's* library to claim a family's limited resources for their school fees. Most families that sent children to high school selected one or two to go and would select their smartest, best behaved or most dedicated. Boys at *Mbwezji's* library admitted that showing intelligence and ambition to their parents was part of the reason they studied there. Girls felt unwelcome at there and they did not gain the same interfamily credit from reading at Place of Learning. Some parents explicitly preferenced a child who studied at *Mbwezji* when determining who to send to school and I knew of one case where a son used his time at *Mbwezji* to negotiate private school attendance, while his sisters were denied high school education.

CONCLUSION

The presence of various NGOs opened up new spaces and strategies for claims to 'education', as well as adding to the incentives to make these claims. Negotiations as to how NGOs affected understandings of education were embedded in, reflected and were limited by local prejudices. They provided enough latitude for entrepreneurial locals to contest the dominant understanding of education as measured in years and cost of school. However, the interplay between NGO presence, 'local culture' and education diminished women's intra-household bargaining position.

The perception of education was altered (and its status was raised) through local utilization of the presence of NGOs. Chiefs provisioned NGO resources to 'the educated', individuals sought exposure through volunteering and locals attempted to mirror the lives of educated NGO staff.

NGO presence was utilized in individuals' claims that they were educated. Some befriended NGO workers, others attended courses and others volunteered, attempting to show that they were worthy of the resources being educated provided. These educational claims were contested as it was in the best interests of the most and least powerful in Usisya for educational status to be exclusive and rare.

The role of NGO presence in renegotiating claims to education was tempered by the relationships between the communities and NGOs and, as such, exacerbated intra-family inequality. *Mbwezji* were popular at least in part because of their identification with 'traditional culture,' while Place of Learning was perceived to lack respect for community values including gender norms. The association between *Mbwezji* and 'the local' both allowed and incentivized male capture of education related symbolic capital, though their monopolization of *Mbwezji's* library. Men then used their status as the educated member of the family in intra-household negotiations.

This paper has shown how NGOs were used in changes to the local understandings that surrounded education. It has shown that the changes were not externally driven, but were negotiated, co-created and subverted by the circumstances of the village and the ambitions of the actors therein. In this way education was reshaped and appropriated through locals'

utilization of the presence of NGOs, a process that both challenged and was limited by local power dynamics. NGO workers and education professional should take note of these factors when considering how their own presence interacts with local discourses to create meanings for education and power relations that go with this.

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RE-ENGINEERING VOCATIONAL AND TECHNICAL EDUCATION IN NIGERIA FOR GREATER QUALITY SERVICE DELIVERY IN THE 21ST CENTURY FOR SUSTAINABLE DEVELOPMENT

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Abstract

The paper is on re-engineering Vocational and Technical Education in Nigeria for greater quality service delivery in the 21st century for sustainable development. The paper discussed how the signs in vocational and technical education sub-sector are not encouraging for instance lack of qualified vocational and technical education teachers, lack of workshops, machines, hand tools and other infrastructures in view of the above, technical and vocational education is preached by various successive governments since independence in Nigeria institutions of learning and not practiced. The paper discussed needed changes in vocational and technical education instructional delivery for empowerment and employment and instructions should be geared towards the self reliant of Nigerian citizen in future and it would also enhance scientific and technological development for actualization of vision 20:2020. The paper also discussed vocational and technical education research and development (R&D) as a means of global economic recovery and job creation in Nigeria. This would bring about innovative ideas, techniques, skill and professional suggestions to revitalize vocational and technical education. Finally, the paper concludes that, research should be conducted in vocational and technical education and recommendations faithfully implemented to the later for greater service delivery in the 21st century for sustainable national development in Nigeria.

Keywords: Re-engineering Vocational and Technical Education, Sustainable Development.

INTRODUCTION

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

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

Re-Engineering Vocational and Technical Education is a process of applying scientific knowledge into vocational and technical education sub-sector in Nigeria with a view of identifying, studying, analyzing, evaluating and continuing or terminating vocational and

technical education programme. Furthermore, re-engineering vocational and technical education involves among other things, the development of policy alternatives, experimenting, implementing and feedback and re-engineering vocational and technical education must meet the needs and aspirations of the citizens of Nigeria.

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

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

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

NEEDED CHANGE IN VOCATIONAL AND TECHNICAL EDUCATION INSTRUCTIONAL DELIVERY FOR EMPOWERMENT AND EMPLOYMENT FOR SUSTAINABLE DEVELOPMENT IN NIGERIA

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

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

Supporting the above, craft (2002) argues that;

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

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

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

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

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

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

VOCATIONAL AND TECHNICAL EDUCATION RESEARCH AND DEVELOPMENT (R&D) AS A MEANS OF GLOBAL ECONOMIC RECOVERY AND JOB CREATION IN NIGERIA

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

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

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

The complexities that burden the successful and quality research conduction so as to re-engineer vocational and technical education can not be overemphasized. This has been the phenomenon that has affected the development of Nigeria. It is at this critical time that research in vocational and technical education is important in Nigeria, various questions are

being asked why government funds and international partner agencies continue to channel resources round after round on the entire vocational and technical education programme and no reasonable result is coming out.

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

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

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

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

CONCLUSION

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

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

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

SUGGESTIONS/RECOMMENDATIONS

- ❖ All institutions of learning in Nigeria should use the multimedia, computer simulation techniques and E-learning instructional approach which involve the use of electronic medium for instruction. The E-learning instructional medium include, internet, intranet, satellite broadcast, CD ROM, video tape, etc. this would enhanced the needed change in vocational and technical education instructional delivery for empowerment and employment in the global labour market.
- ❖ Vocational and Technical education reliable researches should be conducted and recommendations faithfully implemented to the later. Also lecturers and teachers should update their knowledge through quality research and going on sabbatical leave abroad or to developed countries to meet current demand in vocational and technical education in particular and in the educational system in general for sustainable development.

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

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EDUCATION AN ANTIDOTE AGAINST EARLY MARRIAGE FOR THE GIRL-CHILD

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Abstract

This paper explores the reasons behind early marriage in Africa, ray Nigeria to include economic, socio-cultural and religious as well as notions of morality and honour and its devastating effects on physical, health, psycho-social as well as the education of the girl-child. While many conventions have addressed the issues of early marriage and made strong case for protection of the children's right but the country lacks political will to enforce the relevant provisions. This paper proposes education as an antidote.

Introduction

The world over, marriage is an institution and is regarded as a moment of celebration and a milestone in the life of the adult. In practice, marriage is not restricted to the adult; the girl-child may be forced into early marriage without recourse to her consent nor the consequences of such forced union. The imposition of a marriage partner upon a child means that the childhood is lost and never regained (UNICEF, 2001). When children are hurried through childhood, and rushed into taking on adult task (such as marriage at a very early age, the effects can be profound and long lasting (Awake 2003).

Bayisenge (2010) noted that young girls are robbed of their youth and required to take on roles for which they are not psychologically or physically prepared. Many have no choice about the timing of marriage or their partner. Some are coerced into marriage, while others are too young to make an informed decision. Premature marriage deprives them of the opportunity for personal development as well as their right to full reproductive health, and well being & participation in Civic life.

What Is Early Marriage

The term early marriage or child marriage refers to any marriage of a child younger than 18years old in accordance to Article of the Convention on the Rights of the child. UNICEF (2005) describes it as both formal marriage and informal unions in which a girl lives with a partner as if married before the age of 18. It can also be defined as any marriage carried out below the age of 18 years, before the girl is physically, physiologically and psychologically ready to shoulder the responsibilities of marriage and child bearing. Some scholars and activists have argued that instead of looking for a universal age at which girls and boys should marry, the focus should be put instead on eliminating the unwanted effects of early marriage (Women's human rights resources, <http://www.law-lib.utoronto.ca/diana/index.htm>). The argument is that societal understanding of what it means to be a child differs. The situation in the regions of Africa tends to support this argument.

Lefevre (2004) states that while more women are now marrying at later age, early marriage remains a norm in sub-saharam Africa and South Asia. Over all, 20-50 per cent of women are married by the age of 18 in these regions. Bayisenge (2010) observed that African women in general marry at a much earlier age than their non-African counterparts, leading to early pregnancies. The Health Demographic Survey (HDS) for 1995 to 2003 shows that in Niger, 47 percent of women aged between 20 and 24 were married before the age of 15, and 87 percent before the age of 18, a total of 53 percent had also had a child before the age of 18.

Bayisenge (2010) provided data on child marriage prevalence in 11 African countries that suggest a normative situation. The countries include: Niger (77 percent), Chad (71 percent), Mozambique (57 percent), Guinea (65 percent), Mah (65 percent), Uganda (54 percent), Burkina Faso (52 percent). Ethiopia, Togo and South Africa had prevalence rates of 49 percent 31 percent and 8 percent respectively.

Reports from IRIN Africa (2008) indicate that in Northern Nigeria, an estimated more than half of the girls are married before age 15. Among Nigerians predominantly Muslim northern states, only Jigawa state has passed a Law to enforce the UN Child Rights Act, which prohibits child marriage. The 2007 law itself does not specify an age, referring only to "puberty" to please the people. The law itself has never been enforced. In 2010, a Nigerian Senator was reported by the news

media to have married a 13-year-old Egyptian girl. The report generated opprobrium in various circles but soon died down. The lesson learnt is that implementation of relevant laws are still a far cry from expectations in Nigeria.

Reasons Behind Early Marriage

Several reasons may be adduced for early marriage of the girl-child.

Economic Reason

Poverty has been identified as one of the major causes of early marriage. Where poverty is acute, a young girl may be regarded as an economic burden (UNICEF, 2001). Poverty is a critical factor contributing to child marriage and a common reason why parents may encourage a child to marry, in belief that such marriage may bring both financial and social gain to the family. The Forum of Marriage and the Rights of Women and Girls, 2001 provides the following case of a Zimbabwean girl who was married off at a very young age due to economic constraints. In August 2001, a ten-year-old girl in Zimbabwe was reportedly sold to a 40-year-old man as wife in order for the family to obtain cash for food.

Socio-Cultural and Religious Values

In societies, where early marriage is prevalent, there is strong pressure on families to conform. The old notion of an ideal age for marriage, the desire for submissive wives, and other customary requirements are all enshrined in local customs or religious norms (Bayisenge, 2010). In the northern part of Nigeria, religion plays major part in perpetuating early marriage. In the southern part of Nigeria, where the extended family system is strong, the influence of relations in early marriage phenomenon cannot be over-emphasized.

Notions of Morality and Honour

It has been suggested that the dominant notion of morality and honour are important factors encouraging the practice of child marriage. The importance of maintaining family honour and the high value placed on virginity. Pregnancy outside marriage is not welcome in many societies. Yet, giving the prevalence of teen pregnancy, many societies settle for early marriage for girls. Awake (2004) reports that 31,857 children between 10 and 14 years of age gave birth in Brazil in 1998; in Britain, 90 percent of teenage births in 1997 born outside marriage; while in the United States, 4 in 10 teenage girls get pregnant at least once before they reach the age of 20.

Effects of Early Marriage

Early marriage is associated with certain consequences which include physical, developmental, psychological and social implications.

Physical Health Effects

Early marriage subjects the girl-child to an early sexual experience with her husband. At an age where the bride is not physically and sexually mature, this has severe health consequences. It is reported that the worldwide incidence of premature birth and low birth weight is higher among adolescent mothers (<http://wikipedia.org/wiki/Teenage-pregnancy>).

Bayisenge (2010) stated that the young married girls are under tremendous pressure to prove their fertility in the first year of marriage. They therefore have children early. UNICEF (2005) states that there is a strong correlation between the age of a mother and maternal mortality. Girls ages 10-14 are five times more likely to die in pregnancy or child birth than women aged 20-24 and girls aged 15-19 are twice as likely to die. There is also the problem of heavy bleeding during child birth and the Vesico Vaginal Fistula (VVF) ravaging young girls in some parts of Northern Nigeria. Moreover, the age difference between the girl and her husband tends to reinforce the powerlessness of the girl. She is therefore at greater risk of abuse and less likely to assert herself.

Bayisenge (2010) noted that young married girls are more likely to be beaten or threatened and more likely to believe that a husband might sometimes be justified in beating his wife. The International Center for Research on Women (ICRW, 2008) reports that in Egypt 29 percent of married adolescents were beaten by their husbands. Of these, 41 percent were beaten when they were pregnant.

Psychological and Social Effects

Girls are not adequately prepared for the roles expected of them in the family. This therefore becomes a burden and has serious impact on their psychological welfare, their perception of themselves and also their relationship. Early marriage can lead to psychological disadvantage which is a psychological development in and interaction with a social environment. Early marriage leads to less of freedom and a feeling of isolation for the girl-child as well as an unhappy marriage.

Denial of Education

Early marriage results to school-drop-out and its chain effects. In Northern Nigeria, 12 million girls aged around 13-14 are married in the region (IRIN Africa, 2008). The denial of education reduced such girls to that of dependence and subservience. Fairaa (2007) states that the gender inequality present in all aspects of society, including education leads to girls often lacking life skills and negotiating power.

Husbands of young wives are often older man who expects their wives to follow tradition, stay home and undertake household and childcare duties. The thought of continuing schooling is often lost. Schools often have a policy of refusing to allow married or pregnant girl or girls to return. Even if they do not permit girls with babies to return, the school environment rules, time tables and physical conditions can make it difficult for a girl to attend school and perform her duties as wife and mother at the same time. Early marriage subsequently undermines the Millennium Development Goals (2 and 3) that seeks to achieve universal primary education, and promote gender equality and empower women.

This also affects, not only the health of the child of the illiterate mother, but the child's all round development (UNICEF, 2001). A study by Treffgarne (2002) found association between maternal literacy and school child's academic achievement. A longitudinal study by Burchfield R, Rumar P. & Resser, M et al (2002) also supports that literate women are more aware of health and reproductive issues and the importance of children's education. But early marriage limits girls' educational opportunities. Lloyd and Mensch (2006) found that "early marriage is more likely to limit girls' educational opportunities than early childbirth".

Conventions on Early Marriage

Child marriage is viewed as a violation of human rights and is prohibited by a number of international conventions and other instruments. Some of the instruments are paraphrased for clarity.

Universal Declaration of Human Rights 1948

Article 16 (1) of UDHR states that men and women of full age have the right to marry and found a family. They are entitled to equal rights as to marriage and its dissolution (2) Marriage shall be entered into only with the free and full consent of the intending parties.

Convention on Consent to Marriage, Minimum Age for Marriage and Registration of Marriages, 1964

Article 1 states that no marriage shall be legally entered into without the full and free consent of both parties, such consent to be expressed by them in person as prescribed by law. Article 2 states that parties to the present convention shall specify a minimum age for marriage.

African Charter on the Rights and Welfare of the Child, 1990

The Article XX1 states that child marriage and the betrothal of girls and boys shall be prohibited and effective action, including legislation, shall be taken to specify the minimum age of marriage to be eighteen years.

Convention of the Rights of the Child, 1989

A number of articles within the CRC hold relevance to child marriage. These include Articles 3, 19, 24, 28, 29, 34 and 36. These are meant to protect the child against sexual exploitation and to hold the interest and welfare of the child prominent in all decisions.

Education as an Antidote to Early Marriage

Early marriage is an issue that cannot be solved in isolation because it results from a complexity of social, cultural and economic dimensions and widespread gender discrimination. The causes and effects of child marriage are intrinsically linked.

Repeated studies have shown the importance of education in eliminating child marriage (Lloyd and Mensch 2006). The research by UNICEF (2004) shows that the more education a girl receives, the less likely she is to be married early. Improving access to education and eliminating gender gaps in education are important strategies for ending the practice of early marriage.

Government should exercise the political will to implement relevant laws and conceptions, including the right of the child as bona-fide citizen of the country. "Birth marriage and death are the standard trio of key events in most people's lives. But only one – marriage – is a matter of choice" (www.hsph.harvard.edu/grhf/sasia/forums/child). No child should be denied the right to exercise this choice which should be done on due time. Finally, while we as teachers ask for minimum wage, let us equally advocate the minimum age.

Conclusion

Early marriage still thrives in spite of various conventions against the practice. Although reasons often adduced in favour of the practice may appear attractive on face value, the physical health and psychological consequences of early marriage can constitute a huge price; in order to stem

the tide of early marriage and its consequences, education of the girl-child must take pre-eminent position.

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USE OF SOCIAL NETWORK AMONG POST GRADUATE STUDENTS OF KUVEMPU UNIVERSITY

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Abstract

The present study examined the use of social network among post graduation students in Kuvempu University India. This research paper examines the level of use of social networks of post graduation students and studies the difference between Science, Social Science, Commerce and Education Faculty Post Graduate students' use of social network. The sample of 200 P.G. students was selected randomly, out of 200 students-100 were Male and 100 were female, and equal ratio maintained for the faculties of Social-science, Science, Commerce, and Education. The questionnaire was administered for collecting data from the students and t-test statistical method was used for analysis of data. The study reported that, there was no significant difference between male and female of post graduation students' use of social network, Education and Social Science Faculty, Commerce and Social Science, Science and Social Science and Education and Science Faculty Post Graduate students' use of social network but, there was a significance difference between Commerce and Education, Commerce and Science Faculty Post Graduate Students' use of social network.

Keywords: Social network, Gender, Faculty and Post Graduate Students.

1. Introduction

Social networks have become a global phenomenon and attracted extensive population from all around the world in different ages, cultures, education levels, etc. In addition to routinely checking e-mails, reading daily forums and newspapers or following instant message tools, people now also check their social network profiles by following others' status changes, updating their profiles or looking at others' profiles (Güzin & Yasemin 2011).

Face book, MySpace, Winked in and Orkut to give a few examples, contain millions of members who use these networks for keeping tracks of each other, find experts and engage in commercial transaction when needed. User prefers social networking sites or Face book to access information as it reduces physical strain, save the time; they are able to compute the work within time, minimize expenses and keep accuracy. Research has shown that, many people connect to social network sites at least once a day either to check their profiles or to participate in different online activities (Joinson, 2008; Lenhart, 2009).

Social network is a broad term used to denote the blogs, used created videos and wikis .A social networking is an online service, platform or site that focuses on building and reflecting of social network or social relation among people who share interests and activities. Most social network services are web based and provide means for users to interact over the internet. They interact, share and exchange resources by social network, it also promotes free flow of information and sharing of resources boundaries.

Facebook provides an opportunity to users, to create personalized profiles that include general information like education background, work background, and favorite interests and also to add links and song clips of their favorite bands, post messages on friends' pages, and post and tag pictures and videos, among other things (Rosmarin, 2007; Zywica & Danowski, 2008).

Currently Face book is the fifth most trafficked site on the internet worldwide and second most trafficked social media site on the world. These are interactive allowing visitors to leave comments, message each other via widgets on the blogs and interactivity that distinguishes them from other static websites. It has affected the social life and activity of people in various ways. It is just like Social phenomena that not just connect people together but generate and contributes the web contents itself. It enables users to choose their own privacy setting and choose who can see specific parts of their profile. It engage and push content to user. It has given an opportunity to mark community and receive fast, quick respond to feed back. Most of the social network users are young individuals most of whom are university students. Hence, social network sites are considered to play an active role in younger generation's daily lives (Lenhart, 2009). The relationship between the youth and their involvement in social network sites has attracted many researches that focused on young people's social network activities in relation to their privacy concerns as pertaining in their social network usage (Lenhart & Madden, 2007; Pempek, Yermolayeva & Calvert, 2009; Zywica & Danowski, 2008). Similarly, comparisons of different social networks in terms of their features and users' demographics such as gender, frequency of use and their reasons for participating in social network environments remain as the most popular research areas.

2. Need and Importance of the Study

Social networks are defined as a body of applications that augment group interaction and shared spaces for collaboration, social connections, and aggregates information exchanges in a web-based environment Face book, Myspace, Youtube, Flickr, and Linkedn are the most commonly known social network sites containing similar as well as different features.

It is important to reveal individuals' social network usage purposes, usage areas and outcomes to understand what motivates them to adopt social networks so rapidly and to use so actively. Various researchers have studied users' purposes in using social networks. Stutzman (2006) stated that, social networks can be used for passing time, learning about other people, maintaining social relations, following changes at the university, class or school enrolled. On the other hand, Ellison, Steinfield & Lampe (2007) explained that, social network can be oriented towards work- related contexts, establishing new relationships, or reaching those with shared interests such as in music or politics. Lockyer & Patterson (2008) also showed that, users can share their personal information with the help of their profile page, connect with other users, upload, tag and share multimedia content they have created, link others to a variety of accessible content, initiate or join sub-sets of common interest groups. Grant (2008) also acknowledged that, social networks such as Facebook, MySpace, YouTube, weblogs, as well as wikis are predominantly used by teenagers and young adults as an extension of their personality to show their friends and the world who they are, what they care about, and with whom they are likeminded.

According to Joinson (2008), people use social networks to keep in touch with old friends, find the lost contacts, communicate with the like-minded people, join groups with shared interests, organize or join events, view and tag photos, share/ post photographs, play games, update one's own status, see others' status. He also grouped these uses under seven categories which were to keep in touch, passive contact, social surveillance, reacquiring lost contacts, communication, photographs, designing related uses, perpetual contacts and making new contacts. Lenhart (2009) further argued that, social networks are primarily used for establishing and maintaining personal or professional contacts, making plans such as by organizing an event or a cause, and simply flirting. Mazman & Usluel (2009) suggested that usefulness, ease of use, social influence and innovativeness can be considered as direct factors influencing usage of social networks whereas facilitating conditions, subjective norms, image and community identity can be accepted as indirect factors.

Stefanie (2012) worked on I deserve success: Academic entitlement attitudes and their relationships with course self-efficacy, social networking, and demographic variables. This

study investigated differences in university students' academic entitlement (AE) by demographic group (sex, college class, college generational status) as well as AE's relationship with self-efficacy for college coursework and social networking. It also investigated predictors of AE in first-generation (FG) students and continuing-generation (CG) students. Males reported significantly greater AE than females. No differences in AE were found by college class or generational status. AE was significantly correlated with college course self-efficacy and social network use. College course self-efficacy, sex, and social network use predicted AE in CG students; however, in FG students, AE was predicted by college course self-efficacy alone. Güzin & Yasemin (2011) worked on gender differences in using social networks. Facebook, which is one of the most popular and being most widely used social network, is investigated in this study. The results showed that, usage purposes can be categorized under four categories, namely maintaining existing relationships, making new relationships, using for academic purposes and following specific agenda. Significant differences were found between genders in all of the purposes mentioned.

Noushia (2010) worked on the use of social networking (Facebook) science professionals of university libraries. The study explored social networking site (SNS), Facebook to work as an effective tool for imparting information or knowledge and prove helpful in making awareness among Library and Information Science (LIS) Professionals of University Libraries as most important aspect of Facebook as its emphasis on online collaboration and sharing because it has social networking, user centric characteristics. Yuan-Chu Hwang (2010) studied on a collaborating social decision model for digital content credibility Improvement and Quality information source for decision-making. This study investigated people's original experiences and feedbacks from their social network relationships. Those personal perceptions and latest feedback information from social network were utilized for exploring high quality digital content. The unique information from social network could help user shape the digital content quality and bring alternative information sources of leisure e-service system. Contrast to traditional leisure service applications, the collaborative social decision model could improve digital content credibility and facilitate leisure e-service innovation. Selman Bozkır, et.al. (2009) worked on Identification of User Patterns in Social Networks by Data Mining Techniques. Currently, social networks such as Facebook or Twitter are getting more and more popular due to the opportunities they offer. As of November 2009, Facebook was the most popular and well known social network throughout the world with over 316 million users. Among the countries, India is in third place in terms of Facebook users and half of them are younger than 25 years old (students). India has 50 million Facebook members in 2012. The success of Facebook and the rich opportunities offered by social media sites lead to the creation of new web based applications for social networks and open up new frontiers. Thus, discovering the usage patterns of social media sites might be useful in taking decisions about the design and implementation of those applications as well as educational tools. When examined studies about usage of social networks above, it can be suggested that, most of the studies stated that, people maintain their relations with social networks in which they formed or joined new networks to make new friends. It is noticeable that people generally tend to keeping in touch with friends, maintaining their relations, making new friends, building groups with people around common background (graduated school, department and class groups) or building new groups or joining groups with people which they have shared interest or needs (Mazman & Usluel, 2010; Pempek, et.al. 2009). In this study, Facebook, being one of the most commonly used social networks is studied in relation to gender and faculty of post-graduate students.

3. Objectives of the study

1. To study the level of Post Graduate students' Use of Social network.
2. To study the difference between Male and Female Post Graduate students' use of social network.

3. To study the difference between Science and Social Science Faculty Post Graduate students' use of social network.
4. To study the difference between Commerce and Education Faculty Post Graduate students' use of social network.
5. To study the difference between Commerce and Social Science Faculty Post Graduate students' use of social network.
6. To study the difference between Commerce and Science Faculty Post Graduate students' use of social network.
7. To study the difference between Education and Social Science Faculty Post Graduate students' use of social network.
8. To study the difference between Education and Science Faculty Post Graduate students' use of social network.

4. Hypothesis of the Study

1. There is no significant difference between Male and Female Post Graduate students' use of social network.
2. There is no significant difference between Science and Social Science Faculty Post Graduate students' use of social network.
3. There is no significant difference between Commerce and Education Faculty Post Graduate students' use of social network.
4. There is no significant difference between Commerce and Social Science Faculty Post Graduate students' use of social network.
5. There is no significant difference between Commerce and Science Faculty Post Graduate students' use of social network.
6. There is no significant difference between Education and Social Science Faculty Post Graduate students' use of social network.
7. There is no significant difference between Education and Science Faculty Post Graduate students' use of social network.

5. Methodology: survey method was used in the descriptive research

5.1 Variables of the Study: The variables considered are Post Graduate students' use of social network, Gender and Faculty (Science, Social-science, Commerce and Education).

5.2 Sampling Technique: For the present study Simple Random Sampling technique was used to select 200 post Graduate students from different faculties of Kuvempu University, Karnataka State- India. Out of 200 students- 100 were Male and 100 were Female and equal ratio maintained for the faculties of Social-Science, Science, Commerce, and Education (Fifty each).

5.3 Tool used for the Study: Face book usage tool used to collect data was developed by the *Guzzle Munban* (2011) on the four areas like Maintaining Existing Relationships, Making New Relationships, Academic Usage and Following Agenda. The survey consisted of two sections. In the first section, demographic characteristics of Facebook users were collected. The second section of survey consisted of 12 items whose responses varied from 1

(Never) to 5 (Always) in form of a five point Likert type scale. The Cronbach's alpha value of this 11-item scale was found to be .802 and considered as a reliable data collection tool.

6. Statistical Techniques used for the study: In pursuance of objectives of the study and in order to test the research hypothesis set up, the 't'- test was used to analyse the data.

7. Analysis Interpretation of Data –Objectives and Hypothesis wise:

Objective-1. To study the level of Post Graduate students' Use of Social network

Table 1. Post Graduate students' usage Level of Social network

	N	Mean		Status
Use of social network	200	38.48	Above average 47 -58	Average
			Average 36-46	
			Below average 19-35	

The above table-1 shows that the post graduate students use of social network is at Average level.

Objective-2. To study the difference between Male and Female Post Graduate students' use of Social network

Hypothesis -1. There is no significant difference between Male and Female Post Graduate students' use of Social network

Table 2. Mean, SD and 't' value of Male and Female PG students' use of social network

Use of social network	Gender	N	Mean	SD	't'-value	Not significant at 0.05 level
	Male	100	40.29	23.99	0.46	
	Female	100	39.13	7.44		

The above table-2 shows that, The obtained 't' value is 0.46 which is less than theoretical value 1.96 with df 198 at 0.05 level of significance. Hence the null hypothesis is accepted and it is concluded that, "There is no significance difference between Male and Female Post Graduate Students' use of Social network. Güzin Mazman, (2011) found significant differences between genders in all of the purposes mentioned. While the difference on making new contacts was in favor of Males, the differences on the other three user purposes were in favor of Females. Further in one more investigation by Tüfekçi's (2008) found significant differences between males and females on the usage of social networks. Females were more likely to use social networks to keep in touch with friends either living nearby or in other schools, while males were more likely to use social networks to find potential friends and find people with have similar interests.

Objective-3. To study the difference between Science and Social Science Faculty Post Graduate students' use of social network.

Hypothesis-2 There is no significant difference between Science and Social Science Faculty Post Graduate students' use of social network.

Table 3. Mean, SD and 't' value of Science and Social Science Post Graduate students' use of Social network

Use of social network	Student Faculty	N	Mean	SD	't'-value	Not significant at 0.05 level
	Science	50	39.3	22.71	0.11	
	Social science	50	39.7	7.69		

The obtained 't'-value from the above table-3 is 0.11, which is less than theoretical value 1.96 with df 98 at 0.05 level of significance. Hence the null hypothesis is accepted and it is concluded that, there is no significance difference between Science and Social Science Faculty Post Graduate students' use of social network.

Objective-4. To study the difference between Commerce and Education Faculty Post Graduate students' use of social network.

Hypothesis-3. There is no significant difference between Commerce and Education Faculty Post Graduate students' use of social network.

Table 4. Mean, SD and 't' value of Commerce and Education Post Graduate students' use of Social network

Use of social network	Student Faculty	N	Mean	SD	't'-value	Significant at 0.05 level
	Commerce	50	37.9	6.22	2.24**	
	Education	50	40.7	6.35		

From the above table-4 it can be observed that, The obtained 't' value is 2.24 which is greater than theoretical value 1.96 with df 98 at 0.05 level of significance. Hence the null hypothesis is rejected and it is concluded that 'There is significance difference between Commerce and Education Faculty Post Graduate students' use of social network. Based on the mean value it can be inferred that, Education faculty Post Graduate students' use of social network is higher than the Commerce faculty students.

Objective-5. To study the difference between Commerce and Social Science Faculty Post Graduate students' use of social network.

Hypothesis-4. There is no significant difference between Commerce and Social Science Faculty Post Graduate students' use of social network.

Table 5. Mean, SD and 't' value of Commerce and Social Science Post Graduate students' use of Social network

Use of social network	Student Faculty	N	Mean	SD	't'-value	Not Significant at 0.05 level
	Commerce	50	37.9	6.22	1.29	
	Social science	50	39.7	7.69		

From the above table-5 it can be observed that, The obtained 't' value is 1.29 which is less than theoretical value 1.96 with df 98 at 0.05 level of significance. Hence the null hypothesis is accepted and it is concluded that, 'there is no significance difference between Commerce and Social Science Faculty Post Graduate students' use of social network'.

Objective-6.To study the difference between Commerce and Science Faculty Post Graduate students' use of social network.

Hypothesis-5.There is significance difference between Commerce and Science Faculty Post Graduate students' use of social network.

Table 6. Mean, SD and 't' value of Commerce and Science Post Graduate students' use of Social network

Use of social network	Student Faculty	N	Mean	SD	't' value	Significant at 0.05 level
	Commerce	50	37.9	6.22	2.37**	
	Science	50	39.3	22.71		

From the above table-6 it can be observed that, The obtained 't' value is 2.37 which is greater than theoretical value 1.96 with df 98 at 0.05 level of significance. Hence the null hypothesis is rejected and it is concluded that "There is significant difference between Commerce and Science Post Graduate Students' use of social network. Based on the mean

value it can be inferred that, Science faculty Post Graduate students' use of social network is higher than the Commerce faculty students.

Objective-7.To study the difference between Education and Social Science Faculty Post Graduate students' use of social network.

Hypothesis-6. There is no significant difference between Education and Social Science Faculty Post Graduated students' use of social network.

Table 7. Mean, SD and 't' value of Education and Social Science Post Graduate students' use of Social network

Use of social network	Student Faculty	N	Mean	SD	't'-value	Not significant at 0.05 level
	Education	50	40.7	6.35	0.38	
	Social Science	50	39.7	7.69		

From the above table-7 it can be observed that, The obtained 't' value is 0.38 which is less than theoretical value 1.96 with df 98 at 0.05 level of significance. Hence the null hypothesis is accepted and it is concluded that " There is no significant difference between Education and Social Science Post Graduate Students' among facebook use.

Objective-8. To study the difference between Education and Science Faculty Post Graduate students' use of social network.

Hypothesis-7.There is no significant difference between Education and Science Faculty Post Graduate students' use of social network.

Table-8. Mean, Standard Deviation and 't' value of Education and Social Science Post Graduate students' use of Social network

Use of social network	Student Faculty	N	Mean	SD	't' value	Not significant at 0.05 level
	Education	50	40.7	6.35	0.42	
	Science	50	39.3	22.71		

From the above table-8 it can be observed that The obtained 't' value is 0.42 which is less than theoretical value 1.96 with df 98 at 0.05 level of significance. Hence the null hypothesis is accepted than it is concluded that " There is no significance difference between Science and Education Post Graduate Students' use of social network.

8. Discussion and Conclusion

The study reported that there is no significant difference between Education and Social Science Faculty, Commerce and Social Science Faculty, Science and Social Science Faculty and Education and Science Faculty Post Graduate students' use of social network. Present study also found that there is no significant difference in Mean scores of use of social network among PG students relation to Gender. Thelwall (2008) and Lenhart & Madden (2007) also found that, males tend to make new relationship in social network environments more than females do. On the other hand, Korkut (2005) found that females' communication skills were more positive than males' and the author explained this by suggesting that females were more social than males. Güzin Mazman, (2011) found that, males were found to be more open to new relationships just as communication skills are important both for maintaining existing relationships and making new relationships.

The present study found that, there is significance difference between Commerce and Education Faculty and Commerce and Science Faculty Post Graduate Students' use of

social network. Stefanie (2012) also found that there was significant association academic entitlement was significantly correlated with college course self-efficacy and social network use. Lenhart (2009) found that individuals use their social network profiles mostly to 'stay in touch with friends.' On the other hand, other social networks usages were accepted as making plans with friends, making new friends, organizing events or causes, making new business professional contacts, promoting work and flirting which are similar to the findings of this study's factors of 'academic usage' and 'making new friendships'.

Social networks have millions of users whose numbers increase rapidly. In this study, usage levels of social networks are aimed to explain the important role of these sites in post graduate students' daily lives. In addition to this, another statement must be investigated is why commerce and Education faculty post graduate students use more Social networks than their counterparts (Science and Social science). Usages of social networks should be also studied in terms of different variables such as Age level, educational level, profession, cultural differences, etc., while the possible sources of these differences can be examined in an in-depth manner.

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APPRAISING WORK-BASED LEARNING EXPERIENCES OF TECHNICAL AND VOCATIONAL (TEACHER) EDUCATION AND TRAINING (TVTET) PROGRAMMES IN NIGERIA

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Abstract

The skill emphasis in the implementation of technical and vocational education and training (TVET) programmes demands that conscious and concerted effort are made to put in place strategies that would guarantee hands-on learning experiences. Basically, a sure way of realizing these critical objectives is by the instrument of work-based learning (WBL) which implies the establishment of a synergistic relationship between TVET institution, business and industry as well as community-based resources inventory. This study has attempted to appraise the extent to which this synergy has worked in the Nigeria TVET system, using the seven (7) Federal Colleges of Education (Technical) in the South-Eastern geo-political zone of the country as study area. A total of 200 TVET instructors served as study sample while a structured questionnaire was used in generating data relevant to the study. Data analysis was based on the statistical tools of frequency, mean and percentage. Findings indicated among other things that, all emphasis so far is on the Student Industrial Work Experience Scheme (SIWES) leaving other avenues or strategies almost unexploited. Such other strategies identified by the study included: cooperative work experience Programme, job shadowing, clinical work experience, youth apprenticeship programme, school-based enterprises, internships, to list a few. Factors responsible for this anomalous situation were indicated to include poor policy framework, curricular defects, and inexperience on the part of administrators of TVET programmes. Recommended important strategies emphasized awareness creation through government-industry forum, curriculum restructuring and regular retraining of TVET instructors and teacher-trainers.

Introduction

Technical and Vocational Education and Training (TVET) is a programme designed to equip the youth with skills, knowledge and habit cultures that would enable them to secure and hold job successfully. However, the unabated increase in youth unemployment rate in Nigeria poses a huge burden of conscience on the quality of (TVET) programme being delivered at moment. This state of affairs demands that extra efforts be made in the non-traditional dimensions (i.e. schooling) to ensure that graduates of (TVET) programmes become job creators and employers of labour, rather than job seekers. The introduction of entrepreneurship studies into the school curriculum is a welcome development meant to address the lapse at regrettably; the expected improvement prospects have continued to be more of an illusion than reality (Amadi, 2006 & Aghanta 1982).

Entrepreneurship here is premised on the belief that (TVET) graduates have been exposed to all avenues that would ensure acquisition of the right skills of the respective vocations or occupational challenge including but not limited to psycho-production, manipulative, attitudinal, cognitive and of course, entrepreneurship. (Zahradeen, 1990). Learners can acquire these skills only in proportion as they were exposed to the right learning environments and experiences through such process and strategies that guarantee hands-on learning experience. This believed to be possible with the introduction of learners to work-learn situations that only appropriate and suitable work-based learning programmes could guarantee.

Concept of Work-Based Learning

WBL can be defined as an institutional arrangement in which learners are concurrently exposed to both work and learning environments (scorecardforskills.com2011). WBL literally is an attempt to expand the walls of classroom to include the community as a learning resource. It therefore, extends the frontiers of the classroom to the work-world (National centre on secondary education and training (NCSET), 2011). WBL affords learners ample opportunities to learn a variety of skills that guarantee synergistic relationship between the school and the world-of-work. It is an attempt to narrow the gap existing between theory and practice thereby, making meaningful learning possible. Okon (2011) defines WBL as experiential learning programmes that use the work environment as an important component of the curriculum. Through WBL, structured learning experiences are provided to the learners through the collaborative efforts of employers of labour and the school. This arrangement avails learners opportunities to acquire a variety of skills upon exposure to rigorous academic engagements simultaneously with hands-on career development experiences. WBL forges a formidable link between classroom instruction, the world of work and future career opportunities, as neither school-based learning nor involvement of a learner in professional work alone (i.e. apprenticeship) guarantees the occurrence of appropriate learning to the extent of satisfying the qualification requirements of the work-world (Jarrad & Jefsoutine, 2006). As reported by Schrenko (2011), what could be taken as curriculum standard is a recommendation by the University of the State of Georgia, United States of America that 'a work-based learning programme must include work experience opportunities, job training and work experiences coordinated with both academic and occupational learning in school-based programmes that are relevant to students' programme of study. In this regard, instruction and activities in academic and occupational work-place competencies, positive work attitudes, employable practical skills, instructions in all aspects of industry -business decision, planning, management, financing, labour matters, community issues as well as health, safety and environment must be given a place of prominence (Institute of Community Integration (ICI, 2011).

Rationale for Work-Based Learning Experiences in TVET

Suffice to state that WBL offers students the critical opportunity for experience how a classroom instruction connects to the work-world and future career prospects as well as job opportunities. In specific terms WBL makes it possible for active collaborative participation of students, educators, employers, parents and appropriate agencies and community representations; development of learning and work-place competencies, motivation of students to stay in school, improvement of students' performance, improvement of graduate employability, increased awareness of non-traditional career opportunities as well as students ability to identify career pathways.

Forms of Work-Based Learning Programmes in TVET

Although WBL programmes are presented in a variety of ways, they aim at the common goal of providing learners with experiential exposure to the work-world as to guaranteeing eventual smooth transition to the world-of-work upon graduation. Some of the WBL programmes relevant to TVET include industrial training, field trips, excursion, job shadowing, school-based enterprises and school entrepreneurial ventures, internship/practicum, clinical work experiences, cooperative work experiences, youth apprenticeship career fairs and career days (Orji, 1996 & Schrenko, 2010).

Notably, each of these WBL experiences has its own mode of operation in that respect therefore, allowance for work-based experience may be for hours, days or weeks as the case may be. In whatever form WBL is provided to the learners, it needs to be emphasized that such learning experiences must follow a progressive path that can be initiated at early schooling and continue through secondary to post-secondary levels. WBL programmes vary in the way they are structured and operated as well as in their intensity and

duration, and for the purpose of their study, a brief explanation of each programme would be presented as follows:

Field trips are generally exploratory strategy that offers career awareness to learners at their very formative stage. Specifically, planned field trips to industries and the business avail the students enough opportunities to explore different work places (Aghenta, 1991).

Career exploration is a component of WBL that exposes learners to a variety of work settings to assist them in making decisions about future career directions and occupations. It involves examination of interests, values, beliefs and strengths in relation to the demands and other characteristics of work environment (Schrenko, 2011).

Cooperative work experience programme consists of an arrangement between the school and employers that make use of work-place and its environment to create links between learning in school and skills required in the work place (Orji, 1996).

Youth Apprenticeship Programme (YAP) is a school-to-work initiative designed to afford learners the opportunity to be simultaneously engaged in both school-based and work-based exposures. And while the school-based is a highly structured curriculum integrating both academic and occupational experiences, the work-place component offers the learners paid on-the-job intensive training experiences that are relevant to the curriculum offering. This feature conforms to the theory of vocational education which states that “effective learning and skill acquisition in vocational education is only possible if training takes place in the work-place or its replica (Agusibo, 1984 and Amadi, Orikpe & Osinem, 2007).

Internship, also known as practicum is a one-time, short-term placement of learners in a students’ programme of study. It is designed to ensure intensive observation of how the intern performs tasks on specific job areas (Schrenko, 2011).

School-based Entrepreneurial Ventures are designed to encourage students to produce goods and services as part of their educational programme of study, thereby assisting learners to develop competencies requisite to ownership and management of business outfits. Under this structure, students plan, implement programmes, conduct feasibility studies, evaluate business operations including marketing services.

Job shadowing implies a student keenly observing and modeling one employee or worker as a workplace for one or more days to learn a particular occupation or industry. This enables learners to refine their career objectives, select a career focus area for the latter part of high school and participate in a more advanced level of WBL (Johnson, Sword & Habbeger, 2008).

In summary, work-based learning strategies or packages relevant in our present system of education are available that if properly put into effective use are capable of encouraging acquisition of hands-on skills by learners.

Purpose of the Study

The general purpose of this study is to establish the extent to which schools that run TVET teacher programmes explore and the engagement of work-based strategies in teaching their students. The following specific objectives were addressed:

1. To determine level of TVET teacher trainers’ awareness of the existence of the different forms of WBL programmes.
2. Find out the WBL programmes TVET teacher trainers and institutions engage students in their course of training.
3. To ascertain the opinion of TVET teacher trainers on the attendant benefits of WBL programmes to students, school, industry and society at large.
4. To determine the constraints to effective integration of WBL experiences into TVET teacher programmes.
5. To determine strategies for mitigating the constraints to effective WBL-TVET integration into teacher education programmes.

Research Questions

1. What is the level of TVET teacher trainers' awareness of the existence of different forms of WBL programme as a component of TVET teacher programme?
2. What are the WBL programmes that your students are engaged in during their study?
3. What benefits could derive from WBL-TVET integration into teacher education programme?
4. What constraints militate against effective WBL-TVET integration?
5. What are the strategies that can be used to mitigate the constraints to effective WBL-TVET integration into teacher education programme?

Methodology

The study was designed as survey aimed at determining the opinions of TVET teacher educators on the problem under investigation. All TVET teacher trainers in the seven (7) Federal Colleges of Education (Technical) in the 3 southern geo-political zones namely South-East, South-South and South-West numbering 1122 (National Commission for Colleges of Education NCCE, 2011) was the target population studied. A total of 200 TVET teacher trainers were randomly selected (with a minimum of 28 from each college) to constitute the study sample. A structured questionnaire was used for data collection and with a coefficient of 0.72 on Cronbach alpha scale the instrument was considered reliable enough for the study. Generated data were analyzed using frequency, percentage and mean. Decision point was established at 3.50 such that any item with mean response of 3.50 and above was accepted while any item with mean below 3.50 was not accepted. On percentage basis, items with response of 50% and above was accepted as high enough.

Presentation of Results

Research Question 1: What is the extent of TVET teacher trainers' awareness of the existence of different the forms of WBL programmes as components of TVET teacher education programmes?

Table 1: Frequencies and percentage awareness of TVET teacher trainers of the existence of WBL components of TVET programmes.

Response n = 200			
S/N	Item Description	Aware (%)	Not Aware (%)
1	Cooperative work experience programme	198 (99)	2 (1)
2	Field trips	900 (100)	185 (92.5)
3	Job shadowing	15 (7.5)	185 (92.5)
4	School-based enterprises	20 (10)	180 (90)
5	Entrepreneurial ventures	20 (10)	180 (90)
6	Internship/practicum	168 (84)	32 (16)
7	Clinical experience	24 (12)	176 (88)
8	Cooperative education	24 (12)	176 (88)
9	Youth apprenticeship	29 (4.5)	171 (85.5)
10	Excursions	200 (100)	-
11	SIWES	200 (100)	-
	- Grand Mean (\bar{X})	(19.20)	(80.80)

Results in Table 1 shows that with a Grand mean of 19.20% the number of TVET teacher trainers who are aware is less than those that are not aware (80.80%) of the existence of some of the WBL programmes of TVET.

Research Question 2: What are the forms of WBL Programmes you/your College engage(s) your students in?

Table 2: Frequency and Mean Responses of TVET Teacher trainers on Utilization of WBL Resources.

Response n = 200			
S/N	Item Description	Used (%)	Not Used (%)
1	Cooperative work experience	-	200 (100)
2	Field trips	190 (95)	10 (5)
3	Job shadowing	-	200 (100)
4	School-based enterprises	22 (15)	78 (85)
5	Entrepreneurial ventures	22 (15)	178 (85)
6	Internship/practicum	-	200 (100)
7	Clinical work experience	-	200 (100)
8	Cooperative education	-	200 (100)
9	Youth apprenticeship	16 (13)	174 (87)
10	Excursions	200 (100)	-
11	SIWES	200 (100)	-
12	Career fairs	121 (60.5)	79 (39.5)
13	Guest speakers	82 (41)	118 (59)
	Grand Mean (\bar{X})	33.8%	66.22

Results in the Table 2 indicate that only field trips, excursions, SIWES and career fairs with rating of 50% and above were engaged in by TVET teacher trainers/institutions.

Research Question 3: What are the possible Benefits Derivable from the Integration of WBL Strategies into TVET Teacher Education Programmes?

Table 3: Frequency and Mean Responses of TVET Teacher trainers on the Benefits of Integration of WBL into TVET Teacher Education Programme.

Response n = 200				
S/N	Item Description	(\bar{X})	SD	Remark
1	Expose students to adult role-models	3.64	.81	Accept
2	Applying dassroom learning	3.97	.82	Accept
3	Exploring career options	3.97	.82	Accept
4	Exploring students to state-of-the-art practices and technology	3.57	.52	Accept
5	Improving scholastic student workplace motivation	3.55	.51	Accept
6	Helping students understand workplace expectations	3.79	.81	Accept
7	Improving post secondary career prospects	3.72	.52	Accept
8	Helping students make better decisions and plans	3.50	.48	Accept
9	Allows students to observe the work world so as to develop workplace skills	3.72	.59	Accept
10	Allows students to learn work terminology, work environment and business and industry protocol.	2.72	.72	Accept
11	Targeting experiences to a students programme of study.	3.71	.60	Accept
	Benefit to Employer			
12	Offering a source of skilled and motivated future employees	3.77	.53	Accept
13	Increase student retention	3.84	.86	Accept
14	Provide opportunity for individualized instruction	3.66	.57	Accept
15	Keeping academic and occupational circular up-to-date through regular integration between school and industry.	5.50	.49	Accept
	Benefits of Local Community			
16	Enhances awareness of local employment opportunities	3.72	.48	Accept
17	Enhances improved endogenous/local development	3.69	.38	Accept
18	Ensures cooperation and understanding between education, barriers/industry and community	3.25	.49	Accept
19	Provides informed, component and productive future workforce.	3.83	.68	Accept
	Grand Mean (\bar{X})	3.67%	0.60	Accept

The results in Table 3 above show that with a mean range of 3.5 to 4.25 all TVET teachers agreed that each of the items is a potential benefit of the incorporation of work-based learning experiences into TVET programmes.

Research Question 4: What Problems and/or Constraints Militate against Effective Integration of Work-Based Learning into TVET Programmes of Colleges of Education.

Table 4: Frequency and Mean Responses of TVET Teachers on Problems and/or Constraints that Militate against Effective Integration of WBL into TVET Programmes of Colleges of Education.

Response n = 200				
S/N	Item Description	X	SD	Remark
1	Most identified WBL forms are presently not integrated into NCCE TVET minimum standard curriculum.	3.66	.52	Accept
2	Nigeria National Policy on Education Places little or emphasis on WBL	3.90	.61	Accept
3	Presently only SIWES field trips, excursion and practicum (teaching fraction) are recommended by NCCE.	3.77	.42	Accept
4	Industrial and employers of labour are scarcely well informed on their role in TVET curriculum implementation	3.69	.57	Accept
5	Industries and business are not fully aware of attendant benefits of WBL to the work-world	3.44	.38	Reject
6	Institutions are poorly funded to cope with cost of engaging in other WBL Programmes	3.67	.41	Reject
7	Most TVET institutions and instructors lack orientation requisite of effective harness of WBL	3.06	.55	Reject
8	Non chelae of work-site supervisors	3.60	.49	Accept
9	Non chalet attitude of school-based supervisors	3.60	.49	Accept
10	Poor collaborative relationship between work world and schools.	3.57	.47	Accept
11	Low level awareness of need to synergize between TVET instructions, Local Community and industry.	3.99	.57	Accept
12	TVET instructors poor access to relevant WBL programme windows	3.16	.39	Reject
	Grand Mean (\bar{X})	3.60%	0.48	Accept

Information in Table 4 above indicate that with the exception of items 5,7 and 12 all others with mean responses ranging from 3.57 to 3.99 were accepted as problems and/or constraints militating against effective integration of WBL experiences into TVET programmes.

Research Question 5: What Measures can be used to ensure Effective Integration of WBL Experiences into TVET Teacher Education Programme of Colleges of Education.

Table 5: Frequency and Mean Responses of TVET Teachers on Measures for Effective Integration of WBL Experiences into TVET Programmes of Colleges of Education.

Response n = 200				
S/N	Item Description	X	SD	Remark
1	Nigeria National Policy on Education should be revised to reflect flexibility in world standards TVET.	4.25	.52	Accept
2	The NCCE curriculum standards in TVET programmes should be revised in line with the revised National Education Policy to accommodate more WBL experiences.	3.82	.60	Accept
3	TVET teachers should be encouraged to undertake professional courses bordering in WBL experiences	3.71	.51	Accept
4	TVET institutions should form synergies with industries, business	3.67	.48	Accept

	and local community.			
5	WBL experiences should be incorporated into TVET Programmes at the secondary school level.	3.59	.57	Accept
6	TVET teachers in secondary schools should be encouraged to be professionally upgraded	3.66	.49	Accept
7	In-house work shops, talk shops or conferences and seminars on WBL should be organized regularly for TVET teachers.	3.61	.66	Accept
8	The industry business world should be encouraged to apprentice the WBL benefits and therefore be willing to collaborate with TVET institutions.	3.72	.56	Accept
9	School-based WBL supervisors should be properly paid for their services while supervising students on WBL placement.	3.51	.48	Accept
10	WBL placement officers/ coordinators should be very knowledgeable and experienced in various WBL experiences.	3.61	.41	Accept
11	School-Based Coordinators officers should be well equipped with access to e-library resources.	3.76	.51	Accept
12	School-based WBL supervisors found wanting in the discharge of their duty should be sanctioned appropriately.	3.55	.49	Accept
	Grand Mean (\bar{X})	3.71	0.52	Accept

Results on the Table 5 show that all the items with mean responses ranging from 3.51 to 4.25 and a Grand Mean (\bar{X}) of 3.71 were acknowledged by TVET teacher trainers as potential measures for effective integration of WBL experiences into TVET programmes.

Summary of Major Findings

Based on analysis of data collected for the study the following major findings were made:

1. Only 19.22% TVET teacher trainers are aware of existence of different forms of Work-Based learning experience while 80.82% are not aware.
2. Excursion, field trips, cooperative work experience scheme, practicum and SIWES are the only form of WBL experience TVET teacher trainers are generally aware of.
3. TVET teacher trainers and institutions engage their students in only four major WBL experiences notably, excursion, field trips, SIWES and internship/practicum.

Derivable benefits of WBL-TVET Synergy include:

4. Exposing students to wide range of career opportunities for exploration.
5. Helping students to understand workplace expectations-skills habit and knowledge.
6. Putting classroom theory into practice.
7. Entrepreneurship development in students
8. Keeping academic and occupational curricula in tune with contemporary demands of the work world.

The following were identified as major problems militating against effective WBL-TVET Programmes integration:

9. Defective National Education Policies
10. Defective NCCE Minimum Curriculum Standard
11. Poor orientation of school-based and work-site placement officers and supervisors on strategies for improving TVET-WBL integration, the following were indicated.
12. Revision of the National Education Policy, NCCE Minimum Curriculum standards and secondary education to incorporate substantial work-based learning experiences.
13. Regular professional development of TVET teachers through seminars, workshops, short-service course and higher studies.
14. Awareness creation for employers, industrial and business on the potential benefits of their collaboration in provision of work-based learning opportunities.

Discussion

As indicated in the results of data analysis out of the total number TVET teacher trainers only 19.2% indicated awareness of the existence of different forms of wok-based learning

while 80.85% were unaware. In addition, only a few (mostly traditional ones) are in use namely; Student Industrial Work Experience Scheme (SIWES), Field- trips, Excursions and in- school laboratory, field and workshop practical. The above situation cannot make effective skill acquisition by students. This agrees with the views of Uzoagulu (2010), Ajayi (1991) & Bridges (1993) that skills are developed when training operating are carried out in a work environment and with the right tools.

Building a synergy between the school, and industry/ business through work-based learning contacts were seen to have great potential benefits to the student, the school, the industry and the society at large. When students are aided with hands-on learning experiences, habit formation and skill acquisition are made more effective (Ecclestone 1997). There will be greater productivity of the industry and business, the economy as well stands to gain immensely as the school would have succeeded in justifying her expenditure on her programmes (Agbemu, 2007).

The failure of the Nigeria's College of Education system in implementing a reliable WBL-TVET synergy has been attributed among other factors to educational policies and curricula that are deficient in prescribing these modes of skills teaching and training (Holmes, 1995). But considering that what the curriculum prescribes in the minimum standard or bench mark schools and TVET teachers are encouraged to explore more opportunities when they are able to identify such other avenues and are not constrained by any policy frame work. Again most employers tend to shy away from accepting and placing students on Industrial Training obvious of the benefits they stand to gain at the long run. Poor supervision of work experiences by both work-site coordinators and school-based supervisors was highly indicated as a major constraint and this confirms the earlier finding of Agbai (1992) & Johnson et al (2004) who blamed the poor skills development during SIWES programme on poor supervision by (and poor mobilization of the) school supervisors.

Conclusion

Forming an effective synergy between the work-world and the school through work-based learning contacts can be improved upon by first reviewing the National Education Policy and curricula to embody the WBL component. It is believed that this is the first successful step to be taken in improving the situation, and it has to take cognizance of the secondary level of education which is a critical stage in the career development of the child.

Recommendations

1. Restructuring of the TVET curriculum for teacher education to accommodate WBL experiences that have succeeded in other climes.
2. Training and retraining of TVET teacher trainers through regular attendance at workshops, seminars and conferences and free access to virtual resources should be employed.
3. Funding of TVET teacher education programmes should be improved substantial through partnership with employers of labour, and the business.
4. Awareness creation through government-industry forum should be instituted considering that most employers presently do not appreciate the importance of such a synergistic relationship.

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QUALITY ASSURANCE IN THE PRODUCTION OF TEACHERS FOR UNIVERSAL BASIC EDUCATION (UBE)

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Abstract

This paper highlights on the quality assurance of teacher production for universal Basic Education. It embraces knowledge empowerment, since the teacher is an integral part of the process of conceptualization, planning and execution in Universal Basic Education (UBE). This teacher production quality assurance will be measured on these areas:

1. The effectiveness of the teacher to use necessary resources available in schools to its optimal advantage in relation with the implementation of the Universal Basic Education programme.
2. The effectiveness of the teacher to use adequate textbooks on subjects available in the programme.
3. The effectiveness of the teacher in the use of information, communication and Technology in the programme.
4. The effectiveness of the teacher to use various instructional methods in teaching in the Universal Basic Education programme.
5. The effectiveness of the teacher to handle over-population and classroom arrangement in the programme.

Finally, the researcher summaries the paper and made some recommendations for away for ward.

Introduction

Teachers are the key officers, indeed the line officers at any level of the educational system. As the line officers, they are directly responsible for the implementation of the curricular decisions that geared towards achieving the goals and objectives of education. Teachers are the hub of any educational system, as the wheel rotates around the hub, the educational system rotates round the teacher. Infact, no educational system can be better than its teacher. Since, teachers train tomorrow leaders and citizens to be hardworking in life. Therefore, there is the need for Nations to have a functional and well-articulated teachers. Haefele (1992) rightly observed that “No adequate training in school, can take place without competent teacher to handle the programe. However, for teachers to educate and encourage the spirit of enquiry and creativity in their students, obviously, the knowledge empowerment of the teacher quality assurance is important.

The teacher Education is one of the professional trainings for the purpose of producing highly trained, highly motivated, conscientious and efficient classroom teachers. It should provide the teachers with the intellectual and professional background full of the spirit of enquiry and creativity adequate for their assignment of impacting to Universal Basic Education pupils and students. This include primary one to Junior Secondary School, that required knowledge for individual development in the service of the national goals. Moreover, the policy provides the following institutions for the training of Professional Teachers to quality assurance in Teacher Production to a required standard: FGN, (2004:40).

- A Colleges of Education
- B Faculties of Education
- C Institutes of Education
- D National Teachers Institute
- E Schools of Education in the Polytechnics
- F National Institute for Nigerian Languages (NINLAN)
- G National Mathematical Centre (NMC)

All these institutes of Education are to train quality assurance Teacher production to take cognizance of change in Methodology and in the curriculum. For example regularly exposed to innovations in the profession through in-service training as to develop as an integral part of continuing teacher production. There should be transfer of service from state to state or even globally, nation to nation without loss of status. This will create professional growth through promotion opportunities. In addition, the teacher's Registration Council was set-up to control and regulate the practice of the profession to quality assurance Teacher production.

The Teacher Production Quality Assurance will be Measured on These Areas:

1. The effectiveness of the teacher to use necessary resources available in schools to its optimal advantage in relation with the implementation of the Universal Basic Education Programme. According to Asoegwu, (2007:3) for any teacher to be quality assurance in production, there should be competent knowledge in the use of school library, basic health scheme, educational resources centers, modern science and technology laboratories. Also there should be mastery in the use of improvise and locally available materials to impart knowledge attitude and skills to pupils and students of Universal Basic Education Programme. With the effective and efficient use of the infrastructure to maintain acceptable standard in UBE programme which will in-turn produce the practical technical manpower needed for the nation's agricultural, industrial, commercial and economic development of the nation.
2. The effectiveness of using adequate textbooks on subjects available. If all teachers are professionally trained to quality assurance in Teacher production, they should be able to know adequate textbooks on subjects in the Universal Basic Education. These textbooks will include children's textbooks on the subjects available for the programme, with their workbooks and teacher's guide to enhance the intellectual and professional assignment adoptable to change situations positively. A teacher with quality assurance in production should discourage their pupils and students from memorizing facts and principles in textbooks for examination purposes rather they should acquire the knowledge, attitude and skills in the natural phenomena (learning by doing) Ofora, (1994:155) supported, that the teacher can supply information to the authors of the textbooks to ensure adequate, valid and reliable data are included, since he is part and parcel of the plan, in order to achieve the goals of the UBE.
3. The effectiveness of teacher in the use of information, communication and Technology (ICT) in teaching UBE programme. The efficient use of ICT in teaching universal basic Education pupils and students will benefit and develop in them ideas, values and skills necessary for the programme. Akuezuilo, (2006) observed that teachers can use ICT to prepare resources for instruction, access information and educational software through the internet, and communicate and exchange information with experts in specific fields with other schools and parents. FGN, (2004:17) had advised in recognition of the prominent role of information and communication Technology in advancing knowledge and skills necessary for effective functioning in the modern world. There is urgent need to integrate information and communication Technology (ICT) into education in Nigeria.
4. The effectiveness of using various instructional methods in teaching in the Universal Basic Education. Teacher Production with quality assurance can implement knowledge, attitude and skills in different instructional methods. The quality teacher will demonstrate his expertise in the various instructional methods like, Conventional, Guided-inquiry, Demonstration, Stimulation and Game, Group, Problem Solving, Discussion, Project, Questioning, Discovery, etc. Ibe, (2006:145) stated that the need to use guided-inquiry and some other innovation teaching methods that are based on hands-on methods in school to help learners relate activity experiences to home and to acquire science and technology skills. This can function efficiently with quality assurance in Teacher production. However, Adenike and Bisayo,

(2003:94) had the opinion that any science graduate can handle integrated science and as a matter of fact, it was this Science graduates that were co-operated to teach the subject at its on set. That is, qualification has to do with quality assurance in Teacher Production.

5. The effectiveness of handling over-population and classroom arrangement in Universal Basic Education. This over population poses in the Universal Basic Education is a key factor, since the programme was made tuition free, universal and compulsory. FGN, (2004:16) had advised that for effective teaching and learning, the teacher pupil ratio shall be 1:35 that is one teacher to 35 pupils in a class. A quality assurance teacher should maintain this ratio for effective and efficient learning to take place. The quality
6. Teacher supposes to pay attention to every individual in the class. Therefore the Government should endeavour to train more quality teachers to handle overpopulation in the Universal Basic Education in Nigeria. In addition, quality assurance Teacher should be able to arrange his classroom to orderly. For instance the small pupils should seat in-front while the tall ones seat at the back to avoid obstruction. Also there should be sufficient ventilated and well-quipped classrooms. Obviously, should be enough infrastructure, laboratories, adequate textbooks, instructional materials. Libraries to accommodate the over population of pupils and students. These will lead to completion and high achievement rates in knowledge, attitudes and skills of the pupils.

Conclusion

For quality assurance in Teacher Production, they should be measured in knowledge acquisition, development of the intellectual capacities, well articulated and inculcation of the proper value orientation for the survival of the individual and society through teaching and research. Adenike and Bisayo, (2003:98) observed that qualification of the teacher also contribute significantly to the variation in the criterion variable. Since the teachers are looked upon for the support, guidance and protection of the children, there is need for quality and relevance of education being imparted to influence the lives of the nation's youth and invariably, the nation's future leaders. Hence, there is no how teaching and learning can be meaningful without the Teacher. The Universal Basic Education is meant to build a better tomorrow; therefore, teachers maintain discipline to ensure suitable atmosphere for work and activities in the classroom and beyond. Also quality teachers give the school its characters and tone, since they translate the schemes, aims and objectives of education into action in the classroom. Above all the quality assurance teacher should show exemplary character, truthful, fearless in teaching, inspire the pupils and perceive a sense of justice.

Recommendations

- 1 Federal, state and local government should train and retrain teachers through in-service education, conferences, Workshops and Seminars in order to produce more quality assurance in Teacher production for the loudable programme UBE. Since the rest of the education system is built upon it.
2. Federal Government should promote transfer of service from state to state or even globally, nation without loss of status. This will create professional growth through opportunities.

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THE CAUSES OF STUDENT FAILURE IN NATIONAL EXAMINATION AND THE ADOPTED SOLUTION IN NIGERIA

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ABSTRACT

In this paper, the study of students' failure in National examination, the Cause of the failure and the proposed solution in Nigeria Educational system are welcome. This is to address the massive failure recorded in GCE, WASSCE, NECO, NABTEB, JAMB and other examination body in Nigeria from 2005 to 2011. The statistical data's analyzed are samples Collected from different examination rating at different location on the factors that contribute to student's poor performance in National examination in Nigeria. Also samples are collected from individual online, analyst rating, standard board rating and Local rating. The experimental procedure were analyzed and validated on Pentium IV, 2.5GB RAM, 40GB Hard disk and Microsoft Excel package.

KEYWORDS: Examination, Failure, Student, Performance, National, Massive. Public, Private, Poor.

1. INTRODUCTION

Examination may not naturally be the best in testing student IQ, Moral, Study performance but it is necessary and recommended for student Excellence, Promotion and Brain building after a long academic teaching, lecture, tutoring and testing. The National examination board in Nigeria has come out to say that student performance in National examination is dropping tremendously when compared to other countries outside Nigeria. The performance of students in the last WASSCE conducted in 2011 produced massive failure when the result was released online, the same goes with GCE. The NECO board has come out to say that about 90% of the students failed the 2011 NECO result released and the percentage in 2010 was about 78% to 84% failure. The minister of education Prof. Rukayat Ruffy has lamented and blames the students, the teachers and the government as part of the causes to the massive failure in national examination conducted in Nigeria. There are massive brain drain and performance dropping in the results obtained from those exams conducted in Nigeria. The massive failure could be traced to so many factors which may not have been addressed between 2005 to 2011. There are literature updates to this effect:

Dike and Adebayo [1] established that one million students failed WAEC Exam. They reported that out of 1,540,250 candidates that wrote the May/June 2011 WASSCE conducted by WAEC, 31% made five credits including English language and Mathematics and 81,573 results were withheld while Awosiyani [2] discovered that 60% pass English, Math: As WAEC releases 2011 GCE results. He reported that about 226, 658 candidates, representing 60.86% obtained credit and above in Mathematics in November/ December 2011 WAEC. 226,188, Representing 59.82%, obtained credit and above in English Language.

Agande [3] pioneered mass failure in WAEC, NECO: Reps to conduct public hearing. He reported that Abuja-worried by the poor performance of students in public examinations like WAEC and NECO, the house of representative on Tuesday resolved to conduct an investigation in order to unearth the course of the poor performance while Dr. Otunba [4] pioneered WAEC upgrade 2011/ 2012 SSCE Result. In the report, WAEC has out of consideration following the intervention by various governmental and non-governmental bodies decided to upgrade the scores of candidates who participated in her 2011/2012 May/ June WASSCE across West Africa.

Further more, Ogundare [5] implemented WAEC records fair Nov/Dec WASSCE results 2011/2012. He reported that out of the total 404,863 candidates who sat for the exam, 176,484 candidates (representing 45.6%) obtained a minimum of credit pass in 5 subjects

including English and Mathematics while Dike [6] implemented exam fraud: Education minister canvasses for 10 years ban on offending schools. He reported that the mass failure by students in WAEC AND NECO, the federal government had put in place measure to check the effect. A 10 year ban on any school found wanting during the conduct of public exam would serve as a deterrent to others.

2. PROBLEM

This section highlight the general problems that could lead to students' massive failure recorded in National Examination conducted in Nigeria by WASSCE, GCE, NABTEB, NECO, NECO-GCE and other exams from the period of 2005 to 2011.

2.1. THE REGISTRATION OF UNDER AGE STUDENT IN EXAM

The National examinations conducted for senior school leavers are not meant for students below 18 years. About 48% of the students registered for WASSCE, GCE, NECO, NABTEB, and JAMB are mostly from 14 – 17 years. These under age students are not matured enough, both in stature, brain, and mode of assimilation, thinking, body build and in moral to face examinations such as WASSCE, NECO, GCE, NECO-GCE, NABTEB etc. As these students are registered, they produce poor performance in results. The registration of underage students can not help matter; they would rather cause massive failure in National examination. If nothing is being done on this matter, the failure recorded would persist.

2.2. TELEVISION MEDIA FACTOR

Broadcasting is a means that should educate, promote cultural status, increase moral standard, provide vital information to people and the surrounding. About 60% of the television programs on the average are occupied with unpleasant music, immoral home videos, politics, unhealthy cartoons and disasters around the world. Little or none is being telecast on student's moral, socio-cultural programs, brain tiz programs, Educative teaching, and Learning and Educative drama in Nigeria. But unfortunately, what the media is concerned about is how to make money. Children and students learn fast on what they see, learn, perceive and hear from the television media. As these wrong telecasts are ongoing, the students would rather not read their book, carry out home work, study and provide solution to assignment in school. By so doing national examination is affected and the final results produced massive failure.

2.3. EXAMINATION MALPRACTICES

Examination malpractices carried out in schools, colleges, exam centers, and universities and around the nation are big factors to be worried about. About 51% of private and public schools and colleges in the country are involved in such act since 2005 to 2011. The more students don't read and they fail, they look for other alternatives. They smuggle in prepared answers, text books, micro-chips and also pay invigilators, teachers, supervisor's money in form of bribe. About 53% of the teachers, staff, students and principal of public and some private school and colleges are involved in such act. There has been a loud cry by the government, minister of education, teachers, missionaries and other bodies on this matter. As these malpractices are ongoing, students are less prepared and massive failure increases.

2.4. INTERNET FACTOR

Internet has advantage and disadvantage on students and youth who are writing and preparing for national examination. About 46% of our youth are aware of social network such as facebook, youtube, twitter, google etc. A countless number of them engage in such act after school, some bring in handset (phone) in class in order to brows internet when teacher is teaching. By so doing they lost concentration in class without achieving anything. Imagine a 12 years old student in possession of 600 dollar handset in class. Automatically,

this kid would be carried away by these web facilities as the teacher is teaching and at the end of the day; they perform poorly with massive failure. Internet is a factor that also encourages poor performance in GCE, NECO, JAMB, NABTEB, and NECO-GCE in Nigeria.

2.5. UNSOUND TEACHER AND TUTOR

“You can’t give what you don’t have”. This is a popular saying in schools, colleges and universities. An unsound teacher or tutor would produce unsound student and unsound results in national examination. The managements of public and private school preferred unsound teachers because their monetary demands are very low. Many of tutorial centers are not fit for teaching but still students patronize them before the period of examination. The same goes with colleges and schools, countless number of them have untrained teachers who can not prepare students for WASSCE, GCE, and NECO etc. As these unsound teachers, lectures and tutors are patronized; they help students to produce bad results in national exams. This is one factor that causes student failure in national examination.

2.6. GOVERNMENT UNDERFUNDING OF EDUCATION

It is the right of the government to fund education. But in Nigeria, we have less funding for education. Each year, about 11% or less is allocated to education in Nigeria. The government in Nigeria has failed in money allocation. The public school is much more affected by this under funding. . Navigating through public schools, you would found out that there are no good chairs and desk, no marker board, no good toilet, No water supply, No enough teacher, no ventilated environment, Unstructured building, no electric supply, leaking roof and no welfare packages. When all these amenities are not available, automatically, it would affect students thinking ability, assimilation, and students’ preparation for exam. That is why students in public schools records low performance in national examinations each year.

2.7. UNEDUCATED PARENT PROBLEM

The level of brilliancy in a child is measured by the amount of proper education and training acquired. When a child is brilliant, about 60% of its brilliancy comes from his or her educated parent. When parents are not educated, the level of brilliancy in that child or student would drop, the thinking ability would reduce. The transfer of moral, education and brilliancy always flow from the parent to the child or student. Majority of uneducated parent do not send their children to school and if they do, they send them to bad schools where the student thinking ability, creativity and assimilation drops and automatically, produce bad results in national examinations. In most cases, uneducated parents produced uneducated student.

2.8. UNDERAGE STREET HAWKING AND BEGGING

The level of street begging and hawking in Nigeria, is as a result of poverty in the family. As we navigate across Nigerian roads and streets, we would notice underage children begging for arms. About 53% of them hawk to survive. Instead of the students to be in school, they rather go hawking and street begging. Majority of them are abused and could affect their performance in school. These students under this act perform badly in national examinations because their brain have been stigmatized and abused. Many of them end up as prostitute, taut, hoodlums and garage boys. At the cause of all these, they perform poorly in exam and they join the massive failure recorded in exam.

3. SOLUTION

This section highlight the proposed solutions that would solve these problems mentioned above. When these solutions are implemented, the massive failure recorded in national examination from GCE, NABTEB, WASSCE, NECO, JAMB etc would be eliminated.

3.1. ERADICATION OF EXAMINATION MALPRACTICES

The more examination malpractices are being patronized, the more our educational system depreciates. Examination malpractice is a disaster that has eaten up the mind of all the key players in education. The eradication of these menaces from our system should be encouraged. The implementation of these listed points below would help eradicate examination malpractices in Nigeria.

- I. The examiners in charge of setting questions should keep it secret the kind of questions sets for the exams.
- II. Question papers printers or manufacturers should be thoroughly checked to prevent paper smuggling from the control room.
- III. Only trust worthy staffs should be asked to handle question papers.
- IV. Invigilators, teachers and supervisors should be sacked, if found guilty of examination malpractice.
- V. Parent should not be allowed to pay bribe or settlement to principal, teachers and for question paper s leaks.
- VI. The government should introduce online national examination to all the exam bodies across the country.

3.2 ADOPTING FREE EDUCATION IN PUBLIC SCHOOLS

As we have it in other developed countries, free education systems should be introduced in all Nigeria public schools. The three tiers of governments should adopt free education, to reduce boarding on parents who can't afford to educate their children. This free education should cut across the 9-3-4 educational systems practiced in Nigeria. The public school should be given education packages, free books, free lunch, free writing material and uniform. When education is free, students would have sound mind to read, study and prepare for examination. When free education is established in public school, be reassured that the massive failure recorded in GCE, WASSCE, NECO, JAMB etc would disappear for ever.

3.3. ERADICATION OF INFERIORITY COMPLEX BETWEEN PUBLIC AND PRIVATE SCHOOLS

The comparison between public and private school should be eradicated. About 45% of parents send their children and students to private school believing that private school students are better of than students in public schools. This should not be so. The students in public schools should not be underrated to their counterpart in private schools. The government, NGO's, parents and private establishment should help to eradicate this inferiority complex existing between public and private schools. All hands should be on desk to promote the same unity, teaching, tutoring, mentoring and prevent comparism. The more we inform public students that they have equal chances with students in private school, the more they would want to prove better in performance, which would finally replicate better results in national examination in Nigeria.

3.4. ADOPTING SOCIAL-EDUCATIVE PROGRAMS ON THE MEDIA

The media plays a big role in educating students for better performance in examinations. Adopting social educative programs on the media such as television, radio, handset (phone) and in software packages etc would go along way in promoting sound mind and sound brain in students. Social-educative programs like quiz competition, interschool debate, science and engineering drama, educative cultural drama, epic, creative art , seminars, youth training program, children /student modeling, interschool beauty competition, examination ethics etc should be broadcast. When all these fact are adopted on the media, it would automatically lunch the students into performing excellently in national examination which would eliminate student failure in exam.

3.5. FUNDING OF EDUCATION BY GOVERNMENT

The best way to enjoy education is when education is funded by the government and private owners. It is the total duty of federal government and state government to fund education in Nigeria. In other developed countries, about 45% to 52% are allocated to education. There is a popular saying that “If you train a child, you built a nation”. So, funding a child education is building a nation. Basic and social amenities are needed in the smooth running of education, such as textbook, furniture’s, buildings, clean water, payment of school fees and exam fees for GCE, NECO, WASSCE etc and students welfare packages should be provided by the government through budgetary allocation of up to 40% and not the usual 11% or less allocated in past years. As this high funding is implemented, it would eliminate the massive failure recorded in national examination.

3.6. THE USE OF NEW TEACHING AIDS AND METHODS

Students in a class, have different ways of assimilating lectures and teachings which have being taught. A teacher, lecturer or tutor should be able to use the newest teaching method that would aid adaptation in class and understanding of topics. Teaching aids like flow charts, flip charts, projection systems, marker board, puzzle box, diagrams, internet, conference video, sound systems (audio) etc should be encouraged. The teachers, lecturers and tutors should used all these aids to capture 92% of the students attention in class and afterward. The implementation of such teaching aids and methods would help the students to perform excellently in national examination (GCE, JAMB, WASSCE, NECO etc). With this implementation, massive failure would disappear and be eliminated.

3.7. TRAINING AND RE-TRAINING OF TEACHERS

“No one is an island of knowledge”. This is a popular saying in academic field. Every human brain gets to a certain state in life and start to depreciate gradually. A teacher, lecturer and tutor need to get more and more teaching method and technique through reliable training and re-training courses that would catapult the teachers both old and new into the training program. Innovation and Ideas would be encouraged and also teaching model and ethics would also be applied from the training courses. As these teachers acquired the rightful training and re-training ideas and methods, they would automatically impact the students with the right knowledge that would see them through in national exams (GCE, WASSCE, NECO, JAMB etc) conducted nation wide.

3.8. ADOPTING STUDENTS MENTOR AND WELFARE PACKAGE

Parents play a big role in training their students for better performance. “The way you lay your bed is the way you will lay on it”. Parents should mentor their ward or students in school and also provide welfare package for their upkeep. The parents should provide enough packages that would make the student balance well in class and not to feel hungry. “A hungry man is an angry man”, a popular saying in English language. When these are implemented, the students would remain focus and be corrected when ever they are off track by their older students in higher class, who also serve as mentor to them and finally, it would reduce poor performance obtained in national examination in Nigeria.

4. RESULT AND DISCUSSION

This section highlights the results obtained from the analysis conducted on the percentage level of the causes of student’s failure in national examination such as GCE, WASCE, JAMB, NABTEB, NECO etc) from 2005 to 2011 in Nigeria.

Table 1. The validation table for the percentage level of the causes of student failure in national examination in Nigeria.

S/N	YEAR	UT (%)	FG (%)	EM (%)
1	2005	65	82	68

2	2006	63	80	70
3	2007	61	75	63
4	2008	57	70	58
5	2009	53	67	56
6	2010	50	61	54
7	2011	48	55	51

IF (%)	UP (%)	TM (%)	US (%)
40	63	42	32
44	60	47	36
48	58	51	40
53	57	54	45
56	54	59	50
60	50	62	55
63	48	65	60

KEY:

UT = % LEVEL OF UNSOUND TEACHER

FG = % LEVEL OF UNDER FUNDING OF EDUCATION BY GOVERNMENT

EM = % LEVEL OF EXAMINATION MALPRACTICES

IF = % LEVEL OF INTERNET FACTOR

UP = % LEVEL OF UNEDUCATED PARENTS

TM = % LEVEL OF TELEVISION MEDIA FACTOR

US = % LEVEL OF UNDERAGE STUDENTS REGISTERED IN NATIONAL EXAMINATION

Table 1. Represents the percentage validation table for the causes of student's failure in national examination. In the percentage level of unsound teachers, there was a rapid decrease from 65% in 2005 to 48% in 2011. In the percentage level of under funding of education by the government, in 2005; it was 82%, in 2008; we have 70% and then later dropped to 55% in 2011.

Further more, in the percentage level of examination malpractices; there was 2% increase difference from 2005 to 2006 and 63% in 2007 then dropped to 51% in 2011 meanwhile, the percentage level of internet factor was increased from 40% in 2005, 56% in 2009 and then 63% in 2011.

In the percentage level of television media factor; there was a rapid increase from 42% in 2005 to 65% in 2011 while in the percentage level of underage students registered in national examination; there was increased from 32% in 2005, 40% in 2007 and then 60% in 2011.

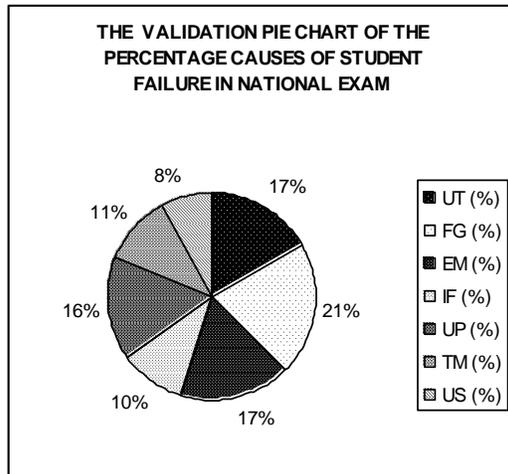


Figure 1. The validation pie chart of the percentage level of the causes of student's failure in GCE, WAASCE, NABTEB, JAMB, NECO etc.

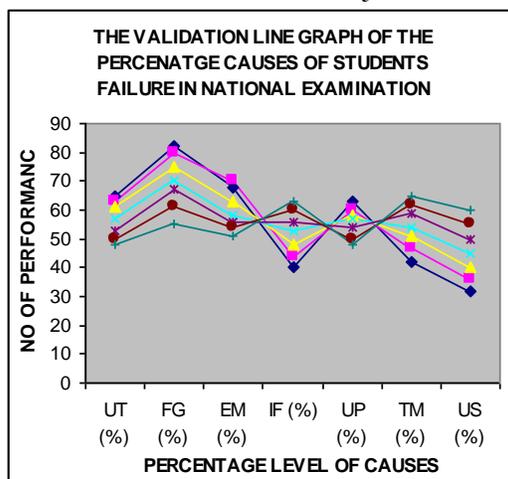


Figure 2. The validation line graph of the percentage level of the causes of student's failure in GCE, WAASCE, NABTEB, JAMB, NECO etc.

Figure 1. Represents the validation pie chart on the percentage causes of student's failure in national examination. In the chart, the average percentage of the level of unsound teacher was 17%, 21% on average represents under funding of education by government, 17% represents examination malpractices on the average, 10% represents internet factor on the average, 16% represents uneducated parents on the average, 11% represents television media factor on the average score and finally, 8% represent underage students registered in national examination.

Figure 2. Represents the validation line graph on the percentage causes of student's failure in national examination. In the chart, the blue line, the brown line, the red line, the green line, the light blue line, the pink line and the light brown all represents the general performance level at different rating below 100% which rate the causes of student's failure in national examination conducted in Nigeria.

5. CONCLUSION

Within the context of this paper, we have analyzed and validated the results obtained from samples collected from different quarters. The results have shown to be efficient, authentic and effective. The proffered solution was robust and when implemented would eliminate

and eradicate the causes of student's failure in national examination such as GCE, WASSCE, NECO, JAMB, NABTEB etc across the federation. The future paper expected includes; the re-structuring of post UTME systems in Nigeria university and the effect of educational systems from 6-3-3-4 to 9-3-4 systems in Nigeria.

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REVIEW OF IDENTIFICATION AIDS IN BIOLOGY: PAST, PRESENT AND FUTURE CHALLENGES

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ABSTRACT

Biological identification is an applied field of Systematic Biology that deals with the construction and usage of diagnostic keys. The two primary tools of identification are tables and dichotomous keys; a third one involving the use of computer is still at various level of development. This review aims at the state of art in identification and appraisal of the various identification aids as well as challenges associated. It finally presents the recent development in computer identification aids and its future challenges for evolvement of solutions in this new area of Identification as applied to the field of Biology.

Key words: Identification, Systematic, Diagnostic keys, Dichotomous keys, Computer.

INTRODUCTION

In theory, the act of identification, which is the ability to say an unknown unit is A and unlike B to Z, involves comparison of the unknown with the known, classified, and named units, the target being the ability to say that the unknown is like A (one of the knowns) and unlike B to Z (all other knowns); or more objectively that the unknown is A i.e giving it a name or identification tag. When the characters can be matched, the unknown will be identified with one of the knowns. If the number of characters compared is small, then the perfect match will be common. More often, when many characters are compared, it is seldom possible to find true identity and the identifier must be satisfied with a near match in which the number of divergences is small (Queen *et al.*, 1974). In [biology](#), an identification key is a printed or a computer-aided device that aids the [identification](#) of biological entities, such as [plants](#), [animals](#), [fossils](#), [microorganisms](#), and [pollen](#) grains. Identification keys are also used in many other scientific and technical fields to diagnose various other entities, such as [diseases](#), [soil types](#), [minerals](#), or [archaeological](#) and [anthropological](#) artifacts.

All identification schemes depend on knowing a great deal about the already identified units, but the human memory can only cope with a small proportion of this knowledge,(Queen *et al.*, 1974). Hence the need for development of identification aids.

Identification aids are systems that contain the characters of the known used for investigating and matching the characters of the unknown. When one correctly decides that an unknown belongs to the same group as a known specimen, the information stored in classification systems becomes available and applicable to the material at hand. According to Blackwelder (1967) "identification enables us to retrieve the appropriate facts from the system to be associated with some specimen at hand and is better described as the recovery side of taxonomy." In practice one commonly identifies by direct comparison or the use of keys and arrives at a name. It is therefore important to have good identification aid if appropriate facts for correct taxonomy are to be retrieved from our various identification systems and aids. The objective of this work is therefore to evaluate the state of art of identification and appraise the various identification aids

as well as the challenges associated with each scheme. It finally presents the recent development in computer identification aids and its future challenges for evolution of solutions in this new area of Identification as applied to the field of Biology.

In practice, the two basic aids of identification are dichotomous keys and tables. A third technique which is the computer aid was suggested by Payne (1963). This approach has been claimed not to be readily practicable over the years (Queen *et al.*, 1974). However, David and Shaun recently reported a revolution in computer diagnostics which is expected to replace conventional keys by matrix-based computer interactive keys (David and Shaun, 2007).

TRADITIONAL IDENTIFICATION AIDS

There are three basic methods of biological identification namely, recognition, comparison and expert determination. Recognition, according to Morse (1974), deals with expert determination in reliability. This is based on extensive, past experience of the identifier with the group in question. In some groups this is virtually impossible. Comparison involves assessment of an unknown with named specimens, photographs, illustrations or descriptions. Even though this is a reliable method, it may be time consuming or virtually impossible due to the lack of suitable materials for comparison. The reliability is, dependent on the accuracy and authenticity of the specimens, illustrations, or descriptions used in the comparison.

A third method is by expert determination. In terms of reliability or accuracy, the best method of identification is expert determination. In general the expert will have prepared treatments (monographs, revisions, synopses) of the group in question, and it is probable that the more recent manuals include the expert's concepts of taxa. Although of great reliability, this method presents problems by requiring the valuable time of experts and creating delays for identification. All these methods of identifications use memory aids which includes those discussed below;

Identification Using Tables

Conn (1900) used tables with signs for characters, and recorded the characters of his unknowns on a slip of paper that he moved over the table in much the same way as a strip is moved over tables (Cowan and Steel, 1961). In 1907, Conn and his colleagues commented that 'unless the characteristics of species could be clearly and distinctly tabulated, it was almost a hopeless task trying to identify a new culture with one previously described'. Tables of characters, mostly sugar reactions, became popular and formed large and interesting sections of books such as Manual of Tropical Medicine by Castellani and Chalmers (1919). Early identification tables however fell into disrepute due to lack of standardization of symbols. Moreover, smaller number of tests is normally needed for exact match to be made feasible, such which would not plunge the identifier into exhaustive investigation. For these reasons, diagnostic tables are less easy to use with certain details included.

Identification using dichotomous keys

Dichotomous keys are strategic arrangement of steps of identification such that they separate between two groups of identification whose responses are opposite. It allows a progressive response until a final option is selected which gives the answer to the requested task. The usefulness of keys varies with the kind of organism to be identified. According to Kuster (1972) dichotomous keys may be partial in their applications. For example in a particular work it was reported by Kuster that dichotomous keys were the most useful devices for identifying *Streptomyces species* while on the other hand, they are less likely to be used to identify enterobacteria.

Identification using mechanical devices

Bits and pieces of paper, cards, plastics, wood and metal have been put together to make gadgets aimed at simplifying the identification of bacteria. Notable examples are the Microbial Identification aid of Difco Laboratories devised by C.D Graber and the Determinator of Cowan and Steel (1960). These devices enable identification from a limited number of characters

provided that the machine had been so programmed for the organisms. While these aids are to some extent useful, Queen *et al.*, (1974) states that they could not allow enough leeway for the exceptions that constantly occurred among biological material.

Identification Using Punched Card Systems

Punch card system with or without computer sorting had been developed for the identification of limited groups of bacteria. The schemes are simple, do not involve statistical assessment of associations, and can be used with equipment no more elaborate than a card punch, scissors, and a knitting needle or probe. Example of this was that of Lederberg and Lederberg in (1952). A more elaborate system was described by Schneierson and Amsterdam (1964) in which details of staining reactions, morphological and the usual physiological and biochemical characters were recorded on a card measuring 191x165 mm. Information for notching the master cards was from authoritative reference sources (Schneierson and Amsteerdam, 1964). To be practicable, card systems must be based on the most useful distinguishing characters in the descriptions of the organisms. Punch card system is as good as diagnostic tables from which they are based (Queen *et al.*, 1974).

Identification Using Arithmetical or Summation Systems.

Fey (1959) worked out a scheme in which he gave a score to each character used for his identification and added the scores of all positive characters; from the total he turned to a table from which the identification could be made. In contrast, Steel (1962) tested this scheme but found fault with it. Baer and Washington (1972) introduced confirmatory test and the modification claimed an accuracy of 99 % hence arithmetical identification has shown the need for a routine confirmation before accuracy can be claimed and since they depend on tables, they will not be better than the tables on which result is inferred.

COMPUTERIZED IDENTIFICATION AIDS

Computer identification has its beginning in the early seventies (Lobanov, 1999). Two stages of computer evolution have been distinguished: First, the stage of increase in diversity of computerized keys, and second, the stage of their subsequent convergence. This was due to the unequal PC possibilities of biologists in different PC countries, and diversity of diagnostic programs which varied from punch cards to the developed interactive keys. Computerized diagnostic systems have been reported to have many advantages over the traditional ones in terms of efficiency, accessibility for amateurs, and in identification reliability (Lobanov, 1999).

Smirnov and Goodkov (1999) developed an interactive key for identification of Gymnamoebae. The key comprised of iconographic identification tables accompanied with the most important diagnostic features for identification of genera and supra-generic taxa of amoebae and detailed species descriptions with multiple illustrations and references to related literature for sub-generic identification. The iconographic tables were compiled using the conception of the morphotypes of Gymnamoebae. The design and construction of the key allow identification of amoebae with the appropriate level of accuracy up to any taxonomic level or up to the morphotype, depending on the amount of available material. Another advantage of the interactive key is especially notable for the use of protozoan ecologists, who usually do not have enough material for reliable identification of Gymnamoebae using existing keys. Smirnov and Goodkov's key was published as a set of HTML-pages controlled by embedded Java-Script scenarios. It may be used in on-line mode or as a local copy. The homepage includes comprehensive help-pages with information on the principles of the key organisation, conception of the morphotypes and on the exploitation of the "Interactive guide to Gymnamoebae" (Smirnov and Goodkov, 1999).

Dianov and Lobanov (1999) described BIKEY, a system of identification for animals which is considered one of the oldest computer diagnostic systems. The first version of BIKEY software was worked out by Lobanov (1874) for primitive computers and was later improved upon and reconstructed for modern computer platforms. The subsequent BIKEY6 and BIKEY7 versions

were able to use both textual descriptions and digital images - though they were developed on MS-DOS platform only, they formed the essential part of some computer keys to many groups of animals ((Dianov and Lobanov,1999)). The keys were designed in Zoological Institute in Germany and development of the version for Windows'95/98/NT has been reported. As the previous BIKEY versions, BIKEY8 is based on the standard database file format. The most attractive part of BIKEY8 package is its interactive dialogue identification system. User has also a possibility of finishing the identification only by image selection without character recognition that is usually required of the expert (Dianov and Lobanov,1999).

Lobanov and Dianov used MS EXCEL 7, MS ACCESS 7 and BIKEY7 to construct keys to identify nematodes. The principle of identification is to filter the taxa database by character states. At every step of identification the user can choose any character. The system has built-in algorithm which minimizes the number of identification steps. At each step DB synthesizes a new sequence of characters according to their identification values. User can use any character, but the number of identification steps can increase, if DB recommendations are neglected. The system use images as identification tools. The system has been used for identification of plant parasitic nematodes to genus level and for Pratylenchidae genera to species level (Lobanov *et al.*, 1996)

Pyankov *et al.*, (1999) developed Data Base (DB) of quantitative characteristics of leaf mesophyll structure in more than 1000 plant species from different climatic zones inhabiting the territory of the Former Soviet Union. These consisted of 30 plant species from the Arctics - Wrangel Island; more than 100 species from Subarctics - the Polar Urals; more than 300 species from boreal and forest-steppe zones; 200 species from Central Asian and Mongolian deserts and semi deserts; and more than 300 species of high mountain plants of West and East Pamirs. DB includes the information on the main characteristics of leaf structure: area and thickness, cell and chloroplast size, chloroplast and cell amount per leaf area unit, chloroplast number per cell; some integral indexes: total surface of mesophyll cells and total surface of chloroplasts per leaf area unit. Characteristics of different tissue types (palisade, spongy for C-3 and mesophyll, bundle sheath for C-4 species) are given for the plants with different mesophyll types. DB also includes the ecobiological data of species: life form, ecobiomorph, type of ecological strategy, and chorotype. DB is constructed in MS Excel 7 and MS Access 7. It has been used in the comparative ecophysiological study for the investigation of plant adaptations to the main ecological factors, including environmental and anthropogenic stress and for the creation of functional classification of plants, identification of plant types in boreal and arcto-alpine regions for the aims of global ecological monitoring and prognosing the vegetation under climatic changes (Pyankov *et al.*, 1999).

Neural simulator for identification of plants is one of the possible approaches for the verification of classification models example of which Ivanova *et al.*, (1999) have developed. The data base was created according to 30 structural characteristics of photosynthetic tissues. It includes 195 plant species. Plants were divided into 3 groups according to the type of mesophyll symmetry: homogenous, dorsoventral, isopalisade. Neural simulator "MultiNeuron" were used for training and identification of plants from different topological groups. Training by means of neural network with tutor was done three times in groups of 97-98 random species. The results of training were used to test the rest 97-98 species. In 90% of cases the type of mesophyll was accurately determined based only on quantitative characteristics of photosynthetic tissues (Ivanova *et al.*,1999).

A computer identification system has been created on the basis of empty expert system-TAXEX, for the Mediterranean fishes. The system compares the parts of a specimen to one of 151 fish families. The base of the identification is system of characters. The analysis of publications and the expert knowledge are assumed as a basis of the system of characters.

Identification of an object is carried out by means of dialog with the user. The pictures with possible variants of the fragment of definable organism are proposed to the user, who has to define the figure that corresponds to the object in the best way. Next question-frame is proposed according to the earlier obtained answer. In case of need, user can access the dictionary of biologic terms. This identification system gives very good results when used by unprofessional users and students and so may be used as a training system.

A Computer identification system for 74 species of *Bivalvia* has been developed by Chuhchin in 1997. These species belong to 5 large orders of the genus: *Heterodonta*, *Protobranchia*, *Arcoidea*, *Anysomiaria*, and *Desmodonta*. The data included in the system are morphology, anatomy, biology, ecology, zoogeography and descriptions of all taxa. Part of the biological and ecological information is represented in a table form for each species, namely information on feeding, distribution, occurrence, zoogeographical groups, living forms, distribution on grounds and depths. An accessible glossary of the data base describes 211 terms while all the system elements are well illustrated with 190 pictures and 22 references (Chuhchin and *et al.*, 1997)

Program SPLIT for the identification of spurge (*Euphorbia*) from the Altai consists of 13 species of the genus *Euphorbia*, distributed in Altai region. 35 attributes (shoots system, leaves, glands, fruits and others) are analyzed. Their diagnostic value is determined by its position on the scheme. Opportunity of logic removal of any attribute to optimize the scheme is offered. Identification scheme can be chosen as the strictly dichotomous key or mixed one, with polytomous steps. Data input is similar to the traditional procedure of creation. Description of attributes is placed to the special line on the screen. A taxon may be designated by number or text label. Comments (full name of taxon; geographic distribution and others) may be attached to the label. The key is produced as step-by-step protocol and the graphic scheme. The numbers of diagnostic characters are placed on the fragments of the scheme. Two lists (of active attributes and active taxa) are added to the scheme. To define a new object, it is necessary to make a new active line, to label it and define the presence (code 1) or absence (code 0) of diagnostic characters. If it is not possible to give a precise answer, variants "it is unknown" (code U - unknown), "presence and absence" (code B both) and "such attribute cannot be here" (code M - missing) are available. SPLIT demo-version is distributed free on diskettes and via internet. (Baikov, 1996).

A Computer Database and Information-diagnostic System for Identification of Syntaxon Addresses of Forest Vegetation Communities in the European Russia has been developed and it consists of interconnected blocks of : (1) DB of syntaxons of levels from vegetation type to subassociation with description of syntaxons and references between hierarchical levels; authors of publications are included. (2) Lists of diagnostic species for all syntaxons. (3) DB of references. (4) Diagnostic tables. (5) DB of geobotanic relevés from publications of syntaxon's authors. (6) DB of geobotanic relevés by different authors. Species are taken from computer dictionary of vascular plant species of Central Russia (Zaugol'nova *et al.*, 1995; Khanina *et al.*, 1999) or from computer list of flora of ex-USSR by Cherepanov's (1995) nomenclature. There is information about more than 70 vegetation associations in the system now. The programme plan is to develop diagnosis block for identification of community address by comparison of real and diagnostic species lists. Use of Syntaxon program (Onipchenko and Ovchinnikov, 1992), Ecoscale program (Zaugol'nova, 1995) and ordination methods is also proposed (Zaugol'nova *et al.*, 1999).

In systematization and identification of taxa of the tribe Anthemideae. DataBase fields are divided into three groups. One group consists of the field with identification features. Classification of features based on the long-term investigations (Khandjian, 1993) allows identifying the plant according to its exomorphical, anatomical, kariological, biochemical, pollen and embryonic features. Group two comprises of the fields, showing geographical location of

taxa and their environment. Group three comprises of the fields, showing industrial-domestic characteristics of the plants, namely the possibility of usage of different taxa in industry and daily round. In future this information will be used to solve problems of the ex-situ and in-situ protection of the tribe representatives (Khandjian and Gulnazaryan, 1999).

The system LucID software is one component of a solution to the identification bottleneck. LucID is designed to capture taxonomic experts' knowledge on the identification of organisms, and to allow this knowledge to be disseminated widely. LucID is a computer-based, multi-access, interactive identification tool, which uses Windows operating systems. The LucID system consists of a builder module that allows quick and effective encoding of key data, and a player module that allows users to perform identifications using the builder's data. LucID provides a link between the user's knowledge of a specimen and the builder's knowledge of the taxa. In addition to the core identification function, the builder of a LucID key may surround the data set with an unlimited variety of information files, each piece of information tied to a taxon name. Information files in LucID may contain notes on taxonomy, relationships, ecology or economic importance, descriptions, distribution maps, images, sound files or video clips. No constraints are placed on the builder as to what type of information or topics may be covered. In this way, LucID becomes a publication tool for much more than the raw identification data. The main aim in developing LucID is to deliver interactive identification tools that are flexible and powerful, as well as being extremely easy to develop and use. LucID keys can be developed using any written language. Both the builder and player programs require minimal effort to learn, and reduce time in key construction, development and use (Yeates and Thiele, 1999).

A neuro-fuzzy expert system for hypotension control which explores approximation techniques from neural networks to find the parameter of a fuzzy system has also been developed. In the system, the traditional procedure of the medical diagnosis of hypotension employed by physician is analyzed using neuro-fuzzy inference procedure. The proposed system which is self-learning and adaptive was developed in University of Benin in Nigeria and is able to handle the uncertainties often associated with the diagnosis and analysis of hypotension (Imianvan and Obi, 2012).

Computerized system for identification of some savanna tree species in Nigeria named LEASYS was developed to serve as a modern, less time-consuming and less cumbersome method of plant identification. The LEASYS system used was based on simultaneous narrowing of two classification systems that is, vertical and horizontal characters, and supplying these systems with an appropriate Boolean operator (the AND operator preferably). The system was based on leaf morphology of some savanna tree species in Nigeria. For the purpose of this study, selected plants were identified based on possession of either simple or compound leaves. The system is amenable to expansion to cater for identification of other species in the plant kingdom (Abdulrahman *et al.*, 2010).

A computer Bacteriovier expert system for identification of gram negative bacteria has been developed to act as a consultant to identifiers in the field of Bacteriology. A user interacts with it to identify bacteria in question by comparing isolates to standards in the database. Allocating a score in the scoring matrix, the system calculates the similarity index for the specimen and precisely identifies it on the bases of the index. The knowledge database can be updated whenever information on a new bacterium is obtained. The software generate a report about the most probable generic name of the isolate in question and its various species which are differentiated on the basis of their response to similar tests, with a short note about the genus. The relationship between the isolate and other similar genera of organisms is also generated based on their similarity indices. The system developed in Ladoke Akintola University of Technology Nigeria was developed using Microsoft Basic 6.0 language and run on a personal computer with a Celeron Processor (Gueguim-kana *et al.*, 2012).

THE CHALLENGES AHEAD

A consideration of the merits derivable from computerized diagnostics makes one to conclude that the systems can compete with the best traditional "paper" publications but the new development in computer identification has led to the discovery of other limitations in this emerging field which may not completely allow for the total replacement of the conventional keys by matrix-based computerized keys.

There are still problems which include reliance on a single approach per tool (e.g., elimination in the case of multi-entry keys), use of unreliable data (e.g., by dichotomous and multi-entry keys), black box aspect of some approaches (e.g., neural networks), use of unfamiliar principles (e.g., Bayesian systems), large amount of data entry needed to be used for some Identification tools (e.g., statistic-based tools), relatively slow pace of the tool compared to a printed key, large amount of work needed to create the database, the data gathered for one tool cannot be used by other tools, database not kept up to date, lack of freedom for the user who must use the characters selected by the author of the tool and lack of freedom for the user who must obey the machine among others.

CONCLUSION

In conclusion, it is clear that Computer Identification Systems have evolved but these systems are still with various challenges. This system, at present, will not be able to replace conventional keys until these challenges are properly addressed. This review paper has highlighted recent and future challenges of the computer system of identification. Appropriate solutions must therefore be provided towards eradication of these bottlenecks in this new area of research. These challenges are therefore new area of research that may be of interest to researchers in the boarder of Identification and Computational Biology.

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CHALLENGES OF EARLY CHILDHOOD CARE EDUCATION IN SUSTAINING GIRL-CHILD DEVELOPMENT IN NIGERIA

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Abstract

This study was informed by the age-long abandonment of the girl child and denial of her rights and rightful place in the education and overall development of the human race. Evidence has it that the female children are not given equal opportunities for self development and self realization right from inception of life. The Early childhood care Education (ECCE) as constitution in the Nigeria system is perceived as potent instrument that can be used to redress some of the misgivings. The ECCE programme in Nigeria was designed on a sound philosophy as its purpose and role in training of qualified preschool teachers were clearly highlighted. The study made a comprehensive review of the rationale for ECCE constitution and the state of its implementation which as it were, has been disproportionately under the control of less qualified personnel. The challenges of ECCE were identified to include: poor and inconsistent standards across schools, unstimulating learning environments, preponderance of unqualified teachers and care-givers, high cost of education and exploitative and profiteering tendencies on the part of proprietors of ECCE schools/centers. Among the recommended strategies for improving the situation and for giving the girl-child ample opportunity to harness the intended benefits of ECCE included the following; full government control and regulation of establishment and running of ECCE schools/centers; training and retraining of preschool teachers and care-givers through workshops, seminars and conferences, extension of government grants/subventions to privately-owned ECCE schools; establishment of ECCE model schools in rural communities, provision of instructional facilities to ECCE school properties to highly subsidized rates and regular and close monitoring to ensure set standards and conditions are sustained.

Introduction

The case of the neglect of the girl-child and consequent abuse of her right to education and overall development and self realization in Nigeria as in most developing nations of the world is not disputable. This abandonment and abuse has been traced to originate from birth as some men are wont to ignobly abandon their wives in the maternity once it comes to their knowledge that a girl was born to him. This again reels out the long tortuous road the girl-child must sojourn in attempt to survive, first, by being initially denied registration or enlistment into Early Childhood Schools in sheer preference for the boys (Amadi, 2010). It could therefore be contended that even at the very early stage of schooling the girls are generally speaking, not giving a balanced treatment with the boy-counterparts thus, further reducing their rate of integration into the school system and by extension, the society. Amadi (2010) in an earlier study, revealed that even in the ECCE schools, boys and girls are not equally and equitably provisioned as:

1. Parents tend to treat boys specially and
2. Care-givers tend to prefer that the girls take up routine environmental sanitation activities more that the boys who often are left to play as the girls work.

This situation negates the philosophy and ideals of the introduction of the Early Childhood Care Education in Nigeria.

The Early Childhood Care Education (ECCE) as contained in the National Policy on Education (Federal Republic of Nigeria (FRN), 2004) is the first formal Education for children aged between 2 to 6 years of life in preparation for primary schooling. ECCE was intended to be provided under the care, love, protection and supervision of well-trained and skilled preschool teachers and care-givers. According to Akinola (2004), the ECCE arrangement involves how to teach young child to acquire based knowledge, skills and abilities that will enable them as young children to progress smoothly to primary school level and indeed other levels of education.

Early Childhood Care Education with duration of 3 years requires that children like very tender growing plants are carefully nurtured into stable personalities. This again, demands that requisites facilities and materials be made available for the full and proper engagement of the potentials of the young children. Contributing, Eluwa (1985) contended that the objectives of the ECCE can only realized to the extent that preschool teachers are professionally prepared and humanly disposed in being patient with the kids, avoiding any of shouting with loud voice, scolding or unnecessary flogging as this may seriously interfere with their learning process. Preschool teachers should rather be very friendly, fun-loving, playful and ever-ready in story telling, these being qualities that characterize the preschools ambient environment and which according to Botton (1976), is enjoyed by both normal and physically challenged children. Botton added that at this stage children with handicaps are identified, problems diagnosed for possible remediation. It however depends on a well qualified teacher of the preschooler to effectively take up these challenges. It therefore, requires that preschool teachers are given special training that grooms them to be caring and empathetic, teaching them the rudiments of numbers, letters, shapes, colours as well as inculcate in them social norms and values, spirit of enquiry, inquisition and creativity through play, and to develop a sense of cooperation, team spirit and to acquire good habits in some other socially acceptable dimensions (Akinola, 2004; Amadi, 2010).

Presently, experience has shown that most ECCE teachers and caregivers are everything but professionally qualified for the onerous task entrusted to their care and since no person can give what he or she does not have or posses, a gap imperatively exists between the tasks and responsibilities of the ECCE teacher and his abilities, quality and qualifications consistent with the provisions of the National Policy on Early Childhood Care Education ((Federal Republic of Nigeria (FRN), 2004).

It is believed that the findings and recommendations of this study would go a long way to bettering the lots of all stake holders in the ECCE project in Nigeria. As a matter of fact, with qualified teachers produced in the right quantity manning the various ECCE schools and centers the objectives of the programme are sure to be realized that is, giving a good start to Nigeria children of whatever sex, religious, ethnic origin and what have you. The government would have invested profitably and meaningfully in the education of her citizenry by taking care of a once- neglected stratum of the society upon which the future youths and adult citizenry are founded.

Place of Early Childhood Care Education in the Nigeria Socio-Economic Paradigm

Early Childhood Education experiences have so far proved to be useful in providing children with high sense of security, welfare and physical love while their parents are at work. Such parents no doubt, have peace of mind each time they remember that their children are in safe hands. Supporting the above claim, Acho (1992) indicates that ECCE provides children the opportunity to interact with teachers and peers and for playing with their mates. By this process children are capable of developing good language skills, numeracy skills and social habits for effective communication needed now and in later stages of life. Through observation, imitation and modeling, preschoolers with the advantage of ECCE are able to develop early concepts in

the fields of science and technology as they play with their toys and other instructional gadgets such as computer-based simulated experiences and games.

They indeed, are exposed to variables that conduce effective cognitive development through appropriate and suitable experiences preparing and predisposing them to good speaking, listening, reading and writing and most importantly, preparing them for transition into the primary level of education. In line with the Nigerian's Philosophy of Education which stresses that every child be given equal educational opportunities irrespective of gender or any form of discrimination, the philosophy of the Early Childhood Care Education (ECCE) aims to ensure that the needs of every child-be it social, physical, emotional, mental or psychological – is catered for. Added to this is the need to protect them from physical injury, malnourishment, diseases as well as all forms discrimination.

The Early Childhood Care Education Curriculum is therefore child-centered and activity-based. It therefore, follows logically that the educational objectives and learning experiences must be organized around activities that will encourage every child the opportunity to realize his/her full potentials. To this end, learning environments must be interactive and conducive to learning as much as instructional materials provision could guarantee. Teachers should be attuned to the use of effective and appropriate instructional methods and techniques that can always accommodate the differential learning styles of every preschooler.

The teaching of preschoolers demands that they be properly motivated, ensure an effective feedback mechanism and guidance services required to take care of individual differences in areas of disabilities and special abilities ((Federal Republic of Nigeria (FRN), 2004). The Nigeria's experience as provided in the ECCE Policy demands that learning packages be carefully planned and delivered to take care of the variant needs, materials and aspirations of the children. By so doing, the average Nigerian child will be capable of developing into a good and responsible citizen willing to make useful contribution to the development of his/her society.

Origin, Objectives, and Rationale for the Introduction of ECCE into Nigeria's Education System

The ECCE project is definitively positioned to address the following objectives ((Federal Republic of Nigeria (FRN), 2008)

- Effecting a smooth transition from home to the school
- Preparing the child for the primary level of education
- Providing adequate care and supervision for the children while their parent are at work (on the farm, in the market, office e.t.c)
- Inculcating social norms and values
- Inculcating in the child the spirit of inquiring and creativity through the exploration of nature, the environment, art, music and playing with toy. e.t.c.
- Developing in the children a sense of cooperation and team-spirit.
- Learning good habits and the rudiments of letters, numbers, colours, shapes and forms e.t.c.

These are laudable objectives that can only be realized if the curriculum is prosecuted by specialist teachers equipped with in-depth knowledge of child psychology and pedagogical skills to know what to do and at the right time. (Akinola, 2004). The spirited efforts to formally launch Early Childhood Care Education through solid policy frameworks could be situated in the Global (United Nations) plan of protecting the rights of the child. Obisanya (2001) opines that this forward thrust was occasioned by the barrage of national and international conventions on child's right protection. Okunrotifa (1977) argues that from birth to age of 6 years children

develop half of their intelligence that they would use in adulthood. Similarly, Bloom (1964) posits that the first 6 years of life are critical to the development of all cognitive accessories useful in later stages of life. From those psychological and philosophical perspectives of Bloom (1964) and Okunrotifa (1977) the launch and/or re-launch of Early Childhood Care Education is objectively justified.

Early Childhood Care Education from Historical perspective

The advent of the Early Childhood Education can be traced back to the era of Nigeria independence in the year 1960 when the colonial masters established some pre-primary schools to cater for their preschool-age children, though few children of Nigerian elites benefit too (Afe, 1992). As further informed by Afe (1992) the introduction of the University (free) Primary Education (UPE) in 1976 was another factor that consolidated pre-primary schooling since with more boys and girls enrolled into primary schools, living of house-holds suffered a serious setback. This development inadvertently led to the establishment of Day-care centres in some cities by private individuals and churches. Matterson (1978) reported that some few Nigerians who travelled abroad came in contact with international organizations like UNESCO and UNICEF which not only broadened their perception about children educational needs but also made them to realize the importance of education for future development. The situation led to the initial attempt to include Early Childhood Care Education in the National Educational Policy enunciated by the federal government in 1981 ((Federal Republic of Nigeria (FRN), 2008).

Challenges of Early Childhood Care Education in Nigeria

One of the major challenges confronting Early Childhood Care Education in Nigeria is that of unqualified, ill-equipped teachers and care-givers (Amadi, 2010). Most of these schools employ secondary school dropouts as teachers with the most qualified of the teachers being holders of Teachers Grade II certificate. Corroborating the above claim Eresimadu (1998), reveals that before the recent developments there were no pre-primary teacher education programmes to prepare teachers for the level particularly with the phasing out of the TC II programme.

Government non participation in pre-primary Education

The government in spite of its efforts to set up policy framework for ECCE has not demonstrated enough commitment in terms of funding, monitoring and evaluation as well as establishment and management of ECCE schools the bulk of which still belongs to private investors whose main objective is profit making. Eresimadu (1998) opines that the government has failed to assist the private sector in the establishment and management of pre-primary schools, provision of facilities and teaching aids it only provides policy guidelines he concluded.

Inadequacy of Space and Equipment

Facilities such as classrooms, libraries, staff, laboratories, and furniture are grossly inadequate in a greater number of the ECCE schools. (Eresimadu & Eze, 1998). In use are uncompleted buildings, makeshifts and car garages that are poorly ventilated most of which have only mats as furniture. This situation can never guarantee effective teaching and learning of these *tenderlings* whose lives are further jeopardized.

Poor Teaching Methods and Materials

In pre-school Teaching, toys, diagrams, charts, pictorials e.t.c are invaluable instructional requirements that are lacking in most of the ECCE schools presently. Decrying the pathetic state of implementation of ECCE curriculum, Maduemesi (1998) blamed the sustained use of poor

teaching methods on government's lip service as indicated in poor supervision by the ministry of Education and absence of well-planned teaching modules. Although it was recommended in the National Policy on Education (1987 and 2004) that the state ministries of education should monitor the establishment and management of pre-schools, Amadi (2010) in his study revealed that quality is always compromised as these officials are "sorted" out with huge sums of money leaving the innocent children at the mercy of charlatans. Lending their support to this revelation, Adenokun and Okhaware (1996) revealed the inability of state arm of government to provide the required checks and balances. Hence they recommended regular supervision and inspection of the schools and workshops for proprietors.

Early Childhood Care Education and Development of Girl-child in Nigeria

One may be compelled to inquire the relationship between ECCE and development of the girl-child. The early childhood children of today are the youths and adults of tomorrow, and since the youth-age or adolescence is very critical in the life of every human, a period when most vices and crimes of the society are groomed, nurtured and executed by, it becomes imperative to bridge gaps that could be prelude to their development. The girl-child has been vulnerable, as both a victim and perpetrator of such social vices as she is denied opportunities for self expression, and the society is worse for it. ECCE comes in to assuage the situation and to give the girl-child a good start in life that will certainly open for her brighter gateways for a more meaningful, value-oriented future life. With the acquisition of basic life survival skills, children of the early childhood age would gradually and with consistency of purpose by the education system develop into responsible citizens.

Recommendations

As a way of re-orienting Early Childhood Care Education and for the girl-child to take the derivable advantages of quality early education the following recommendation are made:

- The current government emphasis on ECCE through the provisions of National Policy on Education should be sustained. To this effect, ministries of Education in the states should be reorganized to brace up with the responsibility of quality control in the schools.
- Schools should be licensed to operate for ECCE only upon the satisfaction of prescribed quality guidelines including minimum infrastructural requirements.
- Teachers and care-givers should endeavour to treat children with the desired equity irrespective of gender or other wanton variables.
- Parents should be encouraged to treat every child with respect for his/her right to live and the dignity of humanity –all children are born equals.
- Government subvention should be extended to private ECCE schools/proprietors as a way of ensuring moral commitment of the government in the regulatory activities.
- Model ECCE schools should be set up in rural communities under the auspices of the Local Government Education Authorities (LGEAs).
- Importation of ECCE instructional facilities should be duty-free and or worst still, at a highly subsidized rate of duties.
- A special salary/emolument package for ECCE teachers and care-givers should be put in place so as to attract and retain well qualified teachers.

Conclusion

Early Childhood Care Education is a necessity in the life of every child therefore; every child should be given the opportunity for this exposure to a good learning environment which ECCE stands to provide. The girl-child particularly, should enjoy this as her inalienable right.

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SENSE OF HUMOUR IN RELATION TO JOB STRESS AMONG THE PRIMARY SCHOOL TEACHERS

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Abstract

This study investigated the association of sense of humour with Job stress among the primary school teachers. The main objectives were to analyze the sense of humour of primary school teachers and to compare it in relation to Gender and Type of the school and locality. The sample of 200 primary school teachers of Bhadravathi Taluka, Shimoga district, Karnataka state India were selected randomly. Equal ratio maintained for type of schools (100-Private and 100-Government), Gender (Male-100, Female-100) and Locality (Urban-100, Rural-100). The Researcher administered the sense of humour and job stress scales for collecting data from the primary school teachers and t-test and Pearson Correlation statistical method was used for analysis of data. The study found that, there was no significant difference in mean scores of sense of humour and job stress in relation to Gender and Type of the school. But significance difference was found between Rural and Urban primary school teachers sense of humour. There was negative high correlation between sense of humour and job stress among the primary school teachers.

Keywords: Sense of Humour, Job Stress, Primary School Teachers, Gender and Locality.

1. Introduction

Stress has been defined as the state manifested by the specific syndrome which consists of all the non specific induced changes within a biological system. (Selye, 1974) Stress is a highly personalized phenomenon and can vary widely even in identical situations for different reasons. Stress is involved in every body's life Even the private people lived with great stress as they had lived with animals in dense forests. There is neither security nor safety for life, shelter medicine or treatment. These threatening stressful situations might have probably changed now. But even with the present level of progress and advancement today's individual is a victim of stress for different reasons. So for all individuals stress is inevitable at same time other (Haripriya, 2007). Stress has its implications on the organization side also. It leads to employee absence, withdrawal and poor job satisfaction. Higher levels of both general and job related psychological distress may result in higher percentage of absenteeism (Gillian M, 2003)

Primary school teachers suffer more stress than secondary school teachers, deputy head teachers and head teachers according to a study. Primary school teachers some time work as pressure cooker of life, because they were managing several duties at the same time (Allison, 1990). In fact the teachers are prone to more stress because dealing with students and caring for their better performance throughout the day is itself a stressful situation. One of the main causes of suffering and stress is a sense of helplessness, Powerlessness or lack of control. But a sense of humour can put on back in control. Much research has been done on the effects of humour and laughter on our health the benefits are enormous and include boosting our immune system retracing stress relaxing muscles lowering blood pressure increasing our tolerance for pain and hastening the healing process. The sense of humour is the ability to provoke laughter in others (Harrington, 1998).

Sense of humour is thought compelling to note its strong negative association with stress and depression, the core sense of humour can be seen as cognitive coping skill as well as

orientation to the importance of establishing and maintain the sense of humour (Gunnar, 2008). "Humour is communication (written, verbal, drawn or otherwise displayed) including teasing, jokes, witticisms, satire, sarcasm, cartoons, puns, clowning, which induces (or is intended to induce) amusement, with or without laughing or smiling." (Ziegler, 1998) A sense of humour is the ability to experience humour, a quality which all people share, although the extent to which an individual will personally find something humorous depends on a host of absolute and relative variables, including geographical locality, culture, maturity, level of education, and context. Laughter helps us forget about ourselves, our problems, our fears and allows us to lose ourselves momentarily. This momentary loss may be interpreted by some teachers as a loss of control, poor classroom management and therefore something to be avoided. However, humour as with all activities in the communicative language classroom, must be well prepared and have a specific objective.

The Benefits of Humour in Teaching are, it Creates a positive classroom environment, Reduces anxiety and stress, Encourages learner involvement, Holds learners' attention, Fosters intrinsic motivation, Promotes comprehension and retention, Fosters cognitive development, Manages undesirable behavior, Builds self-confidence, and Enhances quality of learners' and teachers' lives (Powell & Andersen, 1985)

Shahin Vaezi, and Nasser Fallah (2012) revealed that, EFL teachers' sense of humor and Emotional Intelligence were reversely correlated with their stress level and after accounting for the contribution of demographic variables, sense of humor and EI could collectively add to the prediction of teacher stress, however, only EI could separately predict teacher stress. Lee (2006) found the relationships between workplace humor and mental health among preschool teachers. Adamle et. al. (2007) Compared teaching practices about humor among nursing faculty, findings revealed that substantially more humor education was included in clinical settings in the USA and Northern Ireland than in the classroom. Older and more experienced nurses with higher levels of education reported using less humor in teaching practices. Aylor & Oppliger, (2003) suggested perceptions of instructor humour orientation were positively associated with the frequency of formal as well as informal out-of-class communication; overall, humour orientation was superior as a predictor of formal and informal out-of-class communication frequency, while instructor responsiveness best predicted student satisfaction with out-of-class communication. Lomax & Moosavi (2002) studied that humour is a pedagogical method that can be used for engaging students in the exciting world of statistics and for fostering concept development. The study described the experiences with humour have shown it to minimize statistics anxiety, motivate students, deepen conceptual understanding, and engage students

Raed Zedan (2012) studied Stress and coping strategies among elementary Schools teachers. This study found that, 36.2% of the Israeli teachers reported a high to very high level of stress due mainly to the stress of overloaded classes, pupil behavioral problems, lack of educational resources, and poor working conditions. The most effective strategies of coping with stress was through conducting a healthy family life, understanding and control in teaching, personal acquaintance with the pupils, and devoting time to self leisure activities. With regard to the coping strategies that should be adopted by the authorities, it was found that the most effective ones were improvement in working conditions, reduction of the number of pupils in a class, and raising teachers' salaries. The study conducted by Christian et.,al.(2012) examined adaptation to work stress among public school teachers. Regression analyses tested whether positive affect predicted successful and unsuccessful adaptation to stress (viz., resilience and burnout, respectively) after controlling for demographic characteristics and work stress. Positive affect was largely correlated with resilience and burnout. Further analyses found no significant interaction between work stress and positive affect, but revealed that positive affect completely mediated the effect of work stress on resilience. Muthuvelayutham & Mohanasundaram (2012) studied the

Impact of Occupational Stress among Teachers on Job Satisfaction and Job Involvement and found that there is a considerable level of impact of stress on job satisfaction and job involvement among teachers. Lori Boyland (2011) suggested that, supportive measures should be considered in order to assist principals in dealing with increasing job stress and time demands. Robert A. et.,al.(2011) examined teachers' perceptions of their daily stresses and how they attempt to cope with such situations. One strong finding was the lack of suitable training and preparation felt by the participants, particularly in methods of dealing with sensitive and stressful situations in pupils, and in appropriate means of reaction to student misbehavior. The study undertaken by Gakhar & Paul (2003) revealed that, male as well as female teachers working under different management differed significantly in their job stress, Job satisfaction and adjustment. Public school teachers were found to have high Job stress high job satisfaction and better adjustment. PiarChand, & Monga (1998) found that respondents with internal locus of control, high social support and high job involvement experience less stress and burnout. Maximum job stress was reported by Professors and minimum by the Assistant Professors.

In fact the teachers are prone to more stress because dealing with students and caring for their better performance throughout the day is itself a stressful situation. School is considered to be a major source of the stress in the lives of both students and teachers (Kyriacou and Sutcliffe 1977). In the present study, as suggested above it could thus view as an important much appreciated element of a teacher's sense of humour as a present non – threatening technique for letting students. Stress is a subject of Interest to people and researcher's of various fields. In the modern day, stress is unavoidable; every individual is subject to stress either knowingly or unknowingly. Today a sense of humour is very necessary because it controls the teacher's job stress and also makes him/her to work happily and face the problems easily. In this study an attempt was made to find out the level of sense of humour and Job stress with their relationship among the primary school teachers.

4. Objectives of the Study:

1. To measure the level of sense of humour among the primary school teachers.
2. To measure the level of Job Stress among the primary school teachers.
3. To find out the significance difference between Male and Female teachers' Sense of humour.
4. To find out the significance difference between Rural and Urban teachers' Sense of humour.
5. To find out the significance difference between Government and Private school teachers' Sense of humour.
6. To find out the significance difference between Male and Female teachers' Job stress.
7. To find out the significance difference between Rural and Urban teachers' Job stress.
8. To find out the significance difference between Government and Private school teachers' Job stress.
9. To find out the correlation between Sense of humour and Job stress among the Primary school teachers.

5. Hypothesis of the Study: the following hypotheses were framed in null form

1. There is no significance difference between Male and Female teachers' Sense of humour.
2. There is no significance difference between Rural and Urban teachers' Sense of humour.
3. There is no significance difference between Government and Private school teachers' sense of humour.
4. There is no significance difference between Male and Female teachers' job stress.

5. There is no significance difference between Rural and Urban teachers' job stress.
6. There is no significance difference between Government and Private school teachers' job stress.
7. There is no correlation between Sense of humour and Job stress among the primary school teachers.

6. **Methodology:** survey method was used in the descriptive research

6.1 Variables of the study: the major variables considered were Sense of humour, and Job stress. The Demographic variables were: Gender, Locality(Urban and Rural) and Type of the schools (Government and Private)

6.2 Sampling Technique: For the present study Simple stratified Random Sampling technique was used to select 200 primary school teachers from the 29 schools of Urban and Rural primary schools of Bhadravathi Taluk, Karnataka State, India. Out of the sample of 200 Teachers, 100 were Private and 100 were Government and also maintained the equal stream ratio for Teachers' Gender (Male-100, Female-100) and Locality (Urban-100, Rural-100).

6.3 Tool : Following tools were used:

1. Sense of humour inventory: This tool was developed and standardized by Muthayya B.C. (1986), All cartoons were rated on a scale from one to five (1-5). Reliability was found to be 0.89.

2. Job stress inventory: This scale was developed and standardized Clark (1980) The scale consists of thirty items and divided into 10 positive and 20 are negative questions. The maximum possible score on this scale is 150 and minimum score is 30. Reliability was found to be 0.87.

7. **Statistical Techniques:** In pursuance of objectives of the study and in order to test the research hypothesis set up, the 't'- test and Pearson Correlation techniques were used.

8. **Analysis of obtained data and interpretation:** The data interpretation was done on the basis of objectives.

Objective – 1 . To Measure the level of sense of humour of primary school teachers.

Table -1. Table showing distribution of percentage of Teachers' sense of humour

Group	N	Mean	Level	Status
Teachers sense of humour	200	91.42	Above Average 85-125	Above Average or High
			Average 43-84	
			Bellow Average 0-42	

The above table-1 shows that the sample of teachers' sense of humour is above average or at High level.

Objective 2. To measure the level of job stress among the sample of primary school teachers.

Table -2. Table showing distribution of percentage of Teachers' Job Stress

Group	N	Mean	Level	Status
Teachers Job Stress	200	81.75	Above Average 101-150	Average
			Average 51-100	
			Bellow Average 0-50	

The above table-2 shows that the sample of teachers' job stress is average level.

Objective 3. To find out the significance difference between Male and Female teacher's sense of humour.

Table -3. Mean, SD and 't' value of Male and Female Teachers' Sense of humour

Sl.No	Group	Sample (N)	Mean	SD	t-value	Not Significant at 0.05 level
1	Female teachers' sense of humour	91.20	100	13.94	0.22	
2	Male teachers' sense of humour	91.65	100	12.65		

The above table-3 reveals that, the obtained 't'-value 0.22 which is lesser than the theoretical value 1.98 with the degree of freedom 198. The obtained value of 't' is not significant at 0.05 level. Hence the null hypothesis is accepted and it is concluded that "there is no significance difference between male and female teachers' sense of humour." But interestingly, Provine (2000) found that even though both sexes laugh a lot, females laugh more.

Objective 4. To find out the significance difference between Rural and Urban teachers' sense of humour.

Table – 4 Shows mean, SD, and 't' value of sense of humour of Rural and Urban teachers.

Sl.No	Group	Sample (N)	Mean	SD	t-value	Significant at 0.05 level
1	Rural teachers' sense of humour	89.33	100	14.74	2.35*	
2	Urban teachers' sense of humour	93.52	100	11.33		

The above table-4 reveals that the obtained 't' value 2.35 which is greater than the theoretical value 1.98 with the degree of freedom 198. The obtained value of 't' is significant at 0.05 level. Hence the null hypothesis is rejected and it is concluded that "There is significance difference between Rural and Urban primary school teachers sense of humour." Urban teachers' sense of humour is more than the rural counterparts.

Objective 5. To find out the significance difference between Government and Private school teachers' Sense of humour.

Table – 5. Shows mean, SD, and 't' value of Primary school teachers' Sense of humour from type of schools.

Sl.No	Group	Sample (N)	Mean	SD	t-value	Not Significant at 0.05 level
1	Government school teachers' sense of humour	92.41	100	13.55	0.99	
2	Private school teachers' sense of humour	90.44	100	13.00		

The above table-5 reveals that, the obtained 't' value 0.99 which is lesser than the theoretical value 1.98 with degree of freedom 198 and not significant at 0.05 level. Hence the null hypothesis is accepted and it is concluded that "There is no significance difference between private and government school teachers' sense of humour."

Objective 6. To find out the significance difference between Male and Female teachers' job stress.

Table – 6. Shows mean, SD, and 't' value of job stress of Male and Female teachers.

Sl.No	Group	Sample (N)	Mean	SD	t-value	Not
1	Male teachers' job stress	90.88	100	16.14	1.01	

2	Female teachers' job stress	88.62	100	17.22		Significant at 0.05 level
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The above table-6 reveals that, the obtained 't' value 1.01 which is lesser than the theoretical value 1.98 with the degree of freedom 198 and not significant at 0.05 level. Hence the null hypothesis is accepted and it is concluded that "There is no significance difference between male and female teachers' job stress." In contrary, Gakhar and Paul (2003) found that, male as well as female teachers working under different management differed significantly in their job stress.

Objective 7. To find out the significance difference between Rural and Urban teachers' job stress.

Table 7. Shows mean, SD, and 't' value of job stress of Rural and Urban teachers

Sl.No	Group	Sample (N)	Mean	SD	t-value	Not Significant at 0.05 level
1	Rural teachers job stress	88.64	100	18.68	0.98	
2	Urban teachers job stress	90.86	100	14.43		

The above table-7 reveals that, the obtained 't' value 0.98 which is less than the theoretical value 1.98 with the degree of freedom 198. The obtained value of 't' is not significant at 0.05 level of significance. Hence the null hypotheses is accepted and it is concluded that "There is no significance difference between Rural and urban teachers' job stress."

Objective 8. To find out the significance difference between private and Government teachers' job stress.

Table 8. Shows mean, SD, and 't' value of teachers job stress of Government and Private schools

Sl.No	Group	Sample (N)	Mean	SD	t-value	Not Significant at 0.05 level
1	Government teachers job stress	89.01	100	16.06	0.61	
2	Private teachers job stress	90.49	100	17.34		

The above table-8 reveals that, the obtained 't' value 0.61 which is lesser than the theoretical value 1.98 with the degree of freedom 198. the obtained value of 't' is not significant at 0.05 level of significance. Hence the null hypothesis is accepted and it is concluded that "There is no significance difference between Government and private school teachers' job stress."

Objective 9. To find out the correlation between job stress and sense of humour of the primary school teachers.

Table 9. Shows mean, SD, and 'r' value' of teachers sense of humour and job stress

Sl.No	Group	Sample (N)	Mean	SD	r-value	No Significant at 0.05 level
1	Teachers' sense of humour	100	91.42	13.28	-0.793	
2	Teachers' job stress	100	81.75	16.69		

The above table-9 shows that, The obtained 'r' value -0.79 which is greater than the theoretical value at 0.05 level of significance. Hence null hypothesis is rejected and it is concluded that. "There is negative high correlation between sense of humour and job stress among the primary school teachers. This indicates that, there is negative and high correlation, and it can be inferred

that, if sense of humour is high job stress will be less and the job stress increases the sense of humour will be decreased.

9. Discussion and Conclusion

The present study reported that there is no significant difference in sense of humour and job stress in relation to Gender and Type of the school, but there is significance difference between Rural and Urban primary school teachers' sense of humour. There is negative high correlation between sense of humour and job stress of the primary school teachers. Sense of humour is high job stress will be less and the job stress is high sense of humour will be less. Teachers can increase the frequency of out-of-class communication with their students, especially informal out-of-class communication, by exhibiting humorous dispositions. By using a responsive manner, instructors can promote student satisfaction with out-of-class communication. A sense of humour can help an individual to become a successful teacher. Sense of humour can relieve tense classroom situations before they become disruptions. A sense of humour will also make class more enjoyable for students and possibly make students look forward to attending and paying attention. A positive humorous attitude is a great asset in life. A positive humorous attitude will help the teachers to cope with different classroom situations in the best way.

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THE CONSTRUCTION OF RELIGIOUS AND CULTURAL IDENTITY OF MUSLIM PUPILS IN SECONDARY SCHOOLS IN BRITAIN AND FRANCE

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Abstract

Emerging from the legacy of colonialism, Britain and France have been the sites of large waves of migration from people whose ethnic origins and religious beliefs vary. A significant proportion is of Islamic faith (about two millions Muslims in Britain and nearly five in France) and attempts to integrate Muslim minorities into the host society reveal differences in the ways the two countries accept cultural diversity and practices. While Britain bases its societal structures around multiculturalism and communitarianism, France fundamentally rejects a society based on communitarianism, advocating its societal structures around the Republican principle and value of *laïcité* [1]. The paper derives from the findings of a cross-national comparative study that examined the educational experience of Muslim pupils and the ways cultural diversity is addressed in Britain and France (Bernard-Patel, 2010). By examining the multicultural environment of British state secondary schools and that of French republican schools, the paper aims to present an account of the ways young Muslim pupils define themselves, their sense of self-identity and the significance of cultural identity within the school environment.

Keywords: Britain, France, education, Muslims, cultural identity

Introduction

Since the end of the Second World War, both Britain and France have had the aim to provide education to all children in order to encourage all individuals to participate in the democratic process. Education fulfils the role of a social equaliser by accentuating learning and raising social recognition and inter-cultural understanding. Used as an 'instrument in pursuit of an egalitarian society' (Halsey, 1965:13), education provides individuals with personal achievement and fulfilment through the acquisition of skills that are needed for the pursuit of a successful working life. However, if education has to be accessible to all, the education system has the responsibility to provide adequate support to those who require it the most: this is especially the case for British Muslims children of South Asian origins and French Muslim children descendants of North African origins (i.e. Maghrebins).

In Britain, there are around half a million Muslim children of school age today. Muslim parents have a number of concerns about the education system including the continuing poor academic results of their children, racism, Islamophobia, bullying, inadequate support for their children's faith and moral education (OSI/EU, 2005:104). One way to improve the situation is through the school curriculum whose role is to promote cross-cultural tolerance by providing greater understanding and a more open approach to Muslim needs. Many Muslim parents, for instance, would appreciate 'the option for their children to receive a form of religious education that gave them more opportunities to enrich their understanding of their own faith as well as studying others' (OSI/EU, 2005:105).

French education has adopted a different approach to that of Britain in educating children of ethnic minorities and particularly French-born children of Maghrebins descendants. Basically, the schools are instructed to make 'no allowance for cultural, linguistic, religious or socio-economic

diversity' (Linage, 2000:73). However, the system presents inequalities in the standards of education with a noticeable lack in performance of ethnic minority children. To improve such discrepancies and the poor achievement of particular schools, additional teachers, security personnel and substitute teachers are allocated to schools in Education Priority Zones in disadvantaged areas. Unfortunately, this supposedly positive action has aggravated the situation by ensuring further ethnic segregation, thus further stigmatising the populations that these measures are meant to serve. On the whole, Muslim children lack official recognition of their religious identity and want to revalorise and display this, exemplified by the issue of the Islamic headscarf. Following repeated social tensions and altercations since 1989 following the 'affaire du foulard' [2], France enacted a law in 2004 banning the wearing of the Islamic headscarf as well as all visible religious symbols at school and in the public sphere in general. The issue regarding the wearing of headscarves in schools highlights the difference between the British and French way of dealing with religious pluralism and cultural differences at school, and most importantly the construction of one's religious and cultural identity.

For the purpose of this paper, I will present some quantitative findings related to the ways young Muslim people articulate, define and position themselves in regards to their sense of self-identity, and the significance of cultural identity in the school environment. Sections 1 and 2 will present an account of the ways Britain and France differ in their education structures, national curriculum, approaches to people of different beliefs or culturally diverse backgrounds. Sections 3 and 4 will present an overview of the position that each country holds in regards to education and Muslim children. Section 5-6 will discuss some quantitative findings in regards to the ways young Muslim participants define themselves and the significance of cultural identity within the school environment.

Study aim and design of the research

This paper derives from a cross-national comparative study whose goal was to compare the educational experience of Muslim pupils in state schools in Britain and France and the ways cultural diversity is addressed. The research focus was on understanding how the British and French education systems in secondary schools address, answer and accommodate the needs of Muslim pupils. Investigating into secondary state funded schools represent a ground of interest for several reasons. In Britain, secondary schools aim to implement anti-racism and multiculturalism that represent the two axes of the debate on education and ethnic minority groups (Scott, 2007). By acknowledging the separate identity of ethnic minority children, the school represents an appropriate field to examine the question of their interaction with the education system. In France, secondary schools have to treat all children on a neutral stance with regards to religions and ideologies, on the theoretical ground to erase any differences. To meet this objective, structures and strategies are established such as French language is the only language used at school and education rests upon the republican principle of secularism (Chadwick, 1997). Focusing on children aged between eleven and fifteen years of age, quantitative and qualitative methods were used to understand the children's perspective regarding what they believe and feel about their sense of self-identity, their experience of and relationship to school, and more broadly the immediate community and society in general.

1 - Britain: towards a multicultural education structure

In Britain, the idea of multicultural education started in the 1960s and was based on the ideals of social justice and education equity. In essence, multicultural education:

- recognises that schools are essential to laying the foundation for the transformation of society and the elimination of oppression and injustice (Gorski, 2000).

- helps students from diverse ethnic and religious groups to prepare them for working in a pluralistic society by developing knowledge and skills needed for interactions with people from diverse groups (Banks & McGee Banks, 1995:xi).
- shifts new and diverse materials in the curriculum by moving away from the alleged difficulties, so-called ‘disabilities’, met by children of ethnic minority, to meeting the religious education requirements of the children so that all pupils are well prepared for life in a multicultural society (Swann, 1985).

In 1992, the Government was urged to guarantee that the new school Curriculum would consider the ethnic and religious diversity of British society, emphasising the ‘importance of the curriculum in promoting equal opportunity for all pupils regardless of ethnic origin and gender’ (Parekh, 2000:142). Hence, the practical implications of a multicultural education started with the National Curriculum, whose selection of content and teaching materials was revisited (teaching material presenting an Anglo-centric view of the world was not favoured).

The school curriculum can play a significant role as far as developing pupils’ appreciation for different cultural groups. Although the National Curriculum includes the study of Islamic art, history and literature, most schools do not adequately teach them. For example, the study of Religious Education can provide a better comprehension of the Muslim faith, contributing to overcome intolerance. However, the teaching of the primary religious elements of Islam is usually given by non-Muslims teachers who have little training in Islamic beliefs and values. This brings to the forefront the issue related to teacher training. Out of a four-year undergraduate education degree, ‘teacher training programmes spend no time on the study of Islam and the needs of Muslim pupils. They do on related issues of racism, inclusion, multicultural education and equal opportunities’ (OSI/EU, 2005:153). For this, teachers need specific training around diversity at whole-school, departmental and subject level, to build their confidence around issues of ‘identity, race and religion, either in Initial Teacher Training (ITT) or through Continuing Professional Development (CPD) for teachers throughout their career’ (DfES, 2007:66-67). In addition, the danger of misrepresenting the religion is more likely to occur when the books and resources employed contain factual inaccuracies and misunderstandings. For example, the Muslim Council of Britain launched in 2004 a ‘scheme to provide a resource pack about Islam, for schools to use as a teaching aid’. Although the Muslim Council of Britain contributed to equipping schools with adequate teaching material on Islam faith, Muslim people remained very concerned about the stereotyped opinion that their faith has endured.

The contribution that schools can make towards community cohesion is vital as their role is to promote the equality of opportunity and inclusion of different groups of pupils, as well as promoting shared values and encouraging pupils to engage with others. To achieve this goal, schools are encouraged to develop an approach that will reflect the nature of their population and their location. Since 2008, citizenship education has included the new strand ‘Identity and Diversity: Living together in the UK’ in which learning about national, regional, ethnic and religious cultures as well as the concept of community cohesion are explored. Drawing from the subjects of History, Geography and Religious Education, Citizenship Education is an interdisciplinary subject whose challenge is for young people ‘to develop a notion of citizenship as inclusive, where issues of identity and diversity are addressed explicitly’ (DfES, 2007:8).

2 - France: the Republican school

France has a distinct and centralised Republican tradition, whose identity is consolidated through its school system. As a result, the State plays a large role in defining and implementing education

policy and the National Curriculum. Structured around the notion of equality of opportunity, the education system is a vital precondition for social integration and cohesion. Teachers are the responsibility of the central government who attribute them with the status of civil servants. Two thirds of the total funding for the education system (principally teachers' wages but also financial assistance, such as scholarships and allowances) are provided by the state. Since the 1990s, France has been engaged in a process of decentralisation, aiming to bring a more flexible organisation to what was described a homogeneous and large education system. Assigned with greater power, regional and local authorities are now able to decide and treat the issues that affect them, independently from Paris or ministerial offices. Every year, Paris accredits a financial budget to the Chief Education Officers, who themselves allocate funds to the various education establishments.

If the role of education is as much the point of correlation between individuals, society and culture to exist to promote social solidarity and social cohesion, then education is the prime instrument for achieving such goals and the State, the sole guarantee to its success. The relationship between the school system and the transmission of culture involves the validation of the cultural capital of the mainstream society and implies that impartiality and universality are often applied within the school system, often to the detriment of the cultural capital of ethnic minority groups. The latter can often be considered insignificant and are excluded altogether from the mainstream education system. Subsequently, in a response to the cultural hegemony transmitted at school, ethnic minority groups are faced with a choice to make as far as their integrative process is concerned. Yet education is also addressed to children whose cultural values differ from the mainstream ones and for which education institutions have to put efforts to assist these children with their inclusion in society.

3 - Education and British Muslim children

According to the OSI/EU report, 'there are about 500,000 Muslim children currently receiving education in British schools and colleges (i.e. 5-6% of the total school population). The age profile of Muslims is much younger than any other ethnic group: in all, 33.8% of Muslims fall into the 0-15 age bracket (i.e. 1/3 of Muslims are under age 16 as compared with 1/5 of the population as a whole), and a further 18.2% are between 16 and 24 years old' (OSI/EU, 2005:109). In general, it can be said that the British Muslims have been successful in claiming for equal treatment, opportunity and an acknowledgment of their cultural needs within the realm of educational issues. It was in the 1960s that school authorities began to take notice of the considerable numbers of ethnic minority children and official reactions were encouraged by an 'assimilationist' point of view. On an educational level, this meant giving exclusive priority to the teaching of English and avoiding a situation where the majority in any given class was composed of ethnic minority children. However, assimilationist policies proved to be ineffective as very low academic attainment levels were recorded amongst Muslim children, falling behind their peers and other ethnic minorities (e.g. Hindus and Sikhs). It became apparent that a policy acknowledging the separate identity of ethnic minority children was required.

In the 1990s, the gap between Muslim pupils and the rest continued to grow with education achievements increasing between Indian, African-Caribbean and white children on the one hand, and Pakistani and Bangladeshi children on the other. Muslim parents expressed deep concerns about the values of state education, especially whether the latter reflected aspects of disadvantages and discrimination towards their children. As a result, Muslims proceeded to firm actions for an education aimed to build their children's positive sense of identity, including the right to withdraw children from specifically Christian teaching and the provision of Islamic

education suited to their needs (e.g. girls of secondary school age to be allowed to wear modest dress and headscarf conform to the colours of the school uniform). Aspiring to establish independent Muslim schools that had Islam at the heart of the curriculum, this initiative was denied state funding, suggesting to the Muslims that the government was treating them unfairly compared to other religious minorities who were able to secure Voluntary Aided status for their faith-based schools. The pursuit to create Muslim Voluntary Aided schools was more than ever a determined objective and between 1997 and the end of 2001, five Muslim Voluntary Aided schools were approved. This development meant that the request to see independent Muslim schools was potentially achievable. Unfortunately, following the Bradford disturbances of 2001, antagonism against the creation of faith schools resurfaced, putting light on the reality that segregation existed within schools and thus feeding racial tension. Regardless of the contentious climate, Muslim groups maintained their position and claim 'their right to a Muslim education, not only as pedagogically appropriate for their children but also as reflective of the multicultural character of British society' (Ansari, 2002:22).

In general, the vast majority of Muslim pupils go to state community schools. The choice is more often driven by residence patterns as Muslim communities, like other ethnic communities, have settled within boroughs of major cities in Britain (e.g. concentration of Muslim children in community schools in London boroughs and other major cities). With a high concentration of Muslim pupils, schools are able to cater for specific requirements of Muslims much better. For example, Local Education Authorities have granted the following requests from schools with significant Muslim pupils:

'the provision of a room for midday prayer and special provision for Friday prayers; the adaptation of school uniform rules and sportswear requirements; the provision of appropriate showering arrangements to take accounts of Islamic teaching about modesty and decency; the use of discretionary holidays to allow Muslim children permission to be away from school at the start of Ramadan and other religious festivals; the provision of halal food for school lunches; single-sex groupings and classes; and sensitivity to Islamic beliefs in assemblies and other school activities' (OSI/EU, 2005:120).

4 - Education and French Muslim children

Structured and regulated by the principle of *laïcité*, all children are guaranteed an equal access to education, which is mandatory from the age of six. The analysis of Muslim children can be discussed by looking at the situation in education today for children of ethnic minorities, and more particularly French-born children of immigrant descent. However, some inconsistency appears to exist as pointing out by the OSI/EU Report:

'...the principle which affirms the individual right to freedom of conscience has come into conflict, particularly with regard to students belonging to religious minorities, including Muslims. It is a central objective and responsibility of French public schools to train students in Republican values and to ensure equal treatment of individual pupils and respect for pluralism. Local officials have the authority to regulate the public expression of religious belonging in schools. The affair of the headscarf illustrates the tension between public space and private choice, the difficulty in balancing the requirements of laïcité against the needs of Muslim students' (OSI/EU, 2002:92).

Schools are mandated to follow the principles of universality (each child must be equipped with same universal knowledge), equality (each child is treated the same) and secularism (religious practices belong to the private life and have no place in school which by definition is in public life). However, it can be said that significant ambivalence within such principles is conspicuous within the issue on diversity in education. For instance, the principle of *equality* renders it

impossible to collect ethnic and racial statistics [3]. Also the term ‘ethnic minority nationals’ is even rejected within the French system based on the fact that ethnic minorities are not recognised as communities but rather as affiliations of choice. In the interest of *equality* that prevents differential treatment, the schools are not allowed to collect information on racial, ethnic or religious affiliation of pupils. This rule is enforced even when such information is deemed essential for monitoring and eradicating discrimination and inequalities (Franchi, 2004:3). The French school system addresses cultural diversity by showing no awareness and being non-responsive to children’s cultural needs as diversity remains an out-of-school matter (Limage, 2000:85).

Too often, children of ethnic minority backgrounds perform less well on average in secondary education than their peers of French-origin: poor academic achievements, high-level of absenteeism, greater drop-out rate, greater likelihood of them to be involved in delinquency and prone to disciplinary action are the usual way to describe their school achievements. To remedy pupils’ discrepancies and poor school achievements, the National Education ministry decided to put in place a ‘Priority Education’ scheme. This consisted in creating schools in Priority Education Zones (Zone d’Education Prioritaire) associated with socio-economic elements (i.e. unemployment) and cultural elements (i.e. ratio of foreigners and children of migrants attending the school). According to the data published by MJENR² (2002), France had in 2001 706 Priority Education Zones and during the year, 675,000 pupils (21.5%) were schooled within Education Priority schools, as compared to 17.9% in 1999’ (cited in Franchi, 2004:36).

Despite efforts to promote school achievement in Priority Education zones, the policies implemented may in fact be part of the root causes of the types of problems encountered regularly (e.g. violence, disciplinary problems and mobility of teachers). In essence, different forms of discrimination take place (e.g. ethnic segregation, stigmatisation, discriminatory discourse of the ‘other’), producing inequalities and preventing an integration process within school system.

5 - What does ‘cultural identity’ mean?

Each one of us could describe ourselves with a multitude of different identities that can be seen as defining us as people, such as our nationality (e.g. British), our national identity (e.g. Welsh), our origins (e.g. African), our religion (e.g. Muslim), our race (e.g. white, black), our gender (e.g. male, female), our class orientation (e.g. middle-class) or our ideology (e.g. socialist). These notions not only do they often overlap and create some ambiguity on the role and impact they have on identity construction, but they are similarly our own intrinsic and intimate components that make each one of us who we are. Trying to explore the complexity that surrounds the elements that contribute to defining one’s cultural identity, is an attempt to better understand what the notion of ‘cultural identity’ refers to. It can be said that it is a slippery and ambiguous notion because of its multi-dimensional elements (i.e. national, racial, ethnic and religious). If one’s self-identity is moulded by one’s family and the society one lives in, in a multi-ethnic society complex connections appear to rule the relationships that individuals have with others.

Overall, young Muslim people in both countries have developed a clear sense of self-identity that draws on religion as a source of identification. Figure 1 shows that Islam is highly considered among participants, with 87% in Britain and 79% in France. In Figure 2, it is mostly British

² Ministère de la Jeunesse, de l’Education Nationale et de la Recherche (Ministry of Youth, National Education and Research)

participants who perceive the role of religion as being very important to them, with 92% against 72% for their French counterparts.

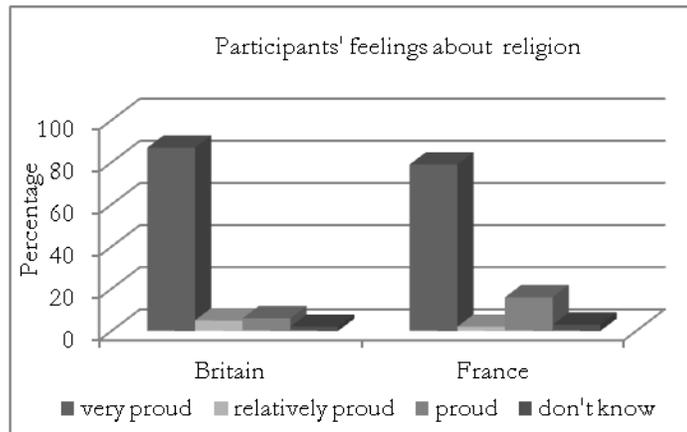


Fig. 1 - Feelings about religion

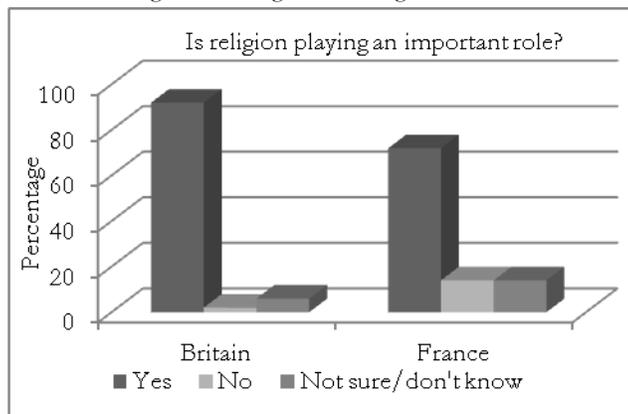


Fig. 2 - Role of religion

Placing religion as the most essential feature in their identity, young participants see themselves as Muslims and are proud and happy about it. Identifying themselves with the Islamic family at large, even when they reside in a non-Muslim country, they show the clear and solid bond that exists through a common belief rather than a nationality or ethnicity. The way young Muslim people make sense of the context in which they define themselves as Muslims shows also the degree society tolerates cultural identity. By developing their perceptions of ethnic/religious belonging, they negotiate new ways of being Muslim in Britain/France. The need to retain aspects of their culture and religion viewed as fundamental to their way of life, while embracing the nationality of the country of residence, raises the notion of belonging.

Table 1 shows the importance that Muslim participants attribute to the way they describe themselves to others. Among the four descriptions (age, gender, nationality and religion), the overall responses from non-Muslim and Muslim participants show that the latter considered religion as the most important way of describing themselves, while the former indicate that it had little bearing on their sense of self-identity.

Table 1 - Relative importance of Age, Gender, Nationality and Religion

	Non Muslims	Muslims

	Percentage	Rank	Percentage	Rank
Age	37	2	33	3
Gender	40	1	45	2
Nationality	32	3	32	4
Religion	21	4	69	1

British and French participants share the views that being Muslim is of great significance, associating with it all the affective aspects that amount to a sense of cultural identity. Reference to the conduct and commitment to live Islam as a system of beliefs, norms and codes translate a defined behaviour associated with becoming a proper Muslim. In addition, traditions and rituals have the function to maintain a common history, culture and collective memories of a community. All participants agree to receive religious education (i.e. learning Arabic and reading the Koran), and performance of faith are significant events for them (i.e. observing Ramadan and celebrating Eid). In general, British participants follow the practice of five daily prayers, acknowledging the school as providers of adequate facilities and the time required conducting this practice. In contrast, French participants experience difficulty in keeping regular practice, because no adequate facilities exist due to the principle of *laïcité* that schools apply. British and French participants identify the celebration of Ramadan and Eid as special and significant events, considering fasting to be a key indicator of one's status as a Muslim, no matter what gender or age group. While British participants tend to receive greater consideration from their teachers, their French counterparts appear to receive none.

6 - Significance of cultural identity and school

Overall, British and French young Muslim people agree that schools do generally care for their cultural needs. However, there are significant differences between what 'accommodating cultural needs' mean to British and French schools. For example, the research revealed that British schools provide halal meals, a prayer room (even a wash room), allow the wearing of headscarves and grant school leave to celebrate Eid. This was not the case in French schools, which only go as far as not serving pork in the canteens and the wearing of headscarves is strictly forbidden. Table 2 shows the opinions elicited in the form of six proposed statements related to school environment.

Table 2 - Views on life at school

At school, do you think that:		Strongly agree / Agree (%)
Point A	Your cultural needs ought to be considered (e.g. halal food, prayer room)	89
Point B	Aspects of your cultural traditions ought to be taught at school	87
Point C	School ought to be the place to talk openly about your culture (e.g. organised discussion groups)	85
Point D	Being Muslim does not affect your school life	74
Point E	You feel that teachers ought to be more aware of your culture	77
Point F	You would like to be accepted for who you are	96

Looking at national context, Figure 3 shows that British and French participants firmly express their wish to be accepted at school for who they are (Point F). For the rest of the questions, British participants scored higher than their French counterparts. It is interesting to note that more than two thirds of the French participants feel strongly about their cultural identity and expect the schools to provide for it (Points B and E). Point C is of interest, as 72% of French participants express an interest in seeing school as a place to talk openly about their culture. This suggests that they have a strong and eager desire to talk overtly about who they are despite the

well-understood principle of *laïcité* at school. However, 71% of French participants considered their cultural needs to be adequately addressed by the school. On the one hand, this indicates that their expectations have been conformed to *laïcité*; however on the other hand, they do not know any better and could not envisage anything different. Also of interest is the score of 79% by British participants on Point D, which suggests that there does not appear to be any conflict between school policies and their cultural identity.

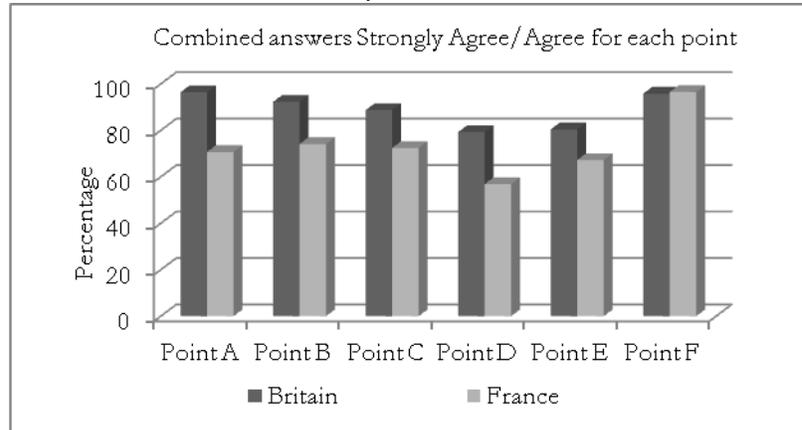


Fig. 3 – Life at school

British interviewees share positive views about their school as far as their cultural needs are concerned. As important, if not more so, is the concealed curriculum that schools are willing to offer to the needs of their pupils, displaying schools' values and attitudes towards the matter. Schools ought to consider the cultural background from which their pupils come from to avoid possible conflict between specific conditions of religious beliefs and that of the rules and practices of the school (e.g. school policies on dietary customs, school uniform and ethnic dress code). The dominance of the religious dimension in the identity of young British Muslim is of significance in schools, seeing that distinct identities have begun to emerge among Muslims in Britain, most of which have a solid religious dimension. The OSI/EU report suggests that an affirmative recognition of one's ethnic and religious identity may be a prerequisite for education success and consequently the accomplishment of potential and full participation in society (OSI/EU, 2005:146). French participants, on the other hand, considered that the school cares for them as far as not serving pork in canteens and recognise that their school makes an effort. Yet, as no worship facilities exist on school premises, most interviewees go home at lunch time to do their daily prayer.

British participants express happiness and 'feeling comfortable' regarding the school they go to. These positive comments reflect the acknowledged efforts that the schools make towards the Muslim pupils, identifying this as a mark of respect to their religion which, in turn, contributes to their positive attitude towards their school. They also express a sense of safety and a 'homely' feeling, with the knowledge that other people of the same faith are there and able to congregate. One could not imagine a greater contrast to the acknowledged cultural diversity represented in British schools than the Republican school model. For the French participants, the issue of feeling comfortable at school receive no comments. Their remarks concentrate largely on the idea that a prayer room is as much enviable as it is unattainable and claim that the ban on wearing the headscarf and the prohibition about displaying religion are the principal impediments that the school environment imposes upon them.

In British schools, religious diversity is generally accepted in daily life and this is reflected in school life where a set of measures are adopted to adjust to religious expression of identity. This contrast with the fundamental idea of French schools that are perceived as a place that creates a neutral setting in order to offer equal access to education. The fundamental idea that school is the place that creates a neutral setting that offers equal access to education where no influence of religion can be exercised seems defied when liberty, it seems, comes before equality (Sage 2006). It is assumed that school education will provide the individual with emancipatory force that will prevail over sources of oppression rooted in the private sphere (i.e. the family, religious institutions). If state education is the instrument that will promote the individual's autonomy from deeply held religious or communal values, then it can be said that 'the conception of freedom as autonomy is deeply rationalist, intellectualist and often anti-religious' (Laborde 2008, 101-103). This contrasts with the ethos of British schools where a multicultural vision is encouraged, where cultural identities coexist and where diversity is seen as a positive factor.

Conclusion

Being a young Muslim pupil in Britain and France engages with the realities of living as a minority in a non-Muslim country. No matter what the notion of Muslim identity involves, it will also relate to and embody a prevailing religious characteristic. The research shows that for British and French participants, religion plays a central role in their life.

British and French school systems differ significantly in the way they deal with cultural diversity. In Britain, multicultural education is an approach to teaching and learning based upon consensus building, respect and fostering cultural pluralism. The British model of multiculturalism is the legacy of a political ideal of tolerance for which the basic tenet is a commitment to freedom of conscience. The principle of multiculturalism is the respect for different ethnic, cultural and religious groups in society, with the state making a distinction between the roles of public citizens and their private beliefs. Within this framework, the Muslim community is enabled to look at itself from the perspective of others, creating an identity that provides the framework through which they define and relate to other identities. In essence, the objective is to change behaviours and attitudes towards cultural differences and it is believed that the education system is the best place to start.

In contrast, French schools are the epitome of the Republican ideal, where education has to deliver the same promise to all: that is to say *liberté* from discordant origins whether they are ethnic, religious or class-based; *égalité* of prospects in a structure aimed at that purpose; and *fraternité* to newcomers who have joined the social contract (Baumann & Sunier, 2004:22). It is correct to say that the French education institution has always held a neutral position, whereby no ethnic or religious differences are recognised, embodying the Republican principle of *laïcité*. The latter denotes the idea that the state should not be in the business of imposing, advancing or privileging any particular religion, religious belief or religion in general. The emphasis is on the need for citizens to identify and engage with French nationality above individual cultural origins. Within this framework, the Muslim community is absorbed into the idea of neutrality and homogeneity while at the same time they become the symbol of difference undermining the unity of citizens. Within the Republican tradition, the schooling system ought to represent a progressive collectiveness, able to defy racism through the 'French melting pot' project. However, the heterogeneous school population and the growth of issues related to school failure and inequalities reflect that ethnicity has become a dimension that can no longer be ignored (Franchi, 2004:45). With invisible official data on the ethnic question, it can be argued that a process of ethnic segregation has been unfolded, with regrettable consequences for children of

ethnic minority groups who have become the targets of public stigmatisation, which is directed at their ethnic group.

In general, British Muslim children tend to feel more comfortable at school, acknowledging the attention and respect shown towards their values and beliefs. French Muslim children, on the other hand, do not share in great length their sense of well-being at school. Their cultural background and developed sense of religious belongingness are inherited elements of their culture. Arguing for their right to claim an open acknowledgment of their identity, they speak of their cultural identity in terms of their legacy, their origin.

Notes

[1] In French, *laïcité* means the absence of religious involvement in government affairs as well as absence of government involvement in religious affairs (Rémond, 1999:150). In other words, the religious is separated from the state, ensuring the neutrality of the state (Law of separation of 1905): the latter cannot impose, advance or privilege any particular religion, religious belief or religion in general. As a legal settlement and an art of living together, *laïcité* is the pre-requisite necessary for the formation of the republic.

[2] The question of the Islamic headscarf first began in the autumn of 1989, when the headmaster of a secondary school in Creil (north of Paris) refused the admission of three Muslim girls wearing their headscarves. The decision was based on the fact that the wearing of the headscarf was felt as disruptive to the class, a behaviour considered to be an overt sign of overt proselytism.

[3] Statistics referring to racial or ethnic origin are forbidden by the country's constitution whose motto advocates liberty, equality and fraternity. The foundation stone of the secular French republic is that all citizens should be equal and free from distinctions of class, race or religion.

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PEER ASSISTED LEARNING (PAL) A REMEDIAL LEARNING PROGRAMME FOR SLOW LEARNERS

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Abstract

Remedial teaching is a specialised instructional programme provided to those learners who are unable to cope up with the normal learning pace and who need special attention. Specialists in learning disabilities agree that students with difficulties in normal learning situations should not be exposed to a normal learning. The reasons for this belief were: Phonological interferences, especially where there is a speech impairment; cognitive difficulties due to students failing to give attention to appropriate stimuli; and memory failure. Statistics show that two out of every ten students in a class are slow learners. The number within the whole school population may not be very high, but just the fact that there are slow learners demands our concern. In India the Right to Education Act has made the education a fundamental right of every child which can be extended at all the levels. Every child after attaining the age of 6 years enters the school despite of the individual differences. It has become a challenge to the teachers at all levels in general and primary level in particular to cope up with this inflow of students and provide them with quality education. This paper observes the Peer Assisted Learning (PAL) Strategy as a successful measure for make the slow learners to learn better. In this paper the researcher has tried to work out a specific planning of the PAL at the elementary level. Students of 32 students studying 6th standard in a rural based school have been selected for the experimentation on PAL and a specific strategy has been worked out. Which has brought successful results in improving the performance of slow learners.

Introduction

Specialists in learning disabilities agree that students with difficulties in normal learning situations should not be exposed to a normal learning. The reasons for this belief were:

- (1) phonological interferences, especially where there is a speech impairment;
- (2) cognitive difficulties due to students failing to give attention to appropriate stimuli; and
- (3) memory failure.

Statistics show that two out of every ten students in a class are slow learners. The number within the whole school population may not be very high, but just the fact that there are slow learners demands our concern.

There are two kinds of slow learners. The first is the student who does not learn successfully due to general socio-cultural problems, frustrating past classroom experiences, inadequate use of strategies, or lack of interest. And many more. The second type of slow learner is the student formally diagnosed as "learning-disabled" by specialists in child psychology.

Remedial teaching is a specialised instructional programme provided to those learners who are unable to cope up with the normal learning pace and who need special attention.

In India the Right to Education Act has made the education a fundamental right of every child which can be extended at all the levels. Every child after attaining the age of 6 years enters the school despite of the individual differences. It has become a challenge to the teachers at all levels in general and elementary level in particular to cope up with this inflow of students and provide them with quality education. Slow learners who share a major percentage of the students

are to be educated. Hence the alternative strategies like 'Peer Assisted Learning' are to be strengthened.

What is Peer Assisted Learning(PAL)?

Peer Assisted Learning programme is a remedial teaching programme which is carried out through the peer group such as class mates, school mates, hostel mates or children living in same residential vicinity

Need for PAL

Usually Slow learners or Learning disabled lack confidence, feel inferior, and feel uncomfortable to expose their inability to learn. It is a usual phenomenon that they do not want to ask their difficulties in a big group like class room; Sometimes they may not be very much comfortable with the teacher due to many reasons.

The reasons for slow learning in schools may be like this:

Family or cultural back ground of the learner-such as agriculture, joint family, business family, political back ground family etc.,

Ineffective methods of teaching: The methods that are used in the class rooms do not suit the slow learners as they are not able to conceive the contents that are taught for average or above average students

Ineffective use of A V aids: The charts, models, and the projected materials used as AV aids for the usual children may confuse the slow learners more than helping them to get clarified. Teachers may not attend this as there are other pressures of attending majority of the students in the class room.

Ineffective handling of the learners: The slow learners are usually misunderstood as lazy or mischievous. They are not handled effectively and motivated to learn.

Overcrowded classrooms: The class rooms in Indian schools are usually overcrowded and diversified, It is challenging for a teacher to cater to all the diversities at a time

Over stuffed syllabus etc: Now a days a trend observed is of including more and more components in the syllabus and stuffing it more than usual. This may not be suitable for the slow learners to cope up with such a magnitude, that too by following usual methods of teaching.

Personality traits of the learner: The diversified personality of the learners may not be captured in a single frame and following a uniform strategy of teaching. Especially the slow learners should be treated individually and with additional care

Unskilled personnel dealing with the learners: The usual trend in the privately managed schools in India is tuning the school programmes more towards year end examinations. The schools concentrate more on preparing the students in scoring more marks in the examinations than developing the other essential capacities. This all is due to unskilled personnel handling the learners in most of the privately managed schools.

Purpose of Peer Assisted Learning (PAL)

The purpose of PAL is to provide a program that can help students acquire important skills, To provide teachers with a practical and effective means of meeting the minimum learning needs of the learners and help them to get individual attention through their peers which they do not get in general classrooms

Why Does PAL Work?

PAL is an effective learning strategy for various reasons:

Students get differentiated instruction, – Most or all students can participate in PAL

- ✓ Teacher selects appropriate lessons for pair
- ✓ Teachers can target students to monitor
- ✓ Students practice reading aloud
- ✓ More likely to receive immediate corrective feedback

- ✓ Structured roles
- ✓ Efficient use of time
- ✓ Students stay on task
- ✓ Consistent reinforcement
- ✓ Simple routines & active roles
- ✓ Accountability

Benefits of PAL

- ❖ Meets the needs of increasingly diverse population in classrooms ,
- ❖ Strengthens general education's capacity to meet academic needs of broader range of children ,
- ❖ Uses empirically validated instruction practices.
- ❖ Meets increasing demand for evidence based practice in the classroom,
- ❖ Creates a good environment for positive, social interaction between students.

– PAL is very scripted. There is lots of positive talk and positive reinforcement built-in. Students earn points for cooperating with their partners. Teachers often find students being more positive throughout the day

Steps Of PAL : PAL can be carried out by the following steps:

Identification, Classification, Pairing/Grouping, Orienting, Assigning Task/S, Execution, Supervision/Guidance, Feedback, Reinforcement, Follow Up

1. Identification

Identification of the students' deficiencies and specialties is to be done carefully. The students may have a general deficiency or a specific deficiency. These can be identified by the following techniques

- I. Observation
- II. Testing
- III. Subject teachers report
- IV. Parents report

2. Classification

Based on the identification the students can be classified into categories such as

- I. Above Average
- II. Average
- III. Below Average
- IV. Slow Learner/Dull

The Students should be identified by numbers instead of names. The identification and classification should be kept confidential and not revealed to the students.

3. Grouping

After Classification of the students they should be grouped in to min 2 to 5. The following criteria should be followed in making groups

- i. Proportionate number of Above average, average, below average and slow learners/dull should be included in each group
- ii. Students who get well with each other should be placed in the same group
- iii. Boys and girls can be included in the group
- iv. Higher-performers are included with lower-performers
- v. Keep in mind that “higher” and “lower” are relative to other students in the classroom.
- vi. There may be a majority of stronger students or of weaker students
- vii. Reciprocal Roles: Each student in the pair has an equal opportunity to read and to coach his/her partner
- viii. The partners can be changed every 4 weeks
- ix. The grouping can be made subject wise if necessary

4. Orienting

In this step the teacher has to orient the group about the task they have to take up. The group should be told that they have to perform only the assigned task for the stipulated period and not any other thing. The following are the rules of PAL

PAL Rules: The group members should be insisted to follow the following rules while in PAL

- Talk only to your group members and only about PAL.
- Keep your voice low.
- Cooperate with your group members.
- Try your best.

5. Assigning the Task

The teacher has to assign a specific task to the group and to be completed within a stipulated period of time. He should assign the responsibility of the task to one student (usually Above average) and other member are equally responsible for it. The group leadership can be changed every day

6. Execution

This is an important step of the PAL. Each group is provided a suitable place for their activity preferably outdoors below the tree or in a corner of a room where in the teacher can conveniently approach them and monitor their activity. Care should be taken that the students should carry all the necessary study materials before they start the work. Otherwise they will wander unnecessarily to collect the materials which will be wastage of time

7. Supervision

The teacher should allow the students to work on their own but should circulate around the work place, he should provide with specific feed back where ever necessary. Give rewards where ever essential. Care should be taken that the students are involved in the allotted task. It should also be taken care that the slow learner is not neglected by the group.

8. Feed Back

The teacher should give proper feed back to the students at proper instances. If majority of the students are finding the task difficult the teacher can brief it then and there itself and make the group continue with task. Most students should master the lesson, not just a couple of students do not keep your class moving on for just a few students who are mastering the lesson . These students will still benefit from extra practice. Mastery is more important than moving along in the sequence for the sake of moving along

9. Reinforcement

Upon completion of the time make sure that the task is completed. Take report from the leader of the group regarding the task. Identify whether the slow learners have been to complete the task. This can be verified by going through the write ups of those students or asking them one or two questions. Ask the students whether they have been able to do what ever has been assigned to them. Reinforce the correctly done task by passing positive remarks such as good, keep it up etc.,

10. Follow up

The last but not the least is the follow up Monitor the progress of the students of the group during each session, Check whether this exercise is providing proper results or not by occasional tests, If necessary reshuffle the group each month. Take care that the superior students will not develop any time of superiority complexion

Try out

Sampling:

The PAL strategy was tried out on a sample of 32 students of 6th standard of a rural based school in Shikaripura taluka of Shimoga district These students were admitted to the school through a special provision meant for Backward children, These children came from non English speaking background, they had their schooling in their mother tongue kannada. These students were divided in equal numbers 32 each into experimental control groups

Methodology:

A pre test post test experimental group design was formed. A pre test of 25 marks was conducted to both the groups.

Treatment: The experimental group students were made to learn the topic for a period of 15 days through PAL Every day sparing a time of 45 minutes. The control group were exposed to the usual method of teaching.

A post test conducted revealed the effectiveness of the PAL.

Sl.No	Group	Mean gain scores	SD	t-value
1	Experimental	16	4.2	4.233**
2	Control	11	5.2	

** Significant at 0.01 level

The results clearly reveal that PAL has been successful in enhancing the level of achievement when compared to that of usual method.

Conclusion

Vygotsky's concept of 'Knowledgeable Others' works more successful when slow learners are mixed with above average learners and provided an opportunity to learn the effectiveness of learning increases. This may be due to openness the slow learners experience with their peers than their teachers. Such strategies are also more useful when there is scarcity of teachers to provide individual attention to the slow learners and also when there is more of inhibitions prevailing in the learners due to pecuniary background. Further efforts are need by the professionals to popularise this programme and work out various strategies in PAL.

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CITIZENSHIP EDUCATION AND NATIONAL INTEGRATION: THE IMPERATIVE OF DEVELOPING THE PSYCHE

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Abstract

Nations work assiduously to knit the various groups making up the nation. Nigeria had to an extent tried in this vain to ensure the integration of its diverse peoples through formal and informal education of the citizenry. Efforts had been made to educate citizens of its value systems, rights and obligations, fuse the people and bring an understanding in order to attain the national goals. Despite the effort so far made very little had been achieved, even when enormous energies and resources had been expended. Rather than the education bringing about conducive society, it has produced a society where the unusual has become necessities. For example, unusual source of wealth, evil and crimes of all shades perpetrated and contrary to the national goals, thus leaving a dysfunctional society in a nation that is abundantly endowed with both human and natural resources. The author believes that since citizenship education could not impact much positively on the people, either because it has not been stressed adequately and because of the new age and its characteristics, there is the need to expand education to the education of the psyche. The psyche is the mind which if properly trained would shape the world positively as it could help in the building and delivery of public services with truth and honesty. It is believed that with adequate training of the psyche, selfishness, pride, arrogance, avarice, moral vices which delimits individuals and leaders positive behaviour would be demolished greatly and the society set free from negative tendencies. The way out is through sound moral education, less emphasis on immediate and individual gains, educating the people of its past (History), and its value systems. Consequently, we have to ensure through education the true transformation of the individual psyche for the sake of the national psyche and attainment of national goals.

Introduction

In an attempt to ensure peace, development and progress, good governance, good behaviour, national integration and economic growth, emphasis had been placed on educating the citizenry through citizenship education. Citizenship education is intended to acquaint citizens (especially youths). Values of the society, their rights and obligations, fuse the diverse peoples and culture to bring an understanding among them, and to strive to attain the national goals. Assisted by the knowledge of history, citizenship education among others help citizens develop a sense of pride in the cultural past of his community and nation, acquire training in analytical thinking and problem solving and understand the past as a guide for the appreciation of the present etc (Etumudor, 2000: 1 and 8).

To integrate the people and maintain a conducive environment, Nigerian educational system had attempted to keep her citizens abreast with the need for societal peace and to produce self control, orderliness, obedience and capacity for co-operation, ... and most importantly the control of ones urges and appetites in accordance with the interest of others and the society at large (Etumudor, 2002:3).

Through citizenship education various codes of conduct which scrutinizes individual and group conduct, sets out acceptable mode of participation and modalities for social interaction had been taught. The government created by law the code of Conduct Bureau and Tribunal as in the 1979 and 1989 constitution of the Federal Republic of Nigeria signed into law by the Ibrahim Babangida's government as the "Code of Conduct Bureau and Tribunal Decree No. 1, 1989", amended as Decree No. 5, of 1990. Its establishment was to instill high standard of morality in government business, ensure that the actions and behaviour of public officers conform to the highest standards of public morality and accountability. There is also the public compliant commission (OMBUDSMAN) aimed at promoting justice for the individual citizens without which there can hardly be any genuine peace and stability in a country as well as assisting individuals who cannot help themselves to get their rights for any injustice suffered (Etumudor, 2002:5).

In addition to these are the Independent Corrupt Practices and Other Related Offences (ICPC) and the Economic and Financial Crimes Commission (EFCC) established in 2000 and 2003 respectively. The ICPC is charged with the powers to receive and investigate complaints from members of the public of corrupt practices among public officers while the EFCC had wider powers including conducting investigation of crimes of financial and economic nature, including corruption, Money Laundering, Advance Fee Fraud (419), Bank Fraud, etc. both in the public and private sector and to arrest and prosecute perpetrators of such crimes (Eweremadu, 2010: 8,12).

Efforts have also been made to educate Nigerians of their cultures. Nigerian cultures are capable of ushering in social order and had formed a major crux of the school curriculum which had been relentlessly followed in the course of instruction in preparation of leaders for the future. In our varied cultures where some overlap are subsumed values such as hospitality, benevolence, obedience, respect for elders as well as order, truth, love for good and one another, properly defined source of wealth, sense of justice and service to the people and more. The culture also decry and abhorre unusual source of wealth, evil, crimes of all kinds, immorality and other social vices. These are now the order of the day, a trend whose roots are becoming very permanent and dangerous. This goes contrary to the 1989 constitution which stated that, "the state shall protect, preserve and promote the Nigerian cultures which enhances human dignity..." (Constitution of the Federal Republic of Nigeria, 1999).

The 1989 constitution recommended as national ethnics, discipline, integrity, dignity of labour, social justice, religious tolerance, self-reliance and patriotism. This is also inbuilt in the school curriculum. Every Nigerian is to conform with it, but looking at events as they unfold today, it is very obvious that we disregard national ethics.

The 6+3+3+4 system of education was intended to make the school system comprehensive, that is, "education for all", created to cater for the pupils diversified tastes through educational technology (Igwebuike, 1989:222-224). One of the national objectives of education is to help each child to rise to the highest level of his potentials as a human being (Akali, 2005:11). This has become imperative following the complexity of present day political manouvres overriding due processes.

The current school system promotes sense of individualism and personal achievement. This is in consonance with our private thinking about what the school must do for children. We look more onto what will be achieved like turning our children into First Class Accountants, Architects,

Doctors, Computer Scientists etc. rather than developing them into citizens who would build the nation, maintain it, portray nationalistic tendencies and pride of the nation. Our basic interest is the social and esteemed class we will be selected into after education, as well as the riches that would follow. This is what we bargained for which has resulted into a fragile society infested with heinous and pernicious evils. Thus the situation produced an empty society mindless of productivity, maintenance culture, order and social efficiency as against humanity (Asiedu, 1984:57).

Education is “a development of the mind through initiation into public traditions which incorporate impersonal standards and which, if mastered, give a distinctive quality to life” (Asiedu, 1984:55). These qualities are found in values such as freedom, happiness, security, pleasure, equality, sense of accomplishment and a comfortable life, honesty, courage, independence etc. There is no doubt that our classrooms today indirectly eschew teachings of social values, where it does exist, the extent, commitment, seriousness and adherence to it are not commensurable to what is out there waiting to consume the child in reality. Out there, the collective values are surcharged by interest, group interest whose effect changes the contents the child had been equipped with as it alters the proper behaviour which influences the child in adult life. This explains why Ogbimi (2010:64) qualified our education as market education which do not promote matching talents and functions and one where youths want to study courses they think would enable them make a lot of money. Some no longer care about utilizing the skills and knowledge gained from his discipline but certain to be employed by institutions and establishments with satisfactory pay package.

In an attempt to produce good citizens morally trained for secured and happy life, parents, government, social agencies such as the church, mosque, school, and the press or communication medias had contributed a lot in this task. Yet all expended efforts to a great extent proves unfruitful. The failure to adhere has resulted in the Nigerian situation characterized by bad governance and leadership examples, intensified ethnic rivalry, increased and uncontrollable corruption, predatory leadership, bastardization of both human and material resources, destruction of right values, uncontrollable and unacceptable carefree life styles, increased criminality, reduced productivity, hunger and poverty and others.

Educating the Citizens Psyche

Where citizenship education fail to create a conducive atmosphere of peaceful co-existence and development emphasis has to shift to the education of the citizens psyche. The reasoning is that if citizenship education could not convince and convict Nigerians on the values of good life, training and development of individuals psyche may bring about the realization of this.

Psyche is the totality of the human mind, conscious, and unconscious which in the creek world was used as a synonym for the word soul. It is a persons inner character, containing their true thoughts and feelings as well as consisting of three units namely, the id (force or energy), ego (functional self) and superego (moral and ethical elements of the ego (<https://www.google.com/Almaas>)). Today, it combines to mean mind and soul, including capacity for reflective thinking of things and occurrences. The psyche or mind relates to the mental abilities of a human, the will, intellect, wit, power of judgment, cogitation, separating capability, experiences, the ability to discover coherences and the communicative aspects of human being, like language. The psyche is accessed by the mind which itself can uncover the distortions of reality that psyche has adapted to. Again, the psyche gives a connective link between the physical (body) and the spiritual aspects (mind and soul) of the human being as well as a bridge between the separated bodies of all the

many human beings alive at the same time. Being invisible, though part of the body, its effect influences the physical (www. Gordon praxis./en/mind psyche).

The psyche is the essence of humanity, its greatest instrument is an indefinable creative entity of enormous people, subtlety and power that eludes all attempts to explain it. In psychology, the psyche is the centre of thought, feeling and motivation, consciously and unconsciously directing the body's reactions to its social and physical environment. It is also emotional.

Within the mind human final policies and decisions are conceived before execution. This confirms the creative entity, subtle and powerful nature of the psyche. It creates reality everyday and looks like it extends its tentacles out into the world and arranges, configures, and organizes the world so that it becomes the very medium through which the psyche is simultaneously expressing, embodying and revealing itself. Thus has a pre-eminent place in the natural order of things. Just as life fills the whole earth with plant and animal forms, so the psyche creates an even vaster world, namely consciousness, which is the self-cognition of the universe (Awakenin the dream, 2010).

From the above it is understood that the psyche has enormous influence in human life for its positive development, especially now that most people consider negative values as the very right values in the society. It is therefore, desirous that citizens are trained and equipped with the right psyche to conduct both individual and public lives. Working on the psyche entails making the leader at whatever level come to the understanding that leadership role is a call for service, based on the fact that the leader ought to be a servant of all. He is called to build and maintain the society, the body he is a part of. The purpose of the body is, the purpose of God Almighty.

The body has no independent purpose of its own. Leaders development therefore becomes essential in other to understand the national belief system. A belief is "a set of mutually supportive beliefs that may be religious, philosophical and ideological or a combination of these (and cultural (mine). A belief system also provide identity and govern thought, choices, actions, output and outcomes, govern daily lives and the overall purpose of life (Garba, 2012:21, 22, 24). This stand to mean that the psyche has to be trained to operate in line with the belief systems that are found in our institutions and organizations. These include formal rules, like the constitution and informal rules which include conventions, norms of social conducts and enforcement characteristics. Where a nation lack efficient, effective and imperial enforcement system she will not be capable of producing efficient, effective and just economic outcomes and in addition socio-political outcomes.

Approaches to Psyche Education and Training

Though the psyche exists on its own, it is not an island onto itself. It is acted upon by the environment which it also act back on. The way it acts on environment finalizes how the world of humanity is shaped. The psyche must be developed to the level where citizens begin to realize the need for truth and dedication in our actions and start involving in the building and delivery of public services, with honesty. In addition the development of the psyche of Nigerians is to fight selfism characterized by self-conceit (exaggerated opinion of oneself, pride, self-assertiveness (unwarranted), self-abandonment, self-indulgence, avarice, arrogance, lack of confidence, intolerance, moral delusion, sychophants, flatters and spies, tribalism and more. Below are examples of ways this author feel training of the psyche can come about.

Moral Education

The ground for moral obligation is based primarily on human well-being which incorporate the well-being of the society and the individual himself. Moral obligation is also intended for posterity. It is necessary to be morally upright in order to have a satisfactory human life, otherwise we shall be worse off (Oyeshile, 2002: 94, 96).

The psyche of both citizens and leaders deserve to be morally positioned to avoid national conflicts. It is the duty of the leader to ensure that the people live in peace. When a nation is peaceful, life would be led with ease and in fulfillment. The scene today is such that people are forced and pretend to live in peace when in reality conflict, envy, selfishness and other evil vices loom round them. This situation exists due to insensibility, insecurity and unconcerned attitude of leaders who had illegally gained the reigns of power and unknowledgeable about whom a leader is. A leader is someone who despite all the qualities of leadership possessed is a servant whose primary concerns are to attain the goals and objectives of his nation. For anyone to understand this, he must be morally balanced and equipped, that is rooted in the ethical values of the society as had been previously discussed.

History Education

Very obvious is the fact that history as an academic discipline witnessed serious challenges from skeptics who could neither understand how knowledge of what happened in the bygone age could be obtained nor see the significance of such knowledge in their contemporary times. We need to acknowledge that “the past is not an isolated entity completely cut off from the present, rather there exists a continuity between the two. It should be accepted therefore, that one of the essence of history is to provide insight into the background of the working of the contemporary society. Thus, an understanding of the past is important in understanding how the society reached the contemporary stage of development (Adediran, 2002: 2, 3, 4).

It is the attempt being made to accept, stick and rely on the modern that is tending to land the society into delusion. People could argue that it is impossible for the society to be destroyed. When a society is dysfunctional, it is sufficient to conclude that the society is without a psyche or soul or mind, thus without life. The only way to avoid such a pitfall is to anchor on the education of the individual psyche through value assessment and the history of the land. History primarily throw light on foregone periods that are still relevant for the resolution of grail areas of our daily life. This affirms Authur Marwick, who said, “to go all modern, and deny any value to the study of earlier history is in fact to deny the value of history all together (Adediran, 2002:5).

The disconnection from the past arises from want of self-independence and self-reliance which differ from the old African communal life-pattern. History has the capacity to glue the diverse peoples together by eliminating dividing lines in our relationships. This is so due to the fact that it is capable of creating an attitude of patriotism, implant moral values in the young, quicken the imaginative power of children for the understanding of the world around them. In addition, it helps people tolerate one another, provide understanding and solution to socio-political and economic problems, shape our knowledge, character and moral state so as to deal with ourselves to bring about co-existence, etc. A genuine study and reliance on the past could change attitudes as human understanding is moved by those events which strike the psyche most (Etumudor, 2002: 4 - 7).

Most leaders lacking historical knowledge of their land are not rooted in their past fail to realize the power of history to guide their actions. This exposes the extent to which we disregard our

past. However, no matter the extent we rebel and repudiate history, it cannot be exorcised. It is in the mind and as it ticks it reminds us that we have not taking stock of what we know of the past events and meditating on what they mean to us today. This proves that the power of any culture to grow and add to itself lies in history and any that loses it soon dies. History is concerned with all that is memorable in the human past. Men need it for their edification and satisfaction of a certain urge in their beings. They would resort to it at crucial times of their lives even if they sometimes turn round to traduce or depreciate it (Akinola, 1993:2).

Value Assessment

The drive for myriads of unpopular needs such as ill-gotten wealth, power and fame have led to the disregard and abandonment of African and western value system which training in citizenship education have strived endlessly and relentless to inculcate on the citizenry. Such values are discipline, respect for one another/group, justice, kindness, humility, modesty, abstinence, moderation, integrity, honesty, service to community, consultation, advice, consent, obedience and more. These are to form the characteristics of expectant leaders.

This bring about value assessment, the basis on which a leader could be judged successful or unsuccessful. The leader who ignore the moral components of leadership may well go down in history as a scoundrel (Stoner, Freeman, Daniel, 2002:470). The leader must be sincere, a role model for the led to imitate and must also not be hypocritical. What then are values? They are “the highest ethical parameters, standards and criteria through which individual groups and societies order their goals, determine their choices and judge their conduct as they pertain to life both in private and public affairs. Value provide measurement for political, economic, social and other actions. Being psychic, values guide actions and are standards for evaluating actions. Thus these values are essential for good governance and social relations among the various peoples. Any leader who lack these will lack leadership skills and need not come close to positions of authority. This is the opposite today, hence the absence of the ideals of good governance.

Conclusion

It is sad that all attempts at educating the citizenry towards the production of an integrated society had not yielded much positively. Rather than associate and relate effectively, the extent of our relations tend to divide us further. This is because very little had been done to understand and train the peoples psyche to utilize satisfactorily the national belief system, ethics and conventions.

This nation is richly endowed with both human and material resources, yet the people experience more hardship and separateness as well as the underutilization of the resources. However, this unsound state of affairs should not be allowed unabated. We require and deserve true transformation of the citizens in the area of psyche for effective understanding of the society. The transformation has be spiritual and not material or physical. For it is the spiritual transformation that gives physical and material transformation its true character, form, true essence and true meaning.

True transformation begins with a transformed person and a transformed mind. This would lead to the understanding of leadership roles and good governance. The transformed mind will understand that if a nation lack efficient, effective and impartial enforcement systems it cannot produce efficient, effective and just leadership, just economic and socio-political outcomes, these could be attained when citizens realizes their history, national values and morals etc. which would guide one towards good governance and effective integration.

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PERSPECTIVES OF PRE-PARTITION INDIA: A REFERENCE TO THE WORKS OF SAADAT HASAN MANTO

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Abstract

India's independence and partition in the year 1947 has been an area of literary interest for writers across the globe. Sadat Hasan Manto is one of the most prominent writers of that time portraying both pre and post phases of the spatial divide of 1947. A short story writer in Urdu, Manto's works attracted criticism and he was tried for obscenity six times during his entire lifetime. A few of his famous writings including *Thanda Gosht*, *A Tale of 1947*, and *Toba Tek Singh* were based on themes which were social taboos during that time. His use of dark comedy in portraying the many ironies of the partition ethos in both India and Pakistan deserves special mention. This paper aims to study Manto's subversion of certain pre-partition hallowed myths to depict life in stark reality.

Keywords: pre-partition, subversion, manto, dark comedy.

Introduction

The partition of India which took place in the year 1947 resulted in the creation of two countries which are currently known as India and Pakistan. The decision to make the country independent resulted in a very disastrous situation. A number of heinous crimes took place like murder, rape, and dislocation of people from their inherited houses etc. (Kundua 193). All these events which describe the condition of India prior and post-independence are described in words by many writers. Some of these writers belonged to the era of pre-partition and post-partition. Some of these writers belong to the modern day writer category. Different writers have different perspectives about the partition of India which they have written in their literature works. The tragic story of the partition of India has been very emotionally narrated by various writers in a scholarly manner.

One such writer was Sadat Hasan Manto, in his book titled 'Mottled Dawn: Fifty Sketches and Stories of Partition'. He was a progressive writer with a composed writing style (Hanson and Husain 133). He did not let emotions overtake his writing and thus used dark comedy to portray his thoughts. Many condemn his writing but still his works have been appreciated by the larger section of the society.

A brief on India pre-partition

India before the partition was under the colonial regime of the British who ruled India for more than 100 years. The British people came to India as traders in the year 1613 and eventually became the rulers by the end of the 18th century (Bandyopadhyaya 65). India was the most important colony for the British as it provided them huge financial support. Prior to the partition, India comprised of today's India and Pakistan. India before the partition was known as the Golden Bird. Indians were treated as slaves by the British rulers before the partition took place. They also did not have power of any kind in any section of the government. With the dawn of the 20th century, the then Indians started their fight for independence (Mcmenamin).

The Hindus during the pre-partition period of India followed the political movements led by the Indian National Congress, whereas the Muslims followed the political movement led by the

Muslim League (Marshall Cavendish Corporation). The Muslim League feared of losing them in the political rush and thus demanded for a new nation. The people had doubts about who would become the new rulers of the country and whether the minority that is the Muslims will lose their individuality to the majority that is the Hindus (Khan 10). Out of the fear of unknown, in the 1940s only, the Muslim League made their intentions of having a different land for the Muslims was made clear. In the year 1945, a formal declaration for Pakistan was made (Marshall Cavendish Corporation). After the World War II was over, the discussions for partitioning India was undertaken at a very fast rate. It was only the World War II that strengthened India's demand for independence as the war had a monetary, societal and psychosomatic pressure on the country (Khan 10). During the entire period when the World War was going on, India was also under the terror of attack. Riots in different forms were very common. The entire country was baffled with regards to the incidents that were happening (Cossio 238). There was utter confusion and madness which was one of the major reasons for riots in the country. People were used to live in a terrified state.

The final decision for the partition of India into two countries was taken by the British rulers in the country. The partition of India into India and Pakistan took place when the clock struck 12 in the midnight on 14th August, 1947. In Pakistan, Independence Day is celebrated on 14th August whereas in India it is celebrated on 15th August. The partition of India was a political decision which resulted in horrible crimes. The partition of India was one of the most violent events in the history of the world. After the partition when people were shifting their base, millions were killed in the Hindu-Muslim riots. The differences created during this period were so strong that till today both the countries do not share friendly relations.

Prominent works of literature on expressing India pre-partition

- **Khushwant Singh:** He was one of the most prominent writers of his times who have written many short stories and a few novels. He is one of the most controversial writers in India. He was born in the year 1915, in a small province of Punjab of undivided India which is now in Pakistan. He then moved to Delhi when he was 5 years old and completed his schooling there (Payne 265). He has an international goodwill and his writings are read by people from all over the world. Throughout his life he has written varied types of writings. He is a novel writer, a short-story writer, essay writer, history writer and press writer who writes columns for the newspapers (Manavar 32). He is also known for his sketches and editing works. He has contributed excellent works to the Indian Literature though his multitalented proficiency. People today mainly know him as a humorous writer but his writings are full of passion and feelings. He is highly admired by the readers. He has very sensitively characterized people in his works and has very emotionally explained the pain the country was in during the days of partition. He had a unique way to represent the facts. Though his writings were totally fictional but they are based on the real life incidents and his personal experiences. He very emotionally develops the characters of his story and shows their human dimensions. He is most famous for his work 'Train to Pakistan'. It is a fiction work by him. The novel very describes the scenario of pre-partition India and the scenario of the days during the partition. He described the horrible stories of those times. This novel was also awarded by the Grove Press (Payne 265). The novel was released in the year 1956. This book has an international acclamation. In this book also he has designed the characters in a very realistic manner. The novel talks about how violence reached even the remotest of the part of the country during the partition days and how it affected the lives of the people to a great extent. The novel depicts the terrifying situation that was widespread during those days. This novel depicts the human side of Khushwant Singh.

- **Chaman Nahal:** He was born in the year 1929 in undivided India in Sialkot which is now a part of Pakistan. As he was a refugee himself, he had very closely experienced the scenario that was prevalent during the days of the partition. His writings are completely based on his understanding of the reality. His writings have a political outlook but are really artistic in nature. His writings are based on rigorous and exhaustive research. His writings show the painful journey and the life during the period of partition. In his writings he has explained how the partition resulted in through destructions. He has been awarded with the Sahitya Academy Award for his outstanding work titled 'Azadi' in the year 1977 (Singh 8). His writings have depicted his concern about the mankind and the values that were being affected during the days of partition. He has condemned the partition of India and has termed it as a political decision which has negatively affected the life of the millions of people who belonged to the undivided nation. He has greatly contributed to a great extent to the literature of Indian English origin (Sinha 64). His imaginary tales about the partition of India show a very true picture of the conditions that were prevalent during that period. He is a genuine Indian writer which is evident in his writings. The true picture of the country and the incidents of that era are very genuinely expressed in his writings. His novel 'Azadi' written in the year 1975 shows the real face of India during the partition days (Singh 8). He has very beautifully depicted the various emotions that were prominent during the era of partition days. The characters developed by the writer in the novel are realistic. The story is descriptive in nature. In this novel the writer has very sensitively depicted terror that was widespread during the days of the partition. In this novel he has also talked about the situation and the pain of the refugees. He has also depicted the pathetic condition of the country during those days and how slaughtering of human beings, mass destructions, sexual harassments, burning and robbery were rampant. 'Azadi' very clearly portrays the fury and frustration of the writer with respect to the partition of the country (Singh 1). Through the characters in the novel, the writer has shown how people of the country were under the state of distress and disappointment when the riots between the Hindus and the Muslims were prevalent during the days of the partition.
- **Salman Rushdie:** He was born in the year 1947 in Bombay (Priskil 47). After the partition of India, he with his family moved to Pakistan. He writes keeping in mind the political aspect of the issue, in other words he can be claimed as a political novelist (Hassumani 30). His writings have been praised all over the world. He has also won many awards for his writings. He is the writer who belongs to the postmodern era. The central theme of his writing is postcolonial in nature which makes him a unique writer. He used satire in his writings to describe the facts. His writings contain both realistic tales as well as fairy tales making him a sole of its kind writer. Many of his writings are controversial but yet his works are well read by all as well as appreciated. Being a victim of the partition of India, he has been successful in expressing the feelings of the people during that period. His novel on the issue of partition of India is titled as 'Midnight's Children'. The novel was published in the year 1981 and gave him fame across the world. This novel was awarded with the Booker McConnell prize. This is the highest award provide for literary works in Great Britain. The language used by him in the novel is satiric in nature. The novel describes the journey of India from British colonization to the independence of the country with a special focus of the days during the partition of India (Wilson 23). He also describes the conditions of the country after the partition of the country. Though the

novel is a fiction but yet the story is based on real life incidents and clearly portrays the experiences of the writer (Kortenaar 62). The story narrates how the joy of gaining freedom from the British Empire was put in the shades by the saddening partition of the country and the terrifying incidents after the partition of the country.

- **Bhisham Sahni:** He was born in the year 1915 in Rawalpindi which now belongs to Pakistan (Rao and Rao 70). All his works have received fame and are highly praised. After the partition of the country, his family established themselves in India. He has written number of novel and a number of short stories. He has mainly written all his writings in Hindi language which has been translated in English and other languages by other writers and translators (Rao and Rao 72). He was also a freedom fighter. He won the Sahitya Akademi Award for literature in the year 1975 for his novel Tamas. His writings are filled with passion. The central character in his writings is the ordinary man of India but the stories have universal appeal. (Bhatia 134) The novel which shows the painful pictures of the days of pre-partition and partition of India is 'Tamas'. The novel was published in the year 1976. The beauty of this novel lies in the fact that the novel is not biased on religious grounds and depicts the true story of India during that period (Bhatia 159). The framework of this novel is developed around the day of partition. The novel has been significantly and highly praised. This novel is based on the true incidents and his personal experiences that he had when he used to work as an officeholder to provide relief during the days after the partition of the country. The novel very emotionally depicts the various collective violent behaviors and the bloodshed that took place before and after the partition of the country. In this novel the writer expresses his disapproval of the partition. Through this novel he has sent clear messages stating that the partition was a complete political decision which created a never ending gap between India and Pakistan. The decision of the partition has also spoiled the relations to a great extent between two major religious communities that are the Hindus and the Muslims (Bhatia 155).

Example works of Saadat Hasan Manto

In this section some of the works by Saadat Hasan Manto in his book *The Mottled Dawn* are being described.

i. A Tale of 1947

It is the story about two friends. They are characterized as Mumtaz and Jugal. Another important character in the story is Sehai. The story is staged in Bombay and all the three lived in that city. Sehai was an agent who dealt in prostitution. The story talks about the Hindu-Muslim riots that took place during the year of the partition which caused damage to property and human lives. The story intensifies when Mumtaz finds Sehai in a terribly wounded condition with blood pouring out from everywhere in a place named Bhindi Azad. The place was affected due to the blackout that was levied the night before this incident took place. Sehai was a victim of the incident. Mumtaz was scared to help Sehai as he was a Muslim and Sehai was a Hindu. But out of humanity, when Mumtaz approached Sehai, he gave Mumtaz some rupees and ornaments that were to be handed to a lady named Sultana. Mumtaz had a bitter conversation with his friend Jugal and instead of losing out in the chaotic situation he decided to move. He moved because there was no security and belongingness.

In this short story, the writer at the outset of the story outlines that the religion is a matter of choice of an individual as well as it is basically a devotion of an individual. He has also outlined that mere murdering people of any religion will not end that particular religion. This story outlines how people had lost their sensibility and how they had become ruthless.

ii. Toba Tek Singh:

This short story is based on the theme where after the partition, India and Pakistan both decide to swap over the hostages in the shelter for mentally challenged people. The plot of the story shows the glimpse of the period after the partition of India. The story talks about the transfer of mentally challenged people from the asylums in Pakistan to India after two to three years of partition. The story begins with all sorts of funny incidents that took place in the shelter for mentally challenged people. People from varied religions like the Muslims, Hindus, Anglo-Indians, and Sikhs were kept as a hostage in the shelter. Many of the hostages had a different incident which is narrated in a humorous manner in the story. These incidents reflect the conditions of the people of India and Pakistan in a very sarcastic manner. Toba Tek Singh is a place from where the central character of the story Bishan Singh belongs to. Bishan Singh is a mentally challenged person who is a hostage in Pakistan. This town after the partition of India belonged to Pakistan. When as a part of the swap of the Hindu, Muslims and Sikh hostages, Bishan Singh was being sent to India he denied to go on realizing that his hometown is now a part of Pakistan. Bishan Singh was confused with respect to whether his hometown was in India or Pakistan. He kept asking everybody in the shelter but no one gave a clear answer to his questions. He was also upset as his friends and family who used to come earlier to meet him, did not come any more. One day his friend Fazal Din came to meet him and told that his family was in good shape and was in India. He also asked him where his hometown was now. He also asked a mentally challenged person in the shelter who claimed himself to be God. When he was also unable to say where was Toba Tek Singh, he was furious and uttered that as he was a Muslim God he was unable to say, had he been the Sikh God he would have told where his hometown was. One day when the swap was taking place he refused to go. Finally, one day on sunrise the people in the shelter heard a scream, when they rushed outside they saw Bishan Singh lying dead on the barbed wire on the India-Pakistan Border which he termed as Toba Tek Singh. (S. H. Manto 14). This story depicts how the religious difference was ingrained in the minds of the people and how people lost their homes in utter confusion. This also depicts the sad story of how people lost their nationality due to this partition of India into India and Pakistan.

iii. Colder than Ice:

It is one of the short stories which depict the incident with a married couple. The husband's name was Ishwar Singh and Kalwant Kaur was his wife. Ishwar Singh himself was involved in killing people. As he was a Sikh, he used his kirpan to kill people. In this particular incident, Ishwar before coming to his house had killed six men by breaking into a house. In the same house there was a lady also who was not in her senses when Ishwar saw her. He lifted her and took her out of city. Once he reached the outskirts of the city, he exploited her sexually and then realized that the lady was dead. He became numb. After this incident, he underwent a realization that he had done a heinous crime and rushed to his wife to help him overcome this pain. In order to overcome the pain of this incident he wanted to mate with his wife but could not respond to his wife's desires. Then ultimately he confessed to his about the incident was totally cold like an ice when approached by his wife. (Chakraborti 32). This story narrates that during the time of partition, ruthless killings and sexual exploitation of women were very rampant. People were realizing their agitation against each other in varied forms which was very heinous and against the mankind. But the story was very beautifully written by Saadat Hasan Manto with a sarcastic note in it.

iv. A Dog of Tithwal:

It is a story about a dog and centers around the incident that took place on the border of the country where the Indian and the Pakistani soldiers were guarding their nation. The Indian soldiers were guarding India in their soldier camps and the Pakistani soldiers were guarding their

nation in the Pakistani camp. Each camp was situated on hills that were opposite to each other and was facing each other. The location was called as Tithwal. The story begins depicting the picture of the Indian camp where Jamadar Harnam Singh who is on night duty starts singing a song and when others join him. In the meantime a dog comes in and Jamadar Harnam Singh's friend Banta Singh names him as JhunJhun. They give him some nuts to eat. In the morning the dog is not found anywhere. At the same time in the Pakistan camp, the people start looking for the dog who is termed to be a refugee. Subedar Himmat Khan of the Pakistani camp locates him and Bashir (another soldier in the Pakistani camp) finds a small piece of note tucked in his belt that is tied around his neck. The note stated that the dog's name is JhunJhun and it is an Indian dog. The Pakistani soldiers thought it was a code language and tried to crack it. They then named the dog as ShunShun and tied a note around its neck stating his new name and also stating that he belonged to Pakistan. The dog was given some food by the Pakistani soldiers and then he was asked to pass the message to the Indian camp. He was made to run towards the Indian camp. When the soldiers in the Indian camp were searching for the dog, they saw that the dog was coming from the camp of the Pakistani soldiers. Jamadar Harnam Singh shot from his rifle near the dog and scared him. He wanted to scare the dog and force him to move back to the Pakistani Camp. From the Pakistani camp Subedar Himmat Khan fires a shot from his rifle near the dog to scare him and force him to go to the Indian camp and deliver the message. The round of firing from both the camps continues. The dog keeps moving from one place to the other and then starts moving in a spherical motion in a very terrified state of mind. The dog after few such rounds got tired and also injured himself. Finally the dog is shot by Jamadar Harnam Singh. (S. H. Manto)

This short story gives an idea of the anger and anguish among the people after the partition took place and how the borders were defined. The story also outlines that how the peace of the country was broken by the rivalry between the two nations which resulted in never ending bitterness between the two countries. This is very beautifully and emotionally depicted by the writer stating that the serenity and calmness of the hills in Tithwal, where both the camps were settled was broken by the noise of the shots that were fired by the rifles of the soldiers from the opposing camps. The story outlines the frustration among the people that was a result of the partition of the country and utter chaos that was prevalent then.

Conclusion

Most of the literary works by the well-known writers that are based on the partition of India condemn the partition. The partition has been condemned on the grounds that it was a political decision and taken to benefit only the few whereas the incident brought pain and destructions to the masses. Some of the writers like Khuswant Singh, Salman Rushdie, Chaman Nahal and Bhisam Sahni have through their artistic writings, emotionally narrated the pain stricken state of the nation during the days of the partition. All sorts of crimes were taking place which made the life of the people in India as well as in Pakistan worse.

Saadat Hsan Manto has been criticized by many analysts but in spite of this fact his writings have earned international fame and glory. Some of the short stories that have been summarized in this article clearly show the thought of the writer. These thoughts of the writer have emerged out of his own experiences during the days of the partition. He has expressed himself in these short stories using a comical angle but showing the deep imbedded grief among the people and the terrible condition of both the nations. He had very strongly shown the violence that was prevalent in the country among the people. His humanism is depicted in his writings.

Literature has been a strong medium to depict the painful sights of the days that brought independence to the country resulting in the creation of two nations.

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ENHANCING THE TEACHING PROFESSION IN NIGERIA: A HISTORICAL PERSPECTIVE

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ABSTRACT

Teaching is a special profession that should be given every encouragement if a society must grow in every ramification. The worth of society's citizens makes that society important in comity of nations. The teaching profession in Nigeria has gone through many stages and even today there are disagreements as to whether it should be called a profession. The change in status actually came after the founding of its umbrella body The Nigeria Union of Teachers (N.U.T.). The formation of this body helped to radicalize the status of teachers in Nigeria as it fought many battles with government in order to enhance the status of the profession. This has culminated into the establishment of the Teachers Registration Council of Nigeria (TRCN) in charge of the registration of teachers and currently the approval of a special salary scale for teachers known as the Teachers Salary Scale. Although this has not been fully implemented, it is hoped that it will further enhance the profession when it finally takes off in all the states of the federation. The paper is an attempt therefore to bring history to bear on the rough roads of the teaching profession in Nigeria.

INTRODUCTION

Teaching has to do with the systematic presentation of facts, ideas, skills and techniques to students. It involves the sharing of knowledge in the process of developing the individual. Overtime, teaching has developed into a profession as some designated people assumed responsibility for educating the young.

In some parts of the world, especially ancient India, China, Egypt and Judea, teaching was performed by spiritual men such as priests and prophets, these category of persons enjoyed privileges and prestige. In the theocratic state of the Jews many adults regarded teachers as the channels to salvation and urged young ones to always honour their teachers.

The Greeks in ancient times saw the value in educating children which accounted for wealthy people adding teachers to their households, many of them slaves from conquered territories. During the Roman civilization, the practice was not different as they also had slaves in their households.

By the middle Ages in Europe, the church had taken over the responsibility for teaching conducted in designated places and monasteries. Many of these centres later developed into higher schools of learning, especially universities. In the 17th and 18th centuries, knowledge about teaching methods improved as interests continued to arise in the education of children. These made significant advances in the training of teachers in the use of educational theories and methods.

In North America the story was not different. There was serious commitment to education culminating in the establishment of grammar schools and colleges and later universities. It was however in the 20th century that teachers in the United States started to enjoy professional status.

In different parts of the world, the teaching profession varies from country to country. In some countries, the profession is highly respected and prestigious. Some countries pay better salaries and benefits which makes the profession very attractive. In the developing countries, however, the profession faces many challenges, the salaries are meager and working conditions are generally poor. The developing countries lose many of their most qualified teachers to other more lucrative sectors of the economy because of poor remuneration.

The above notwithstanding, teaching is currently taking the centre stage in many countries as they begin to recognize the effect of schooling on stable and good government, economic growth and industrialization. Education is now a national priority in developing nations including Nigeria. Teaching has gone through a lot of activities in the developing countries in order to professionalize it. While it has significantly reached an enviable level in some countries in this regard, it is still finding its level in others.

THE TEACHING PROFESSION IN NIGERIA

Originally to teach in primary school in Nigeria, a person needed a Teacher Certificate Grade II (TC GD II) from four years of secondary school as a Grade II Teacher - Training College. These were phased out after 1998, when the Nigerian Certificate in Education (NCE) became the required diploma for all primary and junior secondary school teachers. In 1996, out of about 420,000 primary school teachers in the country about 80 percent had either NCE or TC GD II.

In 1978, the Government created the National Teachers Institute (NTI) to conduct programmes that would upgrade teacher qualifications to the NCE level, with most of this training carried out by distance learning. Between 1993 and 1996, the NTI graduated 34,486 in their NCE distance learning programme. In 2000, it trained 20,000 teachers, A Bachelor of Education programme with NTI received approval by the government at the end of 2000. NTI also conducts workshops and conferences on curriculum development and other areas of teacher training.

To teach in senior secondary schools in Nigeria, a person must have either a bachelor's degree in education or a bachelor's degree in a subject field combined with a post graduate diploma in education. At the senior secondary level, all staff are qualified as all possess the bachelor's degree.

The bachelor's degree in education are offered at major universities. Of the 63 colleges of education in the country offering the three year NCE programme, about a third are owned by the Federal Government and about half by State Government. The remaining are privately owned, all of them are under the supervision of the National Commission for Colleges of Education (NCCE), which sets and maintain standards and approves of courses and programme for all in Nigeria. (Atipioko, E et al, 1997)

However, the teaching profession in Nigeria is still an issue of serious debate. This is arising from the way many people see it and the kind of attention given to it by governments. In real sense, a profession is an occupation that performs or plays an important role in a given society. A profession requires some notable degree of skills and techniques. It is also among others a dignified occupation that is based on intellectual training. The pertinent question then arises, what is a profession? A profession can be summarized among varied opinions as that which refers to a calling, or a vocation especially one that involves some branches of indepth learning or science such learning or education should cut across different but related disciplines. Here, the professionals are deeply involved in cognitive, affective and psychomotor aspects of their chosen career. They comprehend the concepts of different disciplines to develop or create a novelty, which an average man cannot comprehend. This extraordinary ability or intelligence which enables them to perform such complicated activities, which every individual cannot perform, qualifies them as professionals. It is in this premise that many work or vacation, which

any person can perform with limited or not training falls short of a profession. (Atipioko, E, Ajuar, H.N., Omoraka V.O. 1997).

A profession is made up of some characteristics. Most of them are inner workings which differentiates it from others.

To this end, the National Policy on Education (1991.42) legally and publicly recognized teaching as other professions. Teachers are seen as critically important in the modernization struggle of the Nigerian society. Peretomode (1991) therefore suggested six measures for raising the teaching profession to full professional status. They include:

- (1) Better teaching preparation
- (2) Registration of teachers
- (3) Improved working conditions
- (4) Enforcement of code of conduct
- (5) Professional Organization and
- (6) Long duration of training and internship.

The author wish to posit that many of these suggestions have been carried out by governments and other supervising agencies.

THE NIGERIA UNION OF TEACHERS (NUT)

The rudiments of the enhancement of the teaching profession in Nigeria began in July 1931, by the amalgamation of the first two Teachers Associations in Nigeria, namely, Lagos Union of Teachers (LUT), formed in 1925 with its founding president as Rev. J.O. Lucas and the Association of Headmasters of Ijebu Schools (AHIS), led by Rev. I.O. Ransome Kuti, formed in 1926. At an inaugural meeting of the two groups held at CMS Grammar school, Lagos on 8th and 9th July 1931, a constitution was drafted and ratified and the Nigeria Union of Teachers (NUT) was officially launched after accommodating other Teachers' Associations from Agege, Ibadan and Abeokuta.

The formation of this union was in response to various conditions to which teachers were exposed during the colonial era. Some of these conditions include, the economic situation in the world and its effects on the teachers, the 1926 education code and its consequences, the intentional Nigerianization of the headship of a number of schools, the ambivalent position of teachers between government and voluntary agencies, the negative attitude of the white-dominated inspectorate toward Nigerian school heads and the professional and nationalistic spirit of those who founded the N.U.T.

TEACHERS REGISTRATION COUNCIL OF NIGERIA

To enhance the teaching profession in Nigeria, the Teachers Registration Council of Nigeria Act was established charged with the duty of determining the teaching profession. It is an agency of the Federal Ministry of Education of Nigeria. It was established by the TRCN Decree No. 31 of 1993 (now TRCN/Act CAP T3 of 2004). The major observable mandates are the regulation and control of the teaching profession at all levels of the Nigerian Education system, both in the public and private sectors.

As mentioned earlier, it came about after decades of agitation by professional teachers and other stake holders for the establishment of a regulatory agency.

MISSION AND VISION STATEMENTS

The mission and vision statements are clearly stated in the Act establishing the council. The mission is to control and regulate teacher education, training and practice at all levels and sectors of the Nigeria education system in order to match teacher quality, discipline, professionalism, reward and dignity with international standards.

On the other hand, the vision is to promote excellence in education through effective registration and licensing of teachers, and to promote professionalism through accreditation, monitoring and supervision of teacher training programmes, mandatory continuing professional development and maintenance of discipline among teachers at all levels of the education system. To this end lies the responsibilities placed on the Registration Council to effect.

The Act in section 1(1) charged the council with the following responsibilities:

- (1) Determining who are teachers for the purpose of this act.
- (2) Determining what standards of knowledge and skills are to be attained by persons seeking to become registered as teachers under this Act and raising those standards from time to time as circumstances may permit.
- (3) Securing in accordance with the provision of this Act the establishment and maintenance of a register of teachers and the publication from time to time of the list of those persons.
- (4) Regulating and controlling the teaching profession in all its aspects and ramifications.
- (5) Classifying from time to time members of the teaching profession according to their level of training and qualification.
- (6) Performing through the council established under this Act the functions conferred on it by this Act. (Teachers Registration Council of Nigeria 2012).

The Act provides for registration through online, manual, annual dues, license renewal and deregistration. Departments are also created for effective implementation of the Act. Therefore the departments are the Registrar/CEO; Administration and Supplies, Finance and Account, Professional Operations Department and Planning, Research and Statistics Department.

The teacher education programme in Nigeria is streamlined according to the requirement of the Commonwealth Teacher Recruitment Protocol. This was endorsed by the Commonwealth Ministers of education on September 1st, 2004.

This is meant to fast track international comparison and equal treatment and conditions of service for teachers who wish to teach outside their country in other commonwealth countries. This protocol was adopted in the United Kingdom.

It is also interesting to note that to enhance the teaching profession, the world body of teaching councils, that is, the International Forum of Teaching Regulatory Authorities (IFTRA), with headquarters at Cardiff, Wales, United Kingdom in its 2009 world conference mandated member countries to expedite action on the standardization of teacher education programme and teachers recognition criteria. The need for the Post Graduate Diploma in Education (PGDE) Benchmarks was pursued vigorously by the committee of deans of Education, especially by its chairman Prof. O.O. Anowor. It urged the TRCN to expedite action on the challenge. The TRCN CAP T3 of 1993 gave responsibility to the TRCN to determine who is a teacher in Nigeria and to determine the level of knowledge and skills required to be a teacher and to raise

the level from time to time. The PGDE National Benchmark, therefore, is an outcome of the international, national and statutory mandates (2012. TRCN).

The council has been doing everything within its power since inception to ensure the sanitization of the teaching profession by expunging quacks from the teaching profession.

TEACHERS SALARY SCALE

In furtherance to enhancing the teaching profession in Nigeria, the Nigeria Union of Teachers (NUT) in 1992 presented a position paper to government on the matter of Teachers' salary scale (TSS) as it is with other professional bodies in Nigeria. This was however a follow up to the approval given by the National Council on Education for the T.S.S. The request in 1992 later culminated in a strike action in that year which paralysed school activities, this led the Federal Government to make a commitment to implement the demand, again in 1995, another demand was made which led to the setting up of a committee by Government to advice on the workability. The government announced its readiness to implement but never did until the civilian dispensation.

It was in the democratic dispensation again that the NUT raised the matter for the TSS, at the Joint Consultative Committee on Education (JCCE) in Ilorin in 2001. The JCCE raised a sub-committee to fine tune the document. The sub-committee submitted its report on August 2003. Approval for the TSS was given by the National Council on Education in 2003. The council is chaired by the Minister of Education Commissioners and Permanent Secretaries of the 36 states.

Although the Federal Executive Council under President Olusegun Obasanjo received the NCE approval through the Minister's memo in 2007, the FEC declined its immediate approval and referred to the National Salaries Income and Wages Commission. After working out a realistic structure, the Commission forwarded its recommendations, based on this the Federal Ministry of Education prepared an upwardly reviewed wage budget. It was in 2008 that President Umaru Musa Yar'Adua presented the budget containing provisions for the payment of the TSS to teachers employed by the Federal Government. Its implementation is staggered among the states, the contentious issue has been an enabling circular from the Federal Government. When fully implemented across the states the teaching profession will have a further boost in Nigeria.

CONCLUSION

Teaching as a profession in Nigeria is still faced with a lot of problems. This is from the angle of the practitioners themselves and from government and the social environment. The environment has not yet made it attractive sufficiently for anybody to want to make a career out of it voluntarily or even out rightly identify with it. The teacher is still subjected to all forms of ridicule and contempt, this is particularly true of the primary and the secondary school level. The rise to the position of prominence is very slow and sometimes non-existent, the result is a negative re-enforcement which is doing the profession no good. Many brilliant professional teachers have found their way out of teaching due to a couple of problems. While it is easy to identify the social status attached to medical doctors, lawyers and priests, the social structure of the teacher in the Nigerian society is suspect. The teacher's status is really difficult to access because of their various levels and the different work environments, while specialized training a

pre-requisite in other professions, in the teaching profession in Nigeria is an all-comers affair. The question is, because an individual possesses a BA and BSc degree, does that qualify him to be a teacher? The answer is certainly not. To be regarded as a professional teacher, the individual must have undergone a long period of teacher training programme and by this acquires a specialized knowledge.

Another aspect worthy of note is the problem of effective machinery to enforce the code of conduct in the teaching profession. Whereas other professions have this internalized, the teaching profession have no such mechanism. Even when cases of misconduct are reported, the expectation is on government to take action. The Nigerian Union of Teachers do not have the authority to discipline its erring members. The above are some of the challenges the Nigerian Union of Teachers face.

Other observable problem is that some employers of teachers in both private and public schools are violating the TRCN Act by employing non-professional teachers in their schools. This is attributed to the reasons for mass failure by children in public examinations.

However, these problems are not insurmountable as the TRCN and NUT are not taking it lightly with violators of the law . The council has also directed those who want to take up career in teaching and any uncertified teaching in the school system to obtain professional certificates and licenses from TRCN as a condition for either being employed or retained as professional teachers.

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OPEN ACCESS TO KNOWLEDGE: PERCEPTIONS OF LIBRARIANS IN COLLEGES OF EDUCATION IN SOUTH-EAST NIGERIA

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ABSTRACT

This paper examined the concept of Open Access and the perception of Librarians in Colleges of Education in South East Zone of Nigeria to Open Access publishing as a medium for delivery of quality Scientific knowledge and for assessing the publications of scholars to global knowledge. The study focused on the Federal and state Colleges of Education in the zone. This is made up of three Federal Colleges of Education and four State Colleges of education respectively. 55 Professional librarians in the seven colleges of education were surveyed. A questionnaire adapted from palmer, et al (2009) was used to collect data. From the survey carried out and the data collected from professional Librarians from the seven colleges of Education across the zone, findings showed that Professional Librarians in the Colleges of education in South East zone have positive perception of Open Access scholarly publishing, though their level of involvement in creating awareness and contributing to the development of Open Access at the time of this study was low. It was also discovered that most of the librarians are yet to understand the concept of Open Access. There is need for improvement in view of the potential benefit of Open Access for promoting the visibility of the research output of researchers in Colleges of Education.

Keywords: Access, Knowledge, Perceptions, Librarians, Colleges of Education, South East Zone, Nigeria.

INTRODUCTION

The world has now moved from Industrial Age to the 'Information Age'. The entire world now boasts of knowledge-based and an information driven economy. Current developments point to the dominant role of Information and Communication Technology (ICT) in academic libraries for improved access to information. According to (Anyokoha, 2005), Information and Technology has been sweeping through many profession and library and information services has also left the bandwagon effect and are being enriched by the enormous dividends in this revolution. Academic Librarians play important roles in the provision of the required learning

study and research materials and in translating the technology. Access to information by all is now posing a lot of challenges for stakeholders in information sector since its evolution in the 19th century.

Librarians in Colleges of Education are in the business of information to their College Community. In carrying out this business, a lot of activities are involved-accessibility and dissemination of information. Open Access therefore refers to accessibility of all kinds of print that is published and can be accessed through the internet free of charge, since information is an integral part of man's daily activities and existence, therefore access to available information resources or scholarly publication is a global concern to all stakeholders.

In today's global information society, non-literate people are at a permanent disadvantage-unsure of their rights, unable to fulfill their potential and unable to play a full part in society. They are disempowered. Information for all is a right and capability that is fundamental to overcoming poverty (Mchombu, 2003). Also the United Nations Development Provision for all when they stated that information for all enhances the knowledge of individuals, which in turns creates opportunities for better realizing their capabilities for improved health, through enabling people to understand and employ preventive strategies and more....To improve income generation and to enhance interaction with the Community (UNDP,2006).

There has been a sea-change in the world of scholarly communication for over a decade. Increasing numbers of academic researchers and policy makers in several countries are embracing the idea that the results of publicly funded research should be as widely available as possible. Open Access is expected to speed up research progress, productivity, and knowledge transfer as well as promoting the democratization of knowledge (Brazier, 2012). To ensure quality assurance of scholarly publishing, models have been developed over the years by stakeholders which now include all authors, editors, reviewers, academic and research institutions, publishers and librarians. Scholarly publishing stakeholders also includes all individuals, agencies and organizations who are committed to intellectual property and copyright. These continuous increase in scholarly publication have challenged a number of scholars to focus their studies on the responsibilities of different stakeholders in the publishing chain. (Omolara and Utulu, 2011).. Open Access to knowledge will no doubt enhance accessibility of available scholarly publication and as well reduce cost effect. In the recent times, the value of libraries reduced drastically as they are no more able to satisfy users with expected scholarly publications they need. Similarly the high cost of subscription rate affects library acquisition (Morris, 2004). A lot of people have carried out studies in the literature on business models and economics of scholarly publishing more especially as it concerns the comparison of the economic model adopted by professional and commercial publishers and open access publishers (SQL 2004); Willinsky, 2009, Conley and Wooders, 2009), in Omolara and Utulu, 2011. According to International Federation of Library Association (IFLA), information should be made available for all people in line with the principles expressed in the Glasgow Declaration on Libraries, Information services and Intellectual Freedom (IFLA, 2011).

OPEN ACCESS TO KNOWLEDGE

Open Access means free accessibility of all published knowledge in the world. This includes any kind of print or scholarly publication that is published and can be accessed through the Internet free of charge. A lot of worldwide scholarly journal literature of numerous digital enclaves are protected by various security systems that limits access to licensed users. All authorities in the field of research are advocating and sensitizing that the global scholarship journal literature be freely available to all regardless of whether the researcher worked at the Harvard or small liberal arts College, or he/she was in the United States or Zambia (Baily, 2006).

The Budapest (2002) Open Access Initiative (BOAI) described open access to knowledge as to mean free availability of scholarly literature and knowledge on the public internet,

permitting any users to read, download, copy, distribute, print, search, or link to the full texts of those articles, crawl them for indexing, pass them as data to software, or use them for any other lawful purpose, without financial, legal, or technical barriers other than those inseparable from gaining access to the Internet itself. The Budapest Open Access Initiative went further to state that the only constraint on reproduction and distribution, and the only role for copyright in this domain, should be to give others control over the integrity of their work and the right to be properly acknowledged and cited... In the same manner, Suber (2010), and Wikipedia (2010) agree with the Budapest Open Access Initiative, by declaring that open access removes price barriers (fees, licensing, pay-per-view fees, subscription), legal and permission barriers-copyright restrictions. The BOAL equally agrees that because journal articles need to be disseminated as widely as possible, the new journals will no longer invoke copyright to restrict access to and use of the materials they publish.

Though the Bethesda statement on Open Access Publishing (2003), supports free dissemination of scholarly publication on the public Internet, in contrast to the BOAI, the Bethesda statement introduces the use of a license, specifies the creation of derivative works, and requires the deposit of open access works in digital repositories run by “well established” organizations. Open Access has a number of potential benefits for academic research growth of scholars. The Berlin Declaration (2003) on the Open Access to knowledge is very similar to the Bethesda statement with only minor additions and word changes in its definition, which Suber considers to be the “major public definitions of Open Access” as the “BBB” definition of Open Access”. All the advocates of open access however believe that free availability is a mandatory characteristic for it to be feasible.

A lot of people have carried out research on Open Access publishing models, and their economics, impact and quality as a way of disseminating scientific knowledge and accessing the contributions of scholars and researchers. According to Omolara and Utulu (2011), attempts have been made in the literature by proponents of Open Access publishing yardsticks such as those that were used by Bjork and Oorn (2009) to justify how scholarly journals are transforming to accommodate interdisciplinary discourses and the volumes of research contents that scholars produce. Barr and Brazion (2012) see the shift to open access as raising issues for the whole of the scholarly communication process and seek to work with other stakeholder in the process to understand how the whole system can adjust to the major changes which will result from open access to scholarly content in that context. There are equally studies that have been carried out regarding how Open Access publishing is able to manage copyright (Suber, 2004; Kawooya, 2008).

Increasingly numbers of academic research and policy makers in several countries are embracing the idea that the results of publicly funded research should be as widely available as possible. Most scholarly contributions from Africa are mostly limited to issues on the effects of the global financial crisis on scholarly publishing in African Continent. The effects of the Africa’s dwindling economy on their contributions to global scholarship and knowledge have been assessed. (Altbach and Tefen, 1998). Bibliometric and citation analysis are other areas that have been covered by African scholars regarding scholarly publishing, and are primarily meant to assess the structure of Africa’s use of scholarly publications (Adeniran, 1998, Bikainyunai, 2006). Nwaka, (2003), investigated how Nigeria Library and Information Science scholars published their scholarly works.

PURPOSE OF THE STUDY

The general purpose of this work is to find out the perceptions of Librarians in Colleges of Education in South East Nigeria towards Open Access to knowledge. Specifically, the work intends to:

1. Find out the perceptions of professional librarians in shaping the future of scholarly publishing;
2. Find out the perception of Librarians and their roles in promoting open access in their academic communities
3. Find out perceptions of their roles in creating Open Access in the communities.
4. Find out problems associated with Open Access in the academic communities in colleges of education in South East Nigeria.

RESEARCH QUESTIONS

1. What are the perceptions of professional librarians in shaping the future of scholarly publishing;
2. What are the perception of Librarians and their roles in promoting open access in their academic communities
3. What are the perceptions of Librarians roles in creating Open Access in the communities.
4. What are the problems associated with Open Access in the academic communities in colleges of education in South East Nigeria.

METHODOLOGY

Area of study is South Eastern Nigeria. Population is all Professional Librarians in Federal and State Colleges of Education in South East Nigeria with a total number of 55 professional librarians. There was no sampling because the population is small. The instrument for data collection was the questionnaire. The questionnaire copies were distributed by hand and some through postal study between January 2013 and March, 2013. In the end, all the 55 copies were returned. The mean was used in analyzing the data. The cutoff point was a measure considered to be “accepted or “agreed while responses before 3.0 were considered rejected or not agreed”.

FINDINGS AND DISCUSSIONS

Table 1. Respondents opinion on the perception of professional librarians in shaping the future of scholarly publishing.

S/N	Item	SA	A	UD	D	SD	N	X	Remark
1	Professional librarians should make serious effort to shape the future scholarly publishing.	30	10	5	5	5	55	4.0	Agreed
2	Open access will fail with the active involvement of professional librarians.	32	8	8	2	5	55	4.2	Agreed
3	The Principles of Open Access relate to the purpose of professional Librarian.	28	12	7	4	4	55	4.0	Agreed
4	Involvement of Open Access is one way for Professional Librarians to stay relevant in the changing information landscape.	27	11	6	5	4	55	3.83	Agreed
5	Professional Librarian should help develop impact measurement tools for Open Access Journals	30	10	5	5	5	55	4.0	Agreed
6	Providing financial resources to support Pen Access should relocate the existing resources	36	12	4	5	4	55	4.4	Agreed

7	Professional Librarians should relocate the existing resources	27	12	5	4	5	55	3.83	Agreed
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Table 1 above indicates that majority of the respondents have positive perception of professional Librarians role in shaping the future of scholarly publishing. This stems from the fact that all the questionnaire items in the regard received responses well above 3.0

Table 2: Respondents opinion on the perception of Librarians in promoting Open Access in their academic communities.

S/N	Item	SA	A	UD	D	SD	N	X	Remark
1	Professional librarians should educate Lecturers about Open Access	31	10	5	5	4	55	4.07	Agreed
2	Principal officers of the academic communities should be educated on issues concerning Open Access	28	12	6	4	5	45	4.0	Agreed
3	Issues of copyright as they relate to publications should be communicated to academic staff by professional Librarian	28	12	10	2	3	55	4.16	Agreed
4	Professional Librarians should encourage Lecturers to publish their researches in Open Access peer reviewed Journals	29	12	5	5	4	55	4.01	Agreed

Table 2 above shows that majority of the respondents agreed with the fact that professional Librarians have a lot of roles to play in promoting Open Access to knowledge in their academic communities. This sequal to the fact that all the respondents received mean scores of 3.0 and above.

Table 3: Respondents' opinion on the perception of professional librarians' roles in creating Open Access in their local communities.

S/N	Item	SA	A	UD	D	SD	N	X	Remark
1	Professional librarians includes bibliographic records for journal in their catalogues.	31	10	5	5	4	55	4.07	Agreed
2	Professional librarians website should include link to Open Access Journals.	28	12	6	4	5	45	4.0	Agreed
3	Professional librarians create professional positions whose main duties concern Open Access	28	12	10	2	3	55	4.16	Agreed

Table 3 above indicates that respondents are of the view that professional librarians have positive perception about their roles in creating Open Access in their communities. This is sequal to the fact that all the items received positive mean scores.

Table 4: Opinion of respondents on the problems associated with Open Access in the academic communities of Colleges of Education in South East Nigeria.

S/N	Item	SA	A	UD	D	SD	N	X	Remark
1	Inadequate fund	31	10	5	5	4	55	4.07	Agreed
2	Poor power supply	27	13	6	4	5	55	3.96	Agreed
3	Poor infrastructures (including	28	12	10	2	3	55	4.16	Agreed

Internet communities)								
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The above table shows respondents opinion on the major problems associated with Open Access in the Colleges of Education in South East Nigeria. The problems of poor state of ICT/Internet connectivity received highest mean score of 4.16.

DISCUSSION OF THE FINDING

The main findings of this study includes the fact that professional librarians recognized the important of open access to knowledge as one of the emerging issues in knowledge and information management. It is also found out that professional librarian recognized their place in promoting awareness of the Open Access both in their college academic communities and private endeavors as knowledge managers. Their major finding of study is catalogue of problems associate with Open Access. The greatest of these problems is lack of information and communication technologies especially in the area of internet connectivity. The finding of research question agrees entirely with earlier studies of Omolara and Utulu (2011) who observed that Open Access to knowledge enhances accessibility to available scholarly publications. Barr and Brazion (2012) also see Open Access as raising issues for the whoe of the scholarly communication process in which the professional librarian has a lot at stake. The major problems of the Open Access initiative remain inadequate funds, poor power supply and Internet connections. This problems have always recorded in researches. Uwaifo (2012), Unagha and Ugocha 2012 were of the opinion that the greatest challenges of ICT related issues in sub-Saharan Africa is poor power supply.

RECOMMENDATIONS

In view of the issues and challenges highlighted in this paper, the following recommendations are made.

1. The Federal government of Nigeria should so everything within her power to improve the electricity supply in the country.
2. Professional librarians should be more aware of the potentials of the Open Access in their day to day delivery of services to clientele.
3. Professional librarians should periodically undergo retraining exercise in ICT related courses.

CONCLUSION

The Open Access is an emerging phenomenon that should be embraced by all professional librarians. It is a veritable tool for satisfying the clientele. Government at all levels should double their efforts in making sure that the necessary infrastructure is put in place to realize the full potentials of Open Access to knowledge.

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MECHANISMS FOR SCALING-UP THE ENTREPRENEURSHIP POTENTIALS OF THE AGRICULTURAL SCIENCE GRADUATES

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Abstract

The study was undertaken as a survey on mechanisms for scaling up entrepreneurial potentials of Agricultural Science Education graduates. Four research questions guided the study. A total of 134 respondents made up of 110 students and 24 teachers were used for the study. A structured questionnaire was used for generating data for the study. Data were analysed using frequency and mean. Among the major findings were that the content of the curriculum has enough detail on practical skills; allotted time is insufficient for practical demonstration lessons hence students are not exposed enough to practical lessons; and also indicated that most of the needed facilities and equipment for effective acquisition of practical agricultural skills are not available in the schools. Laboratories and workshops are not properly equipped. Following the findings it was recommended among others that schools should be equipped with modern instructional facilities, enough time should be allocated to practical agriculture; there should be proper funding of agricultural programmes in schools as well as financial mobilization of graduates for entrepreneurial engagements.

Introduction

In a rapidly changing economy, unemployment is among the greatest problems and youth unemployment is nearly three times the factor of the adult unemployment rate (Nwosu, 2004). Nigeria today is faced with economic problems; the economic problems have among other the things given rise to high rate of unemployment, poverty, hunger with its accompanying stress for individuals and families, (Okorie, 2000).

The present situation has occasioned increased awareness in Nigerians of the need for self employment and self reliance. Many school leavers both in secondary and post secondary schools in Nigeria are constantly faced with the problem of unemployment. Nigeria also is faced with numerous political, economic, social and religious problems. These problems in turn gave rise to poverty; unemployment etc and these could in turn be attributed to the kind of education and orientation given to us by the colonial masters. Some attempts have been made to put our educational system into sound footing hence the introduction of 6-3-3-4 system of education, this has the aim of providing the technical knowledge and vocational skills necessary for agriculture, industrial, commercial and economic development for the nation (Federal Republic of Nigeria, National Policy, 2004). This is in line with vocational technical education which is the aspect of education designed to identify occupational skills, harness and develop it, provide knowledge, aptitudes, work habit, abilities necessary for self employment and self reliance as well as adapting to varying environment.

Vocational technical education like other occupational areas according to Step (2000) has intensified emphasis on entrepreneurial competencies for its students with a view to enhancing their capacities for self employment since the field offers many occupational opportunities in such areas as poultry production, crop production, rabbit production, pig production, landscaping, among others.

Ofofule, (2008) have called for adoption of a functional education that will help an individual to be more self reliant and self employed, reduce unemployment and help the country to attain higher national productivity. Vocational technical education tries to bridge this gap; it tries to provide its graduates with opportunities and skills to be independent. A recipient of vocational technical education has been greatly equipped to face the challenges of the world of work. Unfortunately today, Nigeria is in a very serious unemployment crisis with the educational system churning out year after year, millions of teeming youths, brilliant but unskilled and thus unemployable, even those graduates of vocational technical education are joining the queue for elusive paid employment.

Agricultural education as it exists today does not provide students with enough skills for entrepreneurship. It then becomes necessary to give special attention to this area by providing the students opportunities of improving self employment through entrepreneurship education.

Entrepreneurship education according to Okuala (2003) is important to the entrepreneur, for the valuable skill needed by the entrepreneur can be learnt through trial and error but most of the errors can be eliminated by education. The potential for entrepreneurial success is enhanced when the entrepreneur possess the necessary educational background to function effectively.

Osinem (2008) stated that the concern of Agricultural education is the teaching and learning of skills which will make for proficiency in an agricultural occupation. Through the process of learning the activities and experiences the learner engages in are very vital as they enable student to develop adequate manipulative skills for agricultural productivity which will consequently make for better living in the society. Skills in agricultural production are needed to improve the production of crops, animals and raw materials for man and industries. It is the responsibility of agricultural educators and trainers to determine the right skills need by the student that will enable him to be self sufficient.

Statement of the Problem

One of the aims of Vocational and Technical education is to give training and impart necessary skills to individual who shall be self-reliant economically. The new curriculum introduced into the Vocational/Technical School system is based on the assumption that once a student passes through the school system, the student will automatically come out with a saleable skill (Okeke, 2005). However employment trends among agricultural science graduates show that they shy away from entrepreneurship. The question now becomes what are the mechanisms for scaling-up entrepreneurship potentials of the agricultural science graduates?

Purpose of the Study

This study was designed to find out the mechanisms for scaling-up entrepreneurship potentials of the Agricultural Science graduates specially the study intends to:

1. Find out the extent to which the structure or the course content prepared the student for self employment on graduation.
2. Find out the attitudes of students towards the practical work aspects of the curriculum.
3. Find out if the teaching equipment and facilities are adequate.

4. Find out the mechanisms for scaling-up the entrepreneurship potentials of Agricultural Science graduates.

Research Questions

The following research questions guided the study:

1. To what extent does the structure of the course content prepare the students for self employment on graduation?
2. What are the attitudes of students towards practical work aspects of the curriculum?
3. How adequate are the teaching equipment and facilities?
4. What are the mechanisms for scaling –up the entrepreneurship potentials of Agricultural Science graduates?

Methodology

The population for the study comprised all the final year Agricultural Science Education students numbering 110 and 24 lecturers in the two Colleges of Education in Anambra State namely; Federal College of Education (Technical), Umuze and Nwafor Orizu College of Education, Nsugbe. As a matter of necessity the entire population of 134 respondents was used for the study.

A structured questionnaire weighted on a 4-point rating scale was used for data collection. The instrument was validated by peer review and items that received consensus approval **were** included. On a Cronbach Alpha Scale, the instrument's reliability was set at 0.71 which was considered high enough for the study.

Data were analysed using frequency and mean. The mean decision point was set as 2.5 which implies that questionnaire items with mean responses of 2.5 and above were accepted as “High extent” while those with mean response less than 2.5 were not accepted at “Low extent”

Results

Research Question I: To what extent does the structure of the course content prepare the students for self employment on graduation?

Table 1: Mean rating of the responses of the Respondents on the Extent to which the Structure of the Course Content prepare Students for Self Employment.

N = 134

S/ N	Items	VH E	HE	LE	VL E	X	Remark
1.	The course content emphasizes on the theoretical knowledge acquisition	134	-	-	-	4.00	High Extent
2.	The content covers the practical skills acquisition	134	-	-	-	4.00	High Extent
3.	The period allotted for practical work is enough for skill acquisition	-	-	100	34	1.75	Low Extent
4.	The course content is too narrow	-	-	-	134	1.00	Low Extent
5.	The course content makes provision for supervision projects	80	54	-	-	3.59	High Extent
6.	The course content provides for industrial training before graduation	74	60	-	-	3.58	High Extent
7.	The practical courses offered equip students with necessary skills for self employment	42	92	-	-	3.25	High Extent
8.	The course content provides for design project	134	-	-	-	4.00	High Extent
9.	The course content makes provision for agric. field trip	122	22	-	-	3.54	High Extent

Items 1, 2, 5 and 6 had mean values above the cut- off point of 2.5, showing that the respondents agreed on the items while items 3 and 4 had mean values below the cut-off point was disagreed.

Research Question 2: What are the attitudes of students towards practical work aspects of the curriculum?

Table 2: Mean rating of the responses of the Respondents on the Attitudes of Students towards the Practical work aspects of the Curriculum

N = 134

S/ N	Items	SA	A	D	SD	X	Remark
1.	Student show interest towards the study of the course	62	72	-	-	3.40	Agreed
2.	Students are enthusiastic about their practical classes	134	-	-	-	4.00	Agreed
3.	Students participate actively during practical classes	70	64	-	-	3.52	Agreed
4.	The lecturers require the students to repeat projects if competency achieved is below required standard	-	134	-	-	3.00	Agreed
5.	Students conduct practical themselves after school period	100	20	14	-	3.64	Agreed
6.	Students ask questions and contribute ideas during the practical classes	134	-	-	-	4.00	Agreed
7.	The students demonstrate determination to acquire the desired practical skills	134	-	-	-	4.00	Agreed

All the items in Table 2 above had mean response values of 3.46, 4.00, 3.52, 3.00, 3.64 and 4.00 respectively. These mean values are above the cut-off point and were agreed by the respondents as attitudes of students towards the practical work aspects of the curriculum.

Research Question 3: How adequate are the teaching equipment and facilities?

Table 3: Mean rating of the Responses of the Respondents on the Adequacy of teaching facilities and equipment for the practical classes

		N = 134					
S/N	Items	VAD	AD	LAD	LAD	X	Remark
1.	Laboratories for Agricultural practical	-	-	80	54	1.59	Inadequate
2.	Chemicals and tools in the Laboratory are enough	-	-	-	134	1.00	Inadequate
3.	Farm workshops in the school	-	-	20	114	1.15	Inadequate
4.	Farm land for practical work	130	4	-	-	3.97	Adequate
5.	The tools in the workshop are in good working condition	-	-	50	84	1.37	Inadequate
6.	Livestock units	-	-	10	124	1.09	Inadequate
7.	Farm tools and implements for farm practical	-	-	134	-	1.00	Inadequate
8.	The laboratory equipment are adequate for practical	-	-	100	34	1.75	Inadequate
9.	Farm machineries are available	-	-	80	54	1.59	Inadequate
10.	Farm inputs are available	-	-	134	-	1.00	Inadequate

NB: VAD = Very Adequate, AD = Adequate, LA = Less Adequate, LAD = Least Adequate

Items 1, 2, 5, 6, and 7 had mean values below the cut-off point of 2.50 and was disagreed by the respondents while only item 4 had the mean value above the cut-off point and was agree upon by the respondents.

Research Question 4: What are the mechanisms for scaling-up the entrepreneurship potentials of Agricultural Science graduates?

Table 4: Mean Responses of Respondents on the mechanisms for scaling-up the entrepreneurship potentials of the Agricultural Science graduates

N = 134							
S/N	Items	SA	A	D	SD	X	Remark
1.	Availability of farm tools and implements for practical	44	90	-	-	3.33	Agreed
2.	Establishing various units in Agriculture like Animal, crops etc	134	-	-	-	4.00	Agreed
3.	The course content to emphasize more of practical to practical	34	100	-	-	3.25	Agreed
4.	Enough time to be allotted to Practical	42	92	-	-	3.31	Agreed
5.	Encouraging students to participate fully during practical	102	32	-	-	3.76	Agreed
6.	Facilities and equipment for practical to be in good working condition	134	-	-	-	3.66	Agreed
7.	Provision of suitable land for farming	89	45	-	-	3.66	Agreed
8.	The Federal Government to direct the NDE to assist financially the graduates who demonstrate desire for self employment	134	-	-	-	4.00	Agreed
9.	The State Government to establish matching grants to promote entrepreneurship among graduates	122	12	-	-	3.61	Agreed
10.	Adequate funding of Agricultural Education to provide qualitative education experiences	55	79	-	-	3.41	Agreed

As shown in Table 4 above all the items received mean rating above the cut-off point of 2.5, showing that the respondents agreed on all the items as the mechanisms for scaling-up the entrepreneurship potentials of the Agricultural Science graduates.

Discussion of Findings:

Research question 1 was designed to find out the extent which structure of the course content prepares the students for self employment on graduation. The responses in table 1 showed that the respondents agreed that the course content did not emphasize unnecessary theoretical knowledge acquisition. They also agreed that the content covers the practical skill acquisition. All the respondents held the view that the periods allotted for practical session are inadequate. Okeke (2005) stated that the demand for a higher degree of skill and efficiency in a chosen vocation needs a constant practice; unfortunately theoretical work seems to have taken over the much needed practical periods.

All the respondents agreed that Industrial training programme was built into the curriculum and that there was a course in the curriculum “supervised projects”. Perhaps what the students were asking for was more time for practical work for more meaningful experiences in the farm and workshop.

Research question 2 tried to find out the attitude of the students towards the practical aspects of the curriculum and results of the study showed that the students were very enthusiastic about practical classes, showed interest, participated actively, and asked questions and contribute ideas. The responses also show that the lecturers did require students to repeat projects when competency achieved fell below minimum standard. This falls in line with what Okuala (2003) stated that for every occupation there is a minimum productive ability which an individual must possess in order to secure or retain employment in that occupation and if vocational education is not carried to that point with that individual, it is neither personally or socially effective.

The third research question addressed the issue of adequacy of teaching facilities and equipment for practices. All the respondents held the view that teaching facilities, equipment and tools are not adequate for the training of the students. The laboratories and workshops are not available; where they are available they are not well equipped. What could the best skilled, highly competent resourceful and creative Agricultural Science teacher do where he has students to teach but nor tools, machines, equipment and other related facilities to impart skills?

Research question 4 was designed to find out the mechanisms for scaling-up the entrepreneurial potentials of Agricultural Science graduates. The results showed that the respondents agreed that availability of teaching facilities, various units or sections of Agricultural Science, allocation of enough time for practical, encouraging the students to participate fully in practical and more emphasis to be laid on practical work can help to enhance the acquisition of skills by the students.

Conclusion

Unemployment is one of the social problems facing the nation. In order for the graduates to be fully engaged in any meaningful economic activity, relevant skills should be fully acquired. For these skills to be acquired the learner/student should be exposed to a series of theoretical and

practical exercises in the workshops and laboratories. The curriculum of Agricultural Science education is sufficiently practical skill-oriented and the student demonstrated interest to acquire the desired skills. So the tools, facilities and materials should be provided in all sections of agriculture. This will provide the much needed experiences in basic management skills for students to handle their own businesses after graduation.

Recommendation

Based on the findings of the study the following are recommended;

1. Emphasis should be placed more on Agricultural practical and more periods should be allotted to practical work.
2. Colleges should be provided with adequate facilities and equipment for Agricultural education
3. Students should be provided with technical knowledge and vocational skills necessary for agricultural development.
4. The Federal Government may direct the National Directorate for Employment (NDE) to assist financially the graduates who demonstrate desire for self employment in Agriculture.

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NURSERY RHYMES AND THE SOCIAL-CONSTRUCTION OF GENDER ROLES

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ABSTRACT

Language, besides a mode of communication, is a powerful medium of change in a society. Through language, ideas and perceptions are communicated to people. In specific, these ideas and perceptions get strength if the language is being taught in formal educational systems such as schools. Considering the pre-operational cognitive abilities of nursery school children aged between three to seven years, this paper argues that nursery rhymes are instrumental in making and changing gender perceptions in Pakistani society. The paper evaluates certain nursery rhymes taught in both manners, formally in schools and informally at home. The rhymes are mainly in Urdu language but translation has been provided in order to make argument more comprehensible. The study has potential to be carried forward from the lens of gender studies and linguistics. However, this paper limits discussion in two main dimensions: nursery rhymes as an instrument of social change and gender roles in Pakistani society.

KEY WORDS: Gender, nursery rhymes, society, education, children

INTRODUCTION

Language, along with helping in communication, tends to build a sense of solidarity amongst people of a same society. Particularly, in these solidarities, language functions as a powerful carrier of thoughts and ideas; hence shaping the perceptions of a society about certain social roles. Such exotic and diverse functions of language have caught the attention of sociolinguistics and anthropologists who consider language as a powerful instrument for shaping social behaviors of people. One of such anthropologists, Elinor Ochs (1988) studied the role of language in socialization among the children of Samoan village. She informs that language plays a vital role in the transmission of knowledge and transformation of social behaviors of children. Based on her study, this paper argues that nursery rhymes are powerful tools for the transmission of knowledge to children.

Being a part of the Pakistani society where I learnt nursery rhymes as part of my schooling and home education, I am certain in saying that nursery rhymes have an influence on the thinking and perceptions of people in Pakistan. This paper is interested in examining those nursery rhymes. These rhymes are still taught to Pakistani children aged between four to six years of age. Basically, these rhymes are available in the national language of Pakistan that is Urdu (See the Appendix). Efforts have been made to provide translations; however it was not possible for every rhyme. Within the scope of the paper, the rhymes are studied from a sociolinguistic perspective. However, the same rhymes have potential of being studied from a linguistic aspect.

There are two basic reasons for examining the rhymes. Firstly, rhyme is a kind of narrative (a genre in linguistics) that constitutes a crucial resource for socializing emotions, attitudes and identities where self and society interface each other (Ochs and Capps, 1996). From a linguistics point of view, rhymes are a powerful way of transmitting knowledge in the society.

Secondly, nursery rhymes are often taught to and learnt by the children of ages 2 - 7 years, both girls and boys. This age group falls in the category of 'pre-operational cognitive abilities' as identified by Piaget (1952). In accord to Piaget's categorization, the children with pre-operational capabilities cannot understand social behaviors on the grounds of logics and rationality. Consequently, children acquire knowledge from their surroundings as it is. Henceforth, the fragility of consciousness during this age period demands extra vigilance and critically about the knowledge transmitted through nursery rhymes.

LANGUAGE AND SOCIETY

Ochs (1988) analyses the function of language in the construction of social phenomenon. Her study suggests that children acquire the tacit knowledge of their society through language.

Perhaps, it is not just the words that people exchange while interacting with each other. Indeed, people tend to convey their thoughts, feelings, ideas and opinions by means of those words. The way of interaction between people may also reflect the social roles each individual play in the society. For that reason, the acquisition of the knowledge about a language and the socio-cultural knowledge are interdependent (Ochs, 1988). The interdependency of language and the culture of the society makes the process more interactive.

Language conceals various symbols and metaphors (Vygotsky, 1962). As mentioned earlier, language just not only communicate words. Rather the words, in the form of symbols, unfold social messages either explicitly or implicitly. The interaction amongst people tends to get strength if the message communicated through language harmonizes the social behaviors of people. These interactions themselves are symbolic, and people as active participants interpret those symbols (Schieffelin & Ochs, 1986). For example, a Muslim child learns to greet others by saying *salam* which means 'be peace upon you'. The child may wonder over the use of this word while greeting one's enemy. Nonetheless, the message communicated through the word *salam* suggests that a person must pray for peace and safety of everyone including enemies and rebels. Conversely, the social messages often remain unnoticed by people especially with the widespread use of a language.

In this discussion, the role of children is very important. Piaget (1952) said that children are constructor of their own development. In accord with his views, children possess the tendency of giving new interpretations to the symbols used in their language. Nevertheless, this tendency may deteriorate if children are misinformed of the interpretations of these symbols. For instance, Mushtaq and Rasul (2012) found that the nursery rhymes taught in Pakistan portrays gender discriminated social roles. In this case, there is a high tendency that children actualize social roles according to gender differences. This learning may reflect through their social behaviors and interactions. Therefore, it appears crucial to examine the knowledge conveyed through rhymes. As Doležalová (2007: 21) states that:

“Fashions come and go, but children still repeat the favorite and famous old nursery rhymes. When parents recite old nursery rhymes to their children, they provide them the first important step to their children”.

These words indicate that knowledge attained in the form of nursery rhymes lasts longer. It means that the knowledge acquired through rhymes may pose an impact throughout the life of a person.

As not all children may get an opportunity to validate their learning, by means of the formal education system, and they tend to carry the same throughout their life believing it to be correct knowledge. For instance, Wallowitz (2004) accuses nursery rhymes and fairy tales for introducing biased perceptions about gender during early childhood. Thus, not all people are fortunate enough to reflect back their childhood knowledge and identify the problems. Similarly, Mushtaq and Rasul (2012) found the misinterpretation of gender roles in Pakistani nursery rhymes; and this paper shares the same interest.

Gender, in this paper, is seen as a socially-constructed phenomenon. A conventional perception of gender, being based on physiology, provides a valid justification for female suppression and gender hierarchy (Moore, 1994). However, this paper follows the statement by Simon de Behaviour that “one is not born, but rather becomes a woman” (Connell, 2002: 4). Accordingly, both men and women undergo the social process of ‘becoming’ a man or a woman in their course of life rather being a man or a woman biologically.

In the process of ‘becoming a man or women’ the role of language cannot be ignored (Ochs, 1988). From a linguistic point of view, the discourse of gender can be understood on the basis of the performative category of language (Butler, 1990). Gender is performed as a role by our bodies. The roles are assigned without our consent. Language works as a structure, which dictates our behavior and demands us to act according to the pre-written script. The symbols used in language reinforces certain attitudes which not only work literally but also construct meanings by its frequent usage over a period of time. It means that over-emphasizing of a gender role by means of rhyme has a potential of embedding those meanings, whether correct or incorrect. Therefore, on one hand, the responsibility lies on educationalists, parents, curriculum-developer, teachers and everyone responsible for nurturing of children to scrutinize the knowledge a child receives. On the other hand, it’s the task of anthropologists, linguistics and sociologists to help them fulfil their responsibilities by examining the symbolic interaction of language and society.

NURSERY RHYMES AND THE CONSTRUCTION OF GENDER

In light of the above discussion, this part of the paper examines several nursery rhymes taken from the books taught in montessories and pre-primary schools in Pakistan (Mumtaz, not dated). These rhymes are not only taught in schools and formal educational systems. They are sung and hummed by parents and elders while playing and informal interactions. An examination of these rhymes suggests that children get a biased knowledge about gender roles through rhymes which sometimes reflects from the social behaviors of the Pakistani society; but not truly captures the transitions in these behaviours.

There are two famous rhymes taught in pre-primary schools, these are: ‘*piyari baji*’ (See Appendix 1) and ‘*machali ka bacha*’ (See Appendix 2). Both of these rhymes respectfully present the role of women. In these rhymes, women are appreciated for their care, compassion and responsibility towards family members. In the first rhyme, a boy praises his older sister for her care and compassion. Similarly, the second rhyme portrays a mother as someone who brings joy and happiness in family by cooking and feeding delicious foods. However, the later rhyme also depicts a conventional attitude of Pakistani society towards women. The child, in the second rhyme, went for fishing with his brother and father while mother was doing house chores. When

they returned, his mother cooked and served fish that made everyone happy. It seems to be a typical image of a mother who, as a housewife, manages household activities while men (brother and father) go out. Simultaneously, the mother is shown as the reason of pleasure and satisfaction.

To a certain extent, the roles of women explained in these rhymes do not portray contemporary Pakistani society. Though Pakistan is still perceived as a patriarchal society but the perceptions about women has been changed drastically in some parts of Pakistan. Jehan (2000) informs that around 42 % of the economy of Pakistan is contributed by women (both rural and urban) by working fields, offices, industries or teaching. It means that women in Pakistan are equally active as men but lack of unrevised publications about the status of women in Pakistan does not help people changing their perceptions about Pakistani society. Unfortunately, in another poem '*jab hum chottey the*' (See Appendix 3) mother is presented with an ill-image. In the poem, children are recalling their childhood. While recalling they complaint that whenever they cried, their mother used to beat them; whereas father used to bring sweets. Moreover, the children cheered over the moments when their mother got envious of seeing those eating sweets.

Perhaps, this particular rhyme brings about several contentious aspects of gender roles in a family. At the outset, mothers are shown insensitive towards the need of children and, so she beats even when the child cries. From a different perspective, it appears as if mother is concerned about the discipline of the children while father is spoiling the children by bringing those sweets. Simultaneously, father appears to be disrespectful towards the decision of the mother. He brought sweets even when the mother was not in favour. It shows a sort of disagreement in the attitude of mother and father towards nurturing of their children which is also acknowledged by children. As the reason to cry is not well-stated, it seems difficult to make a guess whether mother was beating children for the sake of good or not. In any case, child beating (regardless of any reason) is a well contested debate (Korbin, 1981); therefore mother appears to be guilty of beating children. Following, father is shown as the only person responsible for bringing joy and happiness to the children. These lines provoke feminist voices against neglecting women's contribution and outdoor roles in a family.

Other rhymes illustrate women in the role of wife and sister. The poem *cham cham* (See Appendix 4) is a very well-known rhyme chanted by children while playing a game called *cham cham*. The last few lines of this poem portrays a scenario where kids are excited in finding a bride for their brother. In the later part a girl who married their brother is projected as ugly and fastidious that upsets the brother. On similar lines another rhyme is *tot batot* (See Appendix 5) that narrates the story of *tot batot* (a character) whose life got ruined after getting married. It is commonly believed in that society that marriage significantly changes the life of an individual but, it is biased to say if only man's life get change. As the character in this poem is male, so this poem conveys an idea that a woman spoils the life of her husband. Indeed, the last paragraph depicts a malicious image where his wife ran away with all the money and turned marriage as a sarcasm.

These rhymes present some conventional thoughts and perceptions about brides and marriages in Pakistani society that are transmitted to a new generation, unfortunately, through education. Conventionally, many families in Pakistan expect a bride to be beautiful and not arguing (Faridi, 2009). With this image, several parents tend to not let their son marry a girl who is manish, unattractive or highly educated (as it is believed that highly educated girls argue more than uneducated girls). It is also another fact that marriage is a subject of sarcasm and irony among youth of Pakistan. Young boys appear to make fun of the one who gets married as it is believed

that marriage overpowers one's freedom. Nevertheless, the trends and perceptions are gradually changing in Pakistani societies through education and media (Faridi, 2009). Currently, many families in Pakistan allow their children (daughters and sons) to marry by their wish; however there are still some places, both urban and rural areas, where children undergo forced marriages (Faridi, 2009). Thus, attitudes and perceptions of Pakistani societies are changing but not evenly.

The same character in the latter rhyme is a subject of irony in the other poem known as *tot batot ki appa* (See Appendix 6). Unlike the previous rhyme, *tot batot* is humiliated because of his sister. His elder sister is presented as a delicate yet quarrelsome character that often fights and weeps for no reason. Interestingly, there are two similarities in both the poems. Firstly, both poems show that *tot batot*, who is a man, is a subject of humiliation and sarcasm because of feminine characters. Secondly, women are shown more powerful through their action (as the wife ran away) or status (elder sister) but not sensible enough as the society expected her to be.

It might be a reason that misbehavior, emotional dependency and immaturity of women presented through these rhymes are due to illiteracy of the women that is reflected in female characters. Jahangir (1988) claims that women in Pakistan are not privileged to enjoy freedom of education and other social rights as men do. Similarly, the report of Human Development in South Asia (2007) shows that the literacy rate is 64% for male and 36% for female in Pakistan. On the basis of these reports, one may understand that not all women in Pakistan are exposed to modern thoughts and social norms. It might be a reason that men find their spouses ill-mannered and backward. Personally, I disapprove the pseudo-representation of women in such rhymes for at least two reasons. Firstly, such a representation is an overgeneralization of the mentioned characteristics for all women in the society. Secondly, these rhymes do not take into account the factors responsible for the social behaviours of women.

Referring Ochs & Scheffelen (1979: 64), nursery rhymes as 'communicative acts' hold great importance in the transmission of knowledge to children and in the development of their attitudes and perceptions about the society. The mentioned rhymes have been taught to different generations of children in Pakistan. The perceptions of Pakistani society about gender, including women, mother, father, sisters, brides and marriages, have been changed (Faridi, 2009). Unfortunately, these rhymes are still a part of education which does not allow children to deduce meanings which are contemporary to the Pakistani society. In addition, the tradition of singing these rhymes is so firm that teachers and parents appear to overlook the message conveyed through these rhymes. Similarly, educationalists and curriculum developers in the education ministry of Pakistan seem to be equally ignorant as they neither replace nor amend the themes in order to project the current or desired social roles from the Pakistani society. Else, I should say that promoters of these rhymes are themselves ignorant of the symbols and their significance in the development of children. This might be the reason that Pakistani society is still aspiring for the freedom of thoughts and speech.

CONCLUSION

The paper concludes that nursery rhymes are an influential medium of creating and transmitting social behaviors in a society. Through rhymes, children conceptualize the expectations of society and the expected roles in a society. Their understanding reflects from their social behaviors. As these rhymes have been learnt and taught across generations, it may be assumed that a considerable part of the society still follows same gender roles on the basis of their childhood learning. In such a case, it is important to acknowledge the power of rhymes and its symbolic

interaction with the society for propagating beneficial messages. Also, it is the informal usage and an underestimation of the power of rhymes that does not motivate the ambassadors of education to use rhymes as a mean of change in the society. On this note, nursery rhymes must be seen as a powerful tool for the modification of social attitudes and behaviors among children; and so its importance must not be overlooked. In the context of Pakistan, the paper suggests that the knowledge communicated through nursery rhymes is stereotypical. It neither projects the contemporary social roles of men and women, nor is it transforming the perception of gender roles in the society. In either case, attention is required from the state of Pakistan, who regulates the ministry of education, to revise educational curriculum thoroughly. In general, there is hardly any revision observed in educational curriculum for any age, including nursery curriculum. It tends to require a collaborative efforts by educationalist, linguistics and anthropologists where status of women and perceptions about certain gender roles such as mother, father, wife and sisters must be relooked in order to broaden the minds of children. It is a necessary measure for improving the conditions of Pakistan. It may become a problem if the message of gender biases- that is somewhat incorrect- keep flowing from generations to generations as it will freeze the misconception about gender in the society. Thus, the power of language must be exercised in providing new and vibrant meanings of age-old concepts for revolutionizing social behaviors of people.

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APPENDIX

Appendix 1: Piyari baji

<i>Subuh sawairay roz jagain</i>	Awakes us daily early morning
<i>Payala bhar kar dudh pilain</i>	Makes us drink a bowl full of milk
<i>Makhan toast khilati hai</i>	Makes us eat bread and butter
<i>Aur tamiz sikhati hai</i>	and teaches us manners
<i>Roz kahani ham ko sunain</i>	narrates a story to us daily
<i>Rat ko apnay sath sulaen</i>	Put us to sleep with her at night

Appendix 2: Machali Ka Bacha

*Machli ka bacha anday
say nikla paani main
phisla abbu nay pakra
bhayya nay kataa mama
nay pakaya sab nay mil
kar khaya bara maza
ayaaaa!!*

Appendix 3: Jab Hum Chottey the

*Alif Ba Te
Hum Chote they ammi marti
thi hum rotay thay abu
mithai late the ham khate the
ami jalti thi
hum hanstay thay*

Appendix 4: Cham Cham

*billi ne diye do bachey
allah mian sachey sachey
sachey jaingey bhai ki
dulhan laaingey bhai ki
dulhan kali sau nakhron
wali ek nakhra tuut gaya
bhai ka mun sooj gaya!*

Appendix 5: Tot Batot ki shadi

*tot batot nay kar lee shadi
Ab na who shokhi ab na who shaikhi
Ab na who uski dheenga mushti
Khatam hui sab ha ha he he
Khatam hui sari azadi
Tot batot nay kar lee shadi
Ab na who ronaq hay na maila
Din bhar ghar main rahay akaila
Biwi lay gaye paisa dhaila
Mery Allah yeh barbadi
Tot batot nay karli Shadi*

Tot Batot is finally Married
Now all his humor and boasting ended
No more you see his fisticuffs
No more you hear his ha ha he he
Now the freedom period has ended
Tot Batot in finally married
Neither that bloom nor that fun is here
All day Long, he remains alone
The wife has flown with all the money.
My God! What a tragedy
Tot Batot is finally married

Appendix 6: Tot Batot Ki Appa

tot batot ki appa
Zahir mein aka baka hai
Laikin who badi ladaka hai
Kuch kaho to forum ladti hai
Ladti hay aur ro parti hai
Yeh kah kar shor machati hai
Sun lo main baby apa hoon
Mein Tot batot ki apa hoon

Tot Batot's elder sister
In looks quite fragile
In fact, rather quarrelsome
A little provoked, she begins to fight
She fights and she weeps
Saying this she makes a noise
Listen! I am baby *apa*
I am Tot Batot's *apa*

(Mushtaq and Rasul, 2012:6)

UNIVERSAL BASIC EDUCATION IN NIGERIA: AN EXPLORATION OF THE GROUNDS OF MISGIVINGS

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Abstract

The authors of this work inquire into the aberrations in the universal basic education (UBE) program in Nigeria with particular reference to the type of philosophy that underpin it. The outcome is that there is an over-whelming influence of pragmatism and empiricism in the UBE scheme; that pragmatism and empiricism were borrowed from British and American philosophy which do not really suit the Nigerian experience. The crux of the Nigerian problems is corruption which cannot be conquered through mere material change offered by the pragmatist and empiricist education. Spiritual and moral changes are necessary weapons against corruption. Consequently, the authors advocate that Nigerian education must transcend pragmatism and empiricism to idealism which emphasizes moral and spiritual development of learners.

INTRODUCTION

In every time and culture, education's aim is to foster moral/spiritual and physical or material aspects of the individual learner. In our own time therefore, and under the present demand for Universal Basic Education (UBE), we must seriously appraise the extent to which educational policy and scheme are achieving each of these aspects/needs of Nigerians. Certainly one observes an over-whelming influence of pragmatic philosophy and the different degrees of imports of idealism, realism and existentialism on the Nigerian national policy of education (Revised 2004).

It is therefore worthwhile for our education planners, stakeholder and in fact all concerned with determining the direction of our education to critically analyze how UBE has fared in the past fourteen years and under the so much talked about 9-3-4 educational system. This is to be done with the purpose of finding out its pit-falls, which must be avoided at the maturation and implementation levels of the 9-3-4 system of education. Since we belong to philosophy and philosophy of education departments, our contributions in this regard may not be more than a critical look at the philosophies that underpin the UBE and of course ascertaining their relevance or irrelevance to the Nigerian traditional values.

The Nigerian Values

Generally, values refer to the worth or essence of a thing. Value is that which accords usefulness or importance to something, persons or group of individuals. It is the reason for any admiration, satisfaction or sense of accomplishment inherent in man or any other thing.

Therefore a question on the Nigerian value is simply a question on what Nigeria is. The reason is that people are defined and identified by their autochthonous values without which their entire mode of being in the world remains not the same. Each generation and in fact successive government in Nigeria has had to grapple with the Nigerian cultural values in order to keep pace with the changing circumstance. But such changes and efforts must harmoniously mesh with the existing indigenous cultural values so as to preserve them and provide awareness for their growth and development. It is like Onwubiko (1991: x) wrote "education within the culture itself is a dual and sometimes simultaneous process of acculturation and enculturation."

With particular reference to Nigeria, we have to agree with Akinpelu (2001:10) that a wide range of virtues are derived from the Nigerian traditional moral values. These values he says are: "honesty, integrity, chastity, vivacity, modesty, tolerance, truthfulness, self-discipline and brotherliness, honor, humility, patience industry, self-control etc

It follows then that any meaningful step to fashion a common philosophy of education for the entire Nigeria must take serious cognizance of the Nigerian values, which when put together leaves a portrait of Nigeria. Okoh (2005) argues that if Nigeria is going to adopt an ideology, which is relevant to her people, such an ideology must be rooted in the essence of Nigeria. That is to say, it must be rooted in what makes Nigeria, Nigeria. This coheres with the thinking of Temples (1969) that although themes dealt within philosophy are universal, yet the treatment of any universal theme is relative to a people, coloured by their conception of life which every thing around them becomes meaningful.

Education: a Tool for National Development?

Nigerian's declaration that education is a tool for effective national development is worthy enough to create some dissenters among philosophers of education, educators and other scholars. Is education really a tool and what does it imply to reduce education to a tool? It might be argued on the positive dimension that viewing education as a tool for effective national development, as Nigeria does, is a worthwhile rationalization, that in whatever sense it is translated, one arrives at the perfection or attempt to perfect the society called Nigeria. Development in this manner of interpretation involves a gradual growth of all the integral parts especially the individuals that consist the nation. It might also be argued that effective development of individuals in the Nigerian context cuts-across the development of all aspects of man-physical/material, moral/spiritual and emotional/psychological. The makers of the Nigerian national policy on education will be okay with these contextual and conceptual explications even though they never thought along these lines when they defined education as a tool for effective national development.

Be that as it may, it must be admitted at least by philosophers of education and serious minded educators and scholars that the mere fact of referring education as a tool is a misnomer and a misconstruction of education. Education rather than being a tool is a process. The difference between a tool and a process in relation to education is very wide. A tool is simply a concrete instrument that can be manipulated by a master craftsman to achieve some desired practical ends. A process according to Wehmeier (2000:928) "is series of things that are done in order to achieve a particular result". Education is therefore not a tool because it involves series of activities to be carried out by teachers and students. Education's end is also not limited to practical results because it transcends the development of a physical man to the development of a moral-spiritual man. It is equally a contradiction to assume that education, wrongly interpreted as a material, concrete tool, can develop a spiritually/morally oriented man.

Here lies the LACUNA in the Nigerian education. Like a disease Nigerian's inability to understand what education really stands for has infected virtually all its educational programmes and activities. The reason for Nigerian's misconception of education is no other than its mad rush to imbibe British empiricism and American pragmatism. But what has actually happened to the Nigerian pupils and students with regard to the high trust Nigeria reposes on the over-dose of pragmatic and empiricist coloration of the Nigerian National policy on education exemplified in the present Universal Basic Education scheme? Is there no missing link amidst all these clamouring for practical, functional and mass education through the UBE? Okoh (2005:7) simply puts the question in this way; "what price must we (Nigerians) pay for the transformation of Nigeria into industrialized nation. Must we voraciously imbibe the tenets of materialism?" the danger we find ourselves by conceiving education as a tool is that of enthronement of matter and experiential elements and a crazy disapproval of metaphysical or ideal ingredients. Hence the dominant philosophical underpinnings of our education directly oppose man's cravings for transcendental succour. The outcome of this negation is as indicates by Kosemani (2000; xiii); "from what one sees and reads daily, one may conclude that morality has no place in our education system. This is reflected in our national life."

The UBE programme, with its promise of free education, more than ever, lures pupils and students (most of who are from poor parents) away from private and mission schools where according to Edet (1991-1992) moral instructions, the fear of God and the power of prayer are compulsory elements of the school curriculum. People like Obi C.A, Nwosu A.V., Eke C., Onwubiko KBC, Okon F.E., (1985) who had argued against secularization in the Nigerian education would see the UBE simply as Government's efforts to achieve perfect secularization of the Nigerian education; secularization understood in the sense of expunction of the idea of God and religion from education.

UBE: Pragmatic and Existentialistic

The Universal Basic Education (UBE) Scheme is predominantly of pragmatic and existentialistic orientations. Its prime pursuit is not merely to universalize education but to universalize functional, practical, relevant and appropriate education, the great desires of pragmatic and existentialistic education.

In the wake of all these clamours for practice, skill, industry, materiality, tangible productions from education, the danger of forgetting our moral and spiritual values looms high. Nwachukwu (2005:6) regrets that in the Nigerian education "values have become so perverted that the more important ones that account for a nation's coherence have been relegated to the background." This risk of emphasizing praxis in education to the detriment of moral and spiritual elements must have informed Kosemani (2000) when he demanded that matters arising from the Nigerian education must essentially determine whether ideal values or pragmatic values are to be inculcated in the Nigerian child.

The UBE scheme applauds practical intellect far more than theoretical intellect, which works hand in hand with wisdom. Knowledge at the practical level means utilization or manipulation of instrument to one's service and to the service of the nation. Knowledge is not seen as the most vital action by means of which things are spiritualized in order to become integrated with the spirit, the real realm of the intellect and truth.

The intensity with which practical skill is emphasized in the UBE scheme seems to suggest that possession of knowledge is not actually what matters but that what matters is only the development of strength, skill, productivity in its concreteness and accuracy of mental powers. This we know belongs to the family of the sophists who were not out to teach the truth but to teach the art of speech and its practical effectiveness.

The Nigerian national policy on education (Revised 2004) Which is the anchorage for the Universal Basic Education (UBE) scheme is not silent about the kind of values which education should inculcate in the Nigerian children. The policy stipulates the following values:

1. Respect for the worth and dignity of the individual.
2. Faith in man's ability to make rational decisions etc.

One immediately sees the pragmatic and existentialistic tenets with their concomitantly individualistic tone on the Nigerian education.

UBE: Individualism Against Altruism

A philosophical insight into the provision of the Universal Basic Education (UBE) in Nigeria shows that its search light is on the individuality of the human person. Against this type of education Maritain in Kanu [2005] warned that education on the line of individuality will dislodge the human person and make him a slave of desire and passion. This also gives rise to the exhibition of the ego, which has the inclination to covet all for itself and disintegrate the personality. The quest for individuality goes concomitantly with the craze for external freedom, which perhaps the makers of the Nigerian policy on education (2004) borrowed from the pragmatists and the existentialists.

However, the primary aim of education is not so much the attainment of external freedom as it is the attainment of internal freedom. Internal freedom assures the individual

autonomy, provides a response to the deepest yearning of the individual and it is not distracted from the unceasing development of intellect and will; it is rather committed to a progressive acquisition of intellectual and moral virtues. Consequently, education's primary aim is the conquest of spontaneity whose highest form is spiritual autonomy (Maritain J. in Operah 1985).

The second value (faith in man's ability to make rational decision) enuciated in the Nigerian national policy on education and to be pursued through the UBE scheme conveys much of individualism. It sounds like Sartre's (1905 1981) enthronement of individualism, which led him to atheism. The essence of man for Sartre lies in his profound aspiration to authenticate his individuality via a rational necessity, which is justifiable by man himself. This implies that man is the measure of all things, his own artifact and is absolutely free to cushion his destiny to any direction he chooses. With such total freedom accorded to man, the moral plane will be as Iroegbu (1995:255) puts it: "choose thyself, the content you choose to give to it. Values as such are non-existent, you create them for yourself."

This individualism inherent in the Nigerian national policy on education and which as a matter of fact has permeated the Universal Basic Education (UBE) can also lead to atheism, and be hazardous to moral sensitivity of our values. Biko (1978:42) expounded the same notion thus:

*We (Africans) regard our living together
Not as an unfortunate mishap warranting
Endless competition among us but as a
Deliberate act of God to make us a
Community of brothers and sister jointly
Involved in the quest for a composite
Answer to the varied problems of life.
All actions are usually joint community
Oriented actions rather than the
Individualism.*

This implies that rather than being individualistic, the Nigerian education is to be as altruistic as the Nigerian autochthonous values are. Nwachukwu (2005:7) emphasizes the need for the Nigeria education to be altruistic when he wrote: "what is required is an educational context that prepares our citizen to recognize the necessity to be altruistic and to recognize that everyone can be better if they learn to function as a unit",

It is therefore clear that the needs and aspirations, the values, beliefs, norms and attitudes peculiar to Nigerians are not subsumable into the pragmatic or existentialist thesis on individuality. This is because like Mbiti (1975) noted for Africans/Nigerians, to be is to be religious in a religious world. Typically, African and indeed Nigerian indigenous education does not establish any demarcation between the sacred and the secular. The material and the spiritual are intricately interwoven in African cosmology. Religious belief therefore determine attitude to daily life and needs in the African/Nigerian authentic environment.

UBE: Lack of Modus Operandi

In fairness to the Nigerian national policy on education, we must admit that it has theoretically stipulated that: "moral and spiritual principles in interpersonal and human relations" ought to form part of the values to be inculcated in the Nigerian children in schools. But the difficulty here is that the UBE scheme, which is one of the avenues through which the said value is to be transmitted, lacks a distinct operational guideline for moral education. The Nigerian government merely asserts that ethical, moral and civil values shall be acquired through the UBE scheme without a clear cut 'Modus Operandi' for the acquisition of such values by pupils and students.

This kind of ambiguity and ambivalence generate many philosophical questions viz: what is the source of moral and ethical values which the UBE strives to transmit? How should a Nigerian teacher teaching Nigerian children go about the teaching of Nigeria values? What kind of ethical values does the UBE proffer when it is dominantly influenced by pragmatic tenets? Where can the Nigerian traditional concept of God and his inseparable union with man be located in the UBE scheme? With the emphasis on civil values, are spiritual values of no importance to the UBE Scheme? How can a Nigerian child, through the UBE, be made to understand the Nigerian traditional concept of the world as a continuous flow of triadic forces, inanimate, animate and spiritual and given its individualistic posture, can the UBE ever transmit to the Nigerian children the Nigerian traditional idea of WE relationship? [Kanu 2007]

At the launching of the Universal Basic Education (UBE) scheme, the federal Government of Nigeria (1999:x) promised that the manner, contents and style of teaching various subjects in the Nigerian school are to be one of the areas of interest for the UBE scheme. Fourteen years have rolled by from the time of this important promise to the moment of this work, yet Nigerian schools have no clear-cut guideline for teaching moral education. Christian religious studies and Arabic or Islamic studies with their in-depth moral and spiritual formations are taught along academic lines and as means to academic success. Never are these subjects handled from their innate purpose of character formation. One may not be surprised at this great loophole or “sin of Omission” when one realizes that pragmatism and existentialism are the dominant philosophical underpinnings of the Nigerian education.

Thus the directionlessness of the Nigerian education is attributable to its over-sweeping inclination to pragmatism. This is because for the pragmatist values are relative, subjective, extrinsic and changeable. This implies that there is no universal moral standards, no absolute criteria for measuring the good life. Whatever that has no practical relevance is bad. The impact of this on the teachers and students in the classroom is as noted by Okoh (2005) that each has to determine for himself what the good life ought to be. The logical influences here are that if a student’s behaviour aids him in achieving his practical desire, he is morally justified.

Teaching morality in schools presupposes that a specific standard be first prescribed as a model for all the teachers. But with the eclectic philosophical outlook of the Nigerian national policy on education, it is not possible to initiate a general standard of morality in the Nigerian schools through the UBE scheme. The outcome of this is lack of spiritual or moral enrichment in the Nigerian curriculum of education. Okoh (2005:17) describes the situation thus: “our present eclectic philosophical posture can only bring about mere material change.”

Repositioning the Philosophical Base of the UBE (A Concluding Reflection)

We have already mentioned elsewhere in this work that multifarious philosophies like idealism, realism (pragmatism and existentialism) informed and influenced the Nigerian education and that the same philosophies pervade the UBE programme. With this eclectic philosophy of education the makers of the Nigerian national policy on education strive to represent the Nigerian values. Since the Nigerian traditional concept of man is such that recognizes man as both a spiritual and a material being operating in a tripartite world, consisting of inanimate, animate and spiritual forces, the policy juxtaposes philosophical ideas, which are materialistic and idealistic.

However, the pre-eminence of pragmatism in the Nigerian education requires a re-visitation. Granted that in our epoch science and technology have become integral parts of a world culture, the enduring elements of a people’s culture cannot be sacrificed on the altar of science and technology. The Nigerian education in keeping with the spirit of scientific innovations has made a swift departure from the theorizing, speculating and literary orientations of the old British 6-5-4- system of education. But whether the new national policy on education

exemplified in the UBE reformed agenda represents the Nigerian values is decipherable from the kinds of philosophies that underpin it. If its idealistic content blends harmoniously with its pragmatic posture and if its pragmatic colorations are curtailed by the fact that Nigerians are religiously and spiritually culture bound, then it goes far in reflecting the Nigerian values.

The reason for the above is simple- the idealistic character of the UBE should be able to retain the autochthonous Nigerian values whereas its pragmatic nature should align with the additive and substitutive qualities of cultural values. But if the Nigerian national policy on education and its UBE scheme emphasize pragmatism to the detriment of ideal values then there is a failure because man is not simple a “formless matter” and Nigerian values are not altogether changeable (Kanu 2007)

More over, the crux of the Nigerian problem may not be scientific and technological backwardness. The reason d'tre for Nigerian national policy on education (revised 2004) is that the old British 6-5-4- practiced in Nigeria failed to aid Nigerians in solving their problems. It follows logically that the new educational system must be able to find solutions to the Nigerian problems. Solution to a problem is known when the cause of the problem has been discovered. There can be many problems in Nigeria, but there must be one out of the many problems, which can be regarded as the bedrock or the primary cause of all the Nigerian problems.

If education, Nigerian education for that matter, is to be relevant to the problems of its people, then the Nigerian problems must be traced to its roots. That is to say the sources of the Nigerian problems must be identified and their taproot must be unearthed. Nigeria, since its inception has been in economic and socio-political hurdles. An endless litany of socio-political maladies bedeviling Nigeria; bribery and corruption, rapacious usury, drug trafficking, inflation of bills, injustices, inordinate quest for power leading to the reoccurrence of coup d'etat, armed robbery, deliberate assassination of human life, kidnapping, indiscipline, examination malpractice and extortion of the less privileged etc are all challenges to the Nigerian education.

These are great absurdities of our time, which subject most Nigerians to stinking economic and material poverty, to a life of perpetual drudgery, to social tension and personal disillusionment. The outcome of all these inhuman socio-economic conditions in Nigeria is manifesting in the youth restiveness from the oil producing area of the country, constant clamor and at times violent agitation for secession arising from a feeling of marginalization. Thus, the movement for Oduduwa Republic, Ogoni Kingdom, Sovereign state of Biafra and the ongoing pogrom from Boko Haram are all indications of disunity and disagreement with one indivisible and indissoluble Nigeria as professed in the overall Nigerian philosophy contained in the Nigerian national policy on education (Revise 2004).

The solution for all the above anomalies in Nigeria is not so much in scientific and technical education as it is in moral sanitization through rational moral education. For one thing, namely, absence of industrialization in Nigeria does not account for the amazing level of illiteracy and poverty among Nigerians, for another, that is, even if Nigeria outweighs America today in terms of science and technology, the social and economic conditions of its (Nigerian) populace may not differ from the present circumstance. The reason is that the inordinate and avaricious few in Nigeria will still covert public fund. Therefore, the core of the Nigerian problems, which faces the Nigerian education, is corruption. Education's contribution to war against corruption in Nigeria demands that the Nigerian philosophy of education should emphasize ideal values. Ideal values must therefore be given recognizable position in the Nigerian education. That is to say, idealism is to be the over whelming underpinnings of the Nigerian education and the UBE too, if at all education is to assist in solving a people's societal problems.

The 9-3-4- system of education in Nigeria must possess a distinct operational guideline for teaching moral education. This is because, the Nigerian education must first strive to develop the moral sense of its citizens so that the good fruits from science and technology and

other mineral resources from the land can be utilized with the feeling and the interest of the other person in mind. Nigeria needs scientific *innovations*, Nigeria needs practical growth and development, Nigeria needs change. But the most important of the Nigerian needs is virtuousness to counter the wide range of viciousness in her education sector and in her larger society.

Therefore Nigerian educational problems must transcend pragmatism. And beyond pragmatism lies idealism, the possible, remedy for Nigerian educational distempers.

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EFFECT OF PEER TUTORING METHOD OF TEACHING ON STUDENTS ACADEMIC ACHIEVEMENT IN HOME ECONOMICS IN SENIOR SECONDARY SCHOOLS

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Abstract

The study conducted to find out the effect of peer tutoring instructional method on the academic achievement in Home Economics among secondary school students in Dunukafia L.G.A of Anambra state. Quasi-experimental design was used. All the senior secondary school students in the local government area constituted the population of the study. Four secondary schools out of eight secondary schools was randomly selected, and all the 145 SS1 students offering Home Economics in these four schools were selected and assigned to experimental and control groups. One research question and one hypothesis guided the study. Data on students achievement was collected using Home Economics achievement test (HAT). The research question was answered using mean t-test statistics. The results indicated that students taught Home Economics using peer tutoring instructional methods achieved higher than those taught using lecture method, it was recommended that peer tutoring should be used in teaching Home Economics in secondary schools to enhance students achievement.

Introduction

Student's achievement is usually determined through tests and examinations. A student whose academic achievement is high or impressive in a particular subject is rightly assumed to have learnt much in that subject. Therefore learning is the basic raw material for student's achievement (Igbokwe, 1999). Learning is usually enhanced by a number of factors. Ngwoke (2004) identified some factors that bring about learning, learning is more effective if the experience makes sense to the learner, learning is influenced by the learner's goals, values and motives.

Onyeneto and Onyibor (2000) stated that poor academic achievement in our schools queries the methodology of instruction and therefore called for an in depth investigation with a view of establishing the relationship between instructional methods and students achievement.

Afuba (2012) opined that there exists poor achievement in Home Economics in secondary schools. This poor performance according to him could be done to poor method of teaching and insufficient instructional methods. It should be recalled that teaching is an essential aspect of learning and good teaching with right methods leads to better understanding and mastering of subject matter and eventual high achievement.

Ezengwu (2007) stated that majority of teachers in the field still employ conventional methods in the classroom teaching, these methods though not without some advantages are found to be didactic, stereotyped, ineffective and non-result oriented. Nebo (2012) stated that this conventional method of teaching has failed to recognize the uniqueness of the inquiry based nature of Home-Economics and the learner's individuality thus failed to encourage creative thinking in the learner leading to poor achievement of students. Based on this educators and scholars are challenged to seek for an intervention or innovative methods that would enhance

academic achievement of students in Home economics some of these methods includes concept mapping, discovering method, co-operative learning, target task approach, peer tutoring e.t.c.

Peer tutoring is a method of instruction that involves students teaching other students, a system of instruction in which learners help each other and learn by teaching. Paul (2006) defined peer tutoring as an instructional strategy that partners students to help one another learn material, reinforce skills or practice a learned task. Peer tutoring often results in academic, emotional and social gains for the students involved. Through a structured program supervised, planned and monitored by a teacher, peer tutoring can help readers receive individualized and targeted instruction that they may not otherwise receive. A study conducted by Ayuba (2011) found that peers are more sensitive than adult readers to picking up on non-verbal cues, students being tutored may give to reveal that they may not understand what a tutor is trying to communicate. In peer tutoring class each student gets more attention from the tutor and more time to speak while others listen. This allows the students take active part in constructing their knowledge.

The main thrust of the study is to find out the effect of peer tutoring method on academic achievement of secondary school students in Home Economics

Research Questions

The study was guided by the following research questions

1. What are the mean percentage scores of students taught home Economics using peer-tutoring method and that of those taught using lecture method

Hypothesis

The following Null hypothesis was tested at 0.05 level of significance.

There is no significance differences in academic achievement of students taught home economics using peer tutoring method and those taught using lecture method.

Methods

The design of the study is Quasi-experimental. It is design because according to Onoh (2000) this design is suitable for students where absolute control of all the variables involved cannot be achieved. The population of the study was all the SS1 students in eight sec school in Dunukofia L.G.A of Anambra state (Dept of statistic, post primary school management Board Dunukofia L.G.A

Four secondary schools out of eight secondary in Dunukofia L.G.A was randomly selected. All the SS1 students offering Home Economics was used. The total number of SS1 students from the four schools is 145. The choice of the SS1 class on the fact that it was not an exam class. The four schools were divided into experimental and control group using odd and even number method, where the odd number school becomes the control group while the even number the experimental group. An instrument known as Home Economics achievement test (HAT) was used for data collection. The HAT developed by researcher is a thirty multiple choice achievement test on the identified difficult-to-learn Home Economics topics

Validation and Reliability of instrument

The instrument was validated by four experts, two from Home Economics department of Federal College of Education (Technical) Umunze and two from the sample schools. The reliability test of the instrument was conducted at Ogili girl's secondary school Ogidi which is out side the study area. A test-retest method was employed to the same respondents after two weeks

interval. The results of the test was correlated using pearson product moment correlation coefficient and the reliability coefficient (r) was found to be 0.87

Experimental procedure

Lesson plan was developed by the researcher for experimental group using peer tutoring methods, and control group using lecture method for the period of four weeks. Pre-test was administered to the groups to determine the equipment of their ability level. After the treatment, the researcher administered post-test using the same instrument and marking scheme.

Method of Data Analysis

The score of each of the subjects in test were converted to simple percentage. These were summed up and the mean percentage score computed for each of the two groups t-test statistics was used to analyse the null hypothesis at 0.05 level of significance

Results

The results of the study were presented below.

Research Question 1: what are the mean percentage scores of students taught Home Economics using peer tutoring and those taught using lecture methods.

Table 1: mean percentage scores of students in Experimental and control group.

Group	N	Mean(x)
Experimental Group (peer tutoring)	65	56.20
Control group (lecture method)	60	40.27

Data in table 1 showed that mean score of students exposed to peer tutoring is 56.20 while those taught with lecture method is 40.27.

Table 2 t-test analysis between the mean academic achievement of experimental and control group.

Group	N	X	SD	df	t-cal	t-crit	Decision
Experimental	75	56.20	10.5	143	10.51	1.96	Sig
Control	70	40.27	7.61				

Table 2 shows that at 0.05 level of significance, t-cal (10.51) is greater than the t-crit1.96. Therefore the null hypothesis is rejected. Hence a significant difference exist between the experimental and control groups.

Discussion of Findings

Results of research question showed that students taught with peer tutoring had mean score higher than those taught with lecture method. The experimental group result performed better than the control group. Results of the analysis in table 2 showed that students that received instruction by way of interaction with their peers (peer tutoring) achieved better than students exposed to lecture method. The findings are in line with Bryan (1998) who investigated on the effects of peer tutoring on the academic achievement of university students in Georgia. The results indicated that those exposed to peer tutoring performed better than those that are not

exposed to peer tutoring. Also Ayuba (2011) reported that peer tutoring instructional method enhances academic achievement of students among junior secondary school students in Bauchi metropolis. The relative superiority of peer tutoring over lecture method in enhancing students achievement can be attributed to the fact that students are actively involved in learning process.

Recommendations

Based on the findings, the following are recommended

1. Seminars, workshops should be organized to educate teachers on the use of peer tutoring in teaching Home Economic
2. Home Economics teachers should use peer tutoring method of instruction in secondary schools to enhance the academic achievement of students
3. Government agencies whose responsibility is to design and revise the curriculum for secondary schools should incorporate the use of peer tutoring in teaching Home Economics.

Conclusion

From the results obtained, the researcher concluded that peer tutoring instructional method is one of the effective methods of teaching Home Economics in senior secondary school since it enhances the student's academic achievement.

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INTEGRATING BASIC ENTREPRENEURSHIP STUDIES INTO PRIMARY EDUCATION CURRICULUM: PLATFORM FOR SUSTAINABLE NATIONAL DEVELOPMENT

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Abstract

This study was conceived as a direct reaction to the unabated state of truth unemployment in the country. This situation has been blamed on poor formulation pupils are given to at the primary school level with particular reference to entrepreneurship skilled and knowledge. It was thus envisaged that introducing entrepreneurship studies at the primary level would give a good start and it was on this premise, this study sought the options of teachers and entrepreneurs on possible benefits of inclusion. The study was a survey, using 90 Primary school teachers and 60 entrepreneurs totaling 150 as study sample. Three research questions and one null hypothesis guided the study. A structured questionnaire was used for data collection while frequency, mean and x^2 were applied in data analysis. Findings indicated among others that teachers and entrepreneurs see such curriculum innovation of beneficial effects in the nation economy. Among the major challenges envisaged are death of qualified teachers, facilities and instructional methods. Recommendation included recruitment of young qualified graduate teachers, training and retraining of teachers among others.

Introduction

The introduction of entrepreneurship education from the primary school level is beloved will offer pupils the opportunity to acquire fundamental knowledge and skills that will help to equip them further in life to take life challenges. The idea will expose youth who transit from primary to secondary level of education and later who would join the labour market the confidence to do so.

Most countries of the world concentrated entrepreneurship education programs only in the higher institutions. But as the root of industrialization entrepreneurship development must be initiated at the very foundation of human schooling – the primary, as it is believed that formal instruction in concepts will lay a good foundation for further learning as the scholars progress.

Entrepreneurship could simply be defined as the process of creating value by bringing together a unique package of resources to exploit an opportunity (Willians, 2002), citing Egbenebor, Amusan (2001) sees entrepreneurship as the will vigross and ability of an individual to seek out investment opportunities, establish and run an enterprise successfully. Amadi (2010) varied slightly when the defined entrepreneurship as a construct meant to desirable the ability of person / persons to create or identify existing investment opportunities and mobilize resources for successfully launch into the business. According, Osisioma (28) sees entrepreneurship as a combination of initiative, innovation and calculated risk – taking associated with identifying market opportunities, mobilizing resources and managing them efficiently in the generation of productive, viable and socially responsible enterprise.

Entrepreneurship as defined by Adnidu and Olannye (2006) implies creating and building something of value from practically nothing, creating and distributing of something of value and

benefit to individuals, group organizations and societies resulting in the growth of an enterprise which satisfies the expectations of stakeholders whose roles sustain the business.

Drawing from the above definitions it could simply be said that entrepreneurship means the ability to create new ideas – innovativeness, products or services for personal self reliance and to meet the needs of the society.

Constraints to Effective Entrepreneurship Skills Development

Developing entrepreneurship skills by the instrumentally of schooling has faced a lot of challenges some of which border on instructional facilities, infrastructure, public attitude toward entrepreneurship, finding, staffing.

Instrumental facilities and infrastructure are basic requirements in effective vocational and entrepreneurial skills training. This is true to the extent that effective skill training can only be delivered when the training task and operations are carried out in the same way with same tools, the same way, with the same operations as in the occupation itself (Amandi, Orikpe & Osinem, 2007). But as indicated by Komolofe and Akibo (2002), most schools leavers required instructional facilities, no workshops, laboratories and even regular classrooms are where any exists they are grossly inadequate and obsolete. Electric power supply for instance in more of an aberration in rural areas.

On poor public attitude toward entrepreneurship development, Nwakalo (2002) avers that there is a generally poor public options on entrepreneurial education – being seen as meant for deschoolers or dropouts from regular systems. To the parents, it is education meant for the mental weak. This state of apathy has prevailed against effectives youth involvement in entrepreneurial studies under curricular auspices.

Funds and finding have remained in daunting challenge to education generally. Often times people live had cause to challenges budgetary provisions in favour of education which has remained for belongs the 26% approved by UNESCO funding threshold. Following up to this in a tacit claim by Komolafe (2005) that entrepreneurship studies have not been properly funded in Nigeria at the level it has so far been introduced. This he argues has seriously incapacitated institutions of learning from acquiring needed facilities.

The dearth of qualified and experienced teachers and support staff that would dispense with the entrepreneurial component of the curriculum is another daunting challenge. Most people engaged today as instructors in entrepreneurship lack the requisite knowledge, skill and most importantly, the pedagogy. In the light of this Agomuo (2002) clearing states that no matter the type of education designed without an adequate supply of qualified teachers, the noble objectives would not be realized.

Effective entrepreneurship demands an ability to differentiate business opportunities from existing ones by proving products that have the ingredients of meeting needs in the immediate environment (Emmanuel, 2006). Teachers involved in the teaching of entrepreneurship need to be successful and should therefore be in regular improvement through attendance to business programmes, seminars, workshops and conferences.

Rationale for Introducing Entrepreneurship Studies in Primary School

Hermann (2005) argues that the place of life which people spend in school can make important contribution to their awareness of future plans and aspirations. It is on this basis their is reasoned that introducing entrepreneurship studies at the rudimentary level of primary schools in a strategies intervention initiative that coned lay a social foundation for future advancement. This call may not be out of place considering that some countries of the secondary level are today repeating the benefits. In Japan presently, primary schools concentrate on teaching of startup – related contents. This done partly in the course of conventional instruction and in the curriculum but also in the form of new education focuses and projects.

In summary, the need to further the cause of introduction of entrepreneurship contents into the primary education curriculum is a welcome idea that should be trial out in the Nigeria context.

Problem Statement

The rate of youth unemployment in Nigeria rising unabated and this has led to high rates of social insecurities over the country. For instance, most social ones like robbery, kidnapping, and prostitution and recently in militancy and religion insurgences have been blamed on youth unemployment and poverty. The government efforts past and present to manage the situation have proved not guiding substantial dividend. This situation Amadi (2010) blamed on poor foundation in education basically, the primary level which curriculum appear over loaded with less important content while leaving out others that should normally be included. Entrepreneurship studies is one such component and it is argued that if initiated at the primary level and successfully too, youth unemployment and related challenges will gradually become a thing of history.

Purpose of the Study

The study was generally intruded to determine the possibility of a successful launch of entrepreneurship studies at the primary school level. Specifically the following objectives were addressed.

1. To determine to the possibility of including entrepreneurial studies in the primary school curriculum.
2. To determine possible challenges to be encountered with this curricular innovation
3. Make recommendations on how to ensure effective introduction of entrepreneurial studies in primary schools.

Significant of the study

It is believed that the findings and recommendation of the study will effectively guide the government in the process of reviewing the primary school curriculum. They will also guide teachers and schools on the best way to implement the curriculum so as to achieve the intent of the innovation it is believed that this singular innovation if successfully prosecuted, will avail pupils ample opportunity to acquire more life survival skills that will carry them through the challenges of later life.

Research Questions

1. What is the mean opinion of teachers and entrepreneurs on the proposal to introduce entrepreneurship studies at the primary level of education in Nigeria?
2. What are the possible challenges that are envisaged by this curricular innovation at the primary education level?
3. What are the strategies that can be adopted in ensuring effective integrative of entrepreneurial studies into primary education in Nigeria?

Research Hypothesis

Ho: Mean opinion of teachers and Entrepreneurs on the profitability of introduction of entrepreneurship studies at the primary school level will not differ significantly. ($P = 0.05$).

Methodology

This study was conceived as an opinion survey, using entrepreneurs and primary school teachers as respondents. As a matter of fact, the exact population of entrepreneurs in the study areas could not be ascertained. On a convenience basis therefore 60 identifiable entrepreneurs and 90 teachers were randomly selected to constitute the study sample. The study was localized within Ideato North Local Government Area of Imo State, Nigeria. A structured questionnaire was

used for generating data based on the problem of the study and data was analyzed using frequency and mean. The null hypothesis was tested with the chi-square statistics.

Results

Research Question I: What is the mean opinion of teachers and entrepreneurs on the benefit of introduction of entrepreneurial studies at primary school level?

Table I: Mean Responses of teachers and entrepreneurs on the benefits introduction of entrepreneurial studies with primary school curriculum.

Response n = 150				
S/N	Item Description	\bar{X}	SD	Remark
1.	It will lay a good foundation in entrepreneurship	2.50	.42	Agree
2.	Pupils shall be exposed to fundamentals of entrepreneurship	2.78	.38	Agree
3.	Encourage mastery of business skills and habit early in life.	2.82	.66	Agree
4.	It will be amber some on pupil being exposed to business life too early	1.28	.47	Disagree
5.	It can lead to poor academic performance	1.22	.31	Disagree

Results in the table I as show that both teachers and entrepreneurs agree on the possible benefits of early introduction of entrepreneurial studies.

Ho:1 The mean responses of Teachers and Entrepreneurs on the profitability of the integration of Entrepreneurship studies into primary education curriculum will not differ significantly ($p=0.05$)

Table A: Contingency Table

Responses	SA	A	D	SD	Total
Teachers	29(23.61)	19(17.22)	17(22.33)	11(22.37)	7.6
Entrepreneurs	11(14.38)	7(11.66)	19(13.61)	11(8.22)	38
Total	40	26	36	22	114

Table B: Calculation of X^2

Observed	Expected	$O_1 - E_1$	$(O_1 - E_1)^2$	$(O_1 - E_1)^2 / E$
(O_1)	E_1			
29	23.61	4.37	27.833	1.178
19	16.22	1.66	6.573	0.444
17	22.37	-5.27	26.777	1.191
11	13.66	5.38	6.562	0.518
7	11.66	2.66	27.833	1.771
19	13.61	4.37	6.562	0.711
12	8.22	1.66	2.755	0.830
				7.626

$$\begin{aligned}
 X^2 \text{ cal} &= 7.626 \\
 X^2 \text{ crit} &= 7.81 \\
 Df &= (3.1) (3-1) = 2 \\
 D &= 0.05
 \end{aligned}$$

Decision Rule

Since the calculated X^2 (7.626 is less than the critical X^2 value (7.81) at $P = 0.05$ and 2 degrees of freedom the H_0 of no significant opinion difference is accepted.

Research Question 2: What are the possible challenges envisaged in the introduction of entrepreneurship studies into primary schools curricular.

S/N	Item Description	Response		Remark
		\bar{X}	SD	
1.	Dearth of qualified teachers	2.98	0.34	Agree
2.	Inadequate instructional facilities	2.87	0.41	Agree
3.	Over loading of teachers	2.67	0.47	Agree
4.	Over loading of pupils	2.60	0.43	Agree
5.	Pupils are too tender to grapple with business concepts.	2.55	0.31	Agree
6.	Inadequate time allowance	2.90	0.57	Agree
7.	Inadequate teacher motivation	2.66	0.42	Agree

From the results present above, it could be observed that all the 7 items were accepted as possible challenges envisaged in the introduction of entrepreneurial studies into primary school curriculum.

Summary of Findings

The results of the study indicate that introduction of entrepreneurship studies into primary school curriculum is welcome idea as attested to by both teachers and entrepreneurs insolated into this study. The results further indicated that such integration will be laudable as it would help to lay a solid foundation for future entrepreneurial development. Anticipated challenges include inadequacy of qualified teachers, instructional facilities as well as defective delivery system. Recruitment of qualified graduate teachers and retraining of practicing teachers in entrepreneurship skills and knowledge are recommended as strategies for successful launch of entrepreneurship studies at the primary school level.

Conclusion

The level of development of any nation depends on its resource inventory which includes human and material. Entrepreneurship is required to mobilize these resources for eventual translation into useful products and services. It is strongly advocated that entrepreneurship development be started early in the life of every child through the instrumentality of primary schooling.

Recommendations

Based on the results and significance of the study, the following recommendations are made:

1. Primary school curriculum should be reviewed to integrate basic entrepreneurial concepts
2. Primary school teachers should be encouraged to undergo professional training in entrepreneurship through regular workshops, seminars and conferences.
3. Young graduate teachers with experience to entrepreneurship studies should be employed into primary schools

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INQUIRY BASED METHOD AND STUDENT ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOL HOME ECONOMICS

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Abstract

The study sought to find out the effect of inquiry based method on academic achievement of secondary school students in Home Economics. The study covered the secondary schools in Orumba South Local Government Area of Anambra State. Quasi-experiment design was the design used. Two study groups were randomly sampled from the 15 schools in the Local Government Area and assigned to experimental and control groups respectively. The experimental groups was taught with inquiry based method while the control group was taught using lecture method. A thirty five items Home Economics Achievement test developed by the researcher and validated by researchers colleagues was used to asses the subject achievement. Data collected were analyzed using percentage, mean and t-test statistics. The findings revealed that the experimental group (inquiry based method) achieved significantly higher than the control group (lecture method). Based on the findings, it was recommended that inquiry based method should be employed in teaching Home Economics.

Introduction

One of the principles of education in Nigeria is to equip every citizen with such knowledge, skills, attitudes and values that will enable him derive maximum benefits from his membership of society, have a fulfilling life and contribute towards the development and welfare of the community (FRN, 2004). Unfortunately academic achievement of Nigerian students in school subjects including Home Economics at secondary school level has remained poor over the years (Obika 2005). This could be as a result of poor mastery of the subject matter which occurs as a result of poor method of teaching. Retting and Canady (1996) reported that in schools where active learning methods prevail, the students demonstrated significantly higher achievement as measured by the National Assessment of educational progress.

Hall (1990) stated that teachers in these schools offer students challenging, interesting activities and rich materials for learning that foster thinking, creativity and production. They make available a variety of pathways to learning that accommodate different intelligent and learning styles, they allow students to make choice and contribute to some of their learning experiences and they use methods and engage students in hands on learning. Their instruction focuses on reasoning and problem soling.

Inquiry-based instruction is a student-centered and teacher guided instructional approach that engage students in investigating real world questions that they choose within a broad thematic frame work. Inquire based instruction complements traditional instruction by providing a vehicle extending and applying the learning of students in a way that connects with their interests within a broad thematic frame work Njoku (2004) stated that inquire based learning is primarily a pedagogical method developed during the discovery learning movement of the 1960s as response to traditional forms of instruction. The students use the inquiring process to develop expiations from their observations by integrating what they already know with what they have learned. They learn concepts in Home Economics and skills and how to solve problems using practical approach. Inquiry based learning require the student to do more than just report on a topic. The student must go beyond the simple memorization of facts and regurgitation of

information and into the realm of creating new and deeper understanding through identification and subsequent application of solutions to a specific topic. Its efficacy in enhancing students achievement in home economics in comparison with that of the conventional lecture method is the focus of the study.

Statement of the Problem

The high rate of failure in Home economics in secondary schools shows that teaching and learning in these subject have been teacher centred instead of student-centred. Educators are seeking for alternative ways to teach home economics so as to change the situation. The problem is how can inquiry method of teaching improve students academic achievement in Home economics in secondary schools.

Purpose of the Study

The objective of the study are

1. To compare the mean percentage score of students taught Home economics using inquiry based teaching method and those taught using lecture method.
2. To compare the mean achievement scores of students taught through inquiry based method and those taught using lecture method.

Research Questions

What are the mean percentage scores of students taught Home Economics using inquiry based teaching method and those taught using lecture method.

Hypothesis

The following Null hypothesis tested at 0.05 level of significance guided the study.

H_{01} : There will be no significant difference between the academic achievement of students taught Home economics using inquiry based teaching and that of those taught using lecture method based on their mean percentage scores in Home economics achievement test.

Methodology and Procedure

Design A quasi experimental research design was employed using two groups experimental and control.

Population The population of the study comprises of all the secondary schools in Orumba South Local Government Area (Source: Statistics unit, Orumba South Headquarters Umunze).

Sample and Sampling Techniques: Simple random sampling was in selecting four secondary schools. From each of the four schools, 20 SS I Home economics students were selected. This amount to a total of eighty students from the four schools representing the sample of the study. These students were randomly assigned to two groups (treatment and control) groups.

Instrument

An instrument known as Home economics achievement Test (HAT) was used for data collection. The Home economics Achievement test (HAT) developed by the researchers is a thirty five item multiple choice achievement test on the identified difficult –to-learn Home Economics topics.

Validation and reliability of Instrument

The face validity of the instrument was established by giving it to three experts in Home economics department of F.C.E (T), Umunze and one Home economics teacher in one of the sample schools. Reliability coefficients of 0.89 were obtained using person product moment correlation.

Experimental procedure

The Home economics teachers in these schools were used in administering the instrument. The inquiry based method was used by the experiment group whereas the lecture method was used for the control group. The topics were taught for a total of five periods of 40 minutes each per group.

Method of data Analysis

The score of each of the subjects were converted to simple percentage. These were summed up and the mean percentage score computed for each of the two groups t-test statistics was used to test the hypothesis.

Results

The results of the study are presented in the table below,

Research Question I: What are the mean percentage scores of pupils taught Home economics using inquiry based method and that of those taught using lecture method.

Table I: Mean percentage scores of students in experimental and control groups.

Group	N	Mean (x)
Experimental group (inquiry Based method)	40	53.5
Control group (lecture method)	40	25.3

Data in table I showed that students taught with inquiry based method had percentage mean score of 53.5, those taught with lecture method had percentage mean score of 25.3. The experimental group therefore performed better than the control group.

Hypothesis

There will be no significant difference between the academic achievement of students taught Home economics using inquiry based method and those taught with lecture method.

Table 2: t-test analysis of mean achievement scores of students taught using inquiry Based Teaching method and those taught using lecture method.

Teaching method	Mean	SD	N	Staff	Std	t- cal	t- crit	Decision
Inquiry method	53.5	9.54	40	78	1.65	17.1	1.96	Reject H_{01}
Lecture method	25.3	4.23	40					

From the table 2 above the t-test statistics revealed that t-calculated (17.1) is greater than the t-critical (1.96) at 0.05 level of significance, the null hypothesis is therefore rejected. This means that the students taught with inquiry based teaching method perform better than those taught with lecture method in Home economics

Discussion

The findings of research question I revealed that the instructional method has a significant main effect on students achievement in Home economics. Ajayi (2002) stated inquiry is important in the generation and transmission of knowledge. The relative superiority of the inquiry based method over the lecture method in enhancing students achievement could be attributed to the fact that as instructional strategy, the inquiry based method helps students to learn to investigate and construct ideas.

Findings in Hypothesis showed that there is significant difference between the mean achievement scores of students taught with inquiry based method and those taught with lecture method. The findings are in line with what Ezeugwu (2007) stated that teachers instructional method can greatly influence students achievement of acquisition of skills.

Recommendations

Based on the findings, the following are recommended.

1. The use of inquiring based method should be given emphasis in the curriculum of pre-service teachers of Home economics
2. Home economics teachers should be trained and retrained on the use of inquiry based method in teaching.

3. There should be proper provisions of facilities which are necessary for effective inquiring strategies.

Conclusion

Based on the results obtained in the study, it is therefore concluded that inquiry based method enhances effective understanding and comprehension of Home economics concepts and skill acquisition, therefore it should be used in teaching secondary school students.

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DOES CONTEMPORARY EDUCATION FOR THE GIFTED TRULY ENCOURAGE THEM TO FULFILL THEIR TALENTS?³

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Abstract

This article will discuss some principles of education of the gifted; the Israeli present state of the art is to serve as an example. The implications of these principles on education for the gifted in general will be elaborated in the context of other countries. Education of the gifted in Israel has been a massive on-going project, starting in 1973 and consuming a substantial amount of public resources, for many decades. Identification of the gifted in Israel includes, unlike in most other countries, the vast majority of school students. In spite of that the achievements in the international examinations of the top 5% students, those who are identified as "gifted" in many countries and as "top students" or "gifted and excellent" in others, are much lower than those of all Western countries. In addition, in the 63 years of existence of the state of Israel Jews living outside the country have won a variety of international prizes and reached highest in all possible cognitive areas, while the situation with such achievements in Israel deteriorated at the same time. There is an unproved assumption that lack of financial resources is the reason for this situation. However, close examinations of gifted education in many European countries and in the US reveals a different picture. While in the majority of European countries there is no formal education of the gifted, let alone fully free identification, as in Israel, the variety of possibilities offered to the gifted child in his or her regular classroom is in most cases much larger than in Israel. Furthermore, the achievements of the top students in all these countries are much higher than the Israelis'. There is not even one country with a special department of gifted education in the Ministry of Education. Either is there another country where education for the gifted had started almost 40 years ago and currently includes all students who study in schools that do not object to it, with such low achievements of those who are identified as high ability students. When comparing the gifted education system in Israel to that of the US it can be observed that only a minority of US students are eligible to low-cost gifted education, and the mean public investment on gifted education is much lower than in Israel. In spite of that, Israeli Jews have the lowest international achievements in comparison to Jews living in all other countries regarding all prizes and awards. As unlike in all other countries, where each program for the gifted is accompanied by evaluation and research, there is almost no Israeli research of the outcomes of a system that identifies for giftedness every year about 80% of the Israeli children. Blaming the teachers is an easy way out: this article aims to prove that although there is a lot to be done to improve the level of Israeli teachers, as has been shown in studies done all over the world teachers are not and should not hold the responsibility for the situation described. Educating the gifted involves a major basic moral problem, connected to the main values of any education system. Education is by no means designing giftedness. Education in its present form exists but for ~200 years. Each change of dominant values in every society at any given time results in changing the education of that society. Nowadays the dominant values of a Western, democratic societies are progressive: equity, assisting the other, especially the less able and the less advantaged, a variety of opportunities, open to everybody. As much as teachers' attitudes towards education in general and education of the gifted in particular are affected by their knowledge and intelligence, these values have a major influence on these attitudes. These values are the common, dominant values of our society, the attitude of which towards giftedness can be defined as basically negative

³ Thanks to three gifted young people for their contributions to this article. Ms. Olga Barenboim had suggested many valuable remarks and style changes that had improved the original version.

1. Introduction

Programs for nurturing the gifted started in Israel in the late 60's. At that time, the international achievements of Israeli students had been at the top of all developed countries (**Husen, 1967**). Landau opened 'The Young Persons' Institute for the Promotion of Creativity and Excellence in 1968; currently "About 2600 gifted children participate in each semester in 180 after-school courses in the exact and life sciences, the humanities and social sciences and the arts" (**Learning together, 2010**). The acceleration mathematics programs started at the Tel Aviv University in 1969 (**David, 2008c**). The first whole week classes in Tel Aviv and Haifa, as well as the first Jerusalem enrichment program for the gifted, under the supervision of the Israeli Ministry of education, started operating in the 1973/4 school-year (**David, 2008b**). Within less than four decades the vast majority of Israeli children have gone through the identification for giftedness process (ibid).

At the same time period the educational achievements of Israeli children have deteriorated substantially. We shall hereby examine the following assumptions:

1. Gifted education enables high potential students to fulfill their academic talents that include achieving highly in national and international examinations. Thus, when almost all the gifted in a given population are identified at a young age and offered special education, their achievements in these examinations increase the mean results of the whole population.
2. The investment in gifted children has high probability for academic and economic results. As in many cases gifted children are highly motivated, persistent, and independent learners, they do not need a lot of teaching in order to achieve highly. Thus, when in a given population almost all children are identified for giftedness and offered low-cost gifted education, we should expect high returns.

In the last decade the process of deterioration of achievements that I had tried to protest against both in Israel and abroad, lecturing about and publishing in Hebrew and in English (**David, 2006, 2008b, 2008f, 2009b, 2010a, 2010b**) has increased. At the same time the number of gifted children participating in gifted programs, the number of special programs for the gifted and the number of Israeli publications in the field of gifted education has more than doubled, as The Department of Gifted Education, the Israeli Ministry of Education, has published (**The Department of Gifted Education, 2010**). However, ALL educational achievements have deteriorated in Israel since.

We shall also examine if 40 years of gifted education has brought Israel to the top countries regarding international achievements. This is to be done by comparing top Israeli achievements to top achievements of other countries, and comparing the achievements of Israeli Jews⁴ to those of Jews living abroad.

This article will discuss some principles of education of the gifted; the Israeli present state of the art is to serve as an example. The implications of these principles on education for the gifted in general will be elaborated in the context of European, American, and South-East Asian countries.

2. What is the aim of Education for the gifted?

In some ancient cultures, e.g. Greek, Roman, Chinese or Japanese, the nurturing of the very able had been perceived as the responsibility of the main government, aimed for the benefit of the State (**Gallagher, 1994**). Old Jewish culture had focused on nurturing high ability boys in order to help them be ready to carry on as spiritual leaders and scholars (**Kanarfogel, 2008; David &**

⁴ Non-Jews, most of which are Arabs, consist of less than 20% of Israeli population (**Statistics, Israel, 2010**).

Thus, discussion of their educational achievements is beyond the scope of this article.

Wu, 2009). During the Middle Ages European high ability children who had not been born to an upper level class had an opportunity to get any education only in Christian institutions (**Thorndike, 1940**), where a variety of subjects had been taught, including classical languages, mathematics and science and the humanities to children who had no opportunity to acquire literacy otherwise.

Thus, whenever society was in charge of the education of the citizens, it has been its role to decide who was to be entitled to education, to what kind of education, and whether education should be compulsory and free, or just free (**David, in press, a**). When the task of educating the gifted is the parents' responsibility, the state cannot claim that the gifted are expected to "produce" a return of the investment. When the government identifies all gifted children and offers them gifted education, questions such as the connection between public, subsidized education for the gifted and future potential returns – such as the Nobel Prize rate – can, and should be discussed.

Another question is whether nurturing the gifted so that they should "produce" Nobel Prize winners is morally and psychologically right. A third question is whether "producing" Nobel prize winners is possible.

Had it not been for the recent statements of the Israeli Ministry of Education, followed by a national project announced by it – we could have simply dismissed all these questions and concentrated on the wellbeing of the gifted, as has usually been the case of educational issues in democratic countries. Unfortunately, that has not been the Israeli case.

We have lately been exposed to one of the new projects of the Israeli Ministry of education: to help produce future Nobel Prize winners. In a series of official announcements and newspaper interviews (e.g. **Bahur Nir, 2011; Mamos, 2010; Ministry of Education, 2010; Velmer, 2010; Zemer, 2009**), as well as a documentary shown by the Israeli national TV channel, Ms. Rachmel, the head of the department of gifted education in the Israeli Ministry of Education, has argued that: "It [nurturing the super-gifted in order to have more future Nobel Prize winners in Israel] is an 8-year dream coming true" (**Bahur Nir, 2011**). Let us first see if this argument has proven valid historically.

One of the main criticisms against the two most famous longitudinal studies of giftedness, that of the 1444 "original" Terman children and the "additional" 84 (altogether: 856 males and 672 females) starting in 1921, when their average age was 10, and studied until the end of the 20th century (**Burks et al., 1930; Holahan, & Sears, 1995; Janos, 1987; Oden, 1968; Seagoe, 1975; Sears, 1977, 1984; Sears & Barbee, 1975; Terman, 1925, 1930, 1954a, 1954b, 1959; Terman & Oden, 1935, 1947, 1951, 1954; Terman et al., 1990**), is that the children had not materialized their giftedness, namely – had disappointing achievements in comparison to what could have been expected from their very high inborn abilities and nurturing. It had turned out that not even one of the gifted identified by Terman has won the Nobel Prize, but two of the children rejected by Terman as unsuitable have: William Bradford Shockley won the 1956 Nobel Prize in Physics, and Luis Walter Alvarez won the same prize in 1968 (**David, 2011**).

The Terman longitudinal research has shown that there is no way to "produce" Nobel Prize winners. But even if it had been possible, the question whether it is socially, psychologically, morally, or economically "right" is quite unclear. The exposure of the 14 adolescents chosen for the "super-gifted project" has been, by all criteria, immoral. Publicly revealing family details of minors, such as parental divorce, economic home situation, or family ethnicity is not just unethical – it is illegal (e.g. **Morrow, & Richards 1996**). In addition, the title "super-gifted" per se might be destructive. Though there is anecdotal evidence of doing that to individuals with extremely high abilities in a variety of areas, such as artistic, musical, or cognitive, to the best of my knowledge, there is no quantitative study measuring the potential harm of exposing minors to

the media labeling them as "super-gifted". However, as in all other countries there are strict laws forbidding the exposure of minors to the media (**David, 2011**), it can be assumed that there have been good reasons for these laws.

Various projects for Israeli high school children who participate in academic studies have already been presented in national and international conferences (**David, 2001b, 2008d**), described in Israeli papers (**Gal, 2010**) and scientific articles (**David, 2008a, c**). In fact – the number of students participating in these projects in 2010 was well over 1000: over 500 at the Tel Aviv University, over 400 in the Open University, 80 at the academic track of the Management College, Rishon Lezion (**Gal 2010**) and an unknown number at the Technion – The Israeli Institute for Technology, The Weizmann Institute of Science, Ben Gurion University, Bar Ilan University, Haifa University and many of the Israeli colleges. There are dozens of publications about university students much younger than the group of 14 "super-gifted". Not only does the title of "super-gifted" not assure any future exceptional achievements, particularly when, as in some cases, it is granted just for writing a paper under the supervision of a university professor without acquiring any academic formal education (e.g. **Bahur Nir, 2011; Mamos, 2010; Ministry of Education, 2010**); in many cases, children that had gone through the screening for giftedness process – NOT that for "super-giftedness" – of the Ministry of Education but have failed it have shown extreme high abilities at a very young age. One of such example is that of Ilai Tadmor, the 12-year old Tel Aviv University history student who currently studies Acadian and Hittite history (**Gal, 2010**); at age 8 he had been labeled as "non-gifted".

There are many quantitative studies of the influence of labeling as gifted – not "super-gifted", – and almost all of them describe the labeling – even without exposure to the media – as negative. Studies focusing on the labeling as gifted have been published for over two decades. **Cornell (1989)** reported that parents' use of the term "gifted" was negatively associated with adjustment.

Berlin (2009) had summarized the three valuable studies dealing with this question: What is the attitude of gifted adolescents toward being identified as gifted and how do they perceive that others view their giftedness?" (p. 217). **Kerr et al. (1988)** studied the views of gifted adolescents of their own giftedness. "Although the participants perceived their giftedness as strongly positive in terms of personal growth and academics, it was viewed as strongly negative in terms of social relations with others" (ibid). **Manaster, et al. (1994)** found more negative influences on labeling as gifted, especially in social adaptation. The study of **Moulton et al. (1998)**, though conducted on only 14 examinees, "suggested negative psychological, emotional, and social consequences of the gifted label. Among the most negative attributes [found] were stereotyping and pressure/expectations of parents and teachers" (**Berlin, 2009, p. 217**). Berlin's study was done on 66 12-14-year olds, taking into consideration their level of giftedness: 25 belonged to percentile 97 and 41 were between percentile 85 and 96.

The main advantage of the labeling in all studies mentioned was that the gifted and talented label allowed the participants access to gifted programs. This has no relevance to Israeli students, who are identified for giftedness in grade 2 or 3 (unless studying in a school objecting to it). Another positive result of the labeling as "gifted" was the opportunity these students had to meet peers with a similar intellectual level. That also has no relevance in the Israeli school, as those identified as gifted are entitled to some kind of gifted programs where they meet similar children.

The negative perceptions of both groups were getting more homework/schoolwork, teacher misassumptions about giftedness, and expectations of others. We can only assume that by labeling somebody "super-gifted" such expectations and assumptions do not lessen.

Even though this is the only study examining the labeling as gifted effect on a sufficient sample of gifted students divided into two groups: "highly gifted" and "gifted", no conclusion can be made on any Israeli sample relying on it, as in Israel "gifted" are defined as percentile 98.5 children. This percentile might include, in a certain geographical area in a certain year, children

whose IQ is 125, while in another area, where the population belongs to a much higher socioeconomic status, even children with IQ of 142 would not be included. It is thus clear that children belonging to the "gifted" category in Berlin's study (2009) would not have been defined in Israel as such.

The most impressive longitudinal study on the labeling-as-gifted was published by **Freeman (2006)**. She studied 210 5-14 year old UK children from 1974 until 2005, when they were in their 40s. The examinees were divided into two groups: 70 children had been labeled "gifted"; the others were not. Each labeled child was matched with two other children from the same class for age, gender and socioeconomic status. One of these matched children had the same cognitive abilities as the labeled-as-gifted-child but he or she was not labeled; the other was chosen at random, without intelligence matching. During childhood the group labeled as gifted were found to have significantly more emotional problems than the non-labeled group. The parents of the labeled children made far more complains about school. In their adulthood the labeled-as-gifted group suffered from a higher level of depression than the non-labeled gifted. In addition, a gifted childhood has not always delivered outstanding adult success. Better predictive factors for adult success were hard work, emotional support, and a positive, open personal outlook. By 2005, the labeled and non-labeled gifted groups were not very different in life outcomes, though both groups were much more successful than the random-ability group.

3. The failing of gifted education in Israel

I. Low achievements of the top students: Israeli top students identified as "gifted" or "excellent" do not achieve in percentile 95 in international tests

Education of the gifted in Israel has been an ongoing massive project, starting in 1973 and consuming a substantial amount of public resources, for many decades. Identification of the gifted in Israel includes, unlike in most other countries, the vast majority of school students; to be more exact: all children learning in schools that do not object to it (such as Ultra-Orthodox schools, and some private Christian institutes). Furthermore, the Israeli Ministry of Education is the only one with a department for gifted education (**Freeman et al., 2010**).

According to the following international measures, Israeli education of the gifted is unsuccessful. A. It should have been expected, that both in PISA: OECD Programme for International Student Assessment, and TIMSS: *The Trends in International Mathematics and Science Study at least 5%* of Israeli students, those who are defined by the ministry of education as gifted or excellent (**Nurturing of excellent students, 2010**), will score at percentile 95 of the international achievements. Unfortunately, that has not been the case. In the last 15 years the rate of Israeli students reaching percentile 95 of the international achievements has never reached 5%.

- The achievement of students belonging to percentile 95, those who belonged to the "natural reservoir" of gifted students, were the lowest in Israel than in all other developed countries in 1999. Only in the following developing countries: Turkey, Jordan, Macedonia, Indonesia, Chile, The Philippines, Morocco, and South Africa percentile 95 students had a lower mean grade (**Mullis et al., 2000, table D.1**).
- Only 5% of the Israeli students reached the top 10% benchmark of the math achievements in the TIMSS 1999 (**ibid, exhibit 1.6**).
- In PISA 2006, in spite of the fact that Israel cored third among all 57 examined countries in within-school variance, namely achievement gaps (**OECD, 2007, Figure 5**), unlike the two other countries with a similar level of inequity, New Zealand with 4.0% and the US with 1.5% only 0.8% of the Israeli students reached level 6 in science achievements (**ibid, table 1**). That means that the reservoir of excellent students, many of which must have

been gifted, is just about one fifth of that in new Zealand, half of that of the US, and practically smaller than in all developed – as well as many developing countries (*ibid*).

- In the TIMSS 2007 only 4% of grade 8 Israeli students reached the advanced benchmark – 625 points – in mathematics. All other European and non-European countries had higher rates of students at this level (**Mullis et al., 2008, Exhibit 2.2**). In that year the Israeli "sample" included less than the 90% minimal requirement, and thus it should have been assumed that the actual situation had been much worse, as the "weak" schools had been excluded by the headmasters refusing to participate (***ibid*, Appendix A**).
- In the PISA 2009 math exam the top 5% Israeli students scored just 615, much lower than the international AVERAGE (**OECD, 2010b**).

We can thus conclude that the assumption that full identification of the gifted, as has been the case in Israel, would have contributed, if not to the national achievements, at least to the achievements of the upper-rate students, among whom the gifted should have been included, is incorrect.

II. Low percentage of international prizes

Gifted children are the "natural" candidates for obtaining international prizes, especially in a nation with a long tradition of excellence and nurturing talent. Let us see the situation in the Mathematics Olympiads from this aspect.

Israel had started participating in the International Mathematical Olympiad in 1979. During the 80s it scored from 14 to 26; during the 90s – from 13 to 26; in 2000 – it scored 11th, but since then the deterioration was observed annually, until in 2010 it scored 53th. Furthermore: the team of 2010 included only 5 youngsters; there were not even the minimal 6 talented youngsters who were good enough to be sent to the Olympiad (**IMO, 2010**). In addition, between the years 1992, just after the immigration to Israel from the ex-USSR was at its peak, until 2007, when even the youngest children of the immigrating Russian Jews were on the verge of adulthood, more than 53% of the participants in the IMO were either immigrant children or Israeli-born children of ex-USSR immigrants (***ibid***).⁵ This is an extremely high rate, as the percentage of "Russian" Jews reached just about 20% of the population after 20 years of immigration, while their average birth rate was about half that of the Israelis, ~1.5 and 2.88 respectively (**Statistics, Israel, 1995, tables 3.12 and 3.14**). Thus, in spite of the intensive contribution of high quality IMO participants Israel had been able to keep its previous high math level, but finally lost its former advantage and placed itself among third-world countries.

The situation regarding international prizes, such as the Nobel Prize or the Fields Medal, is similar. While everywhere in the world the rate of Jews receiving such prizes is many times higher than should be expected by the size of the local Jewish population, in the 63 years since the establishment of the State of Israel Israelis have won just 5% of Nobel prizes American Jews have won, even though the Jewish population in Israel is somewhat larger than that of the US, for example.

a. The Nobel Prize

There are about 5 million Jews in Israel and 5 million in the US. In the last 60 years 66 American Jews received the Nobel Prize in comparison to only 7 Israeli.

⁵ The identification as "Russian" was done by the participants' first or family names. This method is subject to under-presentation, as many Russian immigrants, with Jewish "typical" names, have either adopted a Hebrew version of their Russian names, or started using their Jewish names given in Russia after arriving to Israel.

Let us look at **Table 1** summarizing the number of Jews receiving the Nobel Prize in science and literature since 1950. The Laureates of the Peace Nobel Prize have not been taken into consideration, as this prize "has been the prize most frequently reserved or withheld" (**Nobel Prize, n.d.**).

Table 1. Jews receiving Nobel Prize in Science and literature, from 1950⁶

	Jewish population, No.	Medicine & Biomedical science: NO.	Chemistry No.	Physics No.	Literature No.	Economics No.
Total No: 133	13,155,000 ^{7, 8, 9}	39	23	37	10	24
USA: 66 (~50%)	5,275,000	24	11	18	0	16
Israel: 5 (~3.7%)	5,703,700	0	3	0	1	1
France: 2	490,000 ¹⁰	2			0	
UK: 2	295,000			1	1	
USSR [RUSSIA after 1990]: 17	Belarus 18,200 Ukraine 77,000 Russia 225,000 Moldova 4,600 Azerbaijan 6,800 Total FSU Republics 345,700	1	3	6+ 1 Azerbaijan	2	3
Germany: 10	120,000	4		4	1	1
Other: Austria: 3 Argentina: 1 Belgium: 1 Canada: 4 Hungary: 5 Poland: 5 S. Africa: 2 Switzerland: 2	Austria 9,000 Argentina 184,000 Canada 373,500 Hungary 49,700 Poland 3,200 S. Africa Switzerland 72,000 Switzerland 17,900	1 Austria 1 Argentina 2 Poland 1 S. Africa	2 Austria 2 Canada 1 Hungary 1 Poland	2 Hungary 1 Poland 2 Switzerland	1 Canada 1 Hungary 1 Poland 1 S. Africa	1 Canada 1 Hungary

⁶ Processed from: Jewish Laureates of Nobel Prize in Biomedical Sciences (2010).

⁷ Jewish People Policy Planning Institute ([Jewish Agency for Israel](http://www.jewishagencyforisrael.org)), 2007, p. 15.,

⁸ **Statistics, Israel (2010)**. 5,703,700 Jews lived in Israel at the end of 2009 (**ibid, table 2.2**).

⁹ **The Jewish Population of the World (2006)**.

¹⁰ 500,000 according to the Appel Unifié Juif de France (**2010**).

Italy 4	Italy: 28,600	2 Italians		1 Italian	1	1 Italian
Venezuela 1	Venezuela 15,000	1 Venezuela		1 Algerian	Bulgaria	
Algeria 1	Algeria: 160,000, had immigrated to			1 Algerian		
Bulgaria 1	France & Israel Bulgaria: 3000-6000					

Israeli Jews have won only ~3.7% of Nobel Prizes in science and literature, though more than 43% of the Jewish world population lives in Israel; that is about 12 times less than should have been expected.

The Italian Jewish community has broken the world record: 4 Nobel prizes in a population lesser than 30,000. All in all, of the 13 prizes in science and literature given to Italians from 1957, 4 were awarded to Jews: 2 in Medicine & Biomedical science; one in physics and one in economics – the only economics Nobel Prize won by an Italian. That is 160 times the Israeli Jewish percentage.

A similar picture can be seen in The Fields Medal, the International Medal for Outstanding Discoveries in Mathematics, given every 4 years to 2-4 outstanding mathematicians under 40. In 2010 Elon Lindenstrauss had been the first Israeli to win it. Of the 52 winners of the Fields Medal, 14, 27%, have been Jewish (**Fields medalists, 2011**). The percentage of Jewish French winners of the Fields medal is 20 times higher than in the Israeli; the UK Jewish percentage is 40 times higher than the Israeli.

The Turing Award – the academic highest award in the field of computers science (**The Turing Award, 2010**), has been awarded to 13 Jews, only two of them were Israeli. This is in spite of the fact that Israel has been known in the world for its highly developed high technology, has been named "the second **Silicon Valley**" (**Today's High Tech Scene in Israel, 2010**), and has an extraordinarily high rate of successful start-up companies (**Devi, 2007**). Bill Gates had referred to Israel explicitly as: "part of the Silicon Valley" (**Plocker, 2005**).

The Computers and Thought Award is given by the IJCAI organization every two years to an "outstanding young scientist" (under 35). Since 1971 it was given to 21 artificial intelligence scientists, about one quarter of whom were Jewish, but only one Israeli: Prof. Sarit Kraus (**The IJCAI – Computers and Thought Award (2010)**). In 1998 interview, when asked: "did you participate in enrichment programs for gifted children"? Prof. Kraus answered: "I first tried an afternoon activity for the gifted while already in grade 8. I participated in for a while in the 'graph theory' course held at the Technion, but I dropped out before its end (**Zorman & David, 2000, p. 146**)". The only Israeli who received this prestigious prize, though identified as gifted, chose not to participate in activities for the gifted offered by the ministry of education to elementary school children in her hometown, Haifa. When she finally did, it was just for a few months. Thus, it would be quite difficult to connect her world famous achievement to the official system of "nurturing of the gifted".

The Research Excellence Award is given to a scientist who has carried out a program of research of consistently high quality yielding several substantial results (**IJCAI Award for Research Excellence, 2010**). One third of its recipients have been Jewish, none – Israeli.

From this partial list we can conclude, that in spite of its 40-year ongoing system of nurturing the gifted Israel has not proved able to help its gifted fulfill their extraordinary talents, as has

always been the case with Jews everywhere else, regardless of being identified as gifted or getting any "official" gifted education.

4. Is money the "real" problem? Or, Does appropriate education for the gifted depend on generous financing?

In their monumental report, summarizing the 2004 situation of gifted education in 21 European countries,¹¹ **Mönks, & Pflüger** (2005) have listed a variety of possibilities for gifted education adopted by all member states of the European Union at the time of the study, plus Switzerland, Hungary, Latvia, Poland, Romania, and Slovenia. The study gives a full picture of the provisions for the kindergarten, elementary school, high school and university students who are gifted by 19 criteria (*ibid*, pp, 13-14), as well as 11 different "selection criteria" (***ibid*, p. 15**). In spite of the fact that education of the gifted started in Israel 40 years ago, well before it started in these countries, most of the provisions listed are not available in Israel, and those that are enable access just to a very small minority of children identified as gifted. Unlike in all the 21 countries studied, where multiple criteria for identifying giftedness are used, the only selection criterion of the Israeli Ministry of Education is a cognitive abilities test, done at age 7 or 8.

Many of these 21 European countries – ALL with better educational achievements both in math and physics (**OECD, 2009, table I.A**), do not have an official "gifted education" system. For example, according to the Finnish report:

Finland already has a high quality educational system, characterized by differentiation of curriculum and instruction from the very beginning of school education (**Mönks, & Pflüger, 2005, p. 8**).

Thus, in Finland, the European country with the best educational achievements of school children, and ONLY country defined as having an "excellent education system" by the McKinsey report (**Auguste et al., 2010**), public gifted education almost does not exist.

Another country with no official education for the gifted in Belgium: "there is no specific definition or recognition of giftedness or gifted education in Belgian (Flemish) legislation" (**Mönks, & Pflüger, 2005, p. 26**). However, there is a variety of possibilities Belgium offers to its gifted students. Early entrance and grade skipping is possible at all educational levels. Schools have complete autonomy regarding the education of their gifted students. Some schools have founded a "kangaroo-class" operating 4 hours a week, where gifted students from several schools get special education in mixed-age groups (*ibid*).

It can be concluded that full identification of the gifted, the investment of substantial amount of money and the existence of a special government department for the gifted in the Ministry of Education does not necessarily result in better education for the gifted. Belgium had been included among "the top performing countries" in the PISA 2009 (**OECD, 2010**), with a mean score of 506 in reading literacy, 525 in the math part and 507 in science (***ibid*, table I.A**). Over 10% of the students performed at level 5+6 in reading (**OECD, 2010, p. 63**) – in comparison to only 7% in Israel. While across OECD countries 3.1% of the students performed at level 6 in mathematics – i.e. scored 669+, in Belgium the rate of these students was over 5% (*ibid*, p. 130) while in Israel it was less than 2%. In comparison to 12.7% of the OECD students performing at levels 5+6 – with a score higher than 607 – in the math part, in Belgium it was more than 20% and in Israel just 6%. The top 5% Israeli students, who would have been defined as "gifted" in most European countries, did not reach the 643 point needed to be included in the top 5% European students, but just 615 points (**First findings from the PISA 2009 study, 2010, p. 4**), only 8 points above the "level 5" proficiency level in mathematics (**OECD, 2010, vol. 1, p. 130**),

¹¹ As explained in the Introduction of **Mönks, & Pflüger** (2005), Lichtenstein has a common education system with the German cantons of Switzerland, so the information about Switzerland is valid also for Lichtenstein.

Furthermore, only in 9 countries of the 21 examined: Austria, Switzerland, Germany, Spain, Greece, Hungary, Poland, Romania, and Slovenia, the term "giftedness" (or a synonym) has an explicit legal validity regarding educational obligations (**Mönks, & Pflüger, 2005, p. 12**). As can be observed from the report, there is no full identification for giftedness in any of the examined European countries, as is in Israel for ALL 8- or 9-year old children, except for Ultra-Orthodox Jews who refuse to participate (**David, 2008**). And yet – Israeli educational achievements deteriorate from one international study to the next (**David, 2001a, 2002b, 2008f; Mullis et al., 2000, 2008; OECD, 2007a, b, c, 2010a, b, c**).

Let us see if financial considerations are as important regarding educational achievements as is usually believed. Indeed, in Singapore and South Korea teachers' salaries' are comparatively high, and increase sharply with experience, but that is not the Finnish case, where the salaries are just decent and increase very slowly. Neither is the class size an important component influencing the students' achievements: the Finnish average teacher/student ratio is the same as in the US: 1:15; in Singapore it is higher – 1:20 and in South Korea even higher: 1:26 (**Barber, & Mourshed, 2007**). Furthermore, massive investments in the US and a continuing process of decreasing class size did not result in a higher achievement level. All these facts do not change the basic situation: the achievements in Finland, Singapore and South Korea are much better than in the US; the teachers in these three countries are much better selected and their personal level is much higher than in the US (**Auguste et al., 2010; Barber, & Mourshed, 2007**).

Not only the main suspect blamed for the poor situation of the gifted in Israel is lack of money or insufficient financing – it is also the usual suspect factor responsible for it. There is no effort to find connections or relationships between the problems and the reasons, assuming that the limited financing is to blame (**Kagan, 2005**). Let us look at some facts.

Governments, local authorities, schools and parents all over the world struggle for gifted education budgets. **Adams (2009)** has described the American situation in her title: "Waiting for Santa Claus", namely,

Just as in 1982 [...] many districts all over the country, are still waiting for with a sleigh full of presents. Unfortunately Santa and his presents, in the form of mandates to identify and serve, funding, licensed teachers of gifted education, materials, equipments and administrator with advanced work in gifted education to oversee the services rarely arrive (**ibid, p. 272**).

In all official publications explaining the unsatisfactory situation of gifted education in Israel the main explanation is budget limitations, namely, insufficient allocation of funds (**Kagan, 2005**). However, in the reports written by one of the world's greatest experts on gifted education in the last decades, the situation regarding public investment in Israeli is very good. According to **Freeman (2002)** "In both New Zealand and Israel, the governments provide generously, often using self-selection" (*ibid*, part 1, p. IX). Of all examined countries, Israel was mentioned as one of the countries with the highest government investment in gifted education. In the latest report, the picture is the same: of all viewed countries only Israel 1. Provides gifted education for all children, Jewish and Arab; 2. Has a special division for gifted children in the ministry of education (**Freeman et al., 2010, p. 5**).

If the government provides generously for the gifted, as stated above, and yet – there is a constant complaint regarding lack of resources, the logical solution explaining this situation must be that the money intended for the education for the gifted is spent unprofessionally. Let us examine the following question.

I. Has the financing management of gifted education in Israel failed?

In order to answer the above question, we must discuss the following issues:

1. The total amount of money allocated for the gifted in Israel;

2. The amount of money invested in each gifted child in comparison to the situation elsewhere.

The total amount of money allocated for the gifted in Israel can be supplied by a simple calculation. In the US, for example, "The federal government support for gifted children now stands at only 2 cents of every 100\$ it invests in K-12 education" (**State of the Nation in gifted education, 2008-9, p. 2**). In Israel the investments in about 4 times higher. According **Vorgan (2006)**, in 2006 the Israeli budget for gifted education was 20,500,000 IS. According to the Central Bureau of Statistics (**The budget of the ministry of education, 2010**), the education budget in 2006 was 25,700,000 IS, that means 8 Agorot [one hundredth of one IS] for every 100 IS.

As of the amount of money invested in each gifted child in comparison to the situation elsewhere: In Israel the public investment per each gifted child had been 1778 IS [\sim 500\$] in 2005 (**Kagan, 2005**). According to official publications of the national association for gifted and talented (**National Association for Gifted Children, 2009**), this was higher than in most American States (**State of the Nation in gifted education, 2008-9**).

In the 2010 report of the National Science Board (**Preparing the next generation of STEM innovators, 2010**), there is a short summary of the financing of gifted education in the US:

In 2008-2009, out of the 45 states that fully responded to the NAGC survey:

- 32 required school districts to provide some services for gifted and talented students. On these 32, only 6 reported fully funding these services,
- 12 states provided no funds to support gifted education.
- Among the 14 states that reported both funding levels and number of identified gifted students, the yearly allocation per child ranged from less than 2 dollars to approximately 760 dollars [**Iowa – my addition, H.D.**] (**p. 11**).

And last but not least: while in Israel ALL money from the Ministry of education budget dedicated to the gifted is spent on "standard hours", namely – teaching the gifted in special groups (**Vorgan 2006, table 3.3**), in the US the public money aimed for that purpose is spent also on the identification process. In Israel the actual some of money spent on the gifted is much higher than that we know of, as all salaries of people other than teachers – headmasters, administrators, secretaries etc., as well as the traveling expenses, fully financed learning in the morning programs for the gifted, and the expensive identification process costs money that is not to be found in the "regular" published budget.

Let us see if the generous government provision results in good education for the gifted and high achievements in the national level.

II. Lack of providing gifted education for all children identified as gifted

According to the data of the Knesset, the Israeli Parliament (**Vorgan, 2006**), the rate of grade 3-6 Israeli children participating in gifted programs was 1.04% in 2005. This is about a third of the identified as-gifted: 3%. Among junior high school children the situation regarding participation in gifted programs was much worse: in the year 2006 only 0.62% of junior high school students participated in gifted programs, which was about 20% of those entitled to them (ibid). Thus, in addition to the comparatively strict definition of giftedness in Israel, a definition that "leaves out" most children who would have been defined as gifted elsewhere, even those who "win" the gifted label mostly do not get a gifted education.

III. The substantial dropout rate from gifted programs

In the previous paragraph we have shown that only a small part of Israeli students eligible to gifted education actually get it. It should thus be quite surprising, that many of those who respond to the invitation to participate in the enrichment programs do not find it suitable for

them, and in many programs the majority of the students leave after a while. Unfortunately there is no research about this issue, and the ministry of education has refused to release any materials about gifted education in Israel in spite of several requests from the World Council Israeli delegates (email from Ms. Shlomit Rachmel, the Head of the Department of Gifted Education, the Israeli Ministry of Education, from May 21, 2010). Thus, there is no official number of students participating in each program. However, the numbers released show that the total number is far less than should have expected. Thus the data shown below is to be partial.

Let us first start with the situation in the Arab sector. While writing the book: *The gifted Arab child in Israel* (**David, in press, a**), the supervisor of Arab gifted education had released the data that in 2008 1008 students had participated in grade 3-6 gifted enrichment programs, in comparison to only 604 grade 7-9 students (**ibid, table 4**). Taking into consideration that no Arab school offers gifted classes (**ibid**), the enrichment programs are the only public option for gifted education for the Arab student. It is well known that the educational motivation of Arabs in Israel is very high: a large part of that population invests a huge amount of money and effort in order to have their children get education in better, private schools, such a high dropout rate from a program that is considered prestigious (**David, 2002c, 2008g, h, 2009a, in press, b**) points at a very low level of satisfaction.

Another example is the Ron Vardi center in Rishon Leziyon, where 660 students had participated in the gifted program in the 2009/2010 school year (email from the head of the program, Mr. Itay Verman, from 15.9.2009). Looking into the number of children participating in each grade reveals a different picture. In the 2010/11 school year there have been 9 gifted first grade classes (**Ron Vardi Center, 2010a**); in grade 4 their number declined to 6 (**Ron Vardi Center, 2010b**); in grade 5 it was just 6 classes (**Ron Vardi Center, 2010c**); and in grade 6 – only 4 (**Ron Vardi Center, 2010d**). Grade 7, 8 and 9 learnt in a total of 6 classes (**Ron Vardi Center, 2010e**). That means, that only about 22% of the children identified as gifted in grade 2, and thus entitled to gifted education until grade 9, chose to participate in the gifted program offered to them when in grades 7-9. Had all children participating in the gifted enrichment program stayed in the program the number would have been well over 1500 instead of just 660.

There are many more examples (e.g. the dropout situation in Eilat, where 50% of students leave the program between elementary and junior high school – **David et al., 2009**), but as afore said – until there is access to the full data we must make conclusions from the following facts: 1, Whenever data had been collected, a substantial dropout rate had been observed; 2. There is very strong resistance from the ministry of education to releasing the full data.

IV. Inequity in distribution of the sources for gifted education

There are three main political decisions that stand in the way of fair distribution of the sources dedicated to gifted education.

a. Entitlement by geographical area

The decision to determine the entitlement for gifted education by geographical area is, on the surface, "politically correct", but is unfair both for many individuals and to some whole sub-populations. Let us imagine a child who would have been considered gifted under any objective criteria, but would not be included in the "gifted circle" because in the year he had been examined the cutoff point where he lived was much higher than IQ of 130 or even 140. This child would not be eligible to gifted education at all. In areas where the population is considered "mixed" this system of "relativism" influences, many a time, whole sub-populations, For example: every year after the identification process in Tel Aviv reveals that only about 10% of the children identified as gifted reside in the Southern part of the city, though about 50% of the students reside there, many complaints about discrimination are heard (e.g. **Kashti, 2007**)

b. Entitlement by unclear criteria

While in many areas all percentile 98.5- as well as percentile 97 children are entitled to gifted education, in others only the former are. In Tel Aviv, for example, only percentile 98.5 get any public gifted education, while in Haifa, a much smaller town, there are two separate programs for the gifted: 1. gifted classrooms operating in the David Yellin School from grade 4 to 6, and in the Leo Baeck School from grade 7 to 12 (**Goldman, 2002**). 2. The enrichment program for percentile 97 children operates at the Gordon Teachers' College (**HuGordon, 2010**).

c. Entitlement by gender

A variety of programs to "correct" the discrimination against girls in gifted programs have been applied (e.g. **Affirmative action for gifted girls, 2010; Kashti, 2009**). As the criteria for entitlement for gifted education are so strict in Israel, and most children identified as gifted do not get gifted education, this policy is clearly decreasing the number of entitled boys who are left out of access to gifted education. Any affirmative action should be an issue discussed openly by experts and enable concerned private citizens to express their opinion about it. That has not been the case in Israel. Except for the fact that such a discrimination against boys exists, and that the criteria for its application have never been published, neither the father whose child had been denied entrance to a gifted class while the child's friend whose cognitive abilities are lower had been accepted, nor the researcher of gifted education who wishes to study the application of this policy are given access to any additional data about affirmative action for gifted girls.

5. Teachers: A major problem in education of the gifted

Example is not the main thing in influencing others. It is the only thing

Albert Schweitzer

There is a high level of awareness to the needs of the gifted in Israel due to the massive identification system, and enough knowledge due to studies conducted in the 70s and 80s and current studies, mainly by independent researchers. Thus, it is quite attempting to suggest, that if the situation regarding gifted educating is not satisfying, the teachers should be blamed. Indeed, teachers of gifted students must have certain educational as well as unique personal characteristics (**David, 2008e**). However, even when teachers are highly aware of the needs of gifted children, and have the needed personality that is not enough to improve the situation. The main cause is society's demands, as expresses by headmasters, counselors and parents: to juggle between double-messages. Teachers are expected to make their students excel, but at the same time to be social, work cooperatively, and help others. To encourage their students to reach the top possible achievement, but also to praise effort that does not lead to any achievements. To be proud of those winning top national and international prizes, especially the young ones, but to perceive those with very high abilities as eccentric and socially unaccepted.

Indeed, the quality of any education system is determined by its teachers (**McKinsey, 2010**). **Barber, & Mourshed (2007)** have shown in the 2007 McKinsey Report that high quality of teachers is the single most important factor affecting students' success. Teachers are, indeed, the sole human capital of the education system. But high quality teachers are a must for ALL students. The one sole factor most influencing the quality of gifted education is teachers' attitude towards it.

For many years I have been persuaded that one of the main reasons for the resistance so many teachers express to the gifted in general and to special education for the gifted in particular was a result of their ignorance in the field of gifted education, counseling and psychology. In fact, this conception is still valid among the vast majority of giftedness experts; many of them collaborated to write about "19 myths about the gifted" (**Gifted Child Quarterly, 2009**). However, many studies done in the last decade have disproved this assumption. For example: **McCoach &**

Siegle (2007) studied the predictors of teachers' attitude toward the gifted among 262 teachers. They found that teachers who had received training in gifted education held higher perceptions of themselves as gifted, but teachers' self-perceptions as gifted were unrelated to their attitudes toward gifted education. **Carrington and Bailey (2000)** studied education students in Australia, comparing their attitude towards the gifted to that of pre- and in-service training elementary- and high school teachers in the US. Both elementary and high school education students ranked the gifted, studious children at the bottom of the "desirability ladder", as those they would want the least to teach.

a. The importance of positive attitude towards the gifted

It is well known that for the individual, the gifted child who spends most of her or his time in the regular classroom, one of the most important ingredients influencing not only academic achievements but emotional and social well-being is the attitude of the others with whom he or she has to socialize. While the influence of the teachers has a negative correlation to the students' age, younger students tend to look up to their teachers, pay more attention to what they say than when older, and most importantly – mimic and adopt their behaviors towards others, even if these behaviors are not verbally discussed. Let us see how some of the behaviors typical to teachers of gifted children in the regular classrooms might influence the attitude of the peers of the gifted towards them.

b. Predictors of teachers' attitude towards the gifted

Bégin & Gagné (1994a, 1994b) have studied the predictors of attitude towards gifted education both as has been found in the literature (ibid, 1994a) and among parents and teachers (ibid, 1994b). They have found that of the 50 variables studied in over 30 studies not even one single variable consistently emerged as a substantial explanatory factor. When studying, among 139 teachers and 138 parents the contribution of the educational level and family income they found socioeconomic status and contact with giftedness explained 12% and 10%, respectively, of the variance in attitude scores. As both socioeconomic status and contact with giftedness correlate highly with intelligence, we can conclude that people from a higher socioeconomic status, who have been exposed to giftedness in their close circle of family and friends, would probably have a better attitude toward gifted students and giftedness in general.

III. Destructive teachers' attitudes toward gifted children

Here is a list of some examples of harmful, even destructive teachers' attitudes toward gifted children.

- I. Many teachers would not allow a gifted child to answer any of the questions the teacher asks the class unless nobody else is willing to answer.
- II. In many classes it is a custom to use the knowledge and intelligence of the gifted children to impress the headmaster, outside visitors, such as supervisors or visiting university staff member, sometimes accompanied by pre-service teachers or education students.
- III. Many a time the gifted child, already used to not being called by the teacher, minds her or his business during the class. The teacher sometimes calls the attention of the class to the gifted student who "thinks too much of her/himself"; "does not think he or she has anything to learn", or is just "showing disrespect to the teacher". Such an insensitive reaction might cause permanent damage.
- IV. Falling asleep during the class has its own consequences, usually involving the child's parents', who are "invited" to a consultation with the school counselor, the headmaster or even the school psychologist.
- V. A milder, though more typical behavior of the gifted child is daydreaming. This is followed, many times, by sudden questions from the teacher directed to the gifted

child in order to "catch" her or him in what is perceived by the teacher as behavior that ought to be ridiculed by the gifted child's peers.

- VI. When the tasks the gifted child hands are not "perfect" according to the teacher's criteria, the child is reproached, called names such as "clumsy", "sloppy", "conceited student" or "arrogant". When the gifted student is a girl other name-calling might be added, especially when the work handed is lacking from the aesthetic point of view: "tomboy", "egotistic" and even "unfeminine".

In summa: The substantial amount of energy needed for teaching gifted students is one of the main reasons many teachers would prefer not to have to do that. However, while being an expert in gifted education requires the free will of the teacher, who either applies for a position in the gifted education system or volunteers to that task, most teachers who teach in regular classrooms must teach the gifted students studying in these regular classrooms most – if not all – the time. The feeling that one must do something he or she had no way to refuse to makes it more difficult, increases the resistance towards doing that.

6. The moral point of view

(Why is it, I wonder, that anyone who displays superior athletic ability is an object of admiration to his classmates, while one who displays superior mental ability is an object of hatred? Is there some hidden understanding that it is brains, not muscles, that define the human being and that children who are not good at athletics are simply not good, while those that are not smart feel themselves to be subhuman? I don't know.) (Asimov, 1995, p. 4)

Educating the gifted involves a major basic moral problem, connected to the main values of any education system, as gifted education cannot be designed by any system. Education in its present form exists but for ~200 years, while giftedness is a characteristic known and well documented in the literature for at least 2000 years. Each change of dominant values in every society at any given time results in changing the education of that society. Nowadays the dominant value of a Western, democratic society is progressive: equity, assisting the other, especially the less able and the less advantaged, allowing everybody to have a variety of opportunities, open to all. As much as teachers' attitudes towards education in general and education of the gifted in particular are affected by their knowledge and intelligence, these values have a major influence on these attitudes. These values are the common, dominant values of our society, the attitude of which towards giftedness can be defined as basically negative (Baker, & Richards, 1998; **Borland, 2003**; Coleman, 2004; **Cross & Cross, 2005**).

Lack of knowledge regarding didactics for the gifted, and lack of knowledge of psychology of the gifted in general and developmental psychology of the gifted in particular are by no means the main issue in gifted education from the teachers' point of view. The moral values on which education of the gifted is based have a much greater influence on the attitudes of teachers towards their gifted students. Indeed, the level of ignorance regarding giftedness is quite high, and teaching pre-service as well as in-service teachers familiar with at least the basics of psychology of the gifted and didactics for the gifted might somewhat improve the situation of many gifted students. However, there is a limit to the improvement of the situation that can be reached by teaching the teachers who the gifted are and how they should be treated. That that limit is determined by the dominant values of society in general and the education system in particular. Values such as equity, mediocrity, helping the other and modesty are not only

inconsistent with education of the gifted; they rather hinder it. These values cause, at least partially, the antagonism many teachers, headmasters, counselors and even educational psychologists feel towards gifted children, antagonism that can also be explained by jealousy and envy towards the better, more talented, those with better prospects for success, the students who seem to succeed without any effort.

Murray (2008) has already summarized his opinion about the equity ideal in the American education system:

[...] The educational system is living a lie.

The lie is that every child can be anything he or she wants to be. No one really believes it, but we approach educational problems as if we did. We are phobic about saying out loud that children differ in their ability to learn the things that schools teach. Not only do we hate to say it, we get angry with people who do. We insist that the emperor *is* wearing clothes, and that those who say otherwise are bad people (*ibid*, p. 11).

Here are listed three of the moral concepts many teachers believe in:

- I. Equity means that all students must reach the same educational level; gifted children who have already reached the minimal required level must not get any additional support;
- II. Society has an obligation towards its weak members; the gifted are strong and thus do not need any further support;
- III. Nurturing of the gifted must occur at the expense of the weaker children, who deserve to get a greater part of society's resources.

It is quite interesting that the only Israeli Member of Parliament who has questioned the value of Israeli gifted education has been Rabbi *Haim Amsalem* of the Sephardi-religious party – Shas:¹²

I am interested if the results [of gifted education] have ever been examined in comparison to the investment, namely, what have the gifted children achieved in their adulthood. I assume that in the Ultra-Orthodox sector the leading concept is anti special education for the gifted. [...] We believe that the urge to learn and the persistence in studying are the big secret of students' success (**The education committee will submit reservations to the gifted budget, 2006**).

Indeed, only totalitarian societies, such as ancient Greece, Rome, China or Japan (**Gallagher, 1994**) or the 20th century USSR, where the gifted were considered the property of the state, the conditions required to materialize the children's giftedness were accepted (**David, 2009c**). This had included access to all data needed in order to study "objective" parameters of the effectiveness of programs for nurturing the gifted, including access to the process of identification of the gifted. However, that has not been the case in modern democracies. The only Western country using the ideology of "nurturing the gifted for the state's benefit" was the US in the after-Sputnik era (**Robins, 2010**); this attitude did not last long.

When the state is meant to be the benefactor of education of the gifted, incidents such as exposing intimate familiar details of minors, as has been the case with the 14 "super-gifted" Israeli youngsters, might be considered acceptable. But when the aim of nurturing the gifted is, as in the Jewish tradition, "Lishma" – learning for the sake of learning and for achieving – as it is still in the Ultra-Orthodox society, the whole concept of gifted education is redundant. I believe Israel should, as all other democracies, adopt the policy of nurturing its gifted not because we believe that is the way to "produce the next Nobel prize winner", not even for the sake of higher education in Israel in the next generation – but rather for their wellbeing. They deserve suitable

¹² Shas is an [ultra-orthodox](#) religious [political party](#) in [Israel](#), founded in 1984, primarily representing [Sephardi Jews](#). Rabbi *Haim Amsalem* has been known for his independent opinions about education, causing his oust from the party in November 2010.

education as every "regular" or "disabled" child does. Only then the modern concept of gifted education will have a place of honor in the social and economic system of Israel as a modern society who believes in equity, in the right of everybody, INCLUDING the gifted, to get suitable education for their own wellbeing.

Unfortunately, despite the enormous amount of money invested and despite being the only country in the world with a department for gifted education – gifted children get very little, if any, gifted education during elementary school. Furthermore: in many cases, as I have observed in my 20 years experience of counseling the gifted, the damage done to gifted children in the education system is irreversible (e.g. David, 2009b, c, d, 2010a, b, 2011). Suitable, appropriate special education for the gifted is the only way for the system to minimize the damages of the regular education system, and contribute – if only a little – to a sub-population that gets substantially less than other special education children.

Israeli educationalists and politicians argue, since the beginning of education for the gifted, about its legitimacy. The reason for these arguments is not lack of knowledge, but rather a moral struggle that stands in the way of education of the gifted at all levels. This struggle has a major influence on the teachers.

We need first to answer the question: do teachers understand the moral significance of education for the gifted? Even if all teachers become experts in psychology of the gifted and didactics for the gifted, but they believe that the stronger students must help the weaker, and the more able should help the less able advance so that everybody will reach, at the final stage, equal achievements, they will continue to exploit their gifted student as a teacher-helper, and if the gifted student refuses to fulfill the teacher's expectation, that rebellious student will be perceived as "egotistic", "vain", or "extremely unfriendly". That is likely to happen no matter how intelligent and educated the teacher is.

7. Can the problems be solved? If yes – How?

I. Allocate professionals – educational psychologists who are experts of giftedness – to be in charge of gifted education

Not only is there no adequate counseling for the gifted in the Israeli system, there is not even awareness that such counseling exists, let alone that giftedness is an expertise one can acquire only by both learning and practicing. In Europe, for example, the **Mönks, & Pflüger** (2005) report shows that 12 of the 21 countries require "training of others such as teachers of remedial teachers, school psychologists..." (p. 16). If we compare it to the 11 countries with "teacher training" (*ibid*), we can see that in all countries where teachers are trained for teaching the gifted, counselors are trained in this area as well. Even in France, where gifted education is not an integral part of the education system, as the French ideology states that "there is no specific legislation in France that defines giftedness or provides for particular education for gifted children" (*ibid*, p. 60), there is an understanding that professionals who are in charge of the gifted students' psychological and emotional needs must be experts in gifted education if they are to be responsible for their wellbeing, with or without "official" gifted education.

II. Adopt professional decisions made during the 40 years of applying gifted education in Israel, rather than ones made by politicians

After 20 years of identification for the gifted in Israel and operating programs for the gifted, one of the world known experts of the field, Prof. Avner Ziv, had studied, among other things, whether in the second largest Israeli city, Tel Aviv, where the first gifted class opened in 1973, families whose children were identified as gifted choose to send them to the free-of-charge full week program for the gifted: the gifted class at the Graetz School (**Ziv, 1994**). They found that of the 4326 second class students only 23 of the ~70 percentile 98.5 children responded

positively, and about two thirds declined that offer. **Yanir (1978)** pointed to a similar picture: only one third of the children invited to study in the "gifted" classroom at the Graetz School right after the opening of it accepted that offer.

In the 17 years since the publication of **Ziv (1994)** nothing has changed: the student population in Tel Aviv has increased, but while ~80 children are identified as gifted, only less than 25 start the third grade gifted class in Tel Aviv every year. According to **The Center for Social and Economic Research (2009)**, in 2009 the percentage of children under age 14 was 17.7% in Tel Aviv. The population of Tel Aviv was 393,000 (**Statistics, Israel, 2009**). That means that the number of children in each year group was about 4640, and therefore, in percentile 98.5 there were about 70 children. In the year 2007 only 102 (**information collected by telephone with the Graetz school secretary, 21/6/2007**), or 98 children learnt in the gifted classes of the Graetz School (**Kashti, 2007**), which is an average of 25 at each class-grade. Even after subtracting from that number the 8.8% children learning in the Tel Aviv religious schools (**The Center for Social and Economic Research (2009)**), and without adding the number of work immigrants who study in the Tel Aviv public schools but are not counted among the Tel Aviv population (**Statistics, Israel, 2009**), we still get a very low participation rate.

Ziv (1994) summarizes the parents' response to their children's participation in all gifted classes at the Graetz School as follows:

A gifted class comprises of about 20 students chosen by the Szold Institute. [...] As the norm for being identified as gifted are not national, the choosing of the upper percentile does not suit Tel Aviv. In most professional literature Giftedness is defined as having an IQ of 130+. Had we used this definition [and NOT the American one – which is de facto belonging to percentile 94 – i.e. having an IQ of 10 points lower – **H.D.**], the number of children suitable for a gifted class would be more than 120 in each school grade. Had this been the situation, the number of children actually receiving gifted education at the Graetz School would be much larger, and those chosen – or those who choose a gifted class – would be the ones most suitable (p. 80).

III. Make the data about the identified as gifted since 1972 available to the researchers' community in order to enable research in gifted education

The American SMPY project, The Study of Mathematically Precocious Youth, was founded by Julian C. Stanley, on 1 September 1971, at Johns Hopkins University (**SMPY, 2011**), just a year before the first wave of public identification for giftedness in Israel (**Yonai, 1992**). Since then, the SMPY project, in addition to supplying the educational and psychological needs of many thousands of mathematically gifted students, has produced several dozens of books and many hundreds of articles (**SYMPY, 2011**). In Israel, in spite of the free broad identification for giftedness, starting 38 years ago, the early stage of the identification – grade 2 or 3 in comparison to the SMPY – where most participants are identified at age 12+ – there is almost no research of the gifted graduates.

This issue has been discussed many times; for example:

[...] by the way, there is no Israeli study or a follow-up study showing the relationship between investment and the return, namely what have the outcomes of the investment produced. In addition, there is no follow up of the adult gifted done by the Israeli Ministry of Education [...] (**Kagan, 2005**).

All attempts to get any information from the department of gifted children at the ministry of education proved unsuccessful. Even the request to know the number of students currently

participating in the Ministry's programs, needed in order to prepare the annual official report for the World Council of Gifted Education for the Gifted, has been denied time and again.

IV. Have a Gifted Education Policy. A decision should be made whether Israel is to go on supporting education for the gifted, in spite of the strong public opposition to investing money in such a small minority of students (**Yanir, 1992**) without having any clue as to the outcomes of this investment. If the decision is that under these circumstances there is no reason to continue the investment in the mass identification for giftedness, in the free gifted full-day classes where most parents invited to send their children decline the offer, as we have shown, in the various enrichment programs, also financed basically with public money, where the dropout rate is huge (**Ron Vardi center, 2011**), as well as in teachers' training that has not proved to improve the situation – gifted education in Israel should be the concern of the parents, as is the situation in many American states and European countries. If the decision is to continue the public support in gifted education in Israel, two more steps should be taken.

V. Enable a much larger rate of student access to gifted education, WITHOUT division into "super-gifted", "gifted" or "excellent". This will result in 4 positive outcomes:

a. Minimize the labeling effect by using the term "gifted" for a much wider circle of children

Approximately 6% of students enrolled in schools in the United States, grades K-12, are classified as 'gifted' (**Is there a definition of gifted, 2010**). In the American States that provide education for the gifted the actual percentage of those entitled to it is as high as 16.6% (**National Association for Gifted Children, 2009**). In Israel only 1.5% of 2nd-3rd graders are identified as gifted and the mean number of students that get gifted education is 1000 from each grade level. When ~3000 or even ~5000 students are labeled as "gifted" every year the labeling effect is to be lessened.

b. Allow more children who have proven to be gifted to participate in the financed programs

Many – too many gifted and even highly gifted children – are actually defined as "non-gifted" after "failing" the "giftedness examinations" (e.g. a 12-year old university student, **Gal, 2010**); some of them take university courses while still in junior high school (ibid). Each child with IQ higher than 130 or belonging to percentile 95 should be labeled as "gifted" and thus be entitled, by the Israeli law, to gifted education.

C. Minimize public resistance

The public resistance to a program that is eligible to such a small fraction of students is very high; when more children get gifted education the resistance to it might very well decrease.

d. The need for a variety of programs for the gifted

Because of the small number of children defined as "gifted" there is no possibility to offer a variety of activities to them, and thus each gifted child must either "take it" – participate in the program offered to her or him, or, as happens very often – leave it, and get no gifted education at all (**David, 2008b**).

VI. Assign an able person to be in charge of the financing management of gifted education

Here are some facts about the present financing of the education of the gifted system in Israel.

a. Only 1.5% of Israeli children are defined as gifted, and only about 0.5% gets any gifted education. Among all American States the minimal percentage of students identified as gifted is 6% - the maximal percentage is much higher, 16.6% (in Oklahoma).

*b. Free identification for giftedness. Every year, 15% of all Israeli children are offered free identification for giftedness (**David, 2008b**). The cost of this process should be added to the "official" amount of money spent on paying the Szold Institute for composing the tests and checking over 100,000 every year, calculating the relevant percentiles and preparing the letters for the parents whose children have taken the tests.*

c. *High investment in gifted education.* According to *The World Factbook* (2009), the American GDP (PPP) per capita was 60% higher than the Israeli in 2008. Furthermore, the salary of the Israeli junior high school teacher, with 15 years of experience, is less than half of that of her or his American colleague (*OECD, 2010c*). Taking these facts into consideration, the amount of money invested in gifted education in Israel is many times higher than in the US.

d. Inefficiency in budget spending. In the table recently published by the budget department of the **Ministry of Finance (2011)** it can be observed, that only 62% of the 2010 budget allocated for "gifted children" was spent before 31/12/2010.

8. Conclusion

1. Achievements of Israelis are far less than would have been expected for a population that includes almost half of the Jews in the world. We can thus conclude that many gifted Israeli children do not fulfill their potential.

2. Success in education of the gifted depends heavily on teachers' personal characteristics and on the value system they believe in, rather than on their educational level or their knowledge in gifted education.

3. In spite of the full identification of giftedness in Israel, the very small percentage of gifted students who actually get any gifted education, the fact that gifted education is centralized, so collection of data should be uncomplicated, the small size of Israel, its being the only country surveyed by **Freeman et al., (2010)** who has such a department – there is almost no Israeli research about potential influences of education for the gifted and achievements in Israel, as the Ministry of Education does not provide any data required for such research.

4. As education of the gifted is not the task of educational psychologists but rather teachers and administrators, it should be studied whether the number of gifted children harmed by the non-professional, un-studied and un-supervised experts is as high as can be assumed by the high rate of dropout from all gifted programs; the furious reactions of thousands of gifted children, gifted grown-ups, the graduates of gifted programs, and parents of the gifted found in forums for gifted parents; the hundreds of emails and telephone calls I have received about this matter; and the parents and children I meet in my workshops and private counseling, who perceived themselves as failures despite being identified as gifted.

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THE NIGERIAN CHILD: A PHILOSOPHICAL APPRAISAL

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Abstract

The Nigerian child: a philosophical appraisal focuses on defining the Nigerian child. It highlighted the characteristics, concepts and appraisal of the Nigerian identity culminating to the establishment of the Nigerian identity as a 'Being – With'. It was observed that poverty, politics, negative value system and civilization led to the loss of the Nigerian identity. It was recommended that Nigerians should re-understand themselves as 'Being-with' that is meant to live with others and together there will be better development.

Introduction

Nigeria as a geo-political entity was a direct product of the mechanical amalgamation of the Northern and Southern protectorates in 1914. It is a nation of close to 260 nationalities with different histories and cultures. In fact, much has been said and written about Nigeria, her people, culture, economy and politics which sheds lights to a seemingly emerging giant from the third world countries. But Nigeria seems not to have equipped herself with self-knowledge and self-understanding to direct herself for better development. This self knowledge and understanding begins with birth, i.e. a Nigerian child who with better understanding of self will have a directed development aligned with his/her identity. The question then is who is a Nigerian child?

Characteristics of a Nigerian Child

The Nigerian Child refers to that young human being between the birth and puberty who grows into a fully fledged man or woman with time. The child has the right to life, dignity of human person, personal liberty, etc. He/she is entitled to freedom of thought, conscience and religion. He/she has right to freedom of expression, movement and association, freedom from discrimination, etc.

The fact on ground shows that a Nigerian child is a communal child that must respect and obey an elder and accept corrections from any member of the society. But his/her dignity is in most circumstance trashed on the ground. His/her freedom of expression, movements and association is not assured. This child is a compulsory community worker or baby sitter. The child comes from a large family size of about 6-12 children who lacks adequate welfare and care and is given out as a maid or servant to any family that cares for one. This child is subjected to any kind of

labour ranging from employed labour to hawking and breadwinner for families. This child is exposed to dangerous diseases of different kinds and even to rape in some circumstances. In other circumstances he/she is made to beg for arms and carter for himself/herself ('Almageri'). Above all, his right to education is a luxury that is hard to come by. With the school age, the child is meant to hawk, hunt for food or go into apprenticeship to fend for the family. The ones that attempt to go to school are sent back for non-payment of fees and lack of school materials.

The Nigerian child is also one who is born and bred in a nuclear and extended family system; who has uncles, aunties, cousins, nephews, nieces, etc. He/she is a child in a community that works for the coherence of the community. He/she regards his town's or village people as his/her own people. Communally, a person in need is helped to stabilize as each person is a 'brother' or 'sister'. He assists the father every morning to pour libation to the gods and ancestors for good life and progress of every member of the family, kindred, village or town.

Concepts of a Nigerian (Child)

The 1999 constitution of the Federal Republic of Nigeria section 25 (a-c) described the following as Nigerians by birth:

- Every person born in Nigeria before the date of independence, either of whose parents or any of whose grandparents belongs or belonged to a community indigenous to Nigeria.
- Every person born in Nigeria after the date of independence either of whose parents or any of whose grandparents is a citizen of Nigeria.
- Every person born outside Nigeria either of whose parents is a citizen of Nigeria.

The constitution further stated in section 26 that one can be a Nigerian by registration if the President is satisfied that the person is of good character, shows clear intentions of the desire to be domiciled in Nigeria and takes the Oath of allegiance as prescribed; or that one can be a Nigerian by Naturalization after fulfilling the requirements which included residing in Nigeria continuously for a period of 15 years.(1999 constitution of the Federal Republic of Nigeria)

Bibi (2005) described a true Nigerian as one who is resilient, filled with hope for a good tomorrow. A good Nigerian believe in justice, believe in God absolutely even when robbed by the leaders every day. A true Nigerian believes that (by) working hard, one day he/she will become somebody in the society; believes in hard work, believes that he must continue striving no matter how difficult, even dying in the process. A true Nigerian believes that if he does not make it in this life, his offspring would and will carry on the glory of his family.

According to Hot-Angel (2005), a true Nigerian is whoever calls someone that is not related to him or her aunty/uncle. According to Egenti (2011), for a country like Nigeria parading more than 250 ethnic groups and boasting of over 510 languages, it should not be a surprise that it's politics is hostage to tribal feelings as most people identify with and are loyal to their ethnic groups rather than the country. As a result, people are identified by their tribes: you hear "that is a typical Yoruba man" or "that must be an Igbo woman" "that " or " must be a Fulani" or "that must be a Calabar girl" etc. Everybody is first an indigene of an ethnic group and then a Nigerian last.

Egenti further stated that Nigerians still see Nigeria as a colonial joinery, a mere geographical expression. In other words, people are questioning the idea that people of different ethnic and

religious background can be equal citizens with them in the same country. People are still finding it hard to accept other Nigerians of different ethnic group as equal citizens and stakeholders

The Nigerian Child : an Appraisal

The constitution of any nation stipulates the fundamental rights, laws and customs that describe a particular group of people. According to Okwodu (1978), it is a body of laws and conventions which describe the proper form of the government and defines its rights and duties. By implication, the constitution of the Federal Republic of Nigeria is an accepted document that describes Nigeria and her peoples' way of life and identity. The constitution described a Nigerian child as

- Every person born in Nigeria before and after the date of independence either of whose parents or any of his grandparents belongs to a community indigenous to Nigeria.
- Every person born outside Nigeria either of whose parents is a citizen of Nigeria.
- One who is a Nigerian either by registration or naturalization.

Do these stipulations actually identify a Nigerian? Identity is a mark that distinguishes one from another, but must be with the person to mark him or her out from another. These constitutional stipulations do not identify a black man or any man standing on the streets of London. By implication, it has not typically given identity to a Nigerian. The question, who is a Nigerian or what makes a Nigerian, Nigerian, is therefore not given a satisfactory answer. The principle of identity rests immediately on the concept of being. A 'being' is and 'non-being' is not. The truth of this judgment is intuitively clear to the mind without the need of any demonstration. Bittle (1938) stated, whatever is, is, and whatever is not, is not. Everything is what it is: Everything is its own being: being is being, and not-being is not being. The above constitutional stipulations have not stated what makes a Nigerian child a Nigerian as mere 'birth' cannot entirely describe a Nigerian. According to Egenti (2011), Nigerians are identified by their tribes ... Everybody is first an indigene of an ethnic group and then a Nigerian last. This description sees Nigerian as a heterogeneous collection of individuals and not a homogeneous entity. By implication there exists a homogeneous entity but according to tribes. Therefore, the identity "Nigerian" is tribal in nature. There cannot then be a Nigerian child, but an Igbo child, Yoruba child, Hausa child, Fulani child, Efik child etc.

Bibi (2005) and Hot-Angel (2005) tried to describe a Nigerian as resilient, hard working and full of hope for tomorrow and accommodating. This is an attempt to identify a Nigerian, an identity that marks him or her out from others. Who is a Nigerian (child)?

A Nigerian

That Nigeria is made up of too many ethnic nationalities is immaterial. Rather there are certain characteristics that are common to all irrespective of the tribe and tongue. They all live in an ontological world Nigeria. By implication, every Nigerian is a "Being in the Nigerian world". All the ethnic nationalities in Nigeria are black in colour which also makes them African. A Nigerian child is born black, but becomes a Nigerian. Every tribe or ethnic group in Nigeria is nepotic and aspires only for the good of his relation against any other. For instance, an Igbo man sees another Igbo man as a brother/sister outside the Igbo race. Also, a typical Nigerian fights a war in favour of his tribe, tongue and relations. Above all, there is an acceptance of the 'other'. Every tribe is communal in nature and accepts anyone who relates with him/her in their native custom. This same instinct is not different in religion. You are a brother or sister in so far as you profess

the same religion even irrespective of tribe/ethnic nationality. The relationship with the other, do not even end with death. There is still the belief that a link still exist with the dead and so they are buried inside the household. Even a case of accident where one is burnt to ashes, the ashes are collected and buried in the household.

Therefore, the metaphysical Nigerian world is a world of “Being-with-Others”. The self in a Nigerian child is essentially towards others, i.e. a self in relation to others. This is buttressed by Okoro (1993) where he said that individuals become real only in relationship with others, in a community or group. It is the community which makes the individual, to the extent that without the community, the individual has no existence. The Nigerian self is a ‘we-existence’. A Nigerian child therefore is a ‘Being-with’ in the Nigerian world irrespective of his place of abode.

Factors Affecting the Nigerian Child

The ‘Being-with’ in the Nigerian world has been destabilized by so many factors which have hampered his/her maximum development. Among these factors include poverty, negative change in value system, politics, civilization (devaluation of culture) etc.

Poverty has derailed the Nigerian child. So many Nigerian children live in families who earn below N100 (one hundred naira) per day, whereas the minimum cost of feeding per day per person is about N300 (three hundred naira). This has limited the potentialities of the Nigerian child. Many have been exposed to so many inhuman and immoral acts to survive.

Negative change in the value system has also affected the Nigerian child. The national ethics of Nigeria according to the 1999 constitution of the Federal Republic of Nigeria section 23, shall be discipline, integrity, dignity of labour, social justice, religious tolerance, self reliance and patriotism. This ethics has been turned to the negative and the environment created for the Nigerian child is that of corruption, indiscipline, injustice, religious war, etc. Anameze (1998) observed that in the present Nigerian society, intellectual values do not seem to be sufficiently appreciated and rewarded. Money and what money can buy are preferred to academic excellence in our society. Igwe (2005) stated thus; what else would be expected from children who know that their fathers are corrupt, that they amass wealth by all sorts of dubious means, that with the older generation, greed, incompetence and the philosophy of maximum gain for minimum input seem to be our national way of life. This environment destroys the metaphysics of the Nigerian world and the ‘Being-with’ is gradually dying away. The situation of the Nigerian child now is what can be called dog eat dog!

Our culture of communalism is lost under the guise of civilization. Cultures that abhor evil now praise evil. The culture of helping the poor and needy has been eroded. Again, the ‘Being-with’ is lost.

Politics in Nigeria is a do or die affair and the winner takes it all. Through politics and governance, a group enriches themselves from the common purse thereby depriving a greater majority of people their benefits and future. Again, the nature of ‘we-existence’ is gradually being destroyed.

These and other problems seriously destabilize the Nigerian child and make him/her prone to vices as against virtue.

Recommendations

In the light of the above discussions, there is need to make Nigerians:

- Re-understand themselves as ‘Being-with’ that is meant to live with others and together there will be better development.
- Manage the abundant natural resources for the good of all bearing in mind that together and with each other, there is existence.
- Know that a good value system improves our Nigerian world. Our ethics is in line with our being with the other and therefore should be adhered to.
- Understand that our good cultures should be maintained because they emanated from our being and therefore brings us close to each other.

Conclusion

The Nigerian child is a factor of ‘Being-with’ which is a byproduct of culture, rooted as it were in our extended family system and in the essential religious world view of Nigerians.

However, ‘Being-with’ in its qualities and dimensions can be lost, re-gained or even lost forever because of the environment we create from the neo-civilization.

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STATE POLICIES' INFLUENCE ON HISTORY TEXTBOOKS IN SECONDARY EDUCATION IN PAKISTAN

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ABSTRACT

Textbooks are social constructs that has the tendency to reflect the issues of ideology and politics within a society. The subject of history, presented through textbooks, is important in a sense that it presents interplay of power and culture to the youth of the society. The issue of neutrality is central in understanding the history textbooks round the globe, where the textbooks make available a particular version of national history to the students. The essay would explore the extent of state policies' influence on history textbooks in secondary education in Pakistan. The paper is divided into four major parts. The initial part will highlight the challenges of historiography and the nature of history textbooks. The second part will particularly talk about the issues of textbook historiography, by illustrating Pakistan as a case study. The section will discuss the complexities attached to the Pakistani educational system and its impact on history textbooks. Third part of the paper will discuss two state policies that mirror itself in the history textbooks of Pakistan. The policies include positioning of India as a political rival and the imposition religion through the process of Islamization. The fourth part presents an analysis of three history textbooks that are used by the secondary education students in Pakistan. The analysis reflects influence of the two state policies on the history textbooks in Pakistan, which would be followed by concluding comments to the study.

KEYWORDS: Textbooks, ideology, historiography, Islamization

INTRODUCTION

No historical account can provide a complete picture of what 'actually happened' in the past. Each account may present a selection of facts that seems important to the historian. Additionally, history does not comprise of facts alone; instead it includes the element of historian's interpretation as well. Indeed, a fact does not speak for itself; it is the historian who makes it speak in a particular context, order and emphasis (Carr, 1961). The historical accounts based on same set of facts may produce entirely varied narratives of an event. Information that may appear important to one historian may fail to appear in another historian's account. Williams (1961, p. 69) uses the term 'selective tradition' to explain the act of intentional selection and de-selection of historical facts and connecting it with the present times. Therefore the element of historian's bias in interpretation and selection of facts can influence a historical account. Despite of the limitations of a historical account, it is the duty of a historian to report as accurately as possible, in words of Aldrich (2003 p.133) historian's duty to search for the 'truth'. A historian may never be able to 'exactly recapture' the events of past, but this should not lead a historian to surrender the struggle of minimizing one's bias and reporting an evidence based account for the reader.

A historical account can be presented to the readers in a narrative form. However, the arrangement of historical facts in narrative form is always a matter of historian's interpretation (Levstik & Barton, 2005). A narrative historical account may also be viewed as a 'controversial' or 'relative' because it is dependent upon historian's personal judgement and reporting of fact. One instance of narrative presentation of history can be found in history textbooks. One may inquire

the nature of history as a school subject where the learning processes are often embedded within the 'selectivity' and 'biases' of historian and certain influential groups of society.

THE NATURE OF HISTORY TEXTBOOKS

Who decides what a student should know about history? Which piece of knowledge is suitable for the student? If the audience of the textbook, that is students, have a little voice in the writing and designing of a textbook, then who makes the decision on their behalf? These questions are often asked by researchers and teachers who analyze textbooks in different parts of the world (Nicholls, 2006).

The knowledge presented in the textbooks is usually rooted in the cultural context of a society that aims to develop their youth in a desired manner. The information presented through the textbooks reflects what specific societal forces expect the youth to know (Foster & Crawford, 2006). The societal forces such as government, political parties and religious groups actively strive to influence the selection of knowledge that becomes the part of history textbooks. These forces may have their own interests in presenting a specific version of history to the students. The portrayal of Japan in US history textbooks as an aggressive and militaristic state can be an example of presenting a specific version of history (Romanowaki, 1996). On one hand, the US textbooks may view Japan as a World War – II enemy and celebrate their victory over Japan. On the other hand, the textbooks tend to ignore the policy of non-engagement in wars that was adopted by Japan after the defeat of World War - II. The selective textbook version of history may suit some of the societal factors in US that still view Japan as an enemy state. Besides the societal factors, I believe that there are atleast four contextual factors that can influence the selection of knowledge and formation of a history textbook. Firstly, the authorities under which a textbook is produced have the tendency to influence the formation and presentation of content. Secondly, the state education policies and guidelines that outline the broad objectives of the subject are important in deciding what is included in the textbook. Thirdly, the socio-political dynamics of the region where a textbook is produced may impact the information provided in it. Fourthly, people who benefits from the textbooks, that include publishers, may have their say in what is included in the textbooks. The factors mentioned above can promote selective tradition in textbooks that can allow certain groups of society to shape a collective past for a community or nation.

EDUCATION IN PAKISTAN: A UNIQUE CASE

The work done on the analysis of history textbooks cannot simply be applied to the case of Pakistan without understanding its three major contextual factors. Firstly, the development of an educational system has not been on the priority list of the consecutive Pakistani governments. Secondly, attempts to develop a national consensus on the issues of curriculum has usually been unsuccessful. Thirdly, the intertwined nature of nationalism and religion in the country makes the study of Pakistani educational system unique.

Education has not been a top priority for the government officials in Pakistan since its independence in 1947. The lack of material and financial resources was one of the major challenges faced by the people and the inexperienced government officials of the new country (Quddus, 1990). The condition of the educational system has not changed much since independence. The National Education Consensus (NEC) 2006 reports that out of 160,798 schools in Pakistan, around 50% of the schools have no access to electricity and 29% schools are unable to provide drinking water to the students. The above mentioned statistics point out that education has surely not been a national priority in the country and requires consistent policies to progress. Similar to most of the other government departments, educational system is also

managed on ad hoc basis, which resulted in inconsistent policies and lack of accountability (Ministry of Education – Government of Pakistan, 2006). The failure of government education policies has resultantly given rise to alternate educational systems in the country. Currently there are three parallel education systems working in the country, they include government schools, private schools and *madrassa* (mosque school) education. Hence, the educational system of the country lacks consistent policies and a single education system, due to which it cannot be compared with other education systems round the globe.

The second reason which situates Pakistan as a unique case is its overnight creation that provided little time for the construction of a national past. The state was unable to develop a consensus on the construction of a national past and its representation in the curriculum. Resultantly, the process of curriculum construction was influenced by the pressure groups within and outside the country to serve their political interests. State institutions such as the military has frequently maneuvered curriculum in a manner that suited their military led dictatorial regimes state policies and government stance, on domestic and global issues. The study conducted by Aziz (2004, p.190) notes that both forms, democratic and military, governments used the state curriculum as an ‘official propaganda machinery’ that promoted political interests of specific pressure groups in society. Hence, the national past was constructed by the influential groups as required to suit the state policies of the time.

The third reason is the intertwined nature of religion and nationalism in Pakistan. Since independence in 1947 till date, a number of political slogans are anchored in religion for the purpose of gaining public support on key domestic and international issues. For instance, nationalism is provoked through the slogan of Islam, whenever there is a military threat from the ‘non-Muslim state’ of India (Haqqani, 2005). As the provinces of Pakistan possess diverse ethnic identities a call of Islam often acts as a medium of national unity. Islam combined the nation to pursue an anti- USA policy during the era of Prime Minister Bhutto, in the early 1970s. In late 1970s and early 1980s Islam and nationalism became the reason to fight against ‘the communist’ Soviet forces, which were occupying the Islamic country of Afghanistan (ibid, 2005). Indeed, the nationalism in Pakistan is intertwined with the use of religion for the purpose of justifying the state policies, uniting the nation and gaining public support.

Textbooks in Pakistan

In a country where the majority of schools face lack of learning resources, textbooks can be an important and cost effective medium of promoting education. Absence of internet facilities in government schools, insufficient teacher training programs, acute shortage of libraries and lack of additional reading materials also situates textbooks as the most important teaching tool in the country. Despite of the strong reliance on textbooks their quality is criticized by private educational organizations and independent researchers (Aly, 2007). The general problems that affects the quality of textbooks includes their inability to provide relevant examples and evidences to support their lengthy and repetitive historical narratives. Moreover the textbooks fail to create a critical engagement of students with the content. The textbooks are often found with printing errors and even spelling mistakes. Despite of its demerits the students in the country rely on textbooks, as the major source of learning, which is below standard.

Few efforts were undertaken in last six decades for the improvement of textbooks in the country, which can be observed in the two educational reports. The Report of National Commission on Education 1959 states that textbook is a prime tool for imparting education and admits that the quality of textbooks needs improvement in upcoming years (Ministry of Education – Government of Pakistan, 1959). Fifty years later, The National Education Policy 2009 reemphasizes on the importance of textbooks and expresses its dissatisfaction over the quality of textbooks that are available to the students (Ministry of Education – Government of Pakistan,

2009). The issue of textbooks being below par is raised in consecutive educational policies documents, but little time and efforts have been allocated for improvement of the textbooks. It also seems important to take into account the role of publishers in the promotion of specific textbook materials. The government and private publishers simultaneously publish textbooks in Pakistan. Textbooks that do not follow the guidelines of the state are not allowed to be used in either government or private schools (Bajoria, 2009). Therefore all the textbooks are produced in accordance with the National Curriculum guidelines, as it can maximize the profit to the private and government publishers. The extent to which the government can influence the production of a textbook can be observed by the following statement:

‘The state functionaries plan/outline the (text) book which is written and edited by teachers who are government employees which is approved a committee in the Federal Ministry of Education and issued by boards which are official government institutions’ (Aziz 2004, p. 188).

The statement highlights the extent to which government is involved in the designing and publication of the textbooks that are used by the majority of students. The authority over the textbook publication can also allow the government to use textbooks for the promotion of political agendas among the youth of the nation (SDPI, 2003). Two policies that have influenced the history textbooks in Pakistan, to achieve the desired political objectives, include the projection of Indian as an ‘enemy state’ and Islam as the basis of nation. Hence, the government authorities continue to influence the textbooks with insignificant efforts to upgrade the standard of textbooks in Pakistan.

The Search for a ‘Distinct’ National Identity

The search for a distinct national identity led the nations of India and Pakistan to draw different conclusions from the common past of the sub-continent. The formation of national identity was not restricted to the selection of historical facts alone; rather, a variation in the emphasis of facts and the search for a ‘different’ interpretation of them also played a vital role. The study by Powell (1996, p.190) defines the process of interpretation as the adoption of ‘conflicting appropriations of the past’ to satisfy various ‘ideological needs’ of the state. Indeed, both nations interpreted and emphasized historical facts in the search for a distinct national identity in accordance with their political agendas.

The dissimilarities in the national versions of history can be witnessed in the state approved textbooks that are used across Pakistan and India. The language employed by the textbooks to describe the exit of the British from the sub-continent and the birth of the nations in 1947 can provide an instance of dissimilarity. The Indian textbook historiography represents the 1947 event as ‘the Partition of India’, while the Pakistani textbooks refers the event as ‘The Independence Day’ for the Muslims of the subcontinent (Joshi, 2010 p.361). On one hand, the instance of 1947 event highlight the diversity of interpretations that exists between the two nations towards a shared past. On the other hand, the projection of the event points out the political stances of both the nations. The Indian textbooks support the national stance, often highlighted by the media and politicians, that India was partitioned by the British which ideally should have been a united country (Barone, 2011). On the contrary, the Pakistani textbooks reflect their national stance of associating Islam with the creation of Pakistan, by representing the event as a victory for Muslims. Hence, the historical account of the event and its projection in the textbooks varies according to the political priorities of the nations.

CONSTRUCTING THE IMAGE OF 'OTHER'

Cultures may consciously or unconsciously attempt to understand other communities and societies that are different from them. The process of understanding the other often results in formation of two groups that is one's self and the 'other'. To imagine the 'other' as opposite or antithesis to one's self can be a way of understanding the 'other' (Burke, 2001). Such understanding can also lead some communities to stereotype the 'other'. For instance, Arabs are often equated with Muslim 'fanatics' who have 'beards' and are 'violent' in behavior (Cai, 2002 p.70). In this instance, the stereotype ignores the diversity of religions that exist within the Arab world, which includes Christians, Jews and Muslims. Additionally, the stereotype seems to situate the 'other' as opposite to the self. Therefore the understanding of the 'other' may lead to distortion of information, which often results in a limited understanding of other groups.

The division of self and other has the ability to produce a sense of internal unity for a diverse group of people (O' zkirimli, 2005). The idea of uniting a diverse population under one idea of 'nation', that eliminates the differences such as language, ethnicity, religion and gender, is termed as nationalism (Gellner, 1983). On one hand, the idea can present an image of standardization and uniformity to other cultures. On the other hand, the generalization of the population as a homogeneous unit can suppress the representation of diverse identities of an individual under one national identity. Anderson (1991) views national identity as a social construction where people imagine as being part of a large community with whom they may not be in physical contact. The sense of belonging to an imagined community is often highlighted and promoted through media and education. For instance, a newspaper may present a headline that 'the Indians' celebrated on the victory of their national cricket team. The headline eliminates the boundaries of gender, religion or ethnicity by treating the diverse population of India as one homogenous unit. In a similar way education can also promote the idea of an imagined community through textbooks and other medium of instructions. In the case of Pakistani textbooks, India is viewed as the 'other' which is the antithesis of the nation. Resultantly, the national ideology is built upon the Two Nation Theory. The Theory defines Hindus and Muslims as two groups that always existed as separate nations having different religions, languages, dressing and festivals (Joshi, 2010). One may question that whose interests are served by the projection of India as an enemy state? One dominant societal force which can possibly benefit from the projection is the military of Pakistan. Presenting India as a constant national threat allows a yearly increase in the military with minimum resistance from the masses. Therefore, the division into groups of self and other serves multiple purposes of internal cohesion between diverse groups and political interest of specific societal forces in Pakistan.

ISLAMIZATION OF EDUCATION

For the purpose of the essay Islamization would mean the political acts that aim to religio-cize the state. The process of Islamization in Pakistan is attributed to the sixth president of the country, General Zia ul Haq. Similar to his predecessors, General Zia extended the slogan of Islam to strengthen his illegitimate regime of more than a decade. The General entered the corridors of power by overthrowing a civilian government through a *coup de'tat* in 1977 and imposed the ideas of religious conservatism on the state (Haqqani, 2005). Additionally, he introduced state policies of Islamization that situated religion in the forefront of the national ideology and assisted him to

secure his position as the leader of the state. The impact of a specific interpretation of religion directly influenced the state institutions and policies in

Pakistan. The educational policies adopted by the state during the period also emphasized on the need to reflect and reinforce national ideology and religion in the school curriculum (Powell, 1996). By representing Muslims as a separate nation throughout the history of the sub-continent, the policies highlighted the connection between being a 'Muslim' and a 'Pakistani'. To extend the policy of Islamization General Zia also attempted to situate the roots of Pakistani nationalism within religion. According to the Educational Policy and Implementation Program of 1979, the new education policy was to develop 'true Muslims' in the society, which would be in accordance with the Qur'an and *Sunnah* (Haq, 1980). One may witness that the aim of the policy that shifted from developing 'good citizens' to the development of 'true Muslims'. The ideas pertaining to citizenship and democratic state were often viewed as 'Western' and 'secular' concepts, in the state policies of that era (ibid, 1980). The policy embedded the idea that good citizenship is one of the prerequisites to be a true Muslim. Hence the educational policies of the state were influenced by the political agenda of Islamization that was enforced during the Zia regime.

REFLECTION OF STATE POLICIES IN HISTORY TEXTBOOKS

The secondary and higher secondary students in the country are required to study the subject of Pakistan Studies, which is an amalgamation of history and geography of Pakistan. The subject is compulsory for all students from grade IX to university level without any exception to the field of study (Powell, 1996). This portion of the paper aims to focus upon the history section of three Pakistan Studies textbooks that are used at secondary level. Books prepared by Sindh Textbook Board (STB), published in the year 1993, and Punjab Textbook Board (PTB), published in the year 1999, are approved and recommend by the Federal Ministry of Education, Government of Pakistan (SDPI, 2002-2003). Both these textbooks are used by the students who study under the provincial or federal examination boards. The third textbook is Bajwa (2002) which is published by Oxford University Press (OUP) . The book is used by the students who appear in O' level Pakistan Studies examination. Themes that emerge from the analysis of the three textbooks can assist the understanding of impact of state policies on the history textbooks in Pakistan. Three of such themes are discussed below.

Rooting the national past in religion:

The scope of OUP textbook is reflected through the statements where the author repeatedly limits the history of subcontinent to the history of regions that are 'now part of Pakistan' (p.6). The textbook begins history of Pakistan with an introduction to the Indus Valley civilization. The author refers Indus Valley civilization as: 'A civilization that was flourishing in Pakistan' (p.5). There are at least two embedded assumptions in the statement. First, the author portrays that the civilization existed only in the regions that are now part of Pakistan. The presentation of the civilization as part of shared history between Pakistan, India and Afghanistan is not taken into account. Second, the retrospective application of the word Pakistan, for the purpose of connecting a civilization as a part of national heritage, may highlight the national biases that are rooted in the historiography of textbooks. The private history textbooks in Pakistan often highlight the Indus Valley civilization because it appears to be compatible with Islam (Powell, 1996). The civilization had almost no encounter with the religion of Islam and was not a threat to the religion in its later years. Therefore the author draws to a particular set of facts, from the entire past of the civilization, which can be useful in the construction of a national heritage. The introductory chapters of STB (p.1-11) and PTB (p.1-16) are similar to each other.

In both cases the chapter begins with the salient features of the 'Islamic way of life' that includes oneness of God, fasting, *zakat* (charity), pilgrimage, principle of equality, principle of fraternity and tolerance. The features mentioned in the chapter are extracted and quoted from the Holy Qur'an. Additionally, both the textbooks ignore the civilizations and kingdoms of sub-continent that existed before 8th century AD. On the contrary, OUP provides an extensive account of dynasties and kingdoms that existed before 8th century AD by devoting two chapters on the subject. The account in OUP also highlights the achievements of Maurya Dynasty and its famous ruler Ashoka who is often quoted in the Indian history textbooks as their national hero (p.11).

One may question the inclusion of topics, such as 'Islamic way of life', within the subject of national history; instead of religious studies. In my opinion, the state policy of presenting the country as an Islamic welfare state is reflected through the inclusion of Islamic way of life within a Pakistan Studies textbook. The reason for ignoring the past civilizations, in STB and PTB, can be their lack of contribution and association with the religion of Islam. Here the state history textbooks also equate the beginning of Pakistani history with the introduction of Islam in the sub-continent. Therefore by introducing the Islamic way of life in the initial chapter and ignoring ancient South Asian dynasties communicate, to the students, the top national priority of religion. The following chapter in STB and the PTB initiates the history of Pakistan from the year 712 AD when a Muslim invader Mohammad Bin Qasim entered sub-continent through the province of Sindh. No evidence or reference is provided for vague victory claims of Muslim troops. For instance, 'large numbers of locals converted to Islam' and 'common people were impressed by the fairness and tolerance of Muslim (rulers)...' (STB, p.18).

The beginning of national history from the point of Muslim invasion in the subcontinent points out the extent to which Islamization of the history curriculum had already taken place. One may question the heroic portrayal of Muslim victory in subcontinent, but absence of historical facts that are related to the attempts of resistance by the native population. The state versions of history textbooks seem to situate Islam within the historiography of sub-continent. Powell (1996) questions the idea of connecting the existence of Pakistan to the Arab arrival in the sub-continent. He terms the idea as an invented tradition that was later added to the history textbooks for the purpose of presenting Pakistan as an Islamic state. The portrayal of Islam is to such extent that the focal point of the textbook appears to be the history of Islam in subcontinent; instead of the history of sub-continent where Islam is introduced as a religion.

An Instance of Selective Tradition:

The Muslim rule in the sub-continent after the departure of Mohammad Bin Qasim, which comprises over seven centuries, is provided a single page space in the STB and the PTB. Additionally, there is no mention of the Mughal dynasty that ruled the subcontinent for more than three centuries. Both the books provides an in-depth discussion on the Muslim downfall in the sub-continent (STB, p.13-15; PTB, p.20-24). On the contrary, OUP devotes two chapters on the subject of Muslim rule before mentioning any reason for the Muslim downfall in the sub-continent (OUP, p.12-49).

The state textbooks provide an instance of selective tradition where parts of Muslim history are selected and presented to the students. One reason for bypassing the literary and architectural achievements of the Mughal dynasty may be the 'wine-drinkers' and 'liberal' image of the dynasty that may not suit the heritage of an Islamic Republic. However the downfall of Muslims in the sub-continent draws explicit attention of the reader towards the dynasty's luxurious life style and lack of interest in the administrative affairs (PTB, p.21). It is interesting to note that the dynasty which did not existed in the textbook's list of Muslim rulers of the sub-continent, was

responsible for the downfall of Muslims. On one hand, the chronological gaps in the state history textbooks highlight the bias of the national education policies. On the other hand, it represents the use of selective tradition in the textbook's historiography of Pakistan.

Reflection Of The Political 'Other':

The three history textbooks present a common stance on constructing the image of India as a political 'other', a state that is opposite or anti-thesis to Pakistan. The political mirroring frequently occurs in the history textbooks, where India is projected as a 'Hindu state'. The incidents of 1947 partition are explained through statements, such as 'the Hindus and Sikhs attacked Muslim localities in India' (STB p.31). Similar statements appear in the three textbooks. Adoption of loosely defined social and religious categories such as 'Muslims', 'Hindus', 'British' and 'Christians' dominate the pre-partition history in the three textbooks. The Hindu Muslim conflicts in during the partition of sub-continent are often mentioned without any supporting claims. STB (p.31) states that, 'thousands of attacks were made on Muslims and hundred thousands were killed'. The chapters about foreign relations of Pakistan also construct the image of India as a political other. Instances that describe the political relationship between the two countries include:

'An unbridgeable gulf of doubts and suspicions', (that exists) 'despite of all the efforts of Pakistan' (PTB, p.204).

'One of the principles of the foreign policy of Pakistan (is) to seek better relations with its neighbors. Unfortunately the Indian government has always seen this genuine desire of Pakistan with suspicion' (STB, p.174). 'With the Kashmir dispute still at stalemate and the continuing nuclear and conventional arms race, relations with India remain in a state of mistrust and rivalry' (OUP, p.171). Analyzing the above mentioned statements that outline the relationship with India can lead to the understanding of 'other' that is constructed for the students. Initially, the textbooks define India as a 'Hindu state' or a country that was created for Hindus. The authors interchangeably employ the spatial and religious definitions of the word 'Hindu,' which may create confusions in the mind of students. The textbooks not only oversee the secular form of government in India, but also fail to mention the Muslim population of India that exceeds the total population of Pakistan (Eickelman & Piscatori, 1996). Additionally, the statements also allege the Hindus and Sikhs for attacking Muslim localities in India during the events of 1947. However, the textbooks fail to mention the violent Muslim reaction to these attacks (Talbot, 1998). One may also question the authenticity of the fact and figures related to the events of 1947. The textbook provides an open figure of 'thousands' and 'hundred thousands' Muslims being suffered during partition. On the other hand, the statement is mentioned without any statistical proof or evidence to support the claim. The adoption of generalized descriptions and statements dominate the construction of India as a political enemy throughout the textbooks.

As discussed earlier, one of the duties of a historian is to search for the 'truth' through the bridging of historical accounts and historical facts (Aldrich, 2003). In my opinion, the historian's task is to present a historical account that is proved accurate and authentic through the use of historical evidences and the task to infer conclusions from the historical accounts can be left to the reader. However, the textbook extracts that are quoted above present a conclusive vocabulary for the readers. The vocabulary presented in these textbook narratives is embedded with conclusions that both the countries would remain hostile to each other. For instance, by employing phrases such as 'unbridgeable gulf', the author concludes the future state of

relationship between the states, without providing any space of disagreement to the reader (PTB p.204). The statement in STB (p.174) also presents a national bias by shifting the blame game of unsuccessful peace process on India, without stating any reasons for the failure of the process. However OUP (p.171) provide three issues for the current political mistrust between the two countries but does not mention possible ways to overcome the issues. Hence, the description of the 'other' in the history textbooks of Pakistan seems to be a reflection of current political stance of the country towards India.

CONCLUSION

The historian's duty to strive for an accurate historical account, by providing historical evidences and minimizing personal bias, is not fulfilled by the history textbooks in Pakistan. This is reflected, at multiple occasions, through the generalized statements and unevidenced claims presented in the textbooks. Historian's bias is evident at instances where historical accounts are concluded in a specific political dimension for the reader. The majority of the content is presented to the students with little choice of critical thinking and disagreement. Moreover the events and personalities of past are often fixed within the boxes of favorable or non-favorable and friend or enemy. Hence, textbooks project a particular version of national past to the students that is compatible with the current state policies of Pakistan.

The textbooks present a particular version in order to foster a sense of 'imagined' national unity through the propagation of Islam and hatred towards India. The intertwined nature of nationalism and religion assists the government policy of internal cohesion and national unity through the use of religion. Therefore, the educational policies are aimed to project religion in textbooks in a way that can allow the state to gain public support on various domestic and global policies. Additionally, representation of India as a political 'other' state highlights the bias involved in the construction of a national past that suits the ideological stance of the societal forces in the country. Hence, the analysis illustrates that the history textbooks in Pakistan continue to be a medium of transmission of national policies and interests to the students.

To conclude, one may say that a secondary level Pakistani history textbook is an official medium of propagating selective knowledge that suits the state policies. Here, the students are viewed as receivers of knowledge. What most of the textbooks are unable to achieve is to provide students with diverse versions of history and allowing them to interpret according to their understanding. However, the freedom of interpretation will result in diversity of opinions, within a nation, that is often viewed as a threat to national unity. The responsibility lies on the future curriculum designers and government authorities of the country to construct history textbooks that impart national unity and provide students the freedom to choose the way in which they want to become the part of national unity.

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GENDER STEREOTYPE IN HOME ECONOMICS PROGRAMMES IN NIGERIA: STRATEGIES FOR CORRECTION

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ABSTRACT

This study was carried out to find out the gender stereotype in home economics programmes in Nigeria and the strategies for correction. In carrying out the work, three research questions were formulated based on the purpose of the study. The data used were obtained by means of questionnaire distributed to 210 male youths in all the 21 local government areas in Anambra State. The data collected were analyzed using mean score. The findings include: the society both educated and uneducated look down on any man studying home economics, parents influencing the career choice of their children, dearth of male of male graduates in home economics, men lacking the knowledge and skill that will help them develop critical inquiry and scientific mind to deal with every day problem appropriately, parent/society changing their perception of job and activities that are for male and which are for females. Based on the findings, recommendations were made which include: students no matter their department should be compelled to study any area of the subject as an elective apart from those that are studying the course.

Keywords: Gender, Stereotype, Home Economics, Youth, and Male.

Introduction

Home economics education is one of the core vocational subjects that cut across the whole levels of academic system in Nigeria namely: primary, secondary and tertiary levels. This hinges on the fact that the subject is a life supporting subject that has its clients the individual, the families and by implication the whole society.

Different people have defined home economics in different ways according to their own understanding of the concept. All the definitions however, take their bearing from the pool of knowledge expressed in the 1902 definitions of home economics, which saw home economics as the study of laws, conditions, principles and ideas which are concerned on one hand with man's immediate physical environment and on the other hand with his nature as a social being, and is the study especially of the relation between the two factors (Proceedings of 4th Lake Placid Conference on Home Economics, 1902)

However, Ekpeyong (2008) asserted that home economics education is the type of education needed to enhance development. He went further to say that Home economics has persistently identified itself as the right step in the right direction. It has passed the period when it was regarded as only the acquisition of skill in household arts, craft and cooking.

Today, home economics has gone beyond the boundary of focusing attention on the home or family to focusing on the larger society. It has broadened its scope in line with the dynamics of the present realities. Home economics encompasses all areas of food and nutrition, home management, clothing and textile, human and family development, consumer education, interior decoration and child care and management integrating them into all aspects of life.

Writing on the pivotal place of home economics, Anyakoha (2007) noted that home economics is the only course of skill that focused on family well-being as well as opportunities in the job markets.

In Nigeria, it is a thing of surprise and disheartening that males do not enroll in Home economics programmes. They see it as women affairs thus the gender stereotyping in the discipline.

Gender simply means masculine, feminine or neuter. It is the condition of being construct which distinguishes the role behaviour, mental and emotional characteristics between the male and female (Keller, 1991). Its level of demonstration varies with time, place and culture.

Stereotype is used to express something that has become inevitable and static. Oxford Learner's Dictionary (2005) defines stereotype as fixed idea or image that many people have of a particular type of person or thing, but which is often not true in reality.

Therefore, gender stereotype is a situation where differential performance/interest of boys and girls are experienced due to culture bias on the role expected of each gender. These differential roles for boys and girls constitute a serious problem to home economics studies. The course is viewed by many people as being good only for the females, which is a very wrong notion.

Based on the above background, the researcher wants to find out the course of this gender stereotype in home economics programme, the effect and ways of correcting it.

Statement of the Problem

Nigeria today is faced with serious economics and social problems that include unemployment increase in crime, hunger, child trafficking, child abuse etc. Such a country needs functional education that will provide people with source of livelihood of which home economics is one; education that will definitely bring both self and national development.

In utmost dismay, one hardly sees males in home economics programmes at all levels. Females are the sex that always forms the class size. Anyakoha (1997) expressed that the number of males offering home economics in almost all the levels of education in Nigeria is not encouraging. For instance, in the Federal College of Education (Tech), Umunze, no male student has been graduated from the department since its inception (Statistics from the Department of Home Economics, 2013).

Many young males are often without skills and therefore go unemployed. Observably too, the rate of divorce cases instituted by wives against their husbands suggest that their husbands have challenges in the area of home management. Furthermore, there is dearth of males in home economics related vocations and jobs including the teaching profession. All these are consequences of their not being enrolled and therefore not trained in the area of home economics.

Based on the above problems, the researcher wants to find out the causes of gender stereotype in home economics programmes, the effects and strategies for correction.

Purpose of the Study

The general purpose of this study is to find out the gender stereotype in home economics programmes in Nigeria and strategies for correction. Specifically, the study will find out:

1. Causes of gender stereotyping in Home economics programmes in Nigeria.
2. Effects of gender stereotyping in Home economics programmes in Nigeria.
3. Strategies for correcting the anomaly.

Significance of the Study

The findings and recommendation of this study will be of tremendous benefit to home economics curriculum planners to outline, efficient strategies for effective teaching of home economics in all levels of education in Nigeria.

The findings will be beneficial to parents, in that it will make them to change their attitude towards the study of Home economics by their male children.

In the present dispensation where youth unemployment is at its peak, the findings of this study will encourage males to study home economics in tertiary institutions for self-employment which will equally reduce crime rate in the society.

Finally, the findings of this study, if adhered to, will go a long way to correct the misconception of seeing Home economics as women subject.

Research Question:

The study will find answers to the following questions:

1. What are the causes of gender stereotyping in home economics programmes in Nigeria?
2. What are the effects of gender stereotyping in home economics programmes in Nigeria?
3. What are the strategies for correcting the misconception?

Methodology

This study was basically a survey research designed to find out causes of gender stereotyping in Home economics programmes, the effect and ways of corrections.

The study was carried out in Anambra State of Nigeria. The researcher used Anambra State for convenience and to ensure that all the respondents share common socio-cultural environment.

The target population for the study consists of all male youths in Anambra State.

Simple random sampling technique was used to select 10 male youths from each of the 21 local government areas of the state thereby, making the sample size to be 210 male youths.

Questionnaire was the instrument used to elicit information from the respondents; the questionnaire comprised 26 items structured on a five point Likert rating scale of “Strongly Agree”, “Agree”, “Undecided”, “Disagree”, and “Strongly Disagree”.

Copies of the questionnaire were distributed to the 210 respondents by the researcher and her two research assistants. Two weeks was used to travel round the local government areas. In each of the local government area, they administered the questionnaire and waited to collect them back. This was done to ensure hundred percent returns.

The data gathered was analyzed using mean. Any response with mean rating of 3.0 or above was regarded as “Agree”, while any response which received a mean score less than 3.0 was regarded as “Disagree”.

Research Findings:

The tables below show the analysis of data related to each research question.

Table 1: Causes of gender stereotype in Home economics programmes in Nigeria.

S/N	Items	Mean	Remark
1	Home economics is a course that deals with domestic affairs hence a course for females.	3.5	Agree
2	Most aspect of home economics depends on direction and rendering of services to others.	3.8	Agree
3	The society, both educated and uneducated look down on any man studying home economics	3.8	“
4	Parents influence on the career choice of their children	3.9	“
5	Text books and diagrams always show males to be doctors and females to be nurses, cake makers, shop assistants e t c	4.0	“
6	Poverty and illiteracy levels on the part of parents.	3.6	“
7	Males are more concerned with careers while females tend to pay more attention to future family improvement.	3.8	“
8	Parents constantly exhibit behavioural traits, attitudes and value system which are basic to special roles.	3.6	“
9	Socio-economic background of parents	3.4	“
10	There is low level awareness among the populace of the areas of home economics.	3.6	“
11	Most males see providing of services in the area related to	3.8	“

home economics as befitting only girls.

Table 1 above indicated that the mean rating of the respondents on the causes of gender stereotype in Home economics programmes are higher than the cut-off point of 3.0 in all the eleven items listed. This implies that the statements were accepted as causes of gender stereotyping in Home economics programmes in Nigeria.

Table 2: Effects of gender stereotyping in Home economics programmes in Nigeria

S/N	Items	Mean Score	Remark
1.	Most men lack the knowledge and skill that will help them develop critical inquiry and scientific mind to deal with every day problems appropriately.	4.0	Agree
2.	Increase in unemployment especially on the side of our male youths.	3.6	“
3.	Most men cannot manage simple family crises	4.0	“
4.	Most men are consumers of goods and services rather than producers as a result of lack of knowledge and skill or technical-know-how.	3.5	“
5.	Rarely do one see male graduate of home economics education.	4.0	“

Table 2above shows that respondents accepted that all the items were effects of gender stereotype in Home economics programmes in Nigeria.

Table 3: Strategies for correcting the misconception of gender stereotyping in Home economics programmes in Nigeria

S/N	Items	Mean Score	Remark
1	Parents/society should change their perception of which job, activities e t c that is for males and which for females.	4.0	Agree
2.	Boys and girls should be given the early equal opportunity to gain the home economics knowledge and skills	3.8	Agree
3	Gender-orientation illustration in favour of females or males alone should be avoided in text books.	3.6	“
4	Workshops/seminars should be organized in various communities, churches e t c by home economists to enlighten the society on what home economics is all about.	3.6	“
5	Equal opportunities should be given to boys and girls in career choice by parents and teachers.	3.2	“
6.	Career days should be organized from time to time at both the primary and secondary school levels to motivate and stimulate the interest of students	3.6	“
7	Field trips and excursion should be used to stimulate the interest and attract males into Home economics e .g visit to big hotels, tourist centers , food and beverage industries, breweries e t c.	3.8	“
8.	Teachers of Home economics should try and adopt methods of teaching that will encourage and build up worth while interests in the male students	3.2	“
9.	Government should encourage any male studying home economics by giving incentives e.g. scholarship or bursary awards	3.4	

10. Males should be enlightened by teachers and parents to give up their negative views of Home economics study, which they view as feminine course. 3.2 “

Table 3 above shows that the respondents agreed on all the strategies raised for correcting gender stereotyping in Home economics programmes in Nigeria.

Discussion of Findings:

The major findings in table 1 show that Home economics is perceived by many as a course that deals with domestic affair hence a course for females; the society both educated and uneducated look down on any man studying home economics, males are more concerned with careers while females tend to pay attention to future family development, parents influencing the career choice of their children e t c. All the findings are in line with the thought of Agusiobo (1988) when he stated that societal perception of home economics as women's subject or course hinged on the environment. He went further to say that society usually laughs at any man studying home economics. Dike (2006) echoed this notion when he said that the notion dates back to the colonial era hence the perception is difficult to change. These findings are also in line with Nwankwo(2004) when she listed barriers for poor male enrollment in Home economics to include; peer attitude, community attitude, parents attitude e t c. Okoh (2006) also lamented that the short sightedness of the male children is compounded by the decision of their parents about their career.

Table 2 identified the effects of this gender stereotype in home economics programmes in Nigeria to include; men lacking the knowledge and skill that will help them develop critical inquiry and scientific mind to deal with every day problem appropriately, increase in unemployment especially on the side of our male youths e t c. These findings were in line with Adigwe(1992) who stated that females should not be allowed to undertake Home economics alone. Males should equally be encouraged to offer the course so that Nigeria can actualize their vision of making our country one of the buoyant economic nations. He further narrated that the involvement of males and females in the study of home economics will help them to live and survive in this rapid dynamic society so that they would be transformed mentally, physically, and intellectually.

Finally, table 3 also identified the strategies for correcting gender stereotype in home economics programmes in Nigeria to include; parents/society changing their perception of which job and activities that is for males and which is for females, organizing workshop/seminar in various communities, churches e t c by home economists to enlighten the society on what home economics is all about, organizing career days from time to time in both primary and secondary school levels to motivate and stimulate interests and attract males into home economics e. g. visits to big hotels, tourist centers food and beverage industries, breweries e t c, gender-orientation illustration in favour of females or males alone should be avoided in text books e t c. All these findings are in line with Eteng (1989) who said that males' students should be enlightened to give up their negative views of home economics as feminine course. This is due to the fact that home economics is that type of education that would give youth's meaningful orientation towards preparation for the world of work. Apu (1998), also stated that the only way to solve gender stereotype in home economics programmes should be from the roots that is;

- parents should change their perception of which toys, job and activities that are for males and female.

- Books and magazines given to children should not be such that show pictures of boys experimenting in the laboratory or girls cooking in the kitchen e t c

- parents should make career options for boys and girls without any discrimination.

-Girls should not be exposed to domestic work only or to early marriage which sometimes hinders their opportunities of undertaking other courses that male students undertake especially science based courses.

Again Igwenagha (2007) stated that due to the misconception that Home economics is for women, the use of guidance counseling right from primary schools will go a long way in correcting this misconception.

Recommendations

Based on the findings of the study, the researcher recommends that:

1. Since home economics education deals with all aspects of humanity in meeting his needs and solving his problem, the subject should be made compulsory at both primary and secondary school levels.
2. Students no matter their areas of studying should be compelled to study any area of the subject as an elective apart from those that are offering the course.

Conclusion

From the result of the investigation, it was established that there is gender stereotype in home economics programmes in Nigeria which could be as a result of so many factors which include; parents influence on the career choice of their children, poverty and illiteracy levels of the parents' e t c. All these in turn have so many negative effects on the development of individual, families, society and the nation at large.

Finally, it was revealed that organizing enlightenment programmes for the general public on home economics education is one of the strategies for correcting the misconception since ignorance is the major factor affecting the males, parents, communities and society at large.

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EFFECT OF DEMOCRATIZED TEACHING METHOD ON SECONDARY SCHOOL STUDENTS ACADEMIC ACHIEVEMENT IN AGRICULTURAL SCIENCE

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ABSTRACT

The study was carried out on the relative effectiveness of discovery (democratic) and lecture teaching methods on enhancing student's achievement in agricultural science. Four co-educational schools in Orumba South of Anambra State were purposively selected through random sampling. A total of 125 SSI agricultural science students were drawn from these schools. The assignment of intact class to both the discovery method group and lecture method group was done randomly. Quasi-experimental was the design adopted. The agricultural topics were taught by their teachers for a total of four periods of 35 minutes each per group. The experimental were taught with discovery method while the control group were taught using lecture method. A 40 – item agricultural science achievement test developed by the researchers was used to assess the subjects achievement Data Collected were analyzed using percentage, mean and ANOVA. The finding revealed that the experimental group (discovery method) achieved higher than the control group (Lecture). Based on the finding, the researchers recommended that democratic teaching method should be employed in teaching agricultural science

INTRODUCTION

Effective teaching is the primarily concerned with setting up a learning activity for each student which if successful brings about the type of learning the teacher intends. Okoli and Ofodile (2006) stated that worthwhile learning partnerships develop on a variety of contexts when teachers and learners seek knowledge together, also learners construct meaning when they challenge their knowledge and understanding and respond to the challenges of others, participate in a variety of formal and informal, social and cultural interaction.

Academic achievement is the yard stick for measuring learning. It follows that poor academic achievement indicates no, little or insufficient learning. Learning is a relatively permanent change in behavior arising from experiences Offorma (2003) defined learning as the process through which behaviour is initiated, modified and change. Onwuegbune (1996) defined learning as the permanent acquisition and habitual utilization of the newly acquired knowledge and experience, learning is a process through which students acquire attitude, knowledge and skills. Learning is believed to be facilitated and more effective through the active participation of the learner. The learner cannot be active if he is not involved. It is what the learner does that he learns and not what the teacher does. When learners are involved they are themselves as part of the plan. Based on that teaching methods and strategies employed in teaching should be those that allow the learners interact with their physical environment. The method and strategies employed should enable learners touch, see, hear, feel, think and act in their physical environment for meaningful and effective learning to take place.

Educational research on the quality of teaching and learning processes is becoming increasingly important due to its place in instructional delivery (Schrefiele, Krapp, 1995). The search for teaching capable of ensuring students understanding is largely motivated by the fact that traditional teaching methods have failed to enable students retain what they have learnt hence the recent interest in democratized method of instruction. The popular method of instruction in secondary schools in Nigeria is the lecture method which is verbal presentation of the subject matter content, students are mere listeners and not active participants. Making learning an active process for the learner means democratized learning process. From the educational point of view, to democratized agricultural science teaching/learning in the classroom, methods and strategies employed by the teachers should be such that allow every

learner equal opportunity to interact both physically and mentally with the curriculum content learning experiences, learning materials and every environmental factors involved for the attainment of pre-determined goals and objectives. such teaching methods and strategies include discovery method, co-operative learning etc.

Discovery method is an inquiry based constructive learning theory that takes place in problem solving situations where the learner draws on or her own past experiences and existing knowledge to discover facts and relationship and new truths to be learned (Onwuegbune, 1996). Discovery method instructional strategy encourages learner to discover relationship and methods of solution themselves, make their generalizations and draw conclusions from them. (Ajewole,1995). Learners identify variable, collect data, and interpret data, then generate hypothesis in order to better describe and understand relationship between concepts. In discovery learning, participants learn to recognize problem, characterize what a solution would look like, search for relevant information, develop a solution strategy and execute the chosen strategy. It is a democratize teaching method, its efficacy in enhancing students achievement in agricultural science in comparison with that of conventional lecture method which is undemocratic is the focus of the study.

Statement of the Problem

Academic achievement of Nigerian students in school subject including agricultural science at secondary school level has remained poor over the years (Obika, 2003). Part of the reasons advanced in explaining the possible causes of these poor achievement is poor mastery of the concepts, showing that the teaching methods employed is teacher centered and undemocratic. The learners do not interact with the curriculum content, learning experiences and teaching materials. Onyeneto and Onyibor (2000) stated that poor academic achievement suggests poor methodology of instruction and called for an indepth investigation of instructional strategies with a view of relating instructional strategies to students achievement. It is in respect of this clamor for change that many innovative strategies were developed to bring about improvement in teaching and learning of secondary school subjects. The main thrust of this study is to find out the effect of democratized teaching methods on academic achievements of secondary school students in agricultural science.

Research Question

The study was guided by the research question: what are the percentage scores of students taught agricultural science using discovery teaching methods and that of those taught using lecture method.

Hypothesis

The following hypothesis guided the study and was tested at 0.05 level of significance
Ho: There is no significant difference between the academic achievement of students taught agricultural science using the discovery method and those taught using lecture method based on their mean percentage scores in agricultural science achievement test.

METHOD

A quasi- experimental research design was employed. It is a quasi – experimental research design because according to Peter and Peter (1996) this design is suitable for studies where absolute control of all the variable involved cannot be achieved.

The population of the study comprises of all the senior secondary school class one (SSI) agricultural science students in the state government owned schools in Orumba South education zone. The total number of students in these school that offer agricultural science is 294 (source: Education Unit, Orumba South Local Government Headquarters Umunze).

Four co-educational schools were purposively selected through random sampling method. Consequently a total of 125 SSI agricultural science students drawn from four schools were used as the research subjects. This sample consists of 82 girls and 43 boys. The assignment

of intact classes to both the discovery method group and lecture method group was done randomly using a simple ballot system. The discovery learning method group had 69 students while lecture method group had 56 students.

Instrument

An instrument known as Agricultural Science Achievement Test (AAT) was used for data collection. The agricultural achievement test was developed by the researchers. It is a 40 item multiple choice and was validated by experts from the fields of Agricultural Education and Measurement and Evaluation. The reliability of the AAT was established through trial-testing of the instrument on 30 SSI Agricultural students drawn from three schools in Orumba South not used for the study. The researchers employed the Kuder-Richardson formular (K – R20) in determining the reliability Coefficient of the AAT and the reliability was 0.76.

RESEARCH PROCEDURE

The regular teachers in the selected schools area were employed in the research process and they were given adequate orientation on the use of the instructional strategies, purpose and precautions relevant to the study. They were also given lesson plan based on the teaching strategies studied which was prepared by the researchers. 40 item agricultural science pretest was administered on the subjects before the commencement of treatment. The experimental and control groups were taught by theirs teachers, discovery method for the experimental group and lecture method for the control group. A total of four teaching periods of 35 minutes each was held for each of the two groups. After the pre-tests, the agricultural science teachers then commenced the treatments of both groups based on lesson plan given to them. After 4 weeks, the post AAT items were administered. The post AAT contained the same test item as the pre-AAT, this is used to determine the achievement of the subjects after treatment.

METHODS OF DATA ANALYSIS

The researchers used the students raw scores to compute the groups mean. The hypothesis was tested using ANOVA.

Results

Table I: Mean percentage scores of students in experimental and control groups

Group	Number	Mean (\bar{x})
Experimental group (Discovery method)	69	56.1
Control group Lecture method	56	46.5

Data in table I shows that students taught with discovery method (i.e. experimental group) had percentage mean score of 56.1, while those taught with lecture method (i.e. the control group) had percentage mean score of 46.5. The experimental group therefore performed better than the control group.

Table 2: Summary of analysis of variance on the achievement post test scores

Sources of variations	Sum	Df	Mean Square	F
Between	2582.0	1	2582.0	14.348.000
Within	22134.0	123	179.95	
Total	24716.0	124		

In table 2

The performance of students in the experimental group differ significantly from those in the control group because $F(1,123) = 14.348$ $P(0.05)$. this shows that the students taught with discovery teaching methods perform significantly better than those taught with lecture method.

Discussion of Results

The results revealed that discovery method enhanced learning in agricultural science because the instructional method has a significant main effect on students academic achievement. The findings appears to make an emphatic premise which gives support to what was stated by Maduabum (1995) that teachers method can greatly affect students achievement and skills acquisition. The observed significant difference in the mean agricultural achievement scores for the two instructional groups in this study would be attributed to students improved participatory learning leading to an understanding of the concepts in agriculture. The relative superiority of the discovery method over the lecture method in enhancing students achievement could be attributed to the fact that as instructional strategy discovery method ensures active participation of students in the teaching –learning process.

Recommendations

Based on the findings, the researchers made the following recommendations

1. In view of the relative effectiveness of discovery teaching method, seminars and workshops should be organized by relevant bodies to educate teachers on its use in teaching and learning of agricultural science.
2. The use of discovery teaching method should be given emphasis in the curriculum of pre-service teachers of agricultural science.

CONCLUSION

From the results obtained in the study, the researcher's advocates for the use of discovery method in classroom since it enhance students mastery of concept and also during the interaction of students in the discovery method, more of their senses are involved than in lecture method.

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BUSINESS EDUCATION AND NATIONAL DEVELOPMENT

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Abstract

This paper examined the role of education in general and business education in particular in national development. Education is considered as social instrument for developing human resources and for human capital formation. On the other hand, development is seen as a purposeful change in a society that contributes to social and economic well being and advancement of its people without creating any disharmony. Through literature, the paper established a significant relationship between education and development. It is in line with this that the role of business education, as a vocational discipline was discussed. Some factors that impede maximum contribution of business education to national development were highlighted. Finally, some recommendations were made among which is a call to do away with obsolete technologies.

Introduction

The term 'education' has been defined in various ways by various authors; some in a broad sense and others in narrow sense. Also different educationists have explained it according to the need of the time. Etymologically, the word 'education' according to Parankimalil (2012) has been derived from latin words:

- 'educere' which means 'to bring out' or 'to nourish'.
- 'educare' which means 'to lead out' or 'to draw out'.
- 'educatum' which means 'act of teaching' or 'training'.
- 'educatus' which means 'to bring up, rear, educate'

Beyond this account of the origin, the word 'education' has since assumed a wider definition and meaning. Education in a broad sense is a process by which an individual acquires the many physical and social capabilities demanded by the society in which he/she is born into to function (Uwadia, 2010). Similarly, Parankimalil (2012) sees education as a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. It is concerned with the development of all faculties of the child. It performs the functions of the physical, mental, aesthetic, moral, economical and spiritual development of the individual so that the individual may get rid of his animal instincts by sublimating the same so that he becomes a civilized person. Little wonder then that John Lock said "plants are developed by civilization and men by education". According to UNESCO study cited in Parankimalil (2012), the fundamental aim of education is the physical, intellectual, emotional and ethical integration of the individual as a social instrument for developing human resources and for human capital formation. It is considered as the most important factor for development as well as for empowering people.

The BusinessDictionary.com (2010) explains education as the wealth of knowledge acquired by an individual after studying particular subject matters or experiencing life lessons that provides an understanding of something. It goes further to say that the most common forms of education incorporates studies of a variety of subjects. This implies that education comprises different

disciplines ranging from general education, agriculture, medicine, engineering, business education and others. This paper focuses on development as a product of education and the role of education in general and business education in particular in national development.

Concept of Development: Nigeria in Perspective

Development is a complex issue, with many different and sometimes contentious definitions. From a general perspective, development means a progression from a simpler or lower to a more advanced, mature, or complex form or stage. It is also defined as the gradual advancement or growth through a series of progressive changes. A basic perspective equates development with economic growth. It is from this perspective that United Nations Development Project (UNDP) in *Development Workers in Global Solidarity* (2010) defines development as to lead long and healthy lives, to be knowledgeable, to have access to the resources needed for a decent standard of living and to be able to participate in the life of the community.

Development is also seen as a purposeful change in a society that contributes to social and economic well being and advancement of its people without creating any disharmony (UNESCO, 2009). Development is a dynamic process. It empowers people and promotes important changes in their lives. From purely economic perspective, development brings about improvement in human welfare, quality in life and social well being. It is about satisfying the population's needs and wants. Development is measured using a range of economic indicators such as:

- Gross Domestic Product (GDP): This is the total value of goods and services, produced in a country (US\$)
- Gross National Product (GNP): Total value of goods and services produced in a country, including income from investment abroad (US\$)
- Purchasing Power Parity: Takes into account local cost of living and is usually expressed per capita (US\$)

Apart from economic indicators, there are other social indicators which are linked to the economy that are used to measure development such as literacy rate, pollution level, number in higher education, energy consumption, mortality rate, life expectancy, environment, politics, technological advancement and rate of industrialization etc.

In development rating, Nigeria is classified as a developing nation. With a GDP per capita of \$2,700 (2012 estimate), population below poverty line of 45% (2010 estimate) and unemployment rate of 24% (2011 estimate) Nigeria was ranked 151 out of 185 countries in the United Nations Development Index in 2004 (Wikipedia, 2012). According to the same report, Nigeria's human capital is underdeveloped. The latest value of Human Development Index shows that Nigeria is ranked 156 among 187 countries. The economy is highly inefficient; the services and agricultural sectors account for 32 and 30 percent of employment respectively while manufacturing sector accounts for only 11 percent (Wikipedia, 2012).

The poor showing of Nigeria in development rating is not unconnected with the underdevelopment of her human capital since human capital development is linked to general development - economic, political or social. It then becomes imperative to look at the relationship between education and development.

Relationship of Education and Development

Development empowers people and promotes important changes in their lives. However, development cannot take place by itself. It requires an educated, skilled and competent people.

Seen from this angle, education becomes the most important factor for development as well as for empowering people.

During the early 1960s a startling reversal of development theory took place. More intensive studies of economic growth revealed that only a part of it could be explained by the amount of capital investment. Other factors seemed to be at least as important in development. One correlation that loomed large in the studies by economists at this time was that between the level of education and economic growth. Some found a close relationship between elementary education and GNP; others maintained that higher education was the decisive factor; still others argued that literacy was the important element. Assuming that the level of education bore a causal relationship to economic growth, economists see “investment in human resources” as the essential condition for economic development (Francis and Hezel, 1974).

For other theorists, according to Francis and Hezel (1974), the primary place of education in development was more a matter of recognizing the value of capital investment in human beings. Little wonder that that Gunnar in Francis and Hezel (1974) reiterates that countries are underdeveloped because most of their people are underdeveloped, having had no opportunity of expanding their potential capital in the service of society.

Although the argument here is not on the level of education that brings about development; Tilak (2007) notes that basic education rarely serves as a meaningful level of education; and even if it imparts some valuable attribute, in terms of attitudes and skills, they are not sufficient. Although it helps reduce poverty, it only raises the poor just above the poverty line and leaves them in danger of falling below poverty line again.

No doubt literacy, basic and secondary education are very important in poverty reduction and development, the demand for highly skilled workers is increasing, especially in the context of globalization. This has a direct influence on the demand for higher education. Tilak (2007) reports that a recent analysis of Indian and cross-national data on higher education, economic growth and development using poverty and human indicators such as infant mortality and life expectancy, clearly shows that higher education plays a significant role in development. Through a regression analysis of inter-state data and a large cross-section of developing and developed countries, the analysis found a strong correlation between higher education and development. It was empirically shown that:

- Higher education enhances the earnings of individuals and contributes to economic development;
- Higher education makes a significant contribution to reduction in absolute as well as relative poverty;
- Higher education is related to human development indicators which reflect other dimensions of human poverty, as it significantly reduces infant mortality and increases life expectancy.

It is often said that the difference between developed and developing nations are in the quality of their education. This implies that education has a significant relationship with development. Uwadia (2010) in agreement with this, maintains that the single most significant complex of social-control tools for national development is found in the educational system be it formal or informal. In relating education to development, the centre for Global Development (2002) reports as follows:

- Education gives people the skills they need to help themselves out of poverty and into prosperity;
- With education, people are better prepared to prevent disease and to use health services effectively
- In many poor countries, with each additional year of schooling, people earn 10% higher wages. These earnings, in turn, contribute to national economic growth.
- Education supports the growth of any society, democracy, and political stability, allowing people to learn about their rights and acquire the skills and knowledge necessary to exercise them.

Many of the developed countries are investing heavily in the education of her citizens. It is in line with this that the Federal Republic of Nigeria (2004) recognizes education as an instrument par excellence for national development. All the restructuring and policy formations in education are aimed at repositioning education for national development. The huge investment many international organizations and agencies like UNICEF, UNESCO, USAID and DFID, are making in education are in recognition of the role of education in development. The Millennium Development Goals (MDGs) are anchored on the premise that poverty reduction and the provision of basic social services should be at the core of development. In fact all the eight goals are linked to education and development.

Business Education and National Development

Business education has been defined in several ways, most of which highlight its vocational nature. It is a form of vocational education that is directed towards developing the learner to become productive in teaching, paid employment and self-employment (Idialu in Amoor, 2010). Business education prepares beneficiaries for gainful employment and sustainable livelihood. It is generally seen as education **for** and **about** business. Business education **for** business is that aspect of vocational education which provides instruction and preparation for office occupations such as secretary, shorthand-typist or stenographer, bookkeeper, data processor, word processor, computer analyst and accountant. On the other hand, education **about** business provides knowledge and understanding of the economic, financial, marketing, accounting, management system and other branches of business endeavour. In other words, education **about** business prepares students to function intelligently as consumers and citizens in a business economy.

Amoor (2010) notes that business education plays a significant role in the economic development by providing knowledge and skills to the learners, thereby, enabling them to adequately impart knowledge into others, and handle sophisticated office technologies and information systems. The goal of business education is primarily to produce competent, skillful and dynamic business teachers, office administrators and businessmen and women that will effectively compete in the world of work. It has as its primary aim, the preparation of people for roles in enterprises such roles could be as employee, entrepreneur and employer or simply as self-employed.

Vocational and technical skills and competence has been identified (Rufia, 2013) as critical success factors in the actualization of Nigerian Vision 20:2020 which is about Nigeria becoming one of the first 20 economies in the world by the year 2020. Business education holds the prospect of contributing, through its job creation and self-employment packages, for the attainment of vision 20:2020. A gainfully employed individual contributes to GDP per capita, reduces poverty and unemployment which are some of the indices of development. A well trained business educator can successfully be engaged into the following areas:

- Teaching profession from secondary to university level depending on qualification
- Business enterprise – as a promoter, manager, marketer, account clerk, secretary, word processor, sales representative, broker etc.
- Proprietorship of private schools – primary, secondary, tertiary, computer training institute and so on.

There is no gain saying the fact that business education, an aspect of vocational education, is what Nigeria needs most now to help her solve most of her social, economic and developmental problems.

Impediments to Quality Business Education

Business education provides the knowledge, skills, attitudes and understanding needed to perform in the business world as a producer and or consumer of goods and services that business offers. It includes virtually all the knowledge which holds prospect for gainful employment. The realization of lofty aims of business education depends on how much the following challenges are tackled.

- **Unqualified Teachers:** Teachers are critical stakeholders in curriculum implementation. The employment of unqualified teachers to teach business courses is a great disservice to quality of business education graduates. It is a well known fact that most of the higher institutions that offer business education programme suffer from shortage of qualified teachers (Amoor in Ugwuogo, 2012). Business education has become a dumping ground sort of for graduates from different disciplines employed in the name of business educator.
- **Obsolete Technologies:** Manual typewriters are still largely in use. Some available modern ICTs are grossly inadequate.
- **Under Utilization of Computers:** The department is not taking full advantage of shared printer, shared logic/resources and networking.
- **Large Class Size:** The high teacher-student ratio affects quality of delivery of practical courses like word processing, data processing, shorthand and others.
- **Poor Funding:** Many administrators fail to understand that business education programme is capital intensive. It is a well known fact that one of the major problems bedeviling education in Nigeria today is inadequate funding and business education is no exception.

Conclusion

Education remains the foundation of human resources development required for national development. The above assertion is supported by studies which showed significant relationship between education and development. Vocational and technical education, which business education is part of, has been identified as a means of tackling poverty and unemployment. Business education has the potential of engendering development if the identified impediments are tackled headlong.

Recommendations

The following recommendations if implemented will help in increasing the capacity of business education to engender development:

1. Only qualified business educators should be recruited to teach business education courses at all educational levels. The already recruited ones should as a matter of urgency go for retraining especially in the use of ICTs.
2. Obsolete technologies should give way to computers and other modern ICTs.
3. Computer laboratories should be properly networked for teachers and students to take full advantage of shared printer, shared logic/resources and other resources.
4. Teacher-student ratio of 1:30 should be maintained for quality delivery of practical courses.
5. Government and proprietors should increase funding of business education programme. Also, institutions and business education departments are urged to look for alternative means of funding to argument fund from government and proprietors.

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EFFECTIVE TEACHING AND LEARNING OF AGRICULTURAL SCIENCE FOR FOOD SECURITY AND NATIONAL SUSTAINABILITY

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Abstract

Agro-economy-based nations rarely experience food insecurity. Such nations have already set machinery in motion towards achieving one of the Millennium Development Goals MDGs, which emphasizes on eradicating extreme poverty and hunger. This could be the major reason, developing nations like Nigeria that has been a mono-economy-based nation is leaving no stones unturned to restore and reposition its agricultural sector. Introduction of agricultural science in secondary school curriculum in Nigeria is a worthwhile effort towards adequate food security by equipping the greater percent of the youths. The study investigated effective teaching and learning of agricultural science for food security and national sustainability. It was a descriptive survey design. All the 267 principals and all the 513 agricultural science teachers in the 267 public secondary schools in Abia state of Nigeria form the sample size i.e. 780 respondents. Two research questions and one null hypothesis guided the study. The instrument for data collection was a 26 item researchers' made structured questionnaire built on a 4-point rating scale. The reliability index values of 0.88 and 0.85 were obtained using Cronbach alpha technique. Content and face validity were established by two experts. Means and grand means were used to answer the research questions while ANOVA statistic tool was used to test for the hypothesis at 0.05 level of significance. Findings indicated the following: teachers' qualifications matter in achieving quality teaching and learning of agricultural science; majority of the teachers are non degree holders; some degree holders are non-professionals; learning of the subject is more of theoretical; traditional classroom-based method of teaching and learning; inadequate facilities; means of updating knowledge were inadequate etc. Based on the findings, recommendations were made.

Keywords: Agriculture, Agricultural Science teachers, Teaching and Learning, Food Security, National Sustainability.

Introduction

Over a century ago, Nigeria was an agro-economy-based nation. Then Nigerian economy was sustained through agricultural produce such as cocoa, ground nut, palm produce etc. The citizens could complain of poverty but not extreme hunger. This could be probably because virtually everybody was in one way or the other involved in agricultural activities/practices. Though the practice appeared crude and unnecessary energy sapping due to crude implements in use and inadequate application of modern agricultural practices, innovative skills and facilities. Agriculture then seemed sustaining because everybody was involved, everybody had interest and it appeared to be everybody's major source of family sustenance. There were less cases of unemployment due to less interest or crazy of white collar jobs. Families were not complaining of hunger as there were food surplus in most homes. The problem then was inadequate money (cash) to educate young ones, procure quality health facilities and enhanced standard of living in line with the developed nations. Today, the shift of economy to oil as major source of national economy has actually improve the lots of the nation. There is more money in the nation,

improved quality life among the citizens in terms of enjoyment of amenities such as electricity, water plant, information and communication networks etc. The other side of the oil boom is the complete diversion of the citizens and national interests from agriculture as source of income. Citizens presently tend to loose interest in agricultural practices because it is treated as business for the less privileged, peasants, never do wells etc. The repercussions are that agricultural practices has been deserted, hunger and poverty have taken over, besieged the nation as well as unemployment syndrome. Food security is now the order of the day especially at this era of incessant occurrence of various forms of natural disasters such as flood, erosion, desertification etc. The only way forward is re-embracing agriculture as a veritable source of income, food, employment, hobby, tourism etc. No wonder majority of these third world nations are leaving no stone unturned in repositioning their agricultural sector as one sure way of eradicating extreme poverty and hunger as recommended in millennium development goals (MDGs). Food security is one sure way of meeting up with this number one goal of MDGs.

Food Security in Nigeria Context

Food security is a situation where all the individual, household, national, regional and global levels at all times have physical and economic access to sufficient safe and nutritious food to meet their dietary needs, and food preference for active and healthy life (Abbey, 2011). It is also described as a world where person has access to sufficient food to sustain a healthy and productive life, where malnutrition is absent and where food originates from efficient, effective and low-cost food systems that are compatible with sustainable use of natural resources (Short, 2001). International Food Policy Research Institute (IFPRI) in Short (2001) emphasizes why investment in human resources as a means of revamping agricultural sector and achieving sustainable food security target by the 20:2010 must be a priority. No wonder Achor (2003) observes food security as one of the major challenges facing the third world nations. He discovers that government inability to provide sufficient food for its ever increasing population has been the root cause of extreme poverty and hunger among the citizens. Anyanwu and Anyanwu (2008) report that cases of food insecurity ensued due to sudden population increase which meant that the quantity of food and fruit gathered during hunting and local farming are now insufficient. It is not very easy now to make more food available to the ever increasing populace. The food security issue is not peculiar to Nigeria alone, many other developing nations are also facing acute food shortage due population explosion, poor management of resources, inability to adapt to new technology and utilizing education to with the new trends and new challenges. Nigeria past and present governments have made some reform efforts to this effect viz:

Operation Feed the Nation – OFN

Structural Adjustment Programme – SAP

Green Revolution – GR

Better Life for Rural Women – BLRN

Family Support Programme – FSP

Directorate of Foods, Roads and Rural Infrastructures – DFRRRI etc

None of these efforts has actually addressed the backbone of the problem. The adults where these efforts are channeled are generally out of formal school system and with already formed opinion against practice of agriculture as a career. There is need to come down home, at the level of youths and children for re-orientation of value system and means of livelihood. The practice of agriculture by all and Sunday is a panacea to food security if only the youths are caught at their prime to pick interest and skills necessary to elevate agriculture as source of national income. This could the source sudden enhanced interest of the present government in repositioning agricultural sector through quality teaching and learning of agricultural science in secondary schools in Nigeria. FRN (2004) believes that education is a veritable instrument for quality

transformation of citizens as well as the nation. This education must gear towards youths at various levels of education. These youths need new orientation of values on life-long skill acquisition and vocational skills programmes with special reference to agricultural practices.

Agricultural Science Education

Agricultural science is one of the core vocational curricular subjects taught at both junior and senior secondary schools in Nigeria. Egbule (2004) defines it as a process of training learners in the process of Agricultural productivity as well as the techniques for teaching of agriculture. Wikipedia (2009) describes Agricultural science education as a broad multidisciplinary field that deals with the selection, breeding and management of crops and domestic animals for economic production. It is a subject taught in secondary schools as a means for self-reliance and preparation for further studies. Agricultural science is therefore designed for inculcation of the necessary skills for the practice of agriculture for effective citizenship and contribution to food security for national sustainability. That is why the FRN (1994) outlines the seven major objectives of teaching and learning of agricultural science to reflect the;

1. ability to stimulate students interest in agriculture
2. Ability to enable students acquire basic knowledge of agriculture.
3. Ability to develop basic agricultural skills in students.
4. Ability to enable students integrate knowledge with skills in agriculture
5. Ability to expose students to opportunities in the field of agriculture
6. Ability to prepare students for further studies in agriculture and
7. Ability to prepare students for occupations in Agriculture.

Attainment of the above objectives depends on teachers' factors and pedagogical approaches. Teachers in this case are agricultural science teachers agricultural science teachers. Agricultural science teachers are trained and groomed from teacher preparation institutions for quality impactation of agricultural skills, knowledge attitudes and values for self-reliance, promotion of agriculture and food security in their future lives. It is therefore the duty of these group of teachers to; stimulate and sustain students interest in agriculture, enable students acquire basic knowledge and practical skills in agriculture, enable students integrate knowledge with skills in Agriculture, prepare and expose students for occupation.

Attainment of the goals and objectives of agricultural science depends on effectiveness of teaching and learning going on.

Teaching and Learning of Agricultural Science

The education axiom that when a learner has not learnt that the teacher has not taught is true and directly relate to the concepts of teaching and learning as a process of inculcating the right values, attitudes, knowledge, modern life, long life skill acquisition necessary to make individuals benefit from the society as well as contribute meaningfully to the same society. Waliki and Usman (2009) see teaching as a systematic, rational and an organized process of transmitting knowledge, skills etc in accordance with professional principles. The implication is that agricultural science teachers who do not perform the act in accordance with the principles of teaching are therefore not teachers but cheaters. Naturally, the outcome of teaching is learning. Learning is an overt product of teaching which is the major function of the teacher. Learning occurs only where there is relatively positive permanent change in an individual behaviour. The implication is that majority of graduates of secondary education are looming about looking for white collar jobs that are presently far-fetched and also a prerogatives of the sacred cows of the society, because they have not learnt agricultural life long and vocational skills. Agricultural science teachers have all failed the Nigerian students since their teaching have not led to students' learning. Teachers also have their own excuses which included that

- students are most often adamant of instruction.
- Students show poor attitude to agricultural science lessons

- Students come from different home backgrounds that negate their interest and ability to learning etc.

Another education axiom believes that given equal opportunities to students that every learner (student) is a potential achiever. The teachers have no excuses for students' inadequate learning. Effective teaching brings about effective learning. That is what the paper is concerned about. Effective teaching and learning refers to the degree to which goals are achieved through teaching. Effective teaching of agricultural science will definitely give rise to effective learning of agricultural science i.e. attainment of goals of agricultural science as stated above. Ability to apply adequate pedagogical approaches is one sure way of achieving effective teaching and learning.

Teachers' Pedagogical Approaches

The teacher as an educator knows the right approach to effective teaching and learning. This entails teachers' ability to

- a. move with trend in teaching method of teacher-centred to learner-centred methods.
- b. Plan lesson and write lesson notes
- c. Utilized adequate teaching methods per topic.
- d. Utilize adequate teaching skills
- e. Utilize adequate teaching strategies
- f. Utilize adequate instructional aids
- g. Implement Chinese axiom.

No wonder Egbule (2004) emphasizes that every agricultural teacher must be effective, liberally educated, current in subject matter and its pedagogy, aware of what is expected of teachers and schools, skillful and conscientious in planning, preparing for, carrying out instruction, respectful towards students and concern about their welfare, actively involved in faculty, professional and community affairs.

Learner Centered Method:

This is the point of focus in the teaching and learning process. Agricultural students should occupy a prominent position in the teaching and learning of agricultural science. Teachers should therefore make these students centre of all activities. This entails:

- a. encouraging active participation of agricultural science students in the teaching and learning process.
- b. Agricultural science students being always actively involved in a manner that they interact with the teacher, with instructional aids and with the environment.
- c. teaching and learning of agricultural science that promote students' development of basic life skills.
- d. Enabling students to utilize the learnt skills in solving their everyday problems using their own initiatives.
- e. Agricultural science teachers' effort to discourage rote learning and passivity in the classroom.

Modebelu and Duvie (2012) recommend four innovative teaching methods that could enhance quality and effective teaching and learning of subjects/courses. These could be adopted and apply by agriculture science teachers. These methods are:

1. Information transformation and reception method
2. Cognitive strategies development method
3. Attitudes development method
4. Cognitive and motor skills development method

These modern method approaches require combination of methods to achieve a purpose. Other methods relevant include: assignment, demonstration, project, field-trip, inquiry, experimental etc. Teaching skills vital for quality teaching and learning are the;

- i. qualitative set induction

- ii. quality questioning (lower order, middle, higher order and divergent)
- iii. variation and variety (instructional aids to that could take care of individual differences).
- iv. stimulus variation (ensuring that students' senses are involved)
- v. repetition (simple, planned, mass etc).
- vi. demonstration (simple, brief and concise)
- vii. closure (white board summary, written exercises, oral summary etc).
- viii. adequate non-verbal communication etc
- ix. reinforcement (reward and relevant punishment).
- x. effective communication
- xi. supervision (closed supervision learning processes and activities).

Effective application of these teaching methods, skills or strategy depend greatly on the teacher ability to plan the lesson ahead. Ihebereme (2010) posits that quality teaching and learning is a sine-qua non to prudent adherence to quality indicators in the pedagogical approaches. Babalola (2011) reports of some contemporary soft skills that are imperative in teachers' effectiveness in today's global world. He argues that teachers should not only be trained to teach but to become polyvalent by mastering hard and soft skills that make teachers functional in a rapidly changing multicultural environment. The implication is that teachers are no longer trained for students' certification alone but for effective inculcation of learning to learn skills. Students should in addition to learning concepts and theme, must have deep understanding and application of the learning skills. Same is expected in the teaching and learning of agricultural science in Nigerian secondary schools. Obanya (2010) recommends teaching and learning that revolve around the principles of transformational pedagogy.

The problem of the study is that agricultural science taught at basic and secondary schools has not been able to transform the citizens and the nation adequately. Products of secondary education still lack basic vocational and entrepreneurial skills expected to be acquired from agricultural science. Products still wallow about in search of white collar jobs instead of becoming self reliant and employers of labour. The inability to manifest agricultural science practice skills and indication of interest in choosing agriculture as a career appear to be due to inadequate learning of the expected skills. It also appear to be due to inadequate teaching and learning process on the part of the agricultural science teachers in Nigerian secondary schools.

The study therefore investigated effective teaching and learning of agricultural science in secondary schools for attainment of food security and national sustainability.

Research Questions/Null Hypothesis

1. What are the challenges to effective teaching and learning of agricultural science in secondary schools in Nigeria?
2. In what ways could the challenges be managed for effective teaching and learning of agricultural science for enhanced food security and national sustainability?

HO₁: There is no statistical significant difference in mean scores of principals and agricultural science teachers on challenges to effective teaching and learning of agriculture science and ways of challenges could be managed.

Methodology

The study was a descriptive survey design that elicited vital information from the respondents on current situation of teaching and learning of agricultural science in Nigerian secondary schools for food security and national sustainability. Out of 5,836 classroom teachers in the 267 public secondary schools in the 23 Local Government Areas (LGAs), all the 513 agricultural science teachers and all the 267 principals from the state as sample size. Purposive sampling method was used to select all agricultural science teachers and all the principals in Abia state. This gave total respondents of 780. The survey used researchers self made questionnaire built on a 4 point scale

containing 26 items. The instrument was validated on face and content validity by two experts in agricultural education and educational management and reliability index values of 0.88 and 0.85 were obtained using Cronbach alpha. Means and grand means were used to answer the research questions while the null hypothesis was tested at 0.05 level of significant using ANOVA statistic tool.

Results

Table 1: Mean ratings of principals and Agricultural Science teachers on challenges to effective teaching and learning of agricultural science for food security and national sustainability.

S/No. Item	Principals \bar{X}	Teachers \bar{X}	Decision
(A) Inadequate qualification:			
1. Majority of agricultural science teachers are not professionals	2.98	2.76	Agreed
2. Majority of the teachers are not holders B.Sc. Ed. in Agriculture	3.26	3.01	Agreed
3. Majority of the teachers are still holders of NCE or HND in Agriculture	3.45	2.91	Agreed
(B) Inadequate Technical Know-how:			
4. Agricultural science teachers are not very proficient in the teaching and learning Agriculture	2.70	2.65	Agreed
5. These teachers do not possess adequate modern skills for practical oriented teaching	3.15	2.92	Agreed
6. The teachers are less resourceful	2.12	1.90	Disagreed
(C) Inadequate Teaching Method:			
7. These teachers use mainly traditional methods of teaching (lecture in confines of classroom/ laboration)	3.44	3.01	Agreed
8. Teaching and learning of the subject is rarely learner-centered method	2.93	2.67	Agreed
9. Teaching and learning is mainly teacher-centred method	4.00	4.00	Agreed
(D) Inadequate Instruction Aids:			
10. Instructional aids are not adequately available	3.22	3.81	Agreed
11. Instructional aids available are not adequately being utilized	3.44	3.06	Agreed
12. Teachers rarely improvise	3.52	3.33	Agreed
(E) Inadequate farms:			
13. There is adequate farm lands for practical lessons	3.00	3.77	Agreed
14. Students do not regularly practice in farms or gardens or markets or industries	2.80	2.56	Agreed

(F)	<u>Inadequate fund:</u>			
15.	There is not adequate fund to manage Agreed practical oriented Agricultural science	4.00		4.00
(G)	<u>Poor students Attitudes:</u>			
16.	Students do not show adequate interest in the subject	3.49	3.83	Agreed
	Grand Mean	3.45	3.33	

Result in table I reveal grand means of 3.45 and 3.33 for principals and agricultural science teachers respectively on challenges to effective teaching and learning of agricultural science. The means scored above 2.50 weighted mean indicating both principals and teachers general agreement with the 7 major factors that pose challenges to quality teaching and learning of agriculture in Nigerian secondary schools. The challenges are teachers' inadequate qualification, inadequate technical know-how, use of inadequate teaching methods, inadequate availability/utilization of instructional aids, inadequate farm lands for practical lessons, inadequate funding and poor students' attitudes to learning of agricultural science. All the 16 items under the 7 major factors also serve as challenges and impediments to effective teaching and learning of agricultural science in secondary schools in Nigeria for attainment food security and national sustainability.

Table 2: Mean ratings of principals and teachers on ways the challenges can be managed.

S/No.	Item	Principals \bar{X}	Teachers \bar{X}	Decision
17.	Agricultural science teachers should be professionals and holders of B.Sc. Ed. in Agriculture	3.64	3.80	Agreed
18.	Repositioning teacher preparation institutions for qualitative Agricultural teachers production.	4.00	4.00	Agreed
19.	Teachers should be sound in concepts and pedagogy	4.00	4.00	Agreed
20.	Agricultural science teachers should be adequately motivated through improved working conditions	4.00	4.00	Agreed
21.	The teachers should be given opportunities for updating of knowledge and skills so as to move with the new trends	3.92	3.98	Agreed
22.	Every school must have adequate farm lands	4.00	4.00	Agreed
23.	Agricultural science should be Agreed adequately funded	4.00	4.00	
24.	Instructional aids should be made available by government	2.75	3.36	Agreed
25.	Teachers should be adequately sensitized on importance agriculture for food security and national development	3.74	3.88	Agreed

Grand Mean**3.70****3.79**

Results in table 2 reveals grand means of 3.70 and 3.79 for principals and teachers respectively. The grand means scored above 2.50 indicating the respondents general agreement with the items as ways the challenges can be managed for quality teaching and learning of agricultural science in secondary schools in Nigeria to ensure food security and national sustainability.

Table 3: ANOVA Analysis on mean ratings of principals and teachers on challenges and management strategies for effective teaching and learning of agricultural science.

Source variation	Sum squares	Degree of freedom	Mean squares value	F-calculated value	f-critical
Between Group	1478.663	3	292.888		
Within group	14070.103	90	160.910	1.82.	260 upheld the null hypothesis
Total	15548.766	93			

Results in table 3 shows that H_0 is upheld. This is because at 0.05 level of significance critical F-value 2.60 is greater than calc. f-value of 1.82. Following this, the probability (P) of the difference in opinion due to error is greater than 0.05. Hence, significant differences does not exist in mean ratings of principals and teachers 407/934.

Discussion

The findings of the study showed that inability of agricultural science teachers to achieve effective teaching and learning of agricultural science for enhancement of food security and national sustainability are due to various challenges beyond their control. The seven major challenges identified showed that these teachers are not inadequate qualification of teachers, inadequate technical know-how, inadequate teaching methods, inadequate instructional aids, inadequate farms for practical, inadequate funding and poor attitudes of students towards agricultural science. These work against FRN (2004) & (1994) goals of secondary education and objectives of teaching and learning of agricultural science. The goals indicate that teachers should utilize the teaching and learning of agricultural science as a means of equipping the students for useful living, stimulating students' interest in agriculture, integrating their knowledge and skills etc. There is no way a teacher who is not professional trained in agricultural science can be efficient and effective, such inadequately qualified teachers will definitely lack proficiency in concepts, technical and pedagogical skills. In this situation, teaching and learning process will not only negate attainment food security but demoralizes students' interest in agriculture as a career. It does not agree with Ihebereme (2010) that posits that quality teaching and learning is inevitable for effective for effective learning and productivity.

It does not also agree with Egbule (2004) that believes teaching of agricultural science should involve the head (thinking), heart (feeling) and hands (skills). Egbule also discovered that agricultural science education programme delivery is bedeviled with problems such as inadequate finance, insufficient or non-availability of equipment and materials, shortage of professionals and technically qualified teachers, poor remuneration etc. So there are numerous impediments to utilization of quality teaching and learning to attain goals of agricultural science for food security plans and national developments.

The findings also identified ten possible ways of managing and redressing the challenges. These includes ensuring that only professional qualified teachers teach, teacher preparation institutions should be repositioned to produce highly relevant manpowers who are conscientious and well motivated in the field, provision of instructional aids will greatly enhance the efficiency and

effectiveness of teaching and learning of agricultural science etc. This is in confirmation of Modebelu and Duvie (2012) who recommended some innovative teaching methods for effective teaching and learning of agricultural science. These also agrees with Egbule (2004) who insisted that teaching and learning of agricultural science must be geared towards competence-based, skilled and production-oriented. These quite agree with the findings as a management strategy.

The null hypothesis tested showed no significant difference in the opinion mean scores of both the principals and teachers on challenges and ways of managing the challenges for effective teaching and learning of agricultural science in secondary schools.

Conclusion

The primary goal of a teacher is to stimulate quality learning through quality teaching. Effective teaching and learning is imperative for attainment of classroom goals, school goals, education goal and natural goals. The study examined various challenges to effective teaching and learning of agricultural science in Nigerian secondary school as against attainment of food security and national sustainability. Seven factors serving as challenges were identified and ten ways of managing the challenges were also identified. These strategies emphasized that principles of learning must be observed, that teachers must be qualified professionals and technically prepared for the responsibility.

Recommendations

Based on the findings, these recommendations are made;

1. Government should endeavour to reposition teacher preparation institutions, especially the three sister universities of agriculture at Makurdi, Umudike and Abeokuta. This will enable them produce virile staff in agriculture for quality and quantity teaching and learning as well as food sufficiency and nation sustainability.
2. Government agencies should collaborate with community to provide relevant instructional aids for effective attainment of agricultural science goals.
3. In-service training opportunities should be made available and accessible to serving teachers. These teachers should also be assisted to attend conferences and workshops for updating of knowledge and skills.

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INSTRUCTIONAL MATERIALS AND DESIGN: ISSUES AND CHALLENGES

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ABSTRACT

This study was carried out in Udi Education Zone of Enugu State to investigate the design of instructional materials for teaching in secondary schools. The study adopted ex-post facto research design. The population comprised 1528 teachers from the education zone. Questionnaire was the instrument for data collection. Two research questions and one hypothesis guided the study. Mean and standard deviations were used to analyze the two research questions while t-test statistic was employed in testing the stated hypothesis. The findings indicated that instructional materials designed and used by the schools were of no quality, out-dated, cost effective and did not encourage intellectual development of the students. The findings also showed that the following criteria should form the basis for the designing of instructional materials for effective teaching and learning include materials that are durable, less costly, easily maintained and manipulated by students, appeal to students' interest and developed their intellectual capacities. The researcher recommended that government should make policies that should guide the design and production of instructional materials for use in schools.

INTRODUCTION

Instructional materials are the basic tools upon which the quality of education being provided to the children in schools is determined. They help in not only simplifying learning but in making learning practical, effective and understandable to the learners as well as help the students to maintain flexible classroom environment. Onyeachu (2010) defined instructional materials as ways and means of making the teaching and learning process easy, more meaningful and understandable. In a similar definition, Babalola (2004) explained that instructional materials are designed to promote and encourage effective teaching and learning experiences. Instructional materials are therefore, sight tools for teachers at all levels of education for effective instructional delivery and promotion of learner's academic achievement. Appreciating the importance of instructional materials Dike (1987) described them as alternative channels of communication which a teacher can use to compressed the information and make them more vivid to his learners

The roles of instructional materials in teaching learning process in schools cannot be emphasized. However, these essential instructional materials are often unavailable in most schools. The unavailability of these instructional materials in secondary schools often lead the teachers to talk and chalk as they have no visual or audio visual aids to see, touch, smell and hear in the process of teaching and learning. Hence, Onyeachu (2006) observed that when the instructional materials are not available, learners cannot do well. This implies that when learners are not doing well the set objective of education cannot be realized. This is why the emphasis in curriculum implementation calls for adequate instructional materials in schools.

The available ones appear to be poorly designed, old fashioned and no longer appropriate for modern teaching methods in schools. The apparent poor designed and inadequate instructional materials affect the teachers' teaching methods and hinder the academic achievement of the students. The situation calls for a new approach towards designing appropriate and modern suitable as well as less expensive but effective instructional materials to enhance quality teaching and learning in schools. Sumarni & Guan (2007) defined instructional design as the systematic process of translating principles of learning and instruction into plans for instructional materials and activities. They further stressed that it can also be defined as a process, a discipline, a science or reality.

According to Thompson (2001) instructional design (also called Instructional System Design (ISD) is the practices of creating instructional experience which make the acquisition of knowledge and skill more efficient, effective, and appealing. The process consists broadly of determining the current state and needs of the learner, defining the end goal of instruction, and creating some intervention to assist in the transition. Ideally the process is informed by pedagogically (process of teaching) and andragogically (adult learning) tested theories of learning and may take place in student-only, teacher-led or community-based settings. The outcome of this instruction may be directly observable and scientifically measured or completely hidden and assumed.

As applied here, instructional design is creating opportunities which aid easy acquisition of knowledge and skills effectively by students in schools. It facilitates learning, and ensures active involvement of the students in the learning process. It becomes imperative that in designing of instructional materials, efforts have to be made to include the criteria for the three domains of educational objectives, so as to integrate the overall achievement of learning. This implies considering the age, ability, interest as well as its production cost and availability in the teaching environment.

Objectives of any level of education cannot be achieved if planned programme for such level of education is not well executed. In teaching process the teachers are the executors of curriculum implementation in schools. This they can only achieve when the necessary instructional materials are provided both in quality and quantity. Onyeachu (2008) asserted that no matter how well a curriculum plan is, if there are poor planned and designed instructional materials and other inputs the aims may not be achieved. Mkpá (2005) explained that instructional materials need to be made available and of high quality and can easily be improvised to meet the needs and aspirations of the learners in the teaching learning process. It is against this backdrop that the present study investigated the quality of the design of the available instructional materials for teaching and learning in schools in public secondary schools in Udi Education Zone of Enugu State.

STATEMENT OF THE PROBLEM

Teaching is a concept that demands that teachers should not only have the knowledge and skills but also the professional competence in the use of methods and materials to be able to influence the behaviour of learners using instructional materials. However, in secondary schools, instructional materials appear not to be only inadequate but also of poor designed quality. The result is that the students and teachers do not effectively utilize the learning opportunities provided by such materials in the teaching learning process.

This situation calls for appropriate design and use of quality instructional materials to enhance quality teaching and learning and achieved educational objectives of the learners in schools. The problem of this study therefore is: To what extent are the available instructional materials designed and used in secondary schools meet the needs of students in our school?

PURPOSE OF THE STUDY

The main purpose of this study was to investigate the design of suitable instructional materials for teaching and learning in Udi Education Zone of Enugu State. Specifically, the study determined;

1. The extent of the quality of the design of the available instructional materials in public secondary school in Udi Education Zone.
2. The criteria adopted for designing instructional materials for ineffective teaching and learning in secondary schools.

RESEARCH QUESTIONS

The following research questions guided the study:

1. To what extent is the quality of the design of the available instructional materials for teaching in secondary schools?
2. What steps can be adopted in designing suitable instructional materials for effective teaching in school?

HYPOTHESIS

The following hypothesis was formulated to guide the study. There is no significant difference between the mean ratings of the students and teachers with regard to the design of instructional materials for teaching in schools.

METHODOLOGY

The study adopted ex-post facto research design in investigating the criteria for the designing of instructional materials for schools. The design was preferred because the researcher had no direct control of the variables as they were already known in the study.

POPULATION OF THE STUDY

The population of the study comprises all the 1528 teachers in the public secondary schools in Enugu North Education Zone of Enugu State.

SAMPLE AND SAMPLING TECHNIQUE

Simple random technique was applied in selecting 10 out of the 25 public secondary schools in the zone. Stratified random sampling technique was employed in selecting 100 male and 140 female teachers from the 10 sample schools, giving the sample size 260 subjects.

INSTRUMENTS

A researcher-developed questionnaire titled Instructional Materials Design Questionnaire (IMDO) was the instrument for data collection. It consisted of two sections. Section I gave demographic information about the respondents while section II contained 20 items built into clusters A and B. Cluster A provided information on the extent of the quality in the design of available instructional materials while cluster B provided data on the criteria to be adopted in designing suitable instructional materials for teaching and learning in schools. The instrument was face-validated by three experts, two from the Department of Science Education and one from Measurement and Evaluation, all of the Faculty of Education, University of Nigeria Nsukka. The items are based on four point ratings on real limit of numbers as follows; Very Great Extent (VGE), Great Extent (GE), Low Extent (LE) and Very Low Extent (VLE) with assigned values of 3.50 – 4.00, 2.50 – 3.49, 1.50 – 2.49 and 0.50 – 1.49 respectively.

METHOD OF DATA COLLECTION AND DATA ANALYSIS

This researcher personally met with the respondents and administered and retrieved the questionnaire after completion. All the 260 copies of the questionnaires were duly returned, thus indicating 100% return rate. Mean and standard deviation were used in answering the research questions based on the real limit of numbers. A mean range of 2.50 – 3.49 is the benchmark for acceptance while t-test statistic was employed in testing the stated hypothesis at 0.05 level of significance.

RESULTS

The results of this study are presented in tables 1-3 below according to the research questions and the hypothesis that guided the study.

RESEARCH QUESTION ONE

To what extent is the quality of the design of the available instructional materials in secondary school?

Table I: Mean scores of the respondents on the extent of quality of the design of instructional materials.

S/N	Extent of quality of the design of	\bar{X}	SD	Remarks
				N = 260

instructional materials					
1	They are out-dated	3.14	0.74	GE	
2	The materials are not durable	3.17	0.73	GE	
3	Their maintenance cost is very high	3.20	0.64	GE	
4	They are of low quantity	2.88	0.76	GE	
5	They do not match modern teaching methods	3.34	0.68	GE	
6	They are not easily improvised	2.76	0.77	GE	
7	Teachers rarely use them for instruction	3.28	0.87	GE	
8	They appeal only to the students' knowledge level	2.93	0.80	GE	
9	The materials do not appeal to students' interest	2.92	0.79	GE	
10	They are poorly designed	2.89	0.81	GE	

Data on table one above show that the ten items have mean score ranging from 2.76 to 3.34. These show that in the opinion of the teachers, the instructional materials available in the school are to a high extent out-dated, not durable, have high maintenance cost, are of low quality and do not fit in the modern teaching method of teachers. They also agree that the materials are not easily improvised, they do not appeal to students' interest, not comprehensive in learning outcomes and of poor quality in design.

RESEARCH QUESTION TWO

What are the criteria to be adopted in designing suitable instructional materials for effective teaching in schools?

Table 2: Mean ratings of the respondents on the criteria to be adopted in designing quality instructional materials in schools.

N = 260					
S/N	Criteria for designing quality instructional materials	\bar{X}	SD	Remarks	
11	The design should encourage intellectual skills	2.83	0.88	GE	
12	Instructional materials should appeal to the students' interest	3.22	0.84	GE	
13	They should be of high quality	3.19	0.91	GE	
14	The new designs should be affordable	2.80	0.86	GE	
15	They can easily be improvised	3.16	0.75	GE	
16	Their storage system should be simple	3.23	0.65	GE	
17	They should encourage concept learning	3.10	0.93	GE	
18	They should be easily manipulated by students	2.84	0.69	GE	
19	They should encourage high reasoning skills	3.08	0.88	GE	
20	They should be easily maintained in schools	2.88	0.94	GE	

Data on table 2 above indicate that all the items have their mean score ranging from 2.80 to 3.33. These show that in the opinions of the teachers, the design of instructional materials should to a great extent be made to appeal to the intellectual skills, affective and psychomotor development of the students. Other needed qualities in the design include durability, easy to improvise, easy to manipulate by students' and those with low maintenance cost as well as have good storage mechanism.

Table 3: summary of t-test analysis for hypothesis one

S/N	Groups	N	\bar{X}	SD	df	Sign level	Cal-t value	Tab-t value	Decision
1	Male	120	3.04	0.87	258	0.05	1.64	1.96	Accepted
2	Female	140	2.99	0.75					

Result of the t-test analysis in table 3 indicated that the calculated t-value, 1.64 less than the tabulated t-value 1.96 at 258 degree of freedom and 0.05 level of significance. The null hypothesis is accepted. Therefore, there is no significant different between the mean ratings of male and female teachers with regard to criteria for designing instructional materials for teaching in schools in Udi Education Zone.

DISCUSSION

It was the opinions of male and female teachers in public secondary schools in Udi Education zone of Enugu State that to a great extent, the instructional materials available for use in school are of inferior design, out-dated, not durable and have high maintenance cost. The respondents also shared the same opinion that they are of low quality, do not appeal to students intellectual development, do not match the new teaching methods of the teachers and were poorly designed. The findings agree with the news of Mkpa (2003) that in most schools, the available instructional materials are of poor quality in design. The findings are also supportive of Babalola (2004) that most of the available instructional materials in use in schools are lacking in stimulating the students intellectual growth.

The findings on this research question show that in the opinion of the teachers, in designing instructional materials, the following should be considered to a great extent. The listed qualities include instructional materials that should stimulate the intellectual capabilities of the students, those of durable quality and those that are easily improvised with low maintenance cost. The design should also ensure that students can easily manipulate the instructional materials as well being available in the schools. The above findings are in line with the views of Imogie (1990) and Fassai (2006) that modern designed instructional materials should be such that will be easily procured, maintained and cover the development of the three educational objectives. The result also is in agreement with the opinion of Ogbonnaya (1997) who recommended that instructional materials in schools should be designed in such a manner to stimulate problem-solving skills in the students.

The t-test analysis on table 3 showed that there was no significant difference between the opinions of male and female teachers in Udi Education Zone with regard to criteria for consideration in designing instructional materials for teaching in schools since the critical t-value of 1.96 is greater than the calculated t-value of 1.64, at 2.58 degree of freedom and 0.05 level of significance, the null hypothesis is accepted.

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HIGHER QUALIFICATION BUT LOWER JOBS: EXPERIENCES OF WOMEN TEACHERS IN PRIMARY SCHOOLS OF UGANDA

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Abstract

Sixty female teachers and nine district education officers from three districts of Uganda participated in this study. The researchers were interested in the invisible female primary teachers who upgraded their qualifications with the hope of increasing their chances of promotion to higher positions within the education sector. The objectives of the study were; to identify reasons inspiring female teachers to upgrade and to assess to what extent female teachers expectations were met after upgrading their qualifications. Results show that the government policy is that a primary teacher is “grade three” with appropriate remuneration and benefits as policy. The affirmative policies inspired a large number of female grade three teachers to upgrade but their expectations were not met and are gravely frustrated at district and school levels. The following are recommendations; the Ministry of Education and Sports should revise the policy of remuneration so that qualifications of teachers are taken into consideration, the District Education officers should endeavor to implement the government policy of equal opportunities to promotion for both genders as recommended by the White Paper (1992)

Introduction

Women need to be in leadership positions in education systems worldwide to provide a gendered perspective on educational change and development, and to ensure social justice through gender equity at leadership and decision making level in Uganda (Sperandio and Kagoda (2009). School leadership is recognized as an essential element of school improvement and effectiveness. Countries committed to reform and development of their school system must now consider how best to prepare their school leaders to bring about needed changes. The development of a strong women’s rights movement in Uganda, help from International human rights agencies, and a national government committed to international gender equity goals have increased opportunities for women to move into decision-making and leadership at all levels in the education system.

The 4th World Conference on Women(1995) called for governments worldwide to ‘create a gender sensitive education system in order to ensure full and equal participation of women in educational administration and policy and decision making’ (Beijing Declaration and Platform for Action (BPA) 1995, chapter 4, article 82). The BPA Mission Statement asserts that equality between women and men is not only a matter of human rights and a condition for social justice, but also a condition for ‘people-centered sustainable development’(BPA, 1995, section 1). Uganda, in common with the majority other developing countries is, is still struggles to meet the goal of 30% representation of women in leadership roles in education that the Beijing platform considered critical for women to have an impact on decision-making (BPA 1995,section 181 and 182). In the late 1980s and early 1990s the Ugandan women’s movement focused public attention on the state of primary and secondary education for girls, and the harassment of girls taking place in schools by boys and male teachers that contributed to a high drop-out rate for girls. This problem was noted by the Educational policy Review Commission’s Report

“Education for National Integration and Development (1990). The Commission recommended that “coeducational schools, either the head or deputy head should be a woman in order to give adequate attention to the special needs of girls (recommendation 163). This recommendation was accepted in the government White paper on Education (1992). This is used by the ministry of Education and Sports as a guideline when allocating vacant school administrative positions to qualified candidates. Private schools are expected to follow similar policies to the government aided schools. With this affirmative policies by the government of Uganda, many women were inspired to go for upgrading to take up such anticipated vacancies. This papers the status of women with high qualifications teaching in primary schools of Uganda (Sperandio and Kagoda 2008).

Upgrading ones’ educational qualification should enable one to achieve professional, economic and social enhancement, but this has not always been true for both men and women. In many cases, men easily get and change jobs compared to women with the same qualification. There seems to be not only variations in what men and women do on completion of additional qualification but also the way society view men and women, in relation to what teachers who upgrade qualification do, outlets outside classroom teaching including becoming a head teacher, District Education Officer, Inspectors of schools or a Teacher Educator. All these posts however tend to be taken by men. This is evident in the fact that head ship in primary schools continues to be male dominated (Kagoda and Sperandio 2008). There are reports of employers considering the gender of their employees as an important factor during recruitment, placement and promotion of workers (Even in a profession which is female dominated, men tend to be in the upper echelons. Moreover women with higher qualification are not only a threat to their fellow male teachers but also the few females in management positions. This study analyzed women teachers’ expectations for upgrading and whether those expectations were met.

Vravec & Bacik (2012) identifies three models of discrimination; *statistical discrimination* in which an individual attributes and characteristics is based on that of the group from which he/she emerged, than according to their own individual attributes and characteristics. This means if the group is discriminated then the individual will also be affected. The second model is where expectations of employers determine the differences in the labour market for men and women. Where employers expect higher marginal product of men, the labour demand of men will be higher than labour demand of women. The third, discrimination based on monopony in which the work providers divide work into two categories according to elasticity of supply functions and will evaluate a group with smaller labour supply i.e. women by lower salary. Employers pay higher salaries to men with higher elasticity of labour supply. Labour supply curve is less elastic for women than men and therefore men achieve higher average salaries than equally productive women. Salary discrimination against women is usually not based on any tradition, whether oppression or underestimating of women, but from a purely economic reasons.

The labour supply for men is much more elastic than for women because women are less mobile geographically and professionally, they look for a job near their home. Vravec & Bacik (2012) Women usually follow a man for his job opportunity and they are choosing between job offers in their region. In contrast, men can travel further to work; can work well in batch or at night. Men can change jobs more often than women, because they have more alternative opportunities in the labour market.

Context of the Study

Uganda' education system is structured into three layers: primary level which takes seven years, secondary level six years (lower 4 years and higher 2 years) and tertiary 3 to 5 years. Since the 1990s, the Government of Uganda has focused on improving access and quality of education as evident in the Education Sector Investment Plan (ESIP) launched in 1998 and Education Sector Strategic plan (ESSP) (2004 – 2017). ESIP focus on (a) achieving equitable access to education at all levels; (b) Improving quality of education, particularly at the primary level; (c) Enhancing the management of education service delivery at all levels; and (d) developing the capacity of MoES to plan, programme and manage an investment portfolio that will effectively develop the education sector while ESSP emphasised education system that is relevant to Ugandan's national development and participation of all children in education.

Teachers for primary are recruited from among those who have completed 7 years of primary and four years lower secondary education plus two years of teacher training. They are trained in Primary Teachers Colleges (PTC) and are awarded a Grade III Certificate. However, the majority of students seeking admission to PTCs are mainly those who would have failed to join higher education of two years, which after leads to higher institutions of learning (Kagoda and Ezati, 2013). This means many not only lack a belief in their own potential but are unhappy to remain in the primary schools. According to Kagoda (2011) many teachers have a fairly negative image of their role plus an inadequate appreciation of the value of their work..

Although Grade III Certificate is the required educational qualification for teachers to teach in primary schools, it is not uncommon to find teachers with mixed qualification such as diploma and degree in primary schools. The situation is not made any better by the practice of recruiting head teachers from among those with diplomas and degrees even when the required qualification for headship is still Grade III Certificate. The tolerance of mixed qualification and the silent promotion of those with diploma and degree in primary schools have precipitated more upgrading. Consequently there are more teachers up grading. And luckily unlike before, today a teacher's opportunity to enhance his/her professional growth is unlimited given the large numbers of tertiary institutions in all regions of Uganda. Many universities are offering distance education with face to face teaching during holidays for teachers interested in upgrading their qualifications.

However it is not clear what pushes women to upgrade and whether they achieve their expectations after upgrading. What then happens to women given that the jobs they can be promoted to such as headship and other jobs in the district education office are very few? It is therefore clear that, what happens to female primary teachers after completion of their in-service studies have been inadequately addressed. The current study set out to address this gap by considering what women who upgrade their qualification do.

Statement of the problem

The required qualification to teach in a primary school is a Grade III Certificate. However since 1990, there has been massive up grading of qualification by primary teachers. It is becoming common for teachers in primary schools to upgrade to diploma, degree and even masters level. Although there is freedom to upgrade qualification, in the education sector, those qualifications neither guarantee salary increment nor changes in condition of service. The government insists that the required qualification for teaching in primary schools is certificate in teacher education (Grade 3). However, it is not clear how the teachers with high qualifications teaching primary schools cope with such a situation in their daily lives.

Purpose

The main purpose of the study was to explore the status of women with high qualifications teaching in primary schools of Uganda.

Objectives

This study set out to investigate experiences of teachers in primary schools who upgrade qualification. Specifically it analyzed,

- a) Women teachers' reasons for upgrading qualifications
- b) The extent to which women teachers expectations of upgrading are met

Methodology

Researchers adopted a survey research design to provide basic that could provide a basis for further research in this area which has scanty data. The study adopted a combination of quantitative and qualitative research design in order to provide for a scope and depth of the issues under investigation. Qualitative data are useful when dealing with opinions, feelings and attitudes of participants. It is also useful when one needs to supplement, validate, explain, illuminate or interpret quantitative data generated from the same setting.

Respondents

This study was undertaken in three districts of eastern and northern Uganda. Only one district from each region was randomly selected to participate in the study from northern Uganda and two from eastern Uganda. From each district, with the assistance of the DEO, 10 schools with at least more than 3 women teachers who have upgraded qualification were sampled.

The study targeted those who have upgraded their qualification although those who have not upgraded were also included. In each school two female teachers were selected. In addition, district education officials and members of the district service commission also participated in the study. This study was restricted to primary teachers who had attained Bachelors degree.

Table 1: Respondents for the study

	Lira	Iganga	Kamuli
Female Teachers (upgraded)	20	20	20
female teachers (who have not upgraded)	10	10	10
District Education Officers	1	1	1
District Inspectors of Schools	1	1	1
District Service Commission	1	1	1
Total	33	33	33

Data collection

We worked from an interview protocol that allowed us to explore experiences of teachers after upgrading. We had slightly separate questionnaires that we used for women teachers who had upgraded and those who had not upgraded and district officials. Permission for interviews was gained from the district education offices, school administrators and the women teachers.

Data analysis involved reading through the data and identifying themes. Open coding that allows topics to emerge from the data, rather than beginning with preconceived codes were used. Data presented in this chapter were drawn represents voices of the women teachers and district education officials.

Data presentation and discussion

Majority of the women teachers who participated in this study had up graded in the last five years. This is shown in Table 2

Table 2: Duration since the last qualification

	f	%
5 years and below	53	58.9
6 – 10 years	31	34.4
More than 10 years	7	7.8

Factors motivating women teachers in primary schools to undertake further studies

Grade III certificate is the required qualification to teach in primary schools in Uganda. However more primary schools teachers are upgrading their qualifications up to degree level. The women were therefore asked factors that motivated them to pursue further studies; their responses are presented in Table 3.

Table 3: Factors motivating women to undertake further studies

Reasons for up grading
Higher salary
To become a head teacher, DEO (promotion)
Prestige
To gain more knowledge and skills

As seen from Table 1, majority of the women teachers opted to upgrade qualification because of the urge to acquire more knowledge. The salary for a grade three teachers is currently equivalent to US \$125 which far below the living wage. The only way to move out of this poverty teachers imagine that by upgrading they might get a better paying job in non-government organization as teacher or any other better work outside the teaching profession. This is clearly illustrated in responses below;

I applied for a degree course because I wanted to leave classroom teaching and become child counselor with a Non Governmental Organization.

I wanted to move away from teaching to something better

I wanted to acquire more knowledge so that I can teach students in Primary Teachers' Colleges

I wanted to get a good retirement package

Working as a primary teacher means teaching all subjects, mathematics, English, social studies and science, as well as extra-curricular activities. A grade three teacher is trained as a general teacher (Kagoda and Ezati (2013), explaining this overworking of primary teachers and yet they pay is quite low. This situation makes the teachers imagine that by upgrading they will escape this condition.

The second most popular reason for upgrading was promotion to either headship or District Education officer or Inspector of schools. This was reported by 32.2% of the women. Headship of primary schools is not only a prestigious position but also attracts more pay than classroom teaching. Although the required qualification for becoming a head teacher according to one of the District Inspectors of schools is 6 years teaching experience and a Grade III certificate, due to the high numbers of teachers who have upgraded, more diploma and degree holders are becoming head teachers. It is therefore not surprising that the women teachers enrolled for further studies in order to improve their chances of becoming head teachers do not get those positions.

Additionally, the importance attached to education as a necessity for getting jobs and promotion gained prominence in the late 1980s, when the current government took over power. After 1980, many employees realized that the only way to retain their jobs or get promotion is through upgrading one qualification. It is partly this that led to massive quest for further education by civil servants including teachers. Thirdly the new government promoted women's rights and encouraged women to claim their rights and policies were formulated in favor of women, for example, the 1995 White Paper that recommended that female teachers should be given equal opportunity to become educational leaders.

The fourth most important reason was salary increment. In Uganda Public Service, salary payment is related to one's educational qualification. As one of the women explained, *'the only way to improve my pay is by upgrading'*. Salary increment is however related to promotion. It is also not often true that upgrading would result into a salary increment. However, originally the teachers were not aware that the policy that a primary teacher is grade three therefore there was no way they could get better salaries after upgrading.

According to one of the inspectors of schools some women opt for upgrading in order to escape from marital problems. As she explained, *'some women take up course so as to rest from marital problems at home during the course in holidays'* This factor is an allegation since it was not mentioned directly by the women teachers, although many complained about marital problems while they were still undertaking the course. As one of them reported, *'my spouse one time told me not to return home'*.

Were the women teachers expectations achieved?

Responses on whether they were able to achieve their expectations yielded mixed responses with majority confirming that they had achieved their wishes. All the women who wanted to gain more knowledge and skills achieved it. Although one of the women reported that she could not apply the knowledge in a primary school. This is because many of the students who opt to upgrade do not ensure that the courses they apply for are relevant to primary schools. There are many students who study secondary school teaching subjects like geography, history, fine art, biology, mathematic, etc and when they go back to primary schools, they realize it is irrelevant to the primary curriculum.

Of the 90 women teachers who participated in the study 18 were promoted to headship, 21 to deputy head teachers and the rest remained classroom teachers. Those who became head teachers had their salaries raised. However, those who remained classroom teachers, their salaries

remained the same. There are cases where female teachers preferred to remain classroom teachers because of the fear to be posted to rural schools with poor access to urban areas, which lack of essential amenities; piped water, electricity, medical care, no staff houses etc.(Kagoda and Sperandio 2008). Another problem with rural schools especially for the unmarried female teachers is the fear of failing to get suitable well educated spouse.

Further, up grading qualification improve the women's status. As one of them explained, *through upgrading I acquired more friends and I am able to rub shoulders with bosses in the district*. For some female teachers, however, having high qualification is a threat to the officers who have lower or similar qualification. In addition the women who upgraded and left the teaching career, held various high caliber responsibilities such as in micro finance organizations, Board of governors, secretary of the various religious organizations. However as already mentioned some of the women did not achieve their expectations. These attribute their failure to get promotion to lack of vacancy, failure by the Ministry of Education and Sports to recognize their qualification, a 'push down' practice by those in authority. These are further discussed below.

Lack of vacancy

Promotion to the next level is only possible when there is a vacancy. However many of the women who upgrade proceed for the courses aiming to become head teachers even when those positions are filled. According to Uganda National Household Survey 2009/10, 76 percent of all primary schools in Uganda are managed by the Government. The majority (80%) of primary schools in the rural areas are managed by Government while 51 percent of primary schools in the urban areas were managed by private entities. The owners of these private schools are also reluctant to employ women as head teachers as they are perceived as being weak and not authoritative enough to manage finances and the human resources. This means women teachers can only become head teachers in these government schools where there is a policy which clearly spells out that if the head is male, the female must be the deputy. To become a head or deputy head teacher one must go through an interview, which seems to be a threat to some female teachers. The interviews are conducted by the District Public Services and the panellists are dominated by men with at least one female panellist and the male individuals tend to intimidate female candidates. This partly explains why many female teachers do not become head teachers. This was confirmed by one of the inspectors from Iganga. As he said, *'even when one attains the qualification, there is no promotion, except when there is advertisement calling for application. In addition one cannot apply for headship if you are not a deputy head teacher'*.

The inspector, however, adds on that many women teachers do not apply because of fear of responsibility; managing teachers, parents and pupils.

Further, many of the women teachers who upgrade could become senior education teachers, a position that was created in 2000 to provide promotional avenues for teachers. The findings showed that these were hard to achieve mainly due to corruption among the District Service Commission members. Corruption among the District Service Commission was often cited by the women teachers. As one of the women teachers from Iganga explained, *men get promoted faster because they have tricks, they corrupt the district service commissioners. The DSC demands some money in order to be shortlisted and later interviewed*. Similarly another woman also pointed out, *'This is why promotion to senior teacher is equally problematic. It is given by the DSC who interviews you but they also ask for money or sex. We women do not have money and are not ready to submit to this unethical behavior therefore we do not apply for such positions even if we see the advert'*.

Sexual harassment is not confined here but also in higher institutions of learning as noted by Kagoda (2011). Sex harassment is a reality for women in tertiary institutions especially those

in lower ranks. Affected women are frequently intimidated to the extent that they often fail to assert themselves when aspiring for promotion.

Failure by the Ministry of Education and Sports to recognize higher qualifications for primary schools teachers

According to the Ministry of Education and Sports, Grade III Certificate remains the required qualification for one to teach in primary schools. The female teachers are frustrated;

Position has not changed. My salary has not changed. I regret having for a degree. In fact a friend advised me to remove the Graduate certificate and record myself as Grade III

Teachers up grade without permission from the Ministry of Education and Sports and sometimes even without notifying their head teachers. This is possible because the programme is conveniently offered during school holidays. As a result after graduation many find it difficult to inform their head teachers and the MOES. One of the women reported, *in this district nobody recognize our degree qualification, government at the district has a negative pronouncement "who sent you to upgrade?"*

Still many Grade V and Grade 3 teachers remain head teachers while those with degree qualifications are ignored and remain classroom teachers. It is alleged that the head teachers are relatives of the district administrators. Explaining why they do not bother getting higher qualifications. Some people do not register as graduate teachers in the district after getting higher qualifications because of fear of mistreatment

A 'push down' practice by those in authority

There are many ways a teacher with high qualification is mistreated; At the school level a head teacher with lower qualification can make allegations such as;-

It worst when the head teacher is Grade III, they report you to the DEO, they claim you are disobedient, comes late to school, teaches poorly and all types of allegations. They do these so that you are sent to lower grade schools.

This happens not only in schools headed by men but even female head teachers. The grading of schools is according to enrollment while head teachers in higher grades enjoying higher status and higher pay, those in lower grades schools get less. Bias against women remains strong in the three districts with people doubting their ability. A member of the School Management Committee wondered whether a woman can also lead. *One participant reported that a board member said; "Women are lazy, problematic and lacking knowledge".* Society expects men to be natural leaders and challenging this stereotype is an uphill task. There is discrimination and marginalization of women in all forms of leadership. Moreover there are few role models and mentors of women aspiring to become leaders.

However, evidence is accumulating that women make excellent managers. They are accounted to be good organizers, planners, advisers, mentors, and calm, rational thinkers. Women excel in relationship building. In general they take fewer risks than men, which is now viewed, in the context of today's financial crises, as an asset (Obura 2011).

District Education Officers also fear people who upgrade; they think women with high qualifications will take their place. This explains why such women are posted in remote schools where they will not be noticed or heard of by stakeholders in education.

At schools you are also sidelined by the head teacher. My head teacher would remove all the responsibilities from me during the term but during holiday time, he would look for something to assign me and yet that is the time I report for dasses.

Women who opt to take maternity leave are often viewed as failing to do their work and most young teachers in their reproduction age are rejected by head teachers accusing them of lowering the standard of the school through absenteeism.

You have a husband who leaves everything to you, a boss who may be worried that you will take his/her place, because you have higher grades than him, a DEO who fear you and posts you very far in remote schools.

The teachers added on;

Status of your husband influences the behavior of the administrators; unmarried teachers are mistreated at school, equated married women status to that of their husbands' status in society. Women married to men of high class in society are un-touchable and are likely to be promoted to headship if they wished.

According to the inspectors (Iganga) *“men feel they are undermined when their wives upgrade. Women shy away from teaching upper primary. They fear big boys and many teach lower classes. They feel inferior and fear too much work in upper primary”*. These allegation justifies the way female teachers are treated in this male dominated education sector. It is interesting to note that even female administrators mistreat fellow women teachers with high qualifications. Kagoda (2002) argues;

“ In Uganda education officers are often men and most of the head teachers are also men. The female teacher has to work under this male dominated system. Some female teachers as opposed to their male counterparts do not even know how to write a curriculum vitae and in fact do not present one when appearing for an interview, reported one commissioner in Kamuli District. (pp212).

Young female teachers marry non professionals such as businessmen, who want a wife who returns home by 5.00 pm. So such women teachers would not aspire to become an educational leader. Once female teachers are appointed grade three teachers they do not want to lose their gratuity and pension. These women will endure mistreatment rather giving up their teaching job.

Conclusions

It is clear female teachers in Uganda have been inspired to upgrade their qualifications with the hope of gaining more knowledge and skills, others wanted to be promoted with the hope of increased pay, while others wanted to use it as a stepping stone to get better paying jobs.

A good number of female teachers have achieved their objectives, but a much bigger number is unknown to the education office, consequently, to the researchers and such teachers are frustrated, harassed by their head teachers and education officers. They are and mocked by teachers who have decided not to study and are at the same level in terms of salaries and other benefits.

Recommendations

The government of Uganda should set up a special commission to look into concerns of female primary teachers and ensure that fair treatment is meted out to them. It needs to sensitize female teachers about their rights and responsibilities, school management committees about their responsibilities in promoting teacher development, and district officials about inequalities that lead to poor performance by both teachers and pupils.

Female teachers need support, encouragement and time to plan their professional futures, more than their male counterparts do. Women teachers should be encouraged to create networks and form their own associations in order to overcome issues of self-esteem and self-limiting practices. Stakeholders in education sector should be sensitized about gender issues and how they affect the development of the country.

Acknowledgement

The researchers are grateful to the female teachers, the education officers and other stakeholders in education in the three districts for their invaluable time and information.

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CONSIDERATION OF CULTURE IN THE DEVELOPMENT OF HOME ECONOMICS CURRICULUM IN NIGERIA

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ABSTRACT

This paper tries to examine the consideration of culture in the development of Home Economics curriculum in Nigeria. The cultural element which the school draws from include the society's values, norms, religion, belief, languages, customs e.t.c and other attributes which are transmitted and local acquired. The role of culture in school should be appreciated particularly in Home Economics curriculum development which is practically oriented subject that deals with people's clothing, feeding, housekeeping,e.t.c. This will be a guide towards helping the teachers of the subject know how to deal students with cultural diversity.

INTRODUCTION

The concept of culture and curriculum have come with various meaning and definitions by different authors. A synthesis of all these meaning will put them as embracing all the activities experienced by an individual learner under the supervision of the school. Home economics curriculum thus refers to the group of courses or planned experiences in the proper sequence designed to prepare an individual for curriculum should neglect the following features:

- Aims, goals, and objectives emanating from the needs of the people.
- Subject matter content
- Learning activities
- Evaluation

Since the above is the aim of curriculum and culture is about the way of life people therefore, culture should be considered for curriculum development to be success and a effective implementation. curriculum has been viewed as the analysis and study of how schools are created, organized and made to function. The concept and the field of the curriculum therefore should not be limited to the purposes, content and method in educational process. Rather, it should be extended to examine those critical factors in the social-cultural, socia-politicals, social economic, and social ecological environment in which schooling takes place. Consequently, and by it's nature, what constitutes the curriculum s a selection from the culture of the society is a critical reflection on the peculiarities of the most stable values of the society, the dynamics of members of the society and portions of the society's cultural heritage that deserves to be propagated.

Culture-curriculum is better understood when conceptualized in a socio-culture contex. in this way, one attempts to analyze and evaluate the schooling process against the influence of the numerous forces or factors in the social environment bearing in mind that the knowledge which the school transmits derives from sort of ideologists values, philosophies, beliefs and norms all of which are perculiar to various socio-cultural groups. besides their inabbility, culture therefore, is the nucleus of curriculum in any society.

The cultural elemnts which the school draws from include the society's values, Norms religion, beliefs, taboos, tradition, language, music, customs,occupations, skills arts, aesthetics and other attributes which are society trasmitted and locally acquired including modes of problem solving. To this extend, there is nothing that the school teaches that does not have a base in that society.

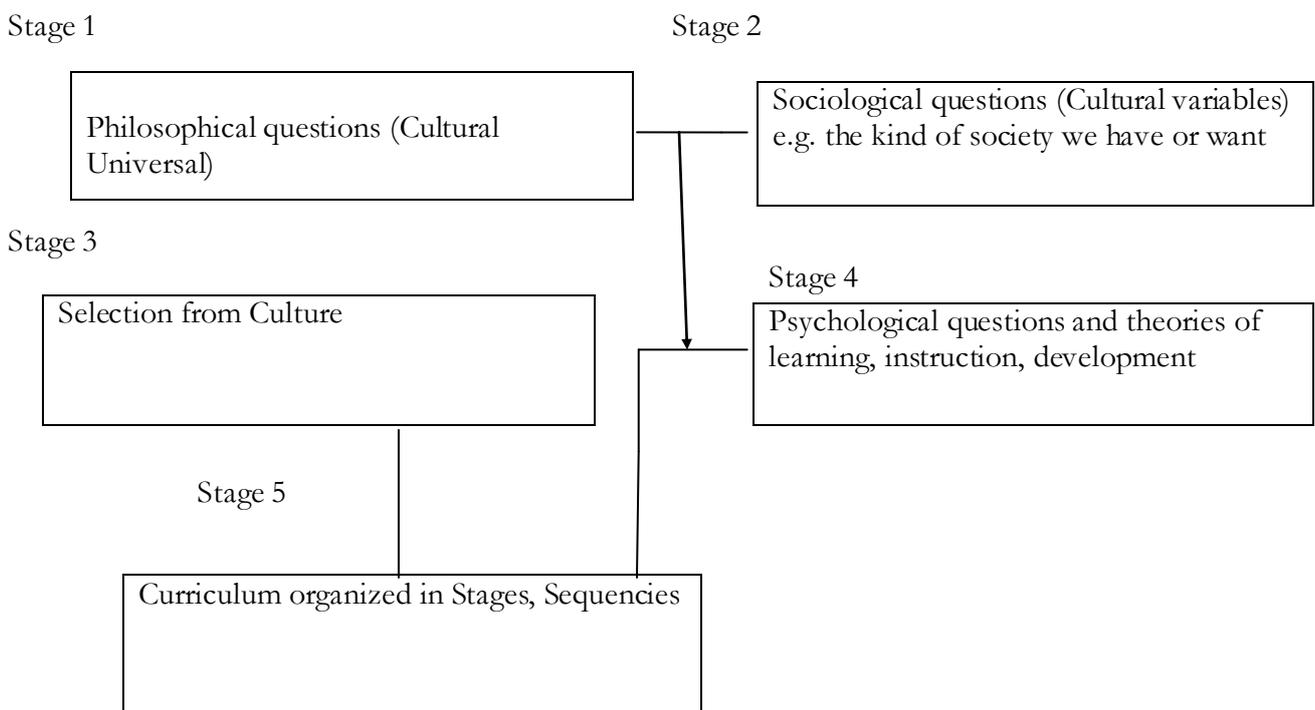
While appreciating the role of culture as the source of school knowlege, it is imprtanr to recognize the fact that these cultural elements are not the same in all cultures neither are they static within culture.

Culture differences among societies may account for some observed differences in Educational policies and practices in these systems. Since the curriculum cannot exist outside the socio-cultural environment, the curriculum planner/worker should be fully guided by a good knowledge of the culture of the society for whom the curriculum is intended.

According to Urevbu, efforts will be largely wasted unless what we teach are relevant to the values of our culture and the resource at our disposal.

Drawing upon some of the theoretical wright from Dennis Lawton’s concept of common culture curriculum, some of the problems of planning a Nigeria school curriculum, such as Nigeria inability to evolve a philosophy of Education of her own, how to use education to preserve our diverse societal values: hoe to make judicious selection from the traditional Nigeria culture and from Anglo american values and resolving the conflict from the different between them, determine the extend to which psychological theories of learning are applicable to Nigeria children, and how to organise the curriculum in stages and sequencies in orther to achieve maximum psychological validity create a significant gap between the school curriculum and reality.

Society as the basis of educational process. It is the value system of the society that undelies the formulation of education purposes. Besides, the various aspects of the culture constitute discrete field of knowledge. Culture therefore produces the needed content for the curriculum. It select the desirable and worth while aspect of the culture for propagation. Thus, the curriculum represent a continous insight into the life of the society by the school with a view to bring about improvement. The emphasis on aspects of the culture suggest that everything about the culture cannot for in the school knowledge. It requires a selection Lawton developed a model to elaborate on how curriculum planner could go about selecting from the culture of society. The model consists of five stages as illustrated below:



Thereafter, the educational implications of such experience are explicates and defined as educational purposes. Cultural universal is likely to create serious problems in a societies such as Nigeria. An example could be drawn from the national language policy in Nigeria, which requires secondary schools to teach some of the praticly oriented subjects such as home economics in the mother tongue of the students for example hausa, igbo, and yoruba. Though the national policy on education provides a pleasure justification for this in terms of promoting cultural heritage and national unity, critics are afraid of the political dangers of using the curriculum to legitimaate the recognition, dominance of supremacy

of three languages. Selection from the culture of the society as in stage three, is not an easy task even after all the philosophical and sociological question. If education is seen to preserve, transmit and reflect the cultural heritage of a society, then curriculum may be regarded as a structural series of learning experiences extended to individuals through education curriculum design, therefore, consider as a first and basic components needs of the society. It is worthwhile to study society and see its problems, values and needs at any particular time. The students interest, needs and level of development should be considered by the designer. Societal needs are subject to change; thus are different times society will have different needs. For example, technological improvements have affected home life in such a way that society now needs instruction in the science of home economics. Therefore, a curriculum in home economics should increase the basic principles of physics, chemistry and biology.

The objectives of education can be at either national or state level, they may include transmission of culture, establishing national unity, development of the potential of the individual, economic efficiency and self fulfilment.

The objective of homeeconomic education may also fall within this definition. Specifically, objective may describe the standard to be attained to every student following a particular course. Some of the objectives develop for food and nutrition in a syllabus prepared at a home economics workshop held at Ibadan in 1972 can better illustrate Bloom's classification of curriculum objectives. The following are some of the objectives:

1. To appreciate the importance of health
2. To teach the principles of cookery in relation to conserving the nutritive content of foods and to apply those principles to preparation of food locally available foodstuffs.
3. To develop the ability to select a balanced diet from available foods.

The first is from the effective field, the second cognitive psychomotor and the third cognitive capability.

The implication of analysis for the planners of homeeconomics programmes, therefore, is that the acquisition of fact, theories and principles and technical skills is needed for success on the practical side of the course. If this dictum is strictly followed, It will greatly help the planners to structure a suitable curriculum to give the students a balance education.

Curriculum development serves as an input component for curriculum therefore, Is a structural series of intended learning outcome. Curriculum prescribes the results of instruction. It does not prescribe the means i.e the activities, materials and even the instructional content to be use in achieving the results. Curriculum indicates what is to be learned, not why or how it should be learned.

When developing the curriculum, the homeeconomics teacher must use her knowledge of the basic principles of curriculum design. She must use the relevant curriculum approaches and procedures. Each pattern of curriculum organisation adopts a certain idea or scope because it follows certain special criteria for sequence, continuity and integration. Each pattern therefore provides for these characteristics in a different manner, although they are related.

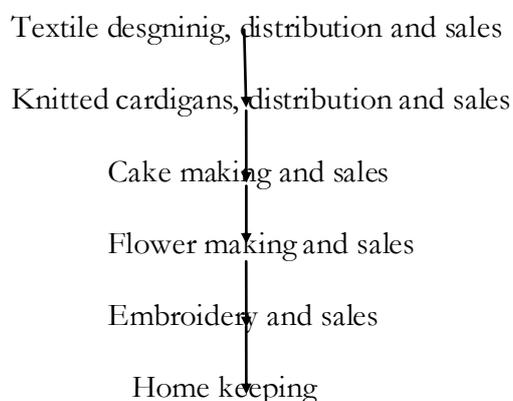
Some of the approaches to curriculum in Home Economics are: The subject matter approach, integrated curriculum, job analysis approach, the occupational analysis approach competency approach, the modular approach e.t.c.

The subject matters approach constitutes a logical and effective method of organizing new knowledge and therefore an effective method of learning it. By following organized bodies of subject matter, a student can build his store of knowledge more effectively and economically.

Integrated curriculum is a modification of subject curriculum and can be used effectively in home Economics. It provide flexibility in meeting students' need and interest and permits a graduation and distribution of course material in keeping with successive level of comprehension as such student gain maturity and understanding.

Job analysis approach includes a number of task. This approach is one of the most often used to provide pre and in-service professional training to occupational teachers. It's places emphasises on the knowledge, skills, attitude and judgements that are generally required for the successful performance of a task rather than all the components comprising the task.

The modular approach is the unit or standard of measurement. It is the unit of standard of curriculum based on the development of entry level competencies of the students. In the modular design the students and their occupational goals form the basis for programme planning. With the modular approach, the total home economics programme is divided into units referred to as modules. These modules will each take approximately thirty hours of instructional time to achieve with the average group of students. The home economics design has the occupational clusters while developing the curriculum.



Every student irrespective of the culture will be able to develop at least to minimum entry level in one home economics occupation.

In conclusion, curriculum is not a system but the output of one system and input into another; curriculum is a guide to instructional systems which begin with planning.

The main aim of home economics programmes is to prepare students to become teachers and professionals in home economics. The central concern of home economics teacher education should be the development of persons who find fulfillment in their commitment to the teaching of the subject.

The need to train professional, competent home economics teachers has led to the introduction of home economics education at three levels of the school system. These include higher elementary (or grade II) Teacher training colleges, Advanced teacher training colleges usually referred to as college of education. Undergraduate studies in the universities.

Higher Elementary Level: At this level, the training is geared towards preparing teachers for primary schools. Students who are admitted into this programme need the minimum qualification of a first school leaving certificate. Their duration of study depends on the entry level qualification of the students. Those with the primary six or moderate school leaving certificate spend a minimum of four (4) years, while those who have passed West African school certificate examination take one year to become qualified.

The programme at this level is made up of both general and professional education. Students at the end of their course offer subjects as geography, history, mathematics and home economics. Thus the programme prepares a student for teaching all subjects in the primary school curriculum. Those who teach home economics after completing their course are perhaps the one who distinguished themselves in the subject while at school especially interested in it.

College of Education Level: The studies at this level are geared towards giving professional training to a student in one or two particular subjects, which will enable her to teach in secondary schools. Some of the graduates may also teach in the grade II teacher training institutions.

Students admitted in the department of home economics in these institutions take some courses related to home economics and education alone, and at this stage the training is fairly specialised. The student also experiences teaching practice for a minimum period of three months. They must possess a minimum qualification of either West African School Certificate with at least four credits in related subjects, especially biology, and chemistry, or needlework and cooking or teacher's Grade II certificate with either credit or merit in home economics-related subjects and English or General Certificate of

Education (G.C.E) at ordinary level. Both categories of students are expected to spend a minimum of three years training.

Under Graduate Level: The programme at this level is geared toward preparing technical skilled and professionally competent teachers of home economics who will be expected to teach at the colleges of education. Grade II teacher's college or secondary schools.

As mentioned before, home economics education has so far been introduced into three of our universities; The University of Nigeria, Nsukka, University of Benin and Ahmadu Bello University Zaria.

These universities offer a four-year or three-year programme, at the end of which Bachelor of science degree is awarded.

These are the three levels at which home economics teachers are trained at present.

The private sectors are not left behind in following curriculum of home economics programme, Furthermore, in order to gain a true knowledge of the standard of home economics education on primary schools, an attempt will be made to analyze:

- I. The curriculum for primary school home economics
- II. The selection of teacher for home economics in the primary school and
- III. The programme of training for the home economics teacher in the secondary schools.

From the curriculum of home economics in Edo State of Nigeria, the theme of the curriculum is seen as the child in the home; in developing this theme to realize the above aims and objectives, six areas of home economics have been identified as sub-theme or units for the curriculum. Each area is expected to be taught at particular stage of primary education. These sub-theme include;

- | | |
|--------------------------------|-------------|
| A. – Clothing and textile | Primary 1-6 |
| B. – Home and family living | Primary 3-6 |
| C. – Food and Nutrition | Primary 3-6 |
| D. – Good grooming | Primary 3-6 |
| E. – Home and family living | Primary 5-6 |
| F. – Family and human relation | Primary 5-6 |

Unit A deals with all six classes while units B,C and D start only in primary three, and units E and F in primaries five and six. This arrangement is in recognition of the varying stages of the child's maturity to ensure that more difficult concepts are introduced at the appropriate stage of development.

The planner advises that the teacher concerned with the use of the syllabus should be original and resourceful in her lesson planning. The contents of the curriculum tend to tally with the set objectives for the classes and are within the chronological age and expected performance of the students/pupils.

CULTURE AND CURRICULUM DEVELOPMENT IN HOME ECONOMICS

In many communities today our general society is reflected in the cultural diversity of our classrooms. When we refer to students as being culturally different we are thinking of those whose racial, nationality, religious, and ethnic characteristics distinguish them from the majority. Their speech, manners, attitudes and habits may be distinctive. They may have backgrounds and personality structures that differ significantly from others.

Culture diversity may present a variety of problems to a teacher. The students are exposed to two sets of norms, one set at home and another set at school. Often, these norms pull in opposite directions. Other students respond to their peculiar behaviour with prejudice. Teachers and students

may be inclined to treat all members of a particular minority groups, all too often the teacher fails to recognize special problems and potentials of an individual.

The culture different helps to become acquainted with the community, the homes and families of students, and the individual students themselves. As you become acquainted, you will be able to identify which minority groups are present and to what extent.

A large group deserving of an attention is comprised of culturally disadvantaged families some culturally different families may be culturally disadvantaged, but these terms are by no means synonymous.

The major problems confronting disadvantaged families include; housing, shortage of adequate housing for low income families, opposition of community associations and individuals to having culturally.

CONCLUSION

The culture of any society affects its curriculum. Hence, culture includes everything that can be communicated from one generation to its successor. This involves a whole way of life, a structure of feeling and people's heritage which is made up of both material and non-material aspects of life since that word curriculum has come to be used in reference to education, and is now taken as a course which students undertake as they compete for high grades, passes, certificates or other forms of academic rewards, in addition, there can be no education without culture because education is a process that led continuity and meaning to lives. Hence, the curriculum comes to be used in relation to education, The only general view about it is that it is a programme of studies to be completed by teachers and learners which need to be developed through the influences of the society's culture.

RECOMMENDATION

Conception and perception of culture in the development of home economics programme should be considered and upgraded.

Enough awareness should be created to the curriculum planners in the development of home economics programme.

The society should be encouraged to ask psychological and sociological questions that will imbibe culture in the curriculum of home economics programme.

The government should also know that culture of different ethnic groups will enhance the teaching/learning processes of home economics programme, therefore she should allow culture to be paramount in the curriculum planning of home economics programme.

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SCIENCE EDUCATION FOR SUSTAINABLE DEVELOPMENT IN NIGERIA: CHALLENGES AND PROSPECTS

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Abstract

Sustainable development in Nigeria can be actualized through science education. This paper looked at the myths and the benefits of science education, roles of the science teachers, the challenges and prospects of science education. The paper also recommends among others that the government should provide necessary science research equipment in the research institutes so that Nigerian scientists can carry out research work without tears especially as regards to the economy of the country and also Science teachers should be well paid so that they can put in their best in teaching the students.

Introduction

For any nation including Nigeria to attain sustainable development, there is need to recognize science education as a priority area of education for her citizens (Ogunmade, 2006).

Science is derived from Latin word “scientia” which means what is to know, what is a fact, truth or certain. Science according to Onah (2003) is the bedrock upon which any nation can be built. This means that no country can be globally recognized without talking about its scientific advancements. Mbajiorgu (2003) views science as an act of doing and is more concerned with various investigative processes and activities with regards to developing, acquiring and controlling knowledge, skills, capacity and attitude about the natural factors of the environment. This implies that science is a way of knowing the facts, theories among others.

Science education is described by Pember and Humbe (2009) as a process of teaching or training especially, in school to improve one’s knowledge about environment and to develop one’s skill of systematic inquiry as well as natural attitudinal characteristics. Science education has been recognized worldwide as a pre-requisite in technological development. Science education involves the study of science in depth and in addition, educational knowledge and concepts are learnt and verified. No country can be globally recognized without talking about its scientific advancements. According to Lewis (1985) science education identifies natural phenomena appropriate to child interest and skills. Science education also equips teachers, learners and the society with knowledge, skills, equipment and freedom to perform noble task useful for improving socio-economic standard. In addition he added that science education courses are designed to produce capable scientists who contribute meaningfully to academic excellence of the society to raise the economic level of nations.

Despite the importance of science education to national development, Nigeria lacked sustainable science education since its independence and as a result, science education has not been able to move the country into industrialization and above poverty level. According to Momeke (2007), science education has failed to produce skilled human resources needed for transformation into national prosperity. This implies that most of Nigeria’s development in the direction of modernization has been haphazard leading to acquisition of obsolete technology. Sustainable science education development

therefore represents a catalytic process for social educational, training and public awareness – the values, behaviour and lifestyles required for a sustainable future.

Myths of Science Education

Some of the Myths of science education identified by Bower and Pire (2009) included:

- **Large percentage of teachers are incompetent:** Nada (2008) observed that the status of competency in secondary school science education in Nigeria appears very low. He went ahead to report that majority of teachers who are already in the system seem to lack initiatives and skills that are imperative to move science education standard forward to meet the global education challenges. Modebelu, (2007) in support of the above, indicated that majority of these teachers who lacked competence were as a result of inadequate remuneration and substantial professional development. Garner (2005) agreed that a good percentage of teachers (scientists) lacked desired competency for imparting science education.
- **Teachers are under motivated to teach science because they do not understand how existing it is:** Okebukola (2006) reported that teachers already consider science to be one of the contemporary fields of study and that attempts to transfer the excitement of science through lectures give teachers the opportunity to experience the thrill of doing science themselves instead of presenting science as a purview of the elite. Okeke, (2009) noted that

programmes that combine “science excitement lectures” with “hands on” experiments usually re-reinforce unproductive attitudes. For example, hands on” activities should be “do-it-yourself” or “cook-book” demonstration of under graduate. This type of laboratory should be in a sharp contrast to inquiries, which give teachers opportunities for real open-ended scientific discoveries. It should be noted that in “real science” the answer is never simple, singular, stable or in many case even know.

When the focus of science education was changed from science content to science process the hesitation of teachers to teach science greatly diminished.

- **Supplementary teacher training is necessary because few teachers especially in the junior secondary have been required to take science classes in college:** Research has shown that a teacher with adequate materials, enough time, good classroom and science experiment management skills can actually provide their students with an excellent science education with remarkable little science content knowledge. This agreed with Bower and Pine (2009) finding that the more college science courses the teachers have taken, the more likely they should be to model their teaching on the lecture based approach science professions.
- **The problem with science education is lack of good curriculum and therefore we must develop it:**
This implies that there is no good readily available inquiry-based curriculum. It has been observed that it is much easier to reform a curriculum than to develop a new curriculum. Gardner (2005) emphasized that curriculum development is much more costly and time consuming. It also requires long term revision, field testing and evaluation by a highly talented, motivated and educated development team.
- **The key to scientists’ involvement with teacher training is to provide complex information in as digestive a form as possible.**

This indicated that distorting simplified scientific information is about the last thing a scientist should do. Watered down lectures only serve to reinforce in teachers, the sense of incapability of understanding scientific principles, reinforcing the insecurity that many teachers already feel about science. It is also noted that “classroom management” skills required to organize time and materials or help students work in cooperative groups are not something that most scientists know anything about. However, what scientists seem to know about is how to conduct investigations.

How Science Education Can be used to Attain Sustainable Development

A better education in science for your child can also mean better things for the society by helping students develop into more responsible citizens who help to build a strong economy, contribute to a healthier environment, and bring about a brighter future for everyone.

The more science-literate individuals are, the stronger their society can be. Specifically, the lessons and skills science gives us can have effects that help make for more responsible citizens, a strong economy, a healthier environment, and a brighter future for everyone.

- Producing More Responsible Citizens

Students who have learned to think critically and have a healthy dose of skepticism can better make their own, informed decisions, which can make them more enlightened, informed voters and stronger consumers. Also, the sense of responsibility and caution that science provides - along with the understanding of how things work (be they chemical reactions, human development, or nutritional needs) - can help future parents to provide safe, healthy environments for their own children, and be more responsible pet owners and neighbors.

- Helping To Build a Strong Economy

The communication, research, reporting, and collaboration skills that science provides can produce a generation of individuals who are better prepared for any career and can make greater contributions to society. Also, students who have a solid knowledge base in science will later be more open to emerging technologies and ideas that can boost businesses and stimulate the economy. It has been noted that the difference between developed and developing countries is based on the quantity and quality of science and technology they possess (Ochu, 2007). Adikwu (2008) maintained that, if Nigeria must survive as a nation we need science and technology used and managed by Nigerians.

- Contributing to a Global Health

Scientific achievements have led to longer, healthier, better lives. A generation that understands and honors or celebrates past achievements will welcome and pave the way for future discoveries and inventions that will improve physical and mental health. And a healthier society means a more productive society.

- Contributing To Informed Decisions That Impact the World

By emphasizing and explaining the dependency of living things on each other and on the physical environment, science fosters the kind of intelligent respect for nature that can inform decisions on the uses of technology to improve the world for humans and all living things.

- Ensuring Future Support of Scientific Research and Advancements

A science-literate society will provide the necessary support, funding and promotion to ensure future generations continue to improve upon modern advances that benefit everyone. A society aware of the benefits of science will work to ensure it remains scientifically competitive.

Challenges of a Sustainable Science Education

- 1. Funding-** the Success of any education depends largely on funding. This is because inadequate funding militates against the provision of quality education. It adequately affects provision of infrastructure, facilities and needed number of teachers.
Nwangwu (2004): reported that ill equipped workshops, libraries and laboratories exist because of serious shortfalls and inadequacies in education funding.
- 2. Lack of instructional materials-** Instructional materials are facilities, equipment or materials that the teacher uses to illustrate, emphasize and explain the lessons for better comprehension by the students. Efangwa (2005) maintains that the availability and use of instructional materials have significant effect on the performance of the pupils/students.
UNESCO (2000) equally stated that instructional materials are important in the actualization of the curriculum. Some aspects of science are full of some abstract concepts which pose problems to the students in their understanding. Availability and use of instructional materials in teaching such difficult concepts will make for better understanding and thus enhance achieve the objectives of science education.
- 3. Large class size:** Teacher –pupil ratio is a very big challenge to science teachers of science education. According to the objectives of science education. According to the Federal Republic of Nigeria (FRN, 2004), the teacher –pupil ratio should be 1:35. This is contrary to the 1:60 most schools have in the south-east. For science teachers to carry out their teaching very well, they should be able to encourage the pupils positively, show love, recognize individual differences and plan cooperative teaching with the pupils. The large number of pupils under the control of the teacher incapacitates and create interactional gap between the teacher and the learners. The type and quality of interaction that exists in the classroom does not only determine the effectiveness of teaching and learning situation but also the attitudes, interest and even the personality of learners (Mbakwe, 2005).
- 4. Remuneration and improved work conditions of science teachers:** it is a known fact that optimal working condition for teachers directly contribute to the good quality of public education (Igbuzor, 2006). It is necessary for the government to rehabilitate and restore the image of science teachers. This could be done by enhancing teachers' packages. Science teachers' housing, accommodation and utility allowances should be increased. Transfer allowances should be paid to teachers who go on transfer and those who dwell in riverine and rural areas to perform their duties should be given special allowances to motivate teachers.
- 5. Teaching methodology-** Methods are means that teachers use to drive home their lesson presentation thereby making learning experiences concrete to learners. Mbakwe (2005) affirms that methodology of teaching is what makes a teacher a professional. The old method only presents learners as mere spectators listening and swallowing all that comes from the teachers. For proper achievement of the objectives of science by the learners the teachers should provide learners with basic knowledge, values and skills and with some degree of freedom allow learners to initiate and complete learning with some degree of freedom to allow learners to initiate and complete learning with minimal interference.
- 6. Political Instability:** Rarely in the history of Nigeria have the demands of democracy and the needs of economy been so closely aligned. It is in the nation's best interest that democracy is sustained and allowed to flourish. Sustaining the country's democracy is vital to maintaining political stability, to consolidating the market economy, to regaining and sustaining international investors' confidence in the country, and to strengthening its position as an emerging economy.

The Roles of Science Teachers in the Sustainable Development of Science Education

Teachers are the builders of the nation. Science teachers create various opportunities for students to engage in doing activities that will enable them make sense of the world around them, make new discoveries, solve interesting problems and develop skills that are sustainability driven. Omoifo (2012) emphasized that science teachers therefore, need to recognize the nature of scientific endeavours and how it relates to science teaching if they are to help their students completely understand the content and underlying principles of science. Effective and consistent implementation of the science and technology curriculum will lead to poverty alleviation, increase in productivity and rapid economic growth. This will surely reduce the capital flight incurred on importation of goods.

Science teachers are increasingly realizing the necessity to become agent of change in order to better meet the needs of students, families and communities they serve and thus fulfill society's expectations about science educators' civil responsibility. Science teachers play crucial role in shaping the students' mind towards sustainability as they impart the knowledge of science. Science teachers help to develop sustainability skills for students such as

- Mastery of subject matter in science'
- Motivating students to learn science
- Psychomotor skills
- Facilitating team work
- Becoming skilled personnel

Prospects of Science Education

The efforts on ground for the improvement of science education for a better tomorrow are

- The establishment of more universities and colleges of education with specification for minimum academic standards would solve the problem of both professional teacher supply and quality of instruction. With enough teachers large class size will be effectively handled.
- The science equipment centers already established in some parts of the country would provide enough standardized equipment for effective delivery of instruction and for the laboratories.
- Research results on the effects of innovative teaching styles and better ways of improving our curricular delivery would equip the teachers to better fulfill their roles.

Conclusion

The development of any nation depends directly on its level of scientific literacy. Science education if fully implemented will accelerate the sustainable development of Nigeria by providing the bedrock upon which technological advancement of the nation is built. It is the hope of the writers that when the problems listed are addressed sustainable development will be achieved in the nation.

Recommendations

- Government and private sectors should put in more effort and resources towards the development of science education.
- Government should also provide necessary science research equipment in the research institutes so that Nigerian scientists can carry out research work without tears especially as regards to the economy of the country.
- More science laboratories should be established and the few existing ones equipped and staffed so that students can have enough facilities to research on.

- Qualitative and affordable science education should be made available for all.
- More modern learning aids such as computers, internet, web sites facilities, over head projectors, internet web sites facilities, overhead projectors, films etc. should be provided in schools.
- Science teachers should be well paid so that they can put in their best in teaching the students.

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APPROPRIATE ENTREPRENEURSHIP EDUCATION: A TOOL FOR WOMEN ENTREPRENEURS IN SOUTHEAST REGION OF NIGERIA

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Abstract

The paper was determined on Appropriate Entrepreneurship Education: A tool for women entrepreneurs for the development of Southeast Region of Nigeria. The study adopted a survey research design. The population consisted of 1.2 million comprising of women entrepreneurs. Proportionate stratified random sampling was used in determining the sample size, where the elements were drawn randomly from each stratum in such a way that the relative parent proportions of the strata in the resultant sample were the same as in the parent's population. Therefore the sample size of 1,200 was determined by sampling women from each of the different state in Nigeria. 33 items Questionnaire was used for data collection. Data collected were analyzed using frequency, and mean. The findings include appropriate entrepreneurship education objective for women entrepreneurship in southeast Nigeria and content of entrepreneurship education as a tool for women entrepreneurship in the southeast Nigeria. Recommendations on appropriate entrepreneurship education objectives and content as a tool for women entrepreneurship in Nigeria were made based on the research findings.

Keywords; Education, entrepreneurship, women, empowerment, southeast Nigeria

Introduction

Today women are at the neck of entrepreneurship empowerment, which is very necessary in this present day to increase development necessary to put to stop underemployment by individuals. Women need entrepreneurship education to improve the standard of their entrepreneurship and this will on the other way improve the regional development. According to Onuorah and Olikagu (2011) women both in urban and rural areas have been taking increasing interest in generating activities, self employment and entrepreneurs. Most women belong to Agricultural industrial production, traditional activities like knitting, cream making, soap, pickle production among others, and also nontraditional activities like catering services, beauty salon, gym, clothing production among others. Rijan in Onuorah and Olikagu,(2011) stated that more are coming forward to set up enterprises. It was observed that most of these women even both some of the educated ones, lack entrepreneurship education that will enable self reliant employment. And a lot do not have even basic education which will help them to have a wider knowledge in their trade. It is necessary that whether educated or not, entrepreneurial education is needed to equip individuals for creative problem solving and innovation in the course of the entrepreneurship (Igbo 2009).Therefore entrepreneurship according to Gana (2001), is the willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run successfully, based on the identified opportunities. Hisrich and peters (2002) viewed entrepreneurship as the dynamic process of creating incremental wealth. Esomonu (1998) in his own

way, viewed entrepreneurship as a clear manifestation of effective manipulation of human intelligence as demonstrated in creative performance.

Entrepreneurship Education therefore, according to Igbo (2009) 'is the processes of acquiring the knowledge, attitudes and skills of entrepreneurship. Education according to Thompson (1998) is a process of teaching, training, and learning specifically in schools or colleges to improve knowledge and develop skills. Therefore Education stands as a holistic tool for developing the individual, mentally, physically, morally, characteristically as well as a catalyst in increasing the economic development of a place, through self reliance, efficiency and national consciousness, acquisition of competence necessary for self reliance. Therefore if women should be held into entrepreneurship education before starting up or along their entrepreneurship, will improve their standard as well as sky rot the economic development of the area.

Entrepreneurship education will provide meaningful education for self reliant, and encouragement to profit and self independent stimulate industrial and economic growth of rural and less developed areas (Osuala 2004) and among others. Practically these days we can see that women struggle a lot to keep themselves reliant with one occupation or the other, than men. This may be because women have natural feature and quality in them than men. According to Oprah in Onuorah and Olikagu (2011), Women have more nerve cells in certain areas, they transfer data faster due to large corpus corllusum making it easier for increase flexibility and multitasking, gray matter (area of thinking) in women are 55.4% and 50.8% in men. Though male's brain are larger by 10%. In view of this, women have the characteristic to learn and will perform better when obtain certain knowledge or being educated for a particular task.

Therefore, women taking a decision to be an entrepreneur must need a broad appropriate entrepreneurship education like this study to succeed. Women especially the rural women need to be empowered with entrepreneurship education both spiritually, physically and economically. According to oprah in Onuorah and olikagun stated that Nigeria and the world today, a few women posed some challenges to prove that women have innate tendencies of resourceful technical skills (education) in them. *According to* Oprah in Onuorah and Olikagu (2011) there are women billionaires who employed many people and contribute to the economy up to 3 trillion. Oprah revealed that 47.7% of private companies are owned by women. This immensely contributes to the millennium development goals. Yet there are many who do not have these potentials in them and suffer a lot because they lack the skills. In view of this fact, they researchers were touched to study on the appropriate entrepreneurship education as a tool for women entrepreneurs. It is touching that most women are very serious using the whole day, energy to engage in a particular trading task, yet at the end most of them still find it difficult to feed, and those who are able to feed, decline in their in their trading and could not maintain their entrepreneurship. These form the basis why this studies Entrepreneurship education: A tool for women entrepreneurship development for southeast Nigeria.

Purpose of the Study

The main purpose of this study is to determine the appropriate entrepreneurship education: a tool for women empowerment in Nigeria Specifically the study is intended to:

1. Identify the appropriate entrepreneurship education objectives for women entrepreneurship in southeast Nigeria.
2. Identify the content of entrepreneurship education for women entrepreneurship in southeast Nigeria.

This study sort answers to the following research questions:

1. What are the appropriate entrepreneurship education objectives for women entrepreneurs in southeast Nigeria?
2. What are the content of entrepreneurship education for women entrepreneurs in south east of Nigeria?

Methodology

They study utilized a survey design to collect relevant information for the study. It was focused on the people, their opinion, motivation, attitude and behaviour. This was to collect relevant information on

analysis of the selected information for appropriate entrepreneurship education. It was calculated from answers elicited from respondents through questionnaires. The study was carried out among five states in the southeast Nigeria comprising of Anambra state, Ebonyi State, Enugu State, Abia state, and Imo state. These states have their local government areas that accommodate all tribes and communities in Nigeria. Southeastern states remained study area since relevant information used on the analysis of the study was obtained.

The population for the study comprised of Anambra with two hundred and fifty thousand (250,000) women entrepreneurs, Abia state with two hundred and ten thousand (210,000) women entrepreneurs, Eboyi with two hundred and ten thousand (210,000) entrepreneurs, Enugu state with three hundred and seventy (270,000) entrepreneurs and Imo state with three hundred and sixty thousand (260,000) entrepreneurs Their actual population comprised a total number of one million two hundred thousand (1,200000), respondents. The population of each of the state was their different major markets (source: market offices).

The sample size was determined using proportionate stratified random sampling. Where the major markets in each state were sampled and entrepreneurs randomly sampled were one thousand two hundred. Therefore the total sample size for the study was 1,200.

The instruments for data collection were structured questionnaire. The questionnaire items were produced based on the information collected from the review of related literature. The questionnaire was made up of two sections A - B with thirty three (33) items on a five point scale of strongly agree, agree, undecided, disagree and strongly disagree with assigned scores of 5, 4, 3, 2 and 1 respectively. The instrument was subjected to face validation by making copies of the initial draft of the questionnaire. This was given to three experts in the field of Education of the tertiary Institution in Anambra state Federal college of Education (Technical) Umunze who critically examine the items included with the specific purpose of the study and made useful suggestions that improved the quality of the instrument. Their recommendations, advice, suggestion and observations were used to review the questionnaire items. To determine the reliability of the instrument, the questionnaire item was administered to ten entrepreneurs in Delta state. This was to ensure that the respondents used in the reliability testing were excluded from the study sample. Their responses was subjected to reliability test using Cronbach alpha coefficient which result was 0.85 and was considered reliable for it to be used in collecting data for the study.

Data collection and analysis techniques: One thousand, two hundred (1,200) questionnaires were administered by hand to the respondents by the researcher with the help of research assistants in each major market in the state. However, one thousand (1,000) were returned. Frequency counts and mean were used to analyze the data collected. Any item with a mean score of 3.50 and above was regarded as agreed. Similarly, any item scored below 3.50 was regarded as disagreed.

Findings: The following findings were made.

In table one, there were eighteen entrepreneurship education objectives that were accepted as a tool for women entrepreneurs in southeast Nigeria.

Table two was fifteen content of appropriate entrepreneurship education that accepted for as a tool for women entrepreneurship education in southeast Nigeria. See tables below.

Table 1. Mean Responses on the appropriate entrepreneurship Education objectives as a tool for women entrepreneurs in southeast Nigeria.

S/No.	The women should be able to:	X	Remark
1	Explain the concept of entrepreneurship education	4.38	Agreed
2	State the importance of entrepreneurship education to women entrepreneurs	4.33	Agreed
3	State the types of women entrepreneurs and their entrepreneurship/education	4.31	Agreed
4.	State the use of entrepreneurship education services	4.01	Agreed
5	Identify available entrepreneurship education practices	3.98	Agreed

6	State the importance of knowledge of entrepreneurship Education for entrepreneurs	4.21	Agreed
7	State if self entrepreneurship education knowledge can keep Entrepreneurs standard	3.86	Agreed
9	State appropriate entrepreneurship education services available to entrepreneurs	3.94	Agreed
10	Avoid fake words which are barriers to good entrepreneurship	4.19	Agreed
11	state what entrepreneurship education	4.60	Agreed
12	describe the problem of lack of entrepreneurship education.	4.58	Agreed
13	state method of contacting entrepreneurs	4.67	Agreed
14	state how to prevent neglect of entrepreneurship education	4.56	Agreed
	state the economic impact of appropriate entrepreneurship education	3.82	Agreed
18	state how to care for entrepreneurs with appropriate entrepreneurship education knowledge	4.27	Agreed

The respondents accepted all the items in table 1. This showed that the respondents strongly agreed with all the items as the appropriate entrepreneurship education objectives as a tool for women entrepreneurs in southeast Nigeria.

Table2. Mean response on content of appropriate entrepreneurship education as a tool for women entrepreneurs in southeast Nigeria

S/No.content of appropriate entrepreneurship education should involve the following:			
			X
Remark			
1	entrepreneurship characteristics	4.48	Agreed
2	functions of entrepreneurship education	4.22	Agreed
3	features of entrepreneurs	4.09	Agreed
4	creative skills and competencies for success of entrepreneurs	4.03	Agreed
5	Accounting and financial competencies	4.02	Agreed
6	planning a trade	4.32	Agreed
7	Education on developing creativity.	4.15	Agreed
8	Education on problem solving	4.34	Agreed
9	personality trait/behaviour	4.07	Agreed
10	generating of ideas	3.94	Agreed
11	entrepreneurship investment	4.29	Agreed
12	wealth building	4.38	Agreed
13	how to prevent time wastage	4.49	Agreed
14	sources of funds	4.43	Agreed
15	management	4.51	Agreed

The respondents accepted items in table 2. This shows that respondents agreed that all items are content of appropriate entrepreneurship education as a tool for women entrepreneurs in southeast of Nigeria.

Discussion

The study appropriate entrepreneurship education as a tool for women entrepreneurs in southeast Nigeria has been observed as sources of information for any individual to have standard entrepreneurs for economic development. The findings were in line with the views of Osuala (2004) which states that entrepreneurship education will provide meaningful education for self reliant, and encouragement to profit and self independent, stimulate industrial and economic growth of rural and less developed areas. Women need good entrepreneurship education information to improve their skill, attitudes and knowledge of their entrepreneurship. According to Onuorah and Olikagu (2011) women both in urban and rural areas have been taking increasing interest in generating activities, self employment and entrepreneurship. There exist poor conditions of entrepreneurs in southeast Nigeria. This is due to the

consequences of non entrepreneurship education activity that can promote entrepreneurship. Igbo (2009) identified that entrepreneurial education is needed to equip individuals for creative problem solving and innovation in the course of the entrepreneurship. Therefore entrepreneurs everywhere still face formidable obstacles to good entrepreneurship. This is due to lack of entrepreneurship education and that is why entrepreneurship education is highly important to entrepreneurs. Women entrepreneurs therefore needed appropriate entrepreneurship objectives and content which is among the content of this study. This study revealed that women needed content of appropriate entrepreneurship education and objectives as facilities to enable them obtain knowledge, attitude and practices that will prevent them from failure. Therefore women needed knowledge of appropriate entrepreneurship education services and should possess and practice entrepreneurship education skills. The study provided the objectives and content of appropriate entrepreneurship education that will equip women with the knowledge, attitude and practice to prevent failure and reposition entrepreneurship to every individual especially the women who were the target of this study.

Conclusion

The findings of this study, showed that women have been having problems with their entrepreneurship especially on the education which is the main. The needed entrepreneurship education objectives and content like this study to educate women on knowledge, attitude and practice of entrepreneurship among women in southeast of Nigeria. Therefore women will through this study correct their wrong attitudes to entrepreneurship and other ill practices of entrepreneurship to prevent failure.

Recommendations

From the findings of this study, the following recommendations were made. The Government of Southeast Nigeria should:

- Improve knowledge, attitudes, skills and behaviours of women entrepreneurship education through schools magazines, mass media, and posters with the entrepreneurship education education from this study.
- women friendly services, women centers, entrepreneurship facility programs, private sector initiatives and social marketing can be linked with the findings from this study.
- Market based programs about entrepreneurship education should be made available to women

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SYSTEMIC POPULATION AND FAMILY EDUCATION FOR NATIONAL SECURITY AND DEVELOPMENT

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ABSTRACT

Human's inclination to associate with others for the sheer pleasure of human interaction without thought of practical aims or other purposes remains natural. These increasingly task group socialization and expressions of family relativity. Evident are the developmental change, that occur within the family and population phenomenon. Family and population partisanship and roles have brought in primary, secondary and constitutional social groups. These have gradual culmination to group and individual roles. However, we realize that growth and development of individuals and group involvement and quality of life is embedded with conceptual difficulties of in-balance that affect peace, security partly from mindsets, national interests and aspirations, or unrests and insecurity through failures, wrong apprehension. Educational platforms are structures for elite society. Environmental enlightenment has options geared towards stabilizing institutional framework for security and critical development as enshrined in national interests and aspiration. This paper however, examines the roles of population and family social groups, their education and implication, and mindset that could ameliorate security problems, for enhance development.

Keywords:- socio- constitutional family, unrests, security, stability, development, aspiration, interests.

INTRODUCTION

It is no doubt that the present state of the family is under pressure of modernization and economic hardship as a result has lost control social mechanism, solidarity, cohesion and social security that was endowed. Family roles as a basic unit of economic activities for member and entire population has derailed. Recently, it is increasingly disrupted by social forces of migration, urbanization, modernization, that has over stressed the family than it can cope with. Could it be that our educational system are not working. The educational is facing general indictment. It has been over saddened with criticism. That the educational policy has produced young men and women without identifiable skills or specific profession. This in addition has exacerbated the general unemployment problems. The question that lingers among educationalists as a recurring decimal is, what is the relevance of our educational system to aspirations and the problems of individuals and society. The logical consequence of our failed system of education is the creation of a situation of unemployable educated Nigerians who sooner or later constitute natural hazards and crime prone citizens. Unless something drastic is done, institutions could become breeding grounds for future criminal elements, an issue of grave consequences to our national survival.

It is not out of place to say that Nigeria is endowed with human and natural resource to make it a wealthy nation. It entails that it is the people that can make the nation great by way in which they conduct their private and public affairs. They have to adhere to accepted practices and norms, national interest and aspiration. They need to develop towards economic social, political institutional stability. One way to achieve this is strict adherence to accepted norms, national interests and aspiration. To develop critical areas towards economic, social, political, institutional stability. There is the need for developmental mindsets to drive the economy forward. Presently, Nigeria is yet to answer the glorious name as a producer nation, as it still import food, a host of other materials. There is high level of unemployment, retrenchment, across the country. These are ready platform for fathering social disasters, as robbery, kidnap, assassinations, hatred and civil disobedience mostly in urban centers. How can the population be nurtured to ensure and guarantee national security is the issue. Modern development of the entire world is a fit that a society is kept constantly aware of what is happening every where. The dimension and perspectives of family and population activities are continually altered.

The way in which we live is being modified at all times, as access to information, education life style have increased. Radio, television, satellite education are always around to prompt neighbor to neighbor Influence and access. Family, population and society, the community association think about nearly every issue, be it political, religion, government, culture, is almost exclusively influenced on daily base. The mindset has been altered. The transformation, development chain is an issue. Change and quality of living have become phenomenal issue, capable of being prone to security challenges. The population, individuals, the family increasingly call for freedom, protection, and Security, the elite society that we eventually found ourselves in present dispensation can no longer guard against espionage, sabotage, crimes, attacks and other forms of insecurity.

The causes of these crimes have been identified in contemporary literature of disciplines such as anthropology, psychiatry, social psychology, sociology and even history. Such literature rightly unveiled the process which individuals become criminals and theories of crimes, the relationship of crime rate to variations in culture and social organization as exhibited by the family and population. As crimes, different mindsets reflect the attributes of the people, the quality of life of family, population are determined by their capacity to commit crime. Psychologists believed that heredity and environment is the interaction of individual and society. The totality of human nature and experience encompasses elemental origin of crime.

MEANING AND CONCEPT ANALYSIS

The word "Family" refers to a group of two or more people who are closely related by biological, sexual, adoptive or strong psychological or emotional bond, who regularly share resources and interact with one another, in an atmosphere of affection acceptance, intimacy, support and trust. They share common interests and aspiration. This is the position of Edna (2010). Marj (2006) postulates that looking at the family in its minimal form and widest sense as a basic kinship with all relatives living together is recognized as a social unit including adopted persons. Each has a role. To be concise, the core family is union of blood and ties of marriage. The bond in this case is that of husband and wife relationship well as a primary emphasis and centrality of blood relationship. The family behavior is based on mutual affection and consensus of its members. This to be properly nurtured towards accepted norms, to avert gradual inclination to insecurity and unrest by extension. On the contrary, population is regarded as the total human inhabitants of specified area, such as city, country or continent presented at a given time. The Encyclopedia Britannica (2010) states that, the number given by statistical data of people living in an area, city, country subject to emigration and immigration influence and analysis is seen as population. The layman says population is all the people residing within a delimited geographic area, for example within a nation, a geographic region, a state, a metropolitan area in a city. The residents are in a social structures organization within the population, if not well managed can generated complicity of insecurity and unrests.

The population and family relatively concept has numerous segment of social group formations based on common interests and occupational characteristics regarded as social group of constitutional family. From a consensus of primary family, secondary family in population theory, social group relativity concept can fit in other kinds of relationship in group organization, structure and skills, perception, abilities, attitudes and knowledge based development of individuals are achieved through formal and informal facilitating structure of education in population organization. Security is complimentary to population development. The lack of security could base multiplicity of unrests. In general terms security, as applied to population mobility could be see as any means of device employed to guarantee emotional freedom, assurances, confirmation against loss, attack or harm, safely, other measures of security are of perceptions, safeguards etc. if there are not properly put in place could based unrests and insecurity. The Encyclopedia Britannica (2010) looks at security as any of the variety of means or devices designed against a range of hazards, including crime, fire, accidents, espionage, sabotage subversion and attack. The control of these for the security of the family, the population remains crucial to individual, national development and for control of unrests. The layman sees security as a state of being secure, freedom from danger, freedom from fear, protection, measures

taken to guard against espionage or sabotage, crime, attack or escape. Therefore national security is assumed to mean a state of a nation being secured.

THE FAMILY COMPOSITION BY EXTENSION

The core properties of life are growth change, reproduction, active resistance to external perturbation and capacity for transformation regarded as evolution. The associated science concept made efforts to circumvent a single definition of "life" has been worrisome. However, it is acknowledged that all living organisms have only one object, that of preserving constant conditions of "life".

These conditions include:- Unity, evolution, diversity, continuity, behaviour and relationships.

These factors are replicated in primary families of blood relationships and ties of marriage and Secondary family of social groups in population groups namely :- (1) The core family

(2) Sub-families (3) Family of a lineage of people in succession (4) Family of offspring's or

branches of an original (5) Family of people with something in common-origin, characteristics and occupation (6) Family of people living together harmoniously. It would be seen that group

mentioned above in items five and six are capable of breaking into large formations from population perspectives which could agreeably identified recognized by the binding force

of the commonality, law, constitution etc. socio- constitutional groups and family. These include :-

- a. Economic interests groups and family like cooperative societies, chambers of commerce, market places, trade fairs etc .
- b. Political interests groups and family for example village, clan, town unions political parties, ethnic unions, alumni association etc .
- c. Voluntary organization and family for example Rotary club, peoples club of Nigeria, Lions club, Lioness inner wheel, Zonta international, etc.
- d. Educational family, groups of institutions for example school, colleges, universities, museums, libraries, cultural centers, art galleries, television viewing centers, etc.
- e. Social clubs and constitutional relativity for example drinking clubs, fan club, television viewers association, peoples club of Nigeria, Island club, and some of the voluntary organizations, etc.
- f. Spiritual groups and family like religious groups, churches, mosques, temple, lodges, Idiong society, Ogboni, owegbe cult, witchcraft societies, shrines, pilgrimages, etc.
- g. Social class group and family, like men only club, women only clubs, age grade, occupational or professional groups, (Nigerian union of teachers),NUT, Nigerian army officers wives association, women in Nigeria, women in politics, etc .
- h. Recreational clubs and family such as sports, festivals, stadia, supporters club of Nigeria, Television viewers association, etc .
- i. Cultural groups and family for example masquerades groups, choral groups, Ekpo society, Oro, Akwaesop/maisong Ibibio, marriage ceremonies, cultural festivals, traveling theatres, and so on. These are classified social economic political educational and institutional families. Members in context experience giving, receiving, agreeing, disagreeing, pleasing, being pleased, one on one expressions Neighbour to neighbour influence and groups exploits, for the good of general society.

POPULATION AND FAMILY EDUCATION

Contribution, roles of population, groups and individuals in areas such as contribution of education has raised the society to elite standards. People as purveyors of cultural reproductions etc, is a

development which stem from educational orientation of environmental education which encompasses distance education, online course, home-schooling, centralized instruction distance learning, virtual learning, open learning in countries of Europe, Asia and the Americas.

Education within a family or a population is responsible for the behaviour expected of an Individual who suddenly occupies a given social position or status. His actions and qualities presents place him as an individual capable of dealing with situations and playing the roles of others but within the boundaries of expected behaviour. By implication as an elite father, who is a teacher is expected to deliver lectures, assignments, homework, prepare examinations and also be dedicated concerned,honest, responsible, entrepreneur, a father, and be patient with each of these roles,

obligation, privileges, tight vis-à-vis other persons. As the population continues to grow, the literate population grows. There is always the broadening of political participation, institutional revolutionary organization and parties, socio-economic reform, expanding roles of the state in large-scale intervention in the economy. It is visible that political change in turn affects the courses of socio-economic development. However, these are not without challenges. Such as short falls in formal education transportation, urban setting, confrontational social ills and growth of population.

Close to this, is the impact of outside events not only on economy but also politically through wide spread imported ideologies of socialism, communism and fascism. For example Europeans were influenced by breakaway, a socialists a communist parties eventually found in their own countries, communities. All nations of the world are more or less diverse with respect to ethnicity or race. A group is view as distinct, due to its nationality, cultural, religious, linguistics or other attributes. Ethnicity of a population is looked at in terms of geographical distribution, urbanization, population change, population composition, development trends and uses of land and resources are modified in the expansion of growth, industrial expansion, accelerating technologies change. These are only possible in times of population stability achievable through reorganization, a rearrangement of activities for a better environment relationship and stability by extension, for example countries like Japan, Ireland, Sweden etc.

Huntington (2000) postulates that culture refers to the entire way of life of a society, its values, practices, symbols, institutions and human relationship. African countries have rich cultures. The ethnic groups have many unique varying cultures such as Nigeria. As much as these cultural practices, inhibit developments, so also are many forms of competitive struggles. The uniting force remains love, peace, tolerance and understanding, enforced by national ethnic. Like other countries of the world Nigeria's national ethnic shall be discipline, integrity, dignity of labour, social justice, religious tolerance, self-reliance and patriotism as content in Nigeria's 1999 constitution section 23. However, cases of discrimination and marginalization of certain members of the population have been identified as constraints to true and sustainable development. This lay question to the practice of federalism and democracy. In respect to ethnicity, segregation faulty application of National ethics and cultural practices could breed unrest. In Nigeria for example developing the girl and the woman has been contentious issue. Problems identified were linked to (1) Access to development resources, (2) health and reproductive rights, (3) Economic empowerment etc.

Osahor (2005) opined that every nation has its aspiration and its core values, ethics, and national ethos, derived from those aspirations. It is prompt to remember that, national values guide his performances, attitudes, work ethics and expertise of the citizen. It is because of those values that citizens protect state properties, funds and National assets. Conclusively the individual citizen has fundamental rights and privileges and also has other duties to the nation. The population regardless of multiples membership to social groups where it is allow for rights to overlap the rights of others, there is spill over discontent, unrest, chaos and confrontationally. Education is a powerful tool for the said economic and political integration of the population. African Government must fulfill their commitment to the principles of the 1990 world Declaration on Education for all. Social skills are skills individual acquired through training that help in the development and transformation of the population. As new inventions help introduce new paradigms skills and development. Good neighbour policy has also helped in the education sector. The evidence of education has continued unabated collaboration came on as philanthropic organizations, multi-nationals, NGOs, international communities and donor agencies collaborated on so many projects, Platforms. However, this cannot be said to occur without challenges.

POPULATION AND FAMILY ROLE MODIFICATION

The family is a basic Kinship Unit, in its minimal form is a small group. In its widest sense it refers to all relatives living together, well recognized to all relatives living together, well recognized as a social unit Marj (2006). There is esteem family companionship among members A types of family transformation in which behaviour is based on the roles and functionalism of its members. Individual behaviour is determined and guided by cultural and members group influence with psychological, biological, geographical and climatic factors as determinants of social behaviour. These intune teleguide

the individual members of the family towards family values, morals, ideals, beliefs and behaviour acceptable. Differential distribution of life chances in the family as determinant by the status of the family can lead to uncontrolled situations.

Group formation within the population context can be small or large social system. The size of member can determined pattern of social relationship. Individuals in their free will can have multiple memberships. Where there role participation is to replicate and transmitted in societal values, norms, ideals, beliefs and behaviour. It is worth noting that population activities are controlled by these.

CAUSES OF POPULATION UNREST

1. Educational challenges (i) Inconsistency of policies. (ii) Poor funding in education sector. (iii) Regular hike in school fees. (iv) Military incursion culture into politics. (v) Corruption, frauds. (vi) Economic instability. (vi) Political instability. (vii) Ethnicity and tribalism, value change.
2. socio-political challenges (i) OAU-All making it more effective. (ii) Elected government to replace undemocratic ones. (iii) Fitting into Globalize world. (vi) Violence, conflicts, environment degradation. (v) Peace, security, terrorism, democracy and good governance.
3. Socio-economic challenges (i) Infrastructural development closing the gab. (ii) Economic and corporate governance. (iii) Human resource development. (iv) Consolidation of science and technology. (v) Capital flow. (vi) Disaster management. (vii) Regional organizations. (viii) Culture/institutions. (ix) Population problems. (x) Effects of family size, parity, and spacing on health. (xi) Consequences of rapid population growth on community, on health, on food production. (xii) Inquiry-oriented teaching unit on population growth and economic progress. (xiii) Inquiry approach to effects of population growth on socio-economic development. (xiv) Delayed versus early marriage on population.

Impairment of peace and order have recorded some negative impacts. Some of which could described in this manner. Observation from different levels of the peoples' parliament on security backdrops and unrest, could be situated on a number of factors, some point fingers at politicians, administrators, military interventions, disregard for laws and non-compliance to affective domain indices and principles.

Haruna (2012), cited by Tamitope (2012) were of the opinion that poverty was not the immediate cause of unrests and terrorist insurgency. They maintained that the menace has been as a result of much injustice and corruption. Unless we begin to tackle issue of corruption, unless we are sincere with the governed, more terrorists group will continue to emerge. He added that until the problems of poverty, unemployment greed, and total lack of amenities, amongst others are solved, more terrorist groups will continue to emerge to agitate for their rights. Northern leaders are to be blamed for their inability to reach out to the masses.

Nigeria could be said to be a lawless society, because there is no culture of transparency in some sections of the economy, such as crude oil theft, money laundry, immunity to some few individuals etc. sometimes the only get see the facts only after an individual has left the office. Of grave concern is the up most disregard for laws, to deal with situations. Government must be ready and be able to enforce them. Achufuna (2012) was prompt to ask, what Nigeria law prescribes sanctions for terrorism? What statute prescribes punishment for mass murder? Terrorism and instability currently experienced in most parts of Africa, blames rest on the door steps of elites. In Nigeria despite huge security votes to governors have failed to checkmate acts of insecurity, Oduenyi, (2012).

Cases of over heated constitutional crisis resulting from misapplication of democracy. If you violate the principles of one man, outvote rule you are not in tune with democracy. This is in the constitution a provision for immunity for certain categories of public officers, like the governors, members of the National assembly are indirectly enjoying and asking for immunity. The policy of federal character in employment, education, political office appointment etc, has brought impact of dichotomy.

Most African countries do not have a coordinated security agents that is as good as America's FBI and CIA. The crimes in contemporary African communities have assumed different dimensions, the different security operation lack operational networking from grassroots to the states and to the capitals. There is the absence of regular training, practical exercises in hand-on techniques etc.

The security of a population becomes encompassing, only when the arsenals or structure required for it's to work are fully in place. Countries the world over are not leaving a single stone unturned on ensuring maximum national security in critical areas as food security, health security, political security, economic security, social security etc. These underlying issues impairing on countries national security; building national unrest, are also being echoed among the population and families, as concerned issues.

African countries are diverse in ethnic groups. The diversity that characterized the population of 250 ethnic nationalities, instead of being formidable, united and a source of strength, has been great source of weakness and strain. In addition, the federal formations in Nigeria lack the element of cooperation among the federal units, the states. Further more, the security of any population depends heavily on the internal socio cohesion. This very condition is apparently lacking in Nigeria. Dissenting opinion, usually reflect the ethnic diversity of the population. The re-naming of University of Lagos. Finally, Nigeria suffered long period of democratic and political incarceration from the military. The domineering posture of the military, hardly promoted internal national cohesion. Most after maladministration in Nigeria has set citizens at odds. Forces of disunity that had characterizes the civil society had crept into the military. Federalism in Nigeria has not adequately addressed the question, the widespread cry of marginalization, domination, neglect of the minority, under the control of the majorities in Nigeria.

CURBING UNRESTS AND SECURITY CHALLENGES.

In tune with demographic process analysis have shown that the size, composition, distribution pattern of change overtime, are determinants and consequences of change are useful pivots, instruments particularly to the government for policy formulation that would otherwise take charge of unrest in critical areas of health, education, housing, security, unrests, employment and environmental preservation. Ekpo, (2012) He added that cumulative treatment of these issues is a better diversion as they have the capacity to provide vital information, knowledge, modified demographic that can do away with unrests insecurity etc.

Elaigwu, (2004) observed that attempts to deal with well defined problems of negative impact in isolation only create confusion and disaster. In his remark, he added that social problems are problems, considered personally or socially harmful, generating undesirable conditions, unrest and situations such as Juvenile delinquency, addition, crime, prostitution, divorce, chronic unemployment, poverty, mental illness, gambling, narcotic trafficking, social deviants, profiteering, social conflicts existing. Conclusively, it is acceptable that social and political problems are interwoven, so must be tackled wholesomely not by itemization.

Apart from the developed countries, developing countries are small in form of per capita incomes as a result they have hunted markets and investment potentials. Investment grossly depends on economic of scale for viability. The call is for small countries to adopted regional and sub regional approach to economic integration and development, in order to improve international competitiveness. Individual communities have a major role to play in promoting economic growth and development by implementing poverty reduction programme in skills development, entrepreneurships, etc, to ensure sustainability. There is the need for utilization of funds, that has benefited several economies, as in agriculture commerce, industries, etc, resulting in stronger economic growth and higher productivity levels. Also by facilitating company growth, opportunity for small investors, merger agreement through stock market, raising capital for business, and providing barometer of the economy to show signs of stability, growth, or otherwise depression or funeral crisis and economic recession (NSE, 2006).

Building community infrastructure in areas of power plants, water sanitation, roads, bridges, railways, airports, highways, water ways and telecommunication facilities. Infrastructure is major parameter for economic growth, productivity, poverty reduction, cost and reliability services. Repressive regimes as of Mummar Gaddafi of Libya, Egypt Anwar Saddat, Albashar Alhasad of Syria are being replaced by democratically elected governments.

The environment the entire population is now a globalize world. This phenomenon has led the black continent to think more about taking charge of its future to minimize unrests. transformed the previous Pan-African body, the organization of African Unity, into anew, more effective African Union. The efforts made African leaders to adopt the new partnership for Africa's Development (NEPAD) of a July 2001 summit.

In this line-up is the exhaustive concepts of democracy and good governance. This entails good leadership. Those who control political power at any point in time, control the destiny of such a nation. A leadership in a democratic set up entails that the political institute landscape is a one man one vote rule of democracy, accountability and leadership that would allow political stability and administrative efficiency to flourish is most welcome.

Peace and stability are achievable through development of scopes of universally accepted behaviour. On that one would incline to world citizenship responsibility, egalitarian attitude acceptance of non-violence and non-confrontational search for alternatives is emphatic. These scope of knowledge can arrived at through security and peace education that embrace concepts of conflict management, resolution, cooperation and interdependence, none-violence practices, global community, multicultural understanding comparative system, world order, global institution alternative security system, human rights, social justice, economic justice, political freedom, social responsibility, citizenship, stewardship world resolution.

The new digital system has lots of investment, information and communication technologies. The convergence of computers, telecommunication and traditional media are crucial for the knowledge based economy. The new ICT initiatives have opened new windows of opportunity to accelerate economic growth and development in areas of intra-regional trade, accelerate integration into global economic of a common market. It is an impetus to the democratization process and good governance. ICT, a helpful tool for a wide range of applications, such as remote sensing and environmental, agricultural, infrastructural planning etc. Inadequate access to affordable telephones, broadcasting, computers and the internet Low African teledensity are the visiting obstacles.

Education has been a stabilizing agent in most communities remain low service costs are high, when these are removed. Because of this international donor have been in the forefronts of educational improvement in areas of universal primary access, secondary education, expenditure on education, introduction of ICT in primary schools improvement on curriculum development and access to ICT.

CONCLUSION

The security challenges that have bedeviled the African, Nigeria as a nation, such as the spade bombing, armed robbery, greed, assassinations, kidnapping, cultism, murder, pick pocketing etc. pose a lot of concern. African countries have derailed from the path of prosperity. As the tree bed, so will the tree be inclined Nigeria has bent, so shall it include. The moral values of being our brothers keep has eroded, we are no longer custodians of roles model ethics and community participation among parents, youth and individuals have eroded. People are no longer custodians of peace, stability and the laws. In addition offences such as lying, misrepresentation, fraud, cheating of any kind have continuously defy the powers and authority of religion and so have felled to inculcate moral values among adherence. Nigeria is only but a dwelling place that is in dare need of love and security. The home is a very important place in the world. The home, the family determines the moral state of the nation. It is well known that major criminal behaviours come from divided, unhappy homes. Parent should avoid being too permissive. The government and in their fit should ensure that children watch educative and good movies, films but not phonographic pictures. These be avoided because they have a corrupting nature and are probably society's worst enemy today. The greatest thing spouses can give their children is respect for each other and good moral upbringing. Parents are called upon to embark on early molding as this will help children learn more and faster more than it can be imagined. It must be remembered that domestic blessings are obtained regardless of family income. The secret of a happy home is genuine love to each other and to the nation for stability and control.

RECOMMENDATIONS

There is nothing wrong with forms of political education, civil education, economic education, science education, sociology education, business education, engineering education, vocational education, technical education etc. They are called disciplines because they are embedded with positive attributes connecting the cognitive and psychomotor learning. It is unthinkable for educationist to now say that disciplines have generated indiscipline, insecurity unrest by extension. The security challenges facing the communities is the refusal by individual within the population to exercise their positive self, aspects of life. Instead they prefer to exhibit the negative self by their reasoning, and not to suppress

their conscience; this has developed over time and is connected to the affective domain learning where implementation of positivism of learning, education rest. Therefore one is of strong opinion that for a meaningful national security, attitudinal changes should be the focal point tailored towards potisitivism.

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