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Department of Educational Foundations and Management
Faculty of Education
University of Education
P. M. B. 5047, Port Harcourt
Rivers State
Nigeria.
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The Challenges of Youth Restiveness and Educational Development in Rivers State

Oboada Alafonye Uriahⁱ

Department of Educational Foundations and Management
Faculty of Education, Ignatius Ajuru University of Education
P. M. B. 5047, Port Harcourt, Rivers State, Nigeria

Daniel Elemchukwu Egbezorⁱⁱ

Department of Educational Foundations
Faculty of Education, University of Port Harcourt
Rivers State, Nigeria

Nwachukwu Prince Ololubeⁱⁱⁱ

Department of Educational Foundations and Management
Faculty of Education, Ignatius Ajuru University of Education
P. M. B. 5047, Port Harcourt, Rivers State, Nigeria

Abstract

This academic work is an enquiry into youth restiveness, causes and implications on educational development in Rivers State. The aim of this study is to produce a systematic analysis and rich theoretical and empirical description of youth restiveness and its implications on educational development. The data for this study were collected through questionnaires, and were analyzed using quantitative methods to strengthen the validity of the findings. The sample size of this study comprised 700 respondents (124 Females and 576 males) who were randomly selected for the study from the Social Development Institute (SDI) Okehi in Rivers State of Nigeria. The sample consists of 652 Ex-militants out of the 1, 050 registered in the camp and 48 officials of the SDI camp. The data analysis involved the use of multiple statistical procedures, which includes Percentages, Mean Point Value, Cross Tabulation, and One-Way Analysis of Variance (ANOVA). The results obtained from the data analysis show that resource found in communities, peer group, mass media, unemployment, poverty, bad governance and corruption causes youth restiveness has implication on educational development, which tend to be similar across the world. Further analysis of both literature and empirical results showed significant relationship between natural resources, peer group, mass media, unemployment, poverty, bad governance, corruption and youth restiveness, which in turn affects educational development. It is hoped that this study may provide solution to the problem of youth restiveness and its impact on educational development in Rivers State in particular, the Niger Delta region and Nigeria in general.

Keywords: Natural resources, Peer group, Mass media, Unemployment, Poverty, Bad governance, Corruption, Youth restiveness, Education, Development, Rivers State, Nigeria.

Reference to this paper should be made as follows:

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INTRODUCTION

Societies are usually faced with the challenges of bringing up their young ones. This task of bringing up the young, making them members of the society in terms of culture, and imbibing positive attitudes and behaviours normally begins at home and continues in the school. This situation is normally described as socialization.

When the process of socialization malfunctions, the result is not always favourable for the society. Many a times, the effort of the homes are thwarted by other factors that tend to inhibit internalization of cherished domestic values. Such factors like the peer and media tend to influence the youths to deviate from the acceptable norms and values.

The gap between societies in these modern times has been bridged by development in communication technologies (CT), and so traditional societies become impacted by values changes from more advanced countries. To that effect, various forms of social challenges plague most modern nations these days. Most of these challenges are as a result of economic depression which manifest as unemployment leading to deviant behaviours among the youths. These anti-social behaviours usually become what is termed youth restiveness.

Youth restiveness in Nigeria has been a prominent issue in recent times. There has been an increase in the occurrence of acts of violence and lawlessness, including things like hostage taking of prominent citizens and expatriate oil workers, as well as oil bunkering, arms insurgence, cultism, etc., especially in the Niger Delta region. Nevertheless, youth restiveness is not a recent phenomenon. Various forms of youth restiveness that are economically, politically, or religiously motivated have existed for a long time (Anasi, 2010).

Youth in this context can be seen as young men and women who are no longer children, but not yet adults. Others have gone ahead to give a definitive age bracket to youths as those within the age range of 15-30 years. In fact, in some cultures in Nigeria it may not be out of place to see people (especially men) of even 40-45 years of age claiming youth membership. Hence, the concept of youth is a relative one: a person is a youth if he or she believes so. On the other hand, youth restiveness refers to a plethora of activities expressed in the form of hostage taking of foreign nationals, local oil workers and citizens for ransom; oil pipe-line blow ups; illegal bunkering; peaceful or violent demonstration; bombing of public places, etc, in the Niger Delta of Nigeria (Epelle, 2010).

However, the term youth depicts a specific stage in the development of human beings. There are legal, physiological and chronological dimensions to the definition of the youth. Because of these dimensions, there is no standard definition for the term youth. Despite the lack of consensus among scholars, Nwanna-Nzewunwa, Girigiri and Okoh (2007) defined a youth as any person that is over twelve (12) years but not more than forty (40). Akinboye (1987) defined youth as any youngster between twenty and thirty years. Young (2001) explained that youth are boys and girls who fall between the age bracket of 15 and 27 years. The World Health Organization (WHO) viewed youth as any body between the ages of 15 and 24. The Federal Republic of Nigeria (FRN, 2004) officially placed the age bracket of youths between 16–30 years. What this means is that youth can be found in the primary and secondary schools as well as tertiary institutions. Yet there are others who are out of school with all its grave implications to the individual and the society (Okorosaye-Orubite, 2008).

What makes the youth so important is that they are described as a big reservoir of labour and the most vibrant age bracket in human population or the marrow of the human resource of any country (Girigiri, 2007). Whether as students or not, youths are always at the forefront in the struggle against injustice, oppression, and exploitation. When the expectations of the youths are thwarted, delayed or denied, they have the tendency to be restive. Restiveness could be seen in someone who have excess expendable energy, zeal and drive to forge ahead.

Youths by their nature are full of so much vitality, which make them restive. These energies when consciously and positively channeled received social acceptance in creative vendors like music and dancing, enrolment in the forces, gainful employment, engagement in economic activities, academic and community

development activities, participation in competitive sports among others. On the other hand, if these energies are not adequately and appropriately handled, the result is negative restiveness leading to anti-social activities such as hostage taking, kidnapping, cultism, rape, stealing, prostitution, demonstration, wanton destruction of lives and properties, rioting, etc. Negative restiveness is as a result of the prevailing conditions such as oppression, high handedness, unemployment, corruption, injustice, etc. Agina-Obu (2008) refers to restiveness' as a kind of human behaviour geared towards the realization of individuals or groups' needs. It emanates from individuals or group failures or inability to meet their needs through institutional provisions or arrangements that results in youth restiveness. Hence, the youths opt to take laws into their own hands.

Epelle (2010) unraveled the critical issues behind oil violence in the Niger Delta. Using the Lockean social contract theory as his framework for analysis, he posited that oil violence in the Delta region is largely a manifestation of the processes of state failure and collapse. It is indicative of the peoples' insurgency against the Nigerian state, which has not been able to faithfully deliver on its terms of the social contract to the delta people. Therefore according to him, for oil violence to be properly tackled, there must be a complete reorganization and refocusing of the Nigerian state. Furthermore, there must be justice, adequate funding of development projects, the political will to punish criminals accordingly, checking arms running in the region and creation of employment opportunities for the youths (Ojakorotu & Gilbert, 2010).

The importance of youths in the development of the Niger Delta region cannot be overemphasized. This is more so that their restive activities seem to be related to the nature of development accrued to the region. In essence, there seem to be a negative correlation between youth restiveness and development levels of the area. For instance, Adesope, Agumagu, & Chiefson (2000) observed that the spate of youth disturbances is particularly serious in the Niger Delta region. According to them the nature of exploitation of the region at the expense of the indigenes has been a major source of worry to the area and has resulted in restive activities. The youths have been at the forefront of agitation for compensation for the exploitation of the Niger Delta area. This is not very surprising given the fact that they form a great portion of the entire society. According to Okorosaye-Orubite (2008), persons between the ages of 6-30 years form about 59 percent of the population of Nigeria, while the productive active segment (15-30 years) constitute 47 percent of the productive population of the country. And they are the "brain and brown" of the societies to which they belong.

Corroborating Adesope et al. (2000), Seiders (1996) opined that rural youth make up a large segment of the total rural population; however, they are often neglected and overlooked by government policy makers and international agency development strategists. This can be attributed in large part to the overwhelming concern for immediate solutions to problems of national development with an accompanying inaccurate perception that youth are not yet productive and contributing members of society. Swanson and Claar (1984) explained that millions of young people living in rural areas are a significant and untapped resource available to assist in rural development process. Adesope (1999) reported that the youths because of their sizeable portion in the entire population are useful engines for development.

The need to harness and therefore tap their numerous physical and mental resources becomes necessary. However, Obuh (2005) gave reasons such as low level of exposure, poor leadership, and lack of cooperation among youths, lack of encouragement from elders, as problems affecting their involvement in community development. Despite this, the youths have been found to have moderately high participation levels in community development and also favourable attitude towards community development (Adesope, 1999). In addition, Adesope et al. (2003) observed that youths are involved in community development because they want to help their communities, to be recognized, to interact with peers, and to gain personal benefits. This is a manifestation of their meaningful contribution to the development process (Adesope et al., 2010).

At this stage, one could ask, what is the purpose of education? In answering this question, one must critically evaluate the diverse functions of education with reference to recent changes in educational policies around the world. Principally, education functions as a means of socialisation and social control. It helps to encourage the young to develop into "good citizens" and prepares people for employment and for productive

contributions to society (Ololube, 2012). It can be a way of reducing social inequality or a way of reproducing social inequalities. When executed with excellence, it benefits the individual, society and the economy (Ololube, Agbor & Uriah, 2013).

Education, in its broadest sense, is any act or experience that has a formative effect on the mind, character, or physical ability of an individual (for example, an infant is educated by its environment through interaction with its environment) (Briggs et al., 2012). It is the entire range of experiences in life through which an individual learns something new. In a technical sense, education is the process by which society deliberately transmits its accumulated knowledge, values, and skills from one generation to the next through institutions and instruction (Ololube, 2011). Given the centrality of education across the globe, “education [has become] a powerful instrument of social progress without which no individual can attain professional development” (Lawal, 2003).

It is in realization of the above roles of education and realizing same that a lot of youths have left the school due to restiveness and militancy that the Rivers State government decided to establish the Social Development Institute (SDI) in Okehi, Etche Local Government Area of Rivers State with the aims of identifying the needs of the restive youths as to rehabilitate them.

Society functions effectively if there is order and consensus among the existing component parts. However, if there is no harmony among the segments of the society (youths, women, men, institutions, corporate organizations and government), the nation will be thrown into disequilibrium.

Nigeria is presently passing through agonizing times as a result of various anti-social activities threatening the corporate existence of the nation. Such include the militancy/youth restiveness in the Niger delta region, the Boko Haram in the North and other tribal youth groups agitating for one thing or the other. Reports indicate that most of these groups comprised of youths (ages 15-35 years), who are ordinarily supposed to be in schools, *ceteris paribus*, but unfortunately are out of schools.

Youth restiveness is a global phenomenon and a perennial issue in the Niger Delta area of Nigeria and Rivers State in particular. It affects education, social life, and economic development of the people (According to African Independent Television (AIT) “news bar” November 26, 2012, 3pm: Federal Government of Nigeria loses 105 Billion naira annually to pipe-line vandalism). Restiveness is as a result of grievances, which might be both legitimate and unfounded. Youth restiveness has become so rampant that there is need to determine or ascertain the causes and its implication on educational development in Rivers State.

Youth restiveness is manifested by group activities, although it may at times manifest through individuals actions. Nwanna-Nzewunwa et al. (2007) explained youth restiveness as an embodiment of all forms of youth activism that pose or have the potentials of posing threat to orderliness, life and property. They are united so that such activism may be organized or spontaneous, it may be violent or non-violent. Thus, youth restiveness is a manifestation of conflict. It is conflict of interest between the youth and other categories of persons in the society.

The researcher’s interaction with some repentant militant youths at the Rivers State Social Development Institute (SDI), Okehi-Etche Local Government Area, where he is a Resource Person discovered that most of the youths had finished their primary and secondary education, others are undergraduates of various institutions (polytechnic and universities) while few are graduates of various disciplines. Further investigation revealed that they joined militancy/became restive because of lack of job opportunities. Some claimed lack of money to go to school and fulfill their expectations as their parents are poor and, or dead. Others said they dropped out of school for lack of sponsor. Some maintained it was due to injustice that the federal government meted out on their people in the Niger Delta, hence no development but rather mass suffering resulting from pollution and environmental degradation associated with oil exploration and exploitation. By the year 2012, the Institute (SDI) had registered well over 11,420 restive youths/ ex-militants for rehabilitation, which this researcher feels depleted the school population in Rivers State. Thus, it was revealed that the lack of the opportunities to realize their basic needs is one of the causes of restiveness.

In traditional society, there was no unemployment; there was also little or no youth restiveness. Every youth was gainfully employed, however, in modern society; survival of the fittest is the order of the day. The effect is that many people who would have been meaningfully employed or engaged in gainful ventures discover that there is no ready job for them and that the future seems bleak. According to Okorosaye-Orubite (2008), many youths are not gainfully employed and the ones that drop out of school are even considered to be unfit to be employed.

Education is an indispensable agent of development, progress and prosperity. This is because it is used to tap and modify the cognitive, affective and psychomotor talents, potentials and possibilities possessed by man. Hence, an educated person should in addition to being able to perform well in his chosen area of specialization, be equally able to act responsibly by doing those things that are good and worthwhile in society. However, the education process or system may not be attaining the desired goals if operated in an environment devoid of cordiality, peace and order (Okujagu, 2007). Worst still, when the youths who are supposed to be in schools abandoned school and take to militancy/restiveness, the hope of the society becomes bleak.

The idea of instability, be it from the economic, social or political dimension is problematic to the entire structure of the society. Hence, scholars and indeed stakeholders in education have expressed considerable concern about the deteriorating quality of education and poor attendance at public secondary schools in Rivers State due to youth militancy/Restiveness in the region.

Following the above mentioned problems the researcher is interested in investigating whether youth restiveness as a phenomenon in Rivers state has implications on educational development of the people and society.

Purpose of the Study

The universe is a well-ordered totality, an intelligible order, an organic whole in which nothing is completely isolated. One thing is linked with another. Every action is the product of a force or of some forces utilized by some agents. There is no action without a cause, every event has a cause, and the cause is always an agent or some agents utilizing some forces. Youth restiveness has a cause or some causes, and it affects every segment of the society, including educational sector.

A stable and progressive educational system can only be realized in a stable and progressive society. If the society is crisis-ridden, violent packed and disorderly, then no meaningful education can take place in such environment. Worst still, if the youths who are supposed to be in schools or at the early stages of their career are out of schools due to restiveness, it becomes most worrisome and devastating to the people.

In view of the enormity of the challenges posed by youth restiveness and its grave implications to the corporate existence of this nation and the lives of the individuals, the purpose of the study is to make a theoretical and empirical investigation of the causes of youth restiveness and its implication on educational development in Rivers State. In specific terms, the study will ascertain the following:

- Determine whether the resources found in their areas influence their agitations.
- Determine whether peer group influences the agitations of the restive youths.
- Investigate whether mass media influence the agitations of restive youths.
- Investigate whether unemployment, poverty, bad governance and corruption influence agitation and restiveness.
- Determine whether youth restiveness has implication on educational development.

Research Questions

Based on the purposes of the study, the following research questions are formulated to guide the study:

- To what extent does resources found in their areas influence youths agitations?
- To what extent does peer group influences the agitations of restive youths?
- To what extent does mass media influence the agitations of restive youths?
- To what extent does unemployment, poverty, bad governance and corruption influence agitation and restiveness?
- To what extent does youth agitations influence educational development?

Research Hypotheses

Based on the research questions, the following null hypotheses testable at 0.05 level of significant are formulated to guide the study:

- There is no significant relationship between the resources found in their areas and the agitations of restive youths.
- There is no significant relationship between peer group influence and agitations of the restive youths.
- There is no significant relationship between mass media influence and agitations of restive youths.
- There is no significant relationship between unemployment, poverty, bad governance, corruption and youth restiveness.
- There is no significant relationship between youth restiveness and educational development.

LITERATURE REVIEW

Natural Resources and Youth Restiveness

Natural resources determine to a large extent the particular career the people of the area will engage in. Anele (2005) explained that areas where arable lands are available and fertile, it is common for the people in that area to be farmers. Different forms of farming will take place in such an area. In the same way, places where rivers, stream and ocean are found, the people of that area can easily take to fishing. Osuagwu (1992) opined that even the presence of particular type of crop in an area could determine the skills of the people of the area in farming. For instance, in the western part of the country, where cocoa is prevalent, most farmers can readily go into cocoa farming and also acquire the skills that go with such activities. On the other hand, the northern part of Nigeria is known for the groundnut pyramid, most of the people in the area were also groundnut farmers. The South-South geo-political zone of Nigeria was also known for rubber and oil palm production. Areas such as Sapele in the present Delta State was known for rubber production and the people of the area acquired the skills-many of the people of the area were rubber-tappers.

With the discovery and drilling of oil at Oloibiri in 1956 and Nigeria's first export of crude oil from Oloibiri in 1958, there began a new wave of economic ascendancy for the South-South geo-political zone. Within a decade of its arrival on the Nigeria economic landscape, oil had become as important as to be implicated in the secessionist bid of Biafara and the consequent 30-months civil war. The zone has since become the home of multi-national oil companies to include Chevron, Mobil, Agip etc. and a host of oil services companies (Ehwanieme, 2008). In addition, tank farms and oil export terminals are located in various towns in the area. Aside from these burgeoning economic activities associated with the oil industry, the real economic importance of the South-South geo-political zone is as a result of the advent of oil which lies in the importance of the product to the global economy and the revenue it yields to the Nigeria nation. This has placed Nigeria on the world economic stage and map of important countries in the world.

One of the reasons for youth's restiveness and militancy in the South-South geo-political zone is the chronic unemployment occasioned by the lack of will power among the major multinational companies to train youths of the area in oil related activities (Nafziger, 2008). Inability of the oil giants to cater for the career aspiration of the youths within the oil industry contributed to the indignation, social discontent and frustration as well as mobilization of deprivation into collective violence by militias.

The alienation of the youths from participating in the mining of resources found in their area was a major cause of militancy (Ibaba, 2008). In this scenario, while the youths from the area were suffering deprivation resulting from unemployment, youths from other parts of the country and beyond were brought in or employed by the multinationals. The youths from outside the area were parading their wealth and living in opulence to the envy of the youths from the area who felt neglected and marginalized.

Nafziger (2008) explained that to solve this nagging problem of unemployment, neglect and marginalization of the youths, the local content law of the oil industry was promulgated. However, the local content law which was aimed at employment and training the youths in the various oil production activities and related services have not met its target. Joab (2006) and Okowa (2008) enunciated that there is a growing number of youths who are unemployed in the South-South geo-political zone. They noted that the region has the highest number of unemployed and underemployed youths in the country. In this wise, the needed geologists, petroleum engineers, chemical engineers, physicists, Gas engineers and technicians required for the oil industry were not recruited from among the youths in the area. Obi (1999) exposed that the destruction of the eco-system of the south-south geo-political zone implied that fishing industry is destroyed and farming is uninteresting due to persistent oil spillage in the area. The driving force of career aspiration among youths in the area is therefore the oil industry and its allied services.

Ikelegbe (2005) observed that because of the huge oil industry in the south-south geo-political zone, youths are now interested in activities and services related to the oil industry. The proximity of the industry to them makes it very attractive. In addition, doing business in the oil industry is the short cut out of poverty, intimidation by fellow youths and economic emancipation.

Peer Group and Youths Restiveness

The importance of peer groups in youth's aspiration cannot be underestimated. Akinade (2008) defined peer group as close group of people who are like themselves and share among themselves trust, affection, interests, acceptance, attitude and have similar personality. This means that peer group consists of small number of cliques who share close relationship among themselves. In a related development, peer group refers to a collection of like-minded individuals who share several things in common, such as age, class, school and association. Members of peer groups give their peers moral and social supports and their influences are very strong during adolescence with regards to career aspiration or development.

Peer group members are of the same mean age, status and interest. In support of this, Berndt (1989) views peer group as consisting of small number of cliques who see themselves as equals and are typified by intimate properties of affiliations such as trust, commitment, shared interests, and reciprocal likening. From the foregoing, peer groups serve the following functions:

- Formation for the acquisition of social and emotional skills and competence for members.
- Provide supports for individuals and validation of self-worth of members.
- Promote the well-being of the members and facilitate their potentials.

In line with these, Berndt (1982) justified that belonging to resourceful peer group influences job aspirations or development of its members. This study therefore presupposes that peer group membership may influence its member's aspirations and depending on their characteristics such influence may be either positive or negative. It could be hypothesized that friendship between antisocial young people may provide deviancy training for delinquent behaviour.

Probably, the most controversial changes during adolescence are those linked to peer relationships. Onyejiaku (1991) views peers as a small group of individuals of almost the same age group, who come from roughly the same socio- economic background, attend the same school and share common ideas. The ideas embedded in this definition are that certain factors such as socio-economic status, age bracket and settings played significant roles in the formation of peer relations.

When children reach adolescence and start to become independent of parents, peer relations begin to play an increasingly important role in their lives. Maclver (1990) affirmed that during youthful stage, the time spent with peers increases and peer relations become not only more regular, intensive and supportive but also less supervised by adults. This means that during the youthful age, there is the general increase in peer focus and involvement in peer related social, career, sports and other extra-curricular activities. In fact, many youths attach great importance to the activities they engage in with their peers. Asher and Cole (1994) observed that peer relationship helps them to acquire a wide range of skills, attitudes and experiences. Uzoeshi (2004) explained that peer pressure can swing both the negative and the positive sides. It has a deep impact on one's decision making ability, especially when it comes to choosing a course or a career path.

Onyije (2000) noted that the friends or peers of restive youths play significant role in their career aspirations. In a study in Ekeremor in Bayelsa State, he observed that there was significant relationship between the career choice of peer groups or friends with those selected for the study. Akpegnor (2010) posited that peer groups usually have firm believe in themselves as a result of their closeness. Sometimes, they may decide to go into business together after settling down. They are likely to choose the same career if their plan is to work. Opigo (2008) explained that restive youths emulate themselves and operate on the band wagon effect. What they have seen one of them do that is succeeding will likely be copied by other youths. Berndt (2001) enunciated that restive youths operate a very efficient communication system. They easily get information on what their friends or other youths are doing and become interested in such career. In some cases they compare notes and decide to go together in what one of the youths is doing. On the other hand, Akinade (2008) explained that youths go in groups which see themselves as rivals. This means that one youth group will not want to do what their rival groups are doing even if it means choosing a career. This action often results to inter group clashes seen in our societies.

Mass Media and Youths Restiveness

Television, radio, Newspaper (or the print media generally), internet and other devices have significant influence on the attitude, behavior and decisions of youth either directly or indirectly. These means of communication have turned the world into a global village. Mass media exerts a lot of influence on the decision of youths. Newman (2006) explained that mass media is a social institution. He explained further that as societies become more complex, the dissemination of information requires a massive coordinated system. The modern mass-media: radio, newspapers, television and the internet, provide coverage of important societal events so individuals can make informed decisions about their own lives. Becker (2004) informed that the media do more than just reporting of events of local, national and international significance. They also actively mould public opinion and project and reinforce the society's value. Guild (2004) noted that television, films, books, magazines and the internet provide youths with important information about career and this could help in forming their decisions.

Electronics and telecommunications give people worldwide immediate access to other cultures, making it practically impossible for societies to exist in complete isolation. Certainly the internet has done more to bring people from diverse cultures together than any other communications device. No other medium can match television though for the size of its audiences and its access to people's homes. Between 1980 and 1997, the number of households with television sets worldwide increased by over 100 million, with the most dramatic growth occurring in Africa. Television is watched by over 3 billion people a day (Barker, 1997). Barker further remarked that television does not simply provide people around the world with useful, practical information, it provides information for the world stage.

Osuagwu (2000) opined that information are available in the internet. Since youths make use of internet services all the time, they easily get information about certain activities. Restive youth in the same vein do not live in isolation but are always getting information about restiveness in other parts of the world. Becker (2004) informed that modern businesses are transacted in the internet, which in most cases bring the manufacturers and consumers together. Ryan, Mathews and Banner (1993) acknowledged that the mass

media is a veritable means of education. Lectures or Lessons can be on the internet while information relating to activities may be down loaded by the youths for further consultation or usage. In the same vein, Cooke (2000) explained that television was a form of education and positive role models. Some television programmes discussed career opportunities and career education. Restive youths can take or utilize the opportunities provided by such television programmes to get acquainted with some educational programmes. Nwaugbo (2010) explained that some television houses or media houses invite professionals to give talks on different educational programmes. Such talks may be a very important avenues for information or education that can spur youths into restiveness.

One important feature of the militant groups in Niger Delta region is the establishment of network of communication which will not be possible without the mass media. Mass media is therefore very important for getting information to all participants and for recruiting and fund raising (Tarrow, 2000). The ability to quickly mobilize large numbers of people for, say, a match on the nation's capital depends on the ability to tell them what is going to happen and when and where it will happen. Web-sites, phone systems, direct mailing systems and networked computers are all used by restive youths. Such sophisticated systems are diverted or directed in the search for better condition of living for the members of such group.

Dialogue in most cases with the restive youths may not be on direct contact with them. Some of the media gadgets are used first to allay possible fear of a sale out. Even the dialogue requires the concession of certain opportunities for the members of the group. Ekiye (2011) explained that the mass media play significant role in determining the type of jobs to engage restive youths. He enunciated that television, newspapers, journals, magazines, are filled with daily suggestions of different professions, to settle the restive youths. With the take-off of the amnesty programmes, it was already a settled issue on what trades the restive youths will be engage in. It was not surprising to note that the various mass media outfits helped the restive youths in making decisions of the career they want the federal government to engage them in. Uriah (2011) and Nwiyi (2007) holds that media houses or their agents helped tremendously in educating the restive youths in the Niger Delta about existing activities or programmes.

The Concept of Education

What is the purpose of education? In answering this question, one must critically evaluate the diverse functions of education with reference to recent changes in educational policies around the world. Principally, education functions as a means of socialisation and social control. It helps to encourage the young to develop into "good citizens" and prepares people for employment and for productive contributions to society (Quartey, n.d). It can be a way of reducing social inequality or a way of reproducing social inequalities. When executed with excellence, it benefits the individual, society and the economy.

Education, in its broadest sense, is any act or experience that has a formative effect on the mind, character, or physical ability of an individual (for example, an infant is educated by its environment through interaction with its environment). It is the entire range of experiences in life through which an individual learns something new. In a technical sense, education is the process by which society deliberately transmits its accumulated knowledge, values, and skills from one generation to the next through institutions and instruction (Ololube, 2011). Instruction is the intentional facilitation of learning towards identified objectives, delivered by an instructor/teacher or similar form. Teachers in educational institutions direct the learning of students and draw on many subjects, including reading, writing, mathematics, science and history. While such teaching refers to the actions of an instructor positioned to impart knowledge to the student, learning refers to a process that equips students with definite knowledge, skills and abilities that can be made functional upon completion. In the context of the compulsory education of youth, this technical process is sometimes called schooling. Given the centrality of formal schooling across the globe, education [has become] a powerful instrument of social progress without which no individual can attain professional development (Lawal, 2003, Ololube, 2011).

The Concept of Development

Development is a complex concept. At its most basic level, development means reaching an acceptable standard of living for all people such that they have the basic things they need to live. National social and economic development is a cooperative effort of many. The governments of poor countries work to improve their standing, and, in most cases, to improve the lives of their people and the governments of rich countries try to help them to do so. Institutions like the World Bank and other charitable groups provide money and projects intended to improve the lives of poor people and the poor themselves struggle regularly to provide more for themselves and their families (United Nations, n.d). Different countries have different priorities in their development policies and as such different indicators exist to help measure the relative progress they make.

At the same time, development can also refer to the growth of humans throughout their lifespan, from conception to death. The scientific study of human development seeks to understand and explain how and why people change. This includes all aspects of human growth - the development of the physical, emotional, intellectual, social, perceptual, and personality. This scientific study of development is important not only to the field of psychology, but also to sociology, education, and health care as individual development involves the cognitive and the social as well as the biological and physical (Ololube, 2011).

METHODS

Research Design

This study is a descriptive survey. It employed a combination of qualitative and quantitative research methods, because much of what we know about people's knowledge and attitudes is based on responses to survey questions (Creswell, 2007; Creswell & Plano, 2007). Since we cannot directly observe people thinking, this is one way to begin to understand the process by which people acquire interpretations of survey items (or beliefs about a particular topic). Researchers may find that they gravitate towards qualitative research because such methods provide a descriptive glimpse into which issues are of importance and offer more solutions to pressing national concern.

However, survey research methodology is likely to remain valuable because it is an efficient way of collecting information (in cost and other respects) from representative samples, and these offer greater generalizability of the larger population than the non-representative sample, while maintaining the privacy of respondents (Richardson, 2006). Thus, simple random and purposive sampling procedures were employed in data gathering. This is a situation whereby every person living in the Social Development Institute (SDI) of Rivers State had a purposive opportunity to be selected. The qualitative section of this study, is in the form of interviews and pre-existing documents, to enrich the interpretations and descriptions of the quantitative results, because this method helps invoke revisions to the items used in this study. Thus, the research design of this study sets up the framework for—adequate tests of the relationships among variables. The design tells us, in a sense, what observations to make, how to make them, and how to analyze the quantitative representations of the data. The design further tells us what type of statistical analysis to use (Ololube, 2009, Ololube et al., 2012).

Area of Study

This investigation was carried out in the Social Development Institute (SDI) of Rivers state, Nigeria. The state is one of the 36 states of the federal Republic of Nigeria. Its capital is Port Harcourt. Rivers State was created on May 27, 1967 and constituted one of the earliest states, which came into being upon the dissolution of the old regional structure. It is bounded on the south by the Atlantic Ocean, to the North by

Anambra, Imo and Abia states, to the East by Akwa Ibom state and to the west by Bayelsa and Delta states. The population of the state is put at 5, 689, 087 people and occupies an area of 21,850 sq.Km.

The inland part of Rivers State consists of tropical rain forest, towards the coast the typical river delta environment features many mangrove swamps. The capital, Port-Harcourt, is the nerve centre of the famous oil industry and over ninety industrial concerns including the Shell Petroleum Development Company of Nigeria Limited, AGIP, Texaco, ELF, NPRC, West African Glass industry, Alcan ALUMINIUM, Metaloplastical, Rison-palm, NAFCON, Pabod Breweries etc (Rivers State Ministry of Information, 2010).

Agriculture is the main occupation of the people of Rivers state. However, it is the production of oil and gas that Rivers state is most famous. With enormous resources of crude oil and natural gas, Rivers state accounts for more than 40% of Nigeria crude oil production. Apart from this, there are many petrochemical related industries in the state, which also harbour the first Petroleum refinery in Nigeria. Nigeria's gigantic liquified natural gas project is located in Bonny in the state.

Rivers state is in the South-south geo-political zone of Nigeria, with two thirds of it in the Niger Delta geographic terrain. The dominant groups are Ijaw, Ikwerre, Etche, Ekpeye, Ogoni, Ogba and Egbema. Ijaw, Ikwerre and Ogoni are the most spoken languages although Pidgin English is widely used in radio and television broadcasts. Rivers state is currently made up of 23 local Government areas. These are Abua/Odual, Ahoada-East, Ahoada-West, Akuku-Toru, Asari-Toru, Andoni, Bonny, Degema, Eleme, Emohua, Etche, Gokana, Ikwere, Khana, Obio/Akpor, Ogba/Egbema/Ndoni, Ogu/Bolo, Okirika, Omuma, Opobo/Nkoro, Oyigbo, Port- Harcourt and Tai. It is politically divided into three (3) senatorial districts namely: Rivers East, Rivers West, and Rivers-South East senatorial districts. Each of the senatorial districts has (8) eight, (8) eight, and (7) seven Local Government Areas respectively.

Although the state was established 44years ago, social amenities are inadequate, while the educational sector seems distressed. Moreover, the state has one of the highest rates of unemployment among its youths, hence the incessant youth restiveness recorded so far.

Population of Study

The population for the study consists of 1,050 restive youths undergoing rehabilitation at the Social Development Institute (SDI), Okehi in Etche Local Government Area of Rivers State. Out of the 1,050 Restive youths, 900 are males while 150 of them are females from various Local Government Areas of the State. These Youths have demonstrated the likeness to take lives and destroy properties in other to protest the various forms of injustice manifesting in both private and public sector of the economy as well as the inadequacy of the social amenities and lack of employment opportunities in the state.

Sample and Sampling Techniques

The purposive sampling method was employed in selecting the female and male restive youths for the study. 124 Female were used in the study. On the other hands, 576 male were randomly selected for the study from the Social Development Institute (SDI) Okehi. Thus, the sample consists of 652 Ex-militants out of the 1, 050 registered in the camp and 48 officials of the SDI camp. On the whole, 700 respondents' were used for the study.

Instrument for Data Collection

The instrument for data collection for this study was questionnaire designed by the researcher titled "Youth Restiveness and Educational Development Questionnaire (YREDQ)". This questionnaire consists of two sections "A" and "B". Section "A" contains information on the bio-data of the restive youths, while section "B" of the instrument contains substantive issues of the subject matter. The instrument was designed along the Likert format of strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The

responses were scored as follows: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly disagree (SD) = 1 respectively.

Validation of the Instrument

The quality of research is related to the possession of the quality of strength, worth, or value (Keeves, 1997). A valid research finding is one in which there is similarity between the reality that exists in the world and the description of that reality (Ololube, 2006).

In this research endeavor, the researcher used the term validity in a fairly straightforward, commonsense way to refer to the correctness or credibility of the description, explanation, interpretation, conclusion, or other sort of account that is presented in the instrument. The instruments used in this research were valid because the researcher has taken time to comply with the formalities and procedures adopted in framing a research questionnaire (Nworgu, 1991). To validate the instrument the questionnaire was given to the researcher's supervisors who read through and made necessary corrections. The second process that was used to validate the research instrument was that the questionnaire was pre-tested and the responses from the respondents were used to improve on the items. In summary, the validity of the instruments used in this study rests on an overall evaluative judgment founded on empirical evidence and theoretical rationales of the adequacy, appropriateness of inferences and action based on the test scores. It is an inductive summary of both the adequacy of existing evidence for and appropriateness of potential consequences of test interpretation and use (Xiaorong, 2001; Ololube, 2006).

Reliability of the Instrument

The quality of the research instrument in this study is reliable when viewed with words that are synonyms with dependability, stability, consistency, predictability and accuracy. The strength of the instrument used in this study was reliable because it was able to elicit the required information concerning youth restiveness and its implication on educational development. However, the true measure of the reliability of the instrument is based on statistical data. To make the research instrument in this study worth relying on, it was pre-tested by administering the questionnaire to a group outside the sample. This was done by means of the pre-test design. From their responses, some changes were made to the structure and some of the questions. Statistically testing the reliability of the measurement instrument is to provide non-random results. A measurement to assess reliability was seen as suitable in this investigation since the respondents, especially restive youths, answered the questions because they were directly affected in that the study focused on them as regarding their implication to educational development in Rivers State. Thus, a quantitative analysis of the inquiry was performed using the SPSS 21 computer program to statistically test the reliability of the research instrument because in research statistics when a research instrument's reliability has been assured it gives the bases for continuity (Ololube, 2006). In the analysis, the sum variables were used, because the reliability is very high compared to a single variable.

The reliability of the variables in this study might be termed to be reliable judging by the fact that it varies between 0 and 1 and the nearer the result is to 1-, and preferably at or over 0.8- the more internally reliable is the scale (Bryman & Cramer, 2011). The cumulative reliability of .819 shows a strong reliability of the research instrument. See the table below for detail.

| Reliability Statistics | |
|-------------------------------|------------|
| Cronbach's Alpha | N of Items |
| .819 | 34 |

Administration of the Instrument

The questionnaire was administered simultaneously one after another to the restive youths at the SDI camp through the instructors and resource persons in the camp. Before the administration of the instrument, the instructors were briefed on the objectives of the study. The filled instruments were retrieved immediately and prepared for scoring and analysis.

Method of Data Analysis

The questionnaires were analyzed using Statistical Package for the Social Sciences (SPSS) Version 21: Mean, Cross tabulation, ANOVA was the means of analysis. Mean was used to determine the strength of some variables to the weakness of others. Cross tabulation was used because it is one of the simplest and most common ways of demonstrating the presence or absence of a relationship (Bryman & Cramer, 2011). ANOVA analysis, set at $p. < 0.05$ significance level, was used to determine the relationship between variables and the respondents' bio data on the impact of youth restiveness and its implication on the educational development in Rivers State of Nigeria.

The mean scores determine the acceptance or rejection of the rating items in the section. In order to make decisions from results obtained, the mean responses were computed thus: $4+3+2+1= 10/4 = 2.5$. In the light of the above computation, any mean score more than 2.5 was accepted, while the mean score of 2.5 and below was taken as rejected.

RESULTS AND DISCUSSION

Descriptive Analyses of Respondents Personal Data

In this study (see table 1), the first set of data analyses that was conducted was a descriptive statistics (frequency [N], percentage, mean and standard deviation). Data from section 'A' of the questionnaire yielded information about respondents' personal data.

The data analysis for respondents personal information showed that 576(82.3%) were male, while 124(17.7%) were female.

Based on the age of the respondents, the majority of them 369(52.7%) were between 26-35 years, while 233(33.3%) were aged 15-25 years and 87(12.4%) were 36-45 years, whereas 11(1.6%) were above 45 years.

With regards to respondents marital status, 612(87.4%) were single, while 88(12.6%) were married.

Data on respondents' level of education revealed that 37(5.3%) hold First School Leaving Certificate, while 62(8.9%) hold Senior Secondary School Certificate, and 160(22.9%) hold Diploma Certificate and some of them are undergraduates, whereas, 134(19.1%) are degree holders and the majority of the respondents 307(43.9%) are dropouts from various institutions in the state.

The data further revealed that 652(93.1%) were ex-militants, while 48(6.9%) were staff of Social Development Institute (SDI).

The data for respondents' senatorial district revealed that the majority of the respondents 275(39.3%) were from Rivers East Senatorial District, while 214(30.6%) were from Rivers South-east Senatorial District, whereas 211(30.1%) were from Rivers West Senatorial District. See table1 for detail.

Table 1: Frequency and Percent Distribution of Respondents' Personal Data

| | Variables | Frequency (N) | Percentages % |
|---------------------|---------------------------------------|---------------|---------------|
| Gender | Male | 576 | 82.3 |
| | Female | 124 | 17.7 |
| Age | 15-25 years | 233 | 33.3 |
| | 26-35 years | 369 | 52.7 |
| | 36-45 years | 87 | 12.4 |
| | Above 45 years | 11 | 1.6 |
| Marital Status | Single | 612 | 87.4 |
| | Married | 88 | 12.6 |
| Level of Education | FSLC | 37 | 5.3 |
| | SSC/WAEC | 62 | 8.9 |
| | diploma/undergraduate | 160 | 22.9 |
| | Degree holders | 134 | 19.1 |
| | Dropouts | 307 | 43.9 |
| | Status | Ex-militant | 652 |
| Senatorial District | Staff of SDI | 48 | 6.9 |
| | Rivers south-east senatorial district | 214 | 30.6 |
| | Rivers east senatorial district | 275 | 39.3 |
| | Rivers west senatorial district | 211 | 30.1 |

Research Question One: To what extent do resources found in their areas influence youths agitations?

The forth research question is “To what extent does resources found in their areas influence youths agitations?” The purpose of this research question is to assess the respondents’ perception to the extent to which resources found in their areas influence youths agitations. To answer this question, the responses on items 1-10 of section “B” of the questionnaire were tallied and analyzed along agree and disagree, and the result (see table 2) revealed that research question 4 was accepted. Since the scores were above 2.50. Thus, the grand mean of 3.01662 was accepted, which shows that youth restiveness is influenced by the resources found in the region. The result from the interviews (97%) illustrates that youth restiveness is greatly influenced by the deposit of natural resources in the region.

Table 2: Mean Rating and Standard Deviation Distribution of Respondents' View on Resources Found in their Area and Youths Agitations

| Item/Variables | Mean | Std. Dev. | N | Remark |
|--|--------|-----------|-----|----------|
| 1. Natural resources found in the Niger Delta are determinants of youth restiveness. | 2.5488 | .80525 | 700 | Accepted |
| 2. Natural resources found in the Niger Delta region began a new wave of economic ascendancy for the South-South geo-political zone. | 2.7925 | .63832 | 700 | Accepted |
| 3. One of the reasons for youth’s restiveness and militancy in River State is the unemployment occasioned by the lack of will power among the major multinational companies exploring the natural resources to train youths in related areas | 2.5900 | .73148 | 700 | Accepted |
| 4. The alienation of the youths from participating in the mining of resources found in their area was a major cause of militancy | 3.1459 | .58717 | 700 | Accepted |

| | | | | |
|---|----------------|--------|-----|-----------------|
| 5. While the youths from the area are suffering deprivation resulting from unemployment, youths from other parts of the country and beyond are brought in or employed by the multinationals | 3.8887 | .50776 | 700 | Accepted |
| 6. The Niger Delta zone has since become the home of multi-national oil companies such as Chevron, Mobil, Agip etc. and a host of oil services companies, yet youths in the area are still suffering from acute deprivation | 2.8488 | .82555 | 700 | Accepted |
| 7. Because of the huge oil industry in Rivers State, youths are now interested in activities and services related to oil industries | 2.8944 | .69832 | 700 | Accepted |
| 8. The proximity of the industry to the youths make it very attractive to them. | 2.7999 | .73046 | 700 | Accepted |
| 9. Doing business in the oil industry is the short cut out of poverty, intimidation by fellow youths and economic emancipation | 2.8438 | .56667 | 700 | Accepted |
| 10. The oil industry and its allied services are driving forces of aspiration among youths in Rivers State. | 3.8234 | .54986 | 700 | Accepted |
| Grand total | 3.01662 | | | Accepted |

Research Question Two: To what extent does peer group influences the agitations of restive youths?

Research question five states “To what extent does peer group influences the agitations of restive youths”? This research question is aimed at assessing the influence of peer group on the agitations of restive youths. Thus, responses were evaluated on statement items 11-17 of the research instrument (questionnaire) which were tallied along “agree and disagree” to answer this question using mean and standard deviation (see table 3). The result from the study revealed significant outcome with the grand mean score of 3.24572, which shows that peer groups have a great deal of influence on restive youths, because peer groups serve the formation for the acquisition of social and emotional skills, as well as provide supports for individuals and validation of self-worth of its members. Friendship between antisocial young people may provide deviancy training for delinquent behaviour, in addition restive youths emulate themselves and operate on the band wagon effect. 95% of the respondents interviewed revealed that peer group has a huge influence on youth restiveness. They are of the opinion that friends who have antisocial behaviours tend to have a great influence on their peers who do not have such traces.

Table 3: Mean Rating and Standard Deviation Distribution of Peer Group Influence and Agitations of Restive Youths

| Item/Variables | Mean | Std. Dev. | N | Remark |
|--|-------------|------------------|----------|---------------|
| 11. Peer groups serve the formation for the acquisition of social and emotional skills and competence for members. | 2.8513 | .47371 | 700 | Accepted |
| 12. Peer group serves to provide supports for individuals and validation of self-worth of its members. | 2.9513 | .66478 | 700 | Accepted |
| 13. Peer group serves to promote the well-being of the members and facilitate their potentials. | 3.4075 | .49168 | 700 | Accepted |
| 14. Friendship between antisocial young people may provide deviancy training for delinquent behaviour | 3.6513 | .47687 | 700 | Accepted |

| | | | | |
|---|----------------|--------|-----|-----------------|
| 15. The most controversial changes during adolescence are those linked to peer relationships. | 3.2950 | .55755 | 700 | Accepted |
| 16. When children reach adolescence and start to become independent of parents, peer relations begin to play an increasingly important role in their lives. | 3.4292 | .62142 | 700 | Accepted |
| 17. Restive youths emulate themselves and operate on the band wagon effect. | 3.1345 | .62756 | 700 | Accepted |
| Grand total | 3.24572 | | | Accepted |

Research Question Three: To what extent does mass media influence the agitations of restive youths?

Research question six states “To what extent does mass media influence the agitations of restive youths”? This research question is aimed at assessing the influence of mass media on the agitations of restive youths. Thus, responses were evaluated on statement items 18-23 of the research instrument (questionnaire) which were tallied along “agree and disagree” to answer this question using mean and standard deviation (see tables 4). The result from the study revealed significant conclusion with the grand mean score of 3.18315, which shows that mass media have obvious influence on youth restiveness, because television, radio, newspaper, internet and other devices have significant influence on the attitude, behaviour and decisions of youth either directly or indirectly; it is presumed that mass media do more than just reporting of events of local, national and international significance. Thus, television, films, books, magazines and the internet provide youths with important information about conflicts and restiveness and this could help in forming their decisions. They also actively mould public opinion, project and reinforce the values in youths. In addition, mass media has turned the world into a global village, where youths can learn from what obtains in other parts of the world. Finally, the result from questionnaire revealed that a feature of the militant groups in Niger Delta region is as a result of the establishment of network of communication which will not be possible without the mass media. Same is true based on the revelations from the interview. Respondents (88%) were of the view that mass media influences the agitations of restive youths.

Table 4: Mean Rating and Standard Deviation Distribution of the Influence of Mass Media on the Agitations of Restive Youths

| Item/Variables | Mean | Std. Dev. | N | Remark |
|---|-------------|------------------|----------|---------------|
| 18. Television, radio, Newspaper (or the print media generally), internet and other devices have significant influence on the attitude, behaviour and decisions of youth either directly or indirectly. | 2.7565 | .56641 | 700 | Accepted |
| 19. Mass media exerts a lot of influence on the decision of youths | 3.1533 | .56455 | 700 | Accepted |
| 20. Mass media do more than just reporting of events of local, national and international significance. They also actively mould public opinion and project and reinforce the values in youths | 3.43151 | .59122 | 700 | Accepted |
| 21. Television, films, books, magazines and the internet provide youths with important information about conflicts and restiveness and this could help in forming their decisions. | 3.4524 | .57677 | 700 | Accepted |
| 22. These means of communication have turned the world into a global village, where youths can learn from what | 3.3700 | .56459 | 700 | Accepted |

| | | | | |
|---|----------------|--------|-----|-----------------|
| obtains in other parts of the world. | | | | |
| 23. One important feature of the militant groups in Niger Delta region is the establishment of network of communication which will not be possible without the mass media | 2.9362 | .76423 | 700 | Accepted |
| Grand total | 3.18315 | | | Accepted |

Research Question Four: To what extent does unemployment, poverty, bad governance and corruption influence agitation and restiveness?

The seventh research question is “To what extent does unemployment, poverty, bad governance and corruption influence agitation and restiveness?” The essence of this research question is to find out the extent to which unemployment, poverty, bad governance and corruption influence agitation and restiveness. This question was answered using mean and standard deviation (see tables 5). Responses on the statement items 24-33 of the research instrument (questionnaire) were tallied along “agree and disagree.” The table shows that items 24-33 were accepted because their mean scores were above 2.50. Thus, the grand mean of 2.77458 illustrates that as a result of unemployment, poverty, bad governance and corruption youths are always restiveness in the region. Hence it was accepted. The respondents agree that the people of the Niger delta are greatly underemployed in the Niger Delta region is as a result of bad governance and corruption. Respondents are of the opinion that the lack of response from government officials and oil companies have and continues to be a compounding source of tension, in addition, poverty and hunger stand as a major challenge to the development of the Niger Deltans and the country at large, and the respondents agree that the Niger Delta region has been plagued with widespread corruption closely associated with petro dollar industry, etc. The interview data (98%) also showed strong support for this argument. Respondents are of the view that unemployment, poverty, bad governance and corruption influence agitation and restiveness amongst the youths. Their view is that unemployment result to poverty, bad governance is a product of corruption, which they say influences agitation and restiveness.

Table 5: Mean Rating and Standard Deviation Distribution of Unemployment, Poverty, Bad Governance and Corruption and Agitation of Restive Youths.

| Item/Variables | Mean | Std. Dev. | N | Remark |
|---|--------|-----------|-----|----------|
| 24. Unemployment in the Niger Delta region is as a result of bad governance and corruption | 2.9486 | .70742 | 700 | Accepted |
| 25. The lack of response from government officials and oil companies has and continues to be a compounding source of tension. | 2.8975 | .64368 | 700 | Accepted |
| 26. In reaction to government inaction and use of military force and the insensitivity of the oil industry, groups of young people have begun to plan and execute their own protection and reclamation measures | 2.6986 | .73789 | 700 | Accepted |
| 27. Poverty and hunger stand as a major challenge to the development of the Niger Deltans and the country at large | 3.0450 | .59657 | 700 | Accepted |
| 28. A major cause of poverty is the inability of the individual to achieve his/her set goals and targets in the region | 3.8443 | .54676 | 700 | Accepted |
| 29. The poverty incidence, lack of educational development and unemployment have been on a | 2.9489 | .82439 | 700 | Accepted |

| | | | | |
|---|----------------|--------|-----|-----------------|
| visible increase in the region | | | | |
| 30. Diseases that results from poverty pose a significant challenge to Human Security in Niger Delta, and their impacts are immediate on the development of the region | 2.9987 | .68912 | 700 | Accepted |
| 31. Illnesses of different kinds (self, relatives, or friends), poor sources of drinking water combined with pollution accounted for deaths, underdevelopment of the state and national economy | 2.7549 | .73326 | 700 | Accepted |
| 32. The elimination of poverty completely and developing all aspects of the individual is to start a process of commitment to social aspirations and attainment of regional and national goals. | 2.8432 | .76229 | 700 | Accepted |
| 33. Nigeria has been plagued with widespread corruption closely associated with petro dollar industry | 3.8111 | .64922 | 700 | Accepted |
| Grand total | 2.77458 | | | Accepted |

Research Question Five: To what extent does youth agitation influence educational development in Rivers State?

The eight research question is “To what extent does youth agitations influence educational development?” The essence of this research question is to assess the overall perception of respondents on the extent to which youth restiveness has influenced educational development in Rivers State. This question was answered using mean and standard deviation (see tables 6). Responses on the statement item 34 of the research instrument (questionnaire) were tallied along “agree and disagree.” The table shows that item 34 was accepted because the mean score is above 2.50. Thus, the mean of 3.4423 shows that respondents’ were of the opinion that youth restiveness has impacted negatively on the educational development of the region. The result from the interview conducted revealed strong relationship between youth restiveness and educational development in Rivers State. Respondents (92%) admitted that the activities of the restive youths have huge influence on educational development. When this threatening and painful situation arises, there is always the danger of losing control of the educational system, which is counter productive for national development.

Table 6: Mean Rating and Standard Deviation Distribution of youth restiveness and educational development in Rivers State.

| Item/Variable | Mean | Std. Dev. | N | Remark |
|--|-------------|------------------|----------|---------------|
| 34. In your opinion, does youth restiveness influence educational development in Rivers State? | 3.4423 | .61285 | 700 | Accepted |

Hypothesis 1: There is no significant relationship between the resources found in their areas and the agitations of restive youths.

The result from the ANOVA analysis (table 7) conducted revealed that there is significant relationship between resources found in the areas and the agitations of restive youths. Respondents’ were of the opinion that the natural resources found in the Niger Delta are determinants of youth restiveness, just as natural resources found in the Niger Delta region began a new wave of economic ascendancy for the South-South geo-political zone. They also hold that one of the reasons for youth’s restiveness and militancy in River State is the unemployment occasioned by the lack of will power among the major multinational companies exploring the natural resources to train youths in related areas. The Niger Delta zone has since become the

home of multi-national oil companies such as Chevron, Mobil, Agip etc. and a host of oil services companies, yet youths in the area are still suffering from acute deprivation and unemployment. This is as shown in the *F-ratio 19.179; p. < .000, tested at .05 level of significance*. Consequently, hypothesis four was rejected.

Table 7: ANOVA Analysis of Resources Found in the Area and the Agitations of Restive Youths

| | | Sum of Squares | df | Mean Square | F | Sig. |
|---|----------------|----------------|-----|-------------|--------|------|
| Resources found in their areas and the agitations of restive youths | Between Groups | 41.662 | 3 | 13.887 | 19.179 | .000 |
| | Within Groups | 503.965 | 696 | .724 | | |
| | Total | 545.627 | 699 | | | |

Hypothesis 2: There is no significant relationship between peer group influence and agitations of the restive youths.

The result from the ANOVA analysis (table 8) conducted revealed that there is a significant relationship between Peer group influence and agitations of the restive youths. Respondents are of the view that peer groups serve the formation for the acquisition of social and emotional skills and competence for members, provide supports for individuals and validation of self-worth of its members and promote the well-being of the members and facilitate their potentials. Friendship between antisocial young people may provide deviancy training for delinquent behaviour, as much as controversial changes during adolescence are those linked to peer relationships. This is depicted in the *F-ratio =2.687; p. < .046, tested at .05 level of significance*. Therefore, hypothesis five was rejected.

Table 8: ANOVA Analysis of Peer Group Influence and Agitations of the Restive Youths

| | | Sum of Squares | df | Mean Square | F | Sig. |
|---|----------------|----------------|-----|-------------|-------|------|
| Peer group influence and agitations of the restive youths | Between Groups | 8.124 | 3 | 2.708 | 2.687 | .046 |
| | Within Groups | 701.510 | 696 | 1.008 | | |
| | Total | 709.634 | 699 | | | |

Hypothesis 3: There is no significant relationship between mass media influence and agitations of restive youths

Table 10 revealed significant relationships between mass media influence and agitations of restive youths (*F-ratio = 9.566; p. < .000, tested at .05 level of significance*). The respondents were of the view that television, radio, newspaper and (the print media generally), internet and other devices have significant influence on the attitude, behaviour and decisions of youth either directly or indirectly. They hold that mass media exerts a lot of influence on the decision of youths, as much as they believe that mass media equally do more than just reporting of events of local, national and international significance. They also actively mould public opinion, project and reinforce the values in youths. Television, films, books, magazines and the internet provide youths with important information about conflicts and restiveness and this could help in forming their decisions. Thus, hypothesis six was rejected.

Table 10: ANOVA Analysis of Mass Media Influence and Agitations of Restive Youths

| | | Sum of Squares | df | Mean Square | F | Sig. |
|---|----------------|----------------|-----|-------------|-------|------|
| Mass media influence and agitations of restive youths | Between Groups | 33.361 | 3 | 11.120 | 9.566 | .000 |
| | Within Groups | 809.067 | 696 | 1.162 | | |
| | Total | 842.429 | 699 | | | |

Hypothesis 4: There is no significant relationship between unemployment, poverty, bad governance, corruption and youth restiveness

Data in table 11 revealed that there is significant relationship between Unemployment, poverty, bad governance, corruption and youth restiveness. Respondents believe that unemployment in the Niger Delta region is as a result of bad governance and corruption. The lack of response from government officials and oil companies has and continues to be a compounding source of tension. In addition, they are of the opinion that government inaction and use of military force and the insensitivity of the oil industries makes youths tend to plan and execute their own protection and reclamation measures. The argument stands that the poverty incidence, unemployment, corruption, bad governance and youth restiveness have been on a visible increase in the region, as much as diseases which results from poverty pose a significant challenge to human security in Niger Delta, and their impacts are immediate on the development of the region with particular focus on education. This is depicted in the *F-ratio of 2.195; p. < .015, tested at .05 level of significance*. As a result, hypothesis seven was rejected.

Table 11: ANOVA Analysis of Unemployment, Poverty, Bad Governance, Corruption and Youth Restiveness

| | | Sum of Squares | df | Mean Square | F | Sig. |
|---|----------------|----------------|-----|-------------|-------|------|
| Unemployment, poverty, bad governance, corruption and youth restiveness | Between Groups | 22.579 | 3 | 2.860 | 2.195 | .015 |
| | Within Groups | 628.969 | 696 | 1.904 | | |
| | Total | 631.549 | 699 | | | |

Hypothesis 8: There is no significant relationship between youth restiveness and educational development. The result from the ANOVA analysis (table 12) conducted revealed that there is significant relationship between youth restiveness and educational development in the Niger Delta region. Thus, suggesting that the activities of the restive youths have negative implications on educational development. This is as shown in the *F-ratio 8.153; p. < .000, tested at .05 level of significance*. Consequently, hypothesis eight was rejected.

Table 12: ANOVA Analysis of Youth Restiveness and Educational Development

| | | Sum of Squares | df | Mean Square | F | Sig. |
|---|----------------|----------------|-----|-------------|-------|------|
| Youth restiveness and educational development | Between Groups | 9.856 | 3 | 3.285 | 8.153 | .000 |
| | Within Groups | 280.453 | 696 | .403 | | |
| | Total | 290.309 | 699 | | | |

CONCLUSIONS

This study explores whether the resources found in the Niger Delta region influence youths agitation. The study additionally determines whether peer group influences the agitations of the restive youths as much as it investigates whether mass media influence the agitations of restive youths. It finally determines whether youth restiveness has implications on educational development. In all, this study specifically, sought

tentative answers to the research objectives in relation to the research questions and hypotheses put forward in this study. This study used quality creative writings especially from a developing economy framework to bring together many approaches to achieving sustainable excellent and lasting peace in the Niger Delta. The study covered a lot of ground from both theoretical and empirical data.

The most immediate purpose of this research is to contribute to the knowledge base of education and the society. This research provides insight, for example, into how people think and perceive agenda into their everyday and long term concerns, and into the contexts in which their ideas and attitudes have developed over a period of time (Barton, 2006; Ololube et al., 2013). Consequently, this study has shown us that education and development in the Niger Delta region is largely affected by youth restiveness. It was learned through this study that there is a significant relationship between academic background of the restive youths and their agitations (UNDP, 2006). This study has proven that the researched hypotheses were rejected as the evidence from this study shows that there is a significant relationship between the socio-economic background of parents of the restive youths and their agitations in the Niger Delta region.

The question remains, why do the causes of youth restiveness have such a strong hold on educational development in the Niger Delta? As the literature reviewed in this study suggests, all of the component parts of youth restiveness—poverty, hunger, disease, insecurity, and political inequalities feed into the desire and ability of a people to pursue both basic and more advanced education (Ololube, 2012; Ololube et al., 2013).

The connections between youth restiveness and educational development inform us that it is not simply enough to offer amnesty to ex-militants. In order to ensure that the youths have the opportunity to succeed, live in a secure society, participate in governance, Nigeria must first remove the obstacles that prevent them from experiencing decent and dignified standard of living. Obstacles like pollution, poverty, hunger, disease, insecurity, and socio-economic and political inequalities have to be addressed. The importance of removing these obstacles is heightened when we realize that the youths are key to national development, therefore, should not be marginalized and oppressed (Okaba, 2005; Aghalino, 2012).

Fostering educational development (and eliminating educational underdevelopment) in Rivers State is not an easy task, particularly, considering the continuous increase in youth restiveness, which is as a result of their withdrawal from school systems, and their absence from any form of formal education. Nonetheless, there are a number of steps that can be taken in the direction of fostering educational development. Nigerians must work with their government to instill both a sense and system of accountability for state and corporate bodies to ensure that those companies presently in the region, as well as those likely to enter the region in the future, can be held accountable for their actions, including the effects of oil exploration and drilling on the physical environment of the region (Aigbokhan, 2000). Systems of accountability will also help to ensure that subsequent governments are attuned to the needs of the people and not just the needs of foreign multinationals. When the state and oil industry are held to account for their actions it becomes possible to start building a more secure future for citizens of the Niger Delta (Okaba, 2005).

It is also important that Nigerians adopt and advance the language of peace, mutual respect and development, which is a universal remedy for educational advancement of the state and the nation at large. The more the language and terminology of youth restiveness becomes an accepted norm the less likely it is that states and federal government in Nigeria will be able to get away with violations of cultural values.

Finally, it is imperative to continue to stress to all levels of government, the connections between youth restiveness and education and the connections between education and national development. If governments can come to appreciate that the underdevelopment of Rivers State leads to the underdevelopment of the nation and that the underdevelopment of the nation cannot be remedied in an insecure environment. Thus, government should begin to work towards the eradication of the component parts of the youth restiveness *vis-à-vis* insecurity, poverty, hunger, disease, food insecurity, and socio-economic and political inequalities (Annan, 2000a,b; Ololube et al., 2012).

In realization of the findings of this study, it is obvious that for Rivers State to flourish and grow educationally, and for our democracy to sustain liberty and justice, the next generation of Nigerian citizens must acquire the knowledge, skills, abilities and commitments needed to grow the economy of the state. In

this paradigm, knowledge is regarded as the key to the sustainable development of economies as well as the individuals who live in the nation. Consequently, knowledge should be closely held and enthusiastically guarded in all national activities.

Implication of this Study to Research and Practice

This research contributes to academic knowledge just as any other research does. It adds to our understanding of the phenomenon of youth restiveness and their actions. By knowing how this research is structured, we can make better efforts in our future research actions and experiences. And by knowing how this study's interpretations are made we can build better understandings of the concepts youth restiveness and its implication to educational development of Rivers State. With this better understanding we can begin to develop more meaningful assessments, design more effective forms of actions, and be more thoughtful about our efforts to deal with the issues encountered in the study of youth restiveness and educational development of Rivers State and the Niger Delta region where these activities have shown to be prevalent.

This research produces a growing body of empirical evidence that can be used for decision making about the region. This is not to suggest that this research is an end in itself. It can, however, be applied in a purely technical manner to help solve part of the underdevelopment in the region. This research becomes most meaningful with the realization that research findings must always be filtered through the practical reality of its contexts. Moreover, in light of the conflicting ideas about the purpose of this research, the implication depends largely on our own values and assumptions.

This research has another major implication, not only did it provide a new knowledge base for our educational endeavours, but it also as a means by which we can come to understand such attempts. That is, we can use the process of this research effort and not just its intellectual contents to improve the Rivers State experiences and of those discussed within the academic world.

Furthermore, according to Idumange (2008), available statistics in the educational development of the Niger Delta Region (NDR) show that the region is educationally disadvantaged. The adult literacy status of the Niger Delta States is around 78%, which is significantly higher than the national average of 54%, although marked differences exist among the states. The education sector in the region is burdened with serious structural problems and these have accelerated the proliferation of private schools and withdrawal of children from public schools. The quality of education which has been declining for years has also compounded youth unemployment, conflicts and the socio-economic challenges.

In the urban areas, most parents have withdrawn their children or wards from public schools to private schools, which are presumed to be better secured and equipped. Other parents who are working in the state have out rightly relocated with their children to other states like Abuja and Lagos especially oil workers due to kidnapping and insecurity. According to Idumange (2008), although scholars have not turned attention to evaluate the holistic effect of militancy and youth restiveness on education, there are very strong indications that the fortunes of education have suffered considerably since the insurgency reached its crescendo.

Since the Niger Delta insurgency took an alarming turn after the Kaiama declaration of Dec. 11, 1998, the movement has graduated from vandalization of oil facilities, kidnapping of expatriates to the kidnapping of school children, women and relatives of influential politicians and the wealthy.

The aura of strife, unrest and barbarism associated with the Niger Delta region and its accompanying media reports have discouraged scholars from other lands from collaborating with their counterparts in the region. Thus the insurgency vitiates scholarship and development of knowledge networks in the Niger Delta region. Most expatriates collaborating with Nigerian in the area of field studies have all withdrawn for fear of been kidnapped. Similarly, Nigerian scholars engaged in field work are also threatened by the heavy military presence in the area. The climate of fear and insecurity cannot encourage any meaningful study or research (Idumange, 2008).

Niger Delta youths who are exposed to hostage taking and kidnapping are daily getting attracted to insurgency and its accompaniments such as ransom taking, illegal oil bunkering, harassment of traders in the creeks and extortion of monies from them. With the prevailing mass unemployment, youths are deluded to believing that kidnapping is an easy way of guaranteeing quick money, including school children. This attitude has negatively affected student's enrolment in schools.

If we painstakingly examine the causality of the educationally disadvantaged status of the NDR, it will be obvious that, intrinsically, the character of youth militancy will dislocate the educational system and this is capable of impeding efforts at human resources development in the Region. Certainly, education as an enterprise cannot thrive in an atmosphere of chaos and instability.

Finally, if 30, 000 youths of Niger Delta origins according to Amnesty office have registered for the Amnesty programme from June 2009 – June 2013, and well over 11,420 youths of Rivers origins have registered for rehabilitation at the Rivers State Social Development Institute Okehi as at August 2012, then it goes to support the claims by UNESCO's reports that 10.5 million Nigerian children are out of school and justifies this research that youth restiveness has implications on educational development of Rivers State.

Recommendations

This study recommends that:

1. Government should be strict on the implementation of the free education programme and policy at all levels in Rivers State.
2. The environmental problems of the Niger Delta region and Rivers State in particular should be addressed without wasting time in order to significantly reduce the crisis and underdevelopment in the region, which will go a long way to reducing youth restiveness.
3. The underdevelopment, poverty, bad governance and corruption in the region should be reduced to the minimum so that the development and the reduction in youth restiveness will be strengthened.
4. The illegal oil bunkering, which is significantly related to the crisis and underdevelopment of the Niger Delta region should be addressed through ensuring that the petro dollar money laundering will be reduced to the minimum.
5. The gap in the socio-economic and political inequity in the region should in fact be reduced so that the crisis of youth restiveness and development of the Niger Delta region, especially Rivers State will be fostered.
6. The interventionist strategies by various commissions and committees must be strengthened to significantly impact on the development of the Niger Delta region and Rivers State in particular.
7. The establishment of skill acquisition centers across the Niger Delta and indeed the entire country by all levels of government and multinational companies would empower the unemployed youths and thus, increase job creation potentials.
8. All the Niger Delta states should emulate Rivers State government by establishing Social Development Institutes to rehabilitate restive/ex-militant youths in their various states in tandem with the federal government amnesty programme.
9. There must be justice in Nigeria, adequate funding of development projects in the Niger Delta region, the political will to punish criminals accordingly, check arms running in the region and creation of employment opportunities for the youths are all means to reduce youth restiveness.

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ⁱ Mr. Oboada A. Uriah, is a Lecturer in the Department of Educational Foundations and Management, Faculty of Education, University of Education, Port Harcourt, Nigeria. His areas of specialization and research include sociology of education, teacher education, public administration and development studies. He has published several scholarly journal articles, authored several chapters in books, and contributed to conference proceedings.

ⁱⁱ Prof. Daniel Elemchukwu Egbezor is a lecturer in the Department of Sociology, Faculty of Education, University of Education, Port Harcourt, Rivers State, Nigeria. His areas of specialization and research include sociology of education, conflict studies, educational development, administration and development studies. He has published several scholarly journal articles, authored chapters in books, and contributed to conference proceedings.

ⁱⁱⁱ Dr. Nwachukwu Prince Ololube, is a Senior Lecturer in the Department of Educational Foundations and Management, Faculty of Education, Ignatius Ajuru University of Education, Port Harcourt, Rivers State, Nigeria. He holds a PhD in Education and Teacher Education with focus in *Educational Management and Planning/Curriculum Studies* from the University of Helsinki, Finland. In addition, a postgraduate Diploma in Human Resources Management, Masters of Education in Educational Management and Planning, and a Bachelors of Science Education in Political Science. His research focuses on school business administration/management, curriculum studies/design, early childhood education, institutional management and leadership in higher education, sociology of education, education effectiveness, instructional effectiveness and quality improvement, ICT in education, adult and non-formal education, and research methodologies. Wherever Dr. Ololube finds himself and have always been, he always displayed the same enthusiasm and dynamism toward inspiring and motivating his students. He challenges them to think critically and independently. He enjoys teaching as much as he is motivated to do research. Dr. Ololube has published over 40 articles in referred journals, 6 books, edited 3 books, presented at various international conferences, and contributed chapters to a number of books and encyclopedias. In all, Ololube has authored and/or co-authored more than eighty (90) publications. Ololube's professional contributions to the academic community include: Editor-in-Chief, International Journal of Scientific Research in Education (IJSRE); Editor, Online Journal of Education Research (OJER); Editorial Board Member, International Journal of Economics, Education and Development (IJEED); Review Board Member, International Editorial Review Board Member, International Journal of Management in Education (IJMIE); International Journal of Information and Communications Technology Education (IJICTE); Editorial Board Member Journal of Information Systems Education (JISE) and more. A selection of Dr. Ololube's publications and profile are available online at www.ololube.com.



Communicative Disorder in Early Childhood: A Constructivist View

Veronica Okhaise Odigie¹
Department of Educational Foundations
Faculty of Education
University of Port Harcourt

Abstract

Early childhood education programmes are the products of exciting heritage and an expression of our society's determination to provide the best for all its young. Moreover, through education children acquire relevant knowledge, skills and increased capacity for work which are required for national development. Education is the right of every child that is required for national development. Since education is the right of every child, it will be disadvantageous if a category of children with communication disorder are denied access to education which is capable to make them live happily among others in the society and contribute meaningfully to national advancement. This paper therefore, reviewed issues of children with communication disorder; communication develops in infancy, the constructive view of psychologist and philosopher early dictation, solutions and steps to enhancing their education.

Keywords: Communication, Language, Disorder development, Constructivist.

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INTRODUCTION

Each child is a unique combination of inherited traits and environmental influences (Ololube, Briggs, Kpolovie, & Ezindu, 2010). From birth, infants can be described as communication who is interested in their surroundings. Vulnerability has always been a reality for special needs. Children – children who are in or near the poverty level, children with disabilities and children who are part of our linguistically and culturally diverse population. The qualities of a child are inherited from the parent and the events that occur in the child's life help sharpen the child's language development. Moreover, there has been anxiety both at the national and international levels to promote the proper upbringing of children especially at the early stages through language art.

CONCEPTUAL CLARIFICATION

There are two major concepts that needed to be clarified if justice is to be done to this paper. There is need therefore to outline the major tenets of each of the two concepts in turn. Development corresponds to modernization of an individual. It is a type of social change in which new ideas are introduced to a social system in order to produce higher levels of living. If we can introduce entrepreneurship education into the system we can. Also we can think of the possibility of enhancing the education of children with disabilities as well as children with communication disorder.

Development is multi dimensional, in the case of human and personal dimensions; development is viewed as involving the increase in quality and quantity of life of the people through equipping it with necessary skills, knowledge and attitude. The concept of developing literacy in Early Childhood has been worldly acclaimed as having the potential of shaping, developing and enhancing the mental and moral power of the people particularly the children (Ololube et al., 2010).

To sustain the system of early childhood education which is given to children between the ages of 0-5 years, therefore, there is the need for proper implementation of programs for all aspects of childhood development. The onus of this paper therefore is to critically examine what can go wrong in the process of communication disorder and its early intervention through possible suggestions that can enhance the achievement of desired goals for the child and national development.

Development is not so much a matter of what we have, but of what we do with what we have, how we do it and how well. In summary, Asemah (2011) sees development as the sum total or the outcome of efforts made by the people to improve upon their living conditions. For the purpose of this paper we will define communication as Singh (2011) put it as a purposeful effort to establish commonness between a source and a receiver. Communication could therefore be seen as the process of exchanging or sharing information, ideas and feelings between the sender and the receiver.

Communication development therefore, as defined by Quebra (1972) is the art and science of human communication linked to a society's planned transformation from a state of poverty to one of dynamic socio – economic growth that makes for greater equality and the larger unfolding of individual potentials.

Rationale /Justification/ for the Education of Children with Communication Disorder

Three major psychological theories have influenced early childhood education namely; the maturation of structure within of structure within the individual. Secondly, the behavioural – environment view. In this approach, development is viewed as environmental inputs and behavioural output and the third school of thought is the constructivist (sometimes called interactionist) view. Constructivist theorist according to Decker and Decker (1999) see genetic makeup and environment, nature and nurture as important in development. They insist that the child moves from stage to stage. More so, the constructivist see development as the result of experience coupled with the way in which the human interprets recognizes or modifies experiences.

Philosophical position for the theoretical base of this paper, philosophers like Plato, Dewey, and Aristotle readily comes to mind. According to Rusk and Scotland “It is the Greek thought that we turn when we wish to consider any of the problems of ethics, politics or education”.

Philosophic wisdom or knowledge has to do with our belief about reality as a whole including man. It is critical examination of our views about the world in general and man in particular. In fact, Philosophic wisdom and activity is concerned with the existence of things around us, what is, and why it, as well as man's place in the universe was. Invariably, since a child with communication disorder is a man there is needed to create access to education. To this end, Plato, Dewey, Vitgotsky believe that education is the fundamental lever of social progress. Similarly, Kohlberg stated that philosophically, desirable ends must be rooted in the “facts of development” (Decker & Decker, 1997).

To this end the government realized that if education in Nigeria will be an instrument “par excellence” for effecting national development, it must start from pre – primary or early childhood education. This is evidenced by the priority given to early childhood education and pre – primary education in the Universal Basic Education (UBE) programme.

According to Federal Ministry of Education (2000) blue print on basic education, the target groups under early childhood and pre – primary education comprises of:

- Children in early childhood
- Children in pre-primary schools
- Children of migrant fishermen
- Children of nomads
- Children in especially difficult circumstances such as street children
- Children with special needs.

Taking a cursory look at these groups of children, almost all of them have been neglected in Nigeria educational programme for a long time. Although, pre–primary or early childhood education is entrenched in Nigeria’s National Policy on Education (FRN, 1978), ages 0-3 years we conspicuously neglected, neither have they propounded any solution for children with special needs especially those with communication – language disorder.

What is Language?

The Oxford Advance Learner’s Dictionary (2002) defines Language as the system of communication in speech and writing that is used by people of a particular country. According to Azikiwe in Amadi-Ali (2008) defines language as a group of people and determinant of that group of people. Language is an identity. The story of the origin of language in Genesis Chapter 2 verse7 makes us to understand that the human race had one language originated from one source, and that human language is as old as man because during the bible’s theory of creation, there was no mention of man being created without speech.

Beginning of Communication – Constructivist view

Philosophers and Psychologist like Kochung (2000), Vitgostky (1978), Piaget and Inhelder (1971) in the past made attempts to bring about a systematic innovation in educational theory or practice across a community or society. In order words, Constructivism must be systematic in nature. In Philosophical terms, being “systematic” may be translated to mean absence of what is called “poverty of philosophy”. This has to do with the elimination of ambiguities, ensuring coherence, consistency and rationality.

Proponents of constructivism theorize that children acquire knowledge by constructing it mentally in interaction with the environment. The overall objectives of a constructivist’s approach would be promoting children’s involvement with interesting ideas, problems and questions. Language is a means by which a person communicates ideas, feelings to another in such a way that the meaning is mutually understood. For the purpose of this text, Language refers to a system of intentional communication through sounds, signs, or symbols that are understood to others. A child’s ability to communicate involves an integration of body sign. Logically a conclusion that children are communicator can be deduced from the following:

- All human beings communicate
- Children are human beings
- Children communicate

Invariably since infants can be described as communicators, the young infant contact with their mother is seen as their first step in establishing communication. Kholberg (1983), a constructivist observes that children acquire knowledge by constructing it mentally in interaction with the environment. Piaget in the same vein observes that as the child seeks to construct an understanding of the environment, the brain creates schemes (Odigie 2003).

Theoretical Framework of Language Development;

Vitgotsky's (1978) theory is a socio-cultural cognitive theory which emphasizes how culture and social interaction guide cognitive development. It is believed that children social interaction with more skilled adults and peers are indispensable in advancing cognitive development. It is through the interaction that the less – skilled members of the culture learn to use the tools that will help them adapt and be successful in the culture. For example, when a skilled reader regularly helps a child to learn how to read, it does not only add to the child's reading skills but also communicates to the child that reading is an important activity in the culture. To stress further on the importance of culture and environment in mental development, Vitgotsky (1978) proposed the basic principles underlying his theoretical framework which is the fact that children construct knowledge through their perception which is stored as a base for future oral and written language. Learning according to Vitgotsky in Machado (1999) can lead to development and that language plays a central role in mental development. Meanwhile, what is the relationship between language and development?

Relationship between Language and Development;

What is Language?

The Oxford Advance Learner's Dictionary (2002) defines Language as the system of communication in speech and writing that is used by people of a particular country. According to Azikiwe in Amadi–Ali (2008) defines language as a group of people and determinant of that group of people. Language is an identity. The story of the origin of language in Genesis Chapter 2 verse7 makes us to understand that the human race had one language originated from one source, and that human language is as old as man because during the bible's theory of creation, there was no mention of man being created without speech. Language is a form of communication which when spoken, written or signed is based on a system of symbols. Language consists of the words used by community. We need language to speak with others, listen to others, read and write. It enables us describe past events in detail and plan for future. On the other hand, development is seen as a process that is aimed at improving the living conditions and circumstances of human beings. Three major prerequisites for a child's development and Language acquisition as postulated by Eveloff in Machado (1999) are:

- i) Thinking ability.
- ii) A Central nervous system perception.
- iii) Loving care.

In addition, for the purpose of organization and understanding development is commonly described in terms of period in early childhood which consists of:

- The pre – natal period
- Infancy
- Early childhood

PRE- NATAL PERIOD

Development of the ability to communicate begins even before the child's birth. That is why pre – natal environment plays an important role. The brain according to Machado in Santrock (2007) develops on a complex interplay between the genes the child is born with and experiences he has. Moreover, factors such as the mother's emotional and physical health and nutrition can affect the development and health of the unborn child. Many scientists believe that the neo – natal period to the first few years of childhood development there are number of critical or sensitive periods or “widows” when the brain demands certain types of inputs in order to create or stabilize certain long lasting structures. In addition, to show that young infants can co – ordinate visual and auditory information involving people, they look for instance more intensely at their mother when they hear her voice. The question is can a fetus hear?

During the last months of pregnancy the fetus can hear sound as it nestles in its mother's womb. It hears the voice of the mother, music etc. In agreement Santrock (2007) postulated that two Psychologist wanted to find out if a fetus that heard the story of “The cat and the Hat” read by the mother while still in the mother's womb would prefer hearing the story after birth. During the last month of pregnancy, sixteen women read the story of “The cat and the hat” to their fetus regularly, shortly after they were born the mother read to them two different stories “The king and the Lion” and “The cat and the Hat”. The child as was observed sucked the nipple in a different way suggesting that the infant recognized its pattern and tone of “The cat and the Hat”.

This study illustrates that an infant's brain has a remarkable ability to learn even before birth. In the period of infancy, while the child is learning to crawl and walk, he pays more attention to developing motor skills. At this stage, the child may listen more intently to what others are saying, digesting and gathering information to embark on the great adventure of becoming a fluent speaker.

What can go wrong? Threats to early language development: Implication for parents

Increasing focus and importance should be attached to quality care in infancy. It was recognized by GreenSpan in Santrock (2007) that certain kinds of emotional nurturing propel infants and young children to intellectual and emotional health. He added that as “babies grows, sensory impressions become increasingly tied to feelings”. In most situations:

- Adults fail to talk frequently to infants because its not in their culture to see infants as a legitimate conversation partner.
- Most Parents and adult stifles babies curiosity, they believe the child ask too many questions.
- Not giving the child a sense of feeling lovable and powerful, thereby influencing the child's assessment of self.
- Babies emotional exchange with parents and educators help in language development
- Much attention should be paid to parent's technique and home environment.
- There should be no disruption in the bonding attachment between infants and parents in the first year.
- Good nutrition.
- Interactive play, which plays a leading role in developing the quality of language.

FACTORS THAT INFLUENCES LANGUAGE DEVELOPMENT

1. Early experiences and time with caring and having parents or early childhood educators have become even more important as neuroscience teachers make new discoveries about infants and young children brain grows. Collaboratively, Bloom's Taxonomy in Odigie (2003) postulated that the rate of intellectual development in people occur in the following sequence: Conception to 4 years(50%), ages 4 - 8 (30%) and 8 – 17 years(20%) is almost not subject to any form of debate. A child's social

and emotional environment play a leading role in the quality of language development. These processes involve changes in an individual relationship with other people, changes in emotion and changes in personality.

2. Another factor that influences the learning of language is socio – cultural context of development in this sense refers to the settings in which development occurs. When we say culture it encompasses the behavioural patterns, beliefs and all other products of a particular group of people that are passed on from one generation to another. They provide information about the degree to which children’s development is similar or universal. Ethnicity which is part of socio – cultural context is rooted in cultural heritage, nationality, characteristics, race, religion, language, culture, values, history and race.
3. Another factor that influences the learning of language is the reaction of people in the environment.
4. Touch and pain also influences the learning of language. A touch to the cheek produces a turning of head and a touch to the lips produces sucking movements. Pain is observed most when the male child is being circumcised.
5. Smell – In the case of smell most researchers on development observes that newborn babies can differentiate odours. The expression on the faces seems to indicate that they like pineapple smell but do not like rotten eggs. In one investigation 6 day old infant according to Santrock (2007) showed a clear preference for smelling their mother’s breast pad by being stimulated to suck that a clean breast pad.
6. Taste- sensitivity to taste might be present even before birth but a study showed that only at two hours of age babies made different facial expressions when they tasted sweet-sour and bitter solutions.

Having given some positive characteristics in neo–natal, natal and infancy stages, it is important to know when there is disorder “Red flag behaviours”.

Early Childhood – What can go wrong?

Many scientists believe that in the first few years of the child, there are a number of critical or sensitive periods or “widows” when the brain demands certain types of input in order to create or stabilize certain long lasting structure.

Cowley describes “Red flag behaviours” that should alert parents of possible child learning difficulties. The following observations are made in stages:

- 0–3 months; the infant does not turn when you speak or repeat sounds like cooing which relates to a child’s comfort zone.
- 4–6 months ; Child do not respond to the word or changes in tone of voice, does not look around for sources of sound like a door bell or babble a speech like sounds such as; a , p, b.
- 7–12 months; Child does not recognize words for common items, turn when you call her name, imitate speech sounds or use sounds other than crying to get your attention.

These sensory and motor disorders observed in early childhood which includes visual and hearing impairments sometimes are described as part of a larger category called communicative disorder. Researchers (Briggs, Ololube, & Kpolovie, 2014; Briggs, Ololube, Kpolovie, Amaele, & Amanchukwu, 2012; Ololube, Kpolovie, & Egbezor, 2009) recommend that in educational approach:

- Many hearing impaired children should receive supplementary instruction devices beyond the regular class room instructions;

- Manual approaches which involve sign language and finger spelling should be used. Sign language is a system of hand movement that symbolizes words. Finger spelling consist of “spelling out” each word by placing the hand in different positions;
- Using sing – song speech style to help them connect objects with word;
- Giving Children regular eye examination.

Emotional and behavioural disorder is usually observed during children school year. It is recommended that excellent child care should be provided for working parents. Secondly, there is the need to talk a lot to babies. Thirdly, safe objects be given to explore and manipulate and finally loving, stress – reduced care should be given for emotional development.

Another form of disorder that requires an individualized education plan is mental retardation. Mental retardation is a condition of limited mental ability in which an individual has a low intelligent quotient below 70%. The concept of intelligence has been debated in the recent past. Intelligence is problem – solving skill and the ability to learn from and adapt to the experiences of everyday life. Intelligent quotient therefore is a person’s mental age (M.A) divided by chronological age (C.A) and multiplied by 100:

$$\frac{MA}{CA} \times \frac{100}{1}$$

55–69 - Mild category; Children with mild retardation are being taught in the regular classroom.

40–54 - Moderately retarded; they are children on the second scale grade level which need support from the adults in some types of assignments.

25–39 - Severe category; this level of children learn to talk and engage in very simple tasks but require extensive supervision.

Below 25 - These sets of children are profoundly retarded and need constant supervision.

CAUSES OF MENTAL RETARDATION

Organic retardation: Is a mental retardation that is caused by a genetic disorder or brain damage. For example Down syndrome is an abnormality of sex chromosome. It occurs when an extra chromosome is presented in an individual make up. It happens mainly when it involves the health and age of the male sperm or female ovum.

Characteristics of Down Syndrome are:

- Round face
- Flattened Skull
- An extra fold of skin over the eyelids
- A protruding tongue
- Short limbs
- Retardation of motor skills and mental abilities.

Socio-cultural factor: In this case retardation is characterized by no evidence of organic brain damage but the individual’s intelligent quotient is between 50 and 70. It may be as a result of growing up in a below average resource and intellectual environment, physical neglect and delay in seeing health care. Spouse abuse in child’s presence and permission of drug or alcohol use by the child .Abuse of the child, environmental toxins for example, lead, pre–natal and post–natal abnormalities and hereditary.

Dealing with Genetic Abnormalities

Genetic abnormalities can be compensated for by other genes or development. As a result it is often the case that not all of the affected individuals show the disorder. Secondly Healthy lifestyle can improve the abnormalities and finally early diagnoses and drugs can help to minimize the effect.

Solutions could be found generally to communication disorder through:

- Provision of amenities for parents below the poverty level;
- Social welfare and education care givers could be provided by the government;
- Special education programmes can be planned in such a way that provision of different educational services suitable for lifestyle of the various groups of disabilities. Government should make their education free in order to create more access to education and support to their parents;
- Health care delivery system should be provided.

Finally, policy should be formulated and implemented to meet up the learning needs of children with disability through proper planning and administration.

CONCLUSION

Education of children with disabilities is as important as that of normal children. Since education is the right of the child, these set of children are entitled to receiving proper education which will enable them enjoy full development to their highest potential. There is the need also to educate parents especially mothers, what signs to look out for in their infants, what to do and where to seek for help.

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ⁱ Dr. Mrs. V. O. Odigie, is a senior Lecturer in the Department of Educational Foundations and Management, Faculty of Education, University of Education, Port Harcourt, Nigeria. Her areas of specialization and research include early childhood education, philosophy of education, sociology of education, teacher education, and development studies. She has published several scholarly journal articles, authored several chapters in books, and contributed to conference proceedings.



Determinants of Users' Satisfaction on Selection of Mobile handsets: The case of India

Menonjyoti Kalitaⁱ

Department of Mechanical Engineering
Jorhat Engineering College, Assam, India

menonjyoti.2011@gmail.com, menonjyoti.2007@rediffmail.com

Rupanjali Nathⁱⁱ

Department of Mechanical Engineering
Assam Engineering College, Assam, India

rupanjali_n@yahoo.com, rupanjali_nath@rediffmail.com

Abstract

Literature has shown how certain attributes of the mobile handset are important for mobile retailers to differentiate themselves in the final markets. From this preliminary consideration the present work proposes a step forward by ascertaining the main factors that underlie the attributes of the mobile handset which have already been identified in literature. All of this is taken into account with the object to examine which of these factors presents a greater influence on customer satisfaction. To test the proposed analysis, a sample of 220 Indian customers that had carried out their purchase has been analyzed. This study has enabled us to obtain interesting conclusions about the variables that have the most influence on customer satisfaction on selection of mobile handsets, providing useful managerial recommendations for decision-making in mobile retailing.

Keywords: Customer satisfaction, mobile handset, mobile retailing, quality, reliability

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INTRODUCTION

Over the past two decades, organizations of all types have increasingly acknowledged the importance of customer satisfaction and loyalty. The marketing literature suggests that the long term success of a firm is clearly based on its ability to rapidly respond to changing customer needs and preferences (Narver & Slater, 1990). A key motivation for the increasing emphasis on customer satisfaction is that higher customer satisfaction can lead to have a stronger competitive position resulting in higher market share and profitability

(Fornell, 1992), reduced price elasticity, lower business cost, reduced failure cost, and mitigated cost of attracting new customers (Chien, Chang, & Su, 2003).

Since the launch of mobile phones, there has been a remarkable development both in their product sophistication and their fast and global adoption (Bayraktar et al., 2012). Nowadays, customers are continuously facing the dilemma: which phone to buy. After the smart phones have been released, the choice seemed to be even harder, since the opportunities and offers that producers are providing are endless (Seongwon et al., 2011; Milutinovic et al., 2011).

Over the past decade, the mobile phone industry has increasingly recognized the meaning of customer satisfaction and experience. In rapidly changing business environment today, customer satisfaction is a critical factor for mobile phone industry to maintain and improve their profitability. Prior studies have found that customer satisfaction contributes to company's profitability and customer loyalty (Fornell, 1992; Fornell et al., 1996) and several authors claim that higher customer satisfaction can lead to higher market share (Fornell, 1992). Consumer satisfaction is central to customer behavior concept and it is now common to find customer satisfaction as one of important goals in company politics (Fournier & Mick, 1999).

Customer satisfaction is generally assumed to be a significant determinant of repeat sales, positive word-of mouth, and customer loyalty. Satisfied customers return and buy more, and they tell other people about their experiences, both positive and negative (Fornell et al., 1996). Many other researchers have recognized the need for investigating the customers' satisfaction, experience, and loyalty in the past (Deng et al., 2010; Verkasalo, 2010; Bong-Won & Kun-Chang, 2011; Lee et al., 2011).

Customers engage in a constant process of evaluating the things they buy as they integrate these products into their daily activities (Fournier & Mick, 1999). Oliver (1981) defined customer satisfaction as “the summary psychological state resulting when the emotion surrounding disconfirmed expectations is coupled with the consumer’s prior feelings about the consumption experience”. Customer satisfaction or dissatisfaction is determined by the overall feelings, or attitude, a person has about a product after it has been purchased (Solomon, 2004).

The concept of customer satisfaction is a function of customer expectations (Schiffman & Kanuk, 2004). A customer whose experience falls below expectations (e.g. mobile application does not work fast enough) will be dissatisfied. Customers whose experiences match expectations will be satisfied. And customers whose expectations are exceeded will be very satisfied or delighted. Therefore, we can define customer satisfaction as the individual’s perception of the performance of the product or service in relation to his or her expectations. Customers will have drastically different expectations of a new expensive mobile phone and a five year old model.

Creating satisfied customers, and thus future sales, requires that customers continue to believe that the brand meets their needs and offer superior value when they use it. Companies must deliver as much value as customers initially expected, and it must be enough to satisfy their needs (Hawkins et al., 2004). It is generally more profitable to maintain existing customers than to replace them with new ones. Retaining current customers requires that they be satisfied with their purchase and use of the product.

Several key attributes of the mobile handset identified in the literature are relevant so that mobile retailers manage to differentiate themselves from their competitors in the markets. As a result, this paper aims to identify what are the main factors to these attributes; analyzing the relationship that exists between the perception of the consumer on the previous factors and his/her satisfaction after shopping.

In Section 2, characteristic attributes of customer satisfaction are identified in the relevant literature are revised. Work done by the previous researchers based on customer satisfaction are summarized In Section 3, we look at data obtained from a sample of 220 customers gathered in state of Assam. Factors underlying these attributes are established factors that are similar to those previously found in past works. This has enabled us to raise hypotheses relative to the influence of the factor on consumer satisfaction with the purchase experience. With the objective to test the proposed hypothesis a linear regression is carried out. A model based on the relationship of various dimensions of quality related with customer satisfaction and purchase is considered. The accomplishment of this study has allowed us to obtain interesting conclusions

and recommendations (Section 5), mainly in relation to the factors of the product that customer's value to a greater extent, the same underlying factors.

Industry Overview

India has a population of more than 1.20 billion and 70% of the people use cell phones. Third largest in the world and the second largest among the emerging economies of Asia, the Indian Telecommunication network has proved its mettle time and again. Public as well as private segments of the economy have made significant contributions to make the sector one of the key contributors to India's success story. The growth of Indian telecommunication sector is highly driven by supportive government policies, emerging new technologies and changing consumer behavior. The fact that the industry has made stupendous growth in recent times is reflected in the statistics, key developments, investments and future prospects.

SIGNIFICANCE OF CUSTOMER SATISFACTION

Nowadays the differentiation of the product brands constitutes a key element in the success of the retailer. If retailers can get the client to perceive the product and its offer as superior to the competition, it will be probable that satisfaction is increased when making the purchase. And this is why from gathering the relation between the perceptions of the attributes and customer satisfaction, it is necessary to identify previously: (1) which are the attributes of the product that allow the retailer to mark the difference with respect to the competition; (2) the factors that underlie these attributes considering customers perceptions. Only in this way the retailer will be able to design suitable commercial strategies that allow him/her to achieve competitiveness and survival in the long term.

The term 'customer' is commonly used to refer to end-users of a product. Hayes (1997) opines that "Customers' is a generic term referring to anybody who receives a service or product from some other person or group of people." Broadly, there are internal and external customers, where internal customers refer to the staff or employees and external customers refer to stakeholders of an organization. Within the external customer group there are several customer categories: clients, compliers, consumers, and constituents.

It is important to identify the types of customer surveyed when reporting customer satisfaction results. In this study the customers of concern are the individual consumers/users. Customer satisfaction (CS) is a term that has received much attention and interest among scholars and practitioners perhaps because of its importance as a key element of business strategy, and goal for all business activities especially in today's competitive market (Anderson et al, 1994).

Significance of Customer Satisfaction and its Measurement

Customer satisfaction measurement (CSM) is not an end in self; it is a useful means to achieving several objectives of business organizations (Parasuraman et al., 1988; Gronroos, 1991; Reichheld 1996 and Kotler & Keller 2006). CSM is both diagnostic and predictive tool:

- CSM enables organizations to evaluate their abilities and capabilities to meet customers' expectation, desires and needs effectively;
- CSM process is one of the projective ways of getting into the minds of customers and obtaining certain hidden, but valuable continuous feedback from customers; this is a basic element in Total Quality Management (Zairi, 1994);
- CSM enables organizations to analyze the performance of an offering to customers to identify areas of improvements as well as customers' priorities, which can serve as the bases for customer segmentation;

- CSM can be used to compare the performance of separate business units of an organization in various times and locations (Mehdi B. M, 2007);
- CSM can be used by suppliers to demonstrate their customer-centric philosophy to win customers' attention and concerns so that customers talk favorably about the company and its products or services (Kotler & Keller 2006);
- Customer retention: Many researchers suggest that CS is a key determinant of customer retention (Bolton, 1998; Rust and Zahorik, 1993; Zeithaml et al., 1996). According to Reichheld (1996), satisfaction measures have accounted for up to 40 percent of the variance in models of customer retention. Customer retention is regarded as essential factor in Customer Relationship Management (Reichheld, 1996; Kotler & Keller 2006);
- Customer loyalty and profitability: CS is regarded as a necessary antecedent of customer loyalty, which in turn is a driver of profitability and performance (Heskett et al., 1997; Reichheld, 1996);
- Driver of behavior intentions: Increasing CS and customer retention leads to improved profits, positive word-of-mouth, and lower marketing expenditures (Reichheld, 1996);
- Customer satisfaction survey can provide the following benefits: Improve customer, client or employee loyalty, react quickly to changes in the market, Identify and capitalize on opportunities, beat the competition, retain or gain market share, increase revenue, reduce costs (e.g., turnover or hiring), maximize investment in changes by knowing which has biggest payoff (SPSS White Paper, 1996);
- Managerial value: One of the benefits that management see in customer satisfaction surveys is in providing information on how best to proceed with a quality improvement programme (Rust et al., 1994).

We can say that satisfaction is 'merely the result of things not going wrong; satisfying the needs and desires of consumers.' Customer satisfaction does not only prevent customer complaints but more importantly it is meeting and even exceeding customers' expectations (Kotler & Keller, 2006; Besterfield, 1994). The point is that 'no complaints' or 'dissatisfaction' is not synonymous with 'customer satisfaction'. This view has its roots in motivation theory of Herzberg Fredrick (1968). The mere fact that things do not go wrong and customers do not complain does not mean that they are satisfied with the product or service received. Conversely, customers can be dissatisfied with some things about an organization, but satisfied with the organization's product or service offerings Satisfaction is therefore holistic/total (Kotler & Keller 2006) and can be in different magnitudes since customers can be extremely highly satisfied or delighted to just satisfied, and extremely dissatisfied to dissatisfied. In this satisfied or delighted to just satisfied, and extremely dissatisfied to dissatisfied. In this satisfied to very dissatisfied.

Eight dimensions of product quality management can be used at a strategic level to analyze quality characteristics. The concept was defined by Garvin (1987). Some of the dimensions are mutually reinforcing, whereas others are not improvement in one may be at the expense of others. Understanding the trade-offs desired by customers among these dimensions can help build a competitive advantage. Garvin's eight dimensions can be summarized as follows:

- Performance: Performance refers to a product's primary operating characteristics. This dimension of quality involves measurable attributes; brands can usually be ranked objectively on individual aspects of performance;
- Features: Features are additional characteristics that enhance the appeal of the product or service to the user;
- Reliability: Reliability is the likelihood that a product will not fail within a specific time period. This is a key element for users who need the product to work without fail;
- Conformance: Conformance is the precision with which the product or service meets the specified standards;

- **Durability:** Durability measures the length of a product's life. When the product can be repaired, estimating durability is more complicated. The item will be used until it is no longer economical to operate it. This happens when the repair rate and the associated costs increase significantly;
- **Serviceability:** Serviceability is the speed with which the product can be put into service when it breaks down, as well as the competence and the behavior of the serviceperson;
- **Aesthetics:** Aesthetics is the subjective dimension indicating the kind of response a user has to a product. It represents the individual's personal preference;
- **Perceived Quality:** Perceived Quality is the quality attributed to a good or service based on indirect measures.

Recently, companies have become aware of the need for a market-driven definition of quality, instead of a firm-driven objective quality measure (Main 1994). To understand market-driven quality, companies must learn how consumers perceive and evaluate it instead of relying on firm-driven objective measures of quality. Vague and abstract definitions of quality such as "goodness or shininess or weight" (Crosby 1979) and one-dimensional measures of quality do not adequately capture consumers' definitions of quality (Garvin 1987). Understanding how consumers view quality is not an easy task, however rather as composed of multiple abstract dimensions (Garvin 1987; Hjorth-Anderson 1984; Holbrook & Corfman 1985; Maynes 1976; Zeithaml 1988). For example, Garvin (1987) proposed, but did not empirically validate, eight dimensions of quality: performance, features, reliability, conformance, durability, serviceability, aesthetics, and image. Other studies have operationalized quality with multiple dimensions for a specific product class. Etgar and Malhotra (1981), for example, examined the effect of price on selected quality cues, such as price, on the comfort, durability, and style of running shoes. Similarly, Lichtenstein and Burton (1989) and Bloch and Black (1988) considered specific quality dimensions of running shoes to examine price-quality inferences. Thus, the literature supports the need for both a clear understanding of how consumers perceive quality and a generalizable typology of dimensions of quality that could be applicable to a broad range of consumer goods.

With an increased emphasis on producing quality products, it is necessary to establish empirically supported quality dimensions. Acknowledging and articulating these dimensions from the customer's viewpoint is critical to understanding, measuring, diagnosing, and delivering product and quality. Accordingly, we address two fundamental research questions in this article. First, we ask, "How do consumers evaluate quality?" This question is addressed through a response study of consumers, quality dimensions for mobile handset. Using this, we address our second research question: "How do variables affect customer satisfaction?"

DATA DESCRIPTION AND HYPOTHESIS DEVELOPMENT

In this section, we will describe the process of collecting data as well as the information obtained. This has allowed us to analyze the customer perception of different attributes characteristic of the store as well as to know the factors that underlie these attributes. From these factors we have been able to establish the hypothesis referring to the influence of these factors on consumer satisfaction with the purchase made.

Sample and data collection:

During the period between 20 May, 2014 - 30 June, 2014 a questionnaire was administered. This was conducted through personal interview to consumers located in the state of Assam (India). The sampling was non probabilistic (convenience sampling). The number of valid questionnaire rose to 220. (See technical specifications in Table 1)

Table 1: Technical specification of the questionnaire

| | |
|----------------------------------|---|
| Unit Sample | Consumers greater than 18 years of age |
| Geographic scope | Assam (India) |
| Method of information collection | Personal Interview |
| Sample size | 220 questionnaires |
| Level of confidence | 95% $Z=1.96$, $p=q=0.5$ |
| Sample procedure | Non Probabilistic, convenience sampling |
| Data of Field work | 20 May, 2014 - 30 June, 2014 |

Questionnaire Variable Measurement and Hypothesis Development

Questions 1–10 of the questionnaire measured the product perceptions, while the last 2 question of the questionnaire dealt with overall satisfaction and purchase. Customers rated the product, from 1 (very dissatisfied/outraged) to 5 (delighted), on 12 questions regarding attribute perceptions and customer satisfaction. In order to elaborate the statements of these questions we took into consideration the main attributes identified in previous studies. Table 2 summarizes descriptive statistics of respondents' characteristics.

Table 2: Descriptive statistics of respondents' characteristics

| Measure | Value | Frequency | Percentage |
|---------------|-------------------|-----------|------------|
| Gender | Male | 165 | 75 |
| | Female | 55 | 25 |
| Total | | 220 | 100 |
| Age | Below 20 | 13 | 5.9 |
| | 20-29 | 94 | 42.72 |
| | 30-39 | 55 | 25 |
| | 40-49 | 36 | 16.36 |
| | 50 and above | 22 | 10 |
| Total | | 220 | 100 |
| Qualification | Higher Secondary | 54 | 24.54 |
| | Diploma | 52 | 23.63 |
| | Bachelor Degree | 95 | 43.18 |
| | Master degree | 19 | 8.63 |
| Total | | 220 | 100 |
| Occupation | Student | 66 | 29.1 |
| | Govt Organization | 54 | 24.54 |
| | Private Company | 39 | 17.72 |
| | Businessman/women | 23 | 10.45 |
| | Housewife | 9 | 4 |
| | Others | 29 | 13.18 |
| Total | | 220 | 100 |

Table 3 summarizes the variables considered in the study – specifying if they are introduced as explanatory, endogenous of classification – their scales and their definition.

Table 3: Variables used in the study

| Name of variable | Measurement scale | Type of variable in the model | Definition |
|-------------------------|--------------------------|--------------------------------------|--|
| Repurchase | Metric | Endogenous | Purchase after getting full satisfaction from previous products. Very Dissatisfied (1) - Very Satisfied(5) |
| Customer satisfaction | Metric | Endogenous | Satisfaction after shopping. Very Dissatisfied (1) - Very Satisfied(5) |
| Performance | Metric | Explanatory | How the product is performing. Very Dissatisfied (1) - Very Satisfied(5) |
| Features | Metric | Explanatory | Additional attributes added to attract customers. Very Dissatisfied (1) - Very Satisfied(5) |
| Reliability | Metric | Explanatory | The extent to which one can depend on a product to perform without any problem. Very Dissatisfied (1)- Very Satisfied(5) |
| Conformance | Metric | Explanatory | Delivering what is promised in product literature or in advertisements or on the label. Very Dissatisfied (1) -Very Satisfied(5) |
| Durability | Metric | Explanatory | Durability is the useful life of a product. Very Dissatisfied (1)- Very Satisfied(5) |
| Serviceability | Metric | Explanatory | Service given by the company after purchase. Very Dissatisfied (1) - Very Satisfied(5) |
| Aesthetic | Metric | Explanatory | Interest in product color design etc. Very Dissatisfied (1)-Very Satisfied(5) |
| Perceived quality/Image | Metric | Explanatory | The image of the manufacturer of the product or the provider of the service. Very Dissatisfied (1) - Very Satisfied(5) |

Taking care of the relationship that the literature establishes between the different explanatory variables considered as well as the high degree of correlation existing among them, it goes on to follow a factorial analysis of principal components. The development of this methodology can identify a more reduced set of factors that, without being correlated to each other, manage to explain in the highest possible degree the variability found in the answers to all of them. As a previous step to the factorial analysis, it is necessary to analyze the sampling adequacy. We use the Kaiser–Meyer–Olkin measure of sampling adequacy, which acquires a value of 0.752, value superior to the established limit of this index in values superior to 0.5. In addition, Bartlett’s test of Sphericity takes a high value that, with a significance level of 0.000, rejects the hypothesis that the correlation matrix is an identity matrix, which would indicate that the factor model is inappropriate (George & Mallery, 1995).

We show the factor loadings in Table 4. These three factors account for 58.45% of the variation in the eleven attributes. We define the two factors as follows “customer satisfaction ” that accounts for 34.82% of the variance and is related to the variables “performance”, “features”, “reliability”, “conformance”, “durability”, “servieability”, “aesthetics” and “perceived quality or image”.

Table 4: Factors of the establishment perceived by customers

| Identified Factor | Reliability alpha | Survey elements | Factor loading |
|-----------------------|-------------------|-------------------------|----------------|
| Customer satisfaction | .789 | Performance | 0.692 |
| | | Features | 0.657 |
| | | Reliability | 0.826 |
| | | Conformance | 0.836 |
| | | Durability | 0.828 |
| | | Serviceability | 0.739 |
| | | Aesthetic | 0.619 |
| | | Perceived Quality/Image | 0.754 |
| Purchase | .745 | Experience | 0.812 |
| | | Expectation | 0.765 |
| | | Trust | 0.721 |
| | | | |

The second factor, purchase, accounts for 20.03% for the variance and is associated to the variables “expectation”, “experience” and “trust”. Internal consistency for both all attributes and each of these factors was assessed by Cronbach’s alpha coefficient. Internal consistency was found to be good for all attributes (Cronbach’s alpha coefficient 0.823) and for factor 1 (Cronbach’s alpha coefficient 0.789); and for factor 2 (Cronbach’s alpha coefficient 0.745)

In general, a level of alpha that indicates an “acceptable” level of reliability has traditionally been 0.70 or higher (e.g., De Vaus, 2002; Nunnally, 1978), although interpretation of alpha in specific contexts such as social sciences, is generally more complicated than that, and some use smaller levels.

Abundant works show the importance of the services offered to the client, quality image and the monetary value of the purchase, which are also regarded as antecedents of customer satisfaction. Nevertheless according to the type of product, services, store formats and business sectors considered, the weight that each factor shows is different (Grace & O’Cass, 2005b; Szymanski & Henard, 2001).

In this respect, Mittal et al. (1998) point out that stronger consumer evaluation on product quality has a positive effect on customer satisfaction. In fact, the work not only indicates the direct influence that the perceived quality of the product exerts on customer satisfaction, but also indicates the existence of an indirect effect, since the quality perceived also increases the value that the client perceives on the distributor’s brand. And it is that the distributor’s brand already constitutes for itself a valuable element for the distributor in its objective to increase customer satisfaction, considering that brands appear to reduce consumer search costs and perceived risk (Grace and O’Cass, 2005a). However, it notes that the influence of brand attitude on consumer satisfaction can be different based on the type of brand used by the distributor. Thus, before identified retail brands and unidentified retail brands, the foremost benefits from the name and the image of the establishment as well as of the positioning it has in terms of price or quality (Sprott & Shimp, 2004).

Also, the work of Grace and O’Cass (2005a, b) establishes the relationship between the economic dimension of the purchase and the satisfaction that the individual experiments. Thus, the works of Zeithaml (1988) and McDougall and Levesque (1994) observe how the monetary value of the purchase is an antecedent of satisfaction and the perceived quality, given that customers who perceive receiving value for money are more satisfied than customers who do not perceive it.

With the aim to analyze the foreseeable influence that the identified factors are susceptible to exert on customer satisfaction with the shopping experience, we propose the following hypotheses:

- H1: There is a close relationship between the dimensions of quality the brand offers to clients and their impact on customer satisfaction.
- H2: There is in purchase with increase in customer satisfaction.

MODEL AND ANALYSIS OF RESULTS

With the aim to test the previous hypotheses and starting off from the data base on customers, we have carried out a parametric linear regression analysis Table 5 presents the values of the coefficient of determination R^2 that quantifies the proportion of variation explained by the model.

Table 5: Model summary-total sample of customers

| R | R^2 | Standard error of the estimate |
|-------|-------|--------------------------------|
| 0.347 | 0.12 | 0.534 |

The model is shown in figure 1. With regard to the total sample of customers, it shows that about 12% of the variation in customer satisfaction is explained by the model. With this model, the error of the estimate is about 0.54.

Figure 1: Model showing the relationship between customer satisfaction and dimensions of quality

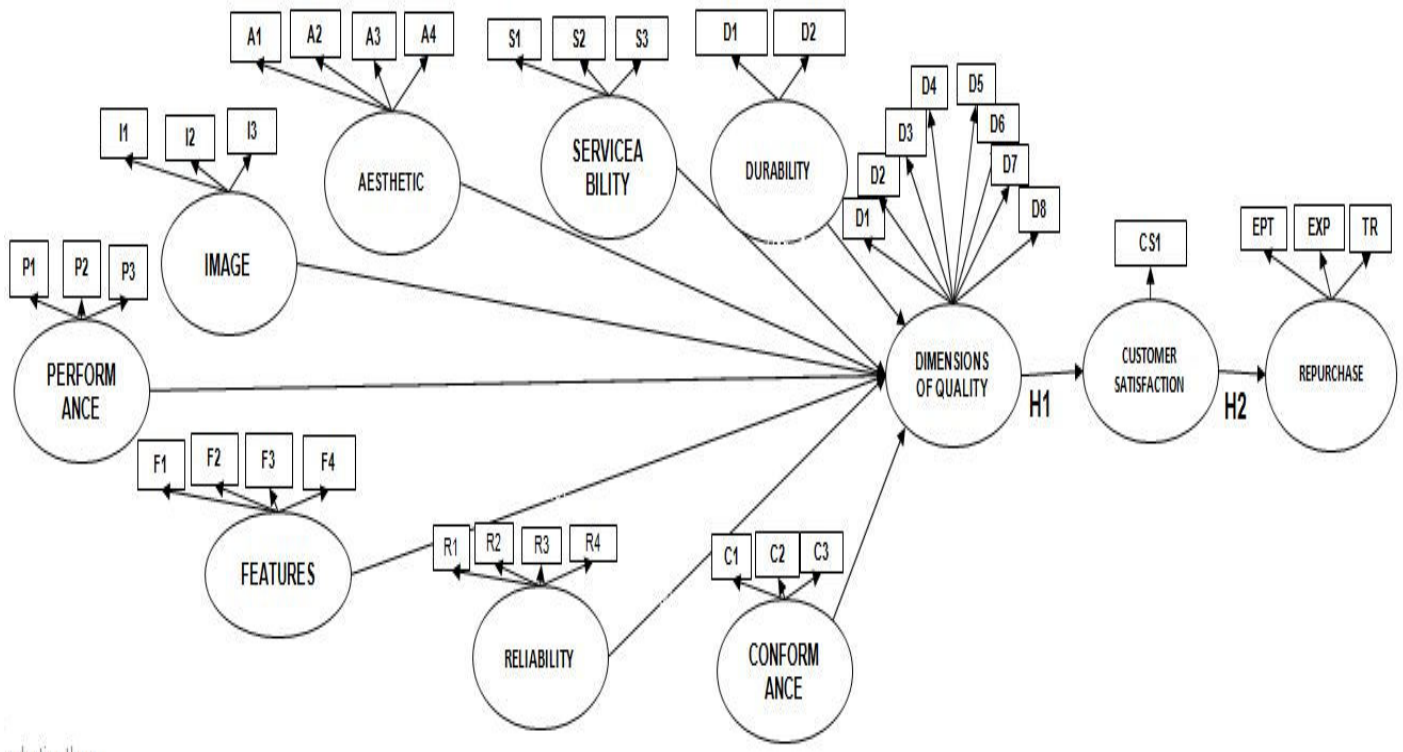


Table 6 shows the results of the analysis for the whole group of customers. The parameters estimates show how, for the group of considered consumers, the customer satisfaction offered by the product constitute with confidence levels of 95% and purchase made after customer satisfaction is 90%.

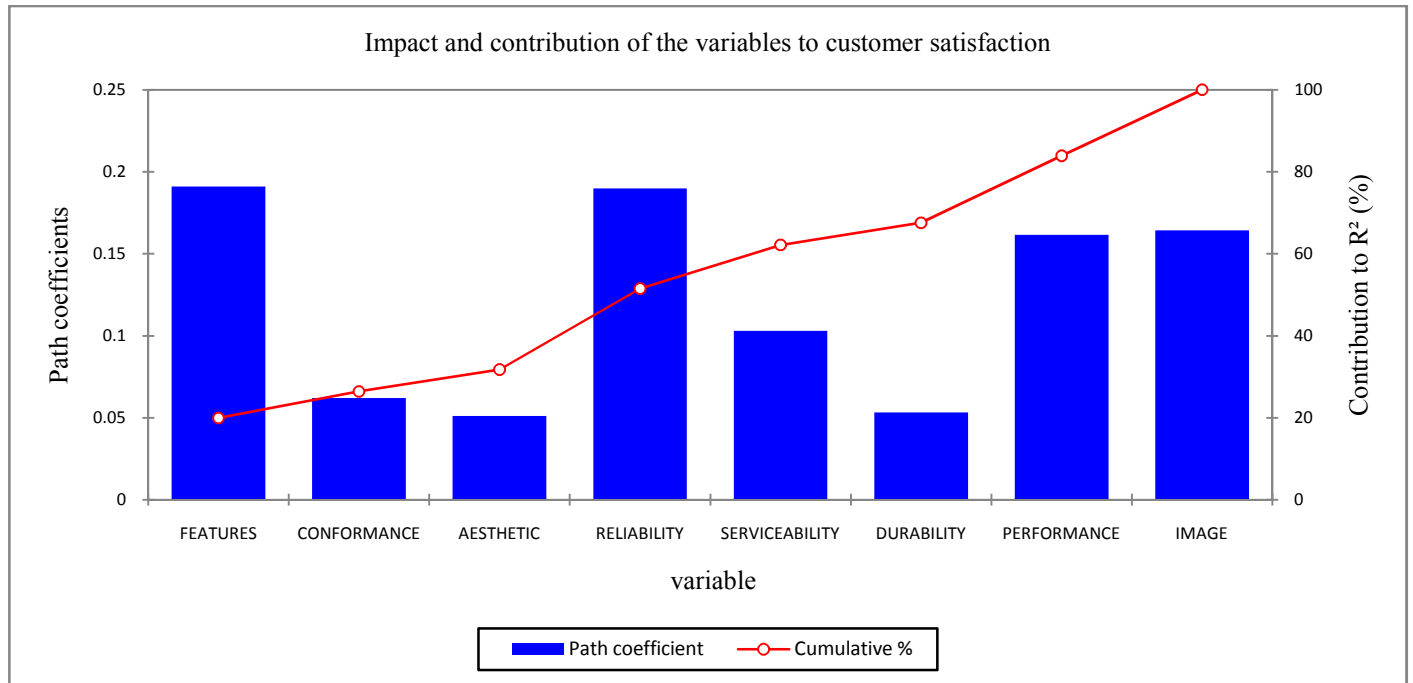
Table 6: Estimated parameter of customer satisfaction and purchase

| Factor | Estimated parameter |
|-----------------------|----------------------|
| Customer satisfaction | 0.193 ^{***} |
| Purchase | 0.052 ^{**} |

* p< 0.10; ** p<0.05; *** p<0.01

Figure 2 shows the variables that most influence customer satisfaction depending on the path coefficients and the contribution of R². The important variables are features, reliability, image and performance.

Figure 2: Contribution of variables



These findings support the first and second hypotheses, confirming that, for the total sample of customers, the services and the brand offers as well as its quality image, influence the satisfaction obtained from the purchase experience. Thus, hypotheses 1 and 2 are supported. (Table 7)

Table 7: Summary of hypothesis

| Model | Sample description | Hypothesis |
|-------|---------------------------|------------------------------|
| | Total sample of consumers | H1 supported H2 supported |

Therefore, the results show how the first hypothesis supports the quality of brand offers to the client. The second hypothesis related to the purchase of the brand.

CONCLUSION

The results of the research show that the dimensions of quality are important for customer satisfaction. The dimension helps in customer satisfaction which in turn increasing the purchasing of the brand by the

customers. Thus, the key factors of quality are responsible for increment of client on the product.

Without doubt these qualities are important factors in building trust and the product is able to stand in its expectation. This enables retailers to know the elements of the establishment that are susceptible of being valued by the clients; that is to identify the underlying factors to these elements and to determine which of these display a greater degree of relationship with satisfaction. All of this is with the aim to design and implement commercial strategies that strengthen them in order to be able to differentiate from the competitors and therefore, to better satisfy the needs of the clients.

With our aim of determining what the factors are that consumers value in relationship to the differentiating attributes offered by mobile handset retailers, as well as their relationship to satisfaction, a descriptive investigation of conclusive character has been carried out. Precisely, key attributes have been identified previously as relevant to the establishment that the literature has identified so that mobile retailers manage to differentiate themselves in the markets. From this identification, the present work has obtained the main factors that underlie these aspects through an analysis of the main components. And all this, with the object to analyze which of these factors display a greater influence on consumer satisfaction.

With the aim to test the proposed analysis, one has to analyze a sample of 220 buyers that had carried out their purchase in for different types mobile handset that operate in Indian state. The analysis has been carried out considering quality behaviour.

The results obtained have confirmed how, for the total sample of consumers, the quality dimensions exerts a positive and significant influence, in this order, on customer satisfaction. Without a doubt, the accomplishment of this study has enabled us to obtain interesting conclusions regarding the factors of satisfaction that consumer value in greater measure.

These findings provide useful managerial guidelines for decision-making in mobile retailing. In particular, this study emphasizes the key role of the services and convenience benefits offered by the mobile retailer, which are critical to keep customers satisfied.

To end, we did not want to forget that there still remains open a great number of questions in relationship to the questions dealt with. Hence, between the lines of future work we considered it necessary to analyze the impact that the detected factors exert on the degree of loyalty of the clients. Likewise, it is interesting to know how the identified factors can influence in the degree of selection of other product categories, particularly considering its frequency of purchase. And also, given the relatively low variance explained by the models, further analysis incorporating other potential explanatory variables availability of product, time taken to deliver the product, safety are of great relevance in the assessment of customer satisfaction.

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ⁱ Menonjyoti Kalita is a post graduate student of Jorhat Engineering College. He is presently doing his post graduation in Production & Industrial Engineering. He has completed his graduation in Mechanical Engineering from Gauhati University, Assam.

ⁱⁱ Rupanjali Nath is presently working as an Associate Professor in the department of Mechanical Engineering in Assam Engineering College, Guwahati, Assam, India. She has completed her masters in Mechanical Engineering and PhD in Industrial Management from Indian Institute of Technology Delhi, India. Her area of Research: Technology Adoption, Operation Management and Human Resource Management.

APPENDIX

Abbreviation in the model (Figure 1)

P1 - Functionality

P2 - Battery lifetime

P3 - Operating the handset

F1 - Ability to install new software

F2 - Multitasking

F3 - Internet surfing simplicity

F4 - Additional equipment(headphone, data cable etc.)

R1 - Problems or any technical defect occurred during warranty period is solved by the company.

R2 - How dependable and consistent is your mobile brand in solving customers' complaints, if any defect occur during warranty period ?

R3 - Is the handset is free from complaints during warranty period.

R4 - How truthful (keeping to promises) is your mobile brand to you?

C1 - Shape and form

C2 - Price and quality ratio

C3 - Camera quality as given in pixels

D1 - Durable of the casing of the mobile

D2 - Durability of the keypad.

S1 - Speed of processing calls or any software

S2 - Ease of repair

S3 - Recovery of software or other data

A1 - Design

A2 - Sound quality

A3 - Availability of colors in the market

A4 - Screen resolution

P1 - How successful is your mobile company in market?

P2 - What is the reputation of your mobile brand?

P3 - What is your brand image of your mobile handset

D1 - Performance

D2 - Features

D3 - Reliability

D4 - Conformance

D5 - Durability

D6 - Serviceability

D7 - Aesthetic

D8 - Perceived quality

CS1 - Overall customer satisfaction

EXP - Experience of the customer

EPT - Expectation of the customer

TR - Trust of the customer



Occupational Stress and Employees Productivity in the Workplace

Job Ayodele Ekundayoⁱ
Department of Management Technology
Federal University of Technology Owerri, Imo State, Nigeria
raekundayo@yahoo.com

Abstract

The rise in stress is seen across all spheres of life, especially in the workplace. Stress in manufacturing industry, oil industry and service industry is a wide-spread trend (occurrence) with far-reaching practical and economic consequences. Employees' productivity can be hindered significantly by high levels of stress experiences in the work environment. Occupational stress is an adaptive response to an external situation that results in physical, psychological and behavioral deviation for the organizational participant. Therefore this paper discusses sources and consequences of stress. It concludes that stress can be managed in spite of the hazards caused by it.

Keywords: Occupational Stress, Employee, Productivity, Workplace.

Reference to this paper should be made as follows:

Ekundayo, J. A. (2014). Occupational Stress and Employees Productivity in the Workplace. *International Journal of Scientific Research in Education*, 7(2), 157-165. Retrieved [DATE] from <http://www.ij sre.com>.

INTRODUCTION

The place of work; be it an office or a factory, a business or any other organization, is not just a setup where people get paid for their presence and attendance of a few hours. The salary is in return for work done and the amount of work completed reflects the worker's productivity; which in turn is determined by a series of factors besides qualifications and experience. The level of the employee's productivity in any organization is largely responsible for the profit making ability of the organization and its survival in the long run. That is why Executives owe it to the organization and to their fellow workers not to tolerate non performing individuals in important jobs (Martins, n.d). However, companies want to improve employee productivity, but how often do they examine their own management practices as a means of attaining it? (Lipman, 2013).

Business organizations strive to optimize their objectives which range from maximization of benefits to cost minimization. One thing that is common to every organization is the desire for high productivity through employees whether in the manufacturing industry, service organization or in the oil sector. Profit is a measure of excess amount earned over expenses. To make this work, the management must establish an environment in which people can work productively without stress. Productivity is an output-input ratio within a time period with due consideration for quality. This means: $\text{Productivity} = \text{output}/\text{input}$ (within a time period), quality important. From the formula, productivity can be improved by 3 conditions:

- Increasing outputs and decreasing inputs to change the ratio;
- Increasing outputs with the same inputs;
- Decreasing inputs but maintaining the outputs.

Organizations use several types of inputs, such as manpower, materials and capital (Iqbal, 2013a). Productivity improvement programmes can be achieved at the workers level. Workplace stress causes loss of productivity, loss of efficiency, increased employee absenteeism, and many other problems. Employees in an organization undergoing change may experience increased levels of workplace stress if they perceive that they are unable to cope with the demands made on them as a result of the organizational changes implemented. (Iqbal, 2013b). Consequently, it could be presumed that motivation and stress management play important role in productivity. According to the free meridian Webster, stress is what you feel when you have handled more than you are used to, or stress represents anything that poses a threat, a challenge to our well-being. Simply defined, stress is a reaction to a stimulus that disturbs our physical or mental equilibrium. Stress is also a state of mental tension and worry caused by problems in life, etc.

NATURE OF STRESS

Stress is not tangible and cannot be touched. This makes it a complex phenomenon. According to Bowin and Harvey (2001), stress occurs with the interaction between an individual and the environment which produces emotional strain affecting a person's physical and mental condition. Stress is caused by stressors, which are events that create a state of disequilibrium within an individual.

Blumenthal (2003), opined that stress is anything that upsets people's ability to maintain critical variables (which can be social, psychological, spiritual or biological in nature) within acceptable limits. The experience of stress involves an event that is demanding or resources as well as the subjective feeling of distress experienced in its face. An event could be experienced as stressful if people evaluated it as distressing. Whether an event is experienced as stressful depends on a person's psychosocial orientation with things like culture, spirituality, values, beliefs and past experiences influencing the appraisal.

Events that are appraised as being overwhelming, threatening, unsatisfying or confliction are more likely to be experienced as stressful. Scientists and medical practitioners viewed that the accumulation of stress products in the body, over a prolonged period, can be devastating and could play a crucial role in degenerative processes like ulcer and cardiac diseases. Chronic distress would reduce a person's overall physical, mental and spiritual well-being. It is normal for a person, who is stressed, to experience a loss of appetite, disturbed sleep patterns, excessive and disturbed feelings of anxiety, fear, negativity and even deep depression as well as being subject to a variety of physical symptoms. An overload of stress reduces effectiveness and is highly immune – suppressive.

STRESS PROCESS OR RESPONSE STAGES

The degree to which people experience stress vary from one individual to another. Stress (whether eu-stress or distress) do not develop overnight but it creeps into human system gradually until it gets to the stage when it becomes fully blown and its damaging effect then becomes manifested. According Levi (1970) and

Selye in Oyetimein (2009) the following three stages can be identified in the development of stress: ALARM STAGE (Acute stress) → RESISTANCE STAGE (Prolong stress) → EXHAUSTION STAGE.

Alarm is the first stage development. During this stage adrenaline will be produced in order to bring about the fight. Every part of the human organ experience minor changes. At this stage the heart beat of the individual increases and breathing becomes faster. The blood pressure of the individual increases, the eye pupil dilates and digestion is inhibited. Rest and recovery, use of some medication may bring the condition under control. The ultimate of this stage is to counter attack, neutralize or reverse the effect of acute stress.

The resistance stage is where the body has to decide to fight or flight. The body will try to add resources to help it cope through maximum adaption and hopefully, successful return to equilibrium for the individual. If however, the defense mechanism breakdown completely, this will lead to the third stage which is exhaustion. See the figure 1.

Phases in Stress Development

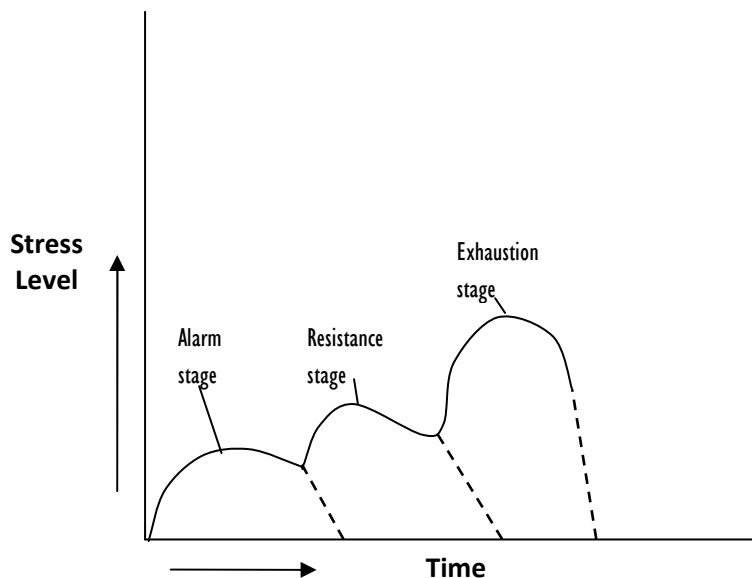


Figure 1. Phases in stress development: dotted lines show possible reduction in stress level.
Source: Oyetimein (2009, p. 32), Executive Stress Management: A Contemporary Approach.

Exhaustion stage is the third and final stage. At this point, all the body's resources are eventually depleted and the body is unable to maintain normal function because elastic limit is exceeded. The repercussions are serious nervous or psychological and physical breakdown. These stages in the manifestation of stress exist over a period of time. The result can manifest itself in obvious illness such as ulcers, depression, diabetes or even cardiovascular problems, along with other mental illnesses.

Blumenthal (2003) differentiated different effects of stress as follows:

- Subjective effect: This leads to anxiety, depression, frustration, fatigue and low self-esteem.
- Behavioral effects: leads to accident proneness, impaired speech, restlessness and forgetfulness.
- Cognitive effects: stress that affects our thought process leading to difficulty or fear of making decisions, forgetfulness, hypersensitivity, mental blocks and difficulty concentrating or thinking clearly. This may be intensified by substances abuse.
- Physiological responses: this begins in the brain and spread to organs throughout the body. Catecholamine from the adrenaline medulla causes kidneys to raise blood pressure and the liver releases sugar into blood stream. The pituitary gland stimulates the release of corticosteroid, which

helps to resist stress but if this is in the system for a prolonged period of time, it suppresses the immune system. These responses are adaptive for dealing with stress in the form of “fight or flight” but this response is rarely useful in urban work area. The accumulation of stress product in the body is immune – suppressive playing a part in degenerative processes and diseases.

- Effects on health: prolonged exposure to stress has profound and detrimental effects on health. Among possible complications, stress may play a role in causing ailments like asthma, amenorrhea, coronary heart disease, chest pains, diarrhea, dyspepsia, headaches, migraines, diabetes mellitus, ulcers and decreased libido. In a world where AIDS is frighteningly prevalent, people need to be aware that stress is immuno-suppressive. HIV breaks down a person’s immune system, which leaves them vulnerable to potential infections and diseases.

The above statement corroborated the four psychiatric states of affairs analyzed by Ilfeld in Dar, Almal, Maseem and Khan (2011).

- Depression: frequently feeling lonely, fed up, dejected or low in energy; loss of sexual desire;
- Having thoughts of possibility of terminating one’s life; anxiety; frequency of upset or sour stomach, feeling dim or dizzy, hand trebling, avoiding things, and feeling afraid or fearful;
- Cognitive disturbance: frequently experiencing difficulty in remembering things or concentrating, mind going blank;
- Anger: regularly losing temper; feeling simply annoyed, irritated, or critical of others and getting angry over less important things.

According to Selye in Oyetimein (2009) in his theory on General Adaptation Syndrome (GAS) observed that even though the number and types of stressors to the human body are numerous and varied, the body tends to react in a unitary way to each stressful situation. Indeed most behavioral theorists are of the view that the following differences are noticeable in the personality of people.

Table 1: Behavioral Traits

| TYPE A PERSONALITIES | TYPE B PERSONALITIES |
|--|---|
| Workaholic, impatient, very competitive and always in a hurry | Work regular hours and calm |
| Work to be recognized by others | Tries to satisfy self and never in a hurry |
| Striving on the job and fast doing things | Easy going and do one thing at a time. |
| Easily get angry and forceful in speech with tendency to bottle up feelings. | Rarely angry and slow in speech |
| | Expresses feeling easily and not competitive. |

Whether extrovert or introvert TYPE A personalities tend to act fast and are impatient with work details. Usually interested in getting jobs done quickly without thinking about who did the job, how he did it etc, while TYPE B personalities are more self oriented, prefer working on one project at a time. The personality type to which employee belong has implication for career choice, relationships, work behavior and proneness or otherwise to stress. TYPE A personality are stress prone because they are achievement oriented. In event of failure TYPE A are more stressed than those in TYPE B personality.

SOURCES AND TYPES OF STRESS AT WORK

The causes of stress are not only numerous but they are complex and inextricably inter woven. The causes of stress can be either due to remote or immediate factors; they can also be externally induced or as a result of

forces operating within the individual. External factors are forces from the macro environment or from the micro organization which act as stressors upon the individual. Endogenous forces operate within the individual and are made up of such factors like personality traits, psychological features such as attitude, emotional disposition, inferiority or superiority complex, introversion or extroversion etc.

Exogenous (external causes) include socio – political, cultural, religious, economic organizational structure, climate and career development policy. Since people differ widely in age, economic position and level of maturity, people react differently to situation. What might be more stressful to one person may be less to another person. A stress – free life would only exist if the environment places no demand whatsoever upon us and if we have no needs of our own to fulfill.

According to Cooper (1985), there are four categories of causes of stress and three categories of consequences of job stress, which are given in figure 2.

CAUSES OF STRESS

CONSEQUENCES OF STRESS

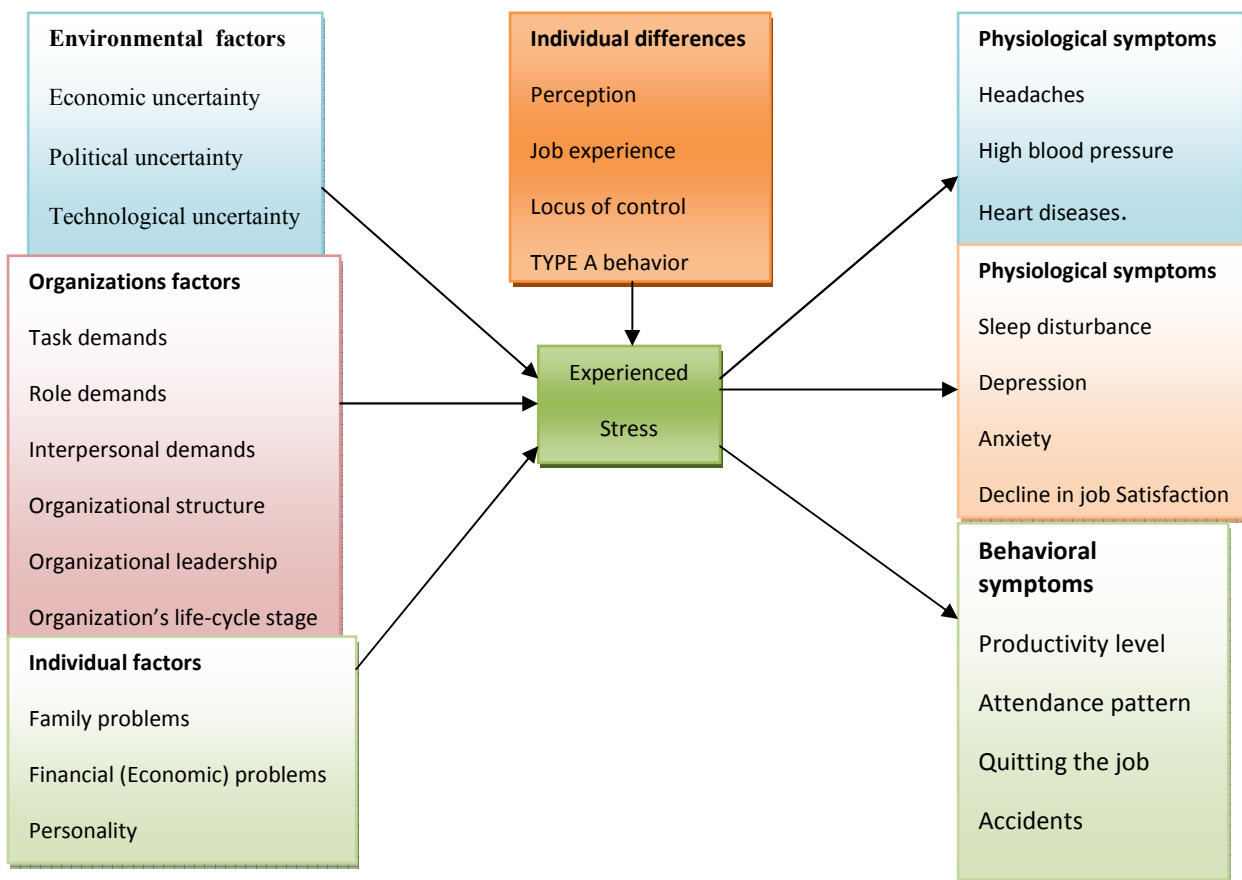


Figure 2: The stress model

Repetti (1990), McGonagle and Kessler (1990), Pervin (1993) agree with Arnold, Robertson and Cooper (1993) in discussion on the causes or sources of stress. Arnold, Robertson and Cooper (1993), and Mark (2012), identified five major causes of work stress which are: factors intrinsic to the job, role in the organization, relationship at work, career development, organizational structure and climate.

TYPES OF STRESS

According Taylor (1995), there are four major types of stress, which she explains as follows:

Acute stress: This type of stress is the most common and most recognizable form of stress. This is the kind of stress which the individual knows exactly why he is stressed. Normally, the body rests when these stressful events cease and life gets back to normal because the effects are short-term. Acute stress usually does not cause severe or permanent damage to the body.

Traumatic stress: It is a severe stress reaction that results from a catastrophic event or intense experience such a natural disaster, sexual assault, life-threatening accidents, or participation in a combat. Here, after the initial shock and emotional fallout, many trauma victims gradually begin to recover. But for some people, the psychological and physical symptoms triggered by the trauma do not go away. The body does not return to equilibrium, and life does not return to normal. This condition is known as post trauma stress disorder. Common symptoms of this type of stress are flashbacks or nightmares about the trauma, avoidance of places and things associated with the trauma, hyper vigilance for signs of danger and irritability and tension.

Chronic stress: She describes this type of stress as unrelenting demands and pressures seemingly interminable periods of time. This stress wears the individual down day after day and year after year with no visible escape. It grinds away both emotional and health of the individual leading to breakdown and even death.

Episodic acute stress: This episodic acute stress is a situation where the individual's life experiencing this type of stress are very chaotic, out of controlled and they always seem to be facing multiple stressful situation. They are always in a rush, always late, always taking on too many projects, handling too many demands. Those who are prone to this type of stress include "TYPE A" personality. If an individual is prone to episodic acute stress, he may not know it or admit it. He may be wedded to a life style that promotes stress. Unfortunately, people with episodic acute stress may find it so habitual that they resist changing their lifestyle until they experience severe physical symptoms.

THE IMPACT OF STRESS ON PRODUCTIVITY

Work-related stresses may be responsible for organizational outcomes such as decline in performance, dissatisfaction, lack of motivation and commitment, and an increase in absenteeism and turnover. According to Chase and Aquilano in Mark (2012), productivity is measured in terms of outputs per labour hour. However this measurement does not ensure that the firm will make money (for example when extra output is not sold, but accumulated as inventory). To test whether productivity has increased, the following questions should be asked: 'has the action taken increased output or has it decreased inventory?' "Has the action taken decreased operational expense?" This would then lead to a new definition which is: productivity is all the actions that bring a company closer to its goals.

Mathis and Jackson (2000) defined productivity as a measure of the quantity and quality of work done considering the cost of the resource it took to do the work. Steers (1991) opined that from a managerial stand point it is useful to consider several forms of counterproductive behavior that are known to result from prolonged occupational stress. Thompson and MC Hugh (1995) are of the opinion that when specifically regarding stress in the workplace, contemporary accounts of the stress "process" often follow the notion of stress as resulting from a misfit between an individual and their particular environment, where internal or external factors push the individual adaptive capacities beyond his or her limit.

According to Blumenthal (2003) an inverted u-type curve has been used to depict the effect stress has on productivity. It can be shown that, as stress increases, so does the productivity will peak and start to decline. This shows that stress is necessary to enhance productivity but once it reaches a level of acute discomfort, it is harmful and counterproductive. He further argued that excess occupational stress is harmful, destructive and detrimental to human well-being and productivity.

MANAGING STRESS

Individuals may try to reduce stress through better management of their time, through prioritizing activities by importance and urgency, as well as scheduling activities according to the priority set. According to Robbins (2004), stress can be managed in two approaches: individual and organizational approaches.

An individual therapeutic device for managing stress is by adopting any or combination of the following:

- Tranquilizer and drugs
- Time / self management
- Meditation
- Body scanning / individual opening up to others.
- Refuting irrational thoughts
- Progressive relaxation techniques
- Music
- Exercises / physical fitness
- Prayers and praise
- Jokes
- Nutrition and weight control
- Social institution / extended family
- Stress inoculation

Organization approach to stress management includes training programmes for employees, ensuring effective upward and downward communication in organization, improvement in personal policies such as (good welfare packages, incentives, pension schemes). Good job design by improvement in the physical work environment (HSE) and also management should provide technical support to employees. In addition management should allow more flexible working hours and provide recreational facilities for indoor and outdoor games.

Oyetimein (2009) added another dimension to the above which he called defense mechanism: these are unconscious strategies used to protect oneself from problems, difficulties, failures and other sources of stress. By using defense mechanism the individual tends to cope by concealing stress and adopting rationalization as alternative to actual management of problem.

The methods used in managing stress include repression, suppression, rationalization fantasy, displacement and denial:

Repression: pushing stressful, anxiety producing thoughts or impulses out of conscious awareness.

Suppression: the individual voluntarily tries to forget and push off unpleasant events from consciousness. This is done to eliminate the stress, worries and tension which such events cause.

Rationalization: this is used to distort reality in an effort at justifying thoughts, feelings and events that make one uncomfortable. Rather than feeling guilty, unhappy and worried about the outcome of an event, people tend to rationalize to justify their behavior.

Fantasy: the individual rather than experiencing stress gratifies his desires by imagining satisfying events and achievements.

Displacement: the individual discharges negative feelings or thoughts regarding a more threatening powerful person onto a weaker one.

Denial: complete refusal to accept or perceive reality. This temporarily protects us from painful and unpleasant circumstances but it does not change reality.

Also Claude and Cole (1992) suggested that in order to manage occupational stress effectively, management should consider doing the following:

- Provide work which allows some personal choice in the way it is carried out and the sequence in which it is carried out;
- Encourage employees' participation in decision which affect them;
- Set clear goals and targets and provide adequate feedback on performance;
- Induct new recruits thoroughly;
- Provide training as an on-going updating process;
- Provide consistent rewards for effective output;
- Review performance gaps at the time of occurrence;
- Provide opportunities for employees to try new duties and different task;
- Design job to have even work pressures;
- Encourage group working procedures and friendly work relations;
- Provide secure and fair personal practices;
- Ensure work environment is free of hazards.

This implies that if the approaches and measures outlined above are carefully implemented they could go along way to minimize the level of stress on employees.

CONCLUSION

It is understandable that in every organization certain percentage of the working population suffers from occupational stress but occupational stress should not be taken as individual problem. If organizational management considers occupational stress as individual problem and not management problem, then they have to face loss due to absenteeism, quitting of jobs, total cost of work-related accidents and low quality work. Therefore, organizations should handle occupational stress positively to increase productivity. This study concludes that workplace stress has negative relations with the organizational productivity.

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ⁱ Job Ayodele Ekundayo Is a postgraduate student in the Department of Management Technology, Federal University of Technology Owerri, Imo State. He is the Human Resources Manager of Radukeytao Management Consultant Ltd; An associate member of CIPM, full member, NIM and other professional bodies. He can be reached via email: raekundayo@yahoo.com, phone: +234 8037334992.



The Use of Accounting Information in Decision Making for Sustainable Development in Nigeria: A Study of Selected Tertiary Institutions in Imo State

Kingsley Obinna Nwaigburuⁱ

Accounting Department

Alvan Ikoku Federal College of Education, Owerri, Nigeria

kingnwaigburu@gmail.com

Blessing Ugochi Markⁱⁱ

National Open University Umudike Study Centre

adaezeking@nokiamail.com

Abstract

Despite the huge information provided to the management of the selected tertiary institutions, management deviates from the set objectives. The purpose of this research work is to find out the impact of the use of accounting information in decision making in the tertiary institutions and to identify the cause of failures in education sector in the selected tertiary institutions in Imo State and to provide possible solutions. This paper also considered the following recommendation necessary: Government incentives, grants and encouragement to enhance educational sector, release of more funds so that the required computerized system should be put in place. Government should introduce policies that every personnel should have basic knowledge in information communication technology (ICT), management sciences and basic accounting procedure. Accountants should be selected to be among the governing body of tertiary institutions.

Keywords: Accounting information, Decision making, sustainable development, Tertiary institutions, government.

Reference to this paper should be made as follows:

Nwaigburu, K. O., & Mark, B. U. (2014). The Use of Accounting Information in Decision Making for Sustainable Development in Nigeria: A Study of Selected Tertiary Institutions in Imo State. *International Journal of Scientific Research in Education*, 7(2), 167-175. Retrieved [DATE] from <http://www.ij sre.com>.

INTRODUCTION

In most third world countries, budget execution and accounting processes are either manual or supported by very old and inadequately maintained software applications. This has had deleterious effects on the functioning of their public expenditure management (PEM) systems, which are often not adequately appreciated (Diamond & Khemani, 2006).

Globally however, management practices are faced with the problem of choosing among alternatives in order to make decision effectively. Considering the fact that resources are relatively scarce and limited, chief executives do not only face the problem of achieving co-operate goal or accruing loss at various stages in the process of providing products and services but also to organize, forecast, control, direct and make appropriate decisions (Clinton & van der Merwe, 2006).. These processes are facilitated by the utilization of adequate accounting information (Abiogwu, 2008; Diamond & Khemani, 2006).

Management decision is one of the most important facets that pervade all organization and constitute its progress and/or failure in actualization of pre-determined goals and objectives. For this reason, for management decision to have a “fair view”, qualitative this is attributable to inadequate and inappropriate use of accounting information (Clinton, Matuszewski & Tidrick, 2011).

This study examined the use of accounting information in selected tertiary institutions in Imo State. It looked into the constraints affecting the utilization of data and factors that affecting the use of accounting information by institutional managers in their decision making process. This study also review related literature that discussed the sources, usefulness of accounting information and accounting information as decision making tool,. This study also give a brief description the need for ICT in accounting information process. This study therefore concentrate on the impact of accounting information in decision making in selected tertiary institutions in Imo State.

REVIEW OF RELATED LITERATURE

Accounting information has made a tremendous contribution over decision making functions. This can be attested by the numerous writers on accounting information in textbooks, magazines, journals and projects. The principal point of discussion is the minimization of the risk and insecurity by the proper use of accurate accounting information in the planning, these enough evidence that have an ever increasing demand for accounting information due to changing of environmental factors, with a corresponding increase in the scope of accounting information. To see clearly, the contribution of some other writers in this particular topic, different aspect of the topic shall be discussed.

SOURCES OF ACCOUNTING INFORMATION

The major sources of accounting information in an organization is the accounting unit, which is charged with responsibility of systematically recording, analyzing, interpreting summarizing accounting information as the result of a process involving the preparation of source documents, the entry of basic data into subsidiary records to ledger, which is the formal record of data” Glantter and Underdown (1981, p. 91). Accounting data therefore originates from financial transactions within the organization and source documents are the medium through which these transactions are recorded. The source documents commonly used are sales and purchases invoice, Local Purchase Order (LPC) cheque, cash receipt, cash book, test, etc.

The accountant is the major supplier of accounting information required by the management in their planning and decision making processes. Users of this information can acquire them through the primary or secondary sources.

USERS OF ACCOUNTING INFORMATION

Accounting information serves as bases for planning and decision making, it provides the various users the necessary data and assistance. The users are:

- Management
- Education/Curriculum planners

MANAGEMENT

One cannot conceive of any organization that does not have objectives. The primary struggle for any organization is to actualize corporate goal and this responsibility rest solely on the management. Although the environmental factors may modify the degree of targeted objective, it must be realized that adequate profit is necessary for survival and growth of the business. To achieve this objective, management must be able to plan, control and coordinate all the activities of the organization. This could only be possible through the use of accounting information in virtually all their management decisions.

EDUCATION/CURRICULUM PLANNERS

Curriculum planners either participate in the process of classroom curriculum planning, or the means through which school boards coordinate the various curricula being used in order to achieve uniform goals. On its own, curriculum is basically a lesson plan that functions as a map for learning and school business administration. Careful planning is required to ensure first that the lessons actually touch on all required topics, and also that they meet school or governmental standards of fundamental education (Halverson, 1954). The curriculum planners also make use of accounting information to know the available fund in order to know the type of curriculum to embark upon.

Educational planning, human resources (HR) training and development have evolved as disciplines to guide the allocation and utilization of educational resources in the school system. This is required to arrest areas of waste of resources to make educational production more effective. In this regard, educational planning have become indispensable tools in the management of the school system in order to achieve the desired goals of education systems around the world (Ololube, 2013a,b).

ACCOUNTING ACTIVITIES AND ENTREPRENEURSHIP DRIVE

According to Nwaigburu and Eneogwe (2013), accounting can be seen as the systematic recording, reporting and analysis of financial transactions of a business accounting is a professional discipline that empowers trainees to be able to communicate financial information/ Statements about the performance of business organization to information users such as shareholders of public quoted companies and the management.

Accounting information when properly prepared has a number of characteristics which include reliability, objectivity, understandability, consistency and comparability. Teaching accounting effectively requires one- on one interaction between learners and instructors in order to gain skills and basic accounting knowledge.

THE MAIN FIELDS OF ACCOUNTING

There are basically two main filed of accounting viz:

- a) Micro- accounting
- b) Macro- accounting

Micro- Accounting: This covers business accounting (financial managerial and cost accounting), governmental accounting and household accounting (Akukwe & Uzoma, 2004).

Macro- Accounting: This covers the fields of national income, input- output, balance of payments and money flow accounting (Akukwe & Uzoma, 2004).

From the above definition of main field of accounting, it implies that the wide scope of economic entity which cuts across sizes and boundaries reference it. Be it sole trader, partnership, religious organizations, government, tertiary institution, private individual needs accounting information for proper harmonization and effective decision.

Okereke (2000) stated that accounting is a reporting activity that forms part of a much wider management information system. It provided among other things to generate useful economic data, specifically financial information about organization, which is needed for making good judgment are provided by the accountant. To this extent, accounting generally facilitate the managerial planning and control process by providing “a true and fair” basis for decision making. Hence management’s needs for accounting information may be said to resolve around the purposes of:

- Planning and controlling the affairs of the organization they manage;
- Making policy decision that will regulate the routine operations within their organization;
- Making choices among other alternatives under circumstances which are mostly unexpected and therefore, not repeat themselves in the future.

USEFULNESS OF ACCOUNTING INFORMATION

It is obvious that quality decision is derived from quality of information received. Accounting information has been the guiding principle in formulating policy and criteria for selected among alternatives. However, in every organization including tertiary institutions, accounting information has been a guide in the acquisition of materials and equipment into the resource center for learning purposes. Osuji (2009) stated that fund provided for media centre collected should be sufficient to enable the school instructional media programme to meet accepted standard, instructional materials and equipment needed for changing curricular and student population must maintain the collection satisfactory conditions. It is ethically believed that all these conditions to be met in acquisition of educational materials are in response to accounting standard. Take for instance, materials and equipments to be purchased must be budgeted. The chief executive and ruling council of various institutions can only know their internally generated revenue and total recurrent expenditure through the use of accounting information.

According to Ezegebe (2000), the management interpret stated of account and data in particular reference to what it have done with what have provided in financial management and justifiable reasons for decision and actions. This is respect of ethic of accountability. To this end, adequate keeping of record of account encourage effective administration of school plants. By school plants here, we mean the totality of the belongings of the educational institution (Hope & Alice, 2004). Accounting information helps management to know the dilapidated facilities in the school that need to be renovated. Adherence to accounting information by the chief executive of tertiary institutions will ensure survival, curriculum development and implementations.

In tertiary institutions, the following financial records are kept for smooth running of the institution and accountability purposes. Some of the records are:

- Student record
- Curricular record
- Evaluation records
- Financial records: relates to income and expenditure and include receipt for purchase, vouchers, retirement, contracts, donations and budgets. All these are recorded in the appropriate financial record for smooth running of an institution.

ACCOUNTING INFORMATION AS MANAGEMENT DECISION TOOLS

Nobody is quite sure where accounting in its narrowest sense started. It is agreed upon that any accounting that is not helpful in some way should be scrapped. In all its phase, accounting information is useful to some sort to management whether it is the officers, sub- officers of the educational institutions, the lecturers and potential workers, the creditors and potential creditors one or more government tertiary institutions, Each of these users of accounting data manages its relationship with the enterprises at least on the basis of accounting reports.

The use of accounting within educational sector as a tool of management decision has numerous functions. Three general interdependent areas of concern can be distinguished as follows:

- Estimating future cost, revenue and cash flows, controlling current expenses and inventory holdings;
- Planning the internal consistency of the project.

HYPOTHESIS:

Hypotheses was formulated and tested at 0.05 level of significance:

H0: Use of accounting information will not significantly has any impact in decision making

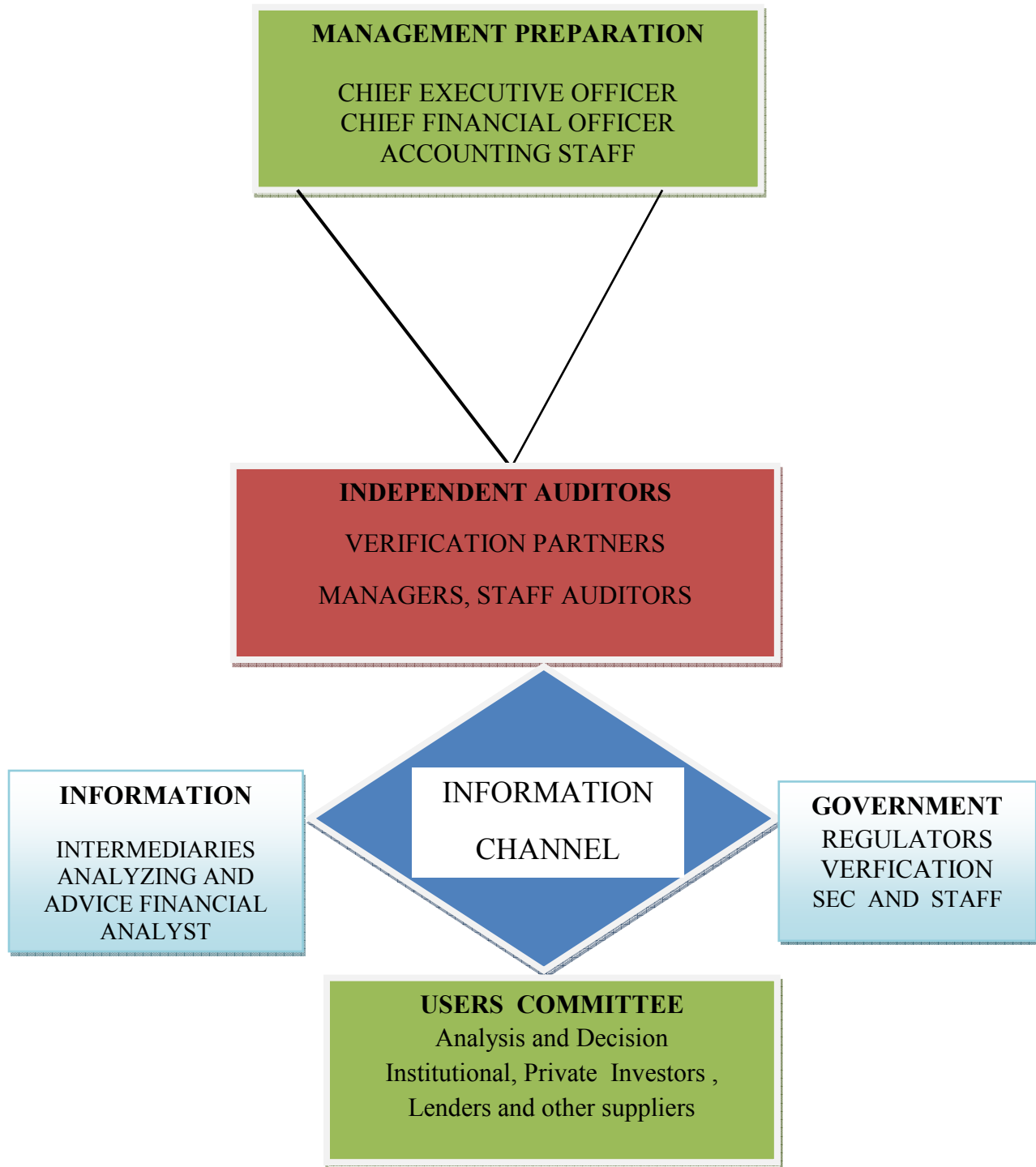
H1: Use of accounting information will significantly has impact in decision making.

THE NEED OF INFORMATION COMMUNICATION TECHNOLOGY (ICT) IN ACCOUNTING INFORMATION PROCESS

The is to review how organization create value through accounting information technology, describe the relationship between students management and accounting information processes, and also describe three ways accounting professionals can increase their value and also to identify reasons for changing the nature of accounting and how the use of information technology (IT) can enable such a change.

According to Burns, Quinn, Warren, and Oliveira (2013), many forward-looking members of the accounting profession are all too aware that the world in which we live is rapidly changing in profound ways. They realized the need to proactively prepare for the future and convince other tertiary institution personnel of their preparation and ability to provide valuable services to aid management decisions.

Figure 1: Models and theories relevant to the research the accounting communication process



Source: Libby, Libby and Short (1998, p. 237)

Information may be obtained by direct observation or by communication. Managers normally obtain information by communication because it is not possible for them to observe all activities taking place, which are under their responsibility. Instead, managers rely on information from conversations with their subordinates (ad hoc information) or the contents of formally transmitted reports some of which will be prepared by the accountants

Accountants should aim to provide the right information to the right people in the right quality at the right time, and at minimum cost. This raises the question as to what is optional quality, content, accuracy bear in mind when collecting and presenting accounting information. For example, better quality of planning and decision might be made by postponing a decision until more information of great accuracy is available. Plans and decision, however, must often be made prompt if they are to have maximum influence on future events

METHODOLOGY

The design used in carrying out this research is the descriptive survey. Since all the tertiary institutions in Imo State would not be reached due to some prevailing factors, the researcher therefore, selected Alvan Ikoku Federal College of Education, Imo State University and Federal Polytechnic Nekede as the area of study.

Data were collected from a sample of selected areas to determine the impact of accounting information decision making in Imo State. Primary method of data collection was used in this study. It consists of structured questionnaire that was administered, completed and returned by the respondents. Data collected were analyzed with the use of chi-square. The chi-square test was chosen because the study involved the comparison of observed data.

CHI- SQUARE COMPUTATION OF HYPOTHESIS

| FO | Fe | Fo-Fe | $\frac{(Fo- fe)^2}{fe}$ |
|----|----|-------|-------------------------|
| 45 | 50 | -5 | 0.5 |
| 55 | 50 | 5 | 0.5 |
| 60 | 50 | 10 | 2.0 |
| 58 | 50 | 8 | 1.3 |
| 48 | 50 | -2 | 0.1 |
| 52 | 50 | 2 | 0.1 |
| 54 | 50 | 4 | 0.3 |

$$X^2 = 4.8$$

Degree of freedom $df = 2$

Significant level = 0.5

Calculated $X^2 = 4.8$

Decision: Table value = 2.0031

We reject H_0 and accept the H_1 , hence we conclude that the use of accounting information as a create impact in decision making.

CONCLUSION

The sufficient supply and proper use of accounting information had gone a long way in helping the management in making efficient and effective decision in tertiary institutions and for this, there is a significant impact of the use of accounting information as an aid to management decision making in the institutions.

The accounting is also of maximum importance to the various users such as the curriculum planners, government, and public. It gives them the confidence of planning effectively. The soundness of the management decisions are its ability to know what the state of the organization is at any time depends on the accuracy and completeness of the records.

Apart from the fact that so many factors are responsible for the failure of management, analyzed data shows that lack of managerial ability due to inadequate book-keeping and accounting procedure is one of the major causes of educational management failure.

Recommendations

In order to resolve the problems arising from this study, some recommendations are hereby proffered:

In as much as the government has been making genuine efforts towards encouraging the development of the educational sector by granting various forms of incentives, it should be in line with such development that encouraged the use of proper accounting standards. This can be achieved by formulating standards to be kept.

In setting high accounting policies, the government should also ensure that the decision makers of the tertiary institutions are well resourceful personnel so as to be able to interpret as well and easily make use of the accounting information delivered to them.

The government can achieve this by setting out a long term educational development programme which should aim at providing at least a basic knowledge on accounting procedures. The government can as well formulate policies that will ensure that only those individuals that possess these educational requirements would be given the opportunity of being education heads/chief executives. Also, the decision makers in tertiary institutions are advised to always solicit for professional accounting services.

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ⁱNwaigburu, Kingsley Obinna is a lecturer in Accounting Department, Alvan Ikoku Federal College of Education, Owerri, Nigeria. He can be reached via email: kingnwaigburu@gmail.com

ⁱⁱMark, Blessing Ugochi is a lecturer in the Department of Education, National Open University, Umudike Study Centre. She can be reached via email: adaezeking@nokiamail.com



Qualification as a Determinant of Job Performance of Senior Sports Teachers as Rated by Principals in Junior Secondary Schools in Botswana

B. Kamelaⁱ

Fransistown College of Education, Fransistown, Botswana

benjaminkamela@yahoo.com

Johnson H. Nentyⁱⁱ

Educational Foundations, University of Botswana, Botswana

hjnenty@yahoo.com

Mogomotsi Ramatlalaⁱⁱⁱ

Department of Curriculum & Instruction, Central China Normal University, Wuhan, China

mogorams@yahoo.co.uk

Abstract

Repeated lack of success by school sport team participation is often blamed on poor related skills by the senior sports teacher (SST) in the school. This is often attributable to lack of necessary qualifications by the teacher. This study looked at the effectiveness of SST in junior secondary school (JSS) in Botswana from the eyes of the school principals. Using a multi-stage random sampling technique 170 of the 207 junior secondary school principals in Botswana were selected. A 30-item Likert-type questionnaire was developed to measure each of ten identified areas of sports administration. A Cronbach alpha reliability estimate of the instrument for measuring each of the ten variables ranged from .925 to .952. Data collected from the principals of JSS in Botswana using this instrument were analysed using *t*-test and one-way analysis of variance. The results showed that generally SST in Botswana junior secondary schools were significantly ineffective in carrying out their sport administration duties. In all the activities, SST with diploma in physical education who accounts for only ten percent of the SST in Botswana, were found to perform to a level beyond the expected. Those with other qualifications were seen to perform at a level below the expected. It was recommended that more senior sport teachers with diploma in physical education should be recruited as well as be trained for Botswana JSS.

Keywords: Senior sport teachers; qualification; sport administration; job performance; principals of junior secondary schools; Botswana.

Reference to this paper should be made as follows:

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INTRODUCTION AND BACKGROUND

The immediate blame for any failure in school teams rests always with school's senior sport teacher. This teacher is oftentimes blamed for not having adequate qualification and sometimes experience to administer the team to success. According to Botswana Teaching Service Management (TSM) Directive #4 Of 1994, the responsibilities of the senior sports teacher (SST) are to organize and coordinate sporting activities in schools. This include purchasing equipment, planning of intramural sports, transportation, budgeting for school trips, budgeting for kids of different sport codes, as well as budgeting for food during trips. These duties involves activities like: planning, organizing, directing, coordinating, supervising, record keeping, inventory keeping, and budgeting and calls for a good level of ability to initiate improvement, motivate and level of job knowledge (Kamela, 2011). These are activities which any senior sports teacher should be trained to carry out effectively, in order to ensure some level of success for the school team.

Reflecting on the importance of sports, President-elect John Kennedy said that "Intelligence and skill can only function at the peak of their capacity when the body is healthy and strong" (1960, p. 1). This is more so for learners in secondary schools who are growing cognitively, affectively and physically at a very fast rate. For them, there must be an effective sports programme headed by an efficient senior sports teacher. According to Republic of Botswana (2001), Vision 2016 recognizes that "Sport and recreation have many tangible benefits and significant impact on the other areas of life" (p. 5). These serve to show the importance of sports in the development of a growing body, be it an individual or a nation. Given such importance, teacher quality which includes qualification, experience, motivation and commitment and personal characteristics; has been generally established as the principal determinant of learners' performance (Kosgei, Mise, Odera, & Ayugi; 2013) must be assured. This is also true of students' performance in sports activities which bring together psychomotor, cognitive and affective behaviour.

Several studies, for example, Akinsolu (2010), and Ali (2009), have determined that teacher characteristics, including qualification, have significant influence on students' performance in different subject areas. Akinsolu through a survey study found a significant correlation value of .892 to represent the relationship between the qualification of 991 public secondary school teachers in Osun state of Nigeria and their students' performance. Similarly, a meta analysis study by Kuncel, Hezlett and Ones (2004) showed that general cognitive ability relates significantly to education (that is qualification) which relates significantly to job performance. In other words, qualification has a significantly impact on job performance.

A comparative analysis of the performance based on core task behaviour, citizenship behaviour, and counterproductive behaviour by Rotundo and Sackett (2002) showed that "each of these three categories of performance behaviors contributed to overall performance rating with core task performance given the highest weight, followed by counterproductive performance and citizenship performance." (Ng & Feldman, 2004, p. 91). Through a comprehensive meta-analysis of related data for more than 47, 125 teachers, Ng and Feldman found that education level is positively related ($r = .24$) to task performance. Similarly, Morakinyo and Aluko (2008), through a survey study of 960 sports managers in Nigeria, found out that managerial skill predicts significantly ($\beta = .25$, $t = 8.358$, $p < .00$) the level of sport development in Nigeria.

THEORETICAL BACKGROUND

Educational qualification is considered an indicator of the level of knowledge and skill attained by an individual in an area (Benson, Finegold, & Mohrman, 2004) and this is what is considered to sustain job performance in the area of qualification. Educational level is determined by academic credentials which an individual has obtained through formal or informal education. Teacher qualification is defined in terms of certification, for example Darling-Hammond (1998) defines well qualified teacher as one who is fully certified and held the equivalent of a major in the field being taught.

Qualification is often used as an indicator of the level to which one possesses the ability to effect an enhanced level of productivity and hence it is always taken as a prerequisite for hiring and appointment

(Benson, Finegold, & Mohrman, 2004). The expectation is therefore that the more one is qualified; the better will be his/her performance in an area related to such qualification. According to Ng and Feldman (2004), job performance includes that based on core task behaviours, and those based on citizenship and counterproductive behaviours. While core task performance refers to the basic required performance given a particular job, citizenship performance refers to those based on extra behaviours engaged in by employees over and above their core task requirements which actively promote and strengthen the organization's effectiveness and counterproductive performance refers to performance based on those personal behavior that harm the well-being of the organization.

For a senior sports teacher (SST) there are 10 indicators of job performance as defined by TSM Directive no: 4 of 1994. These are: (i) planning; (ii) supervision; (iii) directing; (iv) organizing; (v) budgeting; (vi) records keeping; (vii) keeping inventory; (viii) ability to initiate improvements in sport; (ix) level of knowledge; and (x) ability to motivate. These involve aspects of sport management, and this, according to Morakinyo and Aluko (2008) include functions like planning, organizing, staffing, leading, communicating and controlling. Each of these involves core task, citizenship and counterproductive behaviours and are subsets of management skills. Performance in the area of sport planning by senior sport teacher involves effectiveness at setting goals, developing strategies and outlining tasks and schedules to accomplish the goals, while performance at supervision involves overseeing implementation of planned activities to ensure the realization of stated goals and objectives. Performance at directing, according to Parkhouse (1991), involves exercising influence on individuals behaviour through motivation, communication, exploitation of group dynamics, leadership and discipline, as members of a group in order to maximize their contribution to the achievement of group goals and objectives.

Statement of the Problem and Purpose of the Study

The problem of this study is enveloped in the statement by Republic of Botswana (2001) National Sports and Recreation Policy for Botswana that:

The Government and people of Botswana accept the premise that participation in sport and physical recreation can significantly contribute to the quality of life and development as well as the reputation of the country. However, over the years, individuals and the Government at large have often expressed dissatisfaction regarding the development and promotion of sport as well as low level of standard of performance of the various national teams representing the country in international competitions. Several reasons have been suggested for these (p. 3)

Poor level of performance in sports by secondary schools in the country tells a lot about the quality of job performance by senior sports teacher in our secondary schools. In most secondary schools in Botswana

In an attempt to contribute a solution to this problem, the purpose of this study is to determine the level to which qualification of senior spot teachers in secondary schools in Botswana contribute to the problem of low level of performance in sporting activities in secondary schools and based on the findings of this determination, make appropriate recommendations as to how to alleviate this problem.

Research Question, Hypotheses and Variables

Given this problem, the general questions for the study are:

- To what level are SST in Botswana junior secondary schools effective?

- To what level does teacher qualification impacts on the effectiveness of SST in implementing secondary school sports activities in Botswana?

The following research hypotheses were posited to guide the research process and to be tested in an attempt to proffer solution to the problem of the study:

- Senior sport teachers in Botswana junior secondary schools are significantly effective.
- The qualification of the senior sports teacher in Botswana secondary schools has significant influence on their performance as regards:
 - (i) sport planning;
 - (ii) sport supervision;
 - (iii) sport directing
 - (iv) sport organizing;
 - (v) sport budgeting;
 - (vi) record keeping;
 - (vii) keeping inventory;
 - (viii) ability to initiate improvement in sports;
 - (ix) knowledge of sport job; as well as
 - (x) ability to motivate sporters.

For the second hypothesis the independent variable – academic qualification of senior sports teachers, had five levels. These are diploma in secondary education majoring in physical education; post graduate diploma in education; diploma in physical education; degree in physical education; and diploma in secondary education. There are therefore one independent variable with five levels and ten dependent variables (as listed above). The ten hypotheses will be tested in the null form and at .05 level of significance.

METHODOLOGY

The documentation of the level of performance by senior sports teachers in all secondary schools in Botswana calls for quantitative research method underlied by the positivist philosophy of empirical quantification for objectivity and generalization. This study is an inferential survey with junior secondary school (JSS) principals in Botswana as the population. There are 207; JSS spread over eight regions in Botswana. Though a multi-stage random sampling technique was used the researcher tried to include certain schools with strong sporting programme given the limitation posed by distance and poor infrastructure. Through this technique, six educational regions were selected out of the total of eight regions. All the schools in each of the six regions sampled were used. This resulted in a sample of 170 school heads out of which 138 returned their questionnaire correctly and completely filled out.

To design the instrument the researcher identified the tasks for a SST as stated by the Teaching Service Management (TSM) Directive no.4 of 1994. According to the TSM the responsibilities of a SST is to: (i) plan, (ii) supervise, (iii) direct, (iv) organize, (v) budget, (vi) keep records, and (vii) keep inventories. The responsibilities also include purchasing equipment and arranging transport for school trips. The researcher then used these to develop items in the form of statements as indicators of tasks to be performed by a SST. The number of items developed for each variable are as listed on Table 1. An item was also included to measure the independent variables like academic background of the SST. To elicit the extent to which each of these tasks were being carried out by the a SST, the researcher used the school heads to assess the SST on the scale of poor, fair, good, very good and excellent since it is their responsibility to supervise the SST. The instrument was face-validated by an expert in educational measurement and the corrections

suggested to each of the items were made. The reliability of the instrument determined after collecting data gave the Cronbach alpha reliability values indicated on Table 1

Table 1: Cronbach Alpha (α) Reliability Estimates for SST Performance Based on Principals' Assessment

| S/N | Performance Variable | No. of Items | Cronbach Alpha for Principals' (n=138) |
|-----|--|--------------|--|
| 1. | Planning | 4 | .946 |
| 2. | Supervision | 4 | .950 |
| 3. | Directing | 3 | .950 |
| 4. | Organizing | 4 | .925 |
| 5. | Budgeting | 3 | .952 |
| 6. | Record Keeping | 2 | .932 |
| 7. | Inventory | 3 | .946 |
| 8. | Initiative to make improvement in sports | 3 | .933 |
| 9. | Job Knowledge | 4 | .943 |
| 10. | Motivation | 3 | .936 |

The questionnaire was hand-delivered with instructions to the respondents in the schools that were within the proximity of the researchers. For schools that were not easily accessible, the questionnaires were mailed to them with stamped-addressed envelopes for return mail. A couple of follow-up contacts were made to some of the respondents before they could return the filled questionnaire. Through this process, a high return rate of 81% was achieved.

Ethical considerations aimed at protecting the participants include items like anonymity, revelation of study's purpose, confidentiality, and non-participatory rights. (Thomas *et al.*, 2005) were ensured. With regard to non-participatory rights, the researcher made sure that no subject(s) was obliged to participate. Ethical considerations aimed at protecting the credibility of the research like falsification, plagiarism, fabrication and publication bias were also taken care of through strict academic citation and referencing.

ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

The first hypothesis was tested by carrying out ten t-tests of single mean or population t-test on the results of principals' rating of the job performance of their SSTs (see Table 2). The results showed that based on their principals' rating, in none of the ten performance variables are the SST seen to be effective, in fact they are rated to be significantly ($\alpha = .05$) ineffective in seven of the ten performance measures: organizing, possession of job knowledge; directing, maintaining good inventory, ability to motivate performance, budgeting and record keeping (see Table 2).

Table 2: Principals' Rating of the Job Performance of Senior Sports Teachers in Botswana Junior Secondary Schools (n = 138)

| Performance Variable | # of Items | μ | Mean | SD | Mean Diff. | t | p< |
|---|------------|-------|-------|------|------------|-------|------|
| Performance at Planning | 4 | 12.00 | 11.45 | 3.87 | -0.55 | -1.65 | .101 |
| Performance at supervision | 4 | 12.00 | 11.38 | 4.10 | -0.62 | -1.79 | .076 |
| Performance at organizing | 4 | 12.00 | 10.91 | 3.83 | -1.09 | -3.34 | .001 |
| Level of possession of job knowledge | 4 | 12.00 | 11.22 | 4.05 | -0.78 | -2.25 | .028 |
| Performance at directing sport | 3 | 9.00 | 8.07 | 3.25 | -0.93 | -3.32 | .001 |
| Performance at maintaining good inventory | 3 | 9.00 | 7.88 | 3.39 | -1.12 | -3.89 | .000 |
| Ability to initiate improvement in sports | 3 | 9.00 | 8.61 | 3.12 | -0.39 | -1.44 | .152 |
| Ability to motivate performance during sports | 3 | 9.00 | 8.25 | 2.95 | -0.75 | -3.00 | .003 |
| Performance at budgeting | 3 | 9.00 | 7.80 | 3.31 | -1.20 | -4.23 | .000 |
| Ability to keep good records | 2 | 6.00 | 5.09 | 2.19 | -0.91 | -4.84 | .000 |

For Hypothesis 2, the independent variable – academic qualification of senior sports teachers had five levels. These were: diploma in secondary education majoring in physical education; post graduate diploma in education; diploma in physical education; degree in physical education; and diploma in secondary education (see Table 3 – 12). There were ten dependent variables: performance at sport planning; performance at sport supervision; performance at sport directing; performance at sport organizing; performance at sport budgeting; performance at record keeping; performance at keeping inventory; performance at initiating improvement in sports; possession of knowledge of sport job and possession of ability to motivate sportsmen . To test the ten hypotheses, with academic qualification as the independent variable, one-way analysis of variance (ANOVA) was done for each of the ten performance variables (see Tables 3 – 12). The results showed that, as rated by the school principal, there is a significant qualification influence on each of the ten performance skills of the senior sports teachers.

Table 3: One-way analysis of the Influence of Academic Qualification on the Performance at Sports Planning by Senior Sports Teachers' as Rated by the Principal

| Level of Qualification | Performance at Sport Planning | | | |
|-------------------------------------|-------------------------------|---------|----------------|------------|
| | n | Mean | Std. Deviation | Std. Error |
| Diploma in Sec Educ. Majoring in PE | 26 | 10.8462 | 3.97686 | .77993 |
| PGDE | 38 | 10.6316 | 3.55969 | .57746 |
| Diploma in Physical Education | 14 | 13.1429 | 3.67648 | .98258 |
| Degree in Physical Education | 30 | 13.0000 | 3.70461 | .67637 |
| Diploma in Sec Education | 30 | 10.4333 | 3.79367 | .69263 |
| Total | 138 | 11.3986 | 3.85227 | .32793 |

| Source of Variation | Sum of Squares | df | Mean Square | F | p< |
|---------------------|----------------|-----|-------------|-------|------|
| Between Groups | 177.772 | 4 | 44.443 | 3.186 | .016 |
| Within Groups | 1855.308 | 133 | 13.950 | | |
| Total | 2033.080 | 137 | | | |

$\eta^2 = .087$

Table 4: One-way analysis of the Influence of Academic Qualification on the Performance at Sports Supervision by Senior Sports Teachers' as Rated by the Principal

| Level of Qualification | Performance at Sport Supervision | | | |
|-------------------------------------|----------------------------------|---------|----------------|------------|
| | n | Mean | Std. Deviation | Std. Error |
| Diploma in Sec Educ. Majoring in PE | 26 | 10.6923 | 4.25929 | .83532 |
| PGDE | 38 | 10.3947 | 3.61333 | .58616 |
| Diploma in Physical Education | 14 | 13.6429 | 4.01166 | 1.07216 |
| Degree in Physical Education | 30 | 13.1000 | 3.89828 | .71172 |
| Diploma in Sec Education | 31 | 10.3548 | 3.70179 | .66486 |
| Total | 139 | 11.3525 | 4.02864 | .34170 |

| Source of Variation | Sum of Squares | df | Mean Square | F | p< |
|---------------------|----------------|-----|-------------|-------|------|
| Between Groups | 242.098 | 4 | 60.525 | 4.060 | .004 |
| Within Groups | 1997.628 | 134 | 14.908 | | |
| Total | 2239.727 | 138 | | | |

$\eta^2 = .108$

Eta squared (η^2) was calculated to find out the effect size of the independent variable - academic qualification on each of the dependent variables. It was found that this range. This ranged from .078 for performance of sports directing to .11 for performance at keeping inventory. This means that the type of qualification senior sports teacher has accounts for about 10 percent of their efficiency in the performance of their duties.

Table 5: One-way analysis of the Influence of Academic Qualification on the Performance at Sports Directing by Senior Sports Teachers' as Rated by the Principal

| Level of Qualification | Performance at Sport Directing | | | |
|-------------------------------------|--------------------------------|--------|----------------|------------|
| | n | Mean | Std. Deviation | Std. Error |
| Diploma in Sec Educ. Majoring in PE | 26 | 8.0385 | 3.37616 | .66212 |
| PGDE | 38 | 7.6053 | 2.62565 | .42594 |
| Diploma in Physical Education | 14 | 9.5000 | 3.10706 | .83040 |
| Degree in Physical Education | 29 | 9.1724 | 3.32812 | .61802 |
| Diploma in Sec Education | 31 | 6.9355 | 3.40525 | .61160 |
| Total | 138 | 8.0580 | 3.23703 | .27555 |

| Source of Variation | Sum of Squares | df | Mean Square | F | p< |
|---------------------|----------------|-----|-------------|-------|------|
| Between Groups | 111.987 | 4 | 27.997 | 2.813 | .028 |
| Within Groups | 1323.549 | 133 | 9.951 | | |
| Total | 1435.536 | 137 | | | |

$\eta^2 = .078$

Table 6: One-way analysis of the Influence of Academic Qualification on the Performance at Sports Organizing by Senior Sports Teachers' as Rated by the Principal

| Level of Qualification | Performance at Sport Organizing | | | |
|-------------------------------------|---------------------------------|---------|----------------|------------|
| | n | Mean | Std. Deviation | Std. Error |
| Diploma in Sec Educ. Majoring in PE | 26 | 11.1923 | 4.47231 | .87709 |
| PGDE | 38 | 10.0526 | 3.29576 | .53464 |
| Diploma in Physical Education | 14 | 13.5000 | 3.34549 | .89412 |
| Degree in Physical Education | 30 | 12.1333 | 3.67408 | .67079 |
| Diploma in Sec Education | 31 | 9.4839 | 3.91468 | .70310 |
| Total | 139 | 10.9353 | 3.92910 | .33326 |

| Source of Variation | Sum of Squares | df | Mean Square | F | p< |
|---------------------|----------------|-----|-------------|-------|------|
| Between Groups | 231.775 | 4 | 57.944 | 4.089 | .004 |
| Within Groups | 1898.642 | 134 | 14.169 | | |
| Total | 2130.417 | 138 | | | |

$\eta^2 = .109$

Table 7: One-way analysis of the Influence of Academic Qualification on the Performance at Sports Budgeting by Senior Sports Teachers' as Rated by the Principal

| Level of Qualification | Performance at Sport Budgeting | | | |
|-------------------------------------|--------------------------------|--------|----------------|------------|
| | n | Mean | Std. Deviation | Std. Error |
| Diploma in Sec Educ. Majoring in PE | 26 | 8.6923 | 4.86431 | .95397 |
| PGDE | 38 | 6.8684 | 2.77217 | .44971 |
| Diploma in Physical Education | 14 | 9.5714 | 2.92770 | .78246 |
| Degree in Physical Education | 30 | 9.1000 | 3.31506 | .60525 |
| Diploma in Sec Education | 31 | 6.7097 | 3.42728 | .61556 |
| Total | 139 | 7.9281 | 3.65275 | .30982 |

| Source of Variation | Sum of Squares | df | Mean Square | F | p< |
|---------------------|----------------|-----|-------------|-------|------|
| Between Groups | 182.884 | 4 | 45.721 | 3.694 | .007 |
| Within Groups | 1658.396 | 134 | 12.376 | | |
| Total | 1841.281 | 138 | | | |

$\eta^2 = .099$

Table 8: One-way analysis of the Influence of Academic Qualification on the Performance at Record Keeping by Senior Sports Teachers' as Rated by the Principal

| Level of Qualification | Performance at Record Keeping | | | |
|-------------------------------------|-------------------------------|--------|----------------|------------|
| | n | Mean | Std. Deviation | Std. Error |
| Diploma in Sec Educ. Majoring in PE | 26 | 5.7308 | 3.18192 | .62403 |
| PGDE | 38 | 4.5000 | 1.99662 | .32389 |
| Diploma in Physical Education | 14 | 6.3571 | 1.78054 | .47587 |
| Degree in Physical Education | 30 | 5.8667 | 2.19299 | .40038 |
| Diploma in Sec Education | 31 | 4.2903 | 2.19383 | .39402 |
| Total | 139 | 5.1655 | 2.42151 | .20539 |

| Source of Variation | Sum of Squares | df | Mean Square | F | p< |
|---------------------|----------------|-----|-------------|-------|------|
| Between Groups | 83.511 | 4 | 20.878 | 3.855 | .005 |
| Within Groups | 725.683 | 134 | 5.416 | | |
| Total | 809.194 | 138 | | | |

$\eta^2 = .103$

Table 9: One-way analysis of the Influence of Academic Qualification on the Performance at Keeping Inventory by Senior Sports Teachers' as Rated by the Principal

| Level of Qualification | Performance at Keeping Inventory | | | |
|-------------------------------------|----------------------------------|---------|----------------|------------|
| | n | Mean | Std. Deviation | Std. Error |
| Diploma in Sec Educ. Majoring in PE | 26 | 8.7308 | 4.66954 | .91577 |
| PGDE | 38 | 7.0526 | 3.05753 | .49600 |
| Diploma in Physical Education | 14 | 10.0000 | 3.32820 | .88950 |
| Degree in Physical Education | 30 | 9.1000 | 3.34612 | .61092 |
| Diploma in Sec Education | 31 | 6.4839 | 3.36522 | .60441 |
| Total | 139 | 7.9784 | 3.72120 | .31563 |

| Source of Variation | Sum of Squares | df | Mean Square | F | p< |
|---------------------|----------------|-----|-------------|-------|------|
| Between Groups | 211.483 | 4 | 52.871 | 4.169 | .003 |
| Within Groups | 1699.452 | 134 | 12.682 | | |
| Total | 1910.935 | 138 | | | |

$\eta^2 = .111$

Table 10: One-way analysis of the Influence of Academic Qualification on the Performance at Initiating Improvement in Sports by Senior Sports Teachers' as Rated by the Principal

| Level of Qualification | Performance at Initiating Improvement in Sports | | | |
|-------------------------------------|---|--------|----------------|------------|
| | n | Mean | Std. Deviation | Std. Error |
| Diploma in Sec Educ. Majoring in PE | 26 | 9.0000 | 3.62215 | .71036 |
| PGDE | 38 | 7.6842 | 2.53735 | .41161 |
| Diploma in Physical Education | 14 | 9.9286 | 2.46403 | .65854 |
| Degree in Physical Education | 30 | 9.7667 | 3.20219 | .58464 |
| Diploma in Sec Education | 31 | 8.0645 | 3.16160 | .56784 |
| Total | 139 | 8.6906 | 3.12968 | .26546 |

| Source of Variation | Sum of Squares | df | Mean Square | F | p< |
|---------------------|----------------|-----|-------------|-------|------|
| Between Groups | 109.321 | 4 | 27.330 | 2.948 | .023 |
| Within Groups | 1242.377 | 134 | 9.271 | | |
| Total | 1351.698 | 138 | | | |

$\eta^2 = .081$

Table 11: One-way analysis of the Influence of Academic Qualification on the Possession of Knowledge of Sport Job by Senior Sports Teachers' as Rated by the Principal

| Level of Qualification | Possession of Knowledge of Sport Job | | | |
|-------------------------------------|--------------------------------------|---------|----------------|------------|
| | n | Mean | Std. Deviation | Std. Error |
| Diploma in Sec Educ. Majoring in PE | 26 | 11.1538 | 4.04665 | .79361 |
| PGDE | 38 | 10.4211 | 3.21846 | .52210 |
| Diploma in Physical Education | 14 | 13.2143 | 3.33233 | .89060 |
| Degree in Physical Education | 30 | 12.5000 | 4.51625 | .82455 |
| Diploma in Sec Education | 31 | 10.0323 | 4.11893 | .73978 |
| Total | 139 | 11.2014 | 4.00214 | .33946 |

| Source of Variation | Sum of Squares | df | Mean Square | F | p< |
|---------------------|----------------|-----|-------------|-------|------|
| Between Groups | 172.887 | 4 | 43.222 | 2.843 | .027 |
| Within Groups | 2037.473 | 134 | 15.205 | | |
| Total | 2210.360 | 138 | | | |

$\eta^2 = .078$

Table 12: One-way analysis of the Influence of Academic Qualification on the Possession of Ability to Motivate Sportsmen by Senior Sports Teachers' as Rated by the Principal

| Level of Qualification | Possession of Ability to Motivate Sportsmen | | | |
|-------------------------------------|---|--------|----------------|------------|
| | n | Mean | Std. Deviation | Std. Error |
| Diploma in Sec Educ. Majoring in PE | 26 | 8.2308 | 3.15351 | .61845 |
| PGDE | 38 | 7.5526 | 2.44615 | .39682 |
| Diploma in Physical Education | 14 | 9.7857 | 2.54735 | .68081 |
| Degree in Physical Education | 30 | 9.2667 | 3.06182 | .55901 |
| Diploma in Sec Education | 31 | 7.2903 | 2.90050 | .52095 |
| Total | 139 | 8.2158 | 2.93594 | .24902 |

| Source of Variation | Sum of Squares | df | Mean Square | F | p< |
|---------------------|----------------|-----|-------------|-------|------|
| Between Groups | 110.904 | 4 | 27.726 | 3.444 | .010 |
| Within Groups | 1078.621 | 134 | 8.049 | | |
| Total | 1189.525 | 138 | | | |

$\eta^2 = .093$

Given the significant overall F-value in each case, a post-hoc analysis using Fisher's least significant difference (LSD) was done for each of the performance skills. The results of the analyses showed that in each of the ten sport-administration related skills, senior sport teachers with diploma in physical education outperformed every other qualification group including those with degree in physical education.

DISCUSSION

Using a highly reliable instrument, the study found that, according to school principals who supervise the work of the senior sport teachers (SSTs), SSTs are significantly ineffective in their work. Their qualifications were found to make significant differences given each of the ten administrative activities under consideration. In all the activities, SST with diploma in physical education were found to perform to a level beyond the expected while those with degree in physical education were found to perform to a similar level in planning, supervision, having good job knowledge and ability to initiate improvement in sport. Those with other qualifications were seen to perform at a level below the expected. A further analysis of the performance of this group shows that they, in each of the areas of sport administration as rated by their principal, are significantly effective in executing their duties.

Exposure to an effectively managed and well equipped sporting programme in secondary schools provides the young ones with an opportunity to explore and develop potentials and skills in one area of sports or the other. The absence of such provisions deprives individuals and the society of development of relevant and lucrative human potentials. Sports management is a fast growing industry for which training of operators even for the secondary school level is becoming a necessity. According to Republic of Botswana (2001), “over the years, individuals and the Government at large have often expressed dissatisfaction regarding the development and promotion of sport as well as low level of standard of performance.” One of the eight reasons identified for this is “inadequacy of trained sport personnel” (p. 3).

Evidence supporting government concern about the poor standard of sports management in the country is borne out by the findings of this study. Junior secondary school principals in Botswana rate their senior sport teachers as significantly ineffective in planning and managing the interaction between sportspersons and sports facilities for desirable results.

Though, according to principals’ ratings, all senior sports teachers have been found to be ineffective in their job, senior sport teachers with diploma in physical education were found to outperform every other qualification group including those with degree in physical education. But though they exhibited superior sport administration skills, they accounted for only about ten percent of the randomly sampled senior sport teachers used in this study.

Recommendations

Given the evidence on the ground, more senior sport teachers with diploma in physical education should be recruited as well as trained for Botswana JSS. They currently account for only about ten percent of the SST in Botswana. Better still; teachers with this qualification should be preferred for admission into the degree programme for further training. Elaborate training on sport administration through regular school programme, in-service as well as workshops should be given to serving or would-be SST.

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ⁱ B. Kamela is of Fransistown College of Education, Fransistown, Botswana. Kamela can be reached via email: benjaminkamela@yahoo.com

ⁱⁱ Prof. Johnson H. Nenty is of Educational Foundations, University of Botswana, Botswana. He can be reached via email: hjnenty@yahoo.com

ⁱⁱⁱ Mogomotsi Ramatlala is of Department of Curriculum & Instruction, Central China Normal University, Wuhan, China. Ramatlala can be reached via email: mogorams@yahoo.co.uk



University Autonomy and Academic Freedom: Implication for Nigerian Universities

Okai Ndubuisi Okaiⁱ
Department of Educational Foundations and Management
Faculty of Education
Ignatius Ajuru University of Education, Nigeria.

Paul Worluⁱⁱ
Department of Educational Management
Faculty of Education
University of Port Harcourt, Nigeria.

Abstract

The study investigated university autonomy and academic freedom and their implications for Nigerian university. Two research questions were posed and two hypotheses were postulated for the study. The population of the study comprised academic staff of the three universities in Rivers State. A sample size of 160 lecturers was drawn from the institutions investigated. A self designed instrument titled university autonomy and academic freedom questionnaire (UAAFQ) was used for the data gathering, while the hypothesis of no significant difference was statistically tested at 0.05 level of significance. From the data analysis, recommendations were proffered. This academic work is addressed to the Nigerian government, National University Commission, Ministry of Education, and the national assembly for the need to speedily pass the bills on university autonomy and academic freedom into law.

Keywords: University, Autonomy, Academic freedom, Lecturers, Nigeria.

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INTRODUCTION

The concern for university autonomy has become part of Nigeria's national agenda aimed towards reforms in university systems (Ololube, Amaele, Kpolovie, Onyekwere, & Elechi, 2012), and the making of successful universities requires a supportive governance structure in which universities have autonomy to achieve objectives, whether in research or teaching (Raza, 2009). There is no country of the world that can move significantly forward without guaranteeing autonomy and academic freedom to its tertiary institution (Owhondah, 2008). The overriding challenge of the university, particularly Nigeria universities is how to have full autonomy and academic freedom. It is difficult to harness and consolidate Nigerian universities capacity to employ their own staff, admit their students, determine the balance between teaching and research, establish and maintain its own standards without the fear of unjustifiable external influence (Goma, 1989, Anyamele, 2004). University autonomy in this context refers to the condition, which permits an institution of higher learning to govern itself without any external interference. In this regard, universities are permitted or allowed freedom from government regulation, terms of internal management of the university, its governance, and the internal management of financial resources. Furthermore, it means the ability of universities to generate income from non public sources, the recruitment of staff, determine condition of study and services of its staff, freedom to teach and carry out research to proffer solutions to the problems that plague the education industry and the society particularly in the area of agriculture and governance, and operate as an independent legal entity without undue influence and interference from government and its agencies. Basically, one of the fundamental issues of university autonomy is in the area of appointment and removal of its vice chancellor and the composition of the governing council (Chapman & Austin, 2002).

According to Kerr in Jegede (2010), autonomy allows the university to stand as an independent legal entity on the basis of the status conferred to it by law, it is the prescribed criteria towards the establishment of a formal university and it enables such universities to stand as administrative service of the state.

William (1995) pointed that historically, university autonomy and academic freedom originated from ancient Greek, and it means freedom from external control. According to Sidney (1969), the philosophy of intellectual freedom was granted to scholars in the sense that knowledge grew when individuals are allowed to engage in research. This implies that researchers are prone to contribute knowledge. Therefore, a free interplay of idea must be granted to such dedicated scholars. To achieve this, universities are expected to be adequately funded. As a corollary, Okai and Elekwa (2012) states that fund allocation to the federal and state university in Nigeria is grossly inadequate, therefore, the university system should seek alternative means of funding the university in order to meet the relevant needs of universities.

University education in Nigeria has been a neglected venture. Commissioned reports, research publications and academic debates on the need for higher education reform, autonomy and freedom beginning in the early 1990s and extending into late 2014, have not yielded any significant results because of the disjointed and a little at a time action by the government (Ololube et al., 2012). According to ASUU (2002), university autonomy and academic freedom should be more than a statement of policy. It must be the very essence and legalizes spirit of the academic institution itself. To this end, no nation can unmindfully move forward without university autonomy and academic freedom. As a corollary, Owhonda (2008) states that university existence is hope to fasten the economy of the nation, political awareness and prepare the ground for technological advancement. In fact it is seen as the pivot of social development.

Academic freedom guarantees the right of lecturers to teach without fear of reprisals to advance the frontiers of knowledge as widely as possible. The result of non-academic freedom negates the existence of true academic culture in the tertiary institutions (Fashina, 2001). For example, to protect and sustain university autonomy and academic freedom, appointments and promotion of lecturers has to be regularized such that it gives recognition to lecturers on the basis of their intellectual contributions, expertise and professionalism. This can be achieved when the university is free from political insulation and is given the mandate to choose their own vice chancellor and other principal officers (Jegede, 2010).

The above mentioned background highlights the importance of this present study whose major focus is to examine the implication of university autonomy and academic freedom and effective administration of tertiary institutions in Nigeria. According to Owmondah (2008), the question of university autonomy and academic freedom in Nigeria has become a perennial and contentious issue amid the state and federal owned universities and the academic staff union of universities (ASUU). The issue has led to industrial disputes between the parties especially since the 1990s. The question of university autonomy and academic freedom in Nigeria has, thus, become an issue of concern; these issues tend to generate conflicts, which led to industrial action in 2012 and 2013 academic session. The universities lost several semesters and indeed years to such industrial actions because of government failure to fund the universities, pay earned allowances to lecturers and improve infrastructure. Okai (2013) states that the objectives of highest education can hardly be achieved when resources are in short supply. For teaching and learning process to effectively take place resources must be provided adequately. The conflict generated by such absence of industrial peace in the higher education results in some lecturers leaving the country for greener pastures abroad (brain drain).

In addition, the tempo in the recruitment of lecturers has drastically reduced so much that the few ones remaining in the system are struggling with excess workload, for instance it takes more than three years to round off a masters degree program which is meant for a maximum of two years. Again, because of the present situation it is difficult to determine the beginning of a new academic session.

The purpose of this study is to examine university autonomy and academic freedom with a view to determine its implications for Nigeria universities. In this regard, the study focused on the perceptions of lecturers in both federal and state universities with regard to their views on university autonomy and academic freedom, which is aimed to examine how the concept was practiced in Nigerian universities. It is expected that this study will highlight the actual situation of autonomy and academic freedom in Nigerian universities. Equally, we hope that this study will provide important information for the Nigerian government to be acquainted with their responsibilities in the matter of university autonomy and academic freedom, and be well-informed in dissemination of information to address the problems that plague higher educational system in the country. To this end, the following research questions and hypotheses were formulated to direct the study:

Research Questions

- What is the awareness of university lecturers in autonomy and academic freedom in tertiary institution in Rivers State?
- What is the extent of the practice of university autonomy and academic freedom in tertiary institution in Rivers State?

Hypotheses

- H_{01} : There is no significant difference between male and female lecturers' perception of federal and state universities of the practice of university autonomy and academic freedom in tertiary institutions
- H_{02} : There is no significant difference between federal and state university lecturers' awareness of the principle of university autonomy and academic freedom in tertiary institutions.

THEORETICAL FRAMEWORK

The idea of university autonomy was developed from the theory of institutional autonomy by Feinberg (1989), which states that if institutions are allowed to carry out the purpose for which they are established without external forces, manipulation, direct control, or imposition of controlling measures, they would be capable of unleashing their potentials, and work towards optimal achievement of set goals.

The concept autonomy may be applied both to the individual person and to a group or an institution. An autonomous person is, essentially, a person who is able to act according to his or her own direction, which is the prerequisite for rational human action. An autonomous institution is one able to regulate its own affairs. The relation between the self-government of a group and individual autonomy is complicated by the need to distinguish between the collective self-government of a group and the self-direction of an individual member of that group. Guttmann in Onwugbuna (2003) supports this theory when he opined that autonomy should be given a central place in the articulation of educational policies, since it is a necessary condition to the realization of core goals of liberal education. From the point of view of Feinberg (1989) and Guttmann in Onwugbuna (2003), it could be seen that the theory of institutional autonomy is in line with the concept of independence. This concept suggests that in every endeavour of men, they require some form of independence. When people work on the strength of a well-directed goal without undue pressures from the external too they would be able to work towards achievement of set goals. This explains why independent states (countries free from colonial and neocolonial powers) are in a better position to articulate their goals and objectives, and device the most appropriate means of achieving them (Onwugbuna 2003).

The worry for university autonomy and academic freedom is at the level of interference from government in the internal governance of the university in the performance of its traditional functions. In order to effectively generate and disseminate knowledge and information, universities must enjoy a great measure of autonomy to run their internal affairs and decide on what research to do, faculties (lecturers) should be able to decide not only what research to undertake, but also what ideas to disseminate (Ajayi & Awe, 2010).

Narkhede (2001) subscribes to the theory of university autonomy when he opined that to be autonomous, universities must assist to create the zeal of students to be hard working, and thus strive to improve the universities standards. Universities should be able to train skillful personnel to boost the level of development of the particular country rapidly. The inculcation of academic enthusiasm and hard work are very salient points identified by Mehta (2004) to be benefits of institutional autonomy. These as well as the general improvement in the institutions standard are the hallmarks of reputable world class universities. It is no wonder therefore, that human resources development is rapid in most European and American universities because of their subscription to the theory of university autonomy.

CONCEPT OF UNIVERSITY AUTONOMY AND ACADEMIC FREEDOM

The term university autonomy refers to the condition, which permits an institution of higher learning/education to govern itself without external interference. In the present situation, university understanding of institutional autonomy means that the university enjoys freedom from government regulations especially in terms of the internal organization of the university, its governance, the funding arrangement to generate of income for its sustainability the recruitment of its staff, conditions of study and finally, the freedom to conduct teaching, research and publications. The relationship between academic freedom and autonomy is that they are complimentary as there can be no academic freedom without institutional autonomy. Institutional autonomy has been regarded essentially as academic freedom. Academic freedom is concerned with the individual freedom of academic staff to impart knowledge unhindered and the freedom for students to choose what they wish to study (Ajayi & Awe, 2010).

In practice, no higher education system is totally free from external influence. Therefore institutional autonomy may not be constant over time. It is a boundary condition that defines the relations between

university government and society, which enable further modified, redefined and in indeed new conditions that will guide such relationship to enhance its continuance (Paterson, 2005).

On a final note, academic staff must be free to express their views on any current issue in the society. They must ensure that their teachings are in conformity with the professional ethics or requirements and must desist from using their classrooms for propaganda. Academic staff must be given the freedom to think, to investigate and publish their result of their finding in place of their choice. From the foregoing views of autonomy and academic freedom we looked at autonomy from three dimensions: procedural autonomy, organic autonomy and substantive autonomy.

Substantive Autonomy

This is the right of the university to determine its own program of study, and indeed set their goals.

Procedural Autonomy

This is the right of a university to determine the means in which it devotes itself to fulfill the areas of priorities which was agreed upon and consequently assigned to it as part of national policy.

Organic Autonomy

In this type of autonomy, the school is given the mandate to determine its academic organization. It could be based on facilities, departments and other area of specialization. In other words, the university is given the power to determine its constitutional form of academic arrangement.

UNIVERSITY AUTONOMY AND ACADEMIC FREEDOM: THE WAY FORWARD.

The legal perspective of autonomy as opposed to either the sociological or the historical subscribers of university autonomy is in terms of “independence from the state” and the principles of “self administration”. At the presentation of year 2000 budget the former president of Federal Republic of Nigeria Chief Olusegun Obasanjo announced that universities have been granted autonomy. Prior to the announcement by the former Nigerian president, the former executive secretary of national universities commission (NUC) Professor Jibril Aminu in June 1999 had earlier called for the deregulation of the universities funding. Based on this call, the former president announced in the budget of 2000 that he has granted autonomy to Nigerian tertiary institutions. The autonomy meant by the federal government included tertiary institutions funding for themselves. In other words the federal universities and other tertiary institutions are to look out for alternative source of funding in order to sustain their programmes. However, this is not what Prof. Aminu stood for. Aminu (1999) opined that the government alone cannot provide all the money required by the Nigerian universities to meet the minimum standard set by the United Nations, thus, advocated for deregulation of university funding to allow them charge their tuition fees.

Enaowho (1999) sees the role of NUC as a total encroachment in the functions of the council of senate which may not permit university autonomy and academic freedom. Autonomy in the university is the crux of the matter because of the fact that the federal government support for universities has made the universities to compromise their autonomy to satisfy the government. This is in line with the saying that “he who blows the piper dictates the tune”. The lack of autonomy in Nigerian universities has led to incessant crisis in the universities.

The former Vice-chancellor of the University of Calabar (Prof. Ekpo) in an interview with a Guardian reporter on Thursday June, 29, 2000, describes university autonomy as a welcome development, however, called for a careful implementation. He noted that the funding arrangement in the universities has not been good because the system depends largely on government for its financing. He specifically stated

that government cannot afford to stop giving grants to the universities just because it is giving them autonomy. He however noted that some level of autonomy existed in the university system in designing academic programmes, appointment, and promotion. In other words the activities of the universities as a whole are influenced by government. Prof Ayo Banjo, the former pro-Chancellor of the University of Port Harcourt, during his series of meetings with some principal officers on his maiden visit to the university, noted that sourcing other complimentary areas of funding for the university is critical. That fund would be a major challenge for the new governing councils of Nigerian universities. Furthermore, he declared that the universities will not have NUC or Ministry of Education run their money for them. He encouraged the university administrators to whole heartedly accept the challenges associated with running their own affairs. He however noted that government cannot completely deviate from funding universities due to autonomy and academic freedom given to universities. In addition, he further encouraged the need to source for funds and determine “areas of academic excellence” for both staff and students including how to spend government grants (Owhondah, 2008).

Anyamele (2004) noted that universities exist essentially for academic pursuits. However such pursuit may not be realized in a depressed and unfavourable environment. What is required is an environment that will broaden the financial base of the university. To this end, university management has a duty to create avenues to internally generate revenue, and also to ensure that there is effective management of the resources that are available in the university.

In an interview with a Guardian Reporter on Thursday June 20, 2014 on several issues including funding of university and university autonomy, Dr. Fagi Mohammed, the Nigerian national president of Academic Staff Union of Universities (ASUU) was of the view that the main functions of the universities are that of teaching and research and this can only be achieved if the Nigeria university system is adequately funded. Universities are centres for producing ideas. To him, autonomy means deciding on the curriculum content, what to teach and the areas of research. He sees the senate as the final authority in academic affairs not government. Senate has such power in proper autonomy. In addition, he stated that autonomy does not mean that the university will not be funded by the government.

The review of literature has revealed that university autonomy guarantees the broadest possible academic, administrative and financial freedom as a means of facilitating the functions of universities, such as teaching, researching and the dissemination of information without any fear or political insulation. Autonomy also implies the obligation to permanently seek academic quality and excellence in all their activities (Owhondah 2008). One of the challenges autonomous universities face is reconciling the social function and academic excellence. Academic freedom is a necessary condition for freedom to teach, carry out research and publish the findings of the study without fear and molestation. Transmission of knowledge has to be controlled for the benefit of the society. Nigerian universities have been constrained by factors similar to lack of autonomy and academic freedom, the role of government, the military and political leaders and stakeholders maybe attributed to the diversified nature of Nigerian educational system.

It is imperative to advocate for full university autonomy because such autonomy is hope to create an enabling environment for the realization of the university set goals.

METHODOLOGY

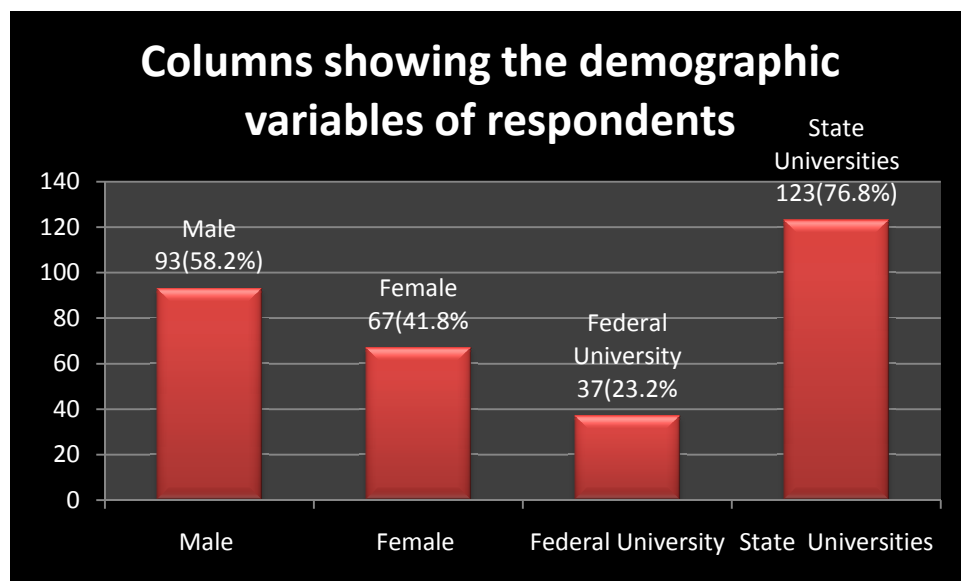
The study adopted a descriptive design method. A descriptive design seeks to collect information from the members of the study population based on the variable under investigation. Descriptive design would enable us to examine what the perception of respondents in respect to the study. The design tells us, in a sense, what and how to analyze the quantitative representations of the data. The design further tells us what type of statistical analysis to use (Ololube, 2009, Ololube et al., 2012).

The population of this study was drawn from three universities: one federal university and two state universities. The population of the study comprised academic staff of the universities under investigation, which consist of senior lecturers, lecturer I and II.

The study sample size was made up of 160 lecturers. To this end, 93(58.2%) were male and 67(41.8%) were female. 37(23.2%) respondents were from the federal university, while 123(76.8%) were from the state universities. A simple random sampling technique was adopted. The aim is to ensure that every member of the sampled population has the opportunity of being sampled.

Table 1: Demographic variables of the respondents

| Variables | | N | % |
|--------------|--------------------|-----|------|
| Gender | Male | 93 | 58.2 |
| | Female | 67 | 41.8 |
| Universities | Federal University | 37 | 23.2 |
| | State Universities | 123 | 76.8 |



Instrumentation

The instrument for data collection for this study was questionnaire designed by the researchers titled university autonomy and academic freedom questionnaire (UNAFQ) was used for data gathering. The questionnaire was scaled on four point Likert pattern. The questionnaire was design to elicit information based on the variables under investigation.

The questionnaire was weighted thus:

| | | |
|-------------------|------|----------|
| Strongly agree | (SA) | 4 points |
| Agree | (A) | 3 points |
| Disagree | (D) | 2 points |
| Strongly Disagree | (SD) | 1 point |

The instrument used in this research was valid because the researchers took time to comply with the formalities and procedures adopted in framing a research questionnaire (Ololube, 2006 p. 112; Nworgu, 1991, pp. 93-94). A reliability test was conducted using Pearson Product moment statistical tool and a cumulative reliability of .802 shows a strong reliability of the research instrument.

Data Analysis

The data collected was converted to means and rank order. The Z-test and T-test was used for testing the null hypothesis of the study at 0.05 level of significance. The mean scores determine the acceptance or rejection of the rating items. In order to make decisions from results obtained, the mean responses were computed thus: $4+3+2+1= 10/4 = 2.5$. In the light of the above computation, any mean score more than 2.5 was accepted, while the mean score of 2.5 and below was taken as rejected.

RESULTS

Research Question I

What is the awareness of the university lecturers in autonomy and academic freedom in tertiary institution in Rivers State?

Table 2: Mean (X) and rank order statics score on lecturer awareness of university autonomy and academic freedom

| S/NO | Items | X1 | X2 | Arrangement | Rank Order |
|----------------------|--|------|------|-------------|-----------------|
| 1 | Relationship between University autonomy & academic freedom | 2.67 | 2.53 | 2.60 | 5 th |
| 2 | Enabling environment for academic work | 2.71 | 2.61 | 2.66 | 3 rd |
| 3 | Autonomy and academic freedom as democratic in nature | 2.52 | 2.57 | 2.55 | 7 th |
| 4 | Freedom of speech and self administration | 3.02 | 2.72 | 2.87 | 2 nd |
| 5 | Lecturers' freedom of formulating hypothesis and definition. | 2.57 | 2.53 | 2.55 | 7 th |
| 6 | Lectures freedom of expression | 3.01 | 3.11 | 3.06 | 1 st |
| 7 | Control and management of resources | 2.53 | 2.62 | 2.58 | 6 th |
| 8 | Payment of staff entitlement | 2.71 | 2.51 | 2.61 | 4 th |
| Mean set 2.50 | | | | | |

Results from table 2 revealed that universities lecturers are highly knowledgeable about university autonomy and academic freedom.

Research Question 2

What is the extent of the practice of university autonomy and academic freedom in tertiary institution in Rivers State?

Table 3 revealed that the practice of university autonomy and academic freedom in tertiary institution in Rivers State is not properly practiced *vis-à-vis* in the areas of payment of staff entitlement, victimization of lecturers and conducive environment, which ranked 7th and 9th positions respectively.

Table 3: Mean (x) and rank order statistics scores on lecturers assessment of the practice of university autonomy and academic freedom.

| S/NO | Items | X1 | X2 | Arrangement | Rank Order |
|------------------------|---|------|------|-------------|-----------------|
| 1 | Lecturers protection | 2.53 | 2.61 | 2.57 | 3 rd |
| 2 | Conducive environment | 2.37 | 2.41 | 2.39 | 9 th |
| 3 | Availability of fund | 2.51 | 2.56 | 2.54 | 4 th |
| 4 | Victimization of lecturers | 2.42 | 2.39 | 2.41 | 7 th |
| 5 | Lecturers immune to consecutive criticism | 2.61 | 2.52 | 2.57 | 3 rd |
| 6 | Professional ethic | 2.61 | 2.71 | 2.66 | 1 st |
| 7 | Effect of Research findings | 2.63 | 2.57 | 2.60 | 2 nd |
| 8 | Government assistance on Research work | 2.41 | 2.39 | 2.50 | 6 th |
| 9 | Payment of staff entitlement | 2.28 | 2.33 | 2.41 | 7 th |
| Mean set = 2.50 | | | | | |

Hypothesis 1

There is no significant difference between male and female lecturers' perception of federal and state universities of the practice of university autonomy and academic freedom in tertiary institutions

Table 4 shows that the calculated Z-value of 0.75 at 158 degree of freedom is less than the critical value of 1.96. Therefore, the null hypothesis is accepted. The implication is that there is no significant difference between the male and female lecturers' perceptions of the practice of the university autonomy and academic freedom in tertiary institution.

Table 4: Z-test analysis of the practice of university autonomy and academic freedom.

| Category of lecturer | N | Mean | SD | Df | z-crit. value | Value Critical | Remarks |
|----------------------|----|------|------|-----|---------------|----------------|----------|
| Male | 93 | 2.41 | 191 | 158 | 0.75 | 1.96 | Accepted |
| Female | 67 | 2.18 | 1.86 | | | | |

Hypothesis 2

There is no significant difference between federal and state university lecturers' awareness of the principle of university autonomy and academic freedom in tertiary institutions.

Table 5 shows the mean rating of the federal university lecturers is 3.16 and 3.10 for state universities lecturers. The *t*-value of .061 revealed that no significant differences existed. The implication is that there is no significant difference between the categories of lecturers view on their awareness of the principles of university autonomy and academic freedom in tertiary institution.

Table 5: T-test analysis of lecturer awareness of the principles of university autonomy and academic freedom in tertiary institutions.

| Categories | N | Mean | SD | T. Value | Remarks |
|--------------------|-----|------|-----|----------|----------|
| Federal University | 37 | 3.16 | .22 | .061 | Accepted |
| State Universities | 123 | 3.10 | .25 | | |

CONCLUSION

This study has relatively shown the implication of university autonomy and academic freedom on tertiary institution development. The study showed that male and female universities lecturers' were highly knowledgeable and aware in the issues of university autonomy and academic freedom. The male and female lecturers showed a high level of freedom in their different profession. Thus, lecturers are free to teach, pass or fail a student, carry out research in their areas of interest without external molestation. Male and female lecturers are aware of university autonomy and academic freedom. The administrative procedures in the state universities are the same with federal universities. The duties of the Governing Council, Senate, Deans, and the Heads of Departments are the same in both the federal and state universities. The freedom of all management staff is guaranteed in that they are free to carry out their assignments. However, the practice of university autonomy and academic freedom tend to be minimally practiced.

University autonomy is expected to provide a better framework through a decentralized management culture within the university system. The designation of authority with accountability for the academics as well as the associate management function is therefore, essential for the success of university autonomy.

The findings of this study is relevant in the management for educational of educational organization this could be seen in terms of the, practice of autonomy and academic freedom in tertiary institutions. In this regard, university autonomy and academic freedom can be linked with the idea of democracy as a form of government, thus, the concept of university autonomy is similar to freedom of speech and self expression. Lecturers are free to teach, investigate and impart same to their students without any form of external influence that may disturb such expression.

Finally, a good university leader must practice democratic leadership principles for effective followership, which in turn will lead to effective autonomy and academic freedom. In fact there must be cordial relationship between the university management and academic staff, to guarantee the full practice of university autonomy and academic freedom.

Recommendations

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

1. The passage of bill on university autonomy and academic freedom should be done quickly by the Nigerian national assembly.
2. An enabling environment for the implementation for practice of university autonomy should be provided.
3. Seminars and workshop should be organized to further educate lecturers on university autonomy and academic freedom.
4. Lecturers should not be victimized in course of publication, and expression.
5. Payment of staff salaries and entitlements should be done as at when due.

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ⁱ Dr. Okai Ndubuisi Okai is a lecturer in the Department of Educational Foundations and Management, Faculty of Education, Ignatius Ajuru University of Education, Nigeria.

ⁱⁱ Dr. Paul Worlu, is a lecturer in the Department of Educational Management, Faculty of Education, University of Port Harcourt, Nigeria.