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Ignatius Ajuru University of Education
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Nigeria.
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Dr. Nwachukwu Prince Ololube
Department of Educational Foundations and Management
Faculty of Education
Ignatius Ajuru University of Education, P. M. B. 5047, Port Harcourt, Nigeria.
editor.ijsre@gmail.com, editor@ijsre.com
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Low Birth Rate Policy: A Global Adoption to Alleviate Savings and Investment of Nations

Femi Taiwo Ojoⁱ

Biology Department, School of Secondary Education (Science Programmes)
Federal College of Education (Special), Oyo, Oyo State, Nigeria

Abstract

Population refers to the total human inhabitants of a specified area, such as city, country or continent at a given time. Population studies yield knowledge that is important for planning, particularly by governments in fields such as health, education, housing, social security, employment and environment. This paper examined the benefits of reducing birth rates for overall improvement of living conditions. Decline on the number of children per couple leads to a decline in dependency ratios, thus freeing up money for savings and investment which leads to enhanced productivity, strong economic growth, rising income and improvements of living standards. Acceptance of low birth rate policies will improve savings and investment of nations.

Keywords: Population, Birth rates, planning, savings and investment.

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INTRODUCTION

The population of the world grew at an infinitesimal rate for most of human history, about 0.002 percent per year (Brown & Kane, 1994). Not until the 17th century, with advances in science, agriculture and industry, did world population growth begin to accelerate. Over the last 300 years, the world's population increased fivefold, from about 500 million in 1650 to about 2.5 billion in 1950. In the second half of the century, the population grew even faster, reaching more than 6 billion in 2000, according to the United Nation (2000). These figures mean that the world's population has grown more in 50 years than it did during the more than 4 million years since our early ancestors first stood upright.

This unprecedented surge in population, combined with rising individual consumption of food, water, and natural resource has begun to strain Earth's capacity to sustain human life.

Demands for water are draining supplies from aquifers (layers of permeable rock, sand, or gravel that serve as repositories of water) and other water sources. Demand for fish, a food staple in many areas of the world, is contributing to the depletion of fish stocks around the world. Human activities that cause pollution and encroach on natural habitats are responsible for the greatest extinction of plant and animal species since the dinosaurs disappeared about 65 million years ago. Meanwhile, global warming (an increase in Earth's surface temperature caused largely by the burning of fossil fuels) has begun to change Earth's climate in ways not yet fully understood. In short, the growth in human population and the scale of human activities appear to be redirecting the natural course of our planet.

MALTHUS AND HIS INFLUENCE

British economist Thomas Robert Malthus raised an alarm about growth in the late 18th century. In 1798, Malthus wrote an influential treatise, titled, *An Essay on the Principle of Population*, in which he argued that population growth would eventually outstrip food supplies. The gap between population growth and the growth of food supplies would eventually trigger natural checks on population such as war, famine and disease. Abhorring such an eventuality, Malthus advocated the imposition of "preventive checks" on population growth, namely the encouragement of premarital chastity and controls on marriage. Malthus's essay was extremely influential and established him as the father of the field of Demography; the study of populations.

Malthus based his theory on the assumption that populations grew faster than food supplies. Under Malthus's theory, a country with no constraints on population would grow according to the rules of geometric progression, a population of one million would double to two million in 25 years, to four million over the next 50 years and so on. But according to Malthus, food supplies could be expected to grow by the rules of arithmetic progression from one million over the next 25 years. Over time, the ratio of people to food would drop below subsistence level, Malthus reasoned, triggering checks on population growth.

Malthus's theories influenced many important thinkers, including English naturalists Charles Darwin, who laid the foundation of modern evolutionary theory. Malthus also inspired many critics and one of the fiercest was Karl Marx, the 19th century German philosopher and revolutionist who, in conjunction with German economist, Friedrich Engels, founded the political philosophy of modern Communism. Marx argued that the scenario Malthus proposed resulted from capitalism's tendency to concentrate wealth and resources in the hands of the few. A socialist model, Marx theorized, would distribute those resources evenly. The government of China, one of the few remaining communist governments in the world, has soundly rejected Marxist thinking on population by instituting a one child family policy. Other critics of Malthus argued (and continue to argue) that his pessimistic scenario never unfolded. The world population reached 1 billion in Malthus's lifetime, crossed the 2 billion mark in the early 20th century and stood at more than 6 billion in 2000. Under Malthus's theory, the world should have faced massive starvation long ago.

Supporters of Malthus, however, note that scores of major famines emerged to check population growth. The Irish potato famine of 1845 to 1847 occurred within half a century of his writing. Since then, there have been many famines in Africa, India, and in China that claimed more than 20 million lives during the late 1950s and early 1960s. Today, 1.2 billion people are chronically hungry and undernourished. One reason these famines have not affected even greater

numbers of people is the advances in agriculture. Mechanized farming has increased the world's food production capacity faster than Malthus could have anticipated. According to the Food and Agricultural Organization (FAO, 2000), right from the 1960s to the 1990s, advances in agricultural technology led to a 30 percent increase in the daily calories available to people in developing countries, even as the world's population doubled. The FAO has expressed hope that new technologies, such as genetic engineering, will further increase crop yields, but others believe the world may be nearing its food production limit.

Malthus's supporters believe he was simply ahead of his time. The massive growth in population that occurred after the end of world war II in 1945 drew new attention to Malthus's theories. One of Malthus's most visible modern backers is Paul Ehrlich, an American entomologist and author of 'The Population Bomb' (1968). Like Malthus before him, Ehrlich warned that the world's population was outgrowing its resources and that two courses of action were available: reduce the birth rate or increase the death rate. Modern opponents to Malthusian thinkers such as Ehrlich include those influenced by Marx, who argues that inequitable distribution of resources, not overpopulation, condemns many of the world's people to poverty and hunger. Many religious groups, such as the Roman Catholic Church, also oppose Malthusian population control methods, such as contraception on moral grounds. Other critics include those in the developing world who viewed calls to reduce births in their countries as paternalistic. The debate over the proposals of Malthus and his followers rages on but most demographers agree that the problem Malthus identified is real and must be addressed.

THEORY OF DEMOGRAPHIC TRANSITION

Great as the population growth of the last 50 years has been, the population boom is far from over. Depending on what is done to address population growth, UN demographers project that the world's population will grow by anywhere from 1.6 billion to 5.1 billion people over the next 50 years. The UN expects almost all of this growth will take place in the developing world, much of which is already densely populated. The concept of demographic transition helps in the assessment of whether the UN projections will actually occur. Developed in 1945 by Frank Notestein, a demographer at Princeton University in Princeton, New Jersey, this model divides the countries of the world into three categories: stage one countries, stage two countries, and stage three countries.

In the first stage countries, generally pre-industrial societies, birth rates and death rates are both high, essentially offsetting each other and leading to little or no population growth. Life expectancy (the average expected length of life) is low, and the infant mortality rate (the probability of death in the first year of life) is high. Countries enter stage two, when they begin to modernize. Modernization is typically accompanied by improvements in health care and standards of living. As a result of these improvements, death rates decline. Birth rates, however, remain high, and lowering birth rates requires changes in human reproductive behaviour, a change that does not come early as rapidly as the introduction of vaccines, antibiotics, improved public health measures, and expanded food supply. Thus, population growth typically reaches 3 percent a year, or 20 fold per century, in stage two countries. Countries cannot remain in this stage long simply because continual population growth will eventually overwhelm their available resources.

When birth rates begin to fall, countries enter the third stage. In the third stage, birth and death rates again balance, but at low levels, and the country's population size stabilizes. Under

Notestein's model, economic and social gains such as rising income and educational levels encourage the birth rate to fall, which in turn leads to further economic and social gains because families with fewer children devote fewer resources to raising their children freeing those resources for other purposes, such as savings and investment. As of 2000, only 32 countries, many of them in Europe, had made it to stage three, according to the Population Reference Bureau, a population research organization based in Washington DC. The rest of the world's countries remained in stage two. About 39 of these stage two countries, including China and the United States, are approaching stage three, but others continue to grow at a fast clip. As of year 2000 there were no countries in stage one (Brown, 1999).

Can the 160 or so countries still in stage two make it to stage three? Most of them probably will but some may not. This transition will be achieved most easily if the world takes quick steps toward reducing birth rates but, even, if such measures are in place, many countries will likely face population-related crises before they can reach stage three.

RESOURCE AVAILABILITY AND POPULATION GROWTH

Countries with stable populations and stable diets have stable demands on key resources such as land, food and water. As of 2000, the population of the European Union (EU), for example had stabilized at roughly 380 million. The EU's consumption of grain per person has also leveled off at around 470kg (1,040lb) per year, according to the United States Department of Agriculture (USDA, 2000). As a result, the 15 member nations of the EU have essentially stabilized their claims on the earth's agricultural resources, becoming the first region in the world to do so, perhaps more, importantly; Europe has done this within the limits of its own land and water resources. Barring radical climate changes, the EU can probably sustain its current population levels indefinitely.

Not all countries are so fortunate. As the populations of countries such as Pakistan and Nigeria rise, the amount of grainland (land planted with grain) per person is expected to fall below what most experts consider the survival level. The UN estimates that Pakistan's population will reach 357 million by 2050. According to the USDA (2000), this will reduce Pakistan's grainland per person from 0.08 hectares (0.2 acres) at present to 0.03 hectares (0.07 acres) roughly the strip of ground between the 10 yard markers on an American football field. Nigeria's projected growth will reduce its grainland per person from the currently inadequate 0.15 hectares (0.37 acres) to 0.07 hectares (0.17 acres).

The UN projects that India's population will grow by about 500 million people by 2050, meaning that India is likely to face steep reductions in the amount of water available for irrigation David Seckler, head of the international water management institute, a water research body based in Sri Lanka, observes in a 1998 study, that "the extraction of water from aquifers in India exceeds recharge by a factor of 2 or more thus almost everywhere in India, fresh-water aquifers are being pulled down by one to three meters (three to ten feet) per year." The resulting cutbacks in irrigation could reduce India's harvest by 25 percent, Seckler says. The corresponding drop in food supplies could create a national food emergency.

Many smaller countries also face potentially overwhelming population growth. Among them is Tanzania, which the UN projects to grow from 31 million in 2000 to 81 million in 2050, and Yemen, projected to grow from 17 million to 61 million in the same period. Both countries face crippling water shortages, according to a 1997 study by Population Action International, an organization based in Washington DC. that promotes policies to slow population growth.

THE DEMOGRAPHIC TRAP

Most experts believe that the approximately 160 countries currently in stage two will be able to make the transition to stage three. However, countries with rising population and limited resources and limited resource risk falling into what demographers call the demographic trap. This occurs when resource shortage and population increase combine to keep living standard low. A country in this situation continues to experience high birth rate, which compounds the original problem and can eventually lead to higher death rate as living standard continues to fall. This increase in death rate can put the country at risk of falling back to stage one. According to the World Watch Institute(2009), a research organization based in Washington DC. Afghanistan , Egypt, Ethiopia, Ghana , Haiti, Honduras, India, Myanmar, Nigeria, Pakistan, Sudan, Tanzania , and Yemen, all face this possibility unless they quickly check their population growth.

Countries that have been in stage two for several decades, such as Pakistan and Ethiopia, typically have seen their financial resources drained by the pressure of many years of rapid population growth. This pressure includes the need to educate ever-growing numbers of school-age children, provide job for swelling numbers of young people and deal with the various environmental problems associated with rapid population growth, such as deforestation and the depletion of water resources. Countries in this situation are suffering from what is called “demographic fatigue”. Governments of countries suffering from demographic fatigue are often unable to respond effectively to emerging threats such as water shortage or food shortage. This situation is perhaps most evident in the inability of many governments to cope with new diseases, such as the human immunodeficiency virus (HIV), the virus that causes acquired immune deficiency syndrome (AIDS), Ebola, Dengue fever, etc.

THE THREAT FROM HIV AND EBOLA VIRUS

Most industrial nations have been able to control the spread of HIV, Ebola, holding infection levels under 1-2 percent of their population, according to UN(2000). But many developing countries, already overwhelmed by the pressures of large and growing population, have been unable to do so. Some of these countries are in danger of slipping back into the stage one because of the rising death rates caused by AIDS and Ebola virus. In Zimbabwe, for example, 26 percent of the adult population is infected with HIV, according to UN figures. As a result, life expectancy in Zimbabwe, perhaps the sentinel indicator of a society’s health, dropped from 61 year in 1990 to 44 year in 2000. If the present pace of HIV infection in Zimbabwe continues, life expectancy there could fall to 39 years by 2020, erasing the gains of the last century.

Due to her inability to pay for costly drugs needed to treat the disease, Zimbabwe was expected to reach population stability in 2002 as death rates climbs to offset birth rates. In effect, Zimbabwe would have fallen back into stage one, marking perhaps the first time a developing country would reach population stability primarily as a result of rising death rates. Other African countries expected to reach zero population growth due to rising death rates caused by AIDS are Botswana (an HIV infection rate among adults of 25 percent, according to UN figures), Namibia (20 percent), Zimbabwe (19 percent), and Swaziland (18 percent). Other nations where roughly 10 percent of the adult population is infected with the virus include Burundi, the Central African Republic, the Democratic Republic of the Congo, Cote d’ Ivories, Ethiopia, Kenya, Malawi, Mozambique, Rwanda, South Africa, and Tanzania. In the absence of a concerted effort to check

the spread of the virus, these countries too are heading for a rise in death that will halt their population growth.

THE CHALLENGE OF REDUCING BIRTH RATES

If the world takes action, it should be able to achieve the lowest of the UN's population projections. This would mean a world population of 10 billion by 2050 rather than 11.5 billion. Reaching the lower number will require an all-out effort to lower fertility, particularly in high-fertility countries, before demographic fatigue takes over. Many experts call for taking two steps in this effort. The first step is to assess each nation's carrying capacity (the number of people that a local ecosystem will adequately support). This assessment involves a careful accounting of land, water, and other resources, that will enable governments to calculate their optimal population. Once these calculations are complete, governments can use them to assess and develop a population policy.

The development of appropriate population policies is an important step in combating overpopulation. As Harvard University biologist Edward O. Wilson observes in his landmark book, *The Diversity of Life* (1999) stated that every nation has an economic policy and a foreign policy. The time has come to speak more openly of a population policy. By this, I mean not just the capping of growth when the population hits the wall, as in China and India, but a policy based on a rational solution to this problem. What, in the judgment of its informed citizenry, is the optimal population? The second step, once a country has assessed its carrying capacity is to set a target population, and develop a population policy, many experts call for reducing birth rates by encouraging families to have fewer children.

Fertility decline is a dynamic process involving multiple factors. The availability and awareness of contraception, improved literacy rates, and better economic prospects all typically help to reduce infant mortality and drive declines in fertility. The more these factors present, the more likely the transition to lower fertility will be rapid, widespread, and sustained. The transition to lower fertility rates is enhanced by affording women the same educational, political and economic opportunities available to men. In every society for which data are available, the more education women have, the fewer children they have. In Egypt, for example, 56 percent of women with no schooling became mothers while still in their teens, compared with just 5 percent of women who remained in school according to a study by the United Nations (1997). Women often delay marriage and childbirth because they wish to finish their formal education. This delay reduces the total number of children women ultimately bear. Education also gives women an opportunity to venture beyond their traditional roles, changing their aspirations and values and giving them the confidence to break from the norm.

Also important are increased economic and political opportunities for women, such as the right to vote, to own land and other property and to hold a job. These opportunities broaden women's life style choices and often give them the independence needed to determine their own reproductive destiny. Recent efforts to couple family planning programs with micro leaning (small loans to help jump-start businesses), jobs skills training and other economic programs have also helped boost the social standing of women. Increased economic opportunities reduce the emphasis on a large family as a source of future financial security according to Family Health International (FHI), a North Carolina-based nonprofit that provides family planning aid in more than 40 counties around the world.

In countries where infant and child mortality rates are high, couples may have large families for fear that some of their children will die. In the 1970s, China implemented its “bare foot doctor” campaign, which trained thousands of villagers in rudimentary health care. This campaign was instrumental to the rapid fertility reduction over the same period. According to UN figures (2000), infant mortality rates in China dropped from 195 per 1000 births in, 1955 to just 31 per 1,000 births today. The benefits of encouraging lower birth rates can be seen most clearly in countries such as South Korea and Taiwan, where efforts to reduce fertility resulted in an overall improvement of living conditions. According to Bulatao (1998), declines in the number of children per couple led to a decline in dependency ratios easing the financial burden of supporting these dependents. This freed up money for saving and investment, which led to enhanced productivity, strong economic growth and rising incomes. The resulting improvements in living standards then reinforced the trend toward smaller families.

METHODS OF STABILIZING POPULATION LEVEL

Once the number of children per couple has been reduced the primary tool for stabilizing population growth is family planning. Family planning provides potential parents with reproductive health services, contraception and counseling on fertility control choices. There is a substantial unmet need for these services in the developing world. According to Bulatao (1998), from 10 to 40 percent of married women of reproductive age in developing countries and a large, but unknown, number of unmarried women want, but do not have access to these services.

Beyond the many maternal and child health benefits of family planning, such as improved health care, the AIDS epidemic offers another powerful reason for filling this family planning gap. The same family planning network can provide the grassroots foundation for halting the spread of AIDS. The same condoms that limit fertility can also limit the spread of the virus that causes AIDS. High population growth rates and high rates of HIV infection are connected to the same social problem such as inadequate public education and health services.

In some countries, efforts to empower women and promote family planning encounter religious or cultural obstacles (UNICEF, 1996). From Indonesia, where majority of the population are Muslim, to Central America, where Roman Catholicism is dominant, efforts to reduce fertility have overcome these barriers. In Iran, for example, a state governed by the principles of Islam, the population growth rate fell from about 3 percent in the early 1980s to 1.8 percent after religious leaders began speaking publicly about the dangers of unbridled growth. Nations whose population programs are less successful or nonexistent can learn from successful nations that share similar cultural, religious and socioeconomic concerns.

ECONOMIC HELP

Reducing births and stabilizing population growth can be an expensive task for many poor countries. Accomplishing these goals involves not only providing family planning services, but also making heavy investment in education and health care as well. Many countries receive help from international and non-governmental agencies. The International Planned Parenthood Federation (IPPF), for example, is an umbrella organization that coordinates the activities of non-governmental family planning and reproductive health organizations in more than 150 countries around the world. UN agencies such as the United Nations Population Fund (UNPFA) and the World Health Organization (WHO) also provide these services.

Debt relief could also help poorer countries address their population issues. The international debt of nations in Sub-Saharan Africa where populations are growing at a rate of 2 percent or higher per year is more than 70 percent of the region's annual income, according to the World Bank, (2003), debt relief for nations facing high fertility rates could help them slow population growth before they are overwhelmed by demographic fatigue, according to the European Network on Debt and Development (EURODAD) (2009), a network of European non-governmental organizations. The relief world allows those countries to divert funds toward basic social services necessary to stabilize population and improve the welfare of their citizens.

CONCLUSION AND RECOMMENDATION

The challenge of controlling population growth is both complex and demanding, but it is not an impossible task. Quick action is necessary. People regularly buy insurance to reduce uncertainty and to protect themselves from future disasters, but no insurance policy will pay greater dividends for the next generation than a modest investment in efforts to stabilize population growth today.

It may also be time for a campaign to convince couples everywhere to restrict their childbearing to two children. In a recent book, *May be One: A Personal and Environmental Argument for Single-Child families* (1998), environment writer McKibben (1998) urges American couples to consider having only one child in order to slow population growth. Zero Population Growth, a fast-growing U.S. non-governmental organization based in Washington DC. has long urged that couples limit the number of their surviving children to two.

The world is more integrated and more environmentally and economically interdependent than ever before. We no longer have the luxury of thinking about overpopulation as a problem that faces only poor, developing countries. It is no longer "their problems" but "our problems."

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ⁱ Femi Taiwo Ojo is of the Biology Department, School of Secondary Education (Science Programmes), Federal College of Education (Special), Oyo, Nigeria. He can be reach via email at: femi0806@gmail.com



The Relevance of Faith in Winning Competitive Business Advantage in Business Organisations: A Study of Selected Banks in Lagos, Nigeria

Chris Obisiⁱ

Department of Industrial Relations and Personnel Management
Faculty of Business Administration,
University of Lagos, Akoka, Lagos
obisi.chris@yahoo.com

Abstract

Winning competitive business advantage does not come very easy. Organisations should be careful with their business partners/relationships. Organisations should be careful with faithless partners. There may be nothing you can do to whom God has cursed. We must always do Gods will in all our businesses endeavours. Though we work with people but ultimately we work under God. Promotion does not come from human beings but God. Values exalt business but corruption is a reproach to business activities. In any case no man can achieve anything without faith. Hence, this study examined the relevance of faith-based values in winning competitive advantage in business organisations. The approach of study is essential empirically using sample size drawn from selected banks in Lagos State. The study revealed that there was a significant relationship between faith-based values and competitive advantage. Furthermore, the study revealed that the application of faith based values can reduce transaction costs. We conclude that the advantages of the emergence of faith strategy process in the development of effective work procedures will lead to work class integration. The significant relationship between faith based values and competitive business advantage was important for the management to devise ethical practices. We therefore recommended that management of the commercial banks should adopt the ethical practices and faith based values in their daily operation in order to minimise operational losses caused by fraudulent practices of staff. The application of faith-based values would immensely assist banks in creating effective relationship building and social transformation sufficient enough to attract public patronage since they are the custodian of public wealth.

Keywords: Competitive advantage, business organisations, faith, faith-based values, transactions costs

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INTRODUCTION

With the ever increasing desire to overcome global business competitiveness, many organisations are now refining their organizational strategies to win competitive advantages. The role of faith as an instrument of business development, growth and winning competitive advantage has been expanded to dictate and direct the course of employees' commitments and competencies. Faith-based concept has been developed as part of the innovative new designs aimed at strengthening human resources policies and practices that concern enthusiasm, trust and ethical belief and commitment to the organisation. Business organisations that are facing competitive challenges can rely on faith values to exercise influence and control over their employees, build social capital and provide a framework for moulding characters, provide services, advocate for change and mobilize communities for positive and useful action (Jenkins, 2014).

Leadership is a vital ingredient in shaping the future, purpose and life cycle of the organisation. The potential that leaders possess for influencing the overall performance of the organisation is validated in the existence of a faith practice in the work place clarifying the organisation's goal within the faith practice of its employees is crucial. Faith is considered a derivation from one's belief in God. It is unreasonable to develop strategies to achieve a purpose that is ambiguous. Faith remains a purposeful trajectory that, as soon as it exists in person, it tries to bring a balance between the person's religious beliefs and business values (Harton, nd). The element of faith-based values does not lie in the arbitrariness of where it should be applied but on the overall need strategy of the organisation.

Reflecting on the use of faith and its gnawing importance in management decisions and employee performance, incidences of unethical practices such as fraud, pilferage, money laundering, bullying and sexual abuse in the banking industry are largely worrisome and persistent growth in their practice can trigger worker disillusionment, frustration, customer disloyalty and low rate of return on investment. Many of those practices are such that the symptoms they manifest are largely noticeable by the public, hence here is the reason that the public will react negatively against their existence. In all, speculation on its outcome does not lead to any clear-cut direction about what might be done. The fact that faith based values are lacking a minimal; in the work place of the bank is sufficient to suggest that the bank is heading for a decline in productivity. A more realistic impetus internal change dynamics that can alter the direction of operations. Positive ethical practices, relationship building, social interactions, moral standards, good family-life balance are among the numerous values that positive faith can cover on organizational productivity (Miller & Ewest, 2015).

For many banks in Nigeria, the rate of employee performance may change as the rate of the employee performance may change as the application of faith-based values is intensified depending on how the objective of the banks is defined. If the objective is to increase investor and customer confidence and loyalty so as to achieve a given relative growth rate, an increase in the attitudinal behavior of the bank employees will necessitate a strong presence of faith practice. The situation may differ if the objective is to set a tolerable minimum ethical value essential per the bank to operate as a business or investment. This view is too simple and can be appropriately made as a measure of policy effectiveness between where the bank is and where it is moving to and how it is moving.

There are different aspects of faith that employees introduce in the workplaces because of their diverse religions and beliefs. Some are Christians, Muslims, Animists, Hindus, Atheist or even free thinkers. All these affect their way of lives and work. Creating a common and acceptable faith practice will depend on the culture and style of the organisation and its goal along with the nature of the banks' mission and competitive challenges. The objectives of the banks may need to be adjusted to take into account the circumstances and specific business activities of the banks where faith-based values will be strengthened. These may relate to the work attitudes of employees that work more in the banking halls, accounts, auditing, foreign exchange and personal sections. Arguably, there are good pay offs if workers of good faith are located in these areas and are constantly and continuously reminded of the need to remain faithful to the objectives and goals of the organisation.

Problem Analysis

In discussing the relevance of faith in the workplace relevance is made on how business organisations can achieve competitive advantage. The objectives and mission of the organisation are built on strong ethical practices, values and relationship building which can only work if the operational background is galvanized by faith. Faith is a unifying factor and in majority of the times compels the organisational members to live a life that is God like thereby protecting the organisation from transaction costs that might have occurred due to fraudulent practices (Bowie, 1998). There is theoretical consensus that faith and religious beliefs in the workplaces do create divisive forces that can bring down productivity (Miller & Ewest, 2015).

The importance of faith in the workplace is determined by the extent to which the organisation is able to adapt integrative management. Work can still be work and confrontational evangelism does not have to take place (Horton n.d.). Being well balanced at work and outside of the daily grind will show the importance of what it takes to live out goodness and faith and being able to manage your life wisely means giving due time not just to work but to family, friends, community, self and spirit (Weinstein, Przybylski, & Ryan 2009). In publicly traded companies, a faith-based frame can be problematic on a number of groups both legal and practical. However for smaller and privately held businesses, a faith-based approach may be appropriate so long as all relevant laws are followed although concerns about fairness and subtle discrimination remain (Miller & Ewest, 2015).

Objective of the Study

The objectives of this study are:

- To determine the relevance of faith-based values in winning competitive advantage;
- To determine the importance of faith-based values in minimizing transaction costs;
- To examine the significance of faith-based values in promoting the health of the employees;
- To identify ways of designing employee assistance programmes for addiction, emotional and psychological issues.

Research Questions

The following research questions are designed to generate necessary research data:

- Is there any significant relationship between faith-based values and competitive advantage?
- Can the introduction of faith-based values assist in achieving social transformation in the organisation?
- Can the application of faith-based values assist in reducing transaction costs?
- Can faith-based frame of an organisation influence your choice of job?
- What are the views of the employee towards faith-based motivation policies?

Hypothesis

The following hypotheses were formulated for the statistical relevance of the study:

- **H₀₁:** There is no significant relationship between faith-based values and competitive advantage
- **H₀₂:** The application of faith-based values in the workplace will not translate to social transformation in the organization
- **H₀₃:** Introduction of faith-based values will not reduce transaction costs in the banking operations
- **H₀₄:** There is no significant relationship between organisational productivity and high faith based values introduced in the banking operation

Significance of the Study

The aim of this study was to examine the relevance of faith-based values in winning competitive advantage in business organisations. The study will assist business organisations devise ways to reduce transactions costs that may arise due to moral failures. It can also be useful in controlling emotional and psychological problems caused by such behaviours like drug addiction, smoking, family, sexual abuse, aids and gender discrimination. The result outcome will add to current body of knowledge relating to the corruption and fraudulent practices control measures. The study will assist, guide and direct future researchers by providing background data. Finally it is embarked upon to assist business organisations reduce religious fanaticism, cultural and ethnic differences and achieve high competitive advantage in the industry.

LITERATURE REVIEW

The introduction of faith in daily business activities is a reflection of the extent of moral and ethical decadence presence in the business organisations in the recent times. It has brought to the focus a fresh reappraisal of the relationships between faith-based values and business success; social value improvement and essence of employee commitment to new business innovation. Every form of business is built on values. Similarly every organisation succeeds because of its

goals and objectives. Majority of the entrepreneurs succeed because of what the belief in and how they execute that belief (Barringer & Ireland, 2013).

When the belief is strong it gives birth to faith (Scarborough & Zimmerer, 1996). Faith and religious observance at their best are triggers of social progress. They drive development and stabilize political systems (Jenkins, 2014). Faith can also be used to resolve conflict even though it is argued that majority of the conflicts is caused by faith related religious beliefs (ibid). Genuine faith is to say something and then do that same thing. The rules relating to faith do not change and are based on lasting truth (Hurton, n.d.).

Impact of faith on service

Honesty in conjunction with truth and integrity give a business or business person a good reputation. They compel a business person to adhere strictly to the Biblical principle of service to others which can be used daily in the world of business. Taking the initiative to be of service to others demonstrates one's faith and helps the business to succeed (Hurtonn.d.). The surest way to success for a business executive is to put his employees and his customers first-in effect, to become a servant to them and meeting their needs (Briner, 1996). Large income streams expected from the operation of an organisation managed on a faith driven strategies are behind the intensification of the approach globally.

Faith-based Values for Developing Sources of Sustainable Competitive Advantage

Faith plays a positive role in global affairs. It is considered to be a constructive force for good and can have a positive influence in promoting social change (Jenkins, 2014). Faith removes an individual from a state of arbitrariness. Wuthnow (2005) said that religion which stand out as a primary source of faith is a central human activity; humans use religions and spirituality to create meaning for themselves. The resources and capabilities generated by are quite significant in the development of an organisation with high stake on faith-based values and principles and on the relationship building capability (Christiansen, 2008).

Stewardship, humility and tenacity supported by strong faith can influence the desire for strong principles. Applying these principles and the ones learned around the country every Sunday morning can help build a successful business and create lasting business leaders (Hurtonn.d). Faith-based values have been identified to relevant in developing sources of sustainable competitive advantage. This is true because all aspects of organisational growth strategies are controlled and coordinated by men with high ethical values, relationship building and social interactions. Areas where an organisation can integrate faith-based values to achieve competitive advantage are as indicated below (Lynch, 2006).

- **Differentiation:** This is the development of unique features or attributes in a product or service that position it to appeal especially to a part of the total market.
- **Low costs:** The development of low-cost production enables the firm to compete against other companies either on the basis of lower prices or possibly on the basis of the same prices as its competitors but with more services being added.
- **Niche marketing:** A company may select a small market segment and concentrate all its efforts on achieving advantages in this segment.

- **High performance or technology:** Special levels of performance or service can be developed that simply cannot be matched by other companies.
- **Quality:** Some companies offer a level of quality that others are unable to match.
- **Service:** Some companies have deliberately sought to provide superior levels or service that others have been unable or unwilling to match.
- **Vertical integration:** The backward acquisition of raw materials suppliers and/or the forward purchase of distributors may provide advantages that others cannot match.
- **Synergy:** This is the combination of parts of a business such that the sum of them is worth more than the individual parts that is, $2 + 2 = 5$. This may occur because the parts share fixed overheads, transfer their technology or share the same sales force.
- **Culture, leadership and style of an organisation:** The way an organisation leads, trains and supports its members may be a source of advantage that others cannot match. It will lead to innovative products, exceptional levels of service, fast response to new market developments etc.

To accomplish a good study on faith-based values influence on organisational productivity the initial focus must be made to identify and classify business organisations according to their religious tolerance frame work. This is importance in detecting conditions that may encourage or discourage the practice of religious activities in the work place.

Organisations that have been identified within this framework are in faith-avoiding companies as identified by Giacalone and Jurkiewicz (2010) as the adversarial stance which represents those organisations that seek to suppress personal or community expressions of faith (religion and spirituality) at work (2) faith –based companies those that are overtly and clearly grounded in a particular faith (religious or spiritual) tradition (3) faith-safe companies representing those at the midway between faith-avoiding and faith-based companies. Organisations falling under this category have the attributes to recognize a legal requirement to comply with minimum standards pertaining to relevant Title VII of the Civil Rights Act (1964) (USEEOC, 2016).

In words of Gregory (2011) this title makes it unlawful for an employer to discriminate against an individual with respect to compensation, terms, conditions, or privileges of employment because of an individual’s race, colour, sex, national origin or religion. The statute defines religion to include all aspects of religious observance and practice as well as “belief” and it imposes upon an employer an affirmative duty to reasonably accommodate “the religious observances and practices of its employees unless such accommodation causes undue hardship to the conduct of the employers business (Gregory, 2011), faith-friendly companies represent a fresh and new approach to faith complementarity in winning competitive business advantage.

It is the same with faith-safe companies because it accepts the role of faith in employees’ lives and seeks to follow all relevant laws relating to faith and religious practices in organisation (Miller & Ewest, 2015). The preceding discussion thus suggests the merits of this frame. Faith friendly aims to establish respect, dignity and rights of employees of all faith in the organisation. It also exhibits characteristics and policies that are welcoming and inclusive and does not privilege one tradition over another (Miller & Ewest, 2015).

A faith-friendly company can be described as possessing a quality or characteristics that recognizes the centrality of faith in many employees’ lives and their desire to live an integrated, holistic life both at work and in their private life (Miller & Ewest, 2015). As human rights are

adjudged importance to business ethics (Craig, 2000) and business strategy (Rice, 2002) there is the need to broadly and explicitly negotiate a chance for the integration of faith and religion in the development and management of business organisation. While the level of faith and religious beliefs to be introduced in the organisation is at times conflicting the choice between types of organisation or between types of objectives to be achieved remains a difficult task.

In all, the nature of faith and religion to be chosen and how they could be applied to avoid conflict and fanaticism at work place should not be based on a single preference but on an entire organisational goal and objectives. The obvious way to protect the inclusion of faith and religious beliefs in the work is to seek middle course between these two divergence views. Gregory (2011) argued that religious beliefs need not be general acceptable, logical, consistent or even comprehensible, while Wittee and Vander (1996) noted that the lack of religious human rights has led to a situation where employees and employers are denied opportunities to exercise their faith.

Importance of Faith in Business

A strong assumption tends to impose a positive rationale that faith plays a crucial role in issues related to human rights, peacemaking and values; high roles in issues related to anti-corruption, business ethics and civil society; and somewhat important in issues related to informed society, climate change, sustainability and population growth (Jenkins, 2014).

Adoption of a broader faith life in business organisations could pose a great challenge. Decision makings that are vital for organisational growth are often influenced by unethical practices and are therefore against the tenets of faith and religious beliefs in a heterogeneous society like Nigeria where people are more religious than spiritual making decisions that have deep root in faith in business places could spike off conflict and consequences. But having faith that goes beyond consequences and moral rules, aspiring for nothing less than God like behaviour is what faith in the business world should look like (Hill, 2008).

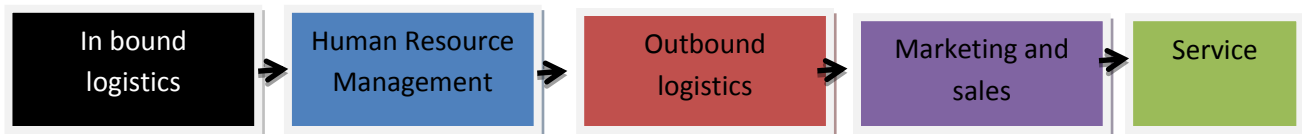
Faith Characteristics

There remains, however, the possibility that society's views on faith are not related to general day to day activity but depend on the uses to which faith is put. This concern may be with two distinct types of faith characteristics; one relating to faith origin at work places and the other its applications. In the first case, faith does not have to be forced into the business place but can exist through people's actions and lifestyle (Horton, n.d.). The implication of this view is that faith does not need to be imposed on co-workers. Goodness, trust and consistency on the part of employers can engender faith-friendliness and make workers to remain loyal in the organisation. In the other case biblical demonstration of faith in a business can be seen to be more than just being nice to the person next to your table. It involves applying Biblical principles like honesty, service, purpose and stewardship. Demonstrating faith in business world leads to ethical choices that have to be made.

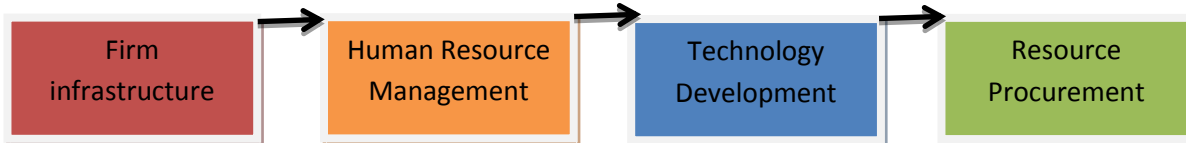
Faith and Value Chain

Displaying Christ- like behaviours and using the knowledge to make those kinds of decisions will benefit the success of the company (Horton) and in developing an effective value chain for the organisation. The value chain is the string of activities that moves a product from the raw material stage, through manufacturing and distribution and ultimately to the end user (Barringer & Ireland, 2013). The value chain consists of primary activities and support activities. The primary activities are concerned with the physical creation, sale, and service of a product or a service while the support activities provide reinforcement for the primary activities. At every stage in this process there is the reliance on faith because as challenges evolve, often times becoming intense and discouraging the principles of perseverance, tenacity and confidence which are primary components of faith take the lead to put hope on track.

Primary Activities



Support Activities



Faith and Winning Competitive Business Advantage

Interesting arguments arise in determining how faith has encouraged performance and contributed in winning competitive business advantage. The role of faith in business can be more meaningful through the prior existence of ethical practices, high-trust relationship, trust building, relationship building, social interaction, values and beliefs, traditions, and leadership styles. The role of ethical business behaviour in business performance has always been a subject of academic controversy (Rae & Wong, 2004). This is confirmed by the fact that due to cost of litigation and power asymmetric the anticipated profitability has never been realized.

Notwithstanding, the views of Bowie (1999) cited by Rae and Wong (2004) tend to support the argument that ethical business behaviour can be a major source of winning a competitive advantage because through trust-building activities and social capital preservation transaction costs of litigation can be minimized. Organisations that encourage strong ethical values can reduce opportunistic behaviour which is responsible for high cost of control and monitoring (Bowie, 1999). In extending the existence of the principle of high-trust relationships (i.e. social capital) in the work place an effective competitive advantage can be achieved when faith-based values are integrated and made to direct operations transactions costs will be minimized and social capital will be enhanced thus making performance to exceed target other factors that can generate competitive advantage in the company are social, psychological and

human capital (Luthans & Youssef, 2004) and social interaction as a way of building routines and thereby resources (Helfat & Peterat, 2003) and values and beliefs which are seen as informal control function can lead to cost efficiency (Tywoniak, 2007). Thus values and beliefs of the organisational members can hold even loosely tied organisations together and direct and guide them towards achieving competitive advantage.

METHODS

This study adopted a descriptive research design and a case of study. The approach allows the researchers to elicit data seen specific research variables with data from specific research variables with the aid of questionnaires. The questionnaire was designed to assess the perceptions of bank employees on the impact of faith-based values on business-metrics of banks such as relationship building, social transformation, transaction costs, litigations and power asymmetric and how they can affect both workers and organisational productivity. The population of the study comprised one thousand and five hundred (1500) employees from four banks in Nigeria; First Bank (600), Guarantee Bank (300), United Bank for Africa (400) and Diamond Bank (200). The sample size was made with the aim of simple random sampling method. A total of three hundred (300) employees were drawn from the population as sample size and it guided the distribution of the questionnaires. The sample distributions among these banks were First Bank (90), Guarantee Bank (80), United Bank for Africa (70) and Diamond Bank (60). The data analysis was conducted with the application of the statistical package for social sciences (SPSS). The research hypotheses were subjected to statistical testing using Pearson's correction coefficient, mean and standard education the table presented the information dynamics for this study.

PRESENTATION OF DATA ANALYSIS

Table 1: Descriptive Statistics

Items	Frequency	Percentage
Is there any significant relationship between faith-based values and competitive advantage?		
Yes	190	63.3
No	110	36.7
Total	300	100.0
Can the introduction of faith-based values assist in achieving social transformation in the organisation?		
Yes	210	70.0
No	90	30.0
Total	300	100.0
Can the application of faith-based values assist in reducing transaction costs?		
Yes	188	62.7
No	112	37.3
Total	300	100.0
Can faith-based frame of an organisation influence your choice of job?		
Yes	98	32.7
No	202	67.3

Total	300	100.0
What is the contribution of faith-based values to organisational productivity?		
1-20%	0	0.0
31-40%	80	26.7
41-50%	120	40.0
51-60%	50	16.7
61% and above	50	16.7
Total	300	100.0
Faith-based values are significant in the designing and structuring of employees assistance programmes.		
Yes	180	60.0
No	120	40.0
Total	300	100.0

This table provides the data to analyze the views of the respondents on the significant relationship between faith-based values and competitive advantage. Majority of the respondents one hundred and ninety (190) representing 63.3 percent agreed (Yes) while one hundred and ten (110) respondents representing 36.7% disagreed (No). The implication of this result is that faith based values have the power to provide favourable competitive advantage in the companies under study. Therefore, the companies should align their strategies in line with the faith based values. In this table, analysis is conducted to determine whether the introduction of faith based values can assist in achieving social transformation in the organisation. Majority of the respondents two hundred and ten (210) representing 70 percent affirmatively (Yes) accepted the view that faith based values can bring about high levels of social transformation while ninety (90) of the respondents representing 30 percent did not agree (No). This result confirmed the fact that a well-structured and designed faith based values can influence social transformation positively.

There was the need to analyse the impact of the application of faith based values in reducing transaction costs. A total of one hundred and eighty eight (188) representing 62.7 percent of the respondents agreed (Yes) that faith based values can reduce transaction cost while one hundred and twelve (112) representing 37.3 percent disagreed (No). This means that the introduction of faith based values in the organisation can reduce transaction costs. It was important to analyse whether faith based frame of an organisation can influence the choice of jobs by job seekers. The results indicated that ninety eight (98) representing 32.7 percent of the respondents affirmed (Yes) while two hundred and two (202) representing 67.3 percent disagreed (No). This means that the inclusion of faith based values in the management of the organisations human resources would not affect the choice of job seeking persons to seek for employment in the organisation.

Again, the respondents were asked to comment on whether faith based values can contribute positively to organisational productivity. The responses indicated that 26.7 percent of the respondents agreed that faith based values contributed 31-40% to organisational productivity; 40 percent of the respondents agreed that faith based values contributed 41-50% to organisational productivity while 16.7% said that faith based values contributed 51-60% and 16.7 percent agreed that it contributed 61% and above. This means that majority of respondents (40%) agreed that the range of contribution is between 41-50%. Therefore an organisation that desires to increase productivity can raise support through faith based values.

When respondents were asked to comment whether faith based values were significant in designing and structuring of employees assistance programmes, a total of one hundred and eighty

(180) representing 60 percent of the respondents agreed (Yes) while one hundred and twenty (120) representing 40 percent did not agree (No). The implication of the outcome was that faith based values are significant programme.

Table 2: Examining employees attitude towards faith based values

Attitudes	Column 1	Column 2	Column 3
Statements	Response	Count	Percent (%)
Organisations formulate faith policies to encourage employees health	Yes	200	66.7
	No	80	26.7
	Undecided	20	6.7
	Total	300	100.0
Faith-based values are used to suppress employees dispute.	Yes	90	30.0
	No	150	50.0
	Undecided	60	20.0
	Total	300	100.0
Loyal and humble employees are labeled religious and spiritual	Yes	70	23.3
	No	180	60.0
	Undecided	50	16.7
	Total	300	100.0
Managers must be trained on the importance and application of faith-based values before they assume responsibilities	Yes	210	70.0
	No	70	23.3
	Undecided	20	6.7
	Total	300	100.0
Can a workplace balance be achieved with faith based values	Yes	110	36.7
	No	150	50.0
	Undecided	40	13.3
	Total	300	100.0
Employees are not free to take on some types of tasks due to certain religious beliefs	Yes	40	13.3
	No	230	76.7
	Undecided	30	10.0
	Total	300	100.0

In examining employees attitudes towards faith based values the responses to the following questions as organisations formulate faith policies to encourage employees' health were analysed. A total of two hundred (200) representing 66.67% agreed (Yes); eighty (80) representing 26.67% disagreed (No) while twenty (20) representing 6.67% remained undecided. On the question of whether faith based values can be used to suppress employees dispute a total of ninety (90) representing 30% of the respondents agreed (Yes); one hundred and fifty (150) representing 50 percent disagreed (No) and sixty (60) representing 20% were undecided to the statement. This finding therefore suggested that continued application of faith based values cannot be used to suppress workers agitation for better working conditions.

Again, the respondents were asked to comment on a question are loyal and humble employees labelled religious and spiritual in the organisation seventy (70) representing 23.33 percent of the respondents agreed (Yes) while one hundred and eighty (180) representing 60 percent disagreed (No) and fifty (50) representing 16.67% remained undecided. This means that the cooperative behaviours of workers in faith friendly organisations cannot be regarded as religious and spiritual. Furthermore, respondents were asked to comment on the question should managers be trained on the importance and application of faith based values before they assume

tasks in the organisation, a total of two hundred and ten (210) representing 70% of the sample size agreed (Yes); seventy (70) representing 23.33% disagreed (No) and twenty (20) remained undecided. The positive response of a significant majority in this analysis actually indicated that executive training is paramount for those who would be entrusted with the task of managing a faith friendly organisation.

Again, the study disclosed that one hundred and ten (110) representing 36.67% agreed (Yes); (150) 50% disagreed (No) and (40) 13.33% undecided in the question can a workplace balance be achieved with faith based values. The significant negative response is this question indicated that work place balance cannot be achieved through the application of faith based values. In response to the question is it true that employees are not free to take on some types of tasks due to certain religious beliefs, the response were (40)13.33% agreed(Yes); (230) 76.67% disagreed (No) and (30) 10% remained undecided. The implication of the study revealed that religious beliefs did not affect the workers willingness to carry out certain tasks in the organisation.

Test of Hypotheses

Ho₁: There is no significant relationship between faith-based values and competitive advantage

Table 3: Pearson Correlations Test of Hypothesis One

Variables		Faith-based values	Competitive advantage
Faith-based values	Pearson Correlation	1	.725**
	Sig. (2-tailed)		.000
	N	300	300
Competitive advantage	Pearson Correlation	.725**	1
	Sig. (2-tailed)	.000	
	N	300	300

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

From Table 3, the Pearson correlation coefficient is .725** while the p value is 0.000. The Ho that there is no significant relationship between faith-based values and competitive advantage in Lagos state is rejected since p value (0.000) is less than 0.01. This is further confirmed by the result which was flagged with two stars showing that is a significant relationship between faith-based values and competitive advantage in selected organisations Lagos, Nigeria.

Ho₂: The application of faith-based values in the workplace will not translate to social transformation in the organisation

Table 4: Can the introduction of faith-based values assist in achieving social transformation in the organisation?

Response	Yes	No	Total	X ² cal	X ² crit	Df	P	Remark
	210	90	300	48.000	3.841	1	0.05	Accepted

The chi-square value (significance) is 48.000 while the tabulated value (significance) is 3.841. Since calculated value is greater than the tabulated value at 0.05 (representing the level of significance) it implies that we should accept H_1 . Accepting H_1 means that the application of faith-based values in the workplace will translate to social transformation in the organisation (see table 4).

H₀₃: Introduction of faith-based values will not reduce transaction costs in the banking operations

Table 5 Can the application of faith-based values assist in reducing transaction costs?

Response	Yes	No	Total	X ² cal	X ² crit	Df	P	Rem
	188	112	300	19.253	3.841	1	0.05	Accepted

The chi-square value (significance) is 19.253 while the tabulated value (significance) is 3.841. Since calculated value is greater than the tabulated value at 0.05 (representing the level of significance) it implies that we should accept H_1 . Accepting H_1 means that introduction of faith-based values will reduce transaction costs in the banking operations (see table 5).

H₀₄: There is no significant relationship between organisational productivity and high faith based values introduced in the banking operation

Table 6: Pearson Correlations Test of Hypothesis Four

Variables		Organisational productivity	High faith based values
Organisational productivity	Pearson Correlation	1	.750**
	Sig. (2-tailed)		.000
	N	300	300
High faith based values	Pearson Correlation	.750**	1
	Sig. (2-tailed)	.000	
	N	300	300

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

From Table 6, the Pearson correlation coefficient is .750**, while the p value is 0.000. The H_0 that there is no significant relationship between organisational productivity and high faith based values introduced in the banking operation in Lagos state is rejected since p value (0.000) is less than 0.01. This is further confirmed by the result which was flagged with two stars showing that is a significant relationship between organisational productivity and high faith based values introduced in the banking operation in Lagos, Nigeria.

DISCUSSION

The overall findings of this study revealed that majority of the respondents (63.33%) agreed (Yes) that there was a significant relationship between faith-based values and competitive advantage. In the issue of social transformation majority of the respondents (70%) affirmed (Yes) that faith based values can assist in raising the level of social transformation in the organisation. This was supported by Miller (2010) who observed that a progression of social

issues that were initially controversial if not taboo, that later became integrated and accepted best practice for business.

On the issue of workers being labelled religious and spiritual because of their cooperative or the way they decided to live a faith filled life in the work place. A total majority (60%) disagreed. Cone Millennial because study (2006) supported the findings that younger employees and increasingly older ones to wish to live a holistic life bringing their whole selves to work, including faith and not have to sublimate or leave part of their identity at home. This religious have they exhibit at the work place is part of their natural life styles and these can trigger off social progress (Jenkins, 2014).

Furthermore, the study revealed that the application of faith based values can reduce transaction costs. A significant majority (62.67%) of the sampled size confirmed this outcome. This ethical business conduct can be a source of competitive advantage because it reduces transaction costs of litigation (Bowe, 1998 quoted in Rae & Wong, 2004). On the choice of job seekers being influenced by organisational faith based values, 32.67% agreed while 67.33% disagreed. Tywoniak (2007) opined that shared values were the glue that held loosely tied organisations together. Grant (n.d) referred these values as the core of the business meaning that organisational styles, values, traditions and leadership are critical encouragements to the cooperation and commitment of its members. Therefore the choice of job seekers is influenced by other factors rather than values that have already been embedded in the structure.

On the contribution of faith based values to organisational productivity 40% said 31-40% which is supported by Luthans and Youssef (2004), who viewed social, psychological and human capital as potential sources of competitive advantage. Faith-based values can assist in employees assistance programmes (Cone Millennial cause study, 2006) for addiction, emotional and psychological issues. A total of 66.67% majority supported it. Furthermore, faith based values cannot suppress workers agitation for good conditions (50%) respondents disagreed because seeking to care for the physical and emotional health of one's workforce is becoming a part of business practice (Miller and Ewest, 2015). On issues of loyalty and humility of workers being labelled as religious and training of managers, Miller and Ewest noted that attention must be given to developing, vetting and researching as they affect the integration of employees' faith and spirituality in the work place (Giacalone, Jurkiewicz & Fry, 2005). The implication is that managers should be trained to cope with the religious challenges in the work place as indicated by 70% of the respondents.

The study disclosed that workplace balance could not be achieved with faith based values (50% disagreed). The result implied that many other factors such as work men compensation and safety at work place were among factors that could bring about effective work place balance on the issue of whether the workers were not free to take on some tasks in the work place due to certain religious beliefs majority of the respondents disagreed (76.67%). This meant that workers were not discouraged from carrying out normal work activities due to their religious beliefs.

CONCLUSION

The findings of the study provide a specific and contextual review of the relevance of faith in winning competitive business advantage in the banking sector in the country. The advantages of the emergence of faith strategy process in the development of effective work procedures will lead to work class integration. The significant relationship between faith based values and

competitive business advantage was important for the management to devise ethical practices. However, it was indicated that the application of faith based values did not support the development of work place balance. This contradiction was a fall out of the view that applying faith and christens values to the profit seeking power hungry system of business proves to be difficult but very possible (Horton, n.d.).

Recommendations

It is therefore recommended that management of the commercial banks should adopt the ethical practices and faith based values in their daily operation in order to minimise operational losses caused by fraudulent practices of staff. It is also suggested that the application of faith based values would immensely assist them in creating effective relationship building and social transformation sufficient enough to attract public patronage since they are the custodian of public wealth. Introduction of faith based values will assist them to reduce transaction costs and litigation.

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¹ Dr. Chris Obisi is a Senior lecturer in the Department of Industrial Relations and Personnel Management, Faculty of Business Administration University of Lagos, Akoka, Yaba, Lagos, Nigeria. Throughout his academic career, his teaching and research have specialized in Industrial Relations, Personnel and Human Resource Management in local and international reputable journals. He has developed an exquisite knowledge and zeal for strategic human resource management for business organisations in Nigeria. He possesses a conscientious up-to-date pedagogical rich skill that fits perfectly into solutions for resolving issues bothering on home grown work place relations and Human Resource Management/Preservation for business organisations in Nigeria. According to Dr Obisi Nigeria must think local and act global if she wants to come out of the doldrums.



Enriching the Role/Importance of Social Workers in Promoting Peaceful and Inclusive Society for Sustainable Development

Lawretta Adaobi Onyekwere¹

Rivers State College of Health Science and Technology,
Rumueme, Port Harcourt, Nigeria

adaobionyekwere@yahoo.com

Abstract

Social workers often face numerous challenges, yet it is a rewarding career. They are responsible for helping individuals, families, and groups to cope with their multifaceted problems to improve their living conditions. This study appraised the role of social workers in promoting peaceful and inclusive society for sustainable national and regional development, provide access to justice for all and build effective, accountable and inclusive institution at all levels. The study revealed that a major aspect of social workers role is equipping their patients (individuals and community) with skills and developing mechanisms for patients to depend on to better their living conditions and life experiences. Nigerians are yet to embrace the significance of the role of social workers in national and regional development. This article is addressed to governments at all levels, stakeholders, practitioners and researchers who need practical evidences concerning the role, importance and challenges facing social workers in Nigeria.

Keywords: Role, Social Workers, Promoting Peaceful, Inclusive Society, Sustainable Development.

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INTRODUCTION

Social workers are often faced with numerous challenges, yet it is a rewarding career. Social work is one of the elements that cannot be separated from the life of individuals, families and groups of people most especially the disadvantaged, disabled, the elderly and those who are in need of the services of social workers. The services of a social worker is very important because it is one of social aspects that show the relationship among social workers and their patients, more specially it shows the interaction between the social workers as leaders and their patients as followers (Ogundipe & Edewor, 2012). These relationships are shown in social workers leadership function, including the process and the products. The functions of social workers include the role they play to better the lives and conditions of their patients. The process aspects includes influencing followers in any circumstance mainly in making and taking decisions or changes to improve the quality of the conditions and lives of their patients (followers). The products aspects of social workers are the achievements associated with the actual outcome of the role they play and the processes employed towards making sure that results are achieved.

The ever increasing responsibilities of the role of social workers are overwhelming. Social workers are directly involved in the counseling of patients, families, and groups. They often serve as link between different institutions with the aim of assisting their patients and collaborate with other health professionals to ensure their patients well-being. Social workers advocate and address legal issues, such as assisting with hearings and providing testimony relating to their patients. They also engage in research, policy development and advocacy for better services that will be of benefit to their patients' well-being. Adequately trained and effective social workers maintain their patients' past records and prepare reports for referrals.

Background

Social work and social welfare programs in Nigeria was initiated by missionary groups—the Salvation Army and the Roman Catholic Churches. Additionally, a Nigerian called “Mrs. Obasa, a philanthropist” provided an orphanage for girls, which was named after her”. The colonial period witnessed a turning point for social welfares programs in Nigeria as a whole. The spread of social workers in Nigeria started in Lagos, and the then social welfare programs and social work activities were domiciled in the Social Development Division of the Federal Ministry of Labour and Social Welfare, however the ministry was manned by quacks (untrained) social workers. During the regional government in Nigeria, social welfare programs were put under the Ministry of Women Affairs and Social Development (Irele, 2011).

Presently, Nigerian tertiary institutions (e.g., the University of Nigeria Nsukka, Rivers State College of Health Science and Technology) are training professional social workers. There is also a professional institute called the Institute of Social Work of Nigeria (ISOWN). Their objectives are:

- To set standard in the practice of social work in Nigeria and to provide information on social work issues and activities by way of publication, conference, seminars and workshops.
- To conduct research for the purpose of improving the service delivery and the general practice of social work in Nigeria and to liaise with similar institutions and facilitate exchange of ideas, initiatives and improve the practice of social work in Nigeria.

- To determine and review from time to time what academic standard of knowledge and skills shall be attained by persons to become registered member of the Institute.
- To train and develop social workers from time to time and focus on scientific, social and economic research and development, and to advance and promote services in the field of social work.
- To register, recognize and liaise with relevant bodies that engaged in social work practice.
- To foster the knowledge and advancement in social work profession in all the six geopolitical regions of Nigeria and beyond through advocacy and publication.
- To organize, arrange, hold, promote and sponsor lectures, seminars, symposia, workshops for the exchange and dissemination of information and knowledge in the field of social work in Nigeria.
- To provide training services; and to engage in research and development of social work and turn the result thereof to reasonable data (<http://isownigeria.org/faqs.html>).

The resultant effects of the globalization processes have put human beings into tight challenges and competitions. As a result, social work is necessary to build in new order to face current challenges and competitions coursed by globalization. Social workers needs to positively respond to the changes experienced, mainly to realize basic principles of nation building, information and views, which have undergone huge reorganization for sustainable development. Social workers bridge the gap for all and have balance and integration between the fight for the rights and advocate the provision of access to justice for all, and building effective, accountable and inclusive institution at all levels becomes the main task of social workers globally.

Problem Statement/Purpose of Study

Several searches of the internet revealed that there is a dead of current research papers on the theme of this study, which necessitated the need to carry out this theoretical study. The very few studies that existed where on titles like ‘An integrated approach to social work practice in Nigeria’ by Kazeem (2011), ‘The evolution of social welfare and social work in Nigeria’ by Irele (2011), ‘Social work interventional strategies: a tool for enhancing social studies education in Nigeria to meet vision 20-2020’ by Ugwu (2011). It was observed that Nigerian government have forgotten about the significant connection between social work and their role and how social workers carry out their duties more effectively in meeting their role/importance of promoting peace. In addition, it was observed that in Nigeria, the problem is not engaging the services of social workers for sustainable national development but making them to carry out their role based on their responsibilities professionally, ethically and rules of engagement. Nigeria has for long overlook the importance of social workers. Social workers are valuable in the practices of improving the conditions and the lives of citizens in crises situations, because they are authentic sources and have first-hand experiences in crises management.

The roles/importance of social workers are widely accepted globally especially in the west but have been grossly neglected in Nigeria. The importance of social workers in promoting peaceful and inclusive society for sustainable development can never be over emphasized. This study tends to theoretically appraise the contribution and roles of social workers in promoting peaceful and inclusive society for sustainable national development. In this study, the role of social worker is equally viewed from government attitude toward social workers. In addition, the

study focused on how Nigerian governments value the services of social workers and their commitment in the promotion of peace and inclusive society for sustainable development.

METHOD

The purpose of this study is to present a moderate theoretical analysis of the role/importance of social workers in promoting peaceful and inclusive society for sustainable development from the limited published research reports. To obtain a moderate coverage, the review included journals, online sources and books on the role/importance of social work in promoting peaceful and inclusive society for sustainable development. This is not to say that this work is a complete review. However, it represents a comprehensive search that covers materials published from early 1991. The search for literature was based on the title of this work. In total, more than 50 research articles were considered but only 15 articles and essays were used (Ololube & Kpolovie, 2012).

LITERATURE REVIEW

The Role of Social Workers

According to the Chadron State College (n.d), the many roles of professional social workers are among others involved in the process of making referrals, link individual and families and communities to needed resources. They do follow ups to be sure the needed resources are gotten and properly managed. The role of social workers does not stop at ensuring that resources get to the needy, they fight for the rights of clients and work to acquire the needed resources and convincing them of the legitimate needs and rights of members of the society. They are particularly worried about the vulnerable or those who are unable to speak up for themselves.

Social workers are good at locating services and assisting individuals, families and communities to access services in complex situations especially for those who are homeless, vulnerable children and the elderly that have severe physical or mental health challenges, disabled, and even victims of domestic or violent crimes. Most importantly, social workers are repeatedly involved in teaching people about resources and how to develop particular skills like budgeting, caring for children, effective communication, the meaning of a medical diagnosis, and the prevention of violence. They are involved in community organization and action including economic development, organization, and research and policy specialists. Above all, social workers are excellent managers because of their expertise in a wide range of issues and their applications. They are well suited as managers and supervisors in almost any setting especially in crises zones.

Social Workers and the Promotion of Peace

Peace is not only the absence of war but also the absence of all forms of violence in societies, whether internal or external, direct or indirect. A concept that can be likened to peace is social justice; as a result, peace and social justice are interdependent and are used interchangeably. A lasting global peace can only be achieved through the actualization of basic human rights and needs. Peace requires the diversion of basic resources from the destruction of life to the improvement of physical and social conditions that are basic to support human life (National Association of Social Workers [NASW], n.d).

Social work principles anchor on the doctrine of freedom, autonomy, equality, social justice, and respect for human rights. Social workers envision societies without any form of discrimination that are based on religion, race, injustice, social class, gender, age and ethnicity. As a result, social workers are peace builders due to their commitment in overcoming oppression and pursuit of social justice (Grossi, de Oliveira & Grossi, 2014). The current global challenges in economic, social, political, religion, and education has led to diverse realities and have occupied different professional background. These challenges are more visible in developing countries of which Nigeria is one. The violence and social exclusion taking place in this part of the world is overwhelmingly distorting growth and development. As a result, social workers search for alternative strategies to cushion the impact of violence and reduction of social exclusion processes that affect families and communities.

The cost of violence perpetrated on individual, discrimination mated on individuals based on race and gender and the exclusion carried in local and national economies suffer direct costs in areas like health, social and economic justice, services, safety, child welfare, education, treatment and rehabilitation. The long-term consequences of the indirect costs are those affected by the challenges such as special education, substance abuse, teen pregnancy, mental health, welfare services, homelessness, drug addictions and criminal behavior (IFRC, 2011).

Using education as a benchmark, Nigerian educational institutions are witnessing predicaments and several national agendas aimed at promoting changes in the educational methods that would meet the diverse social, political and ideological needs are however on the way. Realizing that access to education is a universal right, and students from diverse race, ethnic, cultural-social background and age should be able to exercise this right without hindrances. This is where the role and importance of social workers come into play due to their vast view on education, and they can address the challenges educators face on daily bases within the context of structural change. They use the principles of culture/peace and non-violence to mediate the root causes of violence, to promote, teach human rights, increase participation of family in education matters, stimulate students' engagement in social movements and educational politics (Brandão in Grossi et al., 2014).

Social work is at the heart of individuals and community structural strategies and one of the most powerful ways to enhance individuals and community senses of belonging is to participate in activities that will strengthen individuals and community peace. Social work is an excellent ways with which individual become involved in the life of the communities by bringing people from different backgrounds, cultures and religions and helping them to develop kindness, friendship and foster respect for diversity (Heide & Solomon, 2003).

Social Workers and Inclusive Society

Inclusion is a process by which efforts are made to ensure equality of opportunities for all, regardless of their socio-economic background, religious affiliation, level of education, cultural identity etc. It is aimed at giving people a level playing ground to achieve their full potential in life. Inclusion is a multi-dimensional process that creates conditions that enable full and active participation of every member of the society in all aspects of life, including civic, social, economic, and political activities, as well as participation in decision making processes and the processes by which societies combat poverty and social exclusion (DESA, 2009). DESA further highlighted that in recent years, several factors have challenged the process of inclusion and the challenges of including and carrying everybody along in societies across the world have been

complicated by factors ranging from the growing inequality, widening income disparity, and jobless growth, which is as a result of increased incidents of unemployment and underemployment, particularly among the youth.

Sustainable development programs are a challenging social process. Every community has different objectives be it social, economic, political, educational, environmental etc. the need to integrate where possible, and trade-off where they are incompatible becomes imperative. Individuals and community roles and responsibilities have to change, so that new patterns of behavior will foster sustainable development. To this end, social workers assist individuals and communities to take ownership of sustainable development programs, and making them to be involved in the process of planning, and establish agreement on the kind of programs to be carried out and implemented (Bass, Dalal-Clayton & Pretty, 1995).

Social workers are at the forefront in promoting social inclusion and combating social exclusion, through effective enlightenment and education processes by letting people know how to improve their access to basic services, how to mobilize human and financial resources, and how to strengthen the social and human capital. Equally, they broaden people's view on the need for effective participation to foster sustainable development (Rawls, 2008).

New challenges demands new strategies and approaches to decision-making and actions. It is evidence that multi-dimensional approaches are necessary to be able to handle the evaluation of the socio-cultural, economic, political, education and environmental dimensions and their interactions, including the coordination. The importance of social workers comes in since they are professionals required among the various authorities and interests to handle such challenges. Because within the field of social work, there are many different areas of specializations that professionals pursue and focus on, which gives them upper hand in crisis resolution and management (Bass et al., 1995; Kazeem, 2011).

Government Attitude toward Social Workers in Nigeria

Social workers as professionals in the developed west evolved in the late 19th and early 20th centuries as a part of society's response to the growing social needs of the people. They provided considerable assistance to the needy, destitute and mentally ill. Contextualizing the African perspectives and particularly the Nigerian social setting, social work practices in Nigeria began in the 21st century, which was rare to come by even when Nigerian citizens needed attention care and the kindness that social work practices offers. Social work practices assure equal distribution of available resources.

Nigerian governments emphasis privileges, actions and directives based on religion, place of birth, position occupied in the society, age and gender distribution and affluence in the execution of social work services (Omolewa & Kazeem, 1991). According to Idyorough, (2013), the low achievement, the number of the social workers available and the causes of their failure that can be evaluated leaves much to be desired. Out of the number of social workers and professionals care givers in Nigeria; many of such persons have lost their identity and have equally lost their direction and control. Many Nigerian social workers and care givers tend to deviate from their ethics, values and cultural norms on daily bases. Their cultural norms, core values, moral values, and the character of Nigerians nowadays has being on the spotlight of the public. The factors that cause these deviant behaviors are the cultural practices of social workers at all levels, as a result, their services are not executed and implemented successfully. However,

the effectiveness of social workers affects their patients' discipline, while their ethics, cultural norms and values such as corruption, nepotism, tribalism, religion etc. affects their success.

Nigerian government's attitudes toward social work over the years have been discouraging (Omolewa & Kazeem, 1991). This is because the powers that be in authorities hardly support social welfare services with particular reference to planned financial intermediation. On many occasion, very little amount of moneys are voted to social worker services and mostly on emergency cases if need be. The services and practices of social work in any given social, economic and political system depend wholly and fundamentally on how effective the social welfare services are funded. Social workers who are saddled with the responsibility to implement social welfare programs of the government and their agencies including other voluntary agencies need a lot of funding to be able to carry out such responsibilities. Presently, the federal, states and local government councils in Nigeria exceptionally under-fund social welfare services. According to Idyorough (2013), government at all levels spends less than 5% of their annual budget on social welfare services. It is expected that Nigeria need to do more in the area of funding to be able to enhance the social work industry for sustainable national development. The unimpressive attitude of government on issues of social welfare calls for concern. In many cases, governments fail in their responsibility to tackle welfare issue head on as they emanate. Usually it takes days, weeks, months, and even years for governments to address issues that could have taken less effort to resolve.

CONCLUSION

In this paper, the researcher appraised the role and importance of social workers in promoting peaceful and inclusive society for sustainable development. The study evaluated relevant literature that are pertinent to the study. The study revealed that social workers are inevitable because of their responsibilities, roles and importance.

Social workers are professionals who develop over time through education and training (Onyekwere, Ololube & Agbor, 2016). They are guided by moral, ethical values and circumstances, the doctrine of freedom, autonomy, equality, social justice, and respect for human rights. Their code of conduct, ethics, and laws regulate the profession. To achieve social transformation and the promotion of peace does not only require the good will of social workers, but commitment and funding from the government. In addition, to be able to build a community based on the principles of peace, social workers take interdisciplinary and collective approaches to the promotion of people's consciousness about the required changes. Social workers are at the vanguard in the promotion of social inclusion and combating social exclusion. They provided substantial support to the needy, destitute and the mentally ill, and making them feel at home.

This brief and lucid paper had validated the view that social workers play significant role and contributes a lot towards the building of inclusive societies and promoting peace by preventing violence and reducing social inequalities. Therefore, Nigerian governments should have a rethink on their attitude towards social work. Government needs to do more with less by adequately funding social welfare services, and be proactive on issues of social welfares. Nonetheless, the researcher predicts optimistic future for social welfare and social work services for sustainable national development.

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ⁱ **Lawretta Adaobi Onyekwere** holds a PhD in Industrial Sociology and Personnel Management, Masters in Sociology with specialization in Industrial Relations and Personnel Management; Bachelor of Sociology, Community Development and Social Welfare from the University of Port Harcourt, Nigeria. She is a Registered Midwife of Nigeria Certificate and a Registered Nurse of Nigeria Certificate. She has worked as a lecturer with Rivers State School of Nursing, Port Harcourt, Nigeria. She is currently working as a Chief Lecturer in Rivers State College of Health Science and Technology, Rumueme, Port Harcourt, Nigeria. Her areas of specialization and research include medical sociology, public administration and development studies. She has published several scholarly journal articles and presented papers in international conferences.



Mathematics Education: Resourcefulness for Effective Research

Mark Sanderson Otikor¹

Department of Curriculum Studies and Educational Technology
Faculty of Education
University of Port Harcourt, Rivers State, Nigeria.

Abstract

This paper examined the importance of mathematics education in predicating effective research while emphasizing the use of statistics in the presentation and analyses of research findings. It held the position that mathematics knowledge is relevant for understanding and application of research findings.

Keywords: Mathematics Education, Resourcefulness, Effective Research, Analyses.

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INTRODUCTION

The world has been changing in almost all spheres and change is still on-going. The speed at which the world is changing presently could be described as supersonic. In time past, news of events that took place in one part of the world may take some days, weeks or even months to get to another part of the world. The results of world class football matches are known even as they are happening, no matter the part of the world the games are played in the present day realities.

To adjust and cope with the 21st century changes, there should be a continuous renewal of the mind through critical thinking and creativity. Mathematics as a subject, builds up critical thinking and creativity in learners. Ekwueme (2013) mentioned that mathematics is a creation of the human mind, concerned primarily with ideas, processes and reasoning. The teaching of mathematics is for the development of power and sound mind because every mathematical problem poses an intellectual challenge which culminates into a unique mental exercise. Sidhu

(2006) asserted that the study of mathematics helps us in the development of many intellectual traits like power of thinking and reasoning, induction, analysis, synthesis, originality, generalization and discovery among others.

Research is the process of arriving at dependable solutions to problems through a well-planned and systematic collection, analysis and interpretation of data. Dependable solutions cannot be achieved if the researcher lacks the intellectual traits developed in us through mathematical concepts. The creative powers of the mind affords a quick and clever way of overcoming difficulties, making valuable reasoning out of difficult or new situations to create a platform for safe landing. Research has to do with discovering new ideas that will ultimately contribute to knowledge and a researcher has to be resourceful, that is, having the ability to overcome problems or to make do with what is available to create a solution and this has to come from a creative mind and a critical thinker which the knowledge of mathematics affords.

MATHEMATICS EDUCATION

Education is concerned with effecting behavioural changes that will synchronize with the social norms for the sake of progress and survival (Odili, 2006). Mathematics education is the teaching and learning processes of mathematics for the purpose of creating behavioural changes in the learner that will make him fit and contribute meaningfully to his immediate society and to the world at large. For teaching and learning to be effective and directional, there has to be the right type of curriculum. The term curriculum has been defined in so many ways because it lends itself to the attainment of educational goals. As a way of introducing one of his works, Ogunyemi (2009) observed that curriculum as a field of study, has continued to attract interest among educators, scholars, researchers and laypersons mainly because of its centrality to the attainment of the educational goals of any nation. However, for the purpose of this paper we shall adopt the definition put forward by Okoro (2009) that curriculum is generally accepted as the preconceived intentions or mapped out plans of all learning activities deliberately chosen and directed by the school which learners follow to reach predetermined goals.

The curriculum of mathematics is more than just the subject matter content. It is the totality of all the activities of the school programmes as it pertains to mathematics for the training of the learner. These activities ensure a good interplay among the teacher, the learner, mathematics content, methods of instruction and of course the learning environment where the schooling is taking place. Issues in mathematics curriculum can be treated at three levels: the intended, implemented and attained curriculum. The intended curriculum is what the highest decision making body in education want the students to learn which should be taught in schools while the implemented curriculum is the activities among the teacher, learner, environment and contents, in the bid to achieve the intended curriculum. The attained curriculum has to do with the contents, behaviours, attitudes and skills which the learner actually learn and ready to use to contribute meaningfully to the society. These attitudes, behaviours, skills and contents, ultimately equip the learner to proffer solution to difficult situations using what is within and around him. When this is achieved, we say, that the learner has attained a state of being resourceful.

RESOURCEFULNESS OF MATHEMATICS EDUCATORS

Problems and new situations we encounter in life do not present themselves with their solutions.

At crossroads, sometimes we have to use what we have and the creative mind that mathematics has afforded us to get through some of the difficulties in life.

It is difficult to have a particular guide that can proffer solution(s) to every possible situation that may present itself. Resourcefulness is the ability to deal skillfully and promptly with new situations, difficulties, and proffer possible solution. Resourcefulness through creativity, innovation, inventions, discovery, enterprising is geared towards solving the problems of mankind in all ramifications.

HOW TO BE RESOURCEFUL

Creativity: Creativity unlocks possibilities. A creative mind always finds inspiration out of some of the possibilities that may have been created.

Preparation: It is commonly said that “prevention is better than cure”. Granted that we cannot anticipate every problem situation, many can be forecasted. A state of preparedness will generate enough confidence and courage to face any new situation or a difficult one.

Innovation: This is the process of translating ideas in to a better way of doing things in order to get better results. A challenging situation could activate innovation whereby critical thinking ability could be displayed to create an idea or imagination to overcome the challenge. This is the base of computerization is mathematics.

Improvisation: This is the act of making or fabricating what is available into what is desirable. In the rural communities where some of the modern equipment are in short supply or none existent, local resources could be harnessed to present a near representation of some modern facilities.

Clever Use of Resources: Resourcefulness is most importantly about creative and clever use of resources at our disposal. How much assess do you have to the resources (human and material) within your reach. Most of the problems encountered in life have been dealt with sometime and somewhere; a resourceful person must ask questions about the situation on ground. Time, money and other material things can be combined and properly harnessed to solve problems.

EFFECTIVE RESEARCH

Basically, research has to do with searching and gathering information to answer a particular question or finding a solution to a problem thereby contributing to knowledge. Dordan and Dawe (2014) opined that the goal of research is to develop an informed opinion on a topic. It means that the researcher should go beyond reviewing literatures and state what he has discovered as his own contribution to knowledge.

It is not all the discoveries of researchers that are valid and genuine. A researcher may carry out a rigorous research exercise and sincerely come up with his findings but if the data used in his work are faulty such exercise may not meet up its expectation. An effective research is one that generates some understanding about the topic of study (Krishna, 2009). For research to be effective, accurate data must be obtained and such data could be verified, dependable and certified using statistical methods that allow for coherence and inferences can be deducted from it. The result of an effective research should be such that other researchers can find it easy to understand and undertake further research work in related areas. Most importantly, the research

methods used, the result obtained, the conclusion and the recommendation should be stated clearly and not in vague terms.

RESOURCEFULNESS AND EFFECTIVE RESEARCH

As mentioned earlier, research is a careful study of a given subject, problem or field, undertaken to discover facts and principles. A researcher must utilize enough resources (knowledge, time, money, etc.) to come up with a discovery that will add to knowledge. Skill and creativity is needed to harness the resources which most times are scarce, to produce an acceptable result.

For a research to be effective, the researcher must prepare for the task ahead of him. Without preparation some researchers often abandon their work when they are faced with some challenging situations. Preparation and definition of the component parts of the subject under consideration makes a good start for an effective research.

An effective research is characterized by a procedural approach. In the procedural linkage, research begins with the identification of a research problem. Educational problems are vast and with no permanent solution, hence it requires several attempts and exploration. The problem must be stated concisely and in a manner that renders it solvable. Mathematical problems are also vast – it borders on instruction, concepts, attitudes of learners and achievement. Recent challenge has been the application of mathematics concepts in tackling problems of social interest such as meeting the need of the society. Some of the contemporary problems have relationship with the past research and is needful through adequate literatures, to find out what has been said and done about the problem.

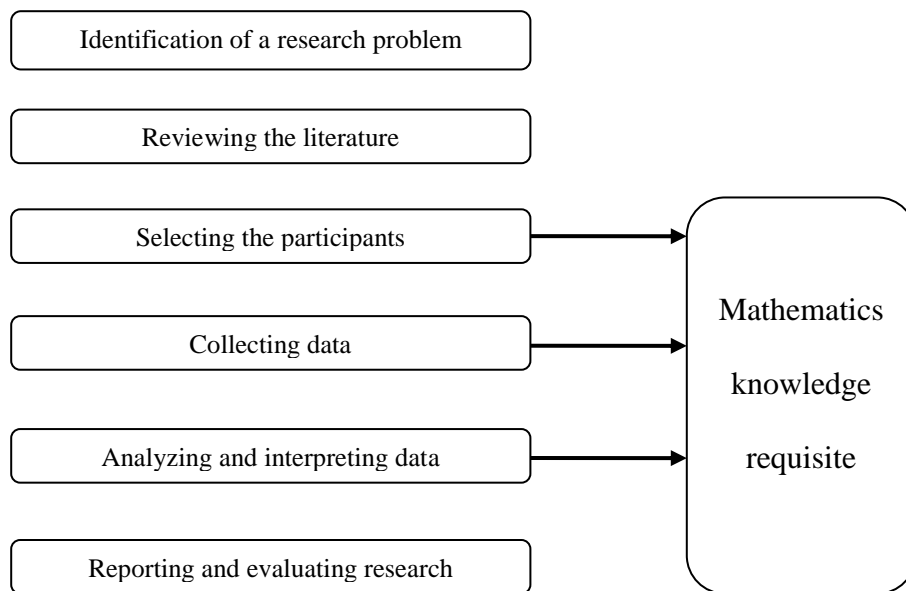


Figure 1: Characteristics of an effective research procedure. Source: Gay and Airasian (2009)

Stage IV in the loop is concerned with collecting data. Data is usually arranged by following a mathematical method – discrete, class or interval, ordinal and nominal. Individual scores and group scores are arranged using tables. The mathematics needed in the research procedure begins with sampling and population. The other stages are analyzing of the data and its interpretation,

therefore, the position occupied by the mathematics requirement in research has rendered it indispensable in the process of effective research.

A resourceful researcher permute and combine the resources available to him in the best possible way in order to avoid resource wastage and to cleverly achieve his aim by utilizing the available materials. Creativity and improvisation has to be put on display for an effective research to be achieved. In a nutshell, without resourcefulness, a researcher cannot conduct an effective research.

MATHEMATICS EDUCATION AND EFFECTIVE RESEARCH RESOURCEFULNESS

Mathematical tools are utilized consciously or unconsciously during some of the processes of an effective research. For example, the research data gathered must be analyzed and presented in a concise manner in order for the readers to easily understand the results. Ezelonwu (2012) agreed that data in its raw form do not make much sense to the readers until they are arranged in an organized form.

The arrangement of research involves the use of descriptive and inferential statistics while the data is presented in figures and tables, inferential are made using inferential statistical tools such as t-test, analysis of variance (ANOVA), analysis of covariance (ANCOVA), chi-square, among others.

Ukwuije (2003) emphasized that for clarity and easy understanding, results can be presented using tables, figures, graphs (Histogram, Bar chart, pie chart, and pictograms). Of course these are mathematical tools in which a researcher who has little or no knowledge of them could not communicate the results of his findings to the public.

In analyzing and presenting data, frequencies of variables, differences between or among variables and statistical tests must be calculated in order to establish an acceptable result of a research endeavour.

CONCLUSION

The use of mathematical tools in research must continue to be very relevant and even the more in this technological and computer era. It is needful for learners to have basic mathematical knowledge in order to acquire the skills needed for interpretation of scientific cum research based results. The importance of mathematics to research cannot be overemphasized, therefore, all researchers and potential researchers should be made to have a good knowledge of mathematical tools especially those required for data analysis and presentation in order to ease communicating research findings accurately.

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ⁱ Mark Sanderson Otikor is of the Department of Curriculum Studies and Educational Technology, University of Port Harcourt, Rivers State, Nigeria.



Impact of Human Capital Development on Digitisation Process in the Media Industry

Chris Obisiⁱ

Department of Industrial Relations and Personnel Management
Faculty of Business Administration,
University of Lagos, Akoka, Lagos

Samuel Remiⁱⁱ

Department of Industrial Relations and Personnel Management
Faculty of Business Administration,
University of Lagos, Akoka, Lagos

Abstract

Digital transmission is surprisingly a great phenomenon in the transformation of the media industry in Nigeria. It allows media houses to effectively execute display capabilities to increase viewer interest through multicasting and broadcasting high quality channels on each frequency and to increase transmission and broadcasting for the interest of global views and technology. This study takes a comprehensive assessment of the impact of human capital development on digitization process in media industry in Nigeria. The study relied largely on descriptive statistics with data collected from both employees and customers of some selected media houses in Lagos State Nigeria. Data were collected through administration of questionnaires to the sample size drawn from the population. Data analysis was conducted using Statistical Package for the Social Sciences (SPSS), while 5 point Likert scale was adopted for response rating. The study found that digitization would bring about employees productivity. It was recommended that business media in Nigeria should invest extensively on the training of their employees and try to improve employees' motivation.

Keywords: Communication technology, Commitment, Digitization, Labour mobility, Manpower skills.

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INTRODUCTION

The actual pace of digitization in developing countries will ultimately depend on the commitment of all media organizations to pursue policies that will promote human capacity development, investment on skills acquisitions and appropriate financing of skill acquisition and training programmes. There is a growing belief that the survival and sustainability of the digital technology in the transmission industry will be influenced by how much has the industry committed in terms of funding in the human asset perspective of the communication technology (Akinreti, Ojo, Odegbenle, Owolabi, Tsebee, Goke, Jegede, & Nwaolikpe, 2013).

Nigeria is faced with a lot of challenges ranging from infrastructure to manpower and ranging also from financial implication to sensitization issues. These are not all since it has become mandatory that the nations broadcast media must transit from analogue to digital system with other countries; and since there is already a set deadline for transition, the stage is set to unravel the challenges of the digitization process (Innocent & Uwaoma, 2012).

Digitization is a broad term spanning the media industry including the prints and the electronic media. It is the representation of an object, image, sound, document or a signal usually an analogue signal by a discreet set of its points or sample. The results of these processes are digital representation, digital image for an object and digital form for a signal (Akinreti et al., 2013). The results of these processes are digital representation, digital image for an object and digital form of a signal (Akinreti et al., 2013).

Policies to promote progress in this direction will seek a total and exhaustive explanation of the meaning, scope and workability of the digitization process. Digitization is a technological innovation has changed the scope of radio and television broadcasting in Nigeria. It is a process of transition from analogue to digital technology (Innocent & Uwaoma, 2012). Digitization allows information of all kinds in all formats to be carried with the same efficiency and also intermingled (McQuail, 2000). However, a mere comprehensive description of digitization was explained as a process or device that operates by processing information that is supplied and stored in the form of a series of binary digits (Robinson, 2004). Digital radio is the pure digital transmission medium that improves the sound quality of radio broadcasts, virtually eliminating statics, hiss, pops and fades and offers data display capabilities on receivers and opens up opportunity for multicasting, broadcasting multiple high-quality channels on each frequency.

A more definitive examination of digitization suggests its duality into radio and television. Digital television (DTV) offers viewers many interesting advantages. These include clearer pictures with better sound quality. It enhances the rectangularness of the screen (16.9 aspect ratios) unlike the traditional TV which is square (4.3 aspect ratios). The possibility of transmitting on a super-resolution high-definition television (HDTV) is enhanced by digitization of Television signals (Innocent & Uwaoma, 2012). Critics are equally skeptical of the purported benefits of digitization due to low level of human capacity building in the media industry. It is believed that there is presently lack lustra attitude on the part of the media house owners to create some basic infrastructure to meet the needs of the digitization process. Training of media personnel makes valuable additions to the digitization labour needs because skills acquired in the industry are not easily transferable to the labour market.

Arguments and empirical evidence have been presented in support of a positive net effect of human capital development for digitization. Solomon, Duce, & Harrison (2011) noted that the media business did not arise spontaneously and independently rather they emanated

systematically from the metamorphosis of the older media. This suggests that media businesses did not simply develop today but over many decades and therefore must be manned and sustained by personnel experts. Media activities include text graphics, sound video and animation.

Presently, there is great momentum toward digitization throughout the country. People are waiting to see the prospects and the beautiful messages associated with it. Productivity should be matched with skills development because what is involved in the process is enormous. These include in proving coverage of digital TV transmission, ensuring that bond width are available for wireless broadband services, enhancing sound and picture quality in particular HDTV, enabling more channels (additional contents) and giving unfettered access to digital radio transmission (Akinreti et al.,2013).

Digitization therefore raises many complex issues. There are questions of target time compliance, industry competitiveness, training and retraining of personnel, appropriate financing, structure of workmen compensation, stakeholder interest, consumer satisfaction and availability of digital televisions in the country. Akinreti et al. (2013) quoting Raymond Dokpesi noted that Nigeria media owners do not have a choice but join the moving train of digitization. Finally, supporters of digitization see it as a way to broaden the base of ownership and participation in the media industry thereby encouraging individual viewers to feel that they have a direct stake in the business. While contributing to domestic output and capital formation, digitization is also absorbing substantial amounts of resources and in many cases is imposing a heavy foreign exchange burden on the economy.

For instance, Startimes has upgraded its Digital Terrestrial Television (DTT) system to the latest technology the Digital Television Transmission 2 (DVB-T2) across the country (Nigeria). This technology allows its subservices more channels options, up to 70+ channels. It is actually designed to prepare subscribers and Nigerians generally for the digitization era (Akinretiet al., 2013). With the entrance of more private television and radio stations, digital content such as webcasts were introduced into air's and radio programmes of those stations. Radio stations such as Cool FM and Brilla FM, both privately owned outfits set the pace with Radio Nigeria, Ibadan broadcasting on www.radionigeria.org and www.radiolagosekofm.com. Many other broadcasters including Voice of Nigeria (www.voiceofnigeria.org), Channels Television (www.channels tv.com) and Nigeria Television Authority (www.nta.org) embraced webcasting, aimed at expanding their reach and visibility by viewers (Akinreti et al., 2013).

Again the entrance of cable and satellite pay TV stations such as Multichoice, DSTV, HiTv and Startimes have increased the market competitiveness and readiness for digitization. In each of these activities, human resources have a proper role to play both in operation and management. Therefore filling the skill gap is vital for the development of digitization process in the media industry in Nigeria. Therefore filling the skill gap through employees training, retraining and development is vital.

Objectives of the Study

The study adopted the following objectives to examine the impact of human capital development on digitization process in media industry. The specific objectives were as follows:

- To examine the impact of skill acquisition on the digitalization process in Nigeria;

- To assess the impact of financing on technology acquisition for media house digitization;
- To analyse the impact of digitalization in the media houses on employees work-life balance;
- To identify the impact of regulatory framework on the operation of digital media houses,
- To produce future academic reference research work on digitalization process in Nigeria

Research Questions

The following research questions were developed to elicit vital responses relevant for the study:

- Can the introduction of digitized process increase the level of skills acquisition in the media industry?
- Is the level of working conditions in the media industry sufficient enough for the application of digital technology in Nigeria?
- Will the type of job content and ICT skills present in the media industry be effective enough to support the application of digital technology?
- Can digital technology bring about job satisfaction and improved health status to employees?
- Can the introduction of digital technology affect the family life balance of the employees in the media industry?

LITERATURE REVIEW

Digitization is a mechanism commonly associated with the transmission process in the media industry (Udeorah, 2008). It is the representation of an object, image, sound, document or a signal usually an analogy signal by a discrete set of its points or sample, the result of these processes are digital representation, digital image for an object and digital form for a signal (Akinreti et al., 2013). It is also a process or device that operates by processing information that is supplied and stored in the form of a series of binary digits (Robinson, 2004).

Digitization can occur in either radio or television. Digital radio is the pure digital transmission medium that improves the sound quality of radio broadcasts, virtually eliminating static hiss, pops and fades and offers data display capabilities on receivers and opens up opportunity for multicasting; broadcasting multiple high-quality channels on each frequency (Okpanachi, 2008). Hanson (2005) discloses that just as sound recording has moved to digital formats with CDs with MP3 files so is television in the process of going from analogue technology of Farnsworth and Zworykin to the computerized digital technology. He explained further that there are distinct digital formats; high-definition television (HDTV) is a wide screen format and features an ultra-clear high resolution picture with superior sound. The other digital format is standard digital television, TV, which will make it possible to broadcast up to six channels on the same frequency space that now carries only one channel.

The very feature that marks a successful switchover from analogue to digital transmission or broadcasting implies a major increase in the level of investment in equipment and gadgets, power supply and more importantly in human resources. As the complex and fragile equipment are coming in there is need for matching manpower. The task of training and retraining personnel to fit into the digital process pose a challenge to the race (Thechu & Uche, 2012).

An examination of the role of human resources in the digitalization process demonstrates that growth and continued sustainability of the media industry will strongly abide in human asset investment. Sudden access to a well-functioning labour market could have a variety of possible effects on the quality of digital transmission. A simple correlation between the level of human asset investment and the growth of the digital transmission industry suggests that possible determinants of media industry growth lies in the quality and level of technologies in the digitization process and capacity of human assets to manage the digital technologies.

In discussing the events leading up to the advent of digital technologies, it leaves no doubt that the process is more strongly committed to attendant value to the users-viewers and listeners in Nigeria. The advent of the digital technologies has meant not only a qualitative leap in the production and distribution tools used by the media but have also benefited users in particular as they have become active agents in the communication circuit (Krishnan in Akinreti et al. 2013).

Countries that have achieved advanced levels of digitization- mass adoption of connected digital technologies and applications by consumers, enterprises, and governments have realized significant benefits in their economies, their societies and the functioning of their public sectors (Sabbach, Friedrich, El-Darwiche & Singh, 2012). Achieving all these entail great empowerment of the personnel factor that is vital in bridging the gap between analogue and digital broadcasting. By implication empowerment according to Armstrong (2013) can:

- speed up decision making
- release the creative and innovative capacities of individuals
- provide for greater job satisfaction, motivation and commitment
- give people more responsibility
- enable individuals to gain greater sense of achievements from their work
- reduce operational cost by eliminating unnecessary layers and individuals can take prompt decisions having being empowered.

Thus the media revolution through digitization remains one of the most significant sources of manpower development in the broadcasting industry. What is seemingly important in the switchover mechanism is the establishment of an organisational support and legal framework that can help smooth the process. Rao (1990) in this regards stated that organizations should create learning and developmental culture where individuals continuously learn from their own experience and the various learning opportunities the organisation provides.

STUDY METHODOLOGY

The study adopts a descriptive research design. A descriptive research designs allows the researcher to describe the specific characteristics (Preko, 2012) such as cost of digitization, skills acquisition, employees working conditions, impact of operation on governance, receptivity, coverage and efficiency (Bunshak, 2006). Four hundred respondents working in 12 radio and television stations in Lagos were used as sample size out of a total population of 3200. The questionnaire was structured towards both open-ended and close-ended to allow the respondents the liberty to react to the questions posed by the researchers in an unrestricted manner. The sample size was determined with the aid of the stratified sampling method. In stratified sampling, the researcher controls the relative size of each stratum, rather than letting random processes

control it. This guarantees representativeness of fixes the proportion of different strata within a sample (Neuman, 2000).

The sample size comprises two hundred and fifty (250) employees of radio stations (160) and television stations (240) drawn from a population of three thousand two hundred employees of radio stations (1305) and television stations (1895) based in Lagos State. Responses were arranged in five-point Likert scale of strongly disagree (1) to strongly agree (5). Cross tabulation was used in this study, which is a table in a matrix format that shows the frequency distribution of the variables. Crosstab are heavily employed in survey research, business intelligence, scientific research etc. Job contents of those working in digitized media include technology skills, working environment and personal health, stress and satisfaction. Data analysis was made with the aid of statistical package for social sciences (SPSS) version 20.0.

DATA ANALYSIS AND RESULTS

Table 2 presents the cross tab results as follows. Majority of the respondents in the radio (48% agreed, 44.4% strongly agreed) and television (66.67% agreed and 31.33% strongly agreed) believed that skills acquisitions were necessary for the quicker take off of digital technology in the country. On the issue of working condition, majority of the respondents in the radio industry did not agree that the present working conditions can support the application. A total of 56% (24% strongly disagreed and 32% disagreed) showed their disapproval while only 42% (36% agreed and 6% strongly agreed) supported the introduction of digital technology under the present working conditions. While under the television majority of the respondents (46.67% agreed and 18.67% strongly agreed) accepted that the present working conditions were sufficient enough to support the digital technology.

In the area of job content and ICT skills majority of the radio workers agreed (40.8% agreed; 46% strongly agreed) that improved job content and ICT skills re essential for the introduction of digital technology in the country. While a total majority of the respondents (110% agreed; 38% strongly agreed) were of the belief that improved job content and ICT skills will enhance quicker operation of digital media. Again the study farther disclosed that majority of the respondents (34.4% agreed; 39.6% strongly agreed) believed that improved job satisfaction and health status of the employees would bring productivity in digitized radio industry. The views were expressed by respondents drawn from the television industry (40% agreed and 32% strongly agreed)

In issues relating to family life balance majority of the respondents (36% agreed; 40% strongly agreed) disclosed that family life balance would be affected by the introduction of digital technology while 8% strongly disagreed, 16% disagreed. In response to whether labour mobility would be increased in the radio industry with the introduction of digital technology 52% agreed; 42% strongly agreed while 2% strongly disagreed and 4% disagreed. Whereas in the television authority majority of the respondents agreed 80% strongly agreed and 13.33% agreed while 2% strongly disagreed and 4.67% disagreed.

Again respondents were asked to react whether commitment and competency would be higher in both radio and television industry with the introduction of digital technology. In radio industry 60% agreed; 63.2% strongly agreed and 1.33% remained indifferent while in the television industry, 53.335 strongly agreed, 5.33% strongly disagreed and 8% disagreed. When a question to ascertain whether digitization would encourage professionalism in the radio and

television industry (20% agreed and 80% strongly agreed) believed that the digital technology would bring about professionalism in the industry while majority of the respondents (90% agreed and 58% strongly agreed) in the television believed that it would encourage professionalism.

The issue of quality transmission and patronage were presented to the respondents. In the radio industry a total of 35.2% of the respondents agreed; 62.8% strongly agreed; 1.6% strongly disagreed and 0.4% disagreed that digitization would improve quality of transmission, in the television industry 35.2% agreed; 62.8% strongly agreed; 1.6% strongly disagreed; 4% disagree. Finally respondents were requested to react to the issue pertaining to employees' productivity. Respondents in the radio industry 40% agreed; 60% strongly agreed digital technology would increase productivity of workers.

Table 1: Cross tab of ten variables on Matching manpower skills with digitization								
	Industrial sub sector		Strongly disagree	Disagree	Indifferent	Agree	Strongly agree	Total
1.		Skills acquisition						
	Radio	Frequency	5 (2%)	13 (5.2%)	1 (4%)	120 (48%)	111 (44.4%)	250 (100%)
	Television	Frequency	1 (0.67%)	2 (1.33%)	0 (0.0%)	100 (66.67%)	47 (31.33%)	150 (100%)
2.		Working conditions						
	Radio	Frequency	60 (24%)	80 (32%)	5 (2%)	90 (36%)	15 (6%)	250 (100%)
	Television	Frequency	15 (10%)	35 (23.33%)	2 (1.33%)	70 (46.67%)	28 (18.67%)	150 (100%)
3.		Job content & ICT skills						
	Radio	Frequency	5 (2.0%)	25 (10.0%)	3 (1.2%)	102 (40.8%)	115 (46%)	250 (100%)
	Television	Frequency	0 (0.0%)	2 (1.33%)	0 (0.0%)	110 (73.33%)	38 (25.33%)	150 (100%)
4.		Job satisfaction & Health status						
	Radio	Frequency	40 (16%)	20 (8%)	5 (2%)	86 (34.4%)	99 (39.6%)	250 (100%)
	Television	Frequency	10 (6.67%)	30 (20%)	2 (1.33%)	60 (40%)	48 (32%)	150 (100%)
5.		Family life balance						
	Radio	Frequency	20(8%)	40(16%)	0(0.0%)	90(36%)	100(40%)	250(100%)
	Television	Frequency	60(40%)	55(36.67%)	2(1.33%)	20(13.33%)	13(8.67%)	150(100%)
6.		Labour mobility						
	Radio	Frequency	5(2%)	10(4%)	0(0.0%)	130(52%)	105(42%)	250(100%)
	Television	Frequency	3(2%)	7(4.67%)	0(0.0%)	20(13.33%)	120(80%)	150(100%)
7.		Commitment & Competency						
	Radio	Frequency	0(0.0%)	0(0.0%)	2(1.33%)	90(60%)	158(63.2%)	250(100%)
	Television	Frequency	8(5.33%)	12(8%)	0(0.0%)	50(33.33%)	80(53.33%)	150(100%)
8.		Professionalism						
	Radio	Frequency	0(0.0%)	0(0.0%)	0(0.0%)	50(20%)	200(80%)	250(100%)
	Television	Frequency	2 (1.33%)	0 (0.0%)	0 (0.0%)	90 (60%)	58 (38.67%)	150 (100%)
9.		Quality transmission & Patronage						
	Radio	Frequency	4 (1.6%)	1 (0.4%)	0 (0.0%)	88 (35.2%)	157 (62.8%)	250 (100%)
	Television	Frequency	0 (0.0%)	0 (0.0%)	5 (3.33%)	68 (45.33%)	77 (51.33%)	150 (100%)
10.		Employees Productivity						
	Radio	Frequency	0 (0.0%)	0 (0.0%)	0 (0.0%)	100 (40%)	150 (60%)	250 (100%)
	Television	Frequency	2 (1.33%)	5 (3.33%)	0 (0.0%)	50 (33.33%)	95 (63.33%)	150 (100%)

DISCUSSION

In compliance with the total findings majority the findings in the radio industry (48%) and television (66.67%) agreed that skills acquisition is vital for digital technology application while majority of radio (36%); television (46.67%) supported improved working conditions. This supported by the findings of Akintunde and Anjo (2012). On job content and ICT skills majority of the radio (46%) and television (73%) agreed that it should be improved while majority of the radio (39.66%) and television (40%) desired better job satisfaction and health status.

A related example was provided in a study conducted by Akinreti et al. (2013). The majority of radio (40%) agreed while television (40%) disagreed that digital technology would not bring about better family life balance. This is supported by Bandi, Angadi and Shiyarama (2015) that digital can increase and decrease family life balance depending on the policy of the operating organization. Again it was indicated by the study that majority of the radio (52%) and television (80%) believed that digital technology encourage labour mobility in the country. A digitized media has the potential of transforming the society and presenting the labour force the opportunities of new choice (Sabbach et al., 2012)

Furthermore, it has been identified by the study that commitment and competency are relevant in digital technology. The majority of the radio (63.2%) and television (53.33%) accepted the fact that digital technology would increase employees' commitment and competency which was supported by Armstrong (2013). On the issue of professionalism, majority of the radio (80%) and television (60%) respondents agreed that digitization would create professionalism among the employees. Rao (1999) supported this finding that organization should create learning and developmental culture where individuals continuously learn from their own experience and thus become professionals overtime.

In the area of quality transmission and patronage, majority of the radio (62.8%) and television (51.35%) believed that digitization would increase the quality of transmission and patronage (Ihechu & Uche, 2012). Finally majority of the radio (60%) and television (96.67%) chose to say that digitization would bring about employees productivity (Bunshak, 2006; Armstrong, 2013)

CONCLUSION AND RECOMMENDATIONS

It is imperative that the conclusion would consider the findings as they become relevant to the application of digital technology in Nigeria. Significantly, digital process can only be operational and effectively impact positivity in the media industry if the level and quality of labour involved are improved. Many benefits have been identified with digitization and among the significant ones are receptivity, clarity in picture and sound. All these remain a function of well trained and retrained personnel, motivated employees and good working conditions.

However, the ability of the media houses to cope with these challenges including the cost of technology acquisition will depend largely on the financial support and patronage generated by the economy. It is therefore recommended that all business media in the country should invest extensively on the quality of their employees and try so much to improve their motivation because it was disclosed at a point that workers performed below average due to low morale.

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ⁱ Dr. Chris Obisi is a Senior lecturer in the Department of Industrial Relations and Personnel Management, Faculty of Business Administration University of Lagos, Akoka, Yaba, Lagos, Nigeria. Throughout his academic career, his teaching and research have specialized in Industrial Relations, Personnel and Human Resource Management in local and international reputable journals. He has developed an exquisite knowledge and zeal for strategic human resource

management for business organisations in Nigeria. He possesses a conscientious up-to-date pedagogical rich skill that fits perfectly into solutions for resolving issues bothering on home grown work place relations and Human Resource Management/Preservation for business organisations in Nigeria. According to Dr Obisi Nigeria must think local and act global if she wants to come out of the doldrums.

ⁱⁱ Samuel Remi is of the Department of Industrial Relations and Personnel Management, Faculty of Business Administration, University of Lagos, Akoka, Lagos



The Influence of Militancy Variables on Educational Development of Secondary Schools in Rivers State, Nigeria

Rose Ogbugo-Ololube¹

Department of Educational Administration and Planning
Faculty of Education
University of Calabar, Nigeria

Abstract

This study examined the influence of militancy variables on educational development of secondary schools in Rivers State, Nigeria. To achieve this purpose three null hypotheses were formulated based on the identified militancy variables namely; hostage taking/abduction/kidnapping, poverty and weapon possession by students. The research design adopted for this study was descriptive survey. Stratified random sampling technique was adopted, and Cronbach Alpha reliability method was also applied to determine the internal consistency of the instrument. The population for the study was 3,049, while the sample size was 939 respondents. The result of the analyzes revealed that militancy variables of hostage taking/abduction/kidnapping, poverty and weapon possession by students exert significant influence on educational underdevelopment of secondary schools in Rivers State, Nigeria. It was then recommended that the strategy for community-based programmes is effective at reducing youth violence and violence-related outcomes (Rivers State Government Press, 2005).

Keywords: Militancy, Educational Development, Secondary Schools, Rivers State, Nigeria.

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INTRODUCTION

Across Nigeria, improving the academic standard of children in their communities have been the responsibility of parents, educators and policy makers. The federal government “No Child Left Behind Act” which stated that schools should improve students’ academic performance, was typically measured by performance on standardized tests. In Rivers State, several commissions and committees has been inaugurated by the Ministry of Education to develop and oversee academic accountability system for the state’s educational system.

The State Ministry of Education has called for clear, vigorous academic standards’ exams and tests to ascertain whether students are meeting the standards for their success or failure (Partnership for Learning, 2001). Tests scores, which is not the only or necessarily the best measure of achievement, do reliably predict some extent of failure and success. Battin-Pearson et al. (2001) in agreement with this view, affirmed that, poor academic performance is a strong prediction of whether a student will continue his or her academic pursuit or drop out of school.

The increased emphasis on accountability at both federal and state levels, highlights the importance of identifying factors that affect educational development and groups of students within the schools. Although most efforts to boost educational development take place in the classrooms, yet certain aspects of the social environment, including risky behaviour such as hostage taking/abduction/kidnapping, poverty and weapon possession by students also exert effect on educational development (Pollard et al., 1999).

Iyagba (1979) contends that attitudes and behaviours that affect educational development are nurtured in social groups, at parties and other gatherings, on the streets, in places where pre-teens and adolescents typically hang out with little or no adult supervision or support. The Niger Delta region of Nigeria is faced with developmental problems due to bad environmental changes, land degradation, destruction of indigenous culture, poverty, and the result is youth restiveness and militia upsurge. The recent issue on ground between the foreign oil companies and a good number of the Niger, minority ethnic groups (e.g., Rivers people) who felt being exploited, was destructive. The struggle for oil wealth has fueled conflict and crisis between different ethnic groups, which has resulted in the occupation of the entire region by ethnic militant groups, the Nigerian Police and military Forces. Precisely, deprivation and poverty within the oil and gas resource areas accounts for the protest by the Rivers people for resource control. It is not surprising that the environmental policies, which were upheld in developed countries, are not maintained in Rivers State due to lack of wealth, power and equity of the affected communities. As a result, oil companies always displace inhabitants from their homeland and further marginalize them.

According to Niger Delta Human Development Report (2006), rather than Nigeria using the petro-dollars to develop the entire nation (the Niger Delta inclusive) and Rivers State in particular, only sections of the nation far from the Niger Delta were transformed while Rivers State is suffering from administrative neglect, high unemployment, abject poverty, social deprivation, crumbling social amenities and services and endemic conflicts. Almost all the major oil producing communities in Rivers State like the Bomu field, Ebubu, Afam, unuechem, Aluu, Odagwa to mention a few, are without social amenities and wear the look of an abandoned property. Looking at the economic situation of the region, it is evident that there is no real development, and social amenities such as good roads, electricity and pipe borne water in the area. The underdevelopment is so serious and great that the youths of the region resorted to militancy in the bid to attract the attention of the federal government and the international communities to their plight. Majority of the beneficiaries of oil exploitation are from other parts of the country, far from the oil producing states. The organized protest by the people was followed by several harassments, arrests and killings of

some members of the indigenous communities by the federal government troops. The protesters see all these as assaults and marginalization of the minority groups in the country.

Preye and David (2010) defined militancy as an aggressive and active behaviour geared towards the defence and support of a cause (mainly political). A militant could be described as a person, involved in fighting (or a protest movement) in the defence of a cause. Okoba, in Preye and David (2010) supported and shared the view that the excruciating and harsh socio-economic realities of the people have turned all Niger Deltans (especially Rivers people) into militants. Similarly, the militancy that is causing the country so much concern is the rise in violent insurgency which is adversely affecting the output of oil. This is the aspect of the Niger Delta militancy that has been corrupted and permeated by criminal minded individuals and gangs.

Ekpu (2007) contend that the implication of this problem has made Nigerian oil fields one of the most dangerous in the world and has increasingly become a great threat to the country's main source of income. Nigeria has lost billions of dollars in oil revenue, through activities of the militants. However, militancy activities have created a state of insurgency, anomic and distortion of the value system of the indigenous communities. With the increasing flow of blood, current hostage taking/abduction, the irregular closure of production facilities, and the withdrawal of some foreign oil firms from Rivers State, calls for an immediate solution since it is a major setback on educational development.

The Niger Delta region, where Rivers State is located, on almost all the indices that point towards enhanced individual and community development has been assessed as lagging behind. The incidence of poverty is an emerging paradigm for understanding global vulnerabilities, especially those revolving around human security. Ololube et al (2012) views human security as an emerging concept is now widely used to describe the complexity of interrelated threats associated with civil war, genocide and the displacement of populations. They further distinguished between human security and national security. The national security according to them, focuses on the defence of the state from external attacks, and communities from any form of political violence, while the human security focuses on protection of individuals. In policy terms according to UNDP (1994), human security provides sustainable and elaborate security against fear, conflict, ignorance, poverty, social and cultural deprivation and hunger. Berezina and Wright (2000) observed that the school setting is unique in that it brings large groups of people together for extended periods of time in a small area. Many state legislatures have recognized that certain acts committed under these circumstances have potentially greater harmful effects to the health and safety of people and have implemented legislation accordingly.

Ajike (2010) reported that the atmosphere of insecurity recently inflicted on the nation by militants, point to poor use of pre-emptive intelligence and a coherent strategy in the management of security affairs emanating thereof. These militants have been there for quite a longtime until politicians started using them against their opponents during elections. According to Ajike (2010), there was a development that took place (or occurred) and the institution association with state power became a target of its structured hostility and attacks. The issue now shifted from politicians to oil companies and now the masses, as these politicians are no longer reachable by the militants. These hungry and abandoned youths now take to robbery, and kidnapping for their daily bread because they are still in possession of those guns given to them during election by their political masters.

Sheley, McGree and Wright (1992) observed that school no longer have distinct roles in etiology of youth violence; rather schools have become the physical locations where larger community problems are manifested. Factors such as community size, crime rate, economic instability and racial composition of neighbourhoods appear related to school crime. Sheley and Wright (2000) in their research findings suggested that the presence of high-crime within

schools and high-crime communities intensifies the level of fear and apprehension experienced by many students. Regarding the use of weaponry in schools, Sheley and Wright (2000) discovered that in the gang world of confrontational crime and violence more retaliation, and such weaponry has moved gang violence from foot to vehicle and more mobile attack teams. Students generally suspect that drug use and violence are linked, but the direction of the association and its application to all forms of drug users across levels of addiction are unclear.

Abraham (2011) suggested that targeting the source of weapons and drug dealing, increasing young people's faith in law enforcement and school administrators, teaching of conflict resolution skills and encouraging youths to develop positive attitudes about themselves and their peers, may assist in creating a safer, violence-free school environment.

Statement of the problem

Traditionally, schools have been expected to teach children academic skills. Places where students, their teachers and administrators can interact with one another are in schools. Student's negative behaviour has always been a concern to educators as they believe student behaviour affects their academic achievement. The concern about students' behaviour has risen to alarming rate in the last decade (Boothe et al, 1993). Students who spend time arguing and fighting have little time or strength for academic pursuit because negative interactions may lead to learning problems.

The assumption that if negative behaviours are eliminated, the classroom climate will be conducive to learning; traditional disciplinary practices which include various forms of punishment were adopted. The deviant behaviours which have led to militancy activities are against the values of the society and the schools system. This situation has attracted a lot of research work into the causes of differences in academic or school achievement among school children. Thus, it has in turn negatively affected educational development. The key goal of education is to bridge the gaps and ensure that every child is given a chance to excel in their life endeavours. It is based on these that this study intends to investigate how militancy activities influences educational development of secondary schools in Rivers State.

Purpose of the study

The purpose of this study was to investigate the influence of militancy variables on educational development of secondary schools in Rivers State. Specifically, the study was to:

- Determine the influence of hostage taking/abduction/kidnapping on educational development of secondary schools in Rivers state;
- Establish the influence of poverty on educational development of secondary schools in Rivers state;
- Determine the influence of weapon possession by students on educational development of secondary schools in Rivers State.

Hypotheses

The following hypotheses were formulated to guide the study:

- Hostage taking/abduction/kidnapping does not significantly influence educational development of secondary schools in Rivers State.
- Weapon possession by students does not significantly influence educational development of secondary schools in Rivers State.

- Poverty does not significantly influence educational development of secondary schools in Rivers State.

METHODOLOGY

The study adopted a descriptive survey design because it gives accurate and purposeful report of observed phenomenon. The study area is Rivers State, Nigeria, one of the States in the Niger Delta region. It has 23 Local Government Areas, and their major occupation is farming, fishing and trading. Port Harcourt is the economic and political state capital. The population of the study is 2,637 SS 2 students and 412 SS 2 teachers technique is stratified and simple random sampling from 20 secondary schools and 10 local government areas. The sample consisted of 527 students and 412 teachers, bringing the total population to 3,049. The sample technique was stratified and simple random sampling from 20 secondary schools from 10 local government areas. The sample consisted of 527 students and 412 teachers.

Data was collected with the use of an instrument titled: Militancy Variables and Educational Development Assessment scale (MVEDAS). Section A, of the instrument comprised of items which elicited information on the respondents personal data such as their age, gender, qualifications (for teachers only) ethnic affiliation and years of living in the state. Section B, measured hostage taking/abduction, poverty and weapon possession by students. Section C, on the other hand, was devoted to collecting information, from respondents on education development of secondary schools. Here the respondent expressed their opinions based on their degree of agreement on the options. The sum total of the weight items was categorized into four groups, and on this basis a respondent was assigned to one of the four groups of very high extent (VHE), High extent (HE), low extent (LE), very low extent (VLE) and they were expected to tick one depending on their options.

The instrument was face-validated, by experts in Measurement and Evaluation. A pilot test was carried out using Cronbach Alpha method and the reliability co-efficient ranges from 0.74--0.87 which shows that the instrument was reliable. Data obtained was coded and subsequently analyzed using one-way analysis of variance (ANOVA).

RESULTS

Hypothesis One

Militancy in terms of hostage taking does not significantly influence educational development of secondary schools in Rivers State.

Table 1: One-way analysis of variance (ANOVA) of influence of hostage taking on educational development of secondary schools in Rivers State

Extent of Edu. Dev.	N	\bar{X}	SD		
Very low extent	249	26.46	8.86		
Low extent	265	25.94	7.97		
High extent	280	25.47	7.81		
Very high extent	145	26.02	9.18		
Total	939	26.05	8.46		
Source of Variable	Sum of square	Df	Mean of square	F	Sig.
Between group	121.408	3	40.409	5.650	.000
Within group	65603.191	936	71.619		
Total	65724.599	939			

The finding implies that militancy with regards to hostage taking/abduction/kidnapping significantly influence educational development of secondary schools in Rivers State. Thus, hypothesis one was rejected.

Hypothesis Two

Militancy in terms of weapon possession by students does not significantly influence educational development of secondary schools in Rivers State.

Table 2: One-way analysis of variance (ANOVA) statistical technique of influence of weapon possession on educational development of secondary schools in Rivers State

Extent of Edu. Dev.	N	\bar{X}	SD		
Very low extent	185	25.86	7.46		
Low extent	229	25.20	8.52		
High extent	379	27.21	8.88		
Very high extent	146	26.66	8.64		
Total	939	26.23	8.37		
Source of Variable	Sum of square	Df	Mean of square	F	Sig.
Between group	632.885	3	210.962	2.969	.031
Within group	65091.714	936	71.061		
Total	65724.599	939			

The finding revealed that the respondents who perceived militancy in terms of weapon possession by students are high; as a result, it influences educational development. Thus, the hypothesis was rejected, which means that there is a significant influence of weapon possession on educational development of Rivers State.

Hypothesis Three

Militancy in terms of poverty does not significantly influence educational development of secondary schools in Rivers State.

Table 3: One-way analysis of variance (ANOVA) statistical technique of influence of poverty on educational development of secondary schools in Rivers State

Extent of Edu. Dev.	N	\bar{X}	SD		
Very low extent	127	25.59	8.94		
Low extent	164	24.56	8.12		
High extent	328	27.59	8.26		
Very high extent	320	29.51	6.80		
Total	939	26.81	8.03		
Source of Variable	Sum of square	Df	Mean of square	F	Sig.
Between group	2462.163	3	820.721	11.884	.000
Within group	63264.436	936	69.064		
Total	65724.599	939			

The result in table 3 revealed that those who perceived militancy in terms of poverty as very high extent and high extent show that the poverty rate in the region influences educational development of Rivers State. Thus hypothesis three was rejected, which depicts that poverty significant influence educational development.

DISCUSSION

The result of this study indicated that militancy in terms of hostage taking significantly influence educational development of secondary schools in Rivers State. The findings of the present study agrees with those of Musharbash (2005) and Yun (2006) who in their findings showed that some terrorist groups have engaged in hostage taking to support their continuing terrorist activities, while others do so exclusively for the purpose of generating revenue, after re-discovering the new income source. The finding similarly disagree with that of Machintyre (2006) who posited that hostage taking was also used as a supplement tactic to campaign against political opponents. That hostage taking has become one of the most valued weapons in the modern terrorist agenda. The finding on militancy demand variable is as expected. When there is a demand for ransom or non-ransom demand, the chances of the hostage's life can reasonably be expected to be spared as long as the hostage taker has something to gain from this hostage exchange. Yet, the finding is contradictory and unexpected. This contradiction, the researcher observed, might be explained by the effects of the state intervention and the federal government amnesty programmes on militancy had a positive perception of militancy activities.

The possession of weapons by students who are supposed to be in school and learn is not encouraging. The use of weapon in school does not make for any type of good environment for academic work and so cannot positively impact on educational development. Young offenders are described as heartless fellow and their victims as rival gang members in urban war zones. The United State Senate Committee Report (1991) revealed that the causes of use of weapons in school may be connected with hard core drug addicts, dealers and deadly weapons (three DS) violence. Supporting the US Committee Report, Blumstein (1995) and Huston, Auglin, Kgriancou, Hart and Spears (1995) argued that most killings that take place in the troubled areas may be associated with drug use and gang-related conflicts. Government and other relevant stakeholders have a role to play in disarming and dissuading the young adolescents in school from the use of weapons, since it does not promote learning and hinder educational development.

RMC Research Corporation (2001), affirmed a specific relationship between alcohol use and low commitment to school among students living in urban slums. Other scholars have also reported that high levels of substance use are associated with poor attachment to school (Flannery et al, 1994 Voelki & Frone, 2000). Similarly, Voelki (1997) observed that violent and rebellious behaviours such as delinquency were negatively associated with increased identification with school. Poverty, or low socio-economic status, directly increases the likelihood of general school failure and early high school dropout (Battin-Pearson et al, 2000; Newcomb et al, 2001). Washington Kids Count recently reported that having high concentration of students from low-income families is the most predictor of both average school and average district performance on the Washington Assessment of student learning (2001b). Poverty is also associated with risky health behaviours (Hawkins et al, 1992) and must be taken care of when examining the effect of these behaviours on educational development. Poverty is a potent factor that influences students' behaviour, attitudes and academic achievement. The percentage of students from low-income homes directly affects tests scores in schools. Poverty increases levels of community risk, which is linked to harmful behaviours like armed robbery, kidnapping and other ill vices and also lowers achievement (development) of any kind in the communities.

The researcher as an eye witness, observed the exodus of non-indigenous business men and women out of certain local government areas of the state, to places where they can find peace and continue their businesses, due to constant threats from the kidnapers and armed robbers. In such areas as this no tangible work or business can function well, where

people sleep with one eyes closed and the other opened. Students and teachers go to school in fear of being victims. Evidence of these poverty effects also is found for both middle class and senior secondary school students. Among groups of senior secondary students violent behaviour and substance use are correlated. Groups of students who engage in substance use tend to engage in violent behaviours, but the relationship does not always hold, because several groups engage in one's behaviours and not the other. Still the fact that these behaviours are linked suggests that prevention programmes should address violence in concert.

CONCLUSION

Based on these findings, it was concluded that militancy variables, of hostage taking/abduction, poverty and weapon possession by students, significantly influence educational development of secondary schools in Rivers state. Students with even moderate involvement with militancy and violence had extremely lower academic performance than groups with little or no involvement in these behaviours. Parents' low socio-economic status (poverty) is a high level of perceived community risk, low levels of school commitment, and social/moral understanding increased the probability that such groups of students would engage in these risky behaviours.

Recommendations

On the basis of the findings and the conclusion of the study, it was therefore recommended that:

- Students learn more about the ways in which non-classroom factors impact the broader learning environment, if schools and communities are concerned about improving academic performance;
- Government should incorporate peace education into the school curriculum, teachers should be motivated and rural schools equipped with modern social amenities to attract qualified teachers accept transfers to the rural communities;
- Federal and state government should try as much as possible to address the issue of unemployment by providing opportunities for self employment (i.e training for skill acquisition) and overall socio-economic development. These measures will help to engage the violent youths and frustrated citizens positively, who might be tempted to go back to militancy.

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ⁱ Dr. Rose Ogbugo-Ololube is of the Department of Educational Administration and Planning, Faculty of Education, University of Calabar, Nigeria.



The Importance of Incorporating Environmental Education (EE) into Teacher Education Programmes in Nigeria

Comfort Nkongho Agborⁱ

Department of Environmental Education
University of Calabar, Nigeria
commyspaco@yahoo.com

Abstract

Environmental education (EE) is the process that gives individuals opportunities to explore environmental issues, engage in problem solving, and take action to improve the environment. As a result, the global movement especially in the west to include environmental issues and preservation of our environment in the curriculum has been successful and the best way they did this is to begin from including EE in teacher education programmes curriculum because of the importance of teachers in the lives of children and the communities in which they live and practice. The purpose of this study is to examine the importance of incorporating environmental education into teacher education programmes in Nigeria. A structured and suitable questionnaire was designed along a four-point Likert-type scale of strongly agree (4), agree (3), disagree (2) and strongly disagree (1), on all the items on lecturers' perceptions of the importance of incorporating EE into teacher education, the relationship between EE and information about the environment, and the approaches in incorporating environmental education in teacher education curriculum. Expending a linear regression analysis, the study found that there were significant relationships on the importance of incorporating EE into teacher education, the relationship between EE and information about the environment, and the approaches in incorporating environmental education and teacher education curriculum. The study recommends that EE should be incorporated into the teacher education programmes in Nigeria.

Keywords: Environmental education, Information, Teacher education, Approaches, Nigeria.

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INTRODUCTION

Several decades ago nothing was extensively talked about environmental education. However, the past two to three decades have witnessed great concern on environmental issues, and the burden falls on environmentalists who are supposed to play prodigious role on topical issues like ozone depletion, waste mismanagement, greenhouse emission, global warming, fossil fuel combustion, air and water pollution, etc. and the role humans play in changing the landscape matters a lot. These factors indicate a clear link between human beings and environmental disagreements makes environmental chemistry a particularly important and topical discipline (Özmen & Karamustafaoğlu, 2006).

Globally, world leader are demanding massive cut in the amount of emissions to improve the living standard of humans globally through effective and responsible reduction, treatment, management, and disposal of chemicals. The environmental challenges experienced globally are due to combination of several factors. These factors mutually cause environmental and health challenges. The chemical components of materials and the processes of handling them are the most important features of environmental concerns. Practically observing the dangerous effects of chemicals and traditional energy sources on human lives and the environment, has motivated environmentalists and stakeholders to make effort towards finding solution to the unprecedented environmental challenges.

The very last few years has seen tremendous shift in the move for environmental protection and has experienced expansion in various capacities and academic fields including environmental education (EE). As a result, there is a global move especially in the west to include environmental issues and preservation of our environment in the curriculum. The best way to do this is to begin from including EE in teacher education programmes curriculum because of the importance teachers have in the lives of children and the communities in which they live and practice. When societies become aware of the need for and the ways of protecting their environment, they will act and learn how to preserve it. Therefore, schools should be proactive and assume the ultimate responsibility for educating people about environmental protection. Thus, EE would be effective if only it will be part of teacher education curriculum. Some of the notable environmental declarations are highlighted in table 1.

Table 1: Chronology of Some Declarations about the Environment

Year	Location	Declarations
1972	Stockholm / Sweden	The Stockholm Declaration
1977	Tibilisi/ Russia	Tibilisi Declaration
1990	Talloires/ France	The Talloires declaration
1991	Halifax / Canada	The Halifax declaration
1992	Rio de Janeiro / Brazil	United Nations Conference on Environment and Development
1993	Kyoto / Japan	The Kyoto Declaration
1993	Swansea / Wales	Swansea Declaration
1994	Geneva / Switzerland	CRE-Copernicus Charter
1997	Thessaloniki / Greece	Declaration of Thessaloniki

Source: Özmen & Karamustafaoğlu (2006).

Purpose of the Study

Conventionally, schools are expected to teach children environmental issues, but teachers' and students' undesirable adherence to environmental issues has raised a lot of concerns, probably because environmental education are not incorporated into teacher education

programmes in Nigeria. As such, this study is aimed at evaluating the importance of incorporating environmental education into teacher education programmes in Nigeria. Specifically, this study:

- Examines the importance of environmental education and teacher education;
- Examines the relationship between environmental education and information about the environment;
- Examines the approaches in incorporating environmental education and teacher education curriculum

Hypotheses

Three hypotheses were raised to direct and guide this research:

- HO₁ There is no significant relationship between the importance of environmental education and teacher education.
- HO₂ There is no significant relationship between environmental education and information about the environment.
- HO₃ There is no significant relationship between the approaches in incorporating environmental education and teacher education curriculum.

CONCEPTUALIZATION

What Environmental Education Stands for

According to the United States Environmental Protection Agency (EPA) (n.d), EE is the process that allows individuals to explore environmental issues, engage in problem solving, and take action to improve the environment. As a result, individuals develop deeper understanding of environmental issues as well as the skills to make informed and responsible decisions. The components of EE are:

- **Awareness and sensitivity:** includes awareness and sensitivity to the environment and environmental challenges,
- **Knowledge and understanding:** includes the knowledge and understanding of the environment and environmental challenges,
- **Attitudes:** includes the attitude and concern for the environment and motivation to improve or maintain environmental quality,
- **Skills:** to identify and help resolve environmental challenges, and
- **Participation:** includes the participation in activities that lead to the resolution of environmental challenges. EE does not advocate a particular viewpoint or course of action. Rather, EE teaches individuals how to weigh various sides of an issue through critical thinking and it enhances their own problem-solving and decision-making skills.

Table 2: Difference between EE and environmental information

s/n	Environmental Education	Environmental Information
1	Increases public awareness and knowledge of environmental issues	Provides facts or opinions about environmental issues
2	Does teach individuals critical-thinking	Does not necessarily teach individuals critical-thinking
3	Does enhance individuals' problem-solving and decision-making skills	Does not necessarily enhance individuals' problem-solving and decision-making skills
4	Does not advocate a particular viewpoint	May advocate a particular viewpoint

Source: <https://www.epa.gov/education/what-environmental-education>

The Importance of Environmental Education on Teacher Education

Environmental education (EE) could be seen as the process of recognizing values and clarifying concepts in order to develop skills and attitude necessary to understand and appreciate the inter-relatedness among people, their culture and biological surroundings. EE entails practices in decision making and self-formulation of a code of behaviour about issues concerning environmental qualities (Inyang-Abia, 1996). EE is a road map to environmental consciousness and environmental sustainability for posterity. The developments that are taking place around the world are pointers that call for stimulation and re-orientation of global implementation of EE in schools in contemporary society.

The United Nations Conference on the Human Environment held in Stockholm (1972) declared that EE must be used as a tool to address global environmental problems in the preservation and enhancement of the human environment. The Tbilisi declaration in 1977 also noted the important role of EE in the preservation and improvement of the world's environment, the declaration updated and clarified the Stockholm declaration and the Belgrade charter by including new goals, objectives, characteristics and guiding principles for EE. This resulted to EE being included in the school curriculum. These were conscious moves in redefining and re-establishing of EE. Subsequent conferences for the improvement of the human environment are:

- Rio de Janeiro (Brazil) 1992 encouraged sustainable development and environmental protection. The implication of the Rio de Janeiro conference in environmental education is the recommendation that environment and education should be incorporated as an essential part of learning in schools (formal and informal sector);
- Agenda 21-1996 which proclaimed the integration of environmental education in schools;
- 1980-international union for conservation of nature and wildlife fund;
- 1987 by UNESCO and UNEP;
- Climate change;
- Biological diversity.

In line with the above efforts for improving EE, it therefore behooves that to achieve a better environment for prosperity, EE should be introduced in all levels of education both formal and informal, this will enable the society to produce students of high regards for the environment who may not only depend on the environment for their own sake but will as well care for the environment so that the environment will in turn care for them.

However, in Nigeria according to Adara (1972) the Nigerian Ministry of Education embarked on National Environmental Education Programmes in schools towards sustainable

development as far back as 1990 with the effort of the Nigerian Conservation Foundation (NCF).

The National workshop on integration of EE gave an impetus on research and studies, which emphasis lend support on the need for functional implementation of environmental education in secondary schools curriculum Olusaya (2002).

Despite the fact that huge resources have been put in on EE awareness programme in schools by the government, the resultant implementation has not been encouraged. According to Omoogun, Onoghen and Ateb (2014), teachers have the basic knowledge of environmental education but may not discuss the concepts during lessons on the conventional school subjects.

However, much is left to be desired in achieving world sustainable development with the full application or practical implementation. In line of the above assertions, it therefore follows that for EE to be effectively implemented in the classrooms, the teacher preparation programmes should provide the training for EE integration in schools. Osokoya (2010) subsumes that the curriculum for teachers is well designed to provide teachers exposed to a breath of studies covering all that is required to make them competent professionals. It therefore follows that for teacher education programmes to be effective, it must be comprehensive, elaborate and flexible in response to the social demands relevant to societal needs.

Education is a systematic training and instruction designed to impart knowledge and develop skills, ability character and intelligence (Akpan, Ntukidem, Ekpiken & Etor, 2009). From this perspective, teacher education can be described as the process of training prospective teachers through a well-planned course of study to increase the capacities competencies knowledge and techniques in providing effective instruction.

Teacher education programmes are intended to impart not only a body of knowledge to trainee teachers, but also inculcate in them those skills competencies and attitudes that would enable them to adapt effectively to the changing demands of the educational system and the society (Ololubu, 2007; Ololube, 2009). Inculcating skills is very important because no system of education can rise above the quality of its teachers (FRN, 2014).

The importance of teacher education in the educational system of any nation cannot be overemphasized as the teacher is the pivot of any educational process. What the teacher knows and does can make a difference and what he does not know and cannot do, could be a serious problem (Aduke, 2007).

According to Aduke (2007), quality education cannot be obtained without quality teachers. The author further avers that the future of a nation or society depends greatly upon the quality of education provided for its citizens and upon inspired, qualified and dedicated teachers.

Thus any meaningful development in the educational system is associated with well-trained and dedicated teachers who are enthusiastic to put in their best into the teaching profession. Onyeachu (2007) observes that to make the society better and to help the teachers to possess the necessary emotional psychological and intellectual competencies expected of a good teacher, the teacher has to be well trained and developed. This is because the quality of training determines the capabilities of the teacher which in turn set the boundaries for educational attainment in the society (Giwari, 2005).

In recognition of the importance of teacher education, Ukeje (1985) and Lawal (2003) state that the teacher is the hub of any educational system because the school cannot be better than its teachers. According to them, it is upon teachers' quality and devotion to teaching that the effectiveness of an educational system can be tested.

In studies conducted by Pillai (2001) and Ololube (2005), they recommended that teachers should be well-prepared for their duties through appropriate teacher education

programmes. Lawal (2003), maintains that teacher education programmes shall continue to be key to educational development in Nigeria. Thus, education is nothing without quality teachers. Perhaps, this must have informed Nigeria's national policy on education to articulate the objectives of teacher education as follows:

- To produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;
 - To encourage further the spirit of inquiry and creativity in teachers;
 - To help teachers to fit into the social life of the community and society at large and enhance their commitment to national goals;
 - To provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations;
 - To enhance teachers' commitments to the teaching profession.
- (FRN, 2004:38)

To achieve the aforementioned objectives, the Federal republic of Nigeria (FRN, 2004) recommends that teacher education programmes shall be structured to equip teachers for the effective performance of their duties and that teacher education shall continue to take cognizance of changes in methodology and the curriculum. What emerges from these views and the objectives of teacher education is the emphasis on quality and professional competence of teachers. The teacher is the core of the education process and this has always been stressed by various scholars, committees and conferences in the history of educational development in Nigeria. For instance, the Somade Committee of 1971 notes that promising development programmes have founded due to lack of trained teachers and concluded that it is a short-sighted policy, waste of time, energy and resources to embark on the improvement or the expansion of programmes without adequate provision being made for the production of well-trained teachers (Adesina, 1977).

Similarly, the third National Development plan reiterates that the quality of the teaching staff is probably the most important determinant of educational standards at all levels. Supporting this assertion, Ukeji (1992) stresses that teachers are the hub of any educational system. He concludes, that the success of the educational system and indeed the future of the nation depend on the teachers. According to Hillard (1971:72), teacher education requires that the beneficiary should not only have certain basic academic knowledge but in addition should acquaint himself with specific amount of educational theory (principles and methods of teaching drawing upon educational psychology philosophy and sociology) and efficient practice in the application of the knowledge so gained through training).

Esu (1985) observes that the success or failure of an educational programme dependent very much on the availability qualified well-trained and dedicated teachers. In this regards, the only way EE concepts can be taught in schools, is to train and equip the teachers on the methodology of handing such concept since the concept of EE are mostly infused into other subjects. To this end, Esu (1985) reveals that the implementation of the senior secondary school curriculum was married by lack of qualified teachers to handle the new curricula. This was as a result of lack of skills and professional knowledge by many teachers that affected their ability to interpret the new curricula adequately.

It suffices that if EE concept must be successful taught in schools, the teachers must be trained to handle such concept so that they will be able to teach the concept in subjects alongside other concepts. This is because environment education concepts taught in schools are either by infusion or interdisciplinary in approach. According to Omoogun et al. (2014) since EE concept do not form a part of the planned syllabus, it is often not given any attention

by the subject teachers. In this regards, the teachers may possess the knowledge of EE but lack the strategies for promoting EE during classroom instruction and as a result the concept may not be taught by the students. However much is left to be desired in achieving environmental sustainability with the full application or practical implementation.

From the above, it is cleared that the school curriculum must consistently be resolved to relate more realistically to the needs of the society. Isyaku (2004) confirms the validity of teacher content of education as he notes that general studies and other basic Mathematics and English are compulsory course for NCE students and that every NCE holder can now teach these subjects in addition to the specialization that he/she initially registered for. The researcher also notes that the general studies and other components have been strengthened with the content of drug abuse, HIV/AIDs, population/family life education, adolescence, violence education for healthy and education for target groups. As such, EE concepts can be infused to such general studies so that every teacher who graduates from the teacher education programmes must have adequate knowledge about the environment. This will in turn help the teacher to teach EE concepts successfully alongside other subjects as well as his/her area of specialization.

In discussing the importance of quality teachers, Oyeken (2006) maintained that the qualities of teachers constitute a pervasive force that makes the students internalize desirable concepts and skills with multimedia instructional system approach. The teacher is the hub of any educational process. What the teacher knows and does can make a difference and what he does not know and cannot do, could be a serious problem (Aduke, 2007).

Therefore quality education cannot be obtained without quality teachers. Aduke (2007) further notes that the future of a nation or society depends greatly upon the quality of education it provides for its citizens. This showed that teachers' competency and adequacy is a panacea for the attainment of educational goals and objectives. In view of this, Oshodi (1991) reveals that the qualities of teachers are the most important determinant of students' academic performance in secondary schools.

Onyechu (2007) and Akpan, Ntukudem, Ekpiken and Etor (2009) buttress the above assertion that to make a society better and to help the teachers possess the necessary physical, emotional, psychological and intellectual competencies expected of a good teacher, the teacher has to be well-trained and developed. According to Mezeiobi (1999), the importance of having qualified and experienced teachers in any educational setting cannot be over emphasized.

Adebile and Adeyemi (2008) reveal that teachers/quality variables are one of the most significant variables for student's achievement. At this juncture, it is very obvious that teacher quality plays a very significant role in the teaching and learning process. In discussing the importance of teachers in enhancing academic achievement, Emeh and Agbor (2005) reveal that teacher's quality variable was found to be a predictor of student's academic achievement in French. In view of this, Akiri and Ugborugbo (2009) opine that effective teachers produced better performing students.

Teacher effectiveness has been accepted as a multi-dimensional construct since it measures a variety of different aspects in teaching such as subject mastery, effective communication, lesson preparation and presentation. Adebile and Adeyemi (2008) note that research consistently show that teacher quality, whether measured by content, knowledge, experience, training and credentials or general intellectual skill is strongly related to students' achievement. Okorn, Okoi and Williams (2008) recommend that for quality to be assured, all necessary determinants that will enhance quality assurance in teacher preparation should be effectively put in place by the stakeholders to enable teachers perform more effectively. Etuk (2008) points out that the professional task of the teacher in curriculum implementation is

very important and vital for any curriculum implementation. He further notes that the greater part in ensuring quality rests on the teachers themselves.

Emmanuel (2011) reveals that there is a significant relationship between teachers' professional qualification and students' academic performance. It therefore behooves that for any curriculum implementation to be successful, the teacher must be well-trained, developed and also exhibit some teacher quality variables such as length of training, educational qualification, length of service, years of experience, teaching style and assessment style among others Agbor (2013). With these, they will be able to produce students with high academic performance. In this regards, Esu (2012) concludes that teachers are not born but made and that without professionally trained, qualified and dedicated teachers, all our laudable and fantastic programmes as well as the nation's dreams in all facets of life would be in vain.

In view of the above assertions by some prominent authors in teacher education there is no gainsaying integrating EE concepts in the teacher education programmes. The experiences gained by the teachers through training is one of the surest way to teach EE concepts to students to enable them appreciate the environmental problems in which the country is facing as well as to seek for solution to solve these environmental problems.

Is Environmental Education More than Information about the Environment?

Nigeria experiences both dry and rainy season; these two seasons come with terrible heat and horrible rainfall that obstruct peoples' movement. Too much heat damages crops and vegetation while too much rainfall causes widespread flooding causing some households to relocate. Weather-related calamities have become a yearly occurrence for which people have not learned to prepare. Scientific findings reveal that changes in weather conditions have and will continue to have a major impact on human life and ecosystems. Rising temperatures, floods, droughts, and heavy precipitation can lead to severe problems such as increased diarrhea, malnutrition and malaria. Floods and rising sea levels can cause injuries, drowning, severe physical and mental trauma, particularly for citizens who live along major river deltas, on islands and in low-lying coastal areas.

In Nigeria, no particular area is spared from flooding, which destroy human property, marooned people, with canoes occasionally deployed to relocate people to more convenient quarters. Last year some places in the Niger delta regions, including Lagos and its environs, were worse hit. Some places in the northern part of Nigeria were also drastically affected; for instance, because of heavy flooding that covered even bridges, participants attending the Nigeria Institute of Management (NIM) Conference at Abuja in 2012 were unable to travel back home because of flooded areas around the confluence town called Lokoja. In Anambra state, flooding destroyed several homes, rendering many people homeless around the Aguata area, where erosion has been a menace for years despite the fact that the state government has been tackling the problem at great expense. No area of Nigeria is secure from the effects of flooding.

According to a recent UNICEF (2013) report, although children are worse hit however, they should not be considered inactive or weak. Children can be powerful agents of change. Studies have shown that many children can be astonishingly resilient in the face of significant challenges when they arise. UNICEF advocates empowering children through germane education on climate change and disasters management, which can reduce their susceptibility to risk for sustainable development of their communities. Educating students on issues of climate change is one of the best ways of strengthening communities on the problems of adaptation to climate change (UNICEF 2010). Due to the serious and adverse effects which climate change has caused on the environment, UNICEF is working on scaling

up and mainstreaming climate change adaptation, disaster, and risk reduction plans in school systems globally. These works are based on the principles of child-friendly education aimed at integrating climate change, disaster, risk management and environmental concerns across education system. They include education sector plans, policies, legislation, school budgets, teacher education, curricula and examinations, infrastructure and facilities in school, learning environments, school management and governance. An inclusive climate change and EE, and education on disaster-risk management into school curriculum guarantees the realization of students and children's environmental rights as preserved in articles of the Convention on the Rights of the Child (UNICEF, 2013).

According to UNESCO (n.d), education alone cannot achieve a more sustainable future; however, without education and learning for sustainable development, we will not be able to reach that goal. It is remarkable that UNICEF has made great efforts in educating people on sustainable development. The IAC promotes the role of ESD and its implications for all forms of international initiatives such as the Millennium Development Goals (GOALS) (Amanchukwu, Amadi-Ali & Ololube, 2015). The IAC therefore aims to achieve the following goals:

- Share a common vision, principles and values on ESD and ensure DESD visibility as a common objective and agenda for the system;
- Share programs and plans in order to encourage mutual reinforcement and avoid duplication or overlap within the UN system;
- Share good practices and lessons learned and coordinate ongoing activities to further advocate for the decade;
- Harmonize approaches to ESD and sustainable development practices within each organization;
- Provide a forum for agencies to integrate the insights and perspectives of other international actors into their ESD agenda;
- Provide an international platform to ensure high visibility of the challenges and progress of ESD as well as the maximum impact of ESD initiatives.

Approaches in Incorporating EE into Teacher Education Curriculum

Following the report of the Tbilisi conference EE should be incorporated into existing programmes at any level. This is because the existing time table is already overcrowded. It is not different in teacher education programme. The general studies, Basic mathematics and Basic English are compulsory courses in addition to their various specialization. EE concepts should be introduced in the general courses so that all the teachers will benefit from EE concept beside their specialization. This will enable them to handle the concept of EE alongside other concepts in the class simultaneously.

However, there are various methods for incorporating EE into the school system. In Nigeria, according to Adebisi and Alawepo (1997), the following approaches of integrating EE have been adopted.

- Introduction of specific EE units into existing subjects;
- Reappraisal or restructuring of the whole content of different subjects to include EE components;
- Creation of brand new subjects such as citizenship or human ecology with strong EE components;
- Integrating the content of various subjects by teachers in a cross-curricular arrangement on in an interdisciplinary manner, through team teaching;

- The generation of EE topics from each of the units of the existing education incorporating them into lessons by teachers.

METHODOLOGY

This research adopted a descriptive study to ascertain the environmental conditions or connections that exist and the opinions and attitudes that follows. The descriptive research method applied in this study is largely concerned with representing the fundamental conditions and connections that exist concerning EE.

The central purpose of this study is to examine the prevailing circumstances on EE and teacher education programmes. More precisely, the purpose of this study is to evaluate lecturers perceptions about the importance of EE on teacher education; the relationship between EE and information about the environment; and the approaches in incorporating environmental education and teacher education curriculum.

The target population of this study are all the lecturers in universities in Nigeria, whereas the accessible population are the lecturers within the reach of the researchers. The research population for this study is drawn from lecturer 1, senior lecturers and professors.

Simple random sampling was employed in the study because it is by far the easiest and simplest sampling method in the collection of data. Two public universities in Cross Rivers State were chosen for the study. A total number of one hundred and fifty (150) questionnaires were distributed to lecturers in the faculties of education of the selected universities, out of which one hundred and twenty-five (125) were returned, and one hundred and eleven (111) questionnaires were finally selected. Fourteen questionnaires were discarded because of errors in the ways they were filled out. See table 3 for details of respondents' demographic variables

Table 3: Descriptive analysis of respondents' demographic information

Gender	Number of Respondents	Percentages (%)
Male	65	58.6
Female	46	41.4
Total	111	100.0
Age	Number of Respondents	Percentages (%)
45-54 years	85	76.6
55-64 years	25	22.5
65-70 years	1	.9
Total	111	100.0
Academic Rank	Number of Respondents	Percentages (%)
Lecturers 1	20	18.0
Senior Lecturer	45	40.5
Assoc. Professor	33	29.7
Professors	13	11.7
Total	111	100.0
Faculty	Number of Respondents	Percentages (%)
Education	111	100.0

A structured and suitable instrument was design (questionnaire) along a four-point Likert-type scale of strongly agree (4), agree (3), disagree (2) and strongly disagree (1), on all the items on lecturers' perceptions on the importance of incorporating EE into teacher education, the relationship between EE and information about the environment, and the approaches in incorporating environmental education and teacher education curriculum. The respondents responded with a degree of agreement or disagreement on all the items. The questionnaire was structured into two sections: section "A" of the questionnaire focused attention on items

such as gender, age, academic rank and faculty. Section “B” was directed at possible factors that may or may not be perceived as being capable of having relationships between EE and teachers education.

The questionnaire used for this study was validated by professional colleagues, who are experts in measurement and evaluation, and the questionnaire was pre-tested on a population (10 lecturers) outside the sample size and their replies were used to improve on the items. Cronbach Alpha reliability tool of the Statistical Package of the Social Sciences (SPSS) version 22 was employed to statistically test the reliability of the questionnaire, and a reliability estimate of .717 was obtained, which showed that the reliability of the questionnaire is good.

Regression analysis was conducted to test the hypotheses for relationships. Secondly, the discussion of the results made use of evidence from literature to support them.

RESULTS AND DISCUSSION

Hypothesis 1: Importance of EE and Teacher Education

In testing hypothesis one, the hypothesis states “There is no significant relationship between the importance of environmental education and teacher education”, and the linear regression analysis conducted as depicted in Table 4 indicated that most of the relationships were significant and positive with an R of .272, R square of .074 and an adjusted R square of .065 of the entire variables entered.

The ANOVA analysis represented the sum of square for the linear regression to be 1.992 and that of the residual is 24.945, and a degree of freedom (df) = 1, with an F-value of 8.703 and a significance of .004. This implies that lecturers’ perceptions showed significant relationship between the importance of environmental education and teacher education.

The estimated constant Coefficient analysis for teacher education is significant at .012. This implies that perceptions towards importance of EE and teacher education with a significance level of .004 and a calculated t-value of 2.950 were significant. Thus, hypotheses 1 was rejected because there are significant relationship between the importance of environmental education and teacher education.

The findings in this study are in line with the studies of Inyang-Abia (1996), Olusaya (2002), Omoogun et al. (2014) and Amanchukwu et al. (2015) when they hold that EE is a roadmap to environmental awareness and environmental sustainability for future generations, and the developments that are taking place around the world are pointers that call for stimulation and re-orientation of global implementation of EE in schools in contemporary societies around the world. They suggested that teachers should have the basic knowledge of environmental education to be able to discuss environmental concepts and issues during lessons on the conventional school subjects.

Table 4: Linear Regression analysis of the relationship between the importance of environmental education and teacher education

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error		
1	.272 ^a	.074	.065	.47839		
ANOVA Analysis						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.992	1	1.992	8.703	.004 ^b
	Residual	24.945	109	.229		
	Total	26.937	110			

Coefficients		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.663	.259		2.561	.012
	Importance of EE and Teacher Education	.210	.071	.272	2.950	.004

b. All requested variables entered

Hypothesis 2: EE and Information about the Environment

To test hypothesis two, the hypothesis states that “There is no significant relationship between environmental education and information about the environment”, and the results in Table 5 showed that most of the relationships were significant and positive with an R of .376, R square of .142 and an adjusted R square of .134, including a standard error of .46060 for the entire variables entered.

The ANOVA analysis depicted the sum of square for the regression to be 3.813 and that of the residual is 23.124, and a degree of freedom (df) = 1, with an F-value of 17.971 and a significance of .000. This implies that perceptions have significant relationships between environmental education and information about the environment.

The estimated constant Coefficient analysis for teacher education is positive. This implies that perceptions towards organizational change with a significance level of .000 and a calculated t-value of 4.496. The calculated t-value for EE and Information about the Environment is 4.239, and a significant value of .000 showed that there are significant relationship between environmental education and information about the environment. Thus, hypothesis 2 was rejected because there are significant relationships between leadership lecturers’ perceptions of environmental education and information about the environment.

This study is in line with Amanchukwu et al. (2015) and UNESCO (n.d) studies, they are of the view that education alone cannot achieve a more sustainable environmental education and information future; however, without education and learning for sustainable development, we will not be able to reach that goal.

Table 5: Linear Regression analysis of the relationship between environmental education and information about the environment

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error		
1	.376 ^a	.142	.134	.46060		
ANOVA Analysis						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.813	1	3.813	17.971	.000 ^b
	Residual	23.124	109	.212		
	Total	26.937	110			
Coefficients		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.741	.165		4.496	.000
	EE and Information about the Environment	.235	.055	.376	4.239	.000

b. All requested variables entered

Hypothesis 3: Approaches in Incorporating EE and Teacher Education Curriculum

The regression analysis conducted to test hypothesis 3 which states that “There is no significant relationship between the approaches in incorporating environmental education and teacher education curriculum” as depicted in Table 6 showed that most of the relationships were significant and positive with R .297, an R square of .088 and an adjusted R square of .080 of the entire variables entered.

The ANOVA breakdown depicted the sum of square for the linear regression to be 1.973 and the residual to be 20.460, and a degree of freedom (df) = 1, with an F-value of 10.510 and a significance of .002, implies that lecturers perceptions have significant relationships between the approaches in incorporating environmental education and teacher education curriculum.

The estimated constant Coefficient analysis for teacher education is positive. This implies that perceptions towards organizational change with a significance level of .000 and a calculated t-value of 6.380. Approaches in incorporating EE and teacher education curriculum were significant at .002 with a calculated t-value of 3.242. Thus, hypothesis 3 was rejected because there are significant relationships between approaches in incorporating EE and teacher education curriculum in Nigeria.

In line with the findings of this study, Adebisi and Alawepo (1997), are of the opinion that the following approaches of integrating EE should be adopted—the introduction of specific EE units into existing subjects; reappraisal or restructuring of the whole content of different subjects to include EE components; the creation of brand new subjects such as citizenship or human ecology with strong EE components; integrating the content of various subjects by teachers in a cross-curricular arrangement on in an interdisciplinary manner, through team teaching; and the generation of EE topics from each of the units of the existing education incorporating them into lessons by teachers.

Table 6: Linear Regression analysis of the relationship between the approaches in incorporating environmental education and teacher education curriculum

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error		
1	.297 ^a	.088	.080	.43325		
ANOVA Analysis						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.973	1	1.973	10.510	.002 ^b
	Residual	20.460	109	.188		
	Total	22.432	110			
Coefficients						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.495	.234		6.380	.000
	Approaches in Incorporating EE and Teacher Edu. Curri.	.209	.065	.297	3.242	.002

b. All requested variables entered

CONCLUSION

In this study, the researcher examined the importance of incorporating EE into teacher education programmes in Nigeria. The study found pertinent information that could encourage the need to incorporate EE in teacher education programmes in Nigeria. In finishing, the strategic implementers of an EE programmes are the teachers. To achieve the objectives of EE, EE should be incorporated into the basic teacher education programmes like the general studies courses, which are compulsory subjects for all teacher education students. To this end, the teachers will not just acquire the knowledge of EE but the skills and methodology to handle this course in the classroom alongside other concepts. Since teacher education programmes are meant to train teachers to handle all levels of teaching in school programmes. This will go a long way to teach concept to all levels of our educational system that may leads to attitudinal changes.

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ⁱ Dr. Comfort Nkongho Agbor is a lecturer in the Department of Environmental Education, Faculty of Education University of Calabar, Nigeria. She holds a Ph.D. in Teacher Education, M.Ed. in Environmental Education and B.Ed. in Environment from University of Calabar. Dr. Agbor has attended and presented papers in learned conferences locally and internationally which culminated in her publishing widely in the area of teacher education, instructional methods, education effectiveness, and teacher competences in reputable journals. She also has some published chapters in edited books. She is a member of several professional associations.



Youth Polytechnic Students' Perception of Vocational Training in Nandi County, Kenya

Wilson Kipkemboi Mettoⁱ

Department of Educational Communication and Technology

School of Education

Kenyatta University, Kenya.

mettowilson@yahoo.com

Abstract

This article investigated Youth Polytechnic Students' Perception of Vocational Training in Nandi County, Kenya. The study was guided by five research questions. A comprehensive literature review was carried. The study adapted descriptive survey design. A total of 494 respondents participated in the study. Data was collected using questionnaires, interview schedule, and observation and document analysis schedule. The study found that there was an urgent need for the students to change their perceptions towards YPs. Pedagogy is the heart of teaching; if instructors are armed with all the necessary skills then students may develop positive perceptions. YPs should be equipped with modern instructional resources and infrastructure. Instructors for all courses within YPs curriculum should be availed. Several recommendations were proffered.

Keywords: Youth, Polytechnic Students', Perception, Vocational Training, Nandi County, Kenya

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INTRODUCTION

All over the world vocational training is recognized as an instrument for economic and social development. According to International Youth Situational Report, Institutions similar to Youth Polytechnics (YPs) have been there United Nations Children Education Fund, (UNCEF, 2009). Every society had its craftsmen. In United States of America (USA), it became popular after 1880; courses in trade schools similar to YPs education that sprang were industrial training, book keeping, stenography (shorthand) and commercial work. The courses were offered both in

private and public institutions. Several laws were enacted in USA, to improve the work force in industries through skill development on trade schools similar to YPs. In Holland, schools paid attention to provision of vocational education targeting learners aged 14-16 years.

Italy began vocational education in the 16th century. The Italian architects sought to make their vocational education professional. Earlier, youth had received training as builders and stone masons. This did not make them meet the demand of art and sciences. By the end of 18th century, engineering was established and was being incorporated into technical and industrial colleges. Africa had different systems of vocational education varying from country to country. Training was provided in both private and public polytechnics. The West Africa apprenticeship departments offered the largest opportunity for technical and vocational education. Vocational training needs not to be overemphasized in Africa because there are many youth who are unemployed.

In Kenya, youth unemployment has remained a serious problem (UNDP, 2009). Skill-training programs such as the Youth Polytechnics (YPs) have been initiated to solve this problem. YPs were established to train primary school leavers in skills for wage and self-employment (Kwhiteya, 1996). Since the inception of the 8-4-4 educational reform initiated in 1984, vocational curriculum was emphasized. The aim was to make learners self-reliant upon completing schooling (Koech, 1999). Vocational training is now widely regarded as an essential component of any national development policy.

According to Achieng (2012) vocational education is the acquisition of specific skills for self-employment or career skills such as cookery, dressmaking, carpentry, masonry as well as working in industries. This type of education is offered to meet needs of individuals and society as well. The ability of individuals is utilized to the fullest. The YPs in Kenya are institutions that have the potential to create, develop, mentor and transfer vocational skills and are therefore, important components where they are situated. As such, the government has seen YPs as agents for the transfer of vocational skills to the rural communities (Obaka, 2012). Luyali et al. (2015), studied enrolment trends in YPs in West Pokot. They say that lack of clear curriculum, poorly trained staff and lack of adequate relevant materials influence enrolment.

Youth constitute the majority of the work force and are hard working. The Directorate of Youth Affairs (YA) was created on realization that the youth formed the largest segment of the Kenyan population, yet they faced numerous challenges that prevented them from realizing their full potential which can be addressed by YPs. These challenges include inadequacy in education and skills resulting in unemployment and hence crime, HIV/AIDS, drug abuse, political marginalization, social and economic exclusion (GOK, 2005) as quoted by the former Government of Youth Affairs (MOYA 2010, December 7th). The skill development exclusion of young people precludes them from productive contribution to society and the resulting culture of hopelessness leads to criminal activity among them.

With statistics indicating that persons below the age of 30 constitute majority, it would be ill advised and imprudent to ignore the potential held by such a group of people (MOYA, 2010). According to (MOYA, 2010), department of youth training, since its inception, YPs have had contact with parents, partners, youth serving organizations, youth networks and individual youths have been contacted in trying to establish a collaborative working relationship in tackling issues facing the youth of this country. Such consultations are ongoing in various key areas. The MOYA has concluded work on policy model and curriculum of YPs. While putting together these data, a lot has been borrowed from the recommendations given by stakeholders in the provinces, baseline data collected from 200 YPs countrywide and the existing national policies

on technical, industrial, vocational and entrepreneurial; training (TIVET) sector locally and internationally.

However, there are concerns in YPs regarding YPs student perception of vocational training. Many students feel that they are institutions reserved for academic failures especially primary school drop outs (Nyerere, 2009). Perception is an idea belief or image created in mind. According to Mcleod, (2007) & Gregory, (1970), perceptions are a hypothesis created in mind. A hypothesis is a tentative generalization. Sometimes hypothesis may be followed tested and verified while occasionally, literal meaning may be taken. Perceptions are formed out of past experiences, what people know about the idea and beliefs.

This occurs when one's cherished ideals conflict with underlying ideas. Kenya aims at being industrialized by 2030 and one of the vehicles of attaining that is through vocational training. Perception makes learners develop an image and beliefs which become an impediment to enrolment (MOYA, 2010). There is need for a new national policy on YPs designed to ensure that such institutions become important skills development centers for the young people. YPs have in the past not been mainstreamed in the national education and training system and have hence not received the serious focus they need. But more importantly, many YPs are ill-prepared for training, as their physical facilities are rundown and equipment are inadequate, obsolete or not working. More often than not their programs do not allow for horizontal and upward mobility (MOYA, 2007). It was the intention of the former MOYA to develop modern institutions that will become every constituency's centre of excellence. They will provide an effective pathway to allow KCPE graduates to advance from certificate to degree. Besides that, they will also give an avenue for a properly harmonized demand driven modular training opportunities for different target groups in the community.

By changing their perception towards training and subsequently enrolling for the programs, training will act as the vehicle through which youths are instructed to get the desired vocational skills, knowledge and attitudes. According to Republic of Kenya (Kamunge, 1988) report on education, schools in today's Kenya should emphasize Technical and Vocational Educational Training. The government has over the last twenty years made attempts to enhance skill acquisition through the formal school system and in 1985 introduced the 8-4-4 system of education. This was aimed at increasing the vocationalization of the curriculum and to retain students in schools longer so as to mature as they leave school and enter the job market. Students may develop perceptions over the nature of courses, teaching methodologies, instructor competencies, staff and administration (Nyerere, 2009). Students do those courses that enable them to get employed. Some students view polytechnics as reservation for those who have academic challenges.

Further, YPs admit students with low entry behavior and their graduates like others in the field sometimes may not access ready market for employment. Those hired are also not paid attractive salaries (Nyerere, 2009). The arguments advanced to rationalize adoption of a diversified curriculum included the need to alter the negative perception of young people to manual work and rural livelihood. By improving vocational training, skills acquired will help reduce rural-urban migration and help integrate schools with communities. Kamau, (2013), studied the challenges affecting YPs in Kiambu. He says that fees, equipment and curriculum were some of the challenges affecting YPs training. In 1985 when 8-4-4 was introduced, the Kenyan government hoped that this would ensure that the graduates of every level had some scientific and practical knowledge for self-employment, formal employment, or further training Government of Kenya (GOK, 2005).

The Kenya education system often referred to as the 8-4-4 was therefore initiated with a multi-track diversified curriculum, which combined academic with the pre-vocational and vocational subjects. Vocational training centers in Kenya known as YPs started as shadow forms of education. These shadow systems were created as alternative forms of education with the claim that, due to their flexibility, they were able to be more responsive to the needs of individuals. Given the period the shadow systems were introduced, they were also considered as having potential to challenge the formal system, which was not accommodating the masses. Thus, they were seen as having the potential to act as a catalyst in reforming the formal system.

In Kenya, the shadow system of education referred to as village polytechnics later became a post-secondary semiformal schooling system. The National Council of Churches of Kenya (NCCCK, 1968) initiated the YPs in 1968 as one of the solutions to the problems of youth unemployment. In 1971, the government introduced the policy of supporting YPs set up by local communities and churches. This was a strategy to ensure that school leavers had access to technical and vocational training. However, questions arise as to why there has been persistent low enrolment in YPs. It was against this background that the researcher felt the need to investigate YP students' perception of vocational training in Nandi County, Kenya.

Statement of the Problem

Despite the rationale for the introduction of YPs to equip the youth with vocational skills, there are increasing concerns regarding enrolment. Low enrolment in YPs has continuously persisted despite the fact that the transition rate from primary schools to secondary schools still stands at only about 70% (MOYA, 2010). According to MOYA, (2010), all YPs register low enrolment as indicated by statistics in YPs training centers (MOYA, 2010). The main reason as to why YPs was started was because of the need to instill desired vocational skills to the youth who are unable to proceed to secondary schools; however, learners are not registering for courses in YPs creating a vacuum both in theory and practice which informed this research. It is also worthy to note that learners who failed to proceed to secondary school do not have vocational skills. Questions arise as to why the learners are not training in these YPs so as to acquire the desired job related skills.

Majority of class eight leavers who are unable to proceed to secondary school have no vocational skills thus narrowing their chances of getting jobs. There is no doubt that there is a close link between skills development and economic growth of any country. The skills acquired enable a country to spur its industrialization. This implies that we need to prepare the young people to venture into the informal sector by equipping them with skills that are relevant for the job market. YPs programs absorb large population of students who cannot progress to the secondary and higher levels of education. Vision 2030 proposes among other aims intensified vocationalisation of training. In essence, investing in YPs will provide the impetus for Kenya to realize vision 2030 of being a newly industrialized nation.

Developed and developing countries such as Japan, Sweden, Brazil and India emphasizes on acquisition of vocational skills. Currently in Kenya, through the department of Youth Affairs (YAs), YPs are being revamped with an aim to making them centres that offer school leavers opportunities to acquire competitive skills and knowledge for gainful employment. These revitalized institutions will also provide alternative paths to attaining higher education in line with session paper No. 1 of 2005 on Education and Training. It is acknowledged that vocational training programs in YPs will enhance productivity, competitiveness and stop rural to urban

migration in search for jobs. However, for these efforts to bear fruits, potential trainees need to register in YPs for TIVET courses. But how is their perception of YPs? Further, the skills learnt should be relevant to the job market and the instructors should be competent. It was against this background that the researcher felt the need to investigate students' perception towards vocational training in YPs in Nandi County, Kenya.

Purpose of the Study

The purpose of this study was to investigate YPs student perception of vocational training in Nandi County, Kenya. This was in the light of low enrolment registered in YPs over the years 2000-2013. YPs was started so as to absorb those learners completing class eight who cannot proceed to secondary schools. However, there has been a vacuum created both in theory and practice because of persistent low enrolment registered in YPs (UNDP, 2009). The independent variables are institutional, student, examination and career related factors while dependent variable is student perception. Certification for the courses is the mitigating variable. All the above factors interact and the outcome is students' perception

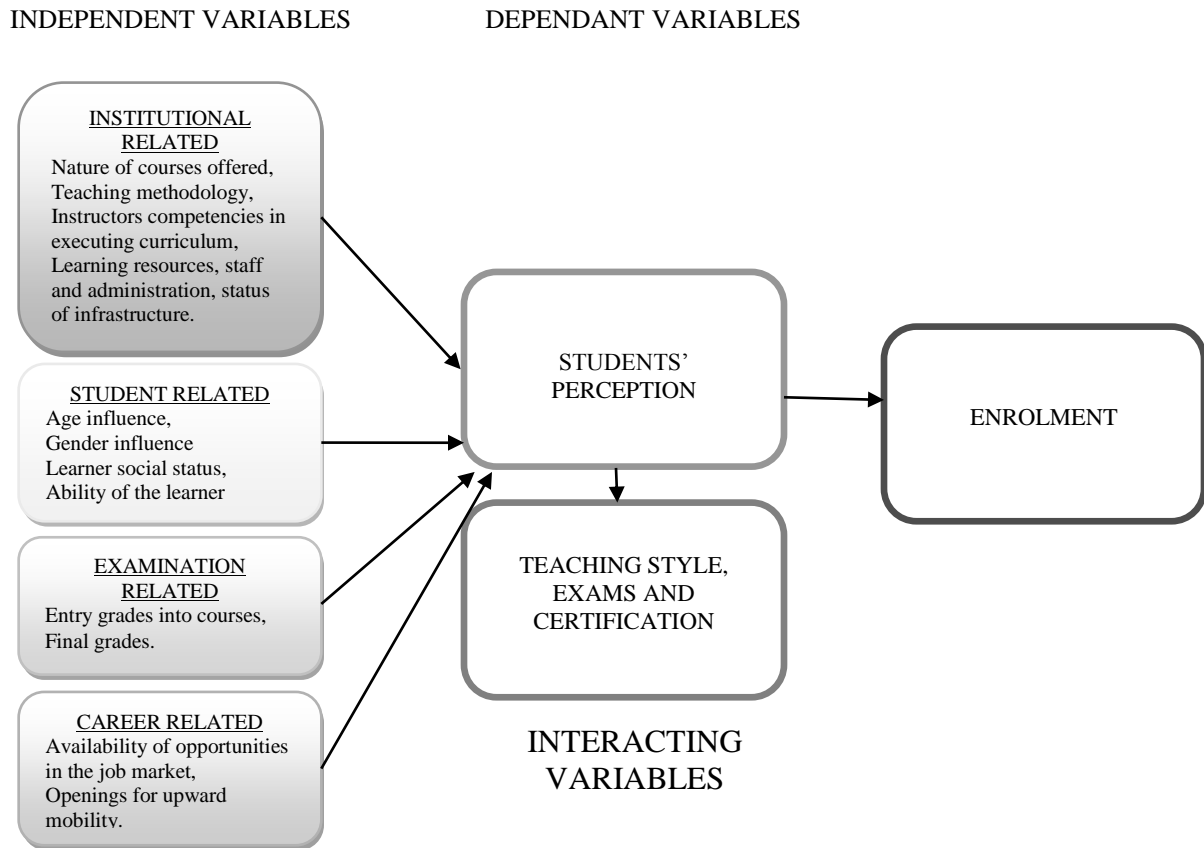


Figure 1: Dependent and independent variables

The study was guided by the following objectives:

- To investigate YP students' perception of vocational training;

- To ascertain YP students' perception of instructor competencies;
- To establish YP students' perception of skills learnt;
- To investigate YP students' perception of teaching strategies and methods used in the training;
- To explore YP students' challenge experienced.

Research Questions

The study attempted to answer the following questions:

- What is the YP students' perception of vocational training?
- How is the YP students' perception of instructor competencies?
- What is the YP students' perception of skills learnt?
- What are YP students' perception of the teaching strategies and methods?
- What is the YP students' challenge experienced?

LITERATURE REVIEW

Theoretical Framework

This study was guided by Mcleod, (2007) and Gregory, (1970) theory of visual perception. According to Mcleod (2007), we are equipped with sense organs e.g. eye, ear, and nose. Each sense organ is part of a sensory system which receives sensory inputs and transmits sensory information to the brain. Sensory inputs are somehow converted into perceptions. He argues that perception processes are not direct, but depend on the perceiver's expectations and previous knowledge as well as the information available in the stimulus itself. Prior knowledge can make one to develop a feeling towards situation at hand. Past experiences, what people have said, what they say influence one's image formed. The feeling or image created becomes inbuilt so that one will retrieve it any time a similar situation arises. Information will be stored in the memory and is applied when one sees what had been seen and perception built previously. However, sometimes there could be illusions which may make people interpret situations wrongly. Gregory, (1970) also says that when we see something it goes to the brain which will interpret it based on prior knowledge, past experiences and beliefs. Interpretation goes through hypothesis testing.

Sometimes he says that we may get wrong ambiguous interpretation depending on personality and one's view. These theories were deemed appropriate compared with other competing theories because they touched on the field of interest to the researcher. The theories were deemed appropriate and important to the researcher because they explained how perceptions are formed in life and its effects. Further, reasons as to why people form perceptions are brought to light. The theory has correlation with the present study because perceptions are formed out of past experiences and what people know as described by (Mcleod, 2007) and (Gregory, 1970). Perceptions as given in the study sometimes are illusions which make learners feel that skill development may not be formed from such institutions. But in reality learners can learnt skills in YPs which can make them become useful members of the society.

Historical Background of Youth Polytechnics and Related Studies

Historical attempts to upgrade man's abilities in skill acquisition and knowledge are broad and varied. They range from the early works of (Skinner, 1961) on stimulus response, (Gagne, 1966) categories of learning, (Brunner, 1966) theory of instruction and (Hamred, 1967) systematic instructional product development. Vocational training centers in Kenya known as Youth Polytechnics (YPs) started as shadow system forms of education. These shadow systems were created as alternative forms of education with the claim that, due to their flexibility, they were able to be more responsive to the needs of individuals than the existing educational institutions. Given the period the shadow systems were introduced, they were also considered as having potential to challenge the formal system which was not accommodating the masses. Thus, they were seen as having the potential to act as a catalyst in reforming the formal system. In Kenya the shadow system of education came to be known as village polytechnics, which later became a post- secondary semiformal schooling system. The National Council of Churches of Kenya (NCCCK) initiated YPs in 1968 as one of the solutions to the problems of youth unemployment.

In 1971 the Government introduced the concept of supporting YPs set up by local communities and churches. This was a strategy to ensure that school leavers had access to technical, entrepreneurial and business skills. This would enable them engage in income generating activities hence improve the standards of communities in which they live and stem rural- urban migration. Local communities, religious and other non-governmental organizations with support from and development partners have, for many years contributed to putting up YPs in different parts of the country. Between 1966 and 1972 there were more than 53 village polytechnics involved in training high school graduates in various vocational subjects (e.g. carpentry, accounts, welding, mechanics and catering) leading to certificate or diploma awards in Kenya.

Village polytechnics started as low-cost, post primary training centers in rural areas. The differences between the village polytechnic and formal secondary school system were in terms of ; dimensions, catchments and service, recruitment criteria, capital facilities, curriculum, medium of instruction, standards, form of instruction, leadership, organization, time period, national administration and responsibility for graduates. Some of the key differences include; the formal system was national while village polytechnics were local: - the formal system was expensive while village polytechnics were low cost, the curriculum in the formal system was standardized and group- oriented while the village polytechnics were unbounded and individualized and the medium of instruction was English in the formal system while in the polytechnics it was vernacular and Swahili. At the time they were created, Kenya was producing about 100,000 primary school graduates each year that could not be employed in the modern sector of the economy (NCCCK, 1968). With the spirit of self-help it was believed that village polytechnics could be part of solution to the problem presented by formal schooling and as a means to alleviate unemployment (NCCCK, 1968).

As Kenya advanced in trade and industry in 1970s the demand for education and training increased, prompting many rural communities to build more youth polytechnics. In 1982, there were about two hundred and ninety YPs under government assistance and several hundred that were unaided. To date the registered YPS number over seven hundred and fifty. The courses that YPs offered were designed to meet local needs and typical ones included motor repair, metal work, tailoring, carpentry and woodwork, food production and animal husbandry. In terms of enrolment, a 2002 survey in Central Province for example found that of a total enrolment of

5634 trainees, 35% were girls and of these girls, 32% enrolled for courses in tailoring and home economics. Boys on the other hand enrolled in carpentry, masonry, metalwork, leatherwork and electrical trades (NCKK, 1968).

A recent survey carried out in 279 YPs showed that out of a total enrolment of 16,415 students, only 30% percent were girls (MOYA, 2010). The gender distribution of the courses had more boys (between 50% and 96%) taking plumbing, painting and sign writing, motor mechanics and welding as compared to girls. Only a few girls (between 4% and 30%) took courses in welding and fabrication, carpentry and joinery or masonry. Majority of the girls were enrolled in tailoring and dressmaking. In brief the administrative structure of the existing YPs can be categorized as follows; Community owned and Government assisted YPs. Around 370 fit into this group; Community owned with no government assistance. These are owned by the local communities but not receiving any support from government, church owned with no government assistance, privately owned with no government assistance, the economic decline that affected the country till 2003 had adverse effects on the polytechnics, especially in rural areas, depriving them of financial and administrative support from the government. Vocational system in general has also suffered an absence of clear policy at national and local levels leading to decline of the sector (MOYA, 2007). Kangombe (2012) studied the factors influencing youth enrolment levels in public youth polytechnics in Mombasa. He says the social- economic and cultural factors influence enrolment.

Altinyelken, (2004) stated that the World Banks position on TIVET has changed radically in the past two decades. They emphasize and support TIVET. According to a report USAID (2007), allocated 72% of total. The government and other stakeholders have engaged other development partners in realizing donor interventions. The Ministry of Science and Technology in Kenya formally requested for technical assistance from the Netherlands Government to strengthen TIVET. Nyerere (2009) states that Technical, Industrial, Vocational and Entrepreneurship Training (TIVET) in Kenya encompasses technical training institutions , MSE training and demonstration centers, YPs and national and youth service skills development centers . YPs provide TVET with life skill training to young people in order to increase employment (<http://www/leakenya.or.ke>, 2013). There are also other institutions that offer TIVET programs spread across ministries as well as private institutions. According to Government of Kenya, session paper NO.1, (2005), graduates from TIVET institutions are awarded certificates and Diploma in various disciplines. Currently two national polytechnics, the Kenya and Mombasa have been upgraded to University colleges offering degrees in TIVET discipline and will continue to offer certificate and diploma programs.

The Kenya Education Sector Support Programs (KESSP, 2010) noted that the general election crisis of December 2007 highlighted the problems of a large population of unskilled unemployed youth amidst growing poverty. To address some of the underlying causes of the relentlessness among youth, the government made initiative for skills development through YPs. KESSP (2010) states the aims and purpose of TIVET in Kenya to include:-Involvement of stakeholders in the development of national skills training strategy, establishment of mechanism and appropriate incentives to promote private sector investments in the development of TIVET. Palmer, (2007) in his study entitled “ what room for skills development in post primary education took selected countries , Ethiopia, Ghana, Kenya, Rwanda, India, China and Vietnam and examines what room there is for skills development in post primary education . The study asserts that in many environments, both formal and informal institutions (school or vocational centers), Rwanda has the highest enrolment in TIVET at secondary level (35%), followed by

Tanzanian 13% and south Africa 5.8%. The study notes that Sub-Sahara Africa had 6.1% and South and West Asia have little room for TIVET at the post –primary school level.

Given that Africa lags behind the rest of the world in technology and still it continues to pay little attention to technical education and technological research. The trend is worrying and so Africa must rise to the occasion by championing learning of TIVET or vocational courses. In Kenya, there have been deliberate efforts to structure and deliver formal TIVET education through establishment of YPs institutions either by the government or the private sector. There were 697 YPs under ministry of youth affairs and sports as at 2012 (MOYA, 2012). Ministry of Education (MOE) (2013) order given in 2007 to directorate of youth training, to take charge of YPs training has been changed via notice no.2/2013 and transferred to MOE.

However, no formal YPs sector just like the informal sector has been neglected by the government particularly in relation to the organizations of systems and structures. The Government has policies for the sector but challenges in implementing makes it difficult thus, enabling the private sector to exploit it. The YPs sector has been generally left to intervene, which is done at programs levels hence few target groups reached. The Millennium Development Goals Committee (MDGC, 2007) noted that TIVET is a significant sector in the education that generates a lot of attention. However in some countries like Kenya, equally a lot of attention should be given. This would enable trainees engage in income generating activities hence improve the standards of communities in which they live, and stem rural–urban migration. Local communities, religious and other non- governmental organizations with support from government and development partners have for many years contributed to putting up youth polytechnics in different parts of the country.

In order to overcome the challenge of youth education and training, MOYA plans to improve the quality of education, make training and education more accessible, strengthen alternative learning systems and review education training policy and practices and equip the youth with relevant skills, knowledge and attitudes for labor market as included in the strategic plan 2007-2012. Towards meeting the objective of improving the relevance of skills being imparted to youth at YPs, the Ministry is working together with KICD to revise the curriculum. The objectives of revised curricular are among others to prepare the youth for productive livelihoods that contribute to sustainable economic development, to impart marketable and technical skills that respond to contemporary labor market demands by industry as well as to build on gains acquired in basic primary education for self-employment. In Kenya, several key actors are involved in the TIVET sector; they undertake activities that include curriculum development and implementation, industrial training, internship, pupilage attachments, funding and donation of equipment and exchange of teachers, lecturers within different institution. This is yet to be fully implemented. The key actors are:-the government, examination bodies like Kenya National Examinations Council, other training institutions, publishers both private and public, private sector civil society, NGOS and artisans/local authorities. This web of actors needs to be regulated and a clear operational plan set, current engagement of these actors has led to duplication of responsibilities, inefficiencies in management and coordination, wastage of resources among other problems. The government needs to have a well-defined mechanism that will streamline and guide the actors towards a desired direction that does not upset the sector.

There is need to have a clear line between actors in the formal education, informal so that meaningful synergy is developed. Nyerere (2009) noted that for Kenya to enhance transition from primary to TIVET, the government needs to set the objective of enhancing access to TIVET programs through improved infrastructure and training. A five year investment program to

revitalize YPs is to be provided with funds for purchase of equipment, enhancement of physical facilities at an estimated cost of ksh.1.2 billion. Many donors currently channel the majority of their aid for education into achieving the Universal Primary Education and Gender Parity.

Nyerere (2009) says that developed and developing countries such as Italy, Brazil, China, Sweden and Japan have given more recognition to technical, entrepreneurial and business. However, in Kenya, the youth polytechnics which offer the same courses have an image problem. It was against this background that the researcher felt the need to investigate the effect of perception towards youth polytechnics on enrolment for technical, entrepreneurial and business skills in Nandi County, Kenya.

Njati (2011) studied the impact of vocational training for rural development in Nyabene District Kenya and found out that the YPs needed to be equipped with the necessary infrastructural materials for them to function effectively. Ondigi (2007) in his publication wrote an article entitled, “Students attitudes towards vocational training in YPs, in Gusii District, Nyanza province”. The above study has correlation with the study in progress. Perceptions could be either positive or negative depending on the past, present and future expected experience. He also further found out that YPs are very important avenues for skill development among the youth. He called upon the youth to change their perceptions towards training in YPs so as to acquire the technical skills that can make them self-reliant. Khiteya, (1996) took a research in the YPs in Kakamega in Kenya on the context of the 8-4-4 system of education. He noted that the 8-4-4 system at primary level equip learners with vocational skills. However, he said the skills obtained need to be further sharpened by enrolling for training in YPs. He also found out that quite a number of the class eight graduates do not go to secondary schools.

He stated that youth unemployment has remained a serious problem in Kenya. Relevant education system and skill-training programs such as the Youth Polytechnics (YPs) have been initiated to solve this problem. YPs were established to train primary school leavers in skills for wage and self-employment. Since the inception of the new 8-4-4 vocational curriculum, it is not clear as to whether YPs should reinforce the skills given by the primary school or not; hence the need to investigate YPs student perception of vocational training. According to Owano, (2012) on education for employment; the contribution of the YPs program to youth employment in Kenya, he said that youth unemployment has remained a serious problem in many third world countries during the past three decades. Efforts to solve the problem have included initiation of education and training programs for youths both in school and out of school. Among these programs is the YPs Program of Kenya initiated by the National Christian Council of Kenya (NCCCK, 1968) and originally known as the Village Polytechnic Program.

A village polytechnic was envisaged as a low cost informal training program initiated, financed and managed by the local community to impart practical skills for self-employment to primary school leaver (NCCCK, 1968). Okoth, (2009) in his study entitled “A critical analysis of curriculum offered at Maseno YP, Emuhaya District Western province”, found out that the curriculum in YPs needed to be mainstreamed in the national system to facilitate standardization. He also called upon the potential trainees to register for the courses in YPs. This statement concurs with what the directorate of Youth Affairs (YA) are in the process of doing. They are developing an improved curriculum with the KICD.

Perception and Theories

According to Achieng, (2012), factors affecting acquisition of vocational skills among youth learners in Maranda Division Siaya, trainees who join technical or vocational centers for training already have formed opinions, some of which are culturally biased. They are found in some cultural beliefs and practices among Kenyan communities towards technically industry related work. Some communities view YPs as places of low status. Masonry, tailoring, carpentry, driving, dressmaking and metal work are despised. The community in Maranda Division said these jobs were for other people not their children.

Totally Integrated Quality Education and Training (TIQET) chaired by Government of Kenya (Koech, 1999) pointed out that one of the hindrance to development of skills is perception found in some cultural beliefs and practices among a number of Kenyan communities. One important recommendation of (Koech, 1999) commission was that education be designed to play a deliberate role of demystifying the negative attitude towards YPs which is equally the same as perception. Irumbis, (1990) study on the relationship between attitudes and performances in mathematics found that perception play a vital role in determining the pupils' performance in the subject. Pupils with negative perceptions failed.

Perception (from the Latin *perceptio, percipio*) is the process of attaining awareness or understanding of the environment by organizing and interpreting sensory information. Munn & Fernald, (1972:) said that perception aspect has caused considerate concern in education. It involves the tendency to evaluate something. Perceptions are acquired in life out of conflicts and a principle underlying the idea or something and one's cherished ideals. All perception involves signals in the nervous system, which in turn result from physical stimulation of the sense organs. For example, vision involves light striking the retinas of the eyes, smell is mediated by odor molecules and hearing involves pressure waves. According to Banners (1993), perceptions sometimes change as explained by consistency theory advanced by (Festinger, 1975) this change can be registered through motivation.

Perception is not the passive receipt of these signals, but can be shaped by learning, memory and expectation. Perception involves these "top-down" effects as well as the "bottom-up" process of processing sensory input. Perception depends on complex functions of the nervous system, but subjectively seems mostly effortless because this processing happens outside conscious awareness. Since the rise of experimental psychology in the late 19th Century, psychology's understanding of perception has progressed by combining a variety of techniques. Psychophysics measures the effect on perception of varying the physical qualities of the input. Sensory neuroscience studies the brain mechanisms underlying perception. Perceptual systems can also be studied computationally, in terms of the information they process. Perceptual issues in philosophy include the extent to which sensory qualities such as sounds, smells or colors exist in objective reality rather than the mind of the perceiver.

Although the senses were traditionally viewed as passive receptors, the study of illusions and ambiguous images has demonstrated that the brain's perceptual systems actively and pre-consciously attempt to make sense of their input. There is still active debate about the extent to which perception is an active process of hypothesis testing, analogous to science, or whether realistic sensory information is rich enough to make this process unnecessary. The perceptual systems of the brain enable individuals to see the world around them as stable, even though the sensory information may be incomplete and rapidly varying (Gregory, 1970).

Human and animal brains are structured in a modular way, with different areas processing different kinds of sensory information. Some of these modules take the form of sensory maps, mapping some aspect of the world across part of the brain's surface. These different modules are interconnected and influence each other. For instance, the taste is strongly influenced by its odor.

According to Mcleod, (2007) in order to receive information from the environment we are equipped with sense organs e.g. eye, ear, and nose. Each sense organ is part of a sensory system which receives sensory inputs and transmits sensory information to the brain. A particular problem for psychologists is to explain the process by which the physical energy received by sense organs forms the basis of perceptual experience. Sensory inputs are somehow converted into perceptions of desks and computers, flowers and buildings, cars and planes; into sights, sounds, smells, taste and touch experiences.

A major theoretical issue on which psychologists are divided is the extent to which perception relies directly on the information present in the stimulus. Some argue that perceptual processes are not direct, but depend on the perceiver's expectations and previous knowledge as well as the information available in the stimulus itself. This controversy is discussed with respect to (Gibson, 1966) who has proposed a *direct theory* of perception which is a '*bottom-up*' theory, and (Gregory, 1970) who has proposed a *constructivist (indirect)* theory of perception which is a '*top-down*' theory. Psychologists distinguish between these two types of processes in perception: bottom-up *processing and top-down processing*. Bottom-up processing is also known as data-driven processing, because perception begins with the stimulus itself. Processing is carried out in one direction from the retina to the visual cortex, with each successive stage in the visual pathway carrying out ever more complex analysis of the input. According to (Gregory, 1970), top-down processing refers to the use of contextual information in pattern recognition. For example, understanding difficult perceptions is easier when a complete situation is analyzed and isolated. This is because the meaning of the surrounding words provides a context to aid understanding.

Psychologist, Gregory (1970) argued that perception is a constructive process which relies on top-down processing. For him, perception involves making inferences about what we see and trying to make a best guess. Prior knowledge and past experience, he says, are crucial in perception. When we look at something, we develop a perceptual hypothesis, which is based on prior knowledge. The hypotheses we develop are nearly always correct. However, on rare occasions, perceptual hypotheses can be disconfirmed by the data we perceive. A lot of information reaches the eye, but much is lost by the time it reaches the brain (Gregory, 1970) estimates about 90% is lost. Therefore, the brain has to guess what a person sees based on past experiences. We actively construct our perception of reality.

Gregory (1970) proposed that perception involves a lot of hypothesis testing to make sense of the information presented to the sense organs. Our perceptions of the world are hypotheses based on past experiences and stored information. Sensory receptors receive information from the environment, which is then combined with previously stored information about the world which we have built up as a result of experience. The formation of incorrect hypotheses will lead to errors of perception (e.g. visual illusions like the Necker cube). Evidence to support (Gregory's, 1970) theory. 'Perception allows behavior to be generally appropriate to non-sensed object characteristics'. For example, we respond to certain objects as though they are doors even though we can only see a long narrow rectangle as the door is ajar. 'Perceptions can be ambiguous'

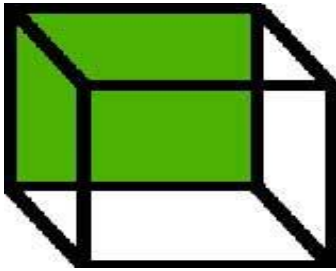


Figure 2: A cube showing that perceptions can be ambiguous. Source: Gregory, (1970) theory of perception.

When you stare at the crosses on the cube the orientation can suddenly change, or 'flip'. It becomes unstable and a single physical pattern can produce two perceptions. Gregory (1970) argued that this object appears to flip between orientations because the brain develops two equally plausible hypotheses and is unable to decide between them. When the perception changes though there is no change of the sensory input, the change of appearance cannot be due to bottom-up processing. It must be set downwards by the prevailing perceptual hypothesis of what is near and what is figure 3. 'Highly unlikely objects tend to be mistaken for likely objects'. Gregory (1970) has demonstrated this with a hollow mask of a face. Such a mask is generally seen as normal, even when one knows and feels the real mask.

There seems to be an overwhelming need to reconstruct the face. An assumption based on past experience. What we have seen so far would seem to confirm that indeed we do interpret the information that we receive, in other words, perception is a top down process. However, if perceptions make use of hypothesis testing the question can be asked 'what kind of hypotheses are they? Scientists modify a hypothesis according to the support they find for it. For example, look at the figure below:

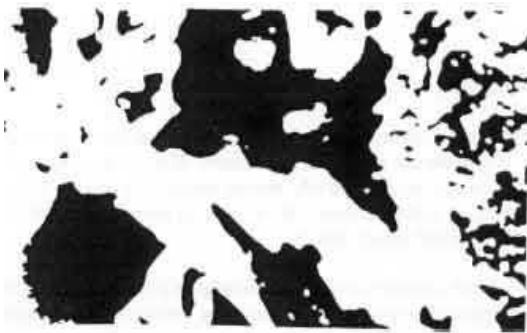


Figure 3: A hollow mask of a face. Source: Gregory (1970), theory of perception

This probably looks like a random arrangement of black shapes. In fact there is a hidden face in there. The face is looking straight ahead and is in the top half of the picture in the center. The figure is strongly lit from the side and has long hair and a beard. Once the face is discovered, very rapid perceptual learning takes place and the ambiguous picture now obviously contains a face each time we look at it. We have learned to perceive the stimulus in a different way. Although in some cases, as in the ambiguous face picture, there is a direct relationship between modifying hypotheses and perception, in other cases this is not so evident. Illusions persist even

when we have full knowledge Gregory (1970). One would expect that the knowledge we have learned (from, say, touching the face and confirming that it is not 'normal') would modify our hypotheses in an adaptive manner. The current hypothesis testing theories cannot explain this lack of a relationship between learning and perception.

A perplexing question for the constructivists who propose perception is essentially top-down in nature is 'how can the neonate ever perceive? If we all have to construct our own worlds based on past experiences why are our perceptions so similar, even across cultures? Relying on individual constructs for making sense of the world makes perception a very individual and chancy process. The constructivist approach stresses the role of knowledge in perception and therefore is against the natives approach to perceptual development. However, a substantial body of evidence has been accrued favoring the natives approach, for example: Newborn infants show shape constancy (Slater & Morison, 1985); they prefer their mother's voice to other voices (Casper & Fifer, 1980); and it has been established that they prefer normal features to scrambled features as early as 5 minutes after birth.

Perhaps the major criticism of the constructivists is that they have underestimated the richness of sensory evidence available to perceivers in the real world (as opposed to the laboratory where much of the constructivists' evidence has come from). Constructivists like Gregory frequently use the example of size constancy to support their explanations. That is, we correctly perceive the size of an object even though the retinal image of an object shrinks as the object recedes. They propose that sensory evidence from other sources must be available for us to be able to do this. However, in the real world, retinal images are rarely seen in isolation (as is possible in the laboratory). There is a rich array of sensory information including other objects, background, the distant horizon and movement. This rich source of sensory information is important to the second approach to explaining perception that we will examine, namely the direct approach to perception as proposed by (Gibson, 1966).

Gibson (1966) argued strongly against the idea that perception involves top-down processing and criticizes (Gregory, 1970) discussion of visual illusions on the grounds that they are artificial examples and not images found in our normal visual environments. This is crucial because Gregory accepts that misperceptions are the exception rather than the norm. Illusions may be interesting phenomena, but they might not be that informative about the debate. Gibson (1966) argues that perception is direct, and not subject to hypotheses testing as (Gregory, 1970) proposed. There is enough information in our environment to make sense of the world in a direct way. For Gibson (1966), sensation is perception: what you see is what you get. There is no need for processing (interpretation) as the information we receive about size, shape and distance etc. is sufficiently detailed for us to interact directly with the environment. For example, support of the argument that perception is direct is motion parallax.

As we move through our environment, objects which are close to us pass us by faster than those further away. The relative speed of these objects indicates their distance away from us. This is evident when we are travelling on a fast moving train. Gibson (1966) argued that perception is a bottom-up process, which means that sensory information is analyzed in one direction: from simple analysis of raw sensory data to ever increasing complexity of analysis through the visual system.

Glimmer and Deci (1977) point out that student will hold favorable perceptions towards activities they are doing if they provide them with rewards. Therefore, although the above statement talks about job satisfaction, the same would apply to vocational skills acquisition. Students would express satisfaction if rewards or other outcomes satisfy them. In the case of

vocational trainee, satisfaction would be expressed if certificates awarded at the termination of the course brings in prizes in form of recognition and hence employment.

YP Students' Perception of Instructors Competence

Locke, (1976) asserts that teachers' pleasurable or rewarding experiences bring positive perceptions to students. If training is conducted to the best, trainees are likely to be satisfied. Perceptions also comes when what trainees are training for changes their social status towards a more fulfilled experience (Obani & Dohetry,1984). Most people in the society view YPs as places of failures (Nyerere, 2009). This makes majority of trainees to form perceptions. Students can form perceptions towards training if instructors are doing effective and efficient work. According to Mokokha and Ongwae (1997) on 14 days teaching methodology course they said that it is often assumed that when one knows the subject matter well, then such a person is capable of teaching the subject. For example a highly skilled carpenter may feel that he can readily instruct others in the skills of his trade by simply showing how he does the work and explaining the ideas and purposes which are involved.

This does not amount to teaching. Many people also mistakenly think that anybody can teach. Perhaps one inordinate precedent which enforces this thinking is the concept of untrained teachers. We rarely hear of untrained doctors, engineers, architects etc. what makes teaching a profession, like others is its own principles, ethics and unique practices. Therefore, not every person can arrogate to the functions of teaching without undertaking the requisite training in teaching (Makokha & Ongwae, 1997). Teaching is not simply the presentation of new skills and knowledge to the trainee. It is not also the mere transferring of what the instructor knows into the hands or minds of the trainee. Furthermore, teaching is not the same as telling nor is telling synonymous with teaching. Effective teaching means that there are certain things which the trainees must do and other things which the trainers must also do to increase the chances of learning taking place (Mukwa & Too, 2002). The teacher has to go through formal theoretical and practical training. In addition, the teacher needs to plan his/her activities in order to ensure that trainees can acquire the desirable knowledge and skills. Planning is crucial because it involves the selection and organization of learning experiences which will lead to meaningful interaction between the teacher and trainees. "Tell me and I will forget, show me and I will remember, do it with me and I will know" this means knowledge is as a result of telling showing and doing actively with learners in a teaching process (Mukwa & Too, 2002). Discrepancies between expressed needs and instructors competencies during training have also been studied by (Mukebi, 1982). He found out that the discrepancies were as a result of lack of proper training.

According to (Bloom, 1956) teaching focuses on three fundamental elements and processes. These are cognitive, psychomotor and effective processes. All the three are interrelated and it is often difficult to arbitrarily teach only one without unconsciously or sub-consciously teaching the other. The cognitive process is related to knowledge. It appeals mainly to our mind or intellect. It is reflected in the acquisition of new ideas or the organization of an existing body of ideas. Thus knowledge affects our responses and reactions to situations. Cognitive abilities can be ability to identify facts which explain the existence or absence of particular matter. Mokhoka and Ogwae (1997) continued to say that cognitive skills relate to how we learn to co-ordinate and use our hands, heads, legs and other parts of our bodies. This calls for use of a variety of educational media.

We can manipulate things using our psychomotor abilities such as manual (using hands) skills in carpentry, Garment- making, motor vehicle mechanics, masonry etc., undertaking any other trade skill or craft. Affective means feelings and attitudes. Our feelings and attitudes reflect the values we are associated with. Some values are positive and progressive while others are negative and archaic. Affective teaching seeks to promote positive values and attitude while at the same time gradually, but systematically chipping at those which are negative and disruptive. Attitudes and values greatly influence not only what we do, but also how we do. Carl (1985) said that effective learning is fostered by masterful teaching. This means teachers should develop ability for making complex or difficult material simple enough for their learners. Successful teachers are those who display good mastery of the subject they teach, use language which learners understand easily., break down the content or lesson into simple manageable yet systematic blocks, help learners to learn on their own rather than depending wholly on the teacher, makes learners creative and critical in order to fully understand the idea, art or skill being taught, ability to review, test and confirm, if not apply what has been taught (Mukwa & Too, 2002).

YP Students' Perception of Skills Learnt

Primary school leavers from within immediate community are the trainees recruited to YPs centers, more so those who have missed form one places (Nyerere, 2009). In most of these training centers, trainees take a period of two years to complete training. They train in vocational skills such as masonry, carpentry and joinery, metal work, plumbing and tailoring. One of the recommendations of the Government of Kenya (Koech's, 1997) commission was that the success of YPs depended on the support the government of Kenya gave. Achieng (2012) holds that YPs must take initiative and develop good strategies and aggressive program for their students that will alleviate the problems affecting people living in the neighborhood.

A study carried out by Owano (1988) on contribution of YPs in vocational training centers had it that YPs only cater for a very tiny fraction of the unemployed primary school leavers and he goes further to assert that a narrow spectrum of skills needed in the rural areas were being taught. Owano (1988) further said that there should be a close link or cohesion between YPs and Jua – Kali sectors for providing quality training to the latter in order to improve quality of products. Achieng, (2012) said that most YPs offer practical skills usually masonry, carpentry, tailoring dressmaking, knitting, home economics and livestock raising. According to Nyerere (2009) on TIVET sector mapping in Kenya, Kenya has not been keened to produce human resources suited to labor market demand. A large number of the trainees are not effectively trained to offer what the labor market requires. Kenya like a great number of sub-Saharan Africa has a strong desire to place investment in tertiary education despite the fact that a majority of Kenya's economy is composed of the informal sector.

It is noted that in Kenya, the educative and industry sectors exist separately from each other. The importance of the students is being ignored, discussion of these matter, has failed to probe deeper, resulting in lack of realistic policy linking school education to the labor market. Another reason for the low rate of people reaching employment through technical and vocational education is based on commonly-held belief that technical and vocational education are lower in value than academic courses . However, the government's role in TIVET sector is not limited to the management of vocational training schools to the contrary in order that human resources effectively contribute to industrial development; only the government has the capacity to carry

out the establishment of laws, policies, system and assistance to private human resource development institutions to deliver on the task.

Some of the emerging issues are:-Mismatch of labor production and the market requirements, need to enhance employability through practical hands on exposure to actual work settings by integrating TIVET in the various phases of internship or attachment. The changing trends globally particularly in ICT and increase in production costs has left the Kenya lagging behind in TIVET. The sector in the country needs to keep pace with the dynamics in the market for it to remain relevant and cost effective. This is one of the ways in which TIVET graduate will call for a well co-ordinate industrial exposure programs for trainees in TIVET institution.

According to Nyerere (2009) the curriculum developers should go a step further and support access to technical, entrepreneurial and business skill. This is possible if the face of the YPS is changed completely. Competitive courses market driven should be offered. Quality orientation and creativity in TIVET, both at micro and macro levels, is important if the sector is to produce competent labor for both local and international market. There is need to invest in technologies and exposures that will make these institutions meet international standards. Employees are yet to appreciate the need for well-trained human resources—legislations that enhance partnership between the private sector and the TIVET programs should be formulated to enhance proper planning and implementations of training programs in the country. Unemployment rate is high among the youth (in crisis). There is need to have a national skills inventory –based on an efficient labor market information system.

Some of the challenges still facing YPs are inadequate facilities and capacities to cater for large number of those who complete primary and secondary education and wish to undertake TIVET.YPs programs are limited in scale due to challenges such as:-Lack of co-ordination of training leading to disproportionate duplication in the production of skilled personnel across the entire sector. This results in mismanagement of scarce resources, conflicts jurisdiction and under-utilization of available training facilities. There is need to train more staff and upgrade equipment and physical facilities to cope with the dynamic technological development. The National skills Training Strategy and the revised legal framework will strengthen mechanisms for the implementation of the necessary TIVET reforms. YP curriculum is said to be weak and not market driven, research is absent not well documented.

The available data is either outdated, inadequate and though there are ongoing researchers in different areas of the sector, more remains to be done. Low enrolment in YPs; - though there has been achievement towards realizing universal primary education in the country. Lack of clear legal frame work for sector, the absence of legal framework for regulating the governance of TIVET has resulted in weak, fragmented and ineffective mechanism for supervision and coordination of TIVET programs that are characterized with unnecessary duplication and poor resource utilization. The tools are obsolete, not maintained, they have run down buildings, negative image towards (YPs)-inferior, lack of investment in the capacities of staff, no labor market oriented linkage between training institutions and industry etc. UNDP,(2009) defined TIVET as Education which is meant to lead participants to acquire practical skills, knowhow and understanding necessary for employment in a particular occupation ,trade or group of occupations. Archoarcna, (2001) said that practical skills, or knowhow can be provided in a wide range of settings by multiple providers both in the public and private sector. The role of YPs in furnishing skills required to improve productivity, raise income levels and improve access to employment opportunities, has been widely recognized.

Development in the three decades have made the role of TIVET more decisive; the globalization process, technological change, productivity among workers in both modern sector terms and micro and small enterprises. Skills imparted by TIVET leads to leadership, so that individuals are equipped for productive activities and employment opportunities. Due to global economic changes, necessitating implementation of structural adjustment programs in developing countries, workers have been displaced, this poses great challenge, and they need retraining for new occupations.

The impact of HIV/AIDS has necessitated emphasis on skills lost across a wide range of occupations AIDS depletes scarce human resources. HIV/AIDS also reduces the capacity of TIVET systems to deliver their functions, since it decreases the supply of highly trained personnel and causes deterioration in the quality of the system. According to King (2007), evidence from East Africa has shown that in the informal economy with higher levels of education, graduates are more likely to start enterprises and hence the ability to utilize business psychomotor skills. The government in Session Paper No I of 1965 identified relevant and quality education as a means of eliminating poverty, disease and ignorance while session paper No1 of 2005 indicates that TIVET education offered in YPs is not only a welfare indicator, but also a key determinant of earnings and therefore an important exit route from poverty. According to the Economic Strategy Program (ESP, 2003), the global economy recorded a growth of 5.2% in 2007 compared to 5.4% growth registered in 2006. This growth rate can be witness in rural areas when young people join YPs and acquire skills. Africans economic growth is estimated to have increased marginally from 5.6% in 2006 to 5.7% in 2007. Although they effectively enjoyed the opportunities presented by the economic environment, they continue to be economically marginalized by being kept out of the mainstream development. In vision 2030, the government focus is to eliminate poverty and empower Kenyans to enjoy quality and decent livelihoods. Education in YPs is identified as one of the key component in the social pillar of the government's strategy of vision 2030 (GOK, 2007).

Vision 2030 appreciates the necessity of dealing with the informal economy that employs 75% of the countries' workers. The informal economic sector must be supported in ways that will raise productivity and distribution, increase number of jobs and income and improvement of access and equity in education. While efforts to improve access and equity are laudable, these on their own are not sufficient to address poverty alleviation without factoring in the relevance of the education being offered to labor market. Therefore the policies fail to specifically acknowledge the importance of TIVET.

According to International Labor Organizations (ILO, 1972), Jua kali sector is very important. Therefore there is need to utilize polytechnics to train our young people get skills which they will utilize when they go outside field. National Bureau of Statistics, (1972) observed that youthful persons completing primary education are very many. Such persons should be trained on technical and vocational skills acquired from YPs. According to (Unicef, 2009) on National Youth Situation Analysis, it states that, we dream of a community whose education imparts practical skills that will make us competitive in the job market and prepare us adequately to meet the various challenges of life. The training can be equally realized in YPs. Across all age groups education was ranked as the most important issue. The Economic Recovery Strategy Programs (ERSP, 2003) have it that education is acknowledged as a means for transforming and empowering communities. The youth especially gain skills, knowledge and attitudes to enable them became productive members of the society.

Education contributes to sustainable development and is recognized in Kenya as a priority area of development intervention as is reflected in policy documents. The development of Education, National Reports of Kenya presidential circular No. 1/2008 asserts that Kenya has embraced inclusive education that provides quality education to all children, youth and adults through targeted support to specific or vulnerable groups moving away from the traditional view of inclusive education of providing education for children with special needs (GOK, 2005). Beyond inclusion, education is considered a fundamental right to every citizen and is provided free of charge in primary and secondary levels. A curriculum has recently been developed to cater for learners who attend non-formal schools where science laboratories and other science education facilities are not in place. To support education in TIVET sector, the government is providing incentives to promote private sector investments in the development of TIVET facilities, has an increased bursary budget to enhance access to TIVET taking into account marginalized groups such as female students and the physically handicapped.

YP Students' Perception of Teaching Strategies and Methods of Training

Mukwa and Too (2002) gave the teaching strategies as heuristic (where learners learn through discovery and expository in which the learners are exposed to the material of learning). A method is a technique of doing something effectively and efficiently. Lawrence, (1975) argues that a strategy is well thought out, systematic and discretionary; teaching methodology means, techniques and procedures which govern the instructional process. He continued to say that teaching methodology is not abstract, but practical and real. It arises from deliberate choice and practical experience of the teacher/instructor. It facilitates the acquisition of knowledge, skills and values by the learners. It helps to build the bridges between the known experience and the unknown. There are four factors which influence teaching methodology. These are the purpose of what shall be taught, objective of the lesson, subject matter itself, the instructional materials to be used and the learners themselves. About instruction, Lawrence (1975) says that the techniques we adopt for teaching are directly influenced by the choice of instructional materials. The interesting thing is that instructional materials are varied and often depend on what and why we teach. Makokha and Ongwae (1997) said that the purpose or main objective of what we want to teach dictates on the suitable teaching methodology. Amongst other things, one of the cardinal aims of technical education as practiced in YPs in this country is the preparation of learners for self-reliance through appropriate training and further education.

The ultimate projection is to see learners acquire skills which can enable them become self-employed in order to earn their living without looking up to the government or the private sector for white collar jobs. To a great extent, subject matter has a direct bearing on the choice of teaching methodology. The simple logic here is to select methods which will ensure that teaching proceeds from the simple matters to complex matters of content, but in a sequential fashion. Learning by its nature is gradual and systematic. Makokha and Ongwae (1997) also said that a methodology which ensures a breakdown of content into manageable steps makes it easier not only for the teacher to teach but also for the learners to understand easily. He talks of a rule with simplicity. That the choice of method should be determined by the extent to which it helps to simplify the material to be taught. Different learners bring to a learning situation much diversity. The vast difference in the learners otherwise called entry behavior is manifested in the form of varied experiences, aptitudes, skills, feelings, responses. They said that experienced instructor's

needs to do a delicate balancing act. Learning requires that both the teacher and learners have to contribute.

But for each and every learner to do this brings to a learning situation unique knowledge, skills and experience and that each and every learner can benefit from other's knowledge, skills and attitudes just as much as they learn from the teacher. The difference is that the methodology employed should enable both the teacher and learner to share whatever they have in order to promote meaningful learning. Hence this calls for methodology which allows for equal participation of learners in the teaching learning. Bwika (1997) observed that the instructor must apply the principles, methods and techniques of instruction and evaluation in the classroom. This involves speaking clearly, repeating and emphasizing key points in such a way that they stand chance of being understood and remembered. Encouraging trainee participation through good questioning and conducting demonstration competently. Any facility for training should equip the learners with the necessary knowledge base and professional skills to enable them perform the tasks effectively. Existing literature on training suggests that training is a necessary precondition for effective performance of the roles and responsibilities (Smith, 2003) and that performance improves significantly once they are trained (Maranga,1993). Research indicates that training has significantly positive impacts on the learner with reliable methodology and sufficient knowledge to the content. Smith, (2003) said that from professional perspective, highly qualified learners who have received training enables them not only to know the subject matter, but also to learn to make decisions informed by feedback from the school. She further points out that there is a positive connection between subject matter preparation of the instructor and the learner performance.

Bosire (1996) studied the effects of training on interaction analysis in teaching patterns of the learners and established that all other things being equal, trainees trained in particular skills perform better than those who have not received any training. Hence the need to have in place training programs that are tailored to meet job requirements and subsequent need to evaluate the current enrolment status in YPs. It has been noted that enrolment in YPs has fallen short and will continue to decline unless there is better coordination of professional development. Bosire (1996) emphasizes the need for training and points out that a program for training should include content theory, which must be linked to real situations by practice. The training programs aims at enabling learner to manipulate materials and apply the theory to reflect on the practice (Cross, 1995). Namach (1990) studied the factors that affect the implementation of 8-4-4 system of education and cited perception as one of the possible factors. He said that when 8-4-4 was started, it was supposed to instill vocational skills on the learners but that has never been. The above, he attributed to perception among the community, learners and the job market. Further, he said learners who when to form six have high regard as opposed to those who go through 8-4-4 system of education. The above concurs with low enrolment rates in YPs which might be as a result of lack of interest among the learners. He noted lack of motivation by those to be trained as a result of perception as a factor affecting enrolment.

YP Students' Challenge Experienced

According to Gachira, (2009) the current YPs curriculum is weak and not flexible enough to meet the technological changes and diverse needs of different clients. Furthermore the quantity of TIVET graduates has declined in recent years due to poor instructional methods, outmoded equipment and lack of meaningful work experience and supervision during attachment. The

graduates of TIVET have experienced technological shock when they finally enter the job market.

Enrolment in the traditional engineering and building course is dwindling very fast, whole enrolment in applied sciences and business/commerce oriented courses are growing steadily. Trainers lack necessary industry based technological skills updated. Perception has a negative impact on an institution (Nyerere, 2009). This was demonstrated by enrolment registered over the years as per the table given below.

Table 1: Enrolment in Youth Polytechnics over the years 2003-2007

YEAR	MALE	FEMALE	TOTAL
2003	7171	13,255	20426
2004	8605	13,918	22,523
2005	8691	14,196	22,887
2006	8741	14,210	22951
2007	9528	15,489	25017

Source Nyerere, (2009) on YPs in Kenya

The above show that less 30,000 students enroll for the program although very many fail to proceed to secondary school. Kenya Technical Training College, KTTC has shifted from its original mandate as producer of trainers and is now competing to offer program similar to national polytechnics. This to a great extent compromises quality education especially when resources are lacking. It has been observed that teachers in the technical institutions rarely go for refresher courses which put them at the mercy of their students who are more exposed (Nyerere, 2009).

Nyerere (2009) also noted that dramatic budget cuts followed by structural adjustment programs adversely affected enrolment for TIVET courses in YPS. For instance, in sub-Saharan Africa, as a result of budget cuts, it curtailed investments in TIVET systems making facilities and equipments to decay. Recurrent budget reduction has also negatively affected the number, qualifications, pay, morale and motivation of teachers and administration. Most of the TIVET institutions were grossly underfunded resulting to poor service delivery and poor image. Majority of the trainees enrolled in TIVET institutions are self-sponsored with very few receiving any or other charitable sponsorship.

Gachira (2009) said that TIVET skills are lacking in Kenya's education systems. Teaching TIVET skills may enhance quality of work among learners and this will prepare them for industry and self-reliance at an early stage of schooling. The historical injustice TIVET has experienced in the education sector has had far reaching consequences. In Kenya TIVET has always been associated with that colonial education system, trained Africans who were considered weak in class in skills so that they could provide cheap labor, there has been no improvement after independence. Today, the notion of TIVET being preserve for the less bright learners still holds and with the new development of the polytechnics being under -utilized, it is feared that the government policy may be confirming this perception.

Gachira (2009) said that most of the private training YPs institutions are faced with almost same problems as those encountered by the public institutions. The quality of TIVET in the entrepreneurial education private training institutions is affected further by:-over concentration on light vocational skills, business, commercial and service courses because of the

high investment associated with technology based courses. Employment of part-time instructors, paid less, burdened with large classes with less facilities and proliferation of unregistered institutions likely to offer low quality.

From literature reviewed it emerged that no study on YPs student perception of vocational training has been carried out yet YPs has persistently continued to record low enrollment. Various studies have been carried on YPs but no study addressing the above field has done. Achieng (2012) study on factors affecting acquisition of vocational skills among YPs learners in Maranda District and Ondigis (2007) study on YPs students' attitudes towards vocational training in Gusii, Nyanza have correlation with above study. However, the two did not address the reasons for dwindling enrolment in YPs. None of the studies investigated YPs student perception of vocational training leaving a gap both in theory and practice which the researcher set out to fill.

METHODOLOGY

Research Design

The study adapted descriptive survey design to investigate perception of YPs students towards vocational training in YPs in Nandi County, Kenya. The design was appropriate because it enabled the researcher to collect relevant information from respondents within a short time. Descriptive design was applied because it is used in preliminary and exploration studies to allow researchers to get information, summarize, present and interpret it for the purpose of clarification (Orodho, 2002). Borg and Gall (1989) note that "descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators". The design was also deemed appropriate because it enabled researcher to describe the state of affairs as it exists. Further, descriptive survey is not restricted to fact findings but may often result in formulation of important principles of knowledge. Lastly, the design facilitated the use of questionnaires, interview schedules and documentary analysis to investigate perceptions.

Both quantitative and qualitative data was collected. Quantitative and qualitative data is that which can be expressed in figures and words respectively. In the study, quantitative data was obtained from questionnaires, observation rating scales and documentary analysis schedule. Qualitative data included the ones that were obtained from interview schedules, past research, books, internet, journals, newspaper articles and magazines. Besides that, the researcher used rating scales on interview, questionnaires and observation to collect quantitative data.

Target Population

The target population were the respondents which the researcher used to collect the data. The study targeted a total population of 1586 as follows students-1521, instructors-32, HOD's-27 and Principal Managers-6 in YPs in Nandi County, Kenya. Nandi County comprises of five sub counties with twelve registered YPs as follows; Nandi South: Serem, Kipsebwo, Kemeloi and Mugen, Nandi North: Tangaratwet, Kurgung, Cheptarit and Kabiyet, Nandi East: Sigilai, Nandi Central: Kaplamai and Kaptel and Tinderet : Meteitei

Sampling Techniques and Sample Size

Sampling Techniques and Sample Size are the ways that were used to get a representative sample and the number of respondents to participate in the study respectively. This was in the light of the fact that YPs and the study population have diversities in terms of resource endowment, courses done, instructor professional qualification, terms of service, types of learners and location.

Sampling Size

A total of 494 respondents participated in the study. Out of these, 457 students were sampled from a total population of 1521 as per the Ministry of Youth statistics (Nandi County) as at the time of study representing 30%. For instructors and HODs, 50% translated to 17 from a total of 32 and 14 from 27 HODs respectively; this was because the total populations in these cases were small. There were 12 registered YPs in the county. However, 6 participated representing 50%.

Sampling Techniques

Purposive and cluster sampling techniques were used to sample the institutions, principal managers, HODs, instructors, and students. Thirty percent of the YPs in the above case meant 4 but 6 were picked representing 50% because the total number of registered YPs was few. Samples were selected based on resource endowment such that those with best, average and low were proportionately included. This was because some YPs were well established while others were not and this brought variations. County YPs Officer in Nandi County was consulted to rate YPs. A rating scale was developed so as to facilitate classification. The instrument developed was based on availability of resources and infrastructural facilities. Visiting of all the YPs was done prior to carrying out purposive sampling. The results obtained were harmonized and a list was drawn. All HODs were picked in the six selected YPs. About the instructors, a sample of 50% was selected purposively from the 32 instructors which translated to 17. There were 1521 students in YPs in Nandi County as at 2014, the time of study; however 30% of this meant 457. A cluster of 10 was later developed which translated to 45 groups with homogenous characteristics based on courses done. Information from instructors and trainees was collected largely from those willing and could spare their time for the same.

Table 2: Number of YPs and Sample Size

Sub-Counties	Number of YPs	Sample Size
Nandi-North	2	1
Nandi-South	3	1
Nandi-East	2	1
Nandi-Central	4	2
Tinderet	1	1
Totals	12	6

Table 3: Students and Sample Size

Sub-Counties	Number of YPs	Sample Size 50%
Nandi-North	2	203
Nandi-South	3	405
Nandi-East	2	200
Nandi-Central	4	610
Tinderet	1	103
Totals	12	1521

Table 4: Instructors and Sample Size

Sub-Counties	Number of YPs	Instructors	Sample Size 50%
Nandi-North	2	6	3
Nandi-South	3	8	4
Nandi-East	2	4	2
Nandi-Central	4	12	6
Tinderet	1	4	1
Totals	12	34	17

Table 5: Principals' and Sample Size

Sub-Counties	Number of YPs	Principals	Sample Size 50%
Nandi-North	2	2	1
Nandi-South	3	3	1
Nandi-East	2	2	1
Nandi-Central	4	4	2
Tinderet	1	1	1
Totals	12	12	6

Table 6: HODs and Sample Size

Sub-Counties	Number of YPs	Hods	Sample Size 50%
Nandi-North	2	6	3
Nandi-South	3	5	3
Nandi-East	2	2	1
Nandi-Central	4	11	5
Tinderet	1	3	2
Totals	12	27	14

Data Collection Instruments

Data was collected using questionnaires, interview schedule, and observation and document analysis schedule. Primary data was obtained using questionnaires while secondary data was collected from library, reading past research, checking at the internet, journals and books.

Students' Questionnaire

Open and closed ended questionnaires were used in the study. These were used to collect information on students' perceptions towards vocational training, skills learned, curriculum, teaching methodologies and challenges encountered. The respondents filled the forms assisted by

the researcher and research assistant. It was expected that some of the trainees were not in a position to answer the questionnaires alone. As such they were assisted by research assistants and the researcher. After filling the questionnaires, those which had errors were corrected before collection. The questionnaires were distributed to all sampled institutions under research and collected within two weeks duration.

The questions were simplified to enable respondents understand and respond to them because their level of education was low. Questionnaires for 457 students sampled from a total of about 1571 were prepared based on the objectives of the study. The researcher clarified some of the questions to the students who encountered difficulties. Further, interviewees were subjected to some of the students sampled from the sampled population of 457(10%) students. Students were given about one hour to respond to questions, thereafter they were collected which was too soon to have gotten lost.

Instructors' Questionnaire

There were about 32 instructors in the YPs. However 17 were sampled for the study. They were given questionnaires and were also subjected to interview. Instructors' level of education ranged from Certificate to Degree. Research assistant ant clarified some of the questions to them in case of those who encountered difficulty. Questionnaires for instructors were administered the same day those of students were given out; hence all the work was done within a period of two weeks. The questionnaires were carrying questions on students' perceptions towards training, instructors' competence, skills learned, teaching methodologies and challenges encountered in YPs.

Interview Schedule

A list of questions guided the collection of data in the above exercise. The questions were written based on the objectives of the study. Questionnaires were filled by the researcher using the questions given to the respondents: instructors, trainees, HODS, and principal managers. This was because most of the trainees could have found writing work so challenging. The questions were elaborated before the respondents were allowed to respond.

Principals' Interview Guide

YPs are managed by principal managers. Therefore the principal managers were targeted because of the information they had on all objectives of the study. As such they were interviewed and asked to respond to questionnaires also. Both questionnaires and interview schedule had open ended and closed ended questions

HOD's Interview Guide

YPs have also heads of departments. The departments are on Carpentry, Masonry, Tailoring, Electricity, and Auto Motive Engineering, Metal Work, Plumbing and wood work. They were all given questionnaires and asked to respond to interview questions. The information gained out of experience in the field of study was believed to be paramount to the study. The information collected from them was as per the objectives of the study and literature review.

Observations Schedule

The researcher prepared observation schedules to meet some of the objectives. The schedules were guided by research objectives. Besides that, student population, infrastructural facilities and equipment; availability of instructors, learner needs were also observed such as housing and teaching materials. Observation rating scales were prepared and filled when the exercise was going on. The above works were done only by the researcher.

Document Analysis

This includes checking registers to verify enrolment over the years, for various courses offered, skills learned and type of training activities, registration for various national exams over the years. Overall instructor's lesson plan, schemes of work and lesson notes were checked. The above work was done by the researcher.

Piloting

The researcher carried out testing of the research instruments in the YPs in Kericho County. This was because Kericho County is far from Nandi County and could not make the respondents alter their response because of knowing what was being investigated. Purposive and cluster sampling technique was used to pick one YP from a total of 17 registered YPs for pilot study. Records from Kericho County YPs Director's Office were used. Polytechnics were put into clusters based on their resource endowment. A YP that acted as representative for all was taken for piloting study. The YP had 87 students, 6 HODs and 8 instructors. Thirty percent the students and 50% of instructors and HODs were sampled. Principal Manager was purposively picked while the students were put into homogenous clusters based on courses done. Each group was then subjected to questionnaires, interview and documentary analysis. For HODs and instructors, they were purposively picked based on willingness and convenience of the respondents to participate. A coefficient of 80% was calculated based on respondent's ability to understand and respond to the research instruments administered and was taken as reliable. The reason for testing the instruments (piloting) was to ensure that they were valid and reliable prior to being administered in the field.

Validity

Validity is the extent to which an instrument measures what it is supposed to measure. It is also a test of how well an instrument measures what it is supposed to measure. Supervisors at Kenyatta University in the department of Educational Communication and Technology and other departments were asked to make suggestions on content of the instruments. Further, the content validity was ensured by consulting supervisors. A panel of three supervisors competent in the area being investigated was requested to assess the relevance of the content used.

Reliability

Reliability is a measure of the degree to which a research instrument gives consistent results after repeated trials. The reliability of the instruments was ascertained by carrying out test, retest of

questionnaires, interview schedule, observation and documentary analysis through a pilot. The respondents were asked to comment on relevance and clarity of the questions. Respondent's suggestions were used to improve on, clear vagueness's and ambiguities in some parts of questionnaires. Thus test-retest was carried out with a reliability coefficient of 80% taken. This was calculated by rating consistency of the instruments to trigger a similar understanding of what was being asked. A coefficient of 80% implied that instruments could be used with minimum errors. All data were analyzed at level of significance of 95% $\alpha = 0.05$

Data Collection Procedure

Permission of all those YPs that participated was requested through a formal letter. The identities of principal managers, instructors and HODs were kept confidential. All the instruments were administered during a period of two weeks. The data collection instruments were designed such that the objectives guided its content. The participants in the exercise were given well-constructed research instruments that elicited required responses. The students' questionnaire instruments were administered to sampled students within a period of two weeks for all the YPs. The above exercise largely depended on the willingness of the respondents to participate. All the student participants who encountered difficulties in responding to questions were guided.

It was expected that some students could find the exercise laborious and as such they were assisted by being shown how to fill questionnaires. Instructors filled their questionnaires within a period one day for each YP that was visited. The questionnaires were later checked for errors before being taken. The Researcher expected instructors not to encounter major difficulties answering questions because the questions were self-explanatory. About interview a list of questions was administered to HODs, some students and Principal Managers. The questions were written based on the objectives of the study. Responses were captured through oral interview in which the researcher took notes of all the key points given by respondents within a period of two weeks for the sampled YPs. Prior permission was sought from Principal Managers through a formal means of communication for all YPs sampled. Thereafter, interview was administered based on the availability of time and their willingness. The exercise was carried and concluded within a period of two weeks. The questions were simplified so that the principal managers could understand them so easily.

The HODs interviewed were heading Carpentry, Masonry, Tailoring, Electricity, Metal work, Wood work and Plumbing. They were all subjected to interview. The questions were structured such that they elicited the required responses. Interview took a period of two weeks. The researcher alone did the interviewing and note taking. Those who participated were interviewed on their most convenient time within formal working hours. Observation schedules were rating scales prepared to be used while collecting data under the guidance of research objectives. The researcher did observation during the period of distributing questionnaires to students and instructors. The exercise was carried out prior to interview for HODs and Principal Managers. This enabled him to get a picture of YPs and areas which needed more clarifications were identified. A rating scale was prepared guided by research objectives and literature review. The rating scales were filled during the observation. Under document analysis instructor professional documents were checked. The principal managers were requested to give registers which were used to verify enrolment over the years, for various courses offered, skills learnt and type of training activities. Lesson plans, schemes of work and lesson notes were also examine. The above work was done within a period of two weeks.

Data Analysis

An analysis of data was done using Statistical Packages for Social Sciences (SPSS). Data from questionnaires and interview schedules was analyzed based on objectives of study through coding, tabulation and then drawing statistical inferences. The researcher grouped data from both closed and open ended questionnaire and interview schedules under broad themes and converted them into frequency counts. Quantitative data was condensed into few manageable groups and tables for analysis. Both descriptive and inferential statistics was used. Data obtained from documentary analysis and observation was also analyzed through tabulation and drawing statistical inferences. Qualitative data was also condensed and converted into frequency counts. Under descriptive analysis measures of central tendencies such as mean, mode and median were calculated. For observation and document analysis, they were tabulated for easy analysis.

RESULTS AND DISCUSSION

Demographic Information

Table 7: Summary of the Youth Polytechnics (YPs) sampled

Name of Youth Polytechnic	District	Total Percentages Representing all YPs sampled (N=6)
Cheptarit	Nandi North	6(50%)
Serem	Nandi South	
Kapchemoiwo	Nandi Central	
Kaplamai	Nandi Central	
Sigilai	Nandi East	
Meteitei	Tinderet	

Table 7 above shows that 6 YPs were sampled for the study representing half of the total YPs in the County. The YPs picked were Kaplamai and Kapchemoiwo representing Nandi Central; Cheptarit, Nandi North, Sigilai, Nandi East; Meteitei, Tinderet and Serem, Nandi South.

Table 8: Background information on the instructors' bio data

Gender	Total%	% (n=17)
M	10(17)	58(100)
F	7(17)	42(100)

Almost half 17(32) instructors were picked from YPs representing (53%) being male 10(17) 58% and female 7(17) 42% respectively as shown on table 8. As a general observation it was noted that there were many male instructors compared with the female. However most of them were specialized on areas such as tailoring, fashion design and food technology.

Table 9: Instructors' professional qualifications

Instructors' Professional Qualifications	Percentage (n=17)
(i) Certificate, Trade Test III and Above	12(71)
(ii) Diploma	3(18)
(iii) Degree	2(11)

Majority of the instructors had professional qualifications of certificate and above. They had done at least a certificate in trade test III as shown on table 9. Three instructors had diploma and two had degrees. The above finding shows that there is need in YPs to emphasize instructors' in-service skill development because very few had Degrees and Diploma which can be attained by starting in-service programs. This is because the number of those with diploma and above was 29% as opposed to 71% who had certificate and below.

Table 10: Teaching experienced of instructors

Teaching Experienced	Percentage (n=17)
(i) Less than one Year	5(100)
(ii) 1-5 Yrs	6(100)
(iii) 6-10 Yrs	4(100)

Further, most instructors had a teaching experience of over 1 year and few were employed by Public Service Commission of Kenya on a contract of three years while some on permanent basis. However, majority were hired by BOG. Assuming that the study's sample is truly representative, table 10 indicates that instructors are experienced to teach.

Therefore, the instructors were better placed to instruct the learners due to their vast experiences. According to Mukwa and Too (2002) experiences enhance instructors' knowledge of their learners as well as comprehension of the teaching philosophy and strategies.

Table 11: Background information on the principals' managers' bio data (N=6)

Gender	Professional Qualification	Teaching Experience
Female -	Degree - -	Less than 1 Year -
Male 6(6)100%	Diploma 1(6)16%	1-5 Years -
	Certificate 5(6)83%	6-10 Years 6(6)100%

All the principal managers were male and had teaching experience of between 6-10 years as shown in table 11. The fact that all the managers were male is against the Kenyan government gender policy in which about 30% of the vacancies anywhere should be reserved for women. This calls for a need to correct the situation. About the professional qualification of the managers' sampled, one manager had a Diploma certificate and none had a Degree. The rest, (three quarters) had only certificate on trade test III and above. The above scenario concurs with what (Nyerere, 2009) commended about instructors. He says that for the learners to develop

confidence about the YPs the instructors should be well trained. Ayot and Patel (1992) also emphasized on experience as a yardstick that can be used to gauge teaching and learning.

Table 12: Frequencies and percentages of the nature of schooling

Variable	F% (n=6)	Total
Boarding	3(6)	50(100)
Day /Boarding	3(6)	50(100)

Six being 50% of YPs had boarding facilities while the remaining half had both boarding and day. This is in line with the government’s directive of trying to make most institutions to be both boarding and day so as to accommodate learners from weak families. Further, it should be noted that all of them were mixed. The governments’ policy of trying to separate boys and girls institutions seems not possible in YPs because of the nature of courses done that favours mostly male learners. (see table 12)

Table 13: Student participants (n=457)

Student	Male	%	Female	%	Total
	310(457)	68	147(457)	32	457(1521)
Cluster of 10 based on courses done		-			45

Four hundred and fifty seven (30%) of the students participated in the study. These students were later put into homogenous groups based on the courses done. In total there were 1521(100%) students as shown on Table 13 above. When the participants were put on clusters there were 45 groups.

Table 14: A table showing resource endowment in YPs that participated in terms of ranking

Name of youth Polytechnic (YPs) n=6	Ranking in terms of resources	Percentages on resource endowment
Sigilai	Moderate	60%
Cheptarit	Lack resources/ instructors	50%
Meteitei	Lack resources/ instructors	50%
Kapchemoiwo	Lack resources/ instructors	48%
Kaplamai	Lack resources/ instructors	45%
Serem	Lack resources/ instructors	43%

The YPs that participated in Nandi County were picked based on ranking in terms of resource endowment as shown in table 14 above. The ranking was done based on availability of basic facilities within the given school. Table 14 shows resource endowment in the six YPs that participated. Their resources were rated based on availability of instructional equipments, classrooms and any other teaching material. Sigilai YP scored 60% and was ranked as the most endowed with resources followed by Cheptarit (50%) which was characterized by lack of resources and instructors. Meteitei (50%), Kapchemoiwo (48%), Kaplamai (45%) and Serem (43%) both had problems in resource allocation. The two last polytechnics Serem and Kaplamai had very few instructors employed by the government. The above scenario is in agreement with

what is in former (MOYA, 2007) Vijana Magazine issue No. 1 which had it those resources in YPs are old and obsolete.

Findings for Objective One: YP Students' Perception of Training

The first objective sought to find out YPs student's perception of vocational training in Nandi County, Kenya. To achieve this objective, respondents (students, instructors and principal managers) were asked to answer some given statements as well as rankings their opinions. Further, principal managers were subjected to interview to ascertain student's enrolment. The respondents were asked to state whether most potential trainees like to enroll for courses in YPs. Their responses are shown on table 15 below.

Table 15: Instructor's responses' on students' perception (n=17)

Variable	Agree(Frequency)			Disagree(Frequency)			Total
	F	F/n	%	F	F/n	%	
Most potential trainees like to enrol for courses in YPs	8	8(17)	47	9	9(17)	53	17
Many potential trainees have no interest in joining YPs	11	11(17)	65	6	6(17)	35	17
Image about YPs is the main cause as to why potential trainees fail to enroll for courses in YPs	12	12(17)	71	5	5(17)	29	17

About 53% of the instructors indicated that trainees did not like to train in YPs while 47% said they do. Instructors were also asked to state, if many potential trainees had interest in joining YPs and about two third said they did not have while the remaining a third said they had. On the issue of perception, more than a third of the instructors agreed that it was the main cause of trainees failing to enroll for courses.

Table 16: Trainees' responses on perception of training activities

Variable	Response n=45				Total
	Good(F)	Percentage(%)	Poor(F)	Percentage(%)	
Most potential trainees like to enroll for courses in YPs	125(452)	27%	327(452)	72%	452(100%)

From the table 16 above, 27% of trainees said that they liked training activities while about 72% said they disliked. The responses from the instructors concurs with what (Nyerere, 2009) commented. He said that potential trainees and the society do not like YPs.

Table 17: Students'/ Instructors' responses on perception of training in YPs

Nature Of Courses Offered	Good		Poor		Total	
	Student	Instructors	Student	Instructors	Student	Instructors
Courses offered	205(45%)	6(54%)	247(54%)	11(64%)	452(100%)	17(100%)
Learning resources	325(72%)	11(64%)	127(28%)	6(54%)	452(100%)	17(100%)
Staff and administration	50(11%)	7(42%)	402(88%)	10(58%)	452(100%)	17(100%)
Instructors' competencies	192(42%)	8(47%)	260(58%)	9(53%)	452(100%)	17(100%)
Teaching Methodologies	62(14%)	9(53%)	390(86%)	7(41%)	452(100%)	17(100%)
Teaching Methodology						
Training	60(13%)	10(59%)	392(87%)	2	452(100%)	17(100%)
Entry grades into the courses	102(23%)	5(29)	350(77%)	12(71%)	452(100%)	17(100%)
Final grades	286(63%)	15(88%)	166(37%)	1(05%)	452(100%)	17(100%)
Ability of the student	150(33%)	4(23%)	302(67%)	13(76%)	452(100%)	17(100%)
Student Related	100(22%)	2(11%)	352(79%)	15(88%)	452(100%)	17(100%)
Attitudes						
Age influence	215(47%)	5(29%)	237(52%)	12(71%)	452(100%)	17(100%)
Sex influence	237(53%)	6 (35%)	215(48%)	11(65%)	452(100%)	17(100%)
Career Related	240(53%)	7(41%)	212(47%)	10(59%)	452(100%)	17(100%)
Learner mobility opening in furthering studies						
History of graduates on career progress after graduation	312(69%)	15(88%)	140(31%)	2(12%)	452(100%)	17(100%)
Skills acquired in making learners to be self reliant	271(59%)	14(82%)	181(41%)	3(18%)	452(100%)	17(100%)

Table 17 above shows the summary of the perception of learners and instructors towards various variables. An analysis in table 17 revealed that learners had negative attitude towards YPs. This was demonstrated by perception in which 79% of the students said it was not good while 88% of the instructors also said they were not good. An analysis of the enrolment over the last four years was done also on the six sampled YPs and the findings were as follows:

Table 18: Enrolment over the last four years in the four sampled YPs

	YPs	Year	Male	Female	Total	YPs capacity	Percentage
1.	Sigilai	2013	179	34	213	300	70
		2012	71	23	94	300	31
		2011	70	25	95	300	31
		2010	39	15	54	300	18
		Average		89	24	114	300
2.	Cheptarit	2013	93	19	112	250	44
		2012	92	22	114	250	45
		2011	91	20	111	240	44
		2010	77	22	99	240	41
		Average		88	21	81	245
3.	Meteitei	2013	100	40	141	300	47
		2012	98	33	131	300	32
		2011	102	27	129	300	30
		2010	108	36	144	300	48
		Average		102	34	136	300
4.	Kapchemoiwo	2013	111	45	156	300	52
		2012	137	41	178	300	59
		2011	142	38	180	300	43
		2010	131	36	167	300	55
		Average		130	40	170	300
5.	Kaplamai	2013	88	26	114	300	38
		2012	91	34	125	300	42
		2011	100	15	115	300	38
		2010	97	20	117	300	39
		Average		94	24	117	300
6.	Serem	2013	5	6	11	300	40
		2012	14	3	17	300	40
		2011	23	4	27	300	40
		2010	3	13	16	300	40
		Average		11	6	18	300

Source, Nandi County Records on YPs 2013

Table 18 shows enrolment and capacity of students which YPs can accommodate. Sigilai had the highest enrolment as at 2013 of about 70% of the carrying capacity. It was followed by Kapchemoiwo 52(100), Meteitei 47(100) Cheptarit which 44(100). The others were Serem 38(100) and Kaplamai 40(100) respectively. The above information concurs with what (Nyerere, 2009) observed, when he said that enrolment in YPs is below capacity.

Table 19: Responses from instructors on determinants for enrolment in YPs

Variable	Responses	Frequency (n=17)	Percentage
What are the factors determining enrolment for a course in YPs	Fees (availability)	14(17)	83
	Perception (beliefs, image created in mind)	12(17)	70
	Beliefs within the society	2(17)	53
	Lack of support from the guardians,parents etc	10(17)	58

On being asked about determinants for enrolment 70% said that perception (beliefs, image created in mind etc) determined enrolment. Therefore, although table 20 above shows that fees is the main factor determining enrolment in vocational training centers in YPs; Perception, lack of support from guardians and belief within the society were other important factors determining enrolment in order respectively. (see table 19)

Table 20: HODs responses on whether students acknowledge YPs as alternative avenues of training

Variable	Response	Frequency(n=14)	Percentage
Do students acknowledge YPs as alternative avenues of training?	Agree	10 (14)	72 %
	Disagree	4 (14)	28 %

HODs were asked to state whether most students acknowledge YPs as alternative avenues of learning/training. Table 20 above shows that 4(28%) were of the view that students do not acknowledge YPs as an alternative avenues of training. Those HODs who agreed were the majority hence an indicator that YPs can act as an alternative avenue of learning. The above scenario also concurs with (Standard, 2012 December 3rd, p. 14) Opinion which had it that YPs play a very important role on skill development among those with academic challenges yet learners and society at large ignore them. Most of the respondents in Nandi County agreed that YPs adequately furnished trainees with sufficient acknowledged of the curriculum / syllabus to enable them apply it in the labor market and be self- reliant. To explore the perceptions' of parents about YPs, HODs were asked to state whether parents with potential YPs learners acknowledge YPs as alternative avenues of learning and their responses were as shown in table 21.

Table 21: HODs responses on whether parents with potential learners acknowledge YPs as alternative avenues of learning

Variable	Response	Frequency(n=14)	Percentages
Most parents acknowledge Youth Polytechnics as alternative avenues	Agree	6(14)	42
	Disagree	8 (14)	57

Table 21 revealed that Six (42%) of the HODs said that the parents with potential learners acknowledge YPs as alternative avenues of learning. Another 8(57%) of HODs disagreed. This shows that parents who might be having potential learners have a deep rooted problem which could be emanating from society beliefs. The findings fits into what (Nyerere, 2009) said that some parents view YPs as institutions of failures. For Kenyans to realize vision 2030, we need to make our learners use YPs. Data analysis and interpretation of interview responses and questionnaires revealed that learners had perceptions of YPs. The above statement concurs with what the Sub-County Youth Officer from Nandi East said. He stated that many potential students are not engaging themselves by enrolling for courses in YPs though they have the potential of training them. This could owe to what (Banners, 1993) noted that perceptions are acquired in life out of conflicts and disagreements between principles underlying the idea and ones cherished ideals. Mirithi (1997) commended that perceptions are acquired due to deep problem resulting in frustration and anger. The deep rooted problem which leads to frustration could be resulting from a number of factors which include instructors’ competence, teaching approaches and methodologies, skills learned and challenges encountered. The above findings is exactly what appeared on (Standard 2012, December 19th, p. 21) which said “class eight graduates who failed to proceed to secondary schools do not enrolled in YPs because of perception problem”.

Objective Two: YP Students’ Perception of Instructors Competence

The second objective sought to find out YPs student perception of instructor’s competence. This was in the light of low enrolment registered by students in YPs. This was gauged by the questionnaires, interview schedules and documentary analysis. Figure 4 shows that those instructors who agreed that they prepared lesson plans were 10(71%) while few 7(29%) said they do not prepare. They said that they do not find time to prepare lesson plans. This is trend is not so good because a lesson plan is the heart of teaching. It is like a steering to a driver. Mukwa et al. (2002) says that if a teacher teaches without a lesson plan then this is like a traveler moving to unknown destination without a map. They put more emphasis on instructor preparedness as a factor determining learning experiences (Mukwa et al., 2012).

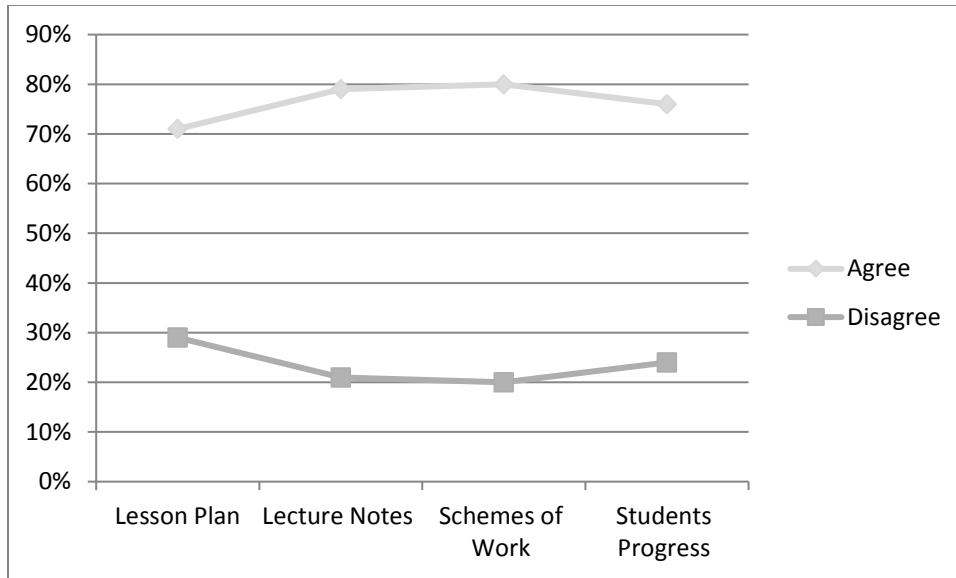


Figure 4: Instructor's Professional Competences

Schemes of work are very important also because their use enable teachers to budget their time, plan for teaching resources and hence prepare the student and learning environment. About the lesson notes most of the instructors prepare 10(71%), however some 7(24%) do not. Instructors also said they prepared students' progress records 9(53%) and some said they did not prepare being 4(24%) that disagreed. Knowing students' progress records is better because it makes one to prepare for remedial teaching all tailored towards improving teaching and learning. Learners rated instructor's competencies as shown on table 22 below.

Table 22: Instructors' competence as given by the students

	Good	Poor	Total
Instructors competencies	32(71%)	8(17%)	45(100%)

Key: S- Stands for Students

From table 22 above, 71% of the students agreed that instructors were competent contrary to 17% because of teaching while 5(12%) did not respond. From the table it is clear that some instructors may not be adequately prepared for the tasks they are undertaking hence the need for in-service training. If instructors were appealing in their classrooms to all students some would not have doubted them.

Findings for Objective Three: YP Students' Perceptions of Skills Learnt.

The third objective sought to find out YPs student perception of skills learned. The objective was gauged by the questionnaires subjected to instructors and trainees in whom they were asked to state the skills learned by trainees in YPs. The responses were as shown in figure 5. All, 452(100%) said that they had carpentry in their institutions but expressed concern over declining number of learners doing IT course; while 443(98%) were doing building and construction and 386(85%) said they were doing motor vehicle as one of the courses. Eighteen of the students

were doing IT. This does not concur with vision 2030 which has it that Kenya should be industrialized by then. Electrical engineering was being done by 225(49%), however 78(17%) were doing welding and while 45(9%) plumbing respectively.

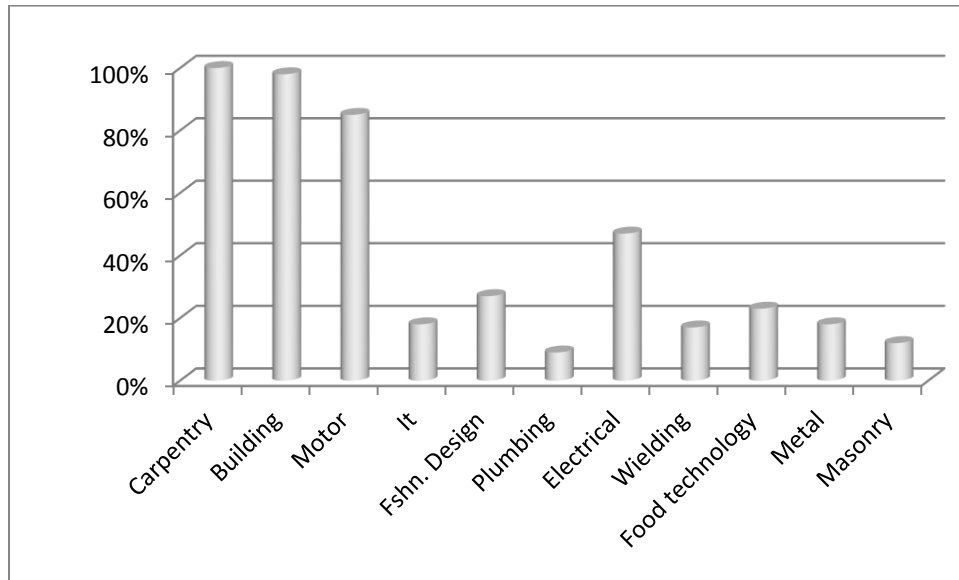


Figure 5: Skills learnt

From figure 4 above, although there are many good courses in YPs very few students were doing them. This concurs with what (Ondigi, 2007) observed when he said that there was low enrolment in YPs as a result of attitudes. These attitudes are almost similar to perceptions within the society.

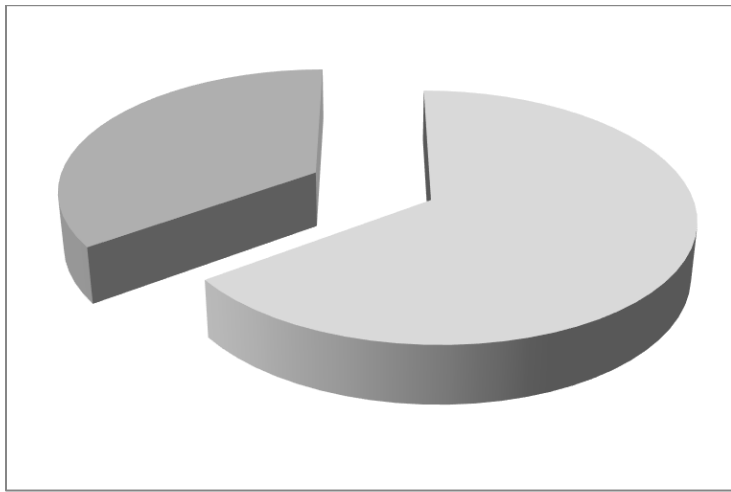
Findings for Objective Four: YP students' perception of teaching strategies and methodologies

The fourth objective attempted to find out YPs student perception of the teaching strategies and methodologies in YPs. The above objective was gauged through questionnaires, interview schedule exposed to trainee, instructors and HODs. The respondents were asked to state some of the teaching strategies and methods used to teach. The responses are tabulated as shown on table 23 below. The students were asked to identify the type of teaching strategy used by instructors between expository and heuristic and 335(74%) identified expository.

Table 23: Teaching strategy as given by students

Teaching strategy	Percentage(n=45)
Expository-(Instructor lectures)	335(74%)
Heuristic (Learning through discovery, assignments)	117(25%)

From table 23, some students 117(25%) identified heuristic method as used. Maranga,(1993) emphasizes the use of hands on experience because it reinforces teaching and learning hence making learning concrete and enjoyable experience.



Key: H=Heu. 6(35%), E=Exp.11(65%)

Figure 6: Teaching strategies as given by instructors

Instructors were also asked to give the method of training and 11(65%) said they were using expository method while 6(35%) talked of heuristic figure 6. The trend similar to the one given by learners was replicated. This meant that although YPs teaches practical skills, lecture method which is of low value on learner skill acquisition was being widely used. This calls for in-service training for instructors. Mukwa et al. (2002), said that learners can learn most through heuristic method contrary to what is revealed by the finding as given in figure 5 in which expository seems to be widely used.

Table 24: Students’ responses on teaching methods used

Method	Percentage %
Teaching theory and practice	443 (98%)
Workshops	380 (84%)
Assignments	361 (80%)
Demonstration	316(70%)
Project tasks	241(53%)
Hands on experience	226(50%)
Lecture	109(24%)

Students were asked to give the method used by the instructors to teach and 443(98%) said that teaching theory/ practice was used. They identify workshops as the second most used 380(84%) and lecture tasks as the least used. It should however be noted that project tasks are a very important way of teaching and need not to be underestimated as shown by students responses in

table 24. When the instructors were asked to identify the methods used to teach, most of them talked of workshops 14(82%), demonstration 14(84%) and assignments 14(84%). However lecture 5(29%) and projects 3(18%) remained as the least used. The information is presented on figure 7 below.

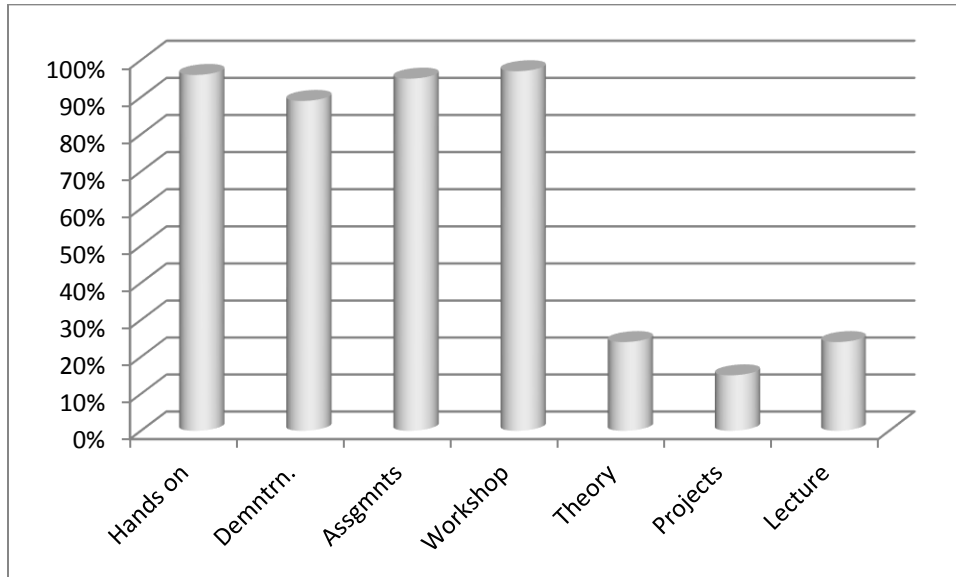


Figure 7: Teaching methods as given by instructors

From the findings, instructors seem to use a variety of teaching methods. This is supported by literature review in which (Mukwa et al., 2009) emphasizes a variety of teaching methods so as to reinforce teaching and learning. When more than one method is used also, it caters for individual differences. Makhoka and Ongwae (1997) says that what an instructor teaches leads to creativity and hence method of teaching. The above sentiments were echoed by (Lawrence, 1975) when he said that a teacher should determine teaching methodology based on the content of what to teach. Teachers are guided by curriculum on teaching methodology and reference materials, but due to pressure of work sometimes instructors ignore to use the guide. The curriculum directs instructors on the teaching methodology to use.

Challenges Experienced in YPs by Students (Findings for Objective Five)

The last task was to explore the challenges experienced in YPs by students. The objective was gauged using questionnaires, interviews and observation schedules. All responses were summarized and put in the table 25 below.

Table 25: A table showing challenges experienced in YPs as given by all respondents

Item	Challenges
Perception related	I. Youth learners need to be motivated to learn because they are not strong academicians
	II. Image created in mind makes learners to have low morale
	III. Some students feel that YPs are a places for those with academic challenges. These emanates from deep rooted belief within society.
	IV. Lack of support from the community, peers etc as a result of beliefs
	V. Beliefs from the society in which YPs are viewed as low places as compared to secondary schools.
Instructor competence related	I. Some instructors ignore slow learners
	II. Few instructors for limited courses
	III. Learning material that is not learner friendly
	IV. Learners' may find lessons not consolidated because of unpreparedness of the instructor
	V. Instructors make lessons instructor centred
	VI. Learners with difficulties are not given individual attention
	VII. Problem of timely completion of syllabus
	VIII. Problems emanating from instructors' inability to motivate learners
	IX. Low salaries demotivate instructors.
Skills learned	I. Some courses are seen as belonging to male students i.e. electrical engineering students
	II. Learners complete some courses when they have not acquired the necessary skills.
	III. Learners said they encountered difficulties because the time they leave or drop out of school and the time they join YPs is too long hence having problems in picking up.
Teaching strategies and methodology	I. Low entry behavior of some learners.
	II. Teaching that is instructor centred.
	III. Uncontrolled admission in which more students than resources are admitted per class.
	IV. Use of one method of teaching without variation by some instructors
	V. Some teaching methodologies are used without checking to find out if its appealing to learners.
	VI. Some students encounter difficulties as a result of their low entry behaviours.
Institution related (challenges)	I. Lack modern teaching and learning resources
	II. Students encounter difficulties getting fees
	III. Some students have the desire to do some courses but they cannot do because of lack of instructors
	IV. Scramble for sponsorship among the management
	V. Untrained instructors.

Students and instructors gave the challenges encountered and made suggestions also. Topping the list of the challenges was the fact that the students and instructors highlighted perception as major problem. They had a feeling that as a result of perception, they were not able to enroll for courses and even those already in the system needed a lot of motivation. Students further said that they were viewing their institutions as a reserve for those who are academically challenged. On instructor related challenges highlighted, students and instructors raised a number of issues which included the fact that lessons made should be learner centered, learning materials need to be reviewed and made learner friendly as most of them were run down and obsolete. The Researcher discovered that perception was a major challenge; it was also found out that learners were weak in YPs and require a lot of motivation. Image created in the mind makes most learners to have low morale. Further, some students felt that YPs were a reserve for the students who had academic challenges. Lack of support from the community was another problem that came out. This was demonstrated by learners in YPs who came from very far places. Most people from locality where YPs are located were not sending their children to YPs.

Table 26: Overall suggestions by principal managers interviewed on how to improve YPs

	Variable	Frequency	Percentage
1.	Improvement on tools and equipment	3(6)	50%
2.	Courses offered should be market driven	5(6)	83%
3.	Have a positive perception toward YPs	6 (6)	100%
4.	Increase the number of instructors	4(6)	66%
5.	Diversify the courses	2(6)	33%
6.	Provision of new modern instructional materials	6(6)	100%
7.	The number of YPs increased to enhanced access	5(6)	83%
8.	More research to be carried out on courses offered	6(6)	100%
9.	Instructors to improve on pedagogy	5 (6)	83%
10.	The face of YPs should be changed to attract learners	6(6)	100%
11.	Admitting the recommended number of students only per class.	3(6)	100%

The principal managers made overall suggestions on challenges affecting YPs which included the fact that learners should have positive perceptions, modern instructional materials should be acquired; instructors also need to improve on their teaching strategies and teaching methodologies. They also made suggestions such as increasing the number of instructors. Principal Managers also talked of diversity of courses, provision of variety of instructional materials and increasing the number of YPs.

Most of them made a statement that the face of YPs should be changed. When the researcher analyzed the findings, it was found out that they were fitting into what earlier researchers had said. Nyerere (2009) had commented that YPs tools and equipment were very old and needed other new and latest ones so as to reflect on the demands of the market. A critical look at the recommendations on table 26 shows that if these are really implemented, then the face of YPs will be changed.

CONCLUSIONS AND RECOMMENDATIONS

The first objective attempted to find out YPs student perception of vocational training. From the results, it was found out that there was an urgent need for the students to change their perceptions towards YPs. This is because for Kenya to realize Vision 2030, students who drop out of school and even those who cannot proceed to secondary schools should be trained on technical vocational and entrepreneurial skills. YPs are important places for those who cannot proceed to secondary schools as a result of various factors. YPs play an important role as an alternative shadow system of education. Students should change their perceptions towards vocational training and enroll for the various courses on offer.

The second objective sought to find out YPs student perception of instructors' competence. The findings implied that instructors should be taken for in-service courses. The in-service courses will act as a platform upon which instructors will polish up their skills so as to match learner expectations and improve on service delivery. Besides that, the researcher felt that instructors should be trained on pedagogy. Pedagogy is the heart of teaching; if instructors are armed with all the necessary skills then students may develop positive perceptions. The study also found out that majority of the instructors had no pedagogy training skills.

The third objective attempted to find out the YPs student perception of skills learnt. The implication of this objective from the findings is that courses offered in YPs need improvement

to reflect lab our market. If the courses are such that on completion students can access employment then they will change their perception. Further research on courses that are market driven ought to be carried out. The courses on offer were however able to make learners self-reliant despite the fact that most of the potential students were not enrolling for the same. Image of YPs can be improved by offering a curriculum that is appealing to learners and the community at large. Instructors for all courses should be availed and in-service refresher courses on pedagogy provided. YPs should be equipped with modern instructional resources and infrastructure. Instructors for all courses within YPs curriculum should be availed.

The fourth objective established the YPs student perception of the teaching methodologies. The study found out that instructors needed to vary their teaching methodologies. Learners get bored so easily and may not be able to follow the lesson well if one method is used. All educationists recommended the use of variety of methods to teach. The learners also said that most of the teaching strategies were instructor centered. A lesson that is instructor centered is not learner friendly. However the instructors can make their lessons appealing by shifting their focus to the students. About the teaching methodologies students said that they were able to follow lessons when instructors used hands on experience. Learners therefore learn most when such methods are used.

The last objective identified the challenges encountered in YPs by the learners. From the findings, YPs institutions are lacking modern infrastructure, apart from that they also lack modern equipments. Instructors also were missing in some courses. ICT which is a very important course should be taught. Infrastructure in YPs should be improved and modern equipments supplied. This is because resources facilitate learning. The researcher felt that the rundown and obsolete resources observed could be part of causes of perception on the side of students. It was further suggested that YPs be supplied with:- A curriculum that would lead to university education, better infrastructure in terms of buildings, tools and equipment and instructors for all courses.

Recommendations

In light of the research findings, the following recommendations were made:

- Students need to change their perception of vocational training in YPs. The public should be sensitized about the importance of YPs. All those who fail to proceed to secondary schools should enroll for courses in YPs. Potential trainees need to be sensitized about the importance of taking courses in YPs.
- Instructors in YPs should take in-service courses on pedagogy. Instructors should also take some in-service training. More instructors hired should be on full time as opposed to contract.
- The curriculum offered in YPs should be improved so as to offer competitive courses that are market driven and address unemployment challenges. The teaching – learning resources (including textbooks) in YPs should be reviewed and revised to reflect realities of new trends in teaching.
- Remedies on challenges affecting learners should be provided. This includes taking care of learner needs such as motivation. Learners in YPs are not strong academicians, therefore they should be motivated.
- Modern facilities and infrastructure should be provided in YPs.

- The government should give more funding to YPs.

Policy Recommendations

- YPs play an important role as shadow institutions of learning for those with academic challenges hence all learners who fail to proceed to secondary schools should be enroll for various courses of their interest.
- YPs should be mainstreamed in the educational system. The curriculum offered should address the realities of unemployment faced by youth learners.
- Instructors need to polish up their skills by attending in-service courses. Facilities need to be modernized as they are old and run down.
- YPs students being slow learners need to be motivated.
- Public needs a lot of sensitization to change their perceptions and view YPs as alternative avenues of education.

Recommendations for further Research

- The study be replicated in other parts of the country;;
- A study on determinants of skill acquisition in YPs learner be carried out;
- A study on availability and use of teaching and learning resources in YPs be carried out;
- A similar study on adequacy of YPs curriculum in equipping learners with desired skills be carried out.

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ⁱ Wilson Kipkemboi Metto is of the Department of Educational Communication and Technology, School of Education, Kenyatta University, Kenya. He can be reached via email at mettowilson@yahoo.com.



Gender Mainstreaming as Index of Sustainable Human Development in Nigeria: Problems and Prospects

Donatus E. Okonⁱ

Department of Sociology & Anthropology
Faculty of Social Sciences
University of Uyo, Nigeria.

Abstract

The concern with the effects of development on women is traced to over two (2) decades ago. The UN's Decade for the Advancement of Women (1976-85), which was preceded by the International Women's Year in 1975, was the culmination of successful pressure by women activists and academics on measures to fully integrate women in development policies and programmes. Gender issues are development concerns, as improvements in the women's Human Development Indices (HDI), have serious implications on the impact of development policies/programmes. Current fad and awareness has brought to the fore subject and practice of gender mainstreaming, which is focused more on empowerment of women. This study is concerned with an examination of variables associated with gender mainstreaming as it correlates with the sustainable human development of women. The study, specifically, examines how women could be sustainably empowered and fully integrated into various spheres of socio-economic, cultural and political life of the Nigerian society, as well as the inherent problems. The paper adopts the content and documentary analysis approach. The theoretical models adopted in the study are: the Women in Development Approach, Women and Development Approach (WAD), Gender and Development, and the Neo-Classical Approach. The paper examined the empirical and real problems militating against the mainstreaming of women in development programmes and the effects of low gender mainstreaming in Nigeria. In this paper, feasible strategies on government policies, traditional/cultural practices and International laws/conventions are highlighted. Such specific measures as effective legal provisions, equal employment opportunities and rights in abolition of harmful traditional practices, equal political rights/participation and access to compulsory education are proffered as means through which women and girls could be liberated and fully empowered.

Keywords: Gender, Mainstreaming, Empowerment, Political Participation, Human Development, Poverty.

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INTRODUCTION

Gender issue is one of the most discovered topics in recent times. There is now a growing awareness that females constitute more than half of the world's population (UNICEF, 1998) and an estimated 50% of the population of Nigeria is made up of women and girls (UNSN, 2001)

Gender is less a women issue as it is a man's issue. It is above all, both a human rights issue and development issue (NEEDS-2, 2007). Gender mainstreaming, as a concept, came into widespread use with the adoption of the platform for action at the 1995 UN Fourth World Conference on Women held in Beijing, where it was unanimously affirmed that the advancement of women and the achievement of equality with men are matters of fundamental human rights and therefore, a prerequisite for social justice.

Hitherto, the labour of women had been used on a small scale in the formal sector of the economy; a result of the social discrimination in education and training, as well as the gender-based division of labour which is reflected in the formal sector of employment. Apart from the negative impact of this on the nation, it has become obvious that the marginalization of women in this sector has reduced their access to substantial regular income and social status in society. Particularly, rationalizing a substantial proportion of female workers out of the public and private sectors has been very feasible since they are usually on the lower rungs of occupational hierarchy.

Women's numerical strength in the population is not reflected in the political life and decision-making processes and structures of the nation. They are inadequately represented at the national and state legislatures, as well as local government councils.

This study therefore examines some thematic issues involved in gender mainstreaming. A discussion on gender mainstreaming implies some notions of gender equity. Gender equity is a principle that ensures equal rights and opportunities for women, men, girls and boys in all spheres/sectors of human endeavours. Gender mainstreaming in both state and national development plans, emphasizing political, economic and socio-cultural equity, is critical for social justice, economic equity and plan effectiveness (NEEDS-2, 2007). Gender inequality is a constraint to growth and poverty reduction while a more equitable gender relation is an accelerator to poverty reduction.

Within the framework of development concerns, gender issues have a relatively recent history. Gender relations and their roles in social life were not taken into account. While debates and practices have changed considerably over the past fifteen to twenty years; there is still a long way to go in understanding the nature and importance of gender relations in development and in bringing about social change that empowers women (Hazel Johnson, 1990).

The UN Decade for the Advancement of Women (1976–1985) was an important opening for different kinds of initiatives, from research to action. Different approaches to gender issues were tried and criticized; early approaches focused on women's welfare, particularly in the context of their roles as wives and mothers, latter approaches were concerned with establishment of equality between women and men or to combat poverty as the main source of women's oppression by prompting income generating projects for women. More recent approaches in the 1990s era of structural adjustment have emphasized the need to make women effective producers in the struggle for economic growth, while criticisms have come from many parts of the Third World about the externally imposed and often culturally- blind nature of "women in development" programmes and projects. The emphasis has now turned towards women's empowerment and the need for women in the Third World countries (such as Nigeria) to gain a voice in their own development struggles (through

effective gender mainstreaming). There has also been a greater drive to understanding and accepting the differences between women as well as their common problems and goals (Moser, 1989).

The UN's Decade for the Advancement of Women (1976-1985), which was preceded by the international women's year in 1975, was the culmination of successful pressures by women activists and academics (Prelta & Vickers 1991). The argument was that development policies, co-ordinated by the leading multinational agencies, such as the World Bank, UNIDO and FAO as well as many bilateral development agencies and NGOs, had ignored the needs of poor women in the Third World Countries. It was not just an economic terms that the marginalization of women needed to be addressed. There was concern that women were being left out in four cardinal areas: political rights, legal rights, access to education and training; and their working lives (Boyd, 1988).

Until the last two decades, the gains of women from development in Nigeria were minimal and temporal; and the entire process intensified existing gender inequalities in the country (National Policy on Women, 2000). Although there has been increased awareness by the United Nation's Decade for women about the strategies and practical needs of women, there has been little commitment to incorporate these needs into national and sectoral policies until the mid 1980s, when there developed the yearning for a National Women in Development policy to facilitate the full integration of women into social, economic and political life of the nation (National Policy on Women, 2000).

Mainstreaming gender from the foregoing implies that both men and women are involved. A practical assessment of what holds the society raises the question of who really needs to be mainstreamed. A vivid answer to this, points to the female gender.

This paper explicitly focuses on issues of gender mainstreaming (for the female gender in particular) as one of the potent strategies for enhancing human development in Nigeria, as well as fulfill their self worth.

The Problem in Context

National and state development programmes and institutional multinational agency initiatives has left the aspirations and interests of women out of context, on such issues and areas such as economics, education, health, law (Women Rights Law), politics, religion, peace and conflict resolution, widowhood and inheritance rights etc. (UNICEF, 1998, p. 1). Like in other areas of social interaction, women have, to a large extent, been excluded from the mainstream of development (Scott, 1986).

Even after the declaration of the International Year of Women in 1975, and several other programmes and initiatives for women, there is considerable concern about the lack of understanding of gender relations and the fact that development policies and projects are still in the male gender, blind if not totally biased against women.

Issues and questions worth examining in this paper borders on the following:

- Why has development affected women and men differently? Are women too weak and powerless to take advantage of the challenges and opportunities that development offers? Is it tradition or backwardness that keeps women in a secondary position in Third World societies?
- Do planners and policy makers discriminate against women because they make mistaken assumptions about women's roles and involvement in production and reproduction? Or more fundamentally, is the whole process of development, both as historical social change, and in terms of development policies and projects, deeply

rooted in the unequal relations between men and women, that it is necessary totally to rethink the objectives and strategies of development? (Pearson, 1990).

Also worthy to state here is that the mainstreaming, advancement and empowerment of women into national and international programmes is central to the achievement of the 3rd goals of the Millennium Development Goals, which is to promote gender equality and ensure women empowerment. The Millennium Development Goals (MDGs) came from resolutions of the World Conferences organized by the United Nations during the 1990s. The World Bank (2010) views empowerment of women and girls as not only the right and fair thing to do, but that it also makes economic sense. This is because advanced and developing countries that invest in promoting the social and economic statuses of women tend to lower poverty statuses. Evidences abound from researches that both in policy and practice, resources in women's hand result in household expenditure that benefit children and other members of the household.

In assessing mainstreaming issues of women, using the UNDP Gender Development Related Index (GDI) and the Gender Empowerment Measure (GEM), Nigeria has not achieved significant empowerment in bridging inequalities between men and women and increasing women's opportunities and capabilities. Statistically, with a GDI of 0.383 in 1995, 0.449 in 2000 and 0.431 in 2005, there is an apt indicator that gender inequality exists and still persists in almost all spheres of life in Nigeria (UNDP, 2005).

The status of women in Nigeria has ever since been lower than that of men. Prominent among the factors that have hindered the full integration and mainstreaming of women in the development process(es) are:

- Inadequate political and economic sensitization and awareness;
- Poor training and skill development;
- Harmful patriarchal cultural practices subjugating women to the background;
- Low political participation;
- Disadvantaged legal status;
- Insufficient representation of women in modern sector employment;
- High levels of engagement in informal economy and agriculture;
- Inadequate budgetary allocation to women programmes and projects;
- Non-compliance with international laid down provisions for exclusive women development.

It is also pertinent to state that apart from patriarchal and socio-cultural factors, poverty of women in Nigeria hinges on their underdevelopment as a human resource. This underscores the fact that gender mainstreaming should be seen as a strategy that does not look at women in isolation, but looks at women and men – both as actors and beneficiaries in the development process (NEEDS -2,2007, AK-SEEDS, 2004).

It must also be stressed that it is important to mainstream gender perspectives in all spheres/sectors because the interests and needs of women (as well as those of men) must be systemically pursued in the formulation of all government policies and programmes. That is, attention to equality issues cannot be confined to a sector called “women's development”, or addressed through isolated or marginal programmes within sectors. Instead, government agencies and the private sector must recognize that women are a major part of the public they serve in the different sectors.

Without a voice in decision – making, women’s concerns are not prioritized, and no resources are allocated to them. Without these resources and relevant political platforms, women have less chance of transforming social norms and attitudes. They have less access to the cultural, social and educational institutions that contribute to influencing and shaping attitudes in society. Without a change in perception and attitudes, women would continue to be marginalized. The standard causes of this inequality will not be dealt with adequately and women would still face significant obstacles and barriers in their efforts to get their voices heard in the public forum.

Realising that the underdevelopment of women in any society is almost always synonymous with society’s underdevelopment, the development of women should be given top priority in government’s mainstream gender in the development process.

In joining other nations to adopt the United Nations Convention on the elimination of all forms of discrimination against women, Nigeria affirmed its support for the alleviation of the numerous constraints to women’s full integration into its development process. Mechanisms for the planned interventions were aimed at:

- Re-awakening full self-consciousness and re-evaluation of their self-concepts;
 - Empower and encourage women to speak for their rights to equitable distribution of resources and social justice;
 - Specifically, the planned interventions were meant to cover such development issues as:
 - Equity, social order and wellbeing;
 - Resource allocation;
 - Economic growth and efficiency;
 - Patriarchy, ideology and legal framework;
 - Culture
- (National Policy on Women, 2000, pp. 11-13)

All these issues, though, have been vigorously pursued with only limited achievement on women.

Objectives

This paper explores specific thematic issues relating to how women could be sustainably empowered and fully integrated in various spheres of socio-economic and political life of Nigeria. It highlights some of the conventions and platforms of actions for women mainstreaming, and the problems affecting such noble actions.

CONCEPTUAL ISSUES

Gender Mainstreaming as a concept

Gender mainstreaming is not a new strategy. The concept was first proposed at the 1985 Third World Conference on Women in Nairobi, Kenya. The idea has been pushed in the United Nations Development Community. The idea was formerly featured in 1995 at the Forth World Conference on women in Beijing, China and was cited in the document that resulted from the conference, “the Beijing Platform for Action”. It builds on the years of previous experiences in trying to bring gender perspective to the centre of attention in policies and programmes.

Most definitions of gender mainstreaming conform to the UN Economic and Social Council formally-defined concept:

Mainstreaming, a gender perspective, is the process of assessing the implication for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women as well as men's concerns and experience an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and social spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality, (UN Report of the Economic and Social Council, 1997).

In the narrowest sense, gender mainstreaming means integrating gender issues into policy-making and over-all development process. This implies a thorough gender analysis of projects or programmes, at all stages (Nwakeze, 2006, pp. 172-173).

Gender Mainstreaming, according to NEEDS-2(2008), is the process of assessing the implication for women and men of any planned actions, including legislation, policies or programmes in all areas and at all levels. It also refers to a strategy for promoting gender equality, involving integration of the gender perspectives and the promotion of gender equality in all activities that is moving them into the mainstream of activities. In structural terms and operations, gender mainstreaming (integration) entails that account must be taken of gender perspectives in all programming and the activities of all projects throughout their life cycle.

Gender mainstreaming aims at the introduction of gender conscious thinking and procedures in structural fund activities. This means taking conscious note of the significance of gender and the impact of gender differences on the activity, while ensuring that the activity promotes gender equality in addition to other objectives. The aim is for programming and project activity to take conscious account of the significance of gender, rather than being gender neutral.

In such a case, programming and project work involves the application of gender conscious mindset and working practically.

According to Ekong (2003), the concept of mainstreaming or making women and men as people's centre of development requires the institutionalization of gender, sensitive planning, execution, monitoring and reporting.

In more specific terms, the mainstreaming strategy for achieving gender equality emerged as a result of dissatisfaction with earlier approaches to narrowing gender gaps. These earlier strategies often focused on women (providing them with more education, more resources etc) and on specific targeted initiatives.

The gender mainstreaming strategy seeks to ensure that, across the entire policy and issue spectrum:

- The analysis of issues and the formulation of policy options are informed by a consideration of gender differences and inequalities; and
- Opportunities are sought to narrow gender gaps and support equality between women and men.

Gender and Sex

Gender is the social construction of the expectations, behaviour, privileges and constraints associated with those identified as male or female. By being a social construct, gender is dynamic in the sense that gender identities do change and are culture bound. This is to say that the roles and expectations as well as the opportunities and privileges of the different genders do change over time and vary across space (Ahonsi, 1997, p. 4). According to Ostergaad (1992), the term ‘gender’ refers to the qualitative and interdependent character of women’s and men’s positions in society.

The United Nations Development Programme (UNDP) defines gender in the following way:

“the term gender denotes the qualities associated with men and women that are socially and culturally, than biologically determined. Gender includes way in which society differentiates appropriate behaviour and access to power for men and women. Although the details vary from society to society and change over time, gender relations tend to include a strong element of inequality between women and men and are strongly influenced by ideology” (United Nations Development Report, 1986, p. 258).

Although sometimes used synonymously with sex and women, which is often erroneous, arguments put forward by a feminism scholar, Scott (1986) put it straight by stating that gender is not only a “constitutive element of social relations based on perceived differences between the sexes”, but also a “primary way of signifying relationships of power”.

Gender differentiation is well pronounced in patriarchal societies where a group of individuals have been tagged and groomed to be the decision makers for another group considered inferior, weak and subordinate (Gauley, 1987).

Gender equality is one of the indicators of Sustainable Human Development (SHP), and one of the indicators of success of social development programmes. In order to quantify the progress being made by the different countries of the world and for comparative purposes, the gender Related Development Index (GRI) and the Gender Empowerment Measure (GEM) were introduced by the United Nations Development Programme (UNDP).

Gender Development Index (GDI)

GDI measures the overall performance of men and women along some criterion. Simply put, this is a measure developed by the UNDP towards the achievement of the Human Development Index (HDI) to reflect the inequalities between men and women in the following areas: a long and healthy life as measured by life expectancy, knowledge as measured by adult literacy rate and combined primary, secondary and tertiary gross enrolment ratio.

Gender Empowerment Measure (GEM)

Concisely, this UNDP formulated measure focuses on women’s opportunities other than their capabilities. The measure captures gender inequality in three key areas, viz: political partition and decision making power, economic participation and decision-making and power over economic resources. GEM is relevant in this study because it provides a picture of gender participation.

On the other hand, sex refers to the biological state of being male or female. Gender roles are those activities that are considered appropriate to a man or woman in a given society. Gender based inequality starts at the household level where women are left with the burden of most domestic chores.

Gender Equity and Equality

The word ‘equity’ simply means fairness, justice or equalitarianism. Gender equity, therefore, may be defined as the process of being fair to women and men. Gender equity also means that women and men enjoy the same status. Put differently, gender equity means that women and men have equal conditions for actualizing their full human rights and potentials which would enable them participate in the development process be it political, economic or social. This implies that they should be in a position to enjoy equally, benefits arising from the development efforts.

Gender equality on the other hand, refers to equal valuing by society of both the similarities and differences between women and men, and the varying roles that they play (Nwakeze 2006, p. 172). Gender relations simply mean the socially constructed form of relations between women and men (Monsen, 2004).

Theoretical Underpinning: Gender and Development Perspectives

In this study, the following participatory approaches and theories are applied. Applying participatory model in women issues will yield fruitful results in view of the strong emphasis of the sectoral policies in changing values, norms, perceptions, attitudes and orientation about women and their roles, at all levels of society:

- Women in Development Approach/ Model (WID);
- Women and Development Approach/Model (WAD);
- Gender and Development Approach/Model (GAD);
- Neo-classical Approach/Model.

Women in Development (WID)

This theory, according to Kwiers (1996, pp. 8-10), has been in existence since the last century. The theory holds that women are the core of development itself. This theory is geared towards an active participation and decision making of women in the social, economic, political and cultural fields to bring about positive change. According to Kwiers, Women in Development (WID) concerns human development and the recognition of women’s rights.

Different development framework which employs different scale of economic and social policy approaches to development emerged. They are: the welfare, equity, poverty, efficiency, equality and empowerment. Each of these frameworks attempt to correct the perceived gap in the development process.

However, each of these frameworks also redefines woman and gender concerns across a broad spectrum of sectors and differs from the other with respect to the way entrenched inequalities are transformed. In each one, there is a conscious effort to bring women into the development process. Each of the frameworks is discussed below:

- **Welfare Approach:** This approach focuses on providing residual measures to women as the most vulnerable group. Such welfare measures essentially give relief aid to low income women in support of their reproductive roles (Buvinic in Ebuk, 2000). Mosea (1995), posited that this approach is mainly concerned with meeting women's practical gender needs relating to their reproductive roles.
- **Equity Approach:** This approach recognises meeting strategic gender needs through active state intervention and emphasising women triple roles, the political and economic autonomy to women and reducing inequality.
- **Efficiency Approach:** This approach focuses on what women could do for development, rather than what development could do for women. The believe is that understanding men and women's roles and responsibilities as part of the planning of development interventions could improve project effectiveness.
- **Empowerment Approach:** This approach focuses on enabling women to gain self confidence and self-esteem by authorizing them to actively participate in development programmes/projects and decision making process. When the Women in Development (WID) movement emerged, research, apart from being scientific, also become political. Women were considered not as objects for research, but as equal partners with researches possessing the ability to identify their own needs through research projects.

Under the WID rubric, research was meant to liberate women's own resources and raise their consciousness about their conditions apart from collating data (Ostergaard, 1992, p. 4). The mobilization of women for "development" becomes popular under the WID dispensation as government explored means of integrating women into development and it embarked on the provision of necessary structures to institutionalize this new concern.

However, although WID brought women into development, it did not really give them any special place. Apart from this, the various structures, either in the Ministry of Social Welfare or Departments of Women Affairs, failed to address the sources of the problems of women and their collective concern which is the social conception of women and the resultant differences in the elections, opportunities and constraints of men and women. Although the WID approach attempted to address the unequal access to resources between men and women, it did not address wider relations between them, of which the former is only a relation (Bammeke, 1991, 2001).

Gender and Development (GAD)

The weaknesses of WID approach led to the adoption of another gender approach which was considered better suited to achieve the goals of "Equality, Development and Peace" (UNDP, 1995, p. 2) set for the UN Decade for Women (1975-1985). The Gender and Development approach considers the varying social roles men and women are expected to play in different societies within the contexts of their different cultures and at different times. Rather than look at issues of importance to one sex by considering it in isolation, the gender and development approach places such issues within the context of socially constructed relationships between men and women.

This theory is universally recognized and extensively well articulated. According to Dr. Kate, Young, Director of Women Kind Worldwide in London, and other of her colleagues in England, it is maintained that Gender and Development (GAD) acknowledges that women in less developed countries presently, have disadvantaged and subordinate positions that prevent their full participation as both decision makers and beneficiaries in development process. The

major objective of this theory is to empower women and improve their positions in the society relative to men.

GAD considers the totality of social, economic and political life in analyzing the forces that affect women's ability to direct and benefit from development process (Journal of International Studies, Tokyo, 1999 – 2003).

Neo-Classical Theory

This theory assumes that in competitive conditions, workers are paid according to their productivity levels. It follows from this assumption that observed male-female differentials in earnings are due to either the lower productivity of women and market imperfections.

This approach, according to Bullion Publication of the CBN (1999) by Princess E. B. I. Oladumni, also assumes that women have lower levels of educational training and on the job experience than the men; because families tend to allocate household resources to the education of male family members, while expecting the females as they grow up to spend their time on house work and children care for which training does not require much, because while the child grows in the home, the number of people who train and instruct increases (Etuk et al., 2004).

The Neo-Classical Theory explains gender differences in employment in terms of differences in human capital where women are disadvantaged because of her responsibilities, physical strength, expected education, training, hours of work expected of them, absenteeism and truancy (Momsen, 2004, p. 174).

Applying this to the context of this study, it therefore follows that the traditional norms and practice of relegating women to take care of only domestic chores and child rearing hinders this ability to take part in political affairs and in other decision making spheres.

Problems of Mainstreaming Women in Development Programmes and Policies in Nigeria

The inability of women to benefit from development policies has accounted widely for their low human development indices as already elucidated in subsisting sections of this paper. Some of the important factors of low gender (women) mainstreaming are highlighted below:

- Gender discrimination in the society generally;
- Harmful traditional/cultural practices;
- Patriarchy (male dominance/interests);
- Denial of the rights of women and girls;
- Non integration of gender across the seven other MDGs. The attainment of gender equality and gender equity could have been highly attained if an integrated approach was adopted to make gender mainstreaming a cross-cutting goal across all MDGs indicators;
- Gender-based violence – taking many forms, is a major element of the massive and continuing failure of human rights of most women;
- Lack of political will and the inability of the national policies to align with international standards and conventions on the elimination of all forms of discrimination and violence against women and girls;
- Poor access to credit and finances for economic activities;

- Discriminatory practices in labour and employment in the area of maternity, sexual harassment and unhealthy employment practices;
- Low enrolment of women and girls in formal educational institutions.

Other associated factors are also shown in the introductory part of this study.

Mainstreaming Women in Development: Feasible Prospects

Mainstreaming women in the development process requires a multi-dimensional approach, which no single approach can be exhaustively handled in a single research work of this nature.

Several papers, seminars and conferences have made propositions and policy statements on how women can be integrated into the development processe(s). This paper in line with the theoretical framework reviewed, and the National Policy on Women (2002) has the following alternative feasible prospects:

- In order to correct the current state of imbalance in political representations and appointive positions, it is considered necessary to provide adequate legislations that will encourage and enable women to participate freely and equally in politics and decision making. The 30% affirmative action at all levels—the legislative houses, executive arm, party hierarchy and structures should be strengthened.
- Women should be incorporated into legislature and the judiciary to enable them enact and enforce appropriate legislation that would ensure the protection of their rights.
- Women should be empowered through appropriate educational and skill development programmes to utilize their great potentials for the economic progress of the country.
- Government and non-governmental agencies should further strengthen their modalities in the promotion of programmes and measures to replace deleterious practices, images, stereotypes, attitudes and prejudices against women through appropriate changes in socialization patterns, gender equality and enlightenment through the mass media, popular culture and informal education.
- It is necessary to provide educational support services for education of girls/women in science, technology and mathematics. It is also necessary to make the enrolment and retention of girls in schools compulsory.
- All forms of discriminatory practices against employment of women in the public and private sectors of the economy should be eliminated.
- Labour laws should be enhanced to ensure that women's right of employment and protective measures are in place, break the traditional attitudes and stereotypes about women's work, as well as encourage women to actively participate in labour relations.
- Women in agriculture should be encouraged to access credit facilities and production inputs, to enhance their productive abilities and ensure sustained income and means of livelihood. Government should further strengthen/facilitate the development of women cooperatives for effective participation in agricultural programmes.
- Gender studies and women issues should be instituted in universities and research institutions. This may serve as channels of communication to sensitize, train and mobilize women to participate fully and actively in politics.
- There is need for training sessions on participatory methodologies for gender related studies, gender and development officials, non-governmental organizations and

change agents to acquire relevant skills for meaningful gender and development policy implementation.

- Gender and Development Units in all public institutions should be strengthened and provided with needed human and material resources to function effectively in its collaborative, advocacy and mobilization roles.
- Gender-sensitive men should be targeted to advocate women's progressive participation in politics;
- Harmful widowhood practices should be prohibited using legislative sanctions. They should be given the opportunity to participate in decisions of their late husband's family. Adequate sensitization and awareness programmes should be carried out on the consequences and dangers of harmful widowhood (traditional) practices to human development.

CONCLUSION

A gender impact assessment, which this study is, has analysed the impacts and measures of human development in terms of gender and gender equality.

The implications of not mainstreaming gender into development issues are quite enormous, and this portends great negative effects in achieving human development in Nigeria. As highlighted in this study, the strategy for gender mainstreaming in development process should ideally include gender in the spheres of community development, political participation/inclusion, economic holdings, share in wage employment in the non-agricultural sector, share in both National/State Parliaments, appointive executive positions etc. As regards the human development and empowerment of women in Nigeria, wage employment outside the agricultural sector is an important indicator. It is worth concluding too, that another empowerment domain is participation. These are all issues that border on gender equality and gender equity. In conclusion, low level of gender mainstreaming leads to low human development for women and girls (measuring in indices such as access to productive wage employment, elective/appointive political positions, access to quality education and other social services); and vice versa. What this paper has shown further is that the centrality of gender issues in the entire process of sustainable human development lies in the extent and level of active involvement of women in both policy instruments and strategies. The need to ensure gender equity and gender equality; and the empowerment of women through gender mainstreaming should therefore be the central focus of future development framework (the Post-2015 Development Agenda; the Sustainable Development Goals (SDGs)).

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ⁱ Dr. Donatus E. Okon is a Senior Lecturer in the Department of Sociology & Anthropology, Faculty of Social Sciences University of Uyo, Nigeria. He can be reached via email: don_eff@yahoo.com.



Nigerian University Quota Admission System and Quality of Education in Universities in Cross River State, Nigeria

Francisca Odigweⁱ

Department of Educational Administration and Planning
University of Calabar, Nigeria
francaodigwe@yahoo.com

Terfa Swemⁱⁱ

Department of Educational Administration and Planning
University of Calabar, Nigeria
terfa.swem@yahoo.com

Abstract

This study was designed to investigate the influence of quota the admission system on the quality of education in universities in Cross River State, Nigeria. Four research questions were raised and four research hypotheses were formulated to guide the study. An ex-post facto design was adopted for the study. Purposive sampling technique was utilized with a sample of 116 academic heads of departments in universities in Cross River State. The instrument used for data collection was a structural questionnaire titled “Quota Admission System Questionnaire (QASQ)” for the quality of education in universities was designed and administered to 116 academic heads of departments. Multiple regression analysis was used to test the hypotheses. The result showed that there is a significant positive influence of the merit system of admission on quality of education in Universities while there was no significant influence of the categorization of educationally disadvantaged states, catchment area and discretion systems of quota admission on the quality of education. Based on the findings in this study, it is recommended among others, that university admission should be purely on merit. The quota system of admission, which has its roots in the federal character policy, negates the principle of equality and should be abolished.

Keyword: Nigerian University, Quota Admission System and Quality of Education.

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INTRODUCTION

Globally, education is regarded as the bedrock of human total development. At the university level, education serves as the basis on which the needed high level manpower for a nations development could be nurtured. As such, Universities prepare future teachers and develop the high level manpower capacities that underpin the economic, social and political growth and development of any given nation (Odekule, 2001). However, the extent to which universities achieve these lofty objectives depends to a very large extent on the quality of education available in universities which could be determined by the quality of candidates offered admission by the National University Commission (NUC).

According to Adegba (2006) Nigerian youths in particular, and the adult population in general attach much premium on university education. Most people in Nigeria who have the potential for university education show desperation in their efforts to gain admissions into the highly limited available spaces. This obsession and preference for university education as against other forms of higher education such as colleges of Education, Polytechnics and Monotechnics which also offer degree programmes has placed enormous pressure on the placement and management of universities in Nigeria. Thus, standards of university education have been often negatively affected.

Ajayi (2008) noted that no law in Nigeria makes university education compulsory. According to him, the National Policy on Education (2004, p. 36) lists the goals of tertiary education:

- To contribute to national development through high level relevant manpower training;
- To develop and inculcate proper values for the survival of the industry and society;
- To develop the intellectual capability of individuals to understand and appreciate their local and external environments;
- To acquire both physical and intellectual skills which will enable individuals to be self-valiant and useful members of the society;
- To promote and encourage scholarship and community services;
- To forge and cement national unity; and
- To promote national and international understanding and interaction.

He therefore concluded that the national policy on education further stated that the above goals will be pursued by the universities through:

- Teaching
- Research
- The dissemination of existing and new information;
- The pursuit of services to the community; and
- Be a storehouse of knowledge.

Okujagu (2009) in his opinion places university education above other tertiary institutions. According to him, a university is a storehouse of retrieved knowledge and has functions which include authorship and publication of standard texts, self-sustenance, creation of a model community in efficiency, probity and tolerance, honest and enlightened commentary on public affairs in order to impartially educate and to inform. Thus, the university yearns for truth and

subjects existing body of knowledge to critical examination and analysis to see if it needs revision.

According to the National University Commission (2012), university admission is the legitimate gateway through which qualified citizens get enrolled for university education in Nigeria. Therefore, the Joint Admission and Matriculation Board (JAMB) as a parastatal of the Federal Ministry of Education is saddled with the responsibility of selecting candidates for university education via their prescribed examination as a basic requirement. Information further shows that the Joint Admission and Matriculation Board places candidates to their respective universities of choice using the unified cut-off marks as prescribed. As a parastatal that anchors the admission exercise in the country, its objectives are geared toward selecting candidates that can be enrolled into the universities which are centres of excellence to set the pace for the larger society in their efficiency and effectiveness.

The quota system of university admission was introduced in an attempt to provide admission for candidates into the university using the federal character policy of the federal government. Unfortunately, this has been greatly abused. The quota represents the number of candidates that should be admitted into the university in one academic year from each state. The quota system comprises important elements such as academic merit which is determined by the candidates university matriculation examination scores and is allotted 45%. The second element is educationally disadvantage states with 20%, the catchment areas with 25% and 10% to the discretion of the individual vice-chancellor (NUC, 1999). The Joint Admission and Matriculation Board (JAMB) is therefore guided by these provisions in the admission process each year. The quota admission system portrays that a candidate from the Southern state with university matriculation examination scores of 300 out of 400 may not get admission into the university but his/her counterpart from the North with a lower score may be admitted. Similarly, a candidate with 280 score out of 400 from educationally advanced states may not get admission but his/her counterpart from educationally disadvantaged state with lower score may be admitted. Thus, quota system has created inequality in the provision of university education and equity has been sacrificed on the alter of quota system of admission. Some candidates with better scores are denied admission on grounds of indigene and non-indigene dichotomy. A candidate for admission should not be made to suffer greater burden than the other simply because of his place of birth and locality (Dada, 2004).

Concern has been raised about the decline in the quality of education universities offer in Nigeria. This is evident from by the quality of graduates produced in recent years. Prior to this period, graduates were substantially produced by government-owned universities until recently when a number of private universities were licensed by the National Universities Commission (NUC) which is the umbrella under which Nigerian universities operate. It is thought that the quality of education offered by Nigerian universities is not in line with the expectations, and that the problem may be from the area of the initial admission process involving the quota admission system. The nation must withdraw from attention to ethnicity and political consideration and focus on merit as a premium option for admitting candidates into Nigerian universities so as to install academic standards optimally and enforce reduction of inequality within the nation.

Statement of the Problem

The quality of education in universities is enhanced by the level of its faculty capabilities as viewed in teaching, research, dissemination of existing and new information, pursuit of service to

the community and as a storehouse of knowledge to transform individuals to contribute to national development through high level relevant manpower training. The faculty must have the capacity to develop the intellectual capability of individuals to understand and appreciate their local and external environment, acquire both physical and intellectual skills which will enable them to be self-reliant and useful members of the society among others.

Unfortunately, reports from different authors and scholars in recent times indicate deterioration in terms of faculty development in the system. Observations have also indicated that many students in our universities are no longer trainable and unable to carry out independent research. This shows that the desired quality of education has not been achieved. Given this state of affairs, how does the quota system of admission influence the quality of education in universities in Cross River State, Nigeria?

Hypotheses

Four hypotheses guided this study:

- Merit quota system of admission does not significantly influence the quality of education in universities.
- Educationally disadvantaged state quota system of admission does not significantly influence the quality of education universities.
- Catchment area quota system of admission does not significantly influence the quality of education in universities.
- Discretion quota system of admission does not significantly influences the quality of education in universities.

METHODOLOGY

The study adopted an ex-post facto research design with a total population of 116 academic heads of departments in the two universities in Cross River State namely; University of Calabar and Cross River State University of Technology. The study used the entire population (census) of 116 academic heads of departments in the two universities as the sample size via purposive sampling approach. A structured questionnaire titled “Quota System of Admission Questionnaire (QSAQ) was used. The questionnaire was to elicit information on the quota system of admission and about the quality of university education accordingly. The questionnaire was structured on the four point modified likert type scale of all the times (ATT), most of the times (MTI), some of the times (STT), and not at all (NTT).

The instrument was subjected for free validity to two experts in research, measurement and evaluation to establish its validity. To ascertain the reliability of the instruments, a trial test of the instruments was done using 10 academic heads of departments in the university of Calabar, Calabar via split half reliability method. The questionnaire was administered personally by the researchers and retrieved back after completion. A coding key was designed to code all the responses in the two sets of instruments used in the study. Multiple regression analysis was used to test the four hypotheses in the study all at ≤ 0.05 level of significance.

ANALYSIS OF RESULTS

Table 1: Model summary of the influence of quota system of admission on the quality of education in universities in Cross River State (N=116)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	0.74	0.68	0.61	2.853		
Model	Sum of Squares		Df	Mean Square	F	Sig.
1	Regression	438.15	4	109.54		.000 ^a
	Residual	1022.04	111	9.21	11.90	
	Total	1460.19	115			
Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.
	B	Std. Error	Beta			
1	(Constant)	54.34	6.78		8.014	.000
	Merit	1.56	0.64	0.025	2.437	.032
	Educationally . Disadvantage states quota	-.048	.038	.414	-1.27	.193
	Catchment area quota	-.732	.709	.052	-1.03	.211
	Discretion quota	-.233	.204	.104	-1.14	.203

a. Dependent Variable: Quality of Education

Information in Table 1 shows that most of the correlations were significant and positive with an $R^2=0.68$. This means that 68 % of the variability of quality of education in Cross River State is jointly accounted for by the variables of merit quota, educational disadvantaged quota, catchment quota and discretionary quota. This implies that the remaining 32 per cent changes in quality of education in universities in Cross River State, could be caused by other variables not shown in the equation represented by the error term. The F-statistics of 11.9 which is greater than the critical F-value of 3.14 needed for significance at 0.05 level of significance, implies that quota system of admission (merit quota, educational disadvantage quota, catchment quota and discretionary quota) are joint significant predictors of quality of education in Universities in Cross River State.

The estimated coefficient for merit quota is positive. This implies that increase in merit quota of admission will certainly lead to an increase in the quality of education in universities in Cross River State. This result is in order with education theories and significant at ≤ 0.05 level of significance since the calculated t-value of 2.47 is greater than the critical t-value of 1.96 needed for significance at 114 degrees of freedom.

The estimated coefficients for educationally disadvantaged state, catchment area and discretion are all negative. This implies that an increase in these variables will lead to a corresponding decrease in the quality of education in universities in Cross River State. These results are also in line with other literature and are not significant at 0.05 level since the calculated t-values for these variables of -1.27, -1.03, -1.14 for educationally disadvantaged state, catchment area and discretion respectively were all found to be less than the critical t-value of 1.96, needed for significance at 0.05 alpha level of significance with 114 degrees of freedom.

DISCUSSION OF FINDINGS

The results for hypotheses one revealed that merit system of admission significantly influences the quality of university education in the study area. This is an indication that if the merit system of admission is considered paramount it will lead to an increase in the quality of education in universities. The findings of the study are in consonance with the views of Dada (2004) who opined that access to university education should be based on merit. He further emphasized that the Joint Admission and Matriculation Board (JAMB) and the National universities commission (NUC) should guide and regulate access to university education such that merit shall not be sacrificed on the alter of mediocrity. The findings are also in line with the views of Dozein (2003) who noted that merit should be considered optimally as the only avenue through which candidates get enrolled into Nigerian universities. He concluded that merit determines the actual academic future of every nation; therefore, it must be enforced by the government.

The result for hypothesis two revealed that educationally disadvantaged state quota system of admission does not significantly influence the quality of university education in the study area. This implies that when an educationally disadvantaged state is considered as a criterion, in the quota system of admission, the quality of education decreases in the universities. This finding is in support of the views of Ajaji (2003) who noted that the application of a political policy of educationally disadvantaged state in the admission process has negatively impacted on the quality of universities since emphasis is based on ethnicity and geographical area of candidates.

The result of hypothesis three also revealed that catchment area of quota system of admission does not significantly influence quality of university education in the study area. This implies that when catchment area system of quota admission is given high premium, the quality of education in universities deteriorate significantly. This finding is also in line with the views of Mohammed (2008) who observed that when equality of educational opportunities is considered as a critical factor to access university education, national development will be tampered with due to the decrease in the quality of university education. He noted that the dichotomy of locality indigene and non-indigene are all political tools, which negate quality in university education generally.

The result for hypothesis four also revealed that discretion system of quota admission procedure does significantly influence the quality of university education in the study area. This implies that the higher the procedure of admission by discretion, the higher the decrease in the quality of university education in Nigeria. This shows that discretion is based on a personality approach and not merit and as a matter of fact does not influence academic quality in any way. This finding is in agreement with the views of Ochuba (2001) who observed that the discretion procedure of university admission is totally based on personal grounds. According to him, access to university education by this procedure has negatively impacted on the quality of education since merit is relegated to the background and personal discretion upheld in the admission procedure. He concluded that the discretion procedure of admission system does not significantly impact on the quality of education in Nigerian universities and should be discourage.

CONCLUSION

Based on the result of the study, we conclude that the quota system of admission has a significant influence on the quality of education in universities in Cross River State through merit admission, but does not significantly influence the quality of education when educationally disadvantaged state, catchment area and discretion systems of admission are considered. Therefore, all efforts should be on deck by all citizens and stakeholders in education to balance the imbalance that has existed over time in the university education system which has impacted negatively on the quality of education. Let us jointly encourage the good academically, prepared students' access to the university based on merit. Based on the findings of the study the following recommendations were made:

- Admission should be based purely on merit. The quota system of admission which has its root in the federal character policy, negates the principle of equity and should be abolished;
- Government should take steps to eradicate indigene and non-indigene politics in admission into universities as this has greatly hindered access to and equity in university education.

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ⁱ Dr. Francisca Odigwe is a lecturer in the Department of Educational Administration and Planning, Faculty of Education, University of Calabar, Nigeria. She can be reached via email at francaodigwe@yahoo.com.

ⁱⁱ Terfa Swem is of the Department of Educational Administration and Planning, Faculty of Education, University of Calabar, Nigeria. He can be reach via email at terfa.swem@yahoo.com.



Education Fund Misappropriation and Mismanagement and the Provision of Quality Higher Education in Nigeria

Nwachukwu Prince Ololubeⁱ

Department of Educational Foundations and Management

Ignatius Ajuru University of Education

P.M.B. 5047 Rumuolumeeni, Port Harcourt, Rivers State, Nigeria.

ololubepince@yahoo.com, ololubenp@gmail.com

Abstract

Higher education is the forefront in the production of capable human resources base of Nigeria's economy. However, regardless of efforts to establish Colleges of Education, Polytechnics and Universities in Nigeria to prepare effective and competent students before they graduate, there has always been a fundamental shortages fund. As a result, this research was enthused by the yearning of academic staff unions on the adequacy and inadequacies of funds available for higher education in Nigeria. Adopting a descriptive research design, a structured questionnaire that was validated by experts was used for data gathering, while descriptive statistics represented in column and pie charts were used to display the results. Linear regression was used to test the hypotheses and the results revealed that the declining quality of Nigerian higher education is as a result of inadequate funding. Similarly, education funds misappropriation and mismanagement is a major reason for the deteriorating quality of Nigerian higher education. The study recommended that adequate funds should be made available for public institutions of higher learning, corruption and embezzlement should be reduced to the barest minimum. This academic work is addressed to the federal and state governments, higher education planners, leaders and researchers who are interested in having empirical information on education funds misappropriation and mismanagement and their impacts on the provision of quality higher education in Nigeria.

Keywords: Education Funding, Misappropriation, Mismanagement, Provision, Quality, Higher Education, Administration and Planning, Nigeria.

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INTRODUCTION

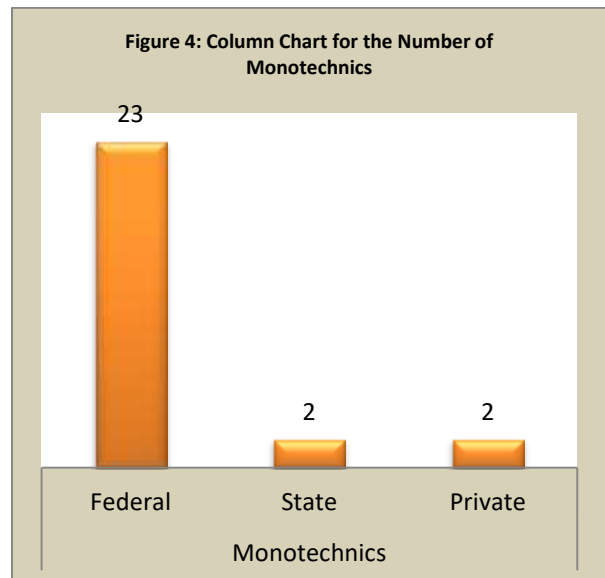
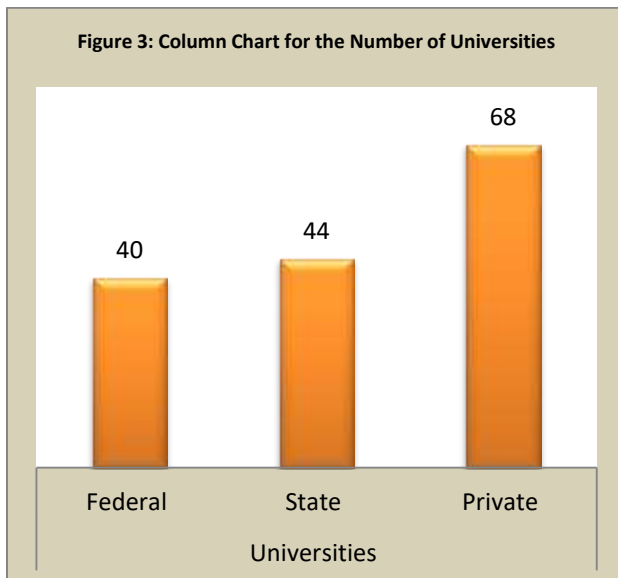
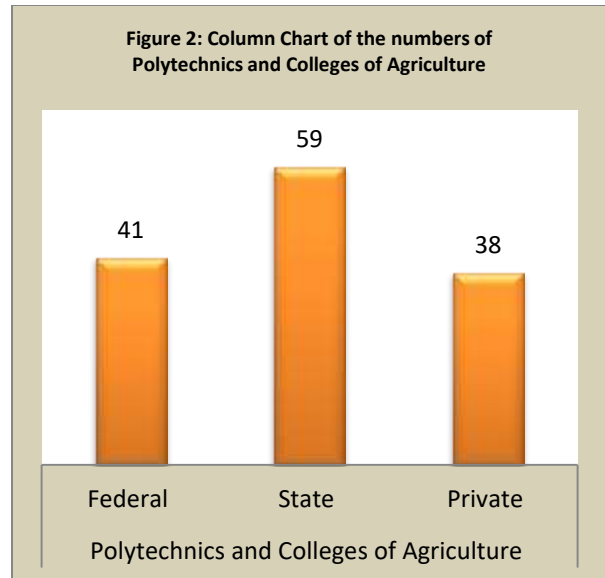
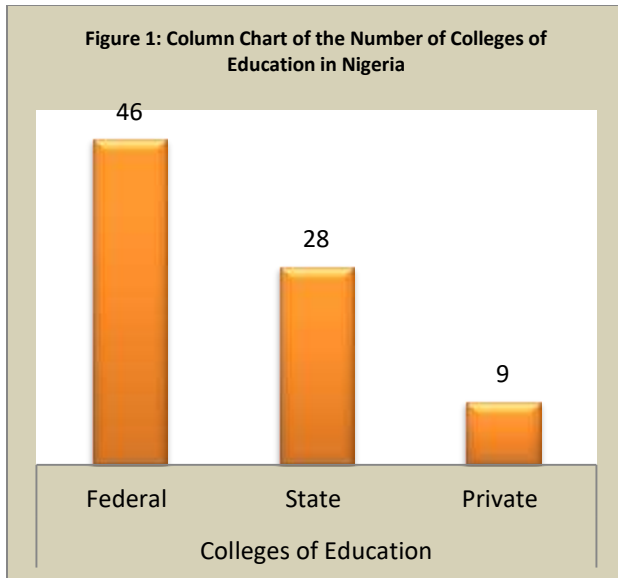
Education is as old as human existence, and higher education is one of the branches and the most important sector in the development of a nation. Higher education is important when research and development are highly encouraged. Every country's higher education institutions are powerful instrument for socio-economic progress without which neither an individual nor a country can achieve professional and economic growth (Ololube, Onyekwere, & Agbor, 2016b).

There is no doubt that the provision of adequate funds for higher education institutions is the best way to enhance excellent administration, effective planning, quality instruction and programs, which are strategic towards understanding the need for institutional management. The education of students is meant to help them grow and develop as individuals and provide them with the necessary professional competences, skills and abilities to assist them in acquiring the right types of understandings, concepts, values and attitudes to manage live after graduation and become productive members of the societies, because the world is a global village.

To a large extent it is presumed globally that adequate funding of education at all levels determines the quality of the educational system that are functional in any nation. According to Okebukola (2002), Marinho (2002) and Ekankumo and Kemebaradikumo (2014), poor funding and the mismanagement of funds within the educational system has led to the dysfunctional and unethical practices that have generated limitations across Nigeria's educational system, especially in higher education. They further assert that poor funding and inadequate implementation of budgetary allocations has led to incidences of backlog of results, late preparation of results, insufficient staffing, non-availability of most important instructional materials, etc.

Therefore, it is believed that with well-funded education programs in place, nations are guaranteed effective and first-class brains that will propel national and regional development. The education of students through quality higher education institutions is fascinatingly exclusive for those who are able and privileged to acquire one. Higher education institutions strongly defend the right to educate their students to be reflective and independent professionals who are capable of viewing their work from a scientific point of view (Ololube, Kpolovie, Egbezor & Ekpenyong, 2009).

Different higher educational systems (e.g., Colleges of Education, Polytechnics, Universities) have the ability to shape and mold the direction of societal progress through their diverse programs. Probably every higher education systems can be developed to further the present and the future all round development of students. For example, the reason for the education of students in universities, polytechnics and Colleges of Education is to determine the caliber of the workforce of a country. Sustaining the efforts of higher education institutions for national development is determined by the availability of adequate funds that are devoid of misappropriation and mismanagement. Figures 1, 2, 3 and 4 depicts the number of Colleges of Education, Polytechnics and Colleges of Agriculture, Universities and Monotechnics in Nigeria as of 2016.



Source: <http://www.nbte.gov.ng/institutions.html>
<http://www.ncceonline.edu.ng/colleges.php>
<http://nuc.edu.ng/nigerian-universities/federal-universities/>

Purpose of the Study

In Nigeria, higher education institutions are structured to improve students' intellectual abilities. They are established to provide effective, professional and quality higher education programs. In such institutions, students are trained to develop professional lifestyles that will help them become proficient employees that can shoulder responsibilities, become innovative and research oriented individuals that can collectively conduct themselves in ways that are worthy of emulation. It is presumed that Nigerian higher education institutions train students to cope with the monumental task ahead of them in the new information age. Consequently, students are obliged to share new information and skills with their fellow students, seek more knowledge on

their own initiative, and above all, they are expected to be flexible and willing to experiment and not be afraid of failure (Ololube, 2007; Akinsanya, 2007).

However, fund shortages and its availability has been a fundamental problem regardless of government's efforts to establish Colleges of Education, Polytechnics and Universities in Nigeria to prepare effective and competent students before they graduate. This problem has hindered the successful implementation of higher education programs. As a result, this research was enthused by the yearnings of academic staff unions like the Academic Staff Union of Universities (ASUU), Colleges of Education Academic Staff Union (COEASU) and the Academic Staff Union of Polytechnics (ASUP) that higher education institutions in Nigeria are stifled compared to their counterpart in the west because they are poorly funded.

To examine the craving by the three different academic unions for adequate funding of higher education in Nigeria, this study seeks three basic objectives:

- To evaluate the adequacy of funding of the nation's higher education and the quality of programs of these institutions;
- To determine if misappropriation of funds is responsible for the quality of higher education in Nigeria; and
- To examine if mismanagement of funds is responsible for the quality of education in Nigeria.

Hypotheses

The research objectives and hypotheses of this study are to supposedly ascertain the degree to which adequate funding, misappropriation of funds and mismanagement of funds are related to the quality of higher education in Nigeria. Specifically, three testable null hypotheses were provided to guide and direct this investigation:

- There are no significant relationship between the adequacy of funds and the quality of higher education programs in Nigeria.
- There are no significant relationship between the misappropriation of funds and the quality of higher education programs in Nigeria.
- There are no significant relationship between the mismanagement of funds and the quality of higher education programs in Nigeria.

BACKGROUND

Any education that is given at post-secondary level of schooling is regarded as higher or tertiary education. According to the National Policy on Education (NPE) (FRN, 2004), tertiary education is any education given after secondary education—in the Universities, Colleges of Education, Polytechnics, Monotechnics including institutions offering correspondence courses. Their goals according to section 8(59) of the NPE are to contribute to national development through production of high level relevant human resources training; develop and teach proper values for the survival of individuals and society; develop the intellectual capability of individuals in the understanding and appreciation of their local and external environments; acquire both the physical and intellectual skills that will enable individuals to be self-reliant and useful members

of societies around them; promote and encourage scholarship and community service; cement national unity; and international understanding and interaction (FRN, 2004, p. 36).

Section 8(60) of the NPE states that the aforementioned goals can be achieved through teaching, research and development, virile staff development programs; generation and dissemination of knowledge; diverse modes of programs including full-time, part-time, block-release, day-release, sandwich, etc.; promote access to training funds such as those provided by the Industrial Training Fund (ITF); and Students Industrial Work Experience Scheme (SIWES). Section 8(61) highlights that all faculty (lecturers) in tertiary institutions shall be required to undergo training in the methods and techniques of teaching. This is aimed at strengthening the performance of faculty in these institutions. To supplement government funding, the NPE states that universities and other tertiary institutions are encouraged to explore other sources of funding such as endowments, consultancy services and commercial ventures.

University Education

According to the NPE (FRN, 2004), university education is expected to make optimum contribution to national development through the intensification and diversification of its programs for the development of high level human resources base within the context of the needs of the nation; make professional course contents to reflect Nigeria's national requirements; make all students, part of the general program of all-round improvement and to offer general study courses such as history of ideas, philosophy of knowledge and nationalism. Universities are expected to encourage and disseminate their research results to both government and industries. Universities are expected to inculcate community spirit in their students through projects and action research. They are expected to ensure that faculty in their professional fields have relevant industrial and specialized experience. However, the NPE states that a huge percentage of funding for university education shall be devoted to Science and Technology.

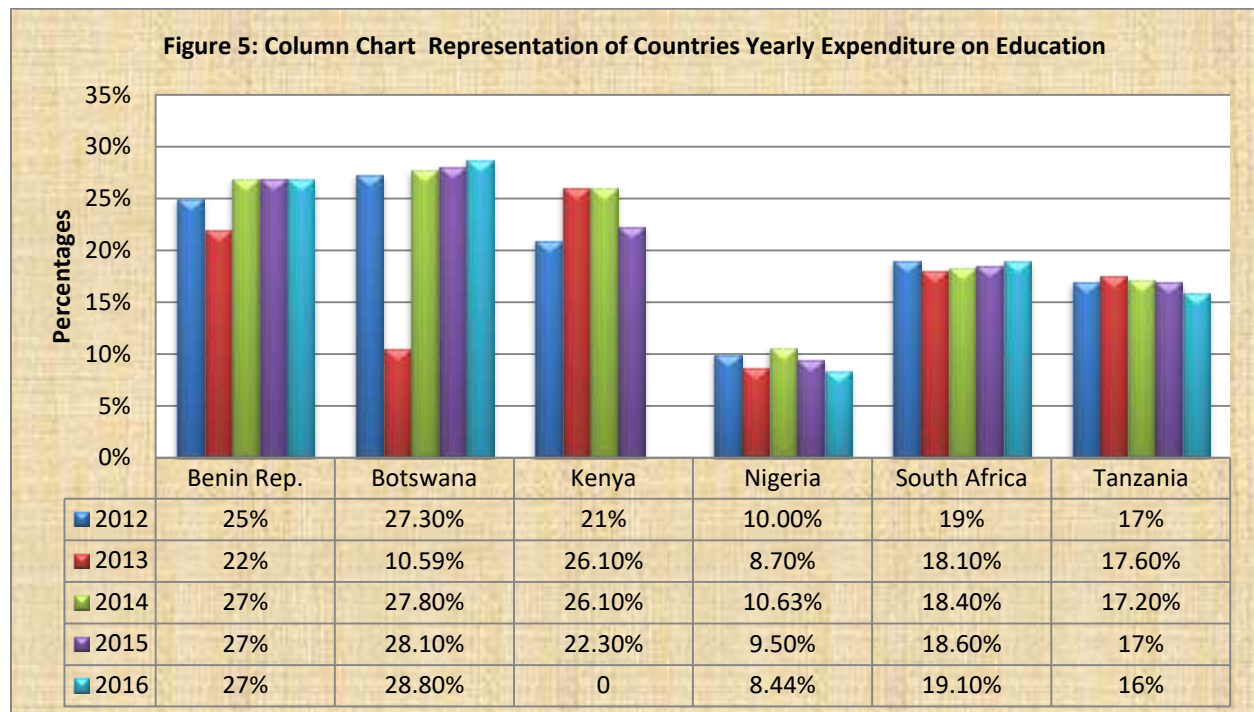
Colleges of Education

No education system can rise above the quality of its teachers (Ololube, 2007). Colleges of Education are mandated to produce teachers alone; they are not expected to produce other caliber of professionals. In other words, teacher education is the sole responsibility of Colleges of Education. As a result, government shall continue to give major emphasis in all of its planning and development. Colleges of Education provide the minimum qualification (Nigeria certificate in Education [NCE]) for entry into the teaching profession in Nigeria. To achieve the goal of teacher education, the NPE (2004, p. 39) conditioned that Colleges of Education are expected to produce highly motivated, conscientious and efficient classroom teachers for all levels of Nigeria's educational system; encourage the furtherance of the spirit of enquiry and creativity in teachers; help teachers to fit into the social life of the community and the society at large and enhance their commitment to national goals; provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to change; and enhance teacher's commitment to the teaching profession.

Polytechnics

Polytechnics are expected to produce high level human resources needs of the country through a two-tier program of study—National Diploma (ND) and the Higher National Diploma (HND) including a one year period of industrial training experience. To this end, Polytechnics are expected in addition to the goals in sub-section 59 of the NPE provide full-time or part-time courses of instruction and training in engineering, other technologies, applied science, business and management sciences, which will lead to the production of high level trained human resources; provide the technical knowledge and skills necessary for agricultural, industrial, commercial, and economic development of Nigeria; give training and impart the necessary skills for the production of technicians, technologists, and other skilled personnel who shall be enterprising and self-reliant; train people who can apply scientific knowledge to solve environmental problems for the convenience of humans and technologies; and give exposure on professional studies in the technologies. In pursuance of these goals, Nigerian governments have pledged its commitment to develop and encourage the ideals of polytechnic education through student’s industrial remuneration, improve immediate and long-term prospects of polytechnic graduates, and other professionals with respect to their status and remuneration (FRN, 2004, pp. 41-42).

In spite of all the huge goals of the universities, polytechnics and Colleges of Education, inadequate funding has remained the fundamental problem militating against the achievement of the stated goals. Government funding on education is vital in building resilient infrastructure (Ololube, Ololube & Aiya, 2016a), highly skilled and educated workforce for the progress and development of Nigeria. Nigeria has never in its history met the 26% benchmark specified by the United Nations Education, Scientific and Cultural Organization (UNESCO) for developing countries (Ibara, 2011).



Source: Countries national budgets.

The information in figure 5 shows a five year (2012-2016) percentage representation of education funding for six sub-Saharan African Countries. Benin republic, Botswana, Kenya, South Africa and Tanzania devoted more money into education than the self-acclaimed giant of Africa (Nigeria). Benin republic in 2013 invested 22% of its annual budget on education. For the years 2014-2016, Benin republic invested 27% of its annual budget on education, with an increase of 1% above the UNESCO benchmark. Botswana invested more than 27% of its annual budgets for four out of the five years examined. Out of the five years analysis, Kenya invested 26% UNESCO benchmark on education in 2013 and 2014, however, spent 22.30% in 2015 and 21% in 2012. South Africa has consistently appropriated over 18-19% of its national budgets on education. Similarly, Tanzania invested over 16-17% of its budgets on education in the five years under review. Nigeria, who claims to be African largest economy, barely spends 10% of its national budgets on education.

LITERATURE REVIEW

Education Funding in Nigeria

There are growing interests and calls by academic unions, stakeholders and politicians on the financing aspects of education at all levels and higher education in particular. One of such reasons put forward for this development is the considerable growth in the number of enrollments and the desire to acquire higher education qualifications. Nearly every countries of the world, Nigeria included, points to the basic fact that higher education institutions are the topmost employers' of highly skilled workforce. As such, higher education institutions are expected to utilize large amounts of a country's budgetary allocations. Funds are the life wire of these institutions because moneys provide the purchasing power of the institutions to provide physical materials needed in these institutions, and adequate funds determine the hiring capabilities of staff of higher education institutions.

Much of the funds required to run public institutions of higher learning are got from governments around the world. Public expenditure is seen to be the responsibility of government's social services and responsibilities of which the funding of education is one. In furtherance of this, section 13(120) of the NPE (FRN, 2004) recognized that education is an expensive social service that requires adequate financial provision from all tiers of government for successful implementation of educational programs. In almost all countries of the world, public expenditure on education and higher education in particular has increased tremendously, but the financing of higher education has been a major course for concerns especially in developing countries, more especially in sub-Saharan African countries, which Nigeria is a key player.

The push in the cost of higher education is as a result of the uncontrolled enrollments and desire for higher education and Nigeria was and has not been strategically positioned to handle the situation according to Ololube, Aiya, Uriah and Ololube (2016d). The growing increase in enrollment, upgrading and diversification of programs have propelled higher education human resources requirement needs to meet the technological development in the education sector. If higher education institutions are adequately funded, it creates room for better infrastructural development and maintenance of school buildings, office blocks, classroom blocks, student hostels, staff quarter, etc. (Ololube et al., 2016a). It enables the procurement of instructional

materials or resources like medical tools, books and journals for libraries, electronic boards, computers, laboratory equipment, video conferencing facilities, etc. (Ololube, Agbor, Major, Agabi & Wali, 2016c). Adequate funding of education guarantee staff development through academic programs like workshops, seminars, conferences, and scholarships. Most importantly, staff welfare and retention through regular payment of staff salaries and allowances assured. It guarantee's the protection of students welfare by providing playgrounds, refectories, lavatories, hostels, resource centers, etc.; and the maintenance of healthy schooling environment via good sanitary environment, avert multiple disciplinary problems, regular maintenance, etc. (Agabi, 2014; Ololube, 2013). These are some of the factors considered when discussing the quality of higher education in Nigeria.

The constant standoff between staff unions and government is as a result of what unions termed government renegeing on its responsibilities towards proper funding of the higher education systems. According to an Internet post on the reasons why ASUU went on a one week warning strike beginning 00.01 midnight of Wednesday 16 of November 2016 was that less than 10% of the universities in Nigeria have video conferencing facilities, less than 20% of Nigerian universities use interactive boards, more than 50% of them do not use public address system in their overcrowded lecture rooms and theatres. Internet services are non-existent or epileptic and slow in 99% of Nigerian universities. ASUU further highlighted that Nigeria university library resources are outdated and manually operated, book shelves are homes to rats/cockroaches, and no Nigerian university library is fully automated and less than 35% are partially automated.

Strike actions are the only music that unions play and the government listens. The inadequacy in government funding has been a bone of contention in almost all the conflicts between the federal government and staff unions. This situation has been like this for decades and has caused disruptions in the academic calendar of institutions of higher education. According to Okojie (2008), the ability to maintain stable academic calendar has been a major problem in Nigerian universities. The series of strikes or threats has been so frequent that it has been a source of major concerns to government, business leaders, politicians, students, parents and stakeholders.

The percentages of Nigerian education budgets between 2008 and 2016 shows that Nigeria has not significantly impacted on education as a sector to influence national development (see table 1). The 26% benchmark by UNESCO is a far cry in Nigeria and in most sub-Saharan African countries.

Table 1: Nine Years Percentage (%) Allocation for Education by Nigeria

Fiscal Years	Percentage (%) Allocation for Education
2008	13%
2009	8%
2010	6%
2011	8%
2012	10.0%
2013	8.7%
2014	10.63%
2015	9.5%
2016	8.44%

Education Funds Misappropriation in Nigeria

Appropriation of funds for education is the action of appropriating money for the education system at all levels. In other words, it is the sum of money allocated officially by legislation for a particular use within the education industry of any nation. Dictionary definitions of appropriation include terms like the grant, endowment or budgeting of money through legislations for some specific purpose. The legislative arm of government grant appropriations that are popularly known as the power of the purse over the executive and other sectors of government, like education. It is important to note that no public money can be expended without legislative approval. When funds are appropriately approved by the legislatures, the misuse of it is what is known as misappropriation. Misappropriation is an intentional or illegal use of funds for one's own use or other unauthorized purposes, particularly by public officials (Mestry, 2004).

For example, the Budget and Monitoring Committee of the Academic Staff Union of Universities, Obafemi Awolowo University branch has accused the management of the institution of expending 3.5 billion Naira meant for hostel renovation and construction of new lecture theaters in breach of due process and transparency. The funds were part of the 100 billion Naira unrestricted funds of the federal government in 2013 for all universities in Nigeria. The fund was in response to the long drawn out cry and agitation of ASUU against the government. The implementation and monitoring committee of the federal government spelt out guidelines for accessing the intervention funds by Nigerian public universities, but the management of Obafemi Awolowo University failed to abide by the guidelines (The Budget and Monitoring Committee, 2016). According to Chikowore in Mapolisa, Ncube, Tshabalala and Khosa (2014), the number of cases of embezzlement and mismanagement of funds by higher education leaderships in Nigerian are quite frightening.

Accordingly, out of the 701 development projects in Nigeria universities, 163(23.3%) are abandoned and 538(76.7%) are perpetually under on-going projects. Some of the abandoned projects in Nigerian universities are over fifteen years old and some are over forty years old. 76% of Nigerian universities use well as source of water, 45% use pit latrines and 67% of students use bush as toilets. All the aforementioned reasons that were advanced by ASUU are as a result of misappropriation of the funds marked for the execution of the projects (ASUU, 2016). Similarly, a study conducted by Onyeike and Owuama (2012) revealed among others that inadequacy of funds, planning with inaccurate statistical data, political interferences, misappropriation of funds and shortage of qualified manpower were major limitations to the development of higher education in Nigeria.

At the 2013 media launch of the Global Corruption Report on Education, Transparency International and Socio-Economic Rights and Accountability Project (SERAP) stressed that, corrupt practices have been identified in Nigeria's education sector. The report revealed that corruption has a devastating impact on national development, particularly in Africa, hindering progress towards the Millennium Development Goals (MDGs) now SDGs, and jeopardizing socio-economic development. With particular reference to Nigeria, it is disheartening to note that this cankerworm was noticed at all levels of education, where massive embezzlement and misappropriation of funds running into millions of Dollar and Billions of Naira are taking place (SERAP, 2013).

Many researchers (e.g., Agabi, 2014; Ekankumo & Kemebaradikumo, 2014) has opined that the inadequate funding of higher education by Nigeria government has contributed immensely to the decay in the sector, especially since the country is unable to meet the

recommended UNESCO's benchmark of 26 percent of every developing country's annual budget to be invested on funding education. However, regardless of the annual budgetary provisions by the Nigerian governments over the years, the standard of educational in the country has continued to decrease because higher education leaders are not sincere as moneys meant for higher education is often used for other purposes. Nigeria can only be able to have a vibrant, well-designed and functional higher education system if funds meant for development of the counties higher education are not misappropriated.

Education Funds Mismanagement in Nigeria

Fund management is the act of planning, organizing and controlling monetary activities in one's care. Simply put, mismanagement means to manage incompetently or dishonestly of anything put in one's care. Dictionaries may include terms like to manage ineptly, incompetently, inefficiently, badly, dishonestly etc. Funds mismanagement is the management processes and practices that deliberately mishandle moneys made available to a person in ways that are characterized as badly or carelessly. Therefore in the context of this article, management of education funds is simply the act of effectively planning, organizing and controlling the education finance in one's care, while mismanagement of education funds means to manage incompetently or dishonestly of education funds put in one's care.

In 2010, the former secretary of the National University Commission Prof. Okojie acknowledged that most federally controlled universities' complained of inadequate funding and the effects of this problem has resulted the deterioration of physical facilities; internal and external brain drain among the faculty, dead of quality scientific research and managerial capacities of Nigerian public university system (Okojie, 2010). Famurewa (2014) noted that with this type of funding, it is certain that Nigeria higher education will not yield progressive results to be able to compete favorably with their counterparts in west.

To corroborate the idea of Dr. Jamila Shuara in Tihamiyu (2012), there is a lot of mismanagement of fund by educational boards and the moneys meant for higher education are mismanaged as much as Nigerian higher education institutions have joined other public sector institutions in having a sizeable number of uncompleted or abandoned projects.

For example, university leaders spend millions of Naira to erect super gates when their libraries are still at foundation stages. They expend millions to purchase exotic vehicles for university officers even though they lack basic classrooms furnishings; spend hundreds of millions in wall-fencing and in-fencing when student's accommodations are inadequate. Governments are interested in expending money on creation of new universities instead of consolidating and expanding access to existing ones; they are keen to award new contracts rather than completing the abandoned projects or standardizing existing facilities. Government expends hundreds of millions paying visiting and part-time faculty rather than recruiting full-time staff. Nigerian government (federal and states) expend hundreds of millions in mundane administration cost instead of providing boreholes and power supplements (ASUU, 2016).

Failure in the proper and prudent management of funds according to Nsikan and Emmanuel (2015) can be attributed to unfriendly policy implementations, inability to access funds, inconsistency and complete lack of courage to implement policies and mismanagement of funds by successive government and institutional leaders. Thus, in spite of the inadequate funding of higher education in Nigeria, the little funds appropriated are mismanaged (Acho & Abuh, 2016). According to Mobegi (2015), any country where mismanagement of funds is

experienced, its quality of education is bound to decline. Nsikan and Emmanuel (2015) are of the opinion that to salvage Nigerian higher education, proper planning and effective administration are needed because no organization functions excellently without fundamental policy framework in its planning, organizing and controlling mechanism.

METHODS/PROCEDURES

This study is a descriptive research design carried out in three public institutions of higher education in Rivers State, Nigeria. The population of this study were faculty members and senior management staff of the selected public institutions in Rivers State, Nigeria. In this study, the respondents comprised 209 academic staff and 67 non-academic staff of the three selected institutions. Thus, the sample size comprised a total of 276 respondents. Purposeful simple random procedure was adopted. The three institutions were selected because of their proximity to the researcher. All the respondents agreed to participate in the study after reading the first page of the questionnaire which presented detailed view of the purpose for the study. A 100% response rate was achieved.

The data for the study were collected by three research assistants. The questionnaire was designed and validated by specialists in measurement and evaluation. The questionnaires were distributed to the respondents in their offices. The questionnaire comprised four sections, section 1 incorporated information on respondents demographic variables; section 2 highlighted on issues of education funding in Nigeria; section 3 characterized variables on education funds misappropriation in Nigeria; and section 4 recounts issues on education funds mismanagement in Nigeria. Section 2 of the questionnaire was structured along 4-Point Likert scale of 1=substantially inadequate, 2=inadequate, 3=adequate, and 4=substantially adequate. Section 3 and 4 of the questionnaire was structured along 1=strongly disagree, 2=disagree, 3=agree, and 4=strongly agree.

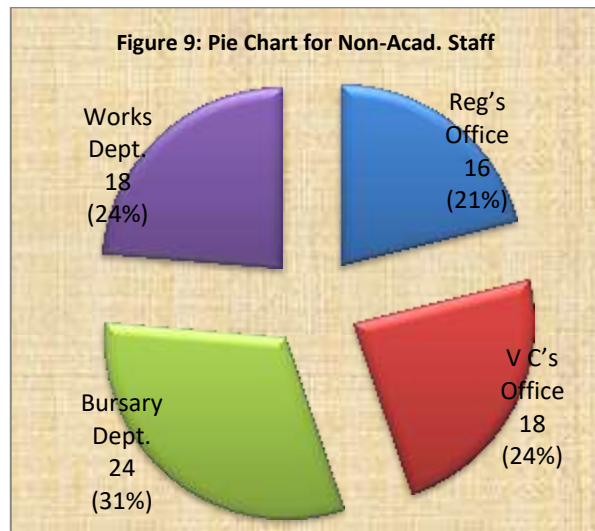
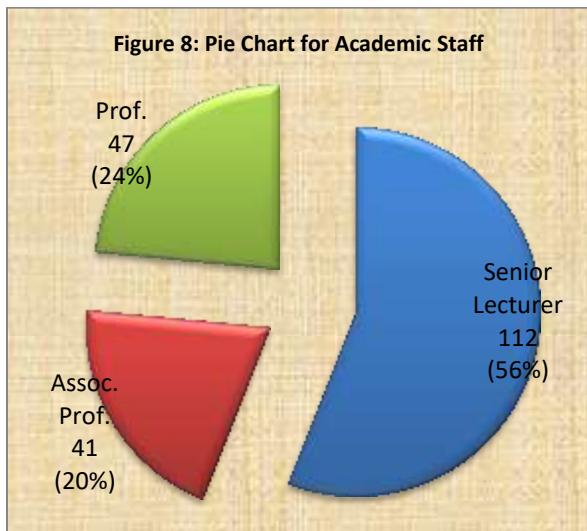
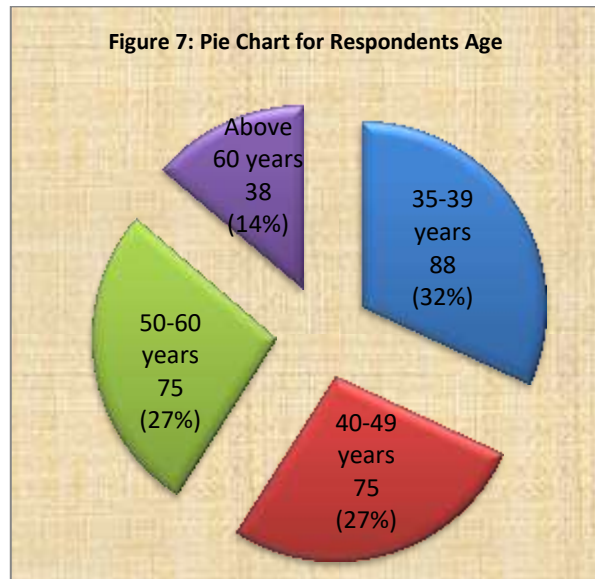
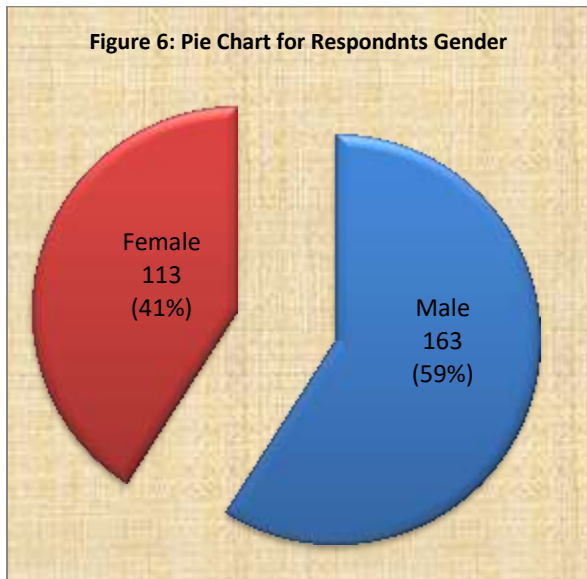
Section 1 included items like age, gender, academic staff, and non-academic staff for respondents' demographic variables. Section 2 highlighted variables of education funding in Nigeria that are presumed to serve as the basis for the provision of quality higher education. The section comprised of 10 items. Section 3 consisted of variables of education funds misappropriation in Nigeria. The section evaluated staff perception of funds misappropriation in higher education. It comprised 11 items. Section 4 recounts variables on education funds mismanagement in Nigerian higher education. The section was designed to examine academic and non-academic staff perception of the influence of funds mismanagement and how it impacts on the quality of higher education. It comprised 10 items. The overall Cronbach's alpha reliability analysis was .765.

The Statistical Package for the Social Sciences (SPSS) version 23 was employed and descriptive statistics (mean and standard deviation), linear regression analysis was conducted to determine the relationship between variables and the level of significance was set at $p\text{-value} < 0.05$.

RESULTS/DISCUSSION

Results from the descriptive analysis represented in pie charts (figures 6, 7, 8 and 9) revealed that respondents variables based on gender were 163(59%) male and 113(41%) female. Information on respondents' age showed that those who were between 30-39 years were 88(32%), 40-49

years were 75(27%), and those who were 50-60 years were 75(27%), while those who are above 60 years were 38(14%). With regards to data on the number of academic staff, the results depicted that Senior Lecturers were 112(56%) and Associate Professors were 41(20%), while Professors were 47(24%). Data for Non-Academic staff showed that respondents from the office of the registrar were 16(21%), that of the office of the Vice Chancellor were 18(24%), and those from Bursary department were 24 (31%), while respondents' from the works department were 18 (24%).



Hypotheses Testing

The purpose of this study and its hypotheses guided the data analysis. The hypotheses were formulated in line with the questionnaire and it provided answers to the specific items in the questionnaire.

The model summary of the regression analysis conducted (table 2) showed significant relationships between variables of the quality of higher education in Nigeria and the variables of

education funds, misappropriation and mismanagement using an R of .781^a, R square of .609 and an Adjusted R Square of .605 of the complete variables entered. Therefore, the value of $R^2 = .609 \times 100 = 60.9\%$ showed that 60.9% of the variables that accounts for the poor quality of higher education in Nigeria are as a result of inadequate funding, misappropriation and mismanagement of education funds. What this represents is that the remaining 39.1% in the variation of poor quality of higher education in Nigeria could be caused by a number of other variables.

The ANOVA analysis presented the sum of square for the regression to be 85.803 and that of the residual to be 55.008, and a degree of freedom of 3. The mean square for the regression is displayed as 28.601 and a residual of .202, with an F-value of 141.423 and a p-value of .000^b implies that inadequate funding, misappropriation and mismanagement have significant relationships with the poor quality higher education in Nigeria.

The estimated constant Coefficient analysis for the quality of higher education is significant. This means that inadequate funding of higher education in Nigeria with a significance level of .000 and a calculated t-value of 4.700 accounts for the poor quality of education in Nigeria. Thus, hypothesis 1 which states that “there are no significant relationship between the adequacy of funds and the quality of higher education programs in Nigeria” was rejected because there are significant relationships between inadequate funding and the poor quality of higher education in Nigeria.

The findings in this study are in line with that of Ololube et al. (c.f., 2016a) when they asserted that inadequate funding of higher education creates room for weak infrastructures, poor maintenance of school buildings, office blocks, classroom blocks, student hostels, staff quarter, etc. According to ASUU (c.f., 2016), only 10% of the universities in Nigeria have video conferencing facilities, less than 20% of Nigerian universities use interactive boards, more than 50% of them do not use public address system in their overcrowded lecture rooms and theatres. Internet services are non-existent or epileptic and slow in 99% of Nigerian universities. All these are as a result of inadequate funding of higher education in Nigeria.

Misappropriation of education funds also accounts for the poor quality of higher education in Nigeria with a significant level of .000 and the study’s highest calculated t-value of 17.187. What this means is that misappropriation of education funds in Nigeria is the highest single major factor that has significant negative influence on the quality of Nigeria’s higher education. Thus, hypothesis 2 which states that “there are no significant relationship between the misappropriation of funds and the quality of higher education programs in Nigeria” was rejected because there are significant relationships between misappropriation of education funds and the poor quality of higher education in Nigeria.

The findings in this study agrees with that of Mestry (c.f., 2004) and ASUU (c.f., 2016), they observed that misappropriation is an intentional or illegal use of funds for one's own use and other unauthorized purposes, particularly by public officials. According to ASUU, out of the 701 development projects in Nigeria universities, 163(23.3%) are abandoned, and 538(76.7%) are perpetually under on-going projects. Some of the abandoned projects in Nigerian universities are over fifteen years old and some are over forty years old. 76% of Nigerian universities use well as source of water, 45% use pit latrines and 67% of students use bush as toilets. Agabi (c.f., 2014) and Ekankumo and Kemebaradikumo (c.f., 2014) agree that inadequate funding of higher education by the present and successive governments in Nigeria has contributed immensely to the decay in the sector.

Mismanagement of education funds equally accounts for the poor quality of higher education in Nigeria with a significance level of .000 and a calculated t-value of -7.110. Thus,

hypothesis 3 which states that “there are no significant relationship between the mismanagement of funds and the quality of higher education programs in Nigeria” was rejected because there are significant relationships between mismanagement of education funds and the poor quality of higher education in Nigeria.

This study agrees with Okojie (c.f., 2010) when he noted that inadequate funding and its resultant effects has resulted in the deterioration of physical facilities; internal and external brain drain among faculty, dead of quality scientific research and managerial capacities of Nigerian public university system. Similarly, Famurewa (c.f., 2014) highlighted that inadequate funding of Nigeria’s higher education does not allow for progressive results for institutions of higher education to compete favorably with their counterparts in the Pacific, Europe and North America. Tiamiyu (c.f., 2012) also agreed that there are lots of mismanagement of fund by educational boards and the moneys meant for higher education are mismanaged because Nigerian higher education institutions have joined other public sector institutions in having sizeable number of uncompleted or abandoned projects. The examples put forward are that university leaders spend millions of Naira to erect super gates when their libraries are still at foundation stages. They expend millions to purchase exotic vehicles for university officers even though they lack basic classrooms furnishings; spend hundreds of millions in wall-fencing when student’s accommodations are inadequate. Governments are interested in expending money on creation of new universities, instead of consolidating and expanding access to existing ones; they are keen to award new contracts rather than complete the abandoned projects or standardize existing facilities (c.f., ASUU, 2016).

Table 2: Regression analysis of the relationships between education funds, misappropriation and mismanagement and the provision of quality higher education

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.781 ^a	.609	.605	.44971		
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	85.803	3	28.601	141.423	.000 ^b
	Residual	55.008	272	.202		
	Total	140.812	275			
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.450	.186		7.779	.000
	Education Funds	.221	.047	.214	4.700	.000
	Misappropriation	.700	.041	.705	17.187	.000
	Mismanagement	-.361	.051	-.305	-7.110	.000

a. Dependent Variable: Quality Higher Education

b. Predictors: (Constant), Education Funds, Misappropriation and Mismanagement

CONCLUSION

This study has cogently elucidated the relationships between adequacy of education funds, misappropriation, mismanagement and the quality of Nigerian higher education. The

investigation revealed that the inadequacies in the funding of higher education have created loopholes in the quality of Nigeria higher education, in terms of provision of resilient infrastructure, purchase of instructional materials, staff and students welfare.

The unauthorized, misappropriation, intentional or illegal use of the appropriated funds for higher education by institutional leaders for other unauthorized purposes have negative effect on proper and effective management, planning and control of the quality of higher education in Nigeria.

The mismanagement of funds meant for Nigerian institutions of higher learning has thrown Nigeria in a bad light. The little funds appropriated to these institutions are grossly mismanaged. Since Nigerian institutional leaders mismanage their funds, the quality of higher education is bound to deteriorate.

As a result of these direct negative consequences, competency issues should be taken seriously in the appointment of institutional leaders. Proper planning and effective administration are needed at this stage of Nigerian's economic woes because no organization functions excellently without fundamental policy framework in its planning, organizing and controlling mechanism. In addition, this trailblazing study recommended that adequate funds should be made available for public institutions of higher education, while corruption and embezzlement should be reduced to the barest minimum.

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¹ **Dr. Nwachukwu Prince Ololube** is a Fellow of the Chattered Institute of Administration of Nigeria and 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 Ph.D. in Education and Teacher Education with focus in *Educational Management and Planning/Curriculum Studies* from the University of Helsinki, Finland. In addition, he holds a Postgraduate Diploma in Human Resources Management, Masters of Education in Educational Management and Planning, and a Bachelors of Science Education in Political Science. Dr. Ololube's research focuses on organizational culture, justice and change, school business administration/management, institutional management and leadership in higher education, ICT in higher education, education effectiveness, instructional effectiveness and quality improvement, early childhood 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. Dr. Ololube enjoys teaching as much as he is motivated to do research. He has published over 60 articles in refereed journals, 7 textbooks, edited 5 books, presented at various local and international conferences and published in conference proceedings. Dr Ololube has contributed 29 chapters to a number of books and encyclopedias. In all, Dr. Ololube has authored and/or co-authored more than one hundred and twenty (120) publications. His 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). 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 many more. Dr. Ololube was ranked among the very best 100 of the top 800 scientists in Nigeria institutions of higher education and the best scientist in Ignatius Ajuru University of Education between October 2015-October 2016, according to Webometrics Ranking of World Universities, Spain: Ranking of scientists in Nigeria institutions according to Google Scholar Citations public profiles. <http://www.webometrics.info/en/node/99>. A selection of Dr. Ololube's publications and profile are available online at www.ololube.com



Cognitive Enrichment Advantage: Can it have an Impact on the Effectiveness of Pre-service Teachers in Botswana?

Waitshega Tefo Smitta Moalosiⁱ
Department of Educational Foundations
Faculty of Education
University of Botswana, Gaborone, Botswana
smitta.moalosi@ub.bw, smittawd@yahoo.com

Abstract

This position paper argues that teacher effectiveness is vital in any institution that train teachers in the world at large. During training, pre-service teachers are exposed to useful methods of teaching that prepare them to teach effectively and succeed in planning and preparing their work. They also possess knowledge of their teaching materials and a clearly defined pedagogy. However, this writes contend that some models exist that can assist teacher trainees to acquire an effective instruction. Thus, Cognitive Enrichment Advantage (CEA) is the model, which advocates for mediated learning (MLE) where learners are assisted in learning how to learn. The research findings of Moalosi and Forcheh (2015) on pre-service teachers in the five colleges of education in Botswana reported that males have a higher teacher efficacy beliefs than females as well as older teachers than younger ones. CEA can be incorporated in their curriculum to add to teaching effectiveness and higher efficacy levels. Effective teachers can increase students' accomplishments by facilitating active learning. The twelve building blocks of thinking of CEA, particularly where students have the opportunity to search the information they need in a systematic way in the learning environments can enable them to perform well as they learn.

Keywords: Effective teachers, Teacher effectiveness, Teaching effectiveness, Cognitive enrichment advantage, Mediated learning experience. Pre-service teachers.

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INTRODUCTION

Effective teachers are perceived as having the knowledge of what good teaching is. Good teaching is beyond defining concepts, lecturing and discussion of facts. In order to be effective, teachers ought to be thoughtful in relation to the demands of the society as well as being organized (Moore, 2015). There is a challenge in Botswana classroom environments the performances of learners are reported to be declining continuously.

The question can be asked whether teachers communicate their instructions well beyond lecturing and teaching, or has it become a norm where there are no new developments or strategies that can enhance instruction for learners to benefit from. Moore (2015) stated that, “effective teaching is a complex occupation requiring the development of knowledge and essential skills as well as a continuous professional growth” (p. 12). Hence Cognitive Enrichment Advantage can facilitate the mentioned above professional growth.

Pre-service teachers, as future practitioners ought to possess the quality of effective teachers so that their instruction can benefit learners. Teaching is a challenging profession; teachers are confronted with undesirable behaviours displayed by learners in the classroom settings. Also teacher education programs should equip the teacher trainees so that they can cope with such challenges. Cheng, Mok and Tsui (2001) commented “unless teachers change the ways they teach, students cannot become effective learners” (p. 6). Thus, teachers should move away from teacher centred approaches where the teacher is the driver in the learning environment and embrace student centred approaches more where learners can construct knowledge for themselves.

This paper discusses selected characteristics mentioned below on teacher effectiveness proposed by Cheng, Tsui and Medley (in Cheng et al., 2001). Pre-existing teacher characteristics (i.e., the set of knowledge, abilities and beliefs that a teacher possesses on entering into the teacher education program):

- Teacher competence (i.e., the set of knowledge, abilities, and beliefs that a teacher possesses and brings to the actual teaching environment on completion of the teaching program);
- Teacher performance: (i.e., the behaviour of a teacher that may change differently when teaching environment is changing);
- Student learning experience (i.e., the experience from interactions between teacher and students in the process of teaching and learning.);
- Student learning outcomes:(i.e., the progress that a student makes toward a defined educational goal);
- External teacher education: (i.e., education or training provided by external teacher education institutions for building up teacher competence) (p. 30).

The above mentioned structures of teaching effectiveness are important if pre-service and in-service teachers can use them effectively in their profession. It is reality that pre-service teachers enrol in the teaching programs with prior knowledge as their minds are not empty, the learning experience of their school years prior to training have made them to assimilate information. According to Piaget; a constructivist, assimilation is the process where by individuals use their existing schemes to interpret new knowledge. And they ought to use it in their work. When pre-service teachers complete the teaching program, they should bring knowledge and skills that they have to share effectively with learners.

Since 2009 or even before, Botswana has been facing challenges of low performing students from primary, junior and senior secondary schools. There are higher percentages of students falling than passing. The head of state President, Dr. Seretse Ian Khama addressed

the nation in 2011, he was concerned: “I must candidly report that the exams performance of pupils in our public schools continues to disappoint ... in moving forward there must be enhanced teacher motivation” (Republic of Botswana Gazette, 2011, p. 2; Makgapha, 2011). The President talked about the Botswana General Certificate of Secondary Education (BGCSE) examinations’ results, which have declined in five years. Thus, students should be assisted to develop critical thinking as they develop cognitively.

Currently, the 2015 Junior Certificate examination results show a decrease of performance when compared to 2014 (The Monitor, 2016). Therefore, when pre-service teachers are equipped with relevant skills they become more effective in their teaching profession. Cognitive Enrichment Advantage approach could be added as an additional model to assist them to become more effective.

Cognitive Enrichment Advantage (CEA) is “a comprehensive teaching method of practices in cognitive education and have been demonstrated as effective” (Greenberg, 2005, p.2). CEA model was developed in 1984 by Dr. Kathrine Greenberg and was first used in American Schools in 1988. The model assists teachers with skills to help low performing students in learning how to learn. Cognitive Enrichment approach is founded on the theory of Reuven Feuerstein, an Israeli clinical psychologist and Lev Vygotsky a Russian and a socio-cultural psychologist. Accordingly, CEA assists students to acquire individual learning tactics based on “explicit knowledge” of twelve cognitive process that help their effective thinking, as well as eight affective- motivational strategies of learning encourages them to be independent and interdependent in the learning settings (Greenberg, 2005).

Cognitive Enrichment Advantage provides a description on the major role of teachers, families, and their function as mediators in the learning journey. And the role they play in creating a learning culture that promotes “reflective and critical thinking” (p. 2). This writer argues that, CEA can help teachers to be more effective in their profession, particularly because as mentioned above students who are underachievers can have the opportunity to improve their learning. The other purpose of CEA is “a family-school partnership that helps family members and school staff to work together more closely to meet specific community needs and ensure learners success;” (p. 14). Parental involvement is still a concern particularly in public schools of Botswana. Most parents do not attend Parents and Teachers Association meetings. And such poor participation of parents make teachers to be the ones involved in students’ learning. Hence parents should assist their children with school work, and cooperate with teachers. Mannathoko and Mangope (2013) reported that, some parents in Primary schools were ignorant of their involvement as parents in attending Parents and Teachers Association meeting. They also had a strained relationship with teachers due to poor results hence shunned their involvement at schools. Parents in English Mediums schools in Botswana are actively involved in the education of their children (Republic of Botswana, 1993).

Incorporating CEA in the curriculum will benefit the students more because its applications in classrooms are different from other cognitive education methods. CEA methods of teaching enables the students to acquire the knowledge they want in constructing their individual style of learning.

Contrary, cognitive teaching methods have been viewed as emphasizing on the student’s acquiring learning strategies proposed by professionals, in application of particular assignments in reading comprehension or mathematical problem solving. Research evidence has proved that, students who learn from such models and may experience challenges is using such approaches in other learning environments, even with same classroom activities. Ashman and Conway (in Greenberg, 2005) stated that the “strategies may not have a personal relevance for students; hence students use them only under supervision” (p. 2.).

It is vital for students to know how to learn, so that what they learn is relevant to them. And can use it in everyday life not only when the more knowledge other is present. The learning environment can be conducive if teachers could be aware of or be exposed to some approaches like Cognitive Enrichment Advantage that advocates for mediated learning. The four qualities of effective mediators can facilitate effective instruction and enhance the learner's cognitive development. For example:

- Reciprocity: establishing a positive connection of acceptance, trust and understanding.
- Intent: and focusing attention catching
- Meaning: energizing awareness and making the experience personally relevant
- Transcendence: expanding understanding beyond current learning context. (Greenberg, 2005, p. 36).

Therefore, when teachers accept learners despite of their academic and cultural backgrounds and focus on assisting them, making the learning experience meaningful, learners can transcend the routine methods in the classrooms from the known to the unknown. They can value such learning, rather than the frustrations they experience on daily basis as they learn. This writer is convinced that the four qualities of effective mediators embedded in Cognitive Enrichment Advantage helps us to understand more how learning, instruction can be useful for the cognitive development of learners and the learning environment becomes a collaborative journey for both teachers and learners.

THEORETICAL FRAMEWORK

The discussion in this paper is guided by the theories of Feuerstein, Piaget (1976), and Vygotsky (1978) and has a major impact in Cognitive Enrichment Advantage. Piaget and Vygotsky have developed theories of cognitive development, and are constructivists. Constructivism is a “view of cognitive development that emphasizes the active role of learners in building their own understanding of reality” (Slavin, 2012, p. 32). Learner centred approaches are part of the ideas of the mentioned above theorists. Vygotsky though he is constructive, defined cognitive development from the socio-cultural perspective, a theory that stresses the impact of social interactions and language in cultural setting, in relation to cognitive development. Vygotsky suggested the mentioned below ideas:

- At birth we can in some ways interact with others but can do little practically or intellectually for ourselves
- Then later we grow towards self-sufficiency and independence, and by participating social activities our capabilities become transformed.
- This process is facilitated by people that a person come into contact with, initially parents, siblings, but later classmates and friends (Mcilveen & Gross, 1997, p.56).
- Social Interaction is seen as foundation determined by different social worlds and individual cultures. According to Vygotsky, when learners interact with their worlds, for example, people, objects and institutions their thinking can be transformed. Hence such interactions of “interpersonal (social), cultural-historical, and individual factors” play a major role to human development (Schunk, 2012).
- Psychological process starts as social process which could be distributed among people such as children.

LANGUAGE ROLE IN COGNITIVE DEVELOPMENT

Language is perceived as one of the main ways in which people communicate with each other through social interactions. And social interaction is seen as a foundation of cognitive development. Therefore language is a useful tool of cognitive development.

Socio-cultural theory stresses the importance of language in relation to cognitive development. According to Vygotsky (1978), language also serves three purposes. Firstly, it gives the learner the opportunity to use the knowledge he/she already have. Secondly, it is viewed as a “cognitive tool” that humans use to interpret or understand their experiences. Thirdly, language is vital because humans regulate and reflect on their thinking (Eggen & Kauchak, 2013).

The zone of proximal development (ZPD) is another central concept of Vygotsky’s work. Assisted performance defines what a child can do with the help and support of the environment of others and the individual’s capacity. ZPD consists of two developmental levels. The first is the actual developmental level, which, which can be tested from the child’s mental operations. For an example, if it is assumed that, a child’s mental age can be assessed by test; it is an implication that “ the level of development of a child mental functions has been established as a result of certain already completed developmental cycles” (Vygotsky, 1978, p. 85).

The second level of (ZPD) is defined as what the child learns through a helper or facilitator. Thus when the child does the work alone, the actual development can be said to be in operation. However when the child works with an adult, it is the potential development of the child under the tuition of a capable educative mediator, and may be able to accomplish more than what could be done alone.

According to Vygotsky, cognitive changes will occur from the knowledge that is “transformed” among people to the knowledge within an individual. Vygotsky (1978) writes “Every function in the child’s cultural development appears twice: first on the social plane and later on the individual level; first between two people (interpsychological) and then inside the child (intrapsychological)” (p. 57).

Scaffolding is another term that Vygotsky used, it is defined as “the role played by adults, teachers and so on by which children acquire their knowledge and skills” (Mcilveen & Gross, 1997, p. 56.). During the scaffolding process the role of more knowledgeable others, which according to Vygotsky are, parents and teachers, decreases when the child has masters the tasks and are left alone to do work independently. During scaffolding, more knowledgeable others assist children to complete activities that they cannot do them alone (Eggen & Kauchak, 2013).

PIAGET’S VIEWS ON COGNITIVE DEVELOPMENT

Piaget, a cognitive development theorist, focused much on studying the child as knowledge constructor. His theory of cognitive development suggested that children’s cognitive capability develop through four different stages. Piaget also proposed other terms, *Assimilation*: “is the process in which people understand an experience in terms of their current stage of cognitive development and way of thinking” (Feldman, 2012, p. 27). Thus, an individual incorporates new experiences into the existing schemes. *Accommodation*: implies that, an individual modify their existing schemes for example, changing schemes and creating new ones in response to the experience. Feldman (2012) stated “accommodation refers to changes in existing ways of thinking in response to encounters with a new stimuli or events” (p.27).

These terms implies that children can think for themselves and their thinking should be acknowledged and be exposed to methods of teaching that will develop more their intellectual abilities. The stages of cognitive development as proposed by Piaget are discussed below:

- *Sensory—motor stage* (birth up to 2 years). It is the first stage in cognitive development. Infants and younger children discover their environments by using their “senses and motor skills”. The baby knows about the world through actions and sensory information (Slavin, 2012).
- *Pre- operational* (2-7 years) Children learn to think, and use symbols in their minds to represent objects. They also develop language and concepts fast (Slavin, 2012). Children in the pre-operational stage have not matured much cognitively and they do not fully understand the concept of conservation.
- They do not realise that, though liquids can take the shape of any container the volume is still the same. For example, if milk is poured in a tall glass, and then to a shallow container; the pre- operational thinker believes that the tall glass has more liquid.
- *Concrete operations* (7-11) from the age of 7 the child’s thinking processes change again as they develop a new set of strategies. These strategies are concrete because the child can still only apply them to immediately present objects. Piaget calls them mental operations. The concrete thinker cannot think like adults, they also depend on objects that are familiar with situations. Slavin stated that “they are very much rooted in the world as it is and have difficulty with abstract thought” (p. 36).
- *Formal operational*: Is a “stage at which learners can deal abstractly with hypothetical situations and reason logically” (Slavin, 2012, p. 37). It is a final stage of cognitive development from the age of 11 to adulthood. Children in the mentioned above stage start to think like adults. It has happens usually when they reach puberty. Eggen and Kauchak (2013) proposed that, the ability of formal operational thinking permits them to study concepts like, algebra and physics.

Each stage of cognitive development comprises of new abilities that can process information (Slavin, 2012). Accordingly, Piaget suggested that, at birth children have an inborn ability for interacting and making sense of their world. Infants also display behaviour characteristics called schemes. Schemes as defined by Slavin (2012) are “mental patterns that guide behaviour” (p. 31),

It is an implication that cognitively children can think and their thoughts processes can provide guidance to behaviours they display. And there should not be regarded as empty vessels that teachers, parents and significant others ought to fill. Piaget was aware of those mental abilities of infants and children and categorized their cognitive development in four stages. Accordingly development is the process of four stages.

FEUERSTEIN’S THEORY, MEDIATED LEARNING

In Feuerstein’s views on cognitive development are similar to of Vygotsky. They held to the belief that knowledge originates from social interaction. They also emphasised that culture have an impact in an individual’s cognitive development. Their beliefs, in regard to the construction of knowledge are centred on the responsibility of available to the learner” Greenberg (2005) p. 3). the “mediator who intercedes in the direct exposure to the stimuli to provide meaning that otherwise would not be Mediated learning experience (MLE) the theory

of Feuerstein states that “individuals construct a meaningful world through the reciprocal interactions they have with more knowledgeable others who share a system of cultural meanings and values (Feuerstein et al. in Greenberg, 2015, p. 31). MLE describes the importance of social interaction that lays in the zone of proximal development (ZPD) Thus, teachers, parents and experienced peers have an important role to play in facilitating learning.

Accordingly, mediated instruction happens when a more knowledgeable person provokes a least knowledgeable individual to “label, compare and categorize” and provide meaning to the current situation and its relation to other past and future knowledge. Learning becomes more effective when individuals associate the ideas communicated by their mediator, and then they excel hence moving their zone of proximal development further. (Greenberg, 2005). Learners need to be exposed to an advanced mediated learning experience; they can be flexible in their thinking and increase their learning needs in relation to at more advance levels. The instruction of effective teachers can be conceived as “scaffolded” instruction that support learners in benefiting from objectives. Learners may not achieve this benefit without the support of effective teachers (Ashman & Conway, 1997).

Cognitive Enrichment advantage uses Building blocks of thinking and tools for learning and are categorised in five groups. The three categories focus on cognitive needs, one on affect and the other motivation. The cognitive categories assist the student’s memory in relation to learning. Greenberg, (2005). Students ought to come to learning experience prepared, therefore the Building Blocks of approaching the learning experience is useful as it entails three aspects:

Exploration: to search systematically for information need in the learning experience.

Planning: to prepare and use an organized approach in the learning experience.

Expression: to communicate thoughts and actions carefully in the learning experience (p. 55)

BUILDING BLOCKS: MAKING MEANING OF THE LEARNING EXPERIENCE

The learning environment should be a conducive so that learners can derive meaning in what they learn and they can be able to succeed in whatever they are learning. The characteristics of making meaning from the learning settings are discussed.

Working memory: to use memory process effectively.

Making comparisons: to discover similarities and differences automatically among some parts of the learning experience.

Getting the main idea: to identify the basic thought that holds related ideas

Thought integration: to combine pieces of information into complete thoughts and hold onto them when needed.

Connecting events: to find relationships among past, present, and future learning experiences automatically (p. 55).

The mentioned above building blocks when communicated effectively in the classrooms can assist students to learn how to learn. And if Pre-service teachers are exposed to CEA can become more effective while training. They can do the same in while in the field. Their

ability to transmit the knowledge and skills they have learned to students can increase. Students do struggle when learning because most of the times they fail to get the main idea on what they are learning from teachers.

Research conducted with pre-service in the colleges of Botswana sheds light in our understanding of the quality of teachers we produce. Moalosi (2015) findings on two colleges that train teachers for secondary school in Botswana: Molepolole and Tonota Colleges of Education reported that Tonota College of education pre-service teacher had low teacher efficacy in the three subscales of teacher efficacy, student engagement, classroom management and instructional strategies. Similar results were reported by Moalosi and Forcheh (2015) that such trainees need the discussed of building blocks of thinking. They need to explore, plan and express their thoughts during learning and then, they can be able to assist learners when they complete the teacher education program. Constructivism approach should be emphasized more in schools of Botswana. Moore (2015) commented, “Learners construct a unique mental image by combining information in their heads with the information they receive their sense organs” (p. 9).

CONCLUSION

To conclude, cognitive enrichment approach can assist pre-service teachers during training to add to their teacher effectiveness. The writer does not imply that what pre-service learn from training is not useful, it is as it prepares them to their professional functions. And there are some schools in Botswana that perform well and it shows that teachers engage students in learning. It is an example of teacher competence, the knowledge and beliefs, which is another component of teacher effectiveness.

Pre-service teachers however ought to bring wealth of knowledge to the field when they complete their training because they are trained to become teachers. One ponders why the performance of learners should declines continuously in Botswana. It is vital to add other approaches to training that can enhance teacher effectiveness. CEA encourages reflective and critical thinking which can prompt the students to be in touch with their mental process in the learning environments. For, example, intent is one of the qualities of effective mediators.

The purpose of intent is to assist students to be aware that they need to think critically, in relation to questions that they might be asked when working with others in groups before they provide answers to questions. The reasons why many students perform low in their studies is because they lack critical thinking. Responding quickly without thinking about possible answers is not right. Also, teacher centred approaches contribute to lack of intent because students are conditioned to the fact that teachers will provide them with answers for them.

Constructivism should be encouraged with students while they are training to become teachers. They can construct knowledge for themselves, and can be confident that they own knowledge and it is not facilitated by the teacher whom they should depend on. The aims of Cognitive Enrichment Advantage cannot be ignored, because it aims at teaching students to know how to learn. Thus, the principles of such teaching and learning models emphasizes that, learners who develop an understanding of their learning have the ability to develop individual learning plans that can assist them to deal with any new learning conditions. Teachers, who are effective, have information about good teaching and they should be motivated with additional models that can enhance the knowledge they have about their profession. For example, the behaviour of teachers can change particularly if the teaching environment changes positively or negatively.

Teachers who teach in remote areas may be affected by lack of resources and can develop a low teacher efficacy hence a need for approaches they add to their motivation in

their jobs. This writer concludes, let all cognitive approaches that focus on constructivism be employed as aid to learning. The Chinese proverb could be used with CEA, “I hear and I forget; I see and remember: I do and understand” (Moore, 2015, p. 9).

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ⁱ Dr. Waitshaga Tefo Smitta Moalosi is a lecturer at the Department of Educational Foundations, University of Botswana. She teaches courses in Educational Psychology. Dr. Moalosi holds the following qualifications: Diploma in Counseling Studies, Keele University, and (England). B.Sc Psychology, Bolton Institute of Higher Education (England). M.ED. Psychology of Education, Bristol University (England) and Ph.D. in Educational Psychology and Research (University of Tennessee, Knoxville (USA)). Smitta's research interests are: Teacher efficacy, classroom management, reasons for choosing teaching as a career, self- concept and adolescent development. He can be reached via Email: smitta.moalosi@ub.bw, smittamoalosi@yahoo.com.