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Introduction - Dr. David Adewuyi, Managing Editor

The global economic meltdown robbed the African Educational Research Network (AERN), the publisher of *The African Symposium*, the opportunity of holding its annual summit scheduled for Uganda Martyrs University in April 2009. Members who could have traveled from the United States and other parts of Africa to Uganda could not be financially assisted by their respective institutions to undertake such a journey a time of economic crunch. Nevertheless, the activities of the Network continued to be carried out online, including the production of this issue of our online journal. More popular than ever, *The African Symposium* continues to attract research articles from all over the world; unfortunately however, many articles could not be considered for publication for many reasons: poor attention to details in terms of the journal's traditional focus of educational and human development issues in and about Africa; exhibition of linguistic incompetence in the preparation of articles by authors from countries where English is not the official language; submission of articles dealing with issues of little or no relevance to current African educational and human development concerns, among others. The articles included in this volume have been carefully chosen, after they have been reviewed by three referees, to represent geographical spread and topical relevance.

Professor Aluede’s paper examined guidance and counselling profession in Nigeria. Against the backdrop of poor recognition of the profession in Nigeria, the paper examined the status of the profession and provided ways of making the field a recognizable discipline in Nigeria. He made suggestions on how to address issues of certification, licensure, and continuing education among others. Babitseng of Tonota College of Education, Botswana and Boaduo of University of Free State, South Africa looked at the content of the curriculum used in the upper primary schools in Botswana. The authors discussed the strategies used in its implementation, lack of resources to support the implementation, manpower inadequacy, and lack of support from school administrators and parents. They are of the opinion that the will to develop capable and appropriate teachers to adequately implement the upper primary curriculum and make the achievement of the Vision 2016 revolutionary development principles a reality should be in place now.

Mokgothu and Adegbesan both of University of Botswana provided information in their study on the psychological and sociocultural correlates of motor skill development of athletes in Botswana. Seventy-three student athletes were sampled on a psycho-sociocultural and motor skills development questionnaire. Results indicated a positive and moderate relationship of the psychological and sociocultural variables on the athletes’ motor skill development. Adeniyi of Federal College of Education, Lagos, Nigeria and Tella of the University of Botswana called for individual creativity, dynamism and pragmatic approach to wealth creation for self-sustenance and collective efforts to resuscitate the nose diving economy of Nigeria. Their paper examined the objectives of entrepreneurship education and learners with special needs, various ways through which entrepreneurship education can be achieved by learners with special needs and highlighted some problems that may confront learners with special needs during and after training.
Chikasha of Harare Institute of Technology, Zimbabwe and Van Niekerk of University of South Africa sought to establish whether or not Zimbabwe, currently experiencing some serious socio-economic problems largely arising from its land reform program, is using or can in fact use video mediated education to solve educational problems. Their findings revealed that though the government admitted that the country was facing serious problems in the education of satellite school pupils, no serious attempts were being made to solve these problems. The authors therefore suggested appropriate recommendations including a proposal for the design of a model deemed suitable for Zimbabwe. Akanji and Ola, both of University of Ibadan, Nigeria This article studied the relevance of training and skills development to modern librarianship in the Nigerian first generation universities. The developments noticed in the universities within the past decade made it imperative to have new workers with new skills to adapt to the many changes that have taken place which would affect the working environments and professional functions of the librarians. The authors identified specific areas where skills need to be enhanced and they suggested sources of funds to carry out necessary changes.

Okorie, Torimiro, Ojo and Kazim, all of Obafemi Awolowo University, Nigeria examined a recent trend of an exodus of youth from farm to non-farm part of the informal sector, in which car washing venture has been experiencing a heavy influx. The study is an investigation of the involvement of youth in Car Wash Activities (CWAs) in Osun State of Nigeria. The study found that while CWAs provided daily wage (which constitutes a pull on agricultural labor) for the involved youths, it lacked the potential of sustaining and granting bright future for the participants. The authors therefore suggested the need for putting in place affirmative programs that could provide adequate information with regard to livelihood strategies and encourage the youth to shun immediate gratification and seek sustainable livelihood on the farm. Josiah Ajiboye of the University of Botswana examined the views of some primary school teachers in Botswana on the effectiveness of Social Studies in promoting citizenship training and self reliance among the learners. The study found, among others, that teachers rate Social Studies as a tool for achieving citizenship training poorly, that more emphasis in Social Studies teaching is placed on theory rather than practice, and that few materials on Social Studies teaching were available to assist teachers. The implications of the findings for retooling Social Studies curriculum to achieve the goals of basic education in Botswana were discussed.

Ushie, Okworo and Job of University of Uyo, Nigeria, investigated the relationship between academic staff characteristics and the use of Internet services for life long learning in Federal Colleges of Education in North Central Nigeria. The study sought to determine the relationship between academic staff gender, rank, teaching experience and the use of Internet services. The results showed that while there was a significant relationship between academic staff rank and use of Internet services, gender and teaching experience of academic staff did not relate significantly with the use of Internet services. Adegbite, Abereijo, Akinwale, and Akinyosoye, all of Obafemi Awolowo University examined the Yoruba cultural dimension to economic empowerment through wise sayings of the elders. The study explored the belief of the Yoruba people of South Western Nigeria as being expressed in some of their proverbs in such areas as self employment, persistence, patience, and prudence in business management, hard work and doggedness in the running of business. The paper showed that entrepreneurship, self employment and hard work is an integral part of the culture of the Yoruba, as all the attributes required for success in business in the modern day business management, are all entrenched in these proverbs.

Akeem Akinwale of University of Ibadan’s Department of Sociology examined manifestations of human sexuality and their relevance to secondary schools in Nigeria, using information derived from content analysis of secondary data. Results principally showed that human sexuality extended beyond procreation as it captured all the nuances of the socio-cultural
contexts of a society. Different sexualities such as child sexuality, adolescent sexuality, adult sexuality and sexuality of the elderly produced specific implications for the entire society. The study concluded that understanding of the interdependent layers of human sexuality would promote the management of sexually transmitted diseases including HIV and AIDS. Fajuyigbe and Bada of Obafemi Awolowo University discussed the relevance and benefits of visual arts to nation building. The authors argued that visual arts are the bedrock of technological developments witnessed in Europe in the first half of the 20th century. They are of the opinion that without the knowledge, understanding and effective application of creative skills, the process of nation building will be chaotic, while balanced and sustainable development will be elusive.

Agbaje of the Obafemi Awolowo University, Nigeria discussed the Akiba festival, which is a yearly event in the Ekiti Yoruba community. As a cultural event, the festival encapsulates the various art forms of the people such as singing, dancing, chanting, etc. These types of annual songs differ from festival sacrifices or chants that are labeled occasionally festival songs. They are regarded as purification songs, which have remarkable effects on the lives of the people in the community. The satirical songs in the community perform the same functions with their counterpart such as Gelede and Etiyeri in Egbaland and Ibadan areas of Yorubaland respectively. Sanni of the Federal Polytechnic, Ilaro, Nigeria sought an answer to the question: How do bank deposits affect loans granted by Nigerian banks? His study arranged the maturity profiles of bank loans and deposits along the following lines – under 1 month, 1-3 months, 3-6 months, 6-12 months and over 12 months. Using Doubly Multivariate Repeated Measures Design on the maturity profiles of loans and deposits of seven Nigerian banks from 2000 – 2007, the study found that there was a significant difference in the maturity profiles of the two variables in all the banks examined over the period under review and no significant difference in their linear combinations.

I wish to thank our reviewers of articles for this issue to whom letters of appreciation have been sent.
A Roadmap to the Professionalization of Guidance and Counseling in Nigeria

By

Oyaziwo Aluede

Abstract

The paper examined guidance and counseling profession in Nigeria, which is recognized to have existed in Nigeria since 1959. Against the backdrop of poor recognition of the profession in Nigeria, this paper examined the status of the profession and provided ways of making the field a recognizable height in Nigeria. Suggestions on how to address issues of certification, licensure, and continuing education among others, were provided.

Introduction

Contrary to the belief that counseling as a process began in the USA in the early 1900s when Clifford Beers raised the awareness of Americans to the treatment of mental illness, it could be argued that counseling began in Africa and dates back to the origin of human (Aluede, McEachern & Kenny, 2005). Then counseling was informal because no special skills were required to discharge associated responsibilities. Rather, experience in the art, which often came with age was all that was required to counsel. This assertion is further strengthened by the position of Schmidt (1993) that historical accounts and guidance literature are filled with reference to philosophers, wizards, fortune tellers, medicine men and others who in their unique and sometimes mythic ways created the advent of the helping profession. Hence guidance in the past was seen as a process of directing, piloting, assisting, guiding, which was rendered by parents/guardians, priests, imams, older siblings and so on (Odebunmi, 1985). This is further confirmed by Gibson and Mitchell (2003) that the first counterparts of professional counsellors were perhaps the elder of ancient tribes who advised the youths and guided them towards responsible decision and behaviour.

Counseling as practiced today, is largely an American phenomenon (Bojuwoye, 1992), and has been defined by Hui (1994, as cited on Hui, 2000) as one of the activities offered to help individuals face difficulties and cope effectively. It is the process of establishing a relationship to identify people’s needs, design strategies and services to satisfy needs and actively assist in carrying out plans of actions to help people make informed decisions, solve problems, develop awareness, and lead healthier lives (Schmidt, 1993).

Parrot (1997, as cited in Aluede et al, 2005) asserts that the most accurate definition of counseling could be what counselors actually do, which involves the following:

1. having a personal commitment to help clients;
2. being given a certain degree of authority and thus inspiring faith and hope in clients;
3. acting as a mediator between suffering clients and the larger society;
4. helping clients release emotions, rethink problems and restore morale simply by listening in an empathic manner;
5. creating a framework for change by providing exploratory schemes that help clients understand their conflicts and pains; and
6. being actively involved in the process of change, usually over a number of session.

The Emergence of Professional Counseling in Nigeria

It is common knowledge in our counseling practice in Nigeria, that professional counseling has existed as career counseling in Nigeria since 1959 (cf. Aluede, 2000). The process of having counseling institutionalized in Nigerian school system began with the efforts of a group of catholic nuns that organized a career workshop at St Theresa's College Oke-Ado, Ibadan. It is reported in the guidance literature in Nigeria that this effort and several others thereafter culminated in the establishment of the Nigerian Career Council that has now metamorphosed into the Counseling Association of Nigeria (Aluede & Imonikhe, 2006; Aluede, 2006).

Following of the civil war in Nigeria between July 29, 1967- and January 15, 1970, there was the dire need to rehabilitate the war victims especially the displaced school children (Egbule, 1997, as cited in Iwuama, 1998). This was also instrumental to the institutionalization of counseling programmes in schools. In addition, is the enormous difficulties that secondary school students whom were being exposed to a new form of educational policy (6-3-3-4) would face, particularly at the period of transition from junior secondary school level; and the transition between secondary schools and the labour markets was also another force that led to the emergence of guidance and counseling as an educational service in the national policy on education.

The Status of Professional Counseling in Nigeria

Guidance literature (i.e. Aluede, Afen- Akpaida & Adomeh, 2004; Iwuama, 1998) has provided a very important perspective about the status of professional counseling in Nigeria, to include the following:

i. school counseling programmes exist in some secondary schools;
ii. all the federal government owned secondary schools have functional school counseling centres with professional counsellors in charge;
iii. in most state – owned secondary schools some form of career counseling programmes exist and usually provided by career masters/mistresses;
iv. in most secondary schools, counsellors are saddled with teaching and other ancillary responsibilities to the detriment of their counseling practice;
v. many Nigerian counsellor education departments are making remarkable contributions to the development of counseling practice in Nigeria through the training of potential counsellors even at the undergraduate levels so as to meet with the high demand in the society;
vi. many universities have/are establishing counseling and guidance departments and recruiting specialists for teaching appointments. Many of these counsellor educators are now in the ranks of professors.
vii. The Counseling Association of Nigeria (CASSO N) is yet to assume a legal status in spite of the fact that the body has existed since the 1960s as Ibadan Career Council and later Nigerian Career Council, because of the absence of legislation that clearly defines the functions, academic and professional qualifications and ethical responsibilities of counselors. It has allowed anybody to ascribe to himself/herself the name “counsellor”
viii. the Counseling Association of Nigeria is yet to advance standards for professionalism – by way of promoting professional conducts among members.
ix. though CASSON organizes her annual conferences every August and publishes some of the empirical works in her journal called the COUNSELLOR, and other non-
empirical works in the Association’s conference proceedings as a way of advancing
capacity building in the counseling field, it is common knowledge that activities
during such conferences are gradually losing the academic flavor that may have been desired

x. many of the fore-runners in counseling in Nigeria, especially in Nigeria universities
who certify potential counsellor educators, do not have a single training in guidance
and counseling. That is to say, many of the lecturers in this category have higher
degrees in fields other than counseling, yet train students in counseling

xi. presently, there is no law guiding the practice of counseling. Hence anybody can
assume the role of counsellor

Roadmap for the Professionalization of Counseling in Nigeria

The Counseling Association of Nigeria (CASSON) has a lot to do if counseling and guidance
must assume an enviable height in Nigeria. At the moment, the Counseling Association of
Nigeria has not specified standards of professionalism by way of professional conduct, including
malpractice, insurance for members, or by way of stimulating, promoting and conducting
programmes of scientific benefit to the emerging counseling profession in Nigeria. Perhaps, as
a means of achieving professionalism, CASSON has set up the Certification and Licensure Board
(CALB), which has also prepared and distributed a document to members of CASSON
proposing the process for professionalization of the counseling and guidance profession, which
members are enjoined to meet. Adherence of the provisions/requirements is one issue CASSON
may not be able to guarantee, largely because CALB would be able to achieve its set goals only if
counseling is recognized as a profession by relevant authorities. At the moment, there is no
legislation recognizing CASSON as a professional body in Nigeria. It is only a non-profit
organization registered before the Corporate Affairs Commission (CAC) for the purpose of
providing an umbrella for her members to fellowship. It is not recognized to provide further
education or continuing education for her members. It is not vested with authorities to
certify its membership, it cannot discipline any of its members for professional misconduct.
If we have to talk of professionalization the first thing we must bear in mind is professional
identity. Hence I suggest that an act be proposed before the National Assembly for a legislation
recognizing counseling as a profession and also spelling out the requirements and our
professional responsibilities that members or potential members must strive to meet

CASSON has a journal called the “COUNSELLOR” that is released once annually, which
publishes most of the empirical papers presented at the CASSON annual conference. I make
bold to say that presently, the review process of the journal is far from being rigorous. A case is
therefore being made that the Editorial Board of the journal be strengthened and made
independent (that will also draw competent scholars as members) of the CASSON executives
and its frequency in terms of publication can be extended to twice or thrice in a year. Rather
than rely on conference papers, it should seek manuscripts of diverse interests that are geared
towards advancing counseling practice, rather than those that merely satisfy “the publish or
perish” palaver that has now made our colleagues in most tertiary institutions in Nigeria to now
publish anything all in the name of publications just to satisfy the requirements of attaining
higher position in the academia.

The counseling profession is becoming highly diverse. Many national associations across the
globe are responding in that regard. Specialized sub-divisions within the general counseling
field are exemplified in the affiliates that are beginning to emerge. In the US, for example, there
are about 17 sub-divisions in the counseling profession, as exemplified in the affiliates of
American Counseling Association (ACA). With most of these sub-divisions having their own guidelines for practice, and also floating highly specialized journals with very competent members serving in the respective Editorial Boards. Thus, in the US we can speak of Career Development Quarterly, Counselor Education and Supervision, Journal of Humanistic Counseling, Education and Development, etc, outside the parent journal – Journal of Counseling and Development. The counseling profession in Nigeria must think along this line for maximum benefit of her members.

In Nigeria there is a great disparity in both courses and contents of courses in counsellor preparation from one university to another. This is largely due to absence of an accrediting body that would have set Minimum Accreditation Standards (MAS). Even though the National Universities Commission (NUC) exists, CASSON’s accrediting unit ought to compliment the NUC. Other professions like Law, Medicine, and even Medical Laboratory Sciences have been able to forge such alliance. Therefore, I recommend that CASSON must forge on to have an organ that will be vested with the responsibilities of accrediting counsellor education programmes in Nigeria universities. CASSON can learn from the United States of America (USA) experience. In the US, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) is the body that is vested with the responsibility of accrediting various counseling programmes in most US universities (and now being extended to Canadian universities) despite the presence of other accrediting body for most educational programmes.

Counsellor education programmes in Nigeria universities are becoming too generalized and lacking in focus in terms of specialization; it is a known fact that counseling is a very wide field (Aluede et al, 2005). In spite of the diverse field of counseling, all aspects are lumped together in the process of training counsellor. Today, in the US, one can earn specialized degrees like Masters in School Counseling, Masters in Mental Health Counseling, and Masters in Rehabilitation Counseling and so on. Even though university of Ibadan has over the years attempted to provide areas of specialization in counseling and guidance, the Masters in Personnel Psychology (MPP) currently run by the Department of Guidance and Counseling of the University bear no direct relevance to counseling and her sub-divisions.

Nigeria, with a population of about 140 million people and over 350 spoken languages is obviously a multi-cultural nation with very distinct ethnic nationalities. Unfortunately, no emphasis is place on appreciating the diverse nature of our country in our guidance and counseling programmes in Nigerian universities. Hence majority of universities offering degree in guidance and counseling have not appreciated the need to infuse multi-cultural counseling into their programmes (Aluede & Maliki, 2000). In the US, which is also a multi-cultural nation, the inclusion of multiculturalization has been made mandatory for all CACREP accredited counsellor education programmes, as it is included in one of the core curriculum content areas. It is our hope that CASSON can learn from this experience by also including multiculturalism in guidance and counseling training in Nigerian universities.

Other issues connected with guidance and counseling programmes in Nigeria are those of Licensure and Certification. Till date, there are no formally recognized and mandatory educational requirements for certification as a professional counsellor beyond having obtained a university degree in guidance and counseling (Aluede et al, 2005) or educational psychology with specialization in school counseling. Even though CASSON over the years has attempted to raise the minimum educational requirements for certification to a Master’s degree in guidance and counseling or a Bachelor’s degree in guidance and counseling with five years of work experience, it is not usual for graduates with bachelor’s degree in guidance and counseling without any work experience to be offered employment as guidance counsellors in secondary
schools in Nigeria and even progressing in the career to become Director of Counseling services in their ministry of education. In the US for instance, the National Board for Certified Counselors (NBCC) provides national certification for individual counsellors. This certification programme recognized counsellors who have met standards in training and experience and passed the National Counselor Examination (NCE). At the moment, NBCC is beginning to offer presentations on standards and certifications internationally in collaboration with the International Association for Counseling (IAC). NBCC is already partnering with other countries such as Britain, Australia, Canada and New Zealand and studying how credentialing of counsellors is carried out in these countries. The President of African Association for Guidance and Counseling (AAG & C), Dan Bushamane has approached NBCC for assistance in creating certification standards for African counsellors. How far this collaboration between NBCC and AAG & C has gone we do not know. CASSON is hereby urged to partner with other national counseling associations with a view to creating certification standards for both practicing and potential counsellors in Nigeria. By so doing, the counseling profession may begin to assume a place of pride in the Nigerian educational system.

At the moment, the practice of guidance and counseling in Nigeria is directed largely towards helping the post-primary school child meet with his/her needs and make necessary adjustments to life. Even in our training, all efforts are geared towards meeting this goal of the national policy on Education which states “in view of the apparent ignorance of many young people about career prospects, and in view of personality maladjustment among school children, career officers and counselors will be appointed for the post primary schools in Nigeria” (Federal Government of Nigeria, 2004). This provision has largely accounted for the support of counseling services in our secondary schools with little or no emphasis on counseling services at both the primary and tertiary levels of education in Nigeria. Even though, few universities like University of Benin, University of Ibadan, and some others, attempt to establish counseling centres, records abound that these centres are not headed by full-time counsellors. Rather, the centres are controlled by the academic departments offering guidance and counseling programmes, which in turn use them essentially as teaching/demonstration centres for counsellors in training. We hereby advocate that counseling centres in our universities must consider employing fulltime counsellors to deal with the numerous pressures from our universities students.

It is a known fact that students of institutions of higher education need more help in building their life long career than they did during the era of static career planning (Ritook, 1998). A new tendency in Nigerian universities is that few students are getting admitted because of the newly introduced NUC’s “carrying capacity”. This implies that the requirements for admission has been strengthened, if not raised, by the introduction of Post Universities Matriculation Examination (PUME) leading to more and more prospective students not getting a place in our colleges. In other situations, many now get enrolled in programmes especially the part time or sandwich programmes, or to courses that they have least interests for. Many of these students desire to transfer to programmes at the end of the first or second academic session(s) to programmes of interest or switch from the sandwich or part time programmes to the full time programmes, which have now become nightmarish. This is leading more students quitting or receiving no degree in the end. These challenge counsellors with the task of: Preventing the unjustified quitting of college by students and need to counsel them and offer career counseling services to those who inevitably leave an institution. No doubt information about job opportunities, possibilities about further education; jobs abroad, and how to get funding for studies (Ritook, 1998) will be of great assistance. All these can be addressed if counseling centres in our universities are made to address students’ concerns rather than serve as mere demonstration/teaching centres.
Counseling, the world over, is one of the most dynamically developing professions. Hence, new forms of activities and professional trainings are emerging. In the US, we speak of mental health counseling, employment counseling, family counseling, rehabilitation counseling, school counseling, college counseling, and spiritual counseling and so on. In short American Counseling Association (ACA) has over 17 specialty divisions. With regards to each specialty, there often exist professional associations, which establish training standards or requirements unique to that specialty, as well as generic skills required for all counsellors. These bodies often create competitions for counselors that training programmes may want to incorporate. (Aluede, McEachern & Kenny 2005). This is similar to that of Hungary that has several emerging specialties like counseling for high ability children, counseling for secondary school and higher education levels, counseling for refugees, family and partner counseling, educational counseling, pastoral counseling, organizational counseling, inter-cultural counseling, etc. The situation is however different in Nigeria as guidance and counseling programmes in most Nigeria universities are rather broad, thus encompassing every aspect of counseling at the expense of each of the emerging specializations in guidance and counseling.

We have noted earlier that guidance and counseling programmes in Nigeria universities are largely defective in relation to dealing with students of higher education. No doubt students of higher education have numerous counseling needs that include time management, family, career health and so on (Aluede, Imhonde & Eguavoen, 2006). No doubt, the life period between 18 years and 25 years (the period most students enter and graduate from our colleges) bears the possibility of a number of crises. Helping student solve these crises (i.e. time-management, peer pressure, family concerns, career, and health including drug concerns) might be one of the most important tasks of college counseling, which ought to be an important aspect of counseling practice in Nigeria, is being ignored.

Guidance and counseling profession is a very dynamic one with new information about counseling approaches and techniques emerging everyday the world over. Therefore, there is the need for CASSON to provide continuing education programmes for counsellors in Nigeria. By this provision, we can learn new and emerging counseling skills. As it is today, it is most likely to find counsellors not undergoing any training beyond their initial university degrees. Many of these degrees in counseling related fields may have even been acquired in the past two decades. And skills acquired under such situations, particularly for a dynamic specialty like counseling would have become obsolete. It is in this regard that CASSON is urged to make it mandatory for her members to undergo professional training programmes at least 3 months in every two years.

The newly introduced health insurance scheme makes no provision for mental health as a component of the entire health scheme in Nigeria. CASSON is hereby urged to seek a responsibility in the Nigerian health system. This can be achieved by partnering with other mental health professionals such as social work and clinical psychology with a view to lobbying the National Assembly for a legislation that will include mental health as a component in the newly introduced Nigerian Health Insurance Scheme (NHIS). This will be one sure way of clearly defining the professional duties and qualifications of a counsellor—as to who should counsel. That is to say, recognizing counseling as a component of the entire health scheme will help to strengthen the capacity of counseling practice in Nigeria. Also, it will provide a basis for private practice in Nigeria, an aspect that is rarely talked about in counseling circle. This will also help to check the current practice that allows virtually anybody to counsel or claim to be a counsellor.
Concluding Remarks

Guidance and counseling profession will certainly be accorded an enviable status in Nigeria if the Counseling Association of Nigeria (CASSON) is able to make the Nigerian society recognize that it has a unique contribution to an individual’s total well-being. Through licensure, certification, continuing education and more importantly, the inclusion of counseling as an aspect of the Nigerian health scheme, CASSON would be able to provide a professional identity for its members.

References


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Academic Staff Characteristics and the Use of Internet Services in Federal Colleges of Education in North Central Nigeria.

By

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Okwor, G.S.

and

Job, G.

Abstract

This survey study investigated the relationship between academic staff characteristics and the use of internet services for life long learning in Federal Colleges of Education in North Central Nigeria. Specifically, the study sought to determine the relationship between academic staff gender, rank, teaching experience and the use of internet services. The population consisted of the 563 academic staff in the three Federal Colleges of Education in the zone during the 2006/2007 academic session. The subjects responded to the Academic Staff Internet Use Questionnaire (ASIUQ) which had a reliability index of 0.68. Data collected were analyzed using t-test statistics for gender and internet use. Analysis of Variance (ANOVA) was used, for academic staff rank, teaching experience and use of internet services. The results showed that while there was a significant relationship between academic staff rank and use of internet services, gender and teaching experience of academic staff did not relate significantly with the use of internet services. Based on the results, it was suggested that senior academic staff who have arrived at the apex of their careers should be encouraged to undertake vigorous research using the web so as to lead their younger counterparts in the profession to better research activities, after all there is no end to learning.

Background of Study

Academic staff in tertiary institutions is expected to undertake teaching and research activities that will culminate in the development of the community. Several instruments or tools are used by the academics to achieve these assignments. One of these tools that has revolutionised virtually every human activity is the internet. To be able to use it, some rudimentary skills are required such that the possession of these requisite skills has become very essential for the effective performance of every worker.

Statement of Problem

There have been arguments among the academics as to their use of this facility as the males, for instance, claim superiority over their female counterparts on the use of the internet. The females on their own part hold that those years of male domination of the work place can no longer be tolerated in the spirit of the post-Belgian society. Those academics who have spent very long years in teaching and have risen to very high ranks normally claim to be better users of the new technology for their research activities. It has thus become imperative to ask “do male
and female academic staff who have risen to very high ranks after long years of teaching use the internet differently?"

**Purpose of Study**

The main thrust of this study is to ascertain the relationship between academic staff characteristics and internet use. Specifically, the study seeks to:

1. Determine the relationship between academic staff gender and the use of internet services.
2. Ascertain the relationship between academic staff rank and the use of internet services.
3. Investigate the relationship between academic staff teaching experience and use of internet services.

**Methodology**

The population for this survey study consists of the 563 academic staff in the three Federal Colleges of Education in North Central Nigeria during the 2006/2007 school year. In the census conducted, the subject responded to the Academic Staff Internet Use Questionnaire (ASIUQ) developed by the researchers in consultation with professional colleagues in the areas of research development, educational psychology and instructional technology. The instrument yielded a reliability index of 0.68 from Cronbach Alfa Statistics. The researchers issued out a total of 563 questionnaires to the academic heads of the departments who in turn gave them out to the academic staff. These were collected back after two weeks through the same channel. All the questionnaires were correctly filled and returned, thus recording a one hundred percent return rate. Data collected were analysed using Analysis of Variance (ANOVA) statistics and the results are as tabulated below.

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Attitudes</th>
<th>Gender Male</th>
<th>n</th>
<th>%</th>
<th>Gender Female</th>
<th>n</th>
<th>%</th>
<th>Gender Total</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pankshin</td>
<td>n</td>
<td>184</td>
<td>39.0</td>
<td>140</td>
<td>29.7</td>
<td>148</td>
<td>31.4</td>
<td>472</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Kontangora</td>
<td>n</td>
<td>37</td>
<td>40.7</td>
<td>29</td>
<td>31.9</td>
<td>25</td>
<td>27.5</td>
<td>91</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Okene</td>
<td>n</td>
<td>69</td>
<td>40.1</td>
<td>64</td>
<td>37.2</td>
<td>39</td>
<td>27.7</td>
<td>172</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Teaching Experience</th>
<th>n</th>
<th>%</th>
<th>Teaching Experience</th>
<th>n</th>
<th>%</th>
<th>Teaching Total</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pankshin</td>
<td>Above 15</td>
<td>32</td>
<td>29.9</td>
<td>37</td>
<td>34.6</td>
<td>38</td>
<td>35.5</td>
<td>107</td>
<td>100</td>
</tr>
<tr>
<td>Kontangora</td>
<td>6 - 15</td>
<td>88</td>
<td>39.8</td>
<td>68</td>
<td>30.8</td>
<td>65</td>
<td>29.4</td>
<td>221</td>
<td>100</td>
</tr>
<tr>
<td>Okene</td>
<td>1 - 5</td>
<td>101</td>
<td>43.0</td>
<td>64</td>
<td>27.2</td>
<td>70</td>
<td>29.8</td>
<td>235</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Rank</th>
<th>n</th>
<th>%</th>
<th>Rank</th>
<th>n</th>
<th>%</th>
<th>Rank Total</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pankshin</td>
<td>Prin. Lect./Chief/Prof.</td>
<td>34</td>
<td>37.4</td>
<td>25</td>
<td>27.5</td>
<td>32</td>
<td>35.2</td>
<td>91</td>
<td>100</td>
</tr>
<tr>
<td>Kontangora</td>
<td>Lect. II/Snr. Lect. Instructor/Lect. III</td>
<td>118</td>
<td>39.3</td>
<td>80</td>
<td>26.7</td>
<td>102</td>
<td>34.0</td>
<td>300</td>
<td>100</td>
</tr>
<tr>
<td>Okene</td>
<td>69</td>
<td>40.1</td>
<td>64</td>
<td>37.2</td>
<td>39</td>
<td>27.7</td>
<td>172</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
From the table, it is observed that there are 472 males (83.82%) and 91 females (16.2%) involved in the study. Out of a total of 563 respondents, 235 (41.7%) had 1-5 years of teaching experience, 221 (39.3%) with 6-15 years and 107 (19.0%) had above 15 years of teaching experience.

With regards to highest educational qualifications of respondents, it is observed that while 45 (8%) had the 3rd degree, 192 or 34.1% held the masters’ degree with 326 (57.9%) having first degrees. There were 91 or 16.2% of them between the ranks of Principal Lecturer to Chief Lecturer/Reader or Professor. The rank of Lecturer II to Senior Lecturer had 200 (35.5%) and there were 172 or 30.6% between the ranks of Instructor to Lecturer III.

For area of specialization of the respondents, 107 or 19.0% were in Education, 73 (13%) Arts and Social Sciences, 106 or 18.8% in the Languages, 134 (23.8%) in the Sciences and 143 or 25.4% in Vocational and Technical Education.

**Testing the Hypotheses:**

**Hypothesis One:**

There is no difference between academic staff rank and the use of internet services for academic work in Federal Colleges of Education, in North Central Nigeria.

Data collected was subjected to Analysis of Variance Statistics. The result is as contained table 2 below:

<table>
<thead>
<tr>
<th>Institution</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pankshin</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>6.847</td>
<td>2</td>
<td>3.424</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within Groups</td>
<td>107.827</td>
<td>218</td>
<td>0.495</td>
<td>6.922</td>
<td>0.05</td>
</tr>
<tr>
<td>Total</td>
<td>114.675</td>
<td>220</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kontagora</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>6.434</td>
<td>2</td>
<td>3.217</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within Groups</td>
<td>82</td>
<td>865</td>
<td>0.499</td>
<td>6.444</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>89.299</td>
<td>168</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Okene</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>0.666</td>
<td>2</td>
<td>0.333</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within Groups</td>
<td>88.135</td>
<td>170</td>
<td>0.518</td>
<td>0.642</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>88.801</td>
<td>172</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>0.971</td>
<td>2</td>
<td>0.486</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within Groups</td>
<td>292.299</td>
<td>560</td>
<td>0.522</td>
<td>0.931</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>293.271</td>
<td>562</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An examination of Table 2 shows that the calculated \(F = 6.92, \text{df} = 22, p<0.05\) for the use of internet services by rank of academic staff for Federal College of Education, Pankshin is greater than the critical F-value of 1.22. This means that the null hypothesis that proposed no relationship between internet services use and rank of academic staff is rejected. In other words, internet services are used differently among the ranks of academic staff in the College.
At the Federal College of Education, Kontagora, the calculated F=value index of 6.444 at 168 df, p<0.05, as greater than the critical F=value of 2.04. This means that the null hypothesis that proposed no relationship between internet services usage and academic staff rank was rejected in favour of the alternative.

The table also revealed that the calculated [F-ratio 0.642, df = 172, p<0.05] for use of internet services by rank of academic staff for Federal College of Education, Okene was less than the table F-value of 2.04. This means that the null hypothesis that proposed no relationship between internet services use and rank of academic staff is upheld. This implies that internet services are used equally by all the ranks in the College. Table 2 also shows that across the three Colleges of Education, rank does not play a significant role in the use of internet services as the calculated F-ratio 0.931 at 562 df is less than the table F-value of 2.04.

To ascertain the relationship that existed between internet services use and academic staff rank in the Federal Colleges of Education, Pankshin and Kontagora, the data was subjected to a Scheffe Multiple Comparison Test of Post-Hoc Analysis. The result is as shown in Table 3.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Rank</th>
<th>Subset 1</th>
<th>Subset 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pankshin</td>
<td>Principal Lecturer</td>
<td>2.3322</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prin. Lecturer II</td>
<td>2.5710</td>
<td>2.5710</td>
</tr>
<tr>
<td></td>
<td>Instructor</td>
<td></td>
<td>2.8098</td>
</tr>
<tr>
<td>Kontagora</td>
<td>Principal Lecturer</td>
<td>2.1680</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lecturer II</td>
<td>2.2844</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructor</td>
<td></td>
<td>2.6350</td>
</tr>
<tr>
<td>Okene</td>
<td>Principal Lecturer</td>
<td>2.3556</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lecturer II</td>
<td>2.3928</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructor</td>
<td>2.5375</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Principal Lecturer</td>
<td>2.4155</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
<td>2.4336</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructor</td>
<td>2.5377</td>
<td></td>
</tr>
</tbody>
</table>

From Table 3, it can be seen that at the Federal College of Education, Pankshin, academic staff in the ranks of Instructor to Lecturer III and Principal Lecturer to Chief Lecturer/Reader/Professor used the internet services more than those in the Lecturer II to Senior Lecturer cadre with the means of 2.8098 and 2.3322 respectively.

At the Federal College of Education, Kontagora, academic staff within the rank of Instructor to Lecturer III uses the internet services most with a mean of 2.6350. The Lecturer II to Senior Lecturer cadre used internet services more than other rank of Principal Lecturer to Chief Lecturer cadre as their mean scores are 2.2844 and 2.1680 respectively. The three Colleges taken together shows that the Instructor to Lecturer III rank had the highest mean of 2.5377 as against the 2.4336 and 2.4155 of Lecturer II to Senior Lecturer and Principal to Chief Lecturer cadres respectively.
Hypothesis Two:

There is no difference between male and female academic staff use of internet services for academic work in Federal Colleges of Education in North Central Nigeria.

The t-test statistical analysis was used to test this hypothesis and the result is as reflected in Table 4.

Table 4: t-test Comparison of Academic Staff use of Internet Services by Gender

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Institutions</th>
<th>Pankshin</th>
<th>Kontagora</th>
<th>Okene</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>n (Male)</td>
<td></td>
<td>184</td>
<td>140</td>
<td>148</td>
<td></td>
</tr>
<tr>
<td>n (Female)</td>
<td></td>
<td>37</td>
<td>29</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Mean (Male)</td>
<td></td>
<td>2.505</td>
<td>2.468</td>
<td>2.438</td>
<td></td>
</tr>
<tr>
<td>Mean (Female)</td>
<td></td>
<td>2.353</td>
<td>2.644</td>
<td>2.253</td>
<td></td>
</tr>
<tr>
<td>SD (Male)</td>
<td></td>
<td>0.743</td>
<td>1.373</td>
<td>0.711</td>
<td></td>
</tr>
<tr>
<td>OSD (Female)</td>
<td></td>
<td>0.599</td>
<td>167</td>
<td>0.758</td>
<td></td>
</tr>
<tr>
<td>t-value</td>
<td></td>
<td>1.174</td>
<td>1.373</td>
<td>1.189</td>
<td>0.05</td>
</tr>
<tr>
<td>Df</td>
<td></td>
<td>219</td>
<td>167</td>
<td>171</td>
<td></td>
</tr>
</tbody>
</table>

From Table 4, it can be seen that the calculated t-value of 2.133, df = 566, P<0.05 is greater than the table t-test value of 1.950. This means that the null hypothesis that proposed no difference between academic staff gender and the use of internet services is rejected in favour of the alternative which will now state that there is a difference in the use of internet services by gender of academic staff.

Hypothesis Three:

There is no relationship between academic staff teaching experience and the use of internet services for academic work in Federal Colleges of Education in North Central Nigeria.

Analysis of variance (ANOVA) statistical tool was used to test this hypothesis and the result is as indicated in Table 5 below.

Table 5: One-way ANOVA Comparison of use of Internet Services by Teaching Experience of Academic Staff

<table>
<thead>
<tr>
<th>Institution</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pankshin</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>6.007</td>
<td>2</td>
<td>3.004</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within Groups</td>
<td>108.668</td>
<td>218</td>
<td>0.498</td>
<td>6.026</td>
<td>0.05</td>
</tr>
<tr>
<td>Total</td>
<td>114.575</td>
<td>220</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kontagora</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>3.709</td>
<td>2</td>
<td>1.855</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within Groups</td>
<td>84.590</td>
<td>166</td>
<td>0.512</td>
<td>3.597</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>89.299</td>
<td>168</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Okene</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>0.480</td>
<td>2</td>
<td>0.240</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within Groups</td>
<td>88.321</td>
<td>170</td>
<td>0.520</td>
<td>0.462</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>88.801</td>
<td>172</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From the result in Table 5, it can be seen that at the Federal College of Education Pankshin, the calculated F-value 6.026, df = 220, P<0.05 is greater than the table F-value of 2.04. This means that the null hypothesis that proposed no relationship between academic staff teaching experience and use of internet services was rejected. This implies that teaching experience influences the use of internet services. This was the same situation at the Federal College of Education, Kontagora, where the calculated F-value of 3.597, df = 168, P<0.05 was greater than the critical F-index of 2.04.

However, at the Federal College of Education, Okene, the calculated F-value 0.462, df = 172, P<0.05 was less than the table F-value of 2.04. This implies that in this College, there existed a relationship between teaching experience and the use of internet services by academic staff. In other words, academic staff with different teaching experiences used internet services unequally. When the three Colleges were taken together, it was shown from the table that the calculated F-ratio 0.805, df = 562 was less than the critical F-ratio of 2.04. Thus, teaching experience influenced the use of internet services in the Colleges of Education under study.

In order to ascertain where the significance in the two institutions particularly existed, a Post Hoc Test of Homogeneous Subsets using Scheffe Multiple Comparison Analysis was undertaken and the outcome is as contained in Table 6 below.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Teaching Experience</th>
<th>Subset 1</th>
<th>Subset 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pankshin</td>
<td>6-15</td>
<td>2.3220</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&gt; 15</td>
<td>2.5102</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-5</td>
<td></td>
<td>2.8208</td>
</tr>
<tr>
<td>Kontagora</td>
<td>1-5</td>
<td>2.2865</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&gt; 15</td>
<td>2.3271</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6-15</td>
<td></td>
<td>2.6127</td>
</tr>
<tr>
<td>Okene</td>
<td>&gt; 15</td>
<td>2.3590</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6-15</td>
<td>2.4164</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-5</td>
<td>2.4982</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>&gt; 15</td>
<td>1.4153</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6-15</td>
<td>2.4392</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-5</td>
<td>2.5215</td>
<td></td>
</tr>
</tbody>
</table>

Table 6 shows that while the academic staff with 1-5 years teaching experience are those that are mostly engaged in the use of internet services for academic work in Federal Colleges of Education, Pankshin, (mean = 2.8208) their counterparts with 6-15 years teaching experience in Kontagora (mean = 2.6127) are those who seem to use the internet services most for academic
work. At Okene, though there is equal usage of the internet services by teaching experience of academic staff, those with 1-5 years had a higher mean of 2.4982 as against the 2.4164 and 2.3590 of the 6-15 and above 15 years teaching experience respectively.

**Discussion of Results**

**Rank and Use of Internet Services:**

One of the main objectives of this study was to ascertain the relationship between academic staff rank and the use of internet services for research in Federal Colleges of Education in North Central Nigeria. The findings of the study as contained in tables indicated that there was no significant difference in the use of internet services between the ranks of the academic staff. This study may be as a result of the zeal by all academic staff to overcome the 'publish or perish' syndrome in tertiary institutions in the country, hence, all are engaged equally in browsing the internet for materials to publish in reputable and foreign journals to gain rapid promotion along the ranks.

There was however, noticed that there existed a significant difference in the use of internet services among the ranks of the academic staff in two of the institutions (Pankshin and Kontagora). To ascertain the difference, the Scheffe Multiple Comparison Test of Post Hoc Analysis was undertaken. The result as reflected in 6 showed that at the Federal College of Education, Pankshin, academic staff within the ranks of Instructor to Lecturer III and Principal Lecturer to Chief/Reader/Professor used internet services more than other ranks. At the Federal College of Education, Kontagora, however, it was the rank of Lecturer II to Senior Lecturer that used the internet services most. This difference can be explained in terms of the differences in the status of the two institutions as while the former is an all-Nigeria Certificate in Education (NCE) College, the later offers Bachelor of Education (B.Ed) courses. Thus, while the low and high ranks in the first institution struggle to publish through extensive search of the internet, to achieve higher status and maintain achieved status respectively, the middle rank (Lecturer II to Senior Lecturer) seem comfortable as their position are not threatened (being in the middle) by any re-arrangement of the ranks.

This situation is supported by the fact that the current demands of the Federal Government Education Reforms require higher entry and conversion requirements on academic staff in the Colleges transiting to universities academic staff status. The academic staff at the Federal College of Education, Kontagora between the ranks of Instructor and Lecturer II, having been found appointable to their various ranks may be basking in the euphoria of being academics knowing that much emphasis is not placed on research as in teaching for their ranks. Hence, no much interest or attempts at consulting internet services. Those in the high cadre of Principal Lecturer to Chief/Reader/Professor also feel that they have already arrived, having been moved to the apex of their career in the College of Education system, hence no more struggles to publish as they do not hope for another promotion based on strict number and quality of publication.

This leaves the middle rank (Lecturer II to Senior Lecturer) who still struggle to get to the peak of their career through extensive research work.

The overall outcome of this study that there is no difference in the use of internet services among the ranks of academic staff agrees with the research findings of Adeya and Oyelaran-Oyeyinka (2002) who compared internet usage of Lecturer-Grade and Above-Lecturer Grades
(Senior Lecturers, Associate Professors and Professors) in Kenya and concluded that there was little academic research undertaken at all levels as most spent their time teaching rather than searching the internet for research purposes. This was in spite of the fact that the Lecturer-Grade respondents were expected to have a ratio of 80:20 for teaching and research respectively while the Above-Lecturer Grade had a 50:50 ratio for research and teaching respectively.

The result of this study has however contradicted the earlier statement credited to a Kenyan younger respondent by Adeya and Oyelaran-Oyeyinka (2002) that the older generation was wary and intimidated by new technology that they imagine was too difficult for them to master and thus refrain from its use to avoid embarrassment from the younger generation.

**Gender and Use of Internet Services:**

Another objective of this study was to assess the relationship between academic staff gender and the use of internet services for research in Federal Colleges of Education in the Middle Belt Zone. The result of the investigation as contained in Table 4 showed that there was no significant difference in the use of internet services for research between male and female respondents. This situation may not be unconnected with the zeal and impetus females now put into their studies, work and responsibilities in new areas of their ventures which had hitherto been male-dominated. Hence, in order to prove their equality with their male counterparts in all spheres of endeavours, they do their best to ‘catch-up’, especially in technology that has historically been male dominated. The result of this study supports the earlier studies of Weiser (2000); Lucas (2003); and Isah 2005) who all asserted that male and female faculty members did not differ in their use of the internet as there is evidence to indicate that the gender gap in internet use is rapidly diminishing.

The finding of this study however is at variance with the conclusion of Singh (2001) that ‘in the United States and Australia, men and women use the internet in nearly equal measure, whereas in Japan and China men continue to dominate internet use’. Also, Cole et al (2000, 2002 and 2003) showed that men slightly had greater use of the internet than women for the three consecutive years (71 versus 64 percent, 74 versus 71 percent and 73 versus 60 percent respectively.

**Teaching Experience and use of Internet Services:**

One of the objectives of this study was to explore the relationship between academic staff teaching experience and the use of internet services for research in Federal Colleges of Education in the Middle-Belt zone. The result of the investigation as contained in Table 6 showed that teaching experiences of academic staff played no significant part in the use of internet services. This result may be due to the de-emphasis placed on years of teaching experience for the promotion of academic staff in Colleges of Education in favour of number and quality of published works.

Since it was found that significant relationship existed in two of the institutions, between teaching experience and use of internet services, the Scheffe Multiple Comparison Analysis was used to test the homogenous subsets. The result as contained in Table 6 showed that the academic staffs within the 1-5 and 6-15 years teaching experience brackets are those who used the internet services most frequently for research activities. The outcome of this study may be attributed to the notion that while the new entrants into the Colleges strive to concretize their positions through research, their counterparts with 6-15 years of teaching experience who
should be at the middle course of their careers would want to get to the peak of their careers by working hard to publish so as not be left behind in any of the promotion exercises.

Those who have more than fifteen years of teaching experience may already be at the apex of the academic hierarchy and would therefore not strain themselves in extensive search of the internet to publish. This result is supported by the findings of Becker (2000) who concluded from his study that teachers who are in their first few years of teaching are the ones that use the internet professionally than the more experienced ones. This opinion is supported by the 1998 National Survey Report No. 1, which indicated that teachers with 0-3 years teaching experience use the internet most extensively (28%) than their counterparts with more than sixteen years of teaching experience (18%).

**Summary of Major Findings**

This study concludes that:

1. Male and female academic staff in Federal Colleges of Education in North Central Nigeria do not differ in their use of internet services.
2. Teaching experience of academic staff does not influence their use of internet services. Contrary to expectations, however, those with above fifteen years of teaching experience do not use the internet as much as those with lower years of teaching experience.
3. Though rank did not play any significant role in academic staff use of internet services, those within the ranks of Instructor to Lecturer III used the facility most.

**Recommendations**

It is hereby suggested that:

1. The tempo of equality between male and female academic staff in their use of internet services should be encouraged by equal provision of credit facilities to enable them obtain their personal computers.
2. Academic staff that have risen to the top of the academic echelon through years of teaching experience should be encouraged to engage in internet search to peevve up their knowledge in their various teaching disciplines.

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Global Communication/Educational Resources and Skills Developments In Developing Countries: Case Study Of University Librarians In Nigeria

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Abstract

This article examines the relevance of training and skills development to modern librarianship in the first generation universities in Nigeria. The developments noticed in this sector in the universities within the past decade made it imperative to have new workers with new skills to adopt to the many changes that have taken place that are likely to affect the working environments and professional functions of the librarians. A descriptive survey research design was adopted for the study. 80 librarians made up of (twenty eight) 28 professional librarians and 52 Para-professional librarians participated in the study. Data were collected using a questionnaire tagged Workers Skills Development Questionnaire (WSDQ) and this was complemented with structured interview. Findings revealed that librarians should be trained to cope with global change in librarianship. Specific areas where skills need to be enhanced were identified and suggestions for sources of fund were described.

Introduction

The nature of library resources has transformed from the normal collections we used to know into electronic format. Clients’ demands have also changed from asking for sources of information to demanding real information. These inevitable and unabatable changes eroding traditional librarianship practices have placed a demand for capacity building on libraries and librarians.

The field of librarianship is witnessing so much development and transformations that any library that does not embrace the new development will become obsolete in no time. The idea of interlibrary loans and dependency, for instance, is not strange in the librarianship circle. The dimension through which it is integrated into library practice currently cannot be ignored. It is no longer considered merely a convenient arrangement. It is structured and participatory, and the government (in public-owned institutions) takes keen interest in the arrangement plus making grants available for its smooth implementation. If an item is needed that is not available in a particular library, the item can simply be made available within reasonable length of time by clicking of appropriate keys through special delivery system. An example of such arrangement is the ‘I-Share’ system, which includes the resources of 65 Illinois libraries belonging to ‘Consortium of Academic and Research Libraries in Illinois’ (CARLI webpage).

The formation of the ‘Friends of the Library’ association in most libraries is quite significant. Although the body’s activities may seem adjunct, it is germane to the well-being of the library. If the library must perform its role effectively and be responsive to users’ needs in a society where all social programmes compete for funds and attention from government, the intervention of the
‘Friends of the Library’ group is becoming inevitable in the library environment. In Nigeria, this group, which is becoming phenomenal in library communities, is very novel.

These trends are now regarded as ‘best practices’ for the improvement of library functions and services even though they may be considered as merely contingent to the core technical and professional practices of selection, acquisition, organization and dissemination of materials. More challenging presently is the need for training in the librarianship art of sourcing, acquiring, preserving and making available electronic resources. The idea of audio books may seem strange but it is generating a lot of discourse in higher educational institutions. Librarians must be ready to embrace this new medium of communicating knowledge.

Libraries exist to give service. It is either they do this or they become irrelevant. To continue to be relevant, conscious efforts should be made for training and retraining of library personnel. In recent years, many socio-economic changes have affected the funding of public universities in Nigeria and consequently their libraries. These changes affected the training of professional librarians who seriously need to face the challenges posed by the accelerating pace of change in the world of communication. The ability and readiness of libraries to adapt to the changes in this very fast evolving field would be a measure of its ability to stand the test of time, as it would be able in a position to meet the ever-increasing information demands of its ever-changing clientele. To meet these seeming uphill challenges, libraries must transform into a learning organization. Literally, a learning organization is one that is:

- able (on a continuous basis) to take the appropriate cues from its ever changing operating environment.
- able to continuously reengineer its system and processes.
- capable of continuously repositioning itself to preserve its niche and maintain or enhance its competitiveness, by responding appropriately to evolutionary trends.

Many strange factors in developing countries often create impediments for learning organizations to be able to achieve its objectives. Inadequacy of funds is considered universal and pervasive in libraries regardless of type, status or location. However, some libraries suffer debilitating neglect than others. This is particularly serious in developing countries where there are constant economic problems which manifest in unemployment, poverty and shoestring budgetary allocations. Consequently, national priorities dictate the sectors of the economy that are given budgetary attention. Publicly funded university libraries in Nigeria are bedeviled by financial constraints. This is particularly so because the education sector is not given the prime place it deserves in the national annual budget. Since the universities are poorly funded, it is common knowledge that when there is reduction in budgetary allocations, the libraries are the first to suffer cuts in their allocations. (Ola, 1995).

In alluding to the financial constraints experienced by Nigerian Universities, Ola (2005) informs “In Nigeria, education... suffers greatly despite persistent agitations by the general public that the sub-sector should be adequately funded.” He further stated that libraries are so poorly funded that they cannot even afford to subscribe to journals and other periodicals. Moreover, libraries are at the mercies of their principals. Even when subventions are released by government to universities, the ten percent (10%) of recurrent expenditure (which has now been further reduced to be 10% of overhead cost of the university) that should statutorily be made available for library use is manipulated by university administration, and oftentimes, the fund is diverted to other uses. In most cases, the University Librarians are not signatories to library accounts, so, the funds would have been long expended for other things before the libraries get to know. Under such circumstances as this, there are hardly any thoughts given to training and capacity building!
The information needs of library users continue to soar everyday due to the emergence of new frontiers of research. The only way to keep users satisfied and sustain their confidence in the libraries is through efficient training of the librarians.

**Statement of the Problem**

There is a major transformation in the libraries in Nigeria from manual (traditional) librarianship to the electronic (modern) format of information service delivery occasioned by the changing frontiers of learning and research. For instance, libraries have to respond to the demands of distance learning through wider outreach. Many libraries now have to use new methods like On-line Public Access Catalogue (OPAC), the Internet and multi-media electronic communications systems to widen their outreach which requires special and new kinds of expertise both on the part of the librarians and the library users. The new changes are coming in the face of dwindling economic resources. There is therefore the need to sensitize the librarians on the need for training to cope with these changes. Against this background, this study aims to identify specific areas where the skills of the university librarians need to be developed as a response to the identified changes in the public university libraries in Nigeria.

**Methodology**

The descriptive survey method was adopted for the study. The instruments used for data collection were: a set of questionnaire tagged Workers Skills Development Questionnaire (WSDQ) and a self structured interview. The items contained in the instruments were used to elicit information on specific areas of skills development needs and possible environmental factors that may hinder skills development. Five First Generation Universities participated in the study. The first generation universities and their years of establishment are listed below.

1. University of Ibadan (South West, Nigeria) 1948
2. University of Nigeria, Nsukka (South East, Nigeria) 1960
3. Ahmadu Bello University, Zaria (North Central, Nigeria) 1962
4. University of Lagos (South West, Nigeria) 1962
5. University of Ife (Now Obafemi Awolowo University) (South West, Nigeria) 1962

There are three categories of staff identified by the researchers, they are:

1. **Support Staff**: The library assistants, clerical, secretariat, accounts, technical and security staff
2. **Para-professional staff**: The library officers, the staff in this category rise through the ranks. They hold diploma in the library science (DLS), a first degree in library science or other related disciplines. They cannot rise higher than the level of a chief library officer.
3. **The professional library staff**: They are the smallest in numerical terms and hold a minimum qualification of master’s degree.

Only the last two categories i.e. the para-professional and professional librarians took part in the study.
The hierarchy of ranking of para-professional and professional librarians is presented below.

A. Para-professional librarians

- Chief Library Officer
- Assistant Chief Library Officer
- Principal Library Officer
- Senior Library Officer
- Higher Library Officer
- Library Officer

B. The professional librarians

- University Librarian
- Deputy University Librarian
- Principal Librarian
- Senior Librarian
- Librarian I
- Librarian II

Professional librarians are categorized as academic and are in fact members of Academic staff Union of University (ASUU). The position of University Librarian is occupied by appointment for two terms of five years each. Only very few employees get to the level of Deputy and University librarians.
Conceptual Model

The theoretical framework on which this study is based is as presented below.

The Domestic and Global Mindsets Model was developed from the submissions of Shandler (1996:7) from format WSDP (Workers' Skills Development Programme). "DM" (Domestic Mindset) is integrated into the Global Mindset (GM) to have Workers' Skills Development Programme curriculum (WSDP Curriculum) on which worker's training and educational programmes are based to produce the right skills that compare favourably well with the best across the globe and which will engender productivity.
Literature Review

Training

Oxford Advanced Learners Dictionary defines training as the act of giving teaching and practice to someone in an effort to bring him to an acceptable standard behaviour efficiency, or physical coordination. Nadler (1974), Barrow (1984) and Peppel (1992) see training as the systemic development of the attitudes, knowledge, skills, and behaviour pattern required by an individual in order to adequately perform his current task or job. Education and training are often confused and treated as synonyms. While training is often taken as being synonymous to education in some cases, others have tried to draw a distinction between the two concepts. For stance, Bukhala 1974 wrote that:

Whereas general education is more concerned with prepositional knowledge acquisition of know-what and whys of concept, generalizations, principles and theories or formulae needed for the application from one type of job to another, training is more concerned with practical knowledge acquisition of technical know-how skills for operation of tools and equipment in the performance of task related to specific management or entrepreneurial and technical style inherent in a specified process of production.

Beach (1980), Gosh (1979) and Malone (1994) conceive training in terms of acquisition of specific skills for the purpose of performing a specific task. Education is seen as being concerned with the acquisition of knowledge and understanding from a wider perspective. There are some writers who see education and training as complementary and overlapping. Particularly, Omole (1996) sees education as being basic to training and that the dividing line between the two concepts is purely academic and narrow. He opines that while we need a skill to survive, the acquisition of skill in itself is inadequate. Education is further required to improve and/or modify our skills to survive. Pursuing the controversy further, he highlights the overlapping role of education and training when he sums up his own narrow distinction in this way:

“Education involves learning at the cognitive level whereby the learner is guided in the understanding of concepts at the knowledge level...Education then deals with the know-how”. It assists trainees to acquire the necessary skill needed in functioning and doing things”

Training is expected to benefit trainees and employers in several ways. According to Akanji (1998), the benefits of training to the trainees and employers include the following: High turnover and profit, improved quality service, increased safety, better company image, more efficient use of means of production, highly educated and (skilled) staff, high number of transfer of super flows staff (high labour mobility], more efficiency and productivity, equal opportunities for staff (job satisfaction, better allocation of work, division of labour and professionalism) more team work (collectivism and togetherness due to common goal orientation) less absenteeism, reduced staff turnover, (less cost and human errors) increased staff motivation, better perception of the company and the job, improved communication (at levels and better customers service relation). Today, individuals and organizations must become continuous learners. It is not surprising to find that most successful organizations operate in a continuous learning mode.
Identification of Training Needs

Training becomes useful only when it is directional. It is expected to attempt to correct an identified problem in the organization. Considering the huge cost of training to an organization, it should be given where it is really needed. Training is the use of scarce financial resources for the betterment of the equally scarce human resources. Therefore the identification of training needs should precede any training activity. Boydel & Leary (1999) describe their idea of training needs as existing any time an actual condition differs from a desired condition in the human or “people” aspect of organization’s performance or, more specifically, when a change in present human knowledge, skills or attitudes can bring about the desired performance.

Ingwu (1987) also describes training need as the recognition of an unusual or abnormal condition that requires correction.

Nti (1974) identifies five fields in which training needs must be analyzed as follows:

i. Training new employees (orientation, induction training etc)
ii. Training present employees for increase work effectiveness
iii. Training outstanding employees for promotion and filling of vacancies
iv. Executive training
v. Attitude

There is also the need for training need assessment in the organization in the following areas:

Training needs resulting from changes in legislation;

- Changes in needed skills or procedures because of new technologies (e.g. introducing electronic system into librarianship);
- Improvement of existing skills to enhance productivity and boost levels of services;
- Acquisition of new skills necessary for prompting workers in their new jobs or for introducing changes in the division of labour within administrative units;
- Continuous updating and professional fulfillment of employees whose specially areas are known to undergo rapid and significant changes;
- Imparting necessary skills for new employees so that they can perform in the new environment;
- Organizational growth in terms of efficiency and effectiveness from improved management techniques;
- Increased responsiveness to present service needs and anticipation of the future public needs; and improvement skills and personal growth of all government officials.

The Research Questions

The study was carried out based on the following research questions:

1. Are there significant relationship between the ability of the Librarian to cope with the Global changes and the following components of skills development?
   a. Functional flexibility skills
   b. Adaptability skills
   c. Developmental Skill
   d. Influencing skills
2. What are the relative contributions of each of the skills development components to the Librarians ability to cope with the changes?
3. What are the operational problems involved or encountered in the use of the skills development packages?
Findings

Table 1: Contingency table for testing the relationship of functional flexibility skills, adaptability skills, developmental skills and influencing skills on the Librarians’ ability to cope with the global changes.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Betas (β)</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional flexibility</td>
<td>0.176276</td>
<td>14.882</td>
</tr>
<tr>
<td>skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adaptability skills</td>
<td>0.318119</td>
<td>28.787</td>
</tr>
<tr>
<td>Developmental Skills</td>
<td>0.293707</td>
<td>17.0.13</td>
</tr>
<tr>
<td>Influencing skills</td>
<td>0.258457</td>
<td>14.191</td>
</tr>
</tbody>
</table>

The operational problems involved or encountered in the use of the skills development packages? The operational problems identified and mentioned by the respondent were inadequate finance to train and educate the workers, inadequate appropriate infrastructural facilities and facilitators who were to carry out the re-skilling programmes. Also, conducive environmental conditions to carry out the programme were not available as they are supposed to be.

All the respondents agree that the greatest impediment to training is funding. In all the five universities sampled, majority (85%) want to rely on subvention from the center for staff training. The library projects in the University of Ibadan have been enjoying sponsorship from...
grants obtained from the MAC-ARTHUR FOUNDATION. Some professional librarians have been assisted through this to go for overseas training to improve their competence. The internally fund-generating units are not very active in all the universities hence, the funds from these sources cannot be sufficient for training. One respondent reported that he is going to Southern Illinois University, Edwardsville in the U.S to understudy (among other things) a funding body called ‘Friends of the Library.’ This is a project in which some recognized patrons “friends” donate and carry out projects toward the development of the library. The aim is to study how such projects can be implemented in the University Library when he returns. In general, the majority of the respondents (92%) agree that students should be made to pay a token levy for library development so as to have funds for training and other library projects.

Conclusion

The findings from the study reveal that library workers can only survive in their ever-expanding roles and increased users’ expectations through training and continuing education. There is therefore one inescapable fact, particularly during the period of declining economy, we may never have enough funds or sufficient resources to do all the things we would like to do. Resources will constantly be overloaded by the increasing expectations placed on continuing education by the global changes experienced in librarianship. There is therefore the need for librarians to generate funds for training through many other sources.

The fact that resources are limited for training makes it imperative for university librarians to ensure that efforts are made to identify specific areas of training needs before training is embarked upon. Training should be made to meet the changing job requirements. There should be linkage between the schools and the libraries. The librarian should understand that library schools cannot produce workers with sufficient skills to work in the libraries. Therefore, notwithstanding the training received from the schools, library staff should be provided the opportunity for in-service continuing education and exposure to cope with conflicts occasioned by constant changes and expansion of roles (Hudson 1999; Odini 1999). For instance, the emergence of the Africa Virtual University Project sponsored by the World Bank aims at powering information technology to increase access to educational resources throughout sub-Saharan Africa and beyond. This new project, which is at its pilot stage, requires that libraries train their workers to cope with the new method of creating access to such educational resources.

Of the 10% of recurrent expenditure, nay, overhead cost of the university made available as library vote, certain percentage should be set aside for training and capacity building. Also, sources of funds such as, international organizations, donor agencies and foundations should be explored to enhance training and international exposures. Link programs and exchanges should be arranged with university and college libraries in developed countries to experience best practices in the librarianship profession. Most importantly, there should be a re-evaluation and reform of Library Studies curriculum in schools with adequate input from professionals in the field because they experience the transformation taking place in the discipline directly. This will have dual advantages of equipping the students for future challenges in their chosen career as well as reducing the burden of training new recruits (entrants) into the field.

Concluding, expanding roles in libraries will constantly lead to changes in organizational objectives. Methods of achieving library objectives will also change. All these changes require new employees who can only be made through recurrent training. Therefore, life-long learning through continuing education is a must for all libraries in Nigeria.
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Manifestation Of Human Sexuality And Its Relevance To Secondary Schools In Nigeria

By

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Abstract

Alarms against the menace of pre-marital sexual activities among youths have reached a crescendo but the behaviour of young people remained at variance with the alarms. This contradiction contributed to the growth of sexually transmitted diseases including human immune virus (HIV) and acquired immune deficiency syndrome (AIDS). This study examined manifestation of human sexuality and its relevance to secondary schools in Nigeria, using information derived from content analysis of secondary data. Results principally showed that human sexuality extended beyond procreation as it captured all the nuances of the socio-cultural contexts of a society. Different sexualities such as child sexuality, adolescent sexuality, adult sexuality and sexuality of the elderly produced specific implications for the entire society. The study concluded that understanding of the interdependent layers of human sexuality would promote the management of sexually transmitted diseases including HIV and AIDS. It was therefore recommended that sexuality education should be emphasised in the socialisation process from infancy till death. Nobody would be too young or old for learning human sexuality. Critical steps should be taken to empower students towards scanning their sexual histories and acquiring the right skills to manage any detected or potential sexual problem.

Keywords: Schools, Sexuality, STIs, Youth.

Introduction

Human sexuality remains largely misrepresented despite impressive attentions devoted to it since the enlightenment era. Archaeological evidence showed that it was fluid in pre-agricultural societies and its restriction accompanied the emergence of farming. Gradually, human sexuality and sexual orientation became a means of social control (Alastair, Davies, & Shackelford, 2008; Kauth, 2006). In the 18th century, classical demographers including Malthusians and neo-Malthusians recognised the power of human sexuality in explaining population and development. Their concentration on the issues of fertility, mortality, migration and marriage was so enormous that other vital aspects of human sexuality were neglected especially as the world became polarized into pro-natal and anti-natal divides. Subsequently, human sexuality was largely confined to reproduction and protected with a culture of silence (Foucault, 1978). Obviously, most aspects of human sexuality will not promote reproduction because they transcend vaginal penetration and manifest in divergent ways (Alastair et al, 2008). Expectedly, the unexpected confinement and protection opened spaces for introduction of distortions into the knowledge of human sexuality. What is the popular perception of sexuality and how can secondary schools intervene in mitigating sexual challenges? These questions constitute the central focus of this study given their relevance in managing the scourge of sexually transmitted infections (STIs) including HIV and AIDS.

As mentioned above, human sexuality has been widely discussed but several people still misunderstand it. This misunderstanding introduces flaws and distortions, which affect preventive knowledge of STIs including HIV and AIDS. The key flaws in the understanding of human sexuality include misconception of sex, intimacy, pleasure and negligence of the vital layers of sexualities. Misconceiving and neglecting human sexuality can portend danger for the
society. For Foucault (1990), the manifestation of human sexuality would determine the fortune and future of the society. In light of the foregoing, this study is an attempt to demystify the mysteries of sex through a discourse of manifestation of human sexuality and its relevance to the Nigerian secondary schools. Issues discussed in the next sections include human sexuality and its manifestation, popular perception of sexuality and mitigation of sexual challenges. Conclusion and recommendations follow the discourse.

**Human Sexuality And Its Manifestation**

Human sexuality is a life-long and multi-dimensional process involving all aspects of behaviour. Its layers are biological, cultural, economic, physical, political, psychological, sociological and spiritual. The biological layer of sexuality entails the natural classification of organisms based on their sex, which refers to observable characteristics that defined them as male or female. Sex is rooted in biology of nature. Fundamentally, both biological and non-biological factors influence understanding of sex and sexual drives of males and females. This assumption echoes the interdependence of nature and nurture as well as their influence on the manifestation of human sexuality. For instance, aging affects human sexuality within dynamics of transition from infancy to childhood, childhood to adolescence, adolescence to adulthood, and adulthood to grave. Within and between these transitions several manifestations occur, namely: puberty, menopause, and manopause. Understanding the problems and impacts of each of these manifestations is important for people including students in secondary schools.

The cultural layer of sexuality can be described as total ways of life of people in a society. People's life ways may include arts, beliefs, customs, knowledge, morals, and other cultural traits such as dress, drinks, food, marriage and music. A very high significant relationship can be found between culture and human sexuality. This hypothesis exposes the danger of solely relying on the Western culture for the understanding of human sexuality in Nigeria, a highly heterogeneous African society. A perspective of human sexuality cannot fit all settings of the Nigerian social structure. The peculiarities in sexuality of each of the Nigerian ethnic groups can be understood in different cultural contexts such as attires, beauty, ceremonies, dialects, greeting, history, naming, poetry, and proverbs.

The economic layer of sexuality deals with livelihood activities including human interaction with the environment to ensure survival. A discourse of gender discrimination in economic activities is relevant here. Sexuality influences access to capital, health care, employment, education, social justice in terms of inheritance, property rights, and use of communal land (Fawole, 2008). This level of manifestation of sexuality puts women at a disadvantage especially in discriminatory practices at various establishments.

The physical layer of sexuality refers to observable elements of human development. These elements include growth, appearance, body posture, eye contacts, facial expressions, hugging, kissing, touching and sexual intercourse, which can cause adolescent pregnancy. Growth reflects in all parts of human body and each part plays specific roles in the manifestation of human sexuality. In this light, it is important to stress the functions of hair, eyes, ear, nose, mouth, tongue, teeth, hands, breast, buttocks, vagina, penis, anus, legs, nails, skin and complexion in the study of human sexuality because they represent sense organs, which assist in the transmission and interpretation of sexual signals. Human sexuality can be managed through understanding the power of sense organs and how to control them. However, the handicapped and the able-bodied persons require different skills and orientations in the management of their sexuality due to differences in their physical appearance.
Recent studies showed that sexual relationships that could lead to procreation were judged not acceptable for people with learning disabilities even if their child could be nurtured by a non-handicapped parent (Esterle, Muñoz-Sastre & Mullet, 2008). Sexual relationships among people with disabilities were, however, judged moderately acceptable in cases when the person is autonomous, the partner is of the same age and is also handicapped, and the relationship is protected (Esterle et al, 2008). The main concern here centered on the consequences of sexual relationships, and not the relationships per se.

The political layer of sexuality deals with interpretations of identities and segregation of members of the society into different categories. Gender is a major component of this layer because it influences understanding of sexuality in terms of homosexuality, heterosexuality and bi-sexuality. The Nigerian societies are largely heterosexual because they discourage marriage or sexual relationships between persons of the same sex. With the adoption of western culture of Christianity, heterosexual monogamy became largely popular in Nigeria, whereas heterosexual polygamy remained popular in some parts of the country with strong Islamic tradition or indigenous values. Basically, the Nigerian societies promote marriage and family to regulate human sexuality. Alternatively, people engage in pre-marital and extra-marital sexual relationships for different purposes. Such relationships were defined as plastic sexuality indicating sexual relationship that is not geared towards marriage or reproduction (Giddens, 1992).

Psychologically, the evidence of human sexuality can be demonstrated through conception and interpretation of desires. All forms of sexual expressions closely associate with psychological layer of human sexuality. A principal component of this layer is sexual script, which implies series of stages and procedures followed in securing the attention of the prospective beloved. Sexual script exists in dating and courtship. It is an integral part of family life cycle covering different human experiences from marriage to death. Communication and intimacy are essential elements of this layer as they affect outcomes of human sexual relationships. A psychologist, Sigmund Freud, confessed his childhood sexual experience while narrating the Greek story of Oedipus Rex who fell in love with his mother and wished to kill his father. This story has been analysed within the spiritual layer of human sexuality.

The sociological layer of sexuality covers many borders of human behaviour and all aspects of interaction including relationships, friendship, courtship, and marriage. Intimacy, love, romance and sexual intercourse can be examined in this context and their implications vary but are essential for the understanding and management of STIs including HIV and AIDS. In their recent study of 690 boys and girls selected from kindergarten through high school, scholars concluded that youth who initiate sexual intercourse in early adolescence (age 11–14) experience multiple risks, including concurrent adjustment problems and unsafe sexual practices (Schofield, Bierman, Heinrichs & Nix, 2008). The danger of sexual intercourse at a certain age and time can be understood in this context.

The spiritual layer of sexuality refers to understanding of the sacredness of human body. Spirituality is governed by truth and righteousness (Yehuda, 2008). Issues such as sexual taboos and incest are part of the spiritual layer of sexuality. Reflecting spirituality of sexuality, the Greek story began before the birth of Oedipus Rex and its representation in Sophocles’ play featured after the death of Oedipus’ father (Bernstein, 2001). In the story, an oracle told Laius (the king of Thebes) that his unborn child would murder him and marry Jocasta (the queen of Thebes). Laius ordered his shepherd to kill his new born son to avert the foretold danger but the shepherd secretly took the child to the palace of Polybus (the king of Corinth). Oedipus grew up as a prince and was ignorant of his true origin. An oracle told him the same story that made his
father ordered his death and he ran away from Polybus and Merope thinking they were his parents. On his way, he met and killed Laius during a quarrel. Subsequently, his ability to solve a riddle led to the death of the monster that used to kill people at Thebes and to show their gratitude, Thebans made him their king and Jocasta became his queen and they had two sons and daughters. As earlier predicted by an oracle, Oedipus life ended in tragedy following the discovery of his predicaments.

Societies regulate all layers of sexuality through socialisation agents including the family, schools, religious organisations, pressure groups, mass media, and the state. Conflicts of interests among these agents usually produce barriers and contradictory messages on human sexuality. For instance, peer pressure and unwholesome exhibitions in the mass media can affect conformity with sexual values acquired through the family, schools and religious organisations. Each of these agents differently contributes to modifications of lifestyles of members of the society who are usually expected to perform specific roles that fit their sexualities.

Role expectations depend on different factors such as age, gender, time, location and circumstance. Generally, sexuality affects all segments of the society including children, adolescents, adults, and the elderly. These categories of people have various sexual needs, which produce different sexualities such as child sexuality, adolescent sexuality, adult sexuality, men sexuality, women sexuality and sexuality of the elderly. A study of sexual orientation among 14,059 persons across 48 countries showed sex differences in human mating strategies within diverse range of cultures (Schmitt, 2005). The study found that sex differences were significantly larger when reproductive environments were demanding but were reduced to more moderate levels in cultures with more political and economic gender equality. In his earlier study, Schmitt (2003) collected data from 17,804 men and women in 62 countries to investigate gender differences in romantic attachment. He demonstrated that the influence of gender on romantic attachment was weak. His study combined men and women across different age categories. Schmitt’s study on mating strategies in four major world regions covered views of men and women across three sexual orientations: heterosexual, homosexual, and bisexual. His findings showed that across all four world regions and regardless of sexual orientation, men more than women were sexually unrestricted and relatively open to multiple mating opportunities. He found that across world regions, gay and bisexual men reported engaging in more unrestricted sexual behaviors than heterosexual men. Contrary to expectations, however, bisexual women reported engaging in more unrestricted sexual behavior than either heterosexual women or lesbians. This trend can be understood in light of the fact that same-sex sexual behaviors cannot lead to reproduction.

**Popular Perception of Sexuality**

Basically, most studies on human sexuality focused on adolescents, thereby neglecting other segments of the society. This situation affects popular perception of sexuality and sexual challenges that could have been prevented from infancy or childhood. People generally attribute sexuality to sex, sexual intercourse and sexual activities. Accumulated knowledge confirms the growth of adolescents’ sexual intercourse (Ghuman, 2005; Nwafor & Madu, 2002). Comparably, the prevalence of premarital sexual intercourse among adolescents was higher in developed countries, Africa and the Caribbean than in Latin America, Asia and Middle East. Studies in the United States revealed that sex was the most frequently searched topic on the Internet (Dixon-Muller, 1996).
In the late 1970s in the United States, France and England, 40-50 per cent of girls had sexual intercourse before reaching age 17; while in Sweden about 80 per cent of girls had sexual intercourse before reaching age 17. Similarly, over 90 per cent of American adolescents aged 16 years had sexual intercourse and 72 per cent of the boys and 57 per cent of the girls aged 16-19 had it (Haralambos, Holborn & Heald, 2004). Sexual intercourse is different from sexual activities but several studies seem to ignore this fact. Studies on adolescent sexual behavior in several parts of Nigeria showed that pre-marital sexual intercourse were popular (Araoye & Adegoke, 1996). The popularity of pre-marital sex is not necessarily an indication of high level of awareness of human sexuality. Adequate understanding of human sexuality can contribute towards management of pre-marital sexual intercourse.

Asuzu (1994) reported that in Ibadan, 49 per cent of 16 year-old boys reported premarital intercourse compared to 28 percent of 16 year-old girls. Adebayo, Udegbe & Sunmola (2006) described the Nigerian young people’s sexual attitudes as risky. They reported that Nigerian adolescents were largely characterised by early initiation into sexual activities, multiple sexual partners, and poor attitude towards protective sex. Similarly, a recent study of perception of sexuality in a Nigerian secondary school showed that students were concerned about abortion, premarital sex, pregnancy, teacher-student relationships and lesbianism (Kafewo, 2008). It was mentioned that sexuality-related problems especially pre-marital pregnancy forced some students to drop out from school. This situation has implications for parity and women development. Researchers have shown that female education negatively affected fertility (Osili & Long, 2008). On this note, governments have advocated the need to educate women for reducing population growth and fostering sustainable socio-economic development. The students that dropped out from schools may constitute threat to the realisation of developmental goals of the society and they themselves may be principal victims of underdevelopment.

Another study (Fawole, 2008), shed light on gender based violence and its consequences on human health and development. In conclusion, perception of sexuality is largely misleading as several studies have demonstrated. Unfortunately, positive lessons in various aspects of the neglected aspects of human sexuality have not been explored. This gap calls for additional information for effective management of sexual challenges.

**Mitigation of Sexual Challenges**

The prevalence of adolescents’ sexual activities in the Nigerian educational systems has produced several challenges such as pre-marital pregnancies, abortion, untimely death, dropping out of schools and vulnerability to STIs including HIV and AIDS. The ravaging influence of these challenges shows Iv/ AIDS that successive efforts towards sexuality education remain inadequate. Obviously, many adolescents are sexually active with poor knowledge of human sexuality. Popular manifestations of poor knowledge of human sexuality are low level of contraceptive use and the growth of STIs including HIV and AIDS (Juarez & LeGrand, 2005; Okekearu, 2004).

Over 50% of the global cases of HIV and AIDS were recorded for persons aged 15-24 and over 60% of the cases occurred in sub-Saharan Africa, which constitutes 10% of the world population (UNAIDS, 2004; WHO, 1998). The high magnitude of HIV and AIDS prevalence among young people can be associated with misconceptions about sex and lack of curriculum for sexuality education in schools. The German philanthropic movement was an example of necessary approach that can be utilised to mitigate sexually oriented challenges. A German school tested the efficacy of sexuality education by inviting dignitaries and asking students questions on the
mysteries of sex, birth and procreation. Students were made to comment on pictures of pregnant women and couples and they responded without signs of shame or embarrassment (Foucault, 1978). Drawing from the German model of sexuality education for students, availability of institutional devices and deployment of appropriate discursive strategies can improve knowledge of human sexuality and reduce the incidence of STIs in secondary schools.

Conclusion

This study examined manifestation of human sexuality and its relevance to secondary schools in Nigeria. The importance of complete understanding of human sexuality and schools’ intervention in the mitigation of sexual challenges in Nigeria were discussed. The notion that the perspectives of human sexuality are diversely historical, theological, anthropological, psychological and sociological has been reinforced by this study (Geer & O'Donohue, 1987). Each perspective presents unique opportunities and diverse challenges, suggesting that no single perspective can provide adequate knowledge of human sexuality. Therefore, all the perspectives must be explored. As shown in this study, all layers of human sexuality essentially interweave and affect knowledge of managing STIs including HIV and AIDS.

This notion emphasizes the fact that human sexuality extends beyond procreation to include the nuances of the socio-cultural contexts of the society. A popular expression of sexuality can be found in nuptial songs composed to amuse, entertain and prepare people for different responsibilities. Thus, any genuine interest in the study of human sexuality will consider the relevance of understanding its interdependent layers. Different sexualities such as child sexuality, adolescent sexuality, adult sexuality and sexuality of the elderly produce serious implications for each segment of the society. The growth of pre-marital sexual activities in Nigeria can be attributed to adoption of western culture of sexuality and relegation of traditional practices of sexuality to the background. Different relevant aspects of sexualities earlier mentioned in this study seem to have been neglected as information on them remains scanty. In this light, sexuality education can start from conception and continue till death. Nobody can be too young or old for learning about human sexuality.

Therefore, secondary schools in Nigeria should establish sexual laboratories and make sexuality education a daily extra curricular activity to demystify the myths and misconceptions associated with it. Essentially, the neglected aspects of sexualities must be brought to the fore and cross-linked to promote a robust knowledge of human sexuality. Scanning sexual history of individuals should be the starting point in attempts to prevent STIs including HIV and AIDS. This step is necessary for detecting the strengths and weaknesses of different persons in the determination of counseling needs and recommendation of therapies for them.

References


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The Influence of Deposits on Loans Granted By Selected Banks in Nigeria.

By

Sanni, M. R.

Abstract

Financial intermediation is one of the primary functions of (commercial) banks and one of the beneficiaries of this function in Nigeria is the manufacturing sub-sector of the economy. But things appear not rosy for this sector of recent and the banks are being blamed for it. Manufacturers complain of lack of adequate loan facilities from banks to expand their production capacity. Banks on their own appear helpless as the situation is blamed on deposits received from the surplus unit. Why is this so? How do bank deposits affect loans granted by Nigerian banks? The maturity profiles of bank loans and deposits were arranged along the following lines – under 1 month, 1-3 months, 3-6 months, 6-12 months and over 12 months. Using Doubly Multivariate Repeated Measures Design on the maturity profiles of loans and deposits of seven Nigerian banks from 2000 – 2007, it was found that there is a significant difference in the maturity profiles of the two variables in all the banks examined over the period under review and no significant difference in their linear combinations. What this means in effect is that since the bulk of bank deposits are of short term duration, manufacturing companies have to look beyond the banking sector to source for their much needed long term loans.

Key words: Deposits   Loans    Financial intermediation    Manufacturing capacity

Introduction

One crucial reason banks are established by their promoters is to facilitate lending to their customers (Cottarelli et al, 2003). Banks are expected to support their immediate environments with adequate supply of credit for all legitimate businesses (Udaka and Offiong, 2006). They are also expected to take care of customers’ financial needs and to price credit reasonably in line with competitive determined interest rate (Gourinchas et al, 2001). Indeed, lending is the principal economic function of banks, to fund consumption and investment spending by businesses, individuals and the government (Mbat, 2006; Udaka and Offiong, 2006). How well a bank performs its lending function has a great deal to do with the economic health of its environment, because bank loans support the growth of new businesses and job creation within the bank’s territory and promote economic viability (Levine et al, 2000). Moreover, bank loan often seem to convey positive information to the market place about a borrower’s credit quality, enabling a borrower to obtain more and perhaps somewhat cheaper funds from other sources (Rose, 1999).

Bank loans are funds granted to individuals and organizations to meet their temporary or long – term deficit operations (Levine et al, 2000; Mbat 2006; Udaka and Offiong, 2006). Loans contribute significantly to the revenues and profits of banks. A commercial bank is essentially a borrowing and lending institution, that is, it borrows money as cheaply as it can, from one set of people and lends it to others at a higher rate. But how, one is tempted to ask is it possible for the bank to lend other people’s money, which it is supposed to be holding in safe custody?

**The author is grateful to Mr. Y.A.O Akinpelu of Department of Accountancy, The Federal Polytechnic, Ilaro, Ogun State, Nigeria for the provision of raw data used for this work.**
What happens if the people who have money in the bank come along and demand payment, and the banks are unable to give them their money?

In the last few months, the public has been reading and listening with keen interest on the phenomenal growth of banks in the country. Analysis of value of earnings of top ten banks in the Nigerian banking industry reveals a new divergence and phenomenal growth in the after tax earnings of the banks within only two years of post consolidation exercise which is part of the wider and on-going reforms in the financial sector.

As rightly observed by Zakari (2008), one of Nigeria’s foremost financial institutions, Afribank Nigeria Plc recorded N11.04bn Profit Before Tax (PBT) in its third quarter ending December 2007. This represents some 207 per cent increase from the N3.59bn posted in the corresponding year from available records. Zenith Bank Plc announced a remarkable increase in gross earnings of 57.58 per cent for the half year ending December 31st 2007. Its unaudited results showed PBT of N20.14bn, representing 57.58 per cent over N12.83bn for the same period in the previous year. Oceanic Bank Plc had a 176% increase within three months, GT Bank Plc, an increase of 55% within six months, Diamond Bank Plc, an increase of 71% and United Bank of Africa Plc, an increase of 101% (Zakari, 2008). Intercontinental Bank Plc on its own had an increase of 95% over the same period.

Meanwhile a detail analysis of the phenomenal profits declared by the selected banks in the banking industry above reveals a something unusual especially in an economy in which a larger percentage of its population lives below poverty line while the productive units are sub functional as they lack easy access to funds to finance their operations. As observed by Mutallab (2007), manufacturing sector capacity utilization (in 2007) fell to about 22.7%, representing 22 points and 30.7 points lower than 47% and 53.4% recorded in 2004 and 2005 respectively. According to the Manufacturers Association of Nigeria (MAN), 30% of the country’s manufacturing companies are moribund, and only 10% are currently operating with the remainder ailing.

What is responsible for this? Why do banks find it difficult to grant loans to manufacturing companies in the right proportions needed by the manufacturers? What, in a nutshell, is the relationship between deposits and loans granted by Nigerian bank?

It is an attempt to answer these and other similar questions that motivated this research work. The rest of the paper is divided into four sections. Section two is on review of related literature while section three is on research methodology and model specification. Section four is on findings and discussions while section five summarises and concludes it.

**Review of related literature.**

The classical school believes that whatever is not consumed is saved (Olusoji, 2003). Thus, saving is a residual, representing what is left of income after consumption is satisfied. Furthermore, it is generally agreed that the forces of supply and demand determine the price of factors of production in the market system. Savings constitute the major source of credit while investment is the outcome of demand for credit. Invariably therefore, what is saved becomes investment.

Olusoji (2003) identified three types of personal savings. These are: forced saving, contractual saving and voluntary saving. Forced saving includes tax and inflation. Contractual savings occur when the individual concludes voluntarily the contract of savings (e.g. life insurance). Voluntary
savings are those ones done voluntarily by households. That type of saving, according to Olusoji (2003), is mostly encouraged by monetary authorities. In Africa, the extent of personal savings is relatively low and possibility of saving is limited by the per capita income that is rising very slowly (Ligeti, 1989).

Bank deposits as defined by Furness (1978), is the evidence of the debt that a bank owes its customers. The benefits to the economy as identified by him are numerous. Through bank deposits, banks are able to grant loans to customers, thus leading to an improvement in the standard of living. Another effect is that banks are able to make loans to businesses, which help them to finance plant expansion and production of new goods, thereby leading to increase in employment and economic growth.

Koleoso (2007) identified the roles of bank deposits to the growth of the Nigerian economy. According to him, saving (deposit) mobilization of commercial banks is a catalyst for capital formation, which is an essential ingredient for investment. In order words, bank deposits encourage investments, thus increasing the growth of the economy. Short term and medium term loans are useful for the development of the real or productive sector of the economy, while commercial banks, through their customers’ deposits invest directly in the productive sectors of the economy through collaborative efforts and acquisition of shares in companies.

The theoretical framework often used to examine the relationship between savings and investments is the two gap-model (Sanni and Fagoyinbo, 2008). The model characterized by unfettered capital flows argues that countries with high level of investments need not rely on an equally high domestic savings. The gap between domestic savings and gross investment must equal the difference between imports and exports and is financed by external capital or foreign savings (Feldstein and Horioka, 1980) as quoted by Sanni and Fagoyinbo (2008). However, empirical evidence from their study contrasted with the sign of theoretical relationship. It was found that gross national savings and domestic investment rate are positively correlated for both developed and developing countries.

Sanni and Fagoyinbo (2008) recognized that the demand for bank loan is a demand for credits. They contended that the demand for loans depend on time preference or taste which can be measured by the rate of interest. They also argued that the demand for credits depend on the productivity, which is the level of economic activities as, measured by Gross Domestic Product (GDP) or its components like investments and exports.

Efficient financial intermediation contributes to higher levels of output, employment, and income, which invariably enhance the living standards of the population (Mogboyin, 2008). The banking sector remains at the center of this process, even in economies with highly developed financial markets. Banks provide important positive externalities as mobilisers of savings, allocators of resources, and providers of liquidity and payment services, as well as a fulcrum for monetary policy implementation. Simply put, banks influence the savings-investment process in order to accelerate the rate of economic growth and poverty reduction. Towards this goal, the soundness of intermediation is as important as its volume, hence the need to have an efficient banking system.

The flow of credit results from factors that affect both supply of, and demand for credit. Such factors as cited in the literature include: total deposits with banks, lending rates, cash ratio, inflation and the level of productivity (Laffont and Garcia (1977), Sealy (1979), Ito and Ueda (1981). In other words, there is an identification problem: the observed decline in the volume of credit may be the result of a weak demand for loans. In the relevant empirical work relating to
this study, disequilibrium economic models have been used to establish the significance of credit crunch. The results of Laffont and Garcia (1977) for Canada, Sealy (1979) for the United States, Ito and Ueda (1981) for Japan, Kugler (1987) for the former Federal Republic of German and Switzerland and Pazarbasioglu (1997) for Finland indicate large disequilibrium situations in the market for bank loans.

Studies on the flow of domestic credits to the private sector in Nigeria have not examined its determinants as well as their impact (Mogboyin, 2008). Nonetheless, a study by Ikhide (1988), who estimated a financial sector model for the Nigerian economy using data for the period 1968 to 1983, found that there was a significant inherent inclination by banks to supply loanable funds for investment but that the level of lending rates at point heavily conditioned this inclination in time. On the demand for loanable funds, the study found the cost of credit wrongly signed and highly insignificant, but a very inherently growing demand for bank loans and advances. There are serious shortcomings in the demand and supply functions specified and estimated for the study, if the empirical evidence is to serve as a departure point, then it could as well be regarded as indicative.

**Research Methodology.**

Secondary data were used for this research work. They were of two types – the maturity profiles of bank loans granted and the maturity profiles of bank deposits.

The data were sourced from the published financial statements of seven randomly selected banks. These are: GT Bank, Afribank, Access Bank, UBA, Union Bank, First Bank and Wema Bank for a period of eight years (2000-2007). The limitation here is that since the banks were randomly selected, the conclusions may not be a true representation of the real situation in the banking sector. Again, the greater part of the period under review was before the 2005 banking consolidation exercise in Nigeria.

Doubly multivariate repeated measures design model was used to analyse the data. This is because each subject has multiple variables measured at multiple times (Alistair et al, 2003). For example, this would be the case if one has a repeated measures design in which there is one or more independent variables and multiple dependent variables.

The model is stated below:

\[ \text{Loans} = f (\text{Deposits}). \]

\[ Y_1 + Y_2 + Y_3 + Y_4 + Y_5 = X_1 + X_2 + X_3 + X_4 + X_5. \]

Where:

- \( Y_1 \) = Loans maturing within 1 month.
- \( Y_2 \) = Loans maturing within 1-3 months.
- \( Y_3 \) = Loans maturing within 3-6 months.
- \( Y_4 \) = Loans maturing within 6-12 months.
- \( Y_5 \) = Loans maturing after 12 months.

- \( X_1 \) = Deposits maturing within 1 month.
- \( X_2 \) = Deposits maturing within 1-3 months.
- \( X_3 \) = Deposits maturing within 3-6 months.
- \( X_4 \) = Deposits maturing within 6-12 months.
- \( X_5 \) = Deposits maturing after 12 months.
Hypotheses tested

Three hypotheses were tested. These are:

H01: There is no significant difference in the linear combination of loans and deposits across the five periods and the seven banks being examined.

H02: There is no significant difference in loans across the five periods and the seven banks.

H03: There is no significant difference in deposits across the five periods and the seven banks.

4.0 Data analysis and discussions.
This analysis will address one multivariate and two univariate questions. These questions are:
Is there a significant difference in the linear combination of the two variables, loans and deposits across the five maturity periods and the seven banks being examined?
Is there a significant difference in loans across the five maturity periods and the seven banks?
Is there a significant difference in deposits across the five maturity periods and the seven banks?

Table 1 simply summarizes the design of the analysis.

Table 1. - Within-Subjects Factors.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Periods</th>
<th>Dependent Variable.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loans</td>
<td>1</td>
<td>Deposits 0-1 month.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Deposits 1-3 months.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Deposits 3-6 months.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Deposits 6-12 months.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Deposits over 12 months.</td>
</tr>
<tr>
<td>Deposits</td>
<td>1</td>
<td>Loans 0-1 month.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Loans 1-3 months.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Loans 3-6 months.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Loans 6-12 months.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Loans Over 12 months.</td>
</tr>
</tbody>
</table>

Source: SPSS Computations Using Doubly Multivariate Repeated Measures Design.

Table 2: Descriptive Statistics.

<table>
<thead>
<tr>
<th></th>
<th>Mean (In %)</th>
<th>Standard Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deposits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-1 month</td>
<td>70.7143</td>
<td>11.2800</td>
<td>7</td>
</tr>
<tr>
<td>1-3 months</td>
<td>19.8571</td>
<td>11.2758</td>
<td>7</td>
</tr>
<tr>
<td>3-6 months.</td>
<td>5.4286</td>
<td>3.2071</td>
<td>7</td>
</tr>
<tr>
<td>6-12 months.</td>
<td>2.9286</td>
<td>3.0609</td>
<td>7</td>
</tr>
<tr>
<td>Over 12 months.</td>
<td>1.0714</td>
<td>0.9322</td>
<td>7</td>
</tr>
<tr>
<td>Loans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-1 month</td>
<td>44.4286</td>
<td>21.4387</td>
<td>7</td>
</tr>
<tr>
<td>1-3 months</td>
<td>16.4286</td>
<td>9.3069</td>
<td>7</td>
</tr>
<tr>
<td>3-6 months.</td>
<td>11.7143</td>
<td>6.6762</td>
<td>7</td>
</tr>
<tr>
<td>6-12 months.</td>
<td>12.2857</td>
<td>4.6445</td>
<td>7</td>
</tr>
<tr>
<td>Over 12 months.</td>
<td>15.1429</td>
<td>6.6940</td>
<td>7</td>
</tr>
</tbody>
</table>
Table 2 allows us to see that question 2 above is asking if the mean of each of the deposits is significantly different from each other, that is, 70.71 for 0-1 month deposits, 19.86 for 1-3 months deposits, 5.43 for 3-6 months deposits, 2.93 for 6-12 months deposits and 1.07 for over 12 months deposits.

Question 3 is asking if the mean of each of the loans is significantly different from each other, that is, 44.43 for 0-1 month loans, 16.43 for 1-3 months loans, 11.71 for 3-6 months loans, 12.29 for 6-12 months loans, and 15.14 for over 12 months loans.

The multivariate test table (Table 3) provides an answer to question 1. As the significant level of 0.078 is greater than 0.05, thus making it insignificant, we conclude that there is no significant difference in the linear combinations of the two variables across the five maturity periods and among the seven banks examined.

Table 3
Multivariate Tests

<table>
<thead>
<tr>
<th>Test Type</th>
<th>Value</th>
<th>F</th>
<th>Error df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pillai's trace</td>
<td>.998</td>
<td>96.851</td>
<td>6.000</td>
<td>1.000</td>
</tr>
<tr>
<td>Wilks' lambda</td>
<td>.002</td>
<td>96.851</td>
<td>6.000</td>
<td>1.000</td>
</tr>
<tr>
<td>Hotelling's trace</td>
<td>581.109</td>
<td>96.851</td>
<td>6.000</td>
<td>1.000</td>
</tr>
<tr>
<td>Roy's largest</td>
<td>581.109</td>
<td>96.851</td>
<td>6.000</td>
<td>1.000</td>
</tr>
</tbody>
</table>

Each F tests the multivariate effect of PERIODS. These tests are based on the linearly independent pair-wise comparisons among the estimated marginal means.

Because this design involves a repeated measures component, the analysis makes the assumption of sphericity. This assumption, according to Alistair et al (2003) is that the variances of the differences between each period are not significantly different. Because this assumption was not met (Table 4), as the significance level of 0.000 is significant, the Greenhouse – Geisser statistics in Table 5 was conducted. As the significance level of loans is still 0.000, the null hypothesis should be rejected for question 2. However, for deposits, the corresponding value is 0.020 indicates that the null hypothesis should also be rejected. Therefore, it should be concluded that there is significant difference in the maturity periods of loans and deposits across the five periods and among the seven banks examined but there is no significant difference in the linear combinations of the two variables across the five periods and among the seven banks.
Table 4 - Mauchly's Test of Sphericity

<table>
<thead>
<tr>
<th>Within Subjects Measure</th>
<th>Mauchly's Chi-Square</th>
<th>Greenhouse-Geisser Epsilon</th>
<th>Lower-bound Epsilon</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERIODS LOANS</td>
<td>.001</td>
<td>.337</td>
<td>.250</td>
</tr>
<tr>
<td></td>
<td>Approx. Chi-Square</td>
<td>df</td>
<td>Sig.</td>
</tr>
<tr>
<td>PERIODS DEPOSITS</td>
<td>.001</td>
<td>33.515</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>.000</td>
<td>.311</td>
</tr>
</tbody>
</table>

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix.

a May be used to adjust the degrees of freedom for the averaged tests of significance. Corrected tests are displayed in the Tests of Within-Subjects Effects table.
b Design: Intercept Within Subjects Design: PERIODS.

Source: SPSS Computations Using Doubly Multivariate Repeated Measures Design.

The findings here imply that banks should endeavor not to mismatch their funds, hence the need to finance short-term loans with short-term deposits and long-term loans with long-term deposits. In actual fact, the maturity period of 71 percent of bank deposits of the seven banks used as case studies fell under one month (see Table 1) while the maturity period of 44% (the highest) of bank loans granted also fell under one month (see Table 1). As the real sector relies on long-term loans to finance its activities most of the time, it follows therefore that it has to look elsewhere as banks may not be able to meet its aspirations under the present circumstances.

As rightly pointed out by Talabi and Onanuga (2000), the duration of a credit facility has an important relationship with the banker’s source of funds. If the term of a banker’s source of finance is short, credit facility granted will be of short-term duration. If the term of deposit is of medium and long duration, the period of credit granted will be medium/long. If there is mismatch of funds between deposit terms and credit terms, it may lead to problems for the banker to meet its maturity obligations to its depositors. In view of this, banks by tradition, as observed by Talabi and Onanuga (2000) believe that their credit facilities should be of short-term duration since their deposits are of short-term maturity. This view was shared by Olorunsola (2007) when he observed that funds, which were made available for short-term use but turned into long-term finance often end with disastrous consequences for the lender. He therefore suggested that advances should be for short-term durations and repayable on demand.

Summary and conclusion

The paper looked at the relationship between the maturity profiles of deposits and loans granted by some Nigerian banks between 2000 and 2007. It discusses why people save and the benefits of bank deposits to the economy. It also discusses the reasons for bank loans, their contributions and some of the factors affecting them. It was found that there is a significant difference in the maturity periods of loans and deposits in all the banks examined over the period under review and no significant difference in the linear combination of the two variables.

The limitations to the conclusions reached were pointed out. Firstly, the banks used as case study were randomly selected and not based on any scientific criteria. Secondly, it can be argued
that the selection of seven banks from the existing 25 banks (though later reduced to 24) may not be a true representation. Lastly, the greater part of the period under review was pre-consolidation period in the banking sub-sector of the Nigerian economy.

Table 5
Univariate Tests

<table>
<thead>
<tr>
<th>Source</th>
<th>Measure</th>
<th>Type II df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERIODS</td>
<td>LOANS</td>
<td>Sphericity</td>
<td>4</td>
<td>6009.518</td>
<td>87.441</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assumed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Greenhouse-Geisser</td>
<td>1.349</td>
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Source: SPSS computations using Doubly Multivariate Repeated Measures Design.
References


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Cultural Production as a Strategy for Social Sanction in Yoruba Society: Akiba Festival as a Case Study

by

J.B. Agbaje

Abstract

The main thrust of this paper is Akiba festival which is a yearly event in the Ekiti Yoruba community. It is a cultural event, which encapsulates the various art forms of the people such as singing, dancing, chanting etc. In short, these types of annual songs differ from festival sacrifices or chants that are labeled, “occasionally festival songs”. They are regarded as purification songs”. The Akiba festival normally comes up every year during the month of August. Akiba festival songs have remarkable effects on the lives of the people in the community. The satirical songs in the community perform the same functions with their counterpart such as Gelede and Etiyeri in Egbaland and Ibadan areas of Yorubaland respectively. The typical Akiba festival singer has the opinion that he is performing social rather than religious functions. People still recognize the significance of the festival as a means of social cultural in the community. As time rolls by, more festivals may because of foreign religious activities, lose their ritualistic components. Only the poetry and song, revitalized yearly or at convenient times by the growing poets will live on has happened in many other traditions.

Introduction

Akiba festival is a yearly event in Ekiti Yoruba community. It is a cultural event, which encapsulates the various art forms of the people such as singing, dancing, chanting, etc. It is a purification festival designed to purify the entire community. Over the years however, the festival has undergone a lot of changes. It is no more mainly ritualistic or sacred, neither is it currently wholly dedicated to expel evil from the community. The characteristic symbolic action and gestures, which were hitherto used for sacred purposes, are now downplayed and the performance has become a festival of songs. In essence, these types of annual songs are distinct from festival sacrifices or chants that are labeled ‘occasional festival songs.’ They are now regarded as ‘purification singing’. Akiba festival, which commenced some centuries ago, has assumed a revolutionary character perhaps, owing to the fact that there are more things to sing about now. The Akiba festival normally comes up every year during the month of August.

Satire as a Means of Social Sanction

Many writers have expressed their views on the functions of humor and satire in human society. According to Cupy (1963, 19), ‘Humor is meant to blow up evil and make fun of the follies of life’. Another writer, G.K. Chesterton (1963, 20), states that ‘satire is becoming the main method by which crime is punished and society regulated’. What these writers are saying in essence is that, creative works that make use of satire, such as satirical songs, publicly hold up persons or the society to ridicule. Satirical songs are forms of singing employed publicly to condemn social ills and deviant behavior in a society.

This genre falls between ritual and social songs because satirical songs normally come up during religious ceremonies. In other words, the songs are rendered during traditional festivals in Ekiti Yoruba community. The singers enjoy ‘poetic license’ because of the specific occasion on which
the songs come up. The sanctity that is associated with the festival also confers immunity upon
the singers. It is a common saying that:
Maa wi,
Maa wi,
Oba kii p’ okorin,
Konko n’ ko tire lodo
(Say it out,
Say it out,
It is forbidden for a king
To kill a singer
The frog freely sings its song in the river.)

The poetic license’ we refer to here is in connection with the content of the song. The singers
have the freedom to say with impunity, on those sacred occasions, what could have been
otherwise regarded as defamation of character. The Akiba festival lasts only one day. They songs
rendered during the festival are known as satirical songs. Any singer that performs outside the
stipulated time may likely face the wrath of the person satirized in particular or of the
community in general. This class of songs is distinct from the other classes because it is used to
condemn social instruction. Satirical songs are usually rendered to lampoon the culprits. The
contents of the songs are usually based on facts, which cannot be faulted.

**Themes of the songs**

The Yoruba believes that Olodumare is the embodiment of good moral. Therefore, he expects
human beings to have good morals as well. The significance placed on the principle of morality
by the Yoruba indicates that African Traditional religious are based on profound moral values,
which sustain the beliefs of the adherents of those religious. Consequently, satirical songs have
the moral value of checking immoral behaviors effectively in the society. The ills of the
community, which are embedded in the content of the songs, include stealing, adultery,
wickedness, misbehavior, murder, kidnapping laziness and bribery, etc. we will now discuss the
ills one after the other, beginning with stealing. The Yoruba perceives stealing as a very grievous
offence; therefore, a thief is regarded as a dishonorable person in the society. The singers usually
satirize thieves in their songs. The following songs are examples:
Egedeke in mo a gbo o
Eyi tule ra loke e ni
Li yinbon on s’ usu,
Imo ya o oluya re
E li rimadi o.
Translation:
Hello, people, be attentive,
Someone from our house over there,
Shot his gun at yams,
Come and see the stupid man,
He is in remand custody.

This song is about a hunter who pretended to be hunting for animals in the bush but instead; he
stole another man’s yams from his farm. Eventually, he was arrested and put in remand. This
song is to curb the menace of stealing in the community. Similarly, the satirical singers in the community do not spare adulterers, for instance:

Tiye t’ omo
Tiye t’ omo
O’n me i s’ ale agbegilodo

Translation:
Both mother and daughter,
Both mother and daughter,
Are concubines of a timer-lorry driver?

This song is about a woman and her daughter who were having an adulterous affair with the same man, a timer-lorry driver, probably because the man was spending the money he made from the lucrative timer business on both of them. Their secret love affair with the timber-lorry driver came into the open. This incident was regarded as indecent and unacceptable to the people in the community, hence the singer composed the above song to lampoon both the woman and her daughter so that they can desist from such disgraceful actions in future. Another popular subject used by the singers is the issue of laziness. Lazy people are regarded as obstacles to both social and economic development. One of the songs with such a theme is as follow.

Egedekeke, Unicons a ki in
Osise ra lona ‘Lawe, a me e ki in
Odun meta le’ su mefa
Oyi mo je an sise
Ruderude ‘Loluya a ji
Omi mo je an sisi o

Translation:
Hello people, Unicons we salute you
Our workers in Ilawe we greet you
In three and a half years
You cannot construct a bridge over River Ofi,
Foolish man, he walks sluggishly all about
He could not compete river Ofi Bridge.

In foregoing, the singers lampoon the Director of Unicons Construction Company who was awarded a road contracts in the community. The company failed to perform to the expectation of the people after about three and half years of the award. Hence the singers had to satirize the Director in song for his company’s bad performance, which has marred the development of the society. The man was accused of slouching lazily about the town instead of mobilizing his workers to build the bridge. This song then called for improved performance from Unicons Construction Company. One of the ills of the community that the singers often condemn is the act of murder, which the Yoruba view as wicked. The following song exemplifies this:

Egedekeke, eyi lele o
Eyi buaya
Omo ko aye ya jaye upin re
In so sagbami
Ori ka a bi kaa jere re
Ni mo wa jade o
Translation:

Hello people, this is horrible,
It is terrible
A child who has come to enjoy his life
You threw him into the river,
It is kindhearted people
That saved the situation

The above song reveals a certain woman in the community who attempted to kill her newborn baby by throwing him into a nearby stream. The wicked act was discovered by a passer-by who quickly saved the child by alerting the law enforcement agents. The singer’s prompt lampoon is to advise the culprit and others who might want to emulate her in future to desist from such deviant behavior. Such an action is seen by the Yoruba society as inhuman.

The satirical singers could be likened to the proverbial early morning rain that does not spare anybody. This is because the singers satirize both the high and low in the community for moral misconduct. For example, the chiefs in the community are not left out:

Egedekeke eyi buaya
Oro yii ja ni laya
Oro yii ya ni lenu
Eru aye ba mi o
An gb’ ogigun sori’ moto
Lule ra loke e ni
Ira ule ra loke e ni
A n fe mo di re
An lo sule alao
Kan an ti I de o
Agbaagba oloye orun
An foro memu o

Translation:

Hello people, this is terrible
This matter makes people panic
The matter surprises people
We are afraid of this life
They put a charm on another man’s car
In our house over there
The people in the house wanted
To know the root cause,
They went to a diviner’s house
Before their arrival
The chiefs had taken bribe.

In the above song, the singers reveal a case in the community that involved someone who went secretly to put harmful charm on another person’s car. The people insisted on finding out the offender, therefore, the chiefs sent some people to the diviner to inquire about it. Surprisingly, before the people on errand returned. The offender had bribed the chiefs in the community and they stared singing another tune. Consequently, the matter was disposed off with a wave of the
hand. In order to forestall a similar occurrence in the community in future, the singers used their songs to satirize the chiefs concerned in the matter. The satirical singers also focus on unruly elements in the community who are fond of involving themselves in acts of indiscipline. A good example is as follows:

Lile: Awe mo gbati oko
Egbe: Emimo, awe mo gbati oko, emimo
Lile: Elerun bi oko awe mo gbati oko
Egbe: Emimo, awe mo gbati oko emimo
Lile: Mo oseju si mi, e soro mo ba o so ti
Egbe: Emimo, awe mo gbati oko, emimo

Translation:
Leader: My friend has slapped her husband
Chorus: Wonders shall never end; my friend has slapped her husband,
Wonders shall never end.
Leader: Her month looks like a hoe; my friend has slapped her husband
Chorus: Wonders shall never end; my friend has slapped her husband,
Wonders shall never end.
Leader: Don’t seduce me with your eyes, we don’t have previous discussion.
Chorus: Wonders shall never end; my friend has slapped her husband,
Wonders shall never end.

The above song reveals the case of a housewife who engaged her husband in physical combat. The singers consider such act as lack of discipline in the community. Unfortunately, the victim is not allowed to defend herself. There may be a possibility of unfair accusation, especially in a patriarchal society where women’s voices are hardly ever heard in self-defense.

Composition and Performance

The composers of Akiba festival songs may be any members of the community. It should be noted that not everyone would succeed in producing a good song. The good Akiba festival composer is a talented artist who comes out to display his artistic competence. The core of the dancing group comprises of about ten talented young men dressed up in gorgeous complete ‘Dandogo’ traditional attire. The dancers are not professionals and the composition of the group changes from time to time depending on the prevailing situation. It should be noted that women are not involved in these performances because of the nature of the performance and composition, which are made secret. It is erroneously presumed that women cannot be involved in such confidential and delicate issues.

Most of the songs, which feature at the festival, are composed and rehearsed several weeks before the festival day. It is presumed that the gifted artists may get divine inspiration and the appropriated imagery will come to enrich their composition. But to achieve the best form of expression, they have to made many corrections until the final product is perfected. Four or five people may come together secretly to collectively compose the songs. They ruminate over them, rehearse and perfect them before the festival day. The performance of Akiba festival songs occurs in this order; the singing group moves round the community with horsetails in their hands to denote elegance and authority. The group moves form place to place stopping at intervals in the front of the house of individual culprits in the community. There is a definite procedure, as the group stops, the leader of the song sings a verse, he stops, and others pick up what he has just sung for amplification, clarity and emphasis. The performance of these songs
enables the Ekiti Yoruba community to bring forth its musical and poetic dexterity. All the songs that are considered worthwhile are stored in the community’s repertoire of songs. The performance usually comes to an end with nostalgic notes embedded in the last part of the song. The songs communicate farewell and good wishes to the audience, expressing the wish that both singers and audience may meet again in peace at the next Akiba festival celebrations. For example:

Lile: O ra o, o ra o
      Ijominrin kin ya jede
      O ra o, o ra o

Egbe: O ra o, o jede
      O ra o, o ra o ra o
      Ijominrin kin ya jede

Leader: Goodbye, goodbye
        Some other day,
        You come and eat melon soup
        Goodbye, goodbye

Chorus: Goodbye, goodbye
        Some other day,
        You come and eat melon soup
        Goodbye, goodbye

Melon soup is symbolic here because it is the only type of soup used for entertainment of guests on such notable occasions. It also stresses the communal nature of the festival, which provides a forum for the people to interact and felicitate together. During the brief period of the celebration, there is a renewal of fellowship, kinship and even in the belief that humanity can overcome problems that the songs bring to light. Merely singing about the problems is seen as a step towards society purging itself of such ills.

The Significance of the festival

Akiba festival songs serve as a means of social reformation in the community. The singers do not perform to solicit for gifts either in cash or kind from the public. Their main objectives are to mold the minds of members of the public, to condemn deviant behaviour, to make their targets change for better and to earn prestige among the people. The offenders were brought to public ridicule by the Akiba festival singers in order to stop them from perpetuating such social ills in the community. In other words, the people in the community regard the singers as social reformers because of their significant role of placing the community on a proper moral standing.

Also, the community regards the singers as its watchdogs and informants on all vital issues, which could have been hidden from the people. Therefore, the function that Akiba festival song plays in the community is in tune with the assertion by Finnegan (1970) that ‘songs perform the same functions that the press, radio, publication perform in literate societies’. The singers normally find out their facts, get them correctly and later get the message across to the public through their performances. In the same way as: source credibility’ is important to modern modes of mass communication, the accuracy of the information used in their songs makes the public to rely much on the information given as very authentic. The singers are held in a high esteem in the community because they usually discharge their traditional duty to the community without malice or bias. Akiba festival is very popular in the community because it is the only one that is noted for social control. During the performance of the songs, names of the culprits may
not be mentioned, but vivid physical descriptions are given so that the public may know their identities.

Lile: Oni me oro, oni me oro
Egbe: Ege, ege, oni me oro, ege
Lile: Se ki mi wi, kabi ki mi a fo?
Egbe: Ege, ege, oni me oro, ege
Lile: Awe mo jako oko,
Egbe: Emimo, awe mo jako oko, emimo
Lile: Eyinfunjeo mo jako oko
Egbe: Emimo, awe mo jako oko, emimo
Lile: Aponbepore mo jako oko
Egbe: Emimo, awe mo jako oko, emimo
Lile: Akuruyejo omo jako oko
Egbe: Emimo, awe mo jako oko, emimo

Translation:

Leader: Today is the festival, today is the festival
Chorus: Sure, sure, today is the festival, sure.
Leader: Shall I speak? Or shall I talk?
Chorus: Sure, sure, today is the festival, sure.
Leader: My friend has pulled off her husband’s male organ wonders shall never end
Chorus: Wonders shall never end; my friend has pulled off her husband’s male organ
Leader: Eyinfunjeo (snow-white teeth) has pulled off her husband’s male organ wonders shall never end.
Chorus: Wonders shall never end; my friend has pulled off her husband’s male organ wonders shall never end.
Leader: Aponbepore (yellow in complexion) has pulled off her husband’s male organ
Chorus: Wonders shall never end; my friend has pulled off her husband’s male organ wonders shall never end.
Leader: Akuruyejo (short in height) has pulled off her husband’s male organ.
Chorus: Wonders shall never end; my friend has pulled off her husband’s male organ wonders shall never end.

In the above song, a woman who has inflicted injury on her husband's male organ during a physical struggle is vividly and physically described. She was described as a woman with snow-white teeth, light in complexion and very short in height. Although her name is not mentioned in the song but her physical description is very clear.

Conclusion

Akiba festival songs have a remarkable effect on the lives of people in the community. The satirical songs in the community perform the same functions with their counterparts such as Gelede and Etiyeri in Egbaland and Ibadan areas of Yoruba land respectively. Gelede and Etiyeri are forms of satirical songs in the areas mentioned above. At present, Akiba festival songs are almost completely weaned from formal purification rituals and moving towards pure theatrical presentation. The typical Akiba festival singer has the opinion that he is performing a social, rather than religious function. People take the advantage of the festival to socialize and mediate on the socio-economic development of the community. Also, people still recognize the significance of the festival as a means of social control in the community. In future, more festivals may, because of foreign religious activities, lose their ritualistic components. Only the
poetry and song, revitalized yearly or at convenient times by the growing poets will live on, as has happened in many other traditions.

References


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The Strengths and Weaknesses of the Curriculum Used In The Upper Primary Schools in Botswana

By

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and

Nana Adu-Pipim Boaduo FRC

Abstract

The major aim of education in all countries is to prepare children for the future demands of life situations and roles that they would play in society. In achieving this aim, the Ministries of Education in countries around the world reform, innovate and review their curricula when the need arises that incorporates innovations that promise learners better knowledge and skills acquisition for the world of work during their adult lives. These reforms and innovations are believed to be important because they tend to bring additional improvements and encourage changes for the best. In this paper we discuss upper primary curricula used in the Botswana Education System by attending briefly to the working definition of curriculum for the purpose of this study, content of the curriculum used in the upper primary schools in Botswana, strategies used in the implementation, lack of resources to support the implementation, manpower inadequacy especially trained teachers, medium of instruction and content of the syllabus and lack of support from school administrators and parents.

Introduction

Primary Education is the foundation on which further learning is based and opens up to young persons a range of opportunities for further study and work. Universal access to education in Botswana is for seven years of primary education. The Government attaches the highest priority to the primary sector of the Education System, in the interest of equality of opportunity and developing the potential of all children and seeks to provide universal access to primary education (Abosi and Kandji-Murangi, 1995).

In this era of widespread and rapid technological changes and an increasingly inter-dependent global economy, it is essential that all countries prioritize human resources development by preparing children adequately for the future. Survival in the new millennium will depend on the ability to accommodate change and adapt to the environmental needs and the emerging socio-economic trends. It is the wish of the Government of Botswana to prepare Batswana for the future growth and adaptation to the ongoing changes in the socio-economic context; especially the transition from an agro-based economy to the industrial economy that is the priority of the State.

The upper primary curriculum is a new innovation in Botswana. It was introduced in February 2005. It builds on the Ten-Year Basic Education programme and seeks to provide quality-learning experiences to all learners in the sector. It aims to prepare learners for the world of work, further education and life-long learning. Generally, the upper primary education pays attention to all round development of the learner to be sociable. It does not only provide for the
acquisition of those skills needed for economic, scientific and technological advancement; it also provides for the development of cultural, natural identity and the inculcation of attitudes, moral and other values that nurture respect, accountability, punctuality and responsibility.

Critical to the success of the upper primary education programme is the recognition of teachers’ talents, needs and learning styles. The role of teachers in modern classroom has changed. They must be proficient managers, facilitators and directors of learning activities; who should be conscious of children’s needs and take on board a measure of accountability and responsibility. They should take into account the widening range of learners’ ability in different levels of achievement as well as family background. Active participation and the creation of rich and diverse learning environments should be provided by the teacher; supported by the Government with the required resources. It is important that learners’ own experiences are considered and used. The teacher should build on learners’ experiences and at the same time offer them guidance and counseling; assisting them to make the best decisions in keeping with their own aspirations, career prospects and preferences (Dekker and Lemmer, 1994). This supports the Botswana Government’s national ideals of democracy, development, self-reliance, unity and social harmony (Republic of Botswana, 1994).

The achievements in education in Botswana have been significant since 1977. There have been numerous educational reforms that were geared towards meeting the development needs and challenges since 1993. There is general recognition that comprehensive reforms were necessary to ensure that education meets the individual, social and economic needs of the future generations. Education in Botswana has responded to some of the changes in society and has addressed new social circumstances as part of the traditional role in preparing young people to play their part in society.

However, Botswana encounters unemployment problem especially in rural areas. There is great disparity in educational provision between urban and rural areas. It is difficult and expensive to provide educational facilities in rural areas and some parents are poor to support their children (Abosi and Kandjii- Murangi, 1995). The Government has introduced the universal curriculum where the new generation is introduced to new knowledge, attitudes, values and skills through the curricula. What follows is a detailed discussion of what is listed in the abstract.

**What is curriculum?**

According to Burrell (1988), Curriculum is the whole set of influences and events, both planned and unforeseen, which impinge upon students during their period of education and which will, sooner or later, affect their learning ability to understand and achieve the aims of the course and, indeed, of the wider arena for which they are being educated. Pratt (1980: 4) defines curriculum as an organized set of formal educational and or training intentions, and further illustrates the implications of the above definitions as follows:

A curriculum is intentions, or plans.
A curriculum is a blueprint for activities.
A curriculum contains what learning children are to develop, the means of evaluation to be used to assess learning, the criteria according to which children will be admitted to the programme, the materials to be used, and the qualities required of teachers.
A curriculum involves formal intentions deliberately chosen to promote learning.
A curriculum articulates the relationships among its different elements (objectives, content, evaluation, etc) integrating them into a unified and coherent whole.
Both education and training are referred to in the definition to avoid the misunderstanding that occurs if one is omitted.
The curriculum is associated with what philosophers refer to as subject-led approach. The subject-led approach creates a tendency for very specific subjects to be crowded into the curriculum. The subjects offered in upper primary schools in Botswana are: English, Mathematics, Setswana, Science, Agriculture, Social Studies, Religious and Moral Education and Creative and Performing Arts (CAPA). CAPA is a combination of subjects that includes Physical Education, Music, Business Studies, Home Economics, Design and Technology, Art and Craft, and Drama. The integration of these subjects has made it possible for the curriculum to be diversified by infusing many subjects that were not in the curriculum before including emerging issues such as HIV/AIDS, Environmental Science and Guidance and Counseling. Such a curriculum addresses the needs of the learner and the nation but too loaded to implement successfully considering the availability of resources of all kinds.

The development of the upper primary curriculum has been based on a vision of society in the 21st century (Commission on Education, 1993). The Revised National Policy on Education (RNPE) of 1994 was a reaction to the National Commission on Education of 1993. It dealt with key issues including access and equity. The RNPE (1994) sought to:

- Improve and maintain the quality of education in Botswana.
- Prepare individuals for life.
- Make further education more relevant and available to large numbers of the people.
- Improve the response of schools to the needs of different ethnic groups in the society.
- Enhance the performance and the status of the teaching profession.

The syllabi have been developed in fulfilment of the above goals and aims of the RNPE of 1994. The goals of the RNPE are to prepare Batswana children for the transition from a traditional agro-based economy to an industrial economy. The philosophy considers access to basic education as a fundamental human right. It aims at having an education system that will develop moral and social values, cultural identity and self-esteem, good citizenship and desirable work ethics in preparation for the world of work (Vision 2016, 1994).

Curriculum Blue Print (Ministry of Education, 1995: 2) articulates that the philosophical essence of change and innovation in Botswana is that of a multi-prolonged qualitative process meant to:

“...foster intellectual growth and creativity to enable every citizen to achieve his/her potential, develop moral, ethical and social values, cultural identity, self-esteem and good citizenship; prepare citizens to participate actively to further develop our democracy and prepare citizens for life.”

The curriculum takes cognisance of the development of qualities and skills needed for the world of work and further education and training. It emphasizes the development of basic pre-vocational and problem solving skills. The programme has been designed to cater for learners with varying backgrounds, abilities, individual interests, talents and aptitudes that responds to the adage that the more systematic the planning of the curriculum the more effective the course of education will be.

**Content of the curriculum**

Curriculum policies are needed to enhance the learning experiences and improve the progression rates of the majority of learners. This implies a commitment to teaching the knowledge and skills necessary for the progression of the majority of learners through the school curriculum to enter the world of work or further study and to participate as citizens in a democratic society and modern economy (National Education Policy investigation of South
Africa, 1993). There is no reason why the curriculum should not follow the order of elements as laid down in the philosophy of education starting with the study of the learner, social background and proceeding through areas concerned with culture and the child’s role before reaching the theory, functions and activities of learning and the considerations of traditions and ethics. The selection of the content has been done from the learners’ immediate environment so that they transfer skills to real life situations on completion of their primary education.

The upper primary curriculum is of universal significance. It is designated as core curriculum placing emphases on relevant basic knowledge base for the development of the learner. As a result learning and teaching are done by problem-solving and other investigatory means using a wide variety of learning and teaching methods, in flexibly timetabled units, and possibly with a rather greater degree of planning by, and guidance of, both the teacher and the learners. The core curriculum approach used in Botswana is a sound way of dealing with the problem of preparing the children during the basic education period to make the best use of opportunities in post-basic education that will demand a much more mature attitude to the process of learning (Standard 5 to 7 syllabuses, 2004). Basic principles, once learned, can be applied to any other context where they are relevant if the learner has time and the ability to transfer knowledge efficiently. There are no firm divisions between the subjects covered, therein lays the opportunity for relatively untrammelled planning round the educational objectives, and their influence upon the learners.

All the modes of arranging and organising the educational objectives packages of the curriculum and the course may be used singly or simultaneously from different parts of the curriculum when it seems appropriate to do so. In particular, the structuring of the content enables work to be planned in a smooth progression without conflicts of interest, bottlenecks, or periodical over-loading of children with ill-timed essays and projects from a variety of uncoordinated sources. The systematic planning of the curriculum is effective for education and help implementers to achieve their aims. It also ensures that all the work done in the main programme at any one time is directly relevant to the current basic theme, and permits experiences and content to be realistically weighted, for example, each time unit of one teaching period or by some other criterion, in accordance with the intrinsic importance and desirable depth of study of each of the topics. The sequencing of topics had been considered according to their relevance and level of difficulty to include the opposite trend, from concrete practice to abstract principles; from familiar concepts into unknown and from easy to more difficult learning. This is a strategic idea for the primary school teaching in Botswana upper primary schools.

The decision as whether or not to adopt the spiral curriculum style of sequence for a complex course scheduled to last for several years is now almost foregone in Botswana in favour of sequencing certain kinds and levels of learning to cumulate in relatively small units at different points in, say, three-year period, in order to keep pace with the unfolding of the overall subject of upper primary and with the learners’ growing awareness and maturity in academic terms. This is a matter of commonsense consideration and would probably be done, in any case, without a formal decision or special terminology. It means that important parts of the subjects are re-visited from time to time in different contexts, viewed from different perspectives presented at different levels of complexity and assessed in different ways that help to identify the potentials of learners.

Hummel (1977) states that successive visits will feature variations in the precision of knowledge; balance of concepts; range of facts; comparisons and relations defined; and the kind of applications made or suggested – all with an increasing tendency towards greater complexity and abstraction as time goes on. He further indicates that a similar mode of manipulating the
elements of a course is represented by the concept of alternative samples of content. The principle is that different individuals or group of learners may be allocated to study different aspects of a topic simultaneously, according to their own particular interests. The curriculum is probably in the form of a carefully considered and appropriate sequence of packages, each comprising one or more educational objectives with their prescriptions for change of learners’ outlook, behaviour and the necessary educational exercises based on subject content. The curriculum, as thus presented, is intended to be appropriate to the requirements of the needs of the children, the needs of the local and national service sectors and local resources available to the teachers.

**Strategies used in the implementation of the curricula**

A strategy means all the available procedures and techniques used by individuals and groups at different levels of the educational system to attain desired objectives. It is a deliberate attempt to engineer innovation (Bishop, 1986). Much is left to the autonomy and judgement of the teachers in each school, partly as a mark of trust and respect of their ability to prescribe for their own local circumstances or as talents, preferences, funds and facilities, to leave them to react to feedback from their own particular group of learners.

Quintilian cited in Akinpelu (1981: 40) advises as follows:

“Let him (the teacher, our own) … adopt a parental attitude to his pupils, and regard himself as the representative of those who have committed their children to his charge. Let him be free from vice himself and refuse to tolerate it in them. Let him be strict but not austere, genial but not familiar— for austerity will make him unpopular, while familiarity breeds contempt”.

Generally, learners learn largely by second-hand experience through appropriate and effective techniques of a classroom nature: lectures, readings, viewings, listening, self-instruction, and discussions about the topic. Each individual lesson unit is based on some phenomenon such as concepts and a relevant discussion, simulation and formal lecturing that may be used to trigger on a piece of learning that contributes to the achievement of an educational objective.

Assessment at other levels and at other points in the course is arranged by local schools and at the lowest levels by the teacher. Such assessment finds a place in the educational objectives, exercises, subject content and learning methods. The primary purpose of assessment is to ascertain whether the learner has achieved the educational objectives (Nisbet and Shucksmith, 1986). This anticipates that the curriculum is capable of producing those changes in a nominally successful learner and that it can go on doing that for successive generations of children in that school and for similar groups of children elsewhere.

For the teachers assessment of learners should be regarded as feedback, reflecting upon their own teaching ability, methods, facilities and resources. This feedback informs teachers of the extent to which their aims, goals and objectives are being achieved. It enables them to influence the behaviour of learners in a positive way and to make them work harder generally.

**Weaknesses of the curriculum**

Despite all the accolades portrayed so far, there are some concerns that need consideration by all upper primary curriculum developers and policy makers, not only in Botswana but other countries in Africa, if they really aim at the goal of the world of work to be achieved. Administrators, curriculum developers, instructional designers and textbook authors need to be
sensitive to the results that when teachers adopt innovations, the results may be different from those intended by policy makers. The first time through the new curriculum may be less successful than the one it replaced.

However, teachers need no criticisms at this point and do not need to panic and abandon the programme. At the same time, they should not be expected to teach in a mechanical and uncreative way that may place their activities in the category of robots. As teachers integrate innovation, the innovation undergoes change through adaptation to the particular needs of the teachers and the learners. Teachers work hard to make the goal of the world of work achievable. In doing this they adapt to congested curriculum content (which is the major stumbling block of the Botswana upper primary curriculum), level of language of instruction to the level of learners’ age. Strategies teachers use to deliver the content, insufficient time to complete a task, lack of and resources of all types, material and equipment in schools, lack of infrastructure especially adequate classrooms, bad environmental conditions, lack of support from the administrators, large class sizes and inadequate training of teachers on subject content impinge negatively on the professional capabilities of the teacher and the successful implementation of the upper primary curriculum.

Lack of resources

Under normal and appropriate situations environmental conditions under which learners learn should be as close as possible to the actual conditions experienced in real life (Fullan, 1991; Boaduo, 2006). If the task must be performed under varying conditions, these should be considered because if the conditions vary on a simple scale of difficulty, it is appropriate to indicate only the least favourable ones. If it is the contrary, then attention should be paid and measures should be put in place to remedy the situation. Schools should be adequately resourced (which is a major problem in Botswana upper primary schools) with appropriate materials and equipment including textbooks, media software for different tasks, adequate classrooms and with other forms of modern technology. Upper primary schools in Botswana experience problems when it comes to resources of all types including classrooms, textbooks, tables and chairs. Learners are taught in open spaces and under trees without chalkboard and textbooks. There is shortage of infrastructure and generally, conditions are not conducive to prepare the learners adequately for the world of work. Teachers and learners need materials and equipments to be competent, confident and capable of facing changes in the present technological world. It does not matter what utterances of concern are made or how they are urged, they could never get to develop the technological capacity of learners without the required resources. Materials and equipment should be suitable for a wide ability range of the learners (House, 1986). Unfortunately, in Botswana upper primary schools lack of all forms of resources is an anathema to the successful implementation of the upper primary curriculum.

Inadequate training of teacher.

For any nation to forge ahead in anything, teachers of various categories make the most important contribution in this respect. In order for any nation to ensure progressive and effective implementation of educational reforms and innovations there is absolute need to seriously develop a teaching force that is well equipped, competent and motivated (Boaduo, 2006). Teachers need protracted orientation and must be given enough time to become familiar with the innovation before introducing it to their classes. There is need for time to make gradual change from the old curriculum to the new, especially if they are introducing several new subjects at once (Bishop, 1986). The upper primary curriculum in Botswana was introduced to standard five pupils in February 2005 and teachers were sent for a three-day orientation workshop of which they were to look only at the objectives if they match with the content.
days are not enough to orientate teachers to implement curriculum effectively, efficiently and successfully.

Teachers started teaching the curriculum content immediately without learning materials except the samples that were sent to schools by publishers. Generally, teachers lack knowledge of the content of some subjects, which they teach because they neither had prior training at colleges of education nor at university level. Shulman and Grossman cited in Babitseng (2006) pointed out that pre-service education programmes should involve systematic programmes that are helpful for improving teachers’ content knowledge. Content knowledge consists of an understanding of the key facts, concepts, principles and explanatory frameworks in a discipline, as well as the rules of evidence and proof within that discipline to be able to articulate information learners’ need.

Level of language and the content of the syllabus

Communication is a crucial factor in teaching and learning between the teacher and the learner. We have already stated that there is lack of resources in schools that create conditions that are not conducive for efficient teaching and effective learning. The references that teachers’ use has different contents that is above the learners’ age level. This brings confusion to teachers because they have to use their own discretions to try to bring the language to the level of the learners. Most of the time learners are recipients because they have to listen to the teacher talking without understanding and no sources to refer to; and when it comes to discussions, only intelligent learners with special family background are able to respond. Some of the few available textbooks have the language used high above the comprehension level of the learners. This results in learners’ difficulty to perform tasks. Furthermore, the content of the syllabus is congested (a major weakness of the curriculum) and becomes impossible to be covered in the given time frame.

Lack of support from the administration

Equally important is the provision of moral support from heads of departments and the school heads. They must facilitate and encourage innovation, by challenging teachers to review and revise their curriculum, by monitoring curriculum and instruction, by providing a personal example of effective curriculum design and teaching, by establishing a climate of trust and security to reduce the threat implicit in innovation, and by encouraging teacher participation in setting goals for the school and evaluating their attainment. The critical issue in upper primary schools in Botswana is that teachers are not considered at any stage of the curriculum development except at the implementation stage. The congested curriculum is developed and just imposed on the teachers to implement and hence create problems when it comes to successful implementation. Sometimes innovations fail because teachers do not have clear understanding and support of what is expected of them in their new role because they are not invited to participate in the development of the innovation and reform of the curriculum. Maruatona (1994) pointed out that the Curriculum Development Division of the Botswana Ministry of Education is responsible for developing curricula and teaching strategies with little or no input from practising teachers. This is a major anathema to successful implementation. The lack of more carefully mediated induction for new entrants has negative consequences because it means that new teachers have relatively little or no opportunity to benefit from the principles and practices developed by earlier educators in relation to curriculum change and implementation. Induction in some schools is not done completely. Teaching demands rigorous and continuous training to stay up to date in teachers’ preparation and acquire new classroom skills (Ornstein and Levine, 2000). Regular teaching staff development is required to update
teachers’ knowledge and skills. Unfortunately, this is sporadically done. In brief, these are some of the challenges facing upper primary teachers in Botswana with regard to curriculum reform and innovation.

Conclusion

We have tried to give a brief epistemological consideration of the upper primary schools curriculum in Botswana. We have indicated that teachers aspire to be professionals with expert knowledge concerning the content and methods of instruction in their particular fields. We have shown that teachers are well organised as a group and have gained greater insights on the basis of their performance but their views are not sought on matters that concern them and their profession, for instance the curriculum issues, especially during the planning stages. We have indicated that often they do not participate in making decisions about the conditions in which they work. Traditionally, they have no input in curriculum decisions, and they are vulnerable when they seek to introduce textbooks or discuss topics considered controversial by high authority. We have further indicated that all the initiatives often come from government officials, business leaders and civic groups rather than from teachers who are supposed to be initiators of the reform and innovation with inputs from government and other stakeholders. There is lack of communication between teachers and curriculum planners. The curriculum is planned and imposed on teachers to implement. Problems encountered in the implementation have been congested syllabi where teachers just rush over critical objectives in a short period of time so that learners could write their examinations. Lack of the required resources for the effective and efficient implementation of the curriculum is a major problem. We have indicated that the set goals of the world of work are still a long journey to travel in upper primary schools in Botswana and it is a challenge that requires the will to develop capable and appropriate teachers to be able to adequately implement the upper primary curriculum to make the achievement of the Vision 2016 revolutionary development principles a reality.

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Entrepreneurship Education: Implication for People with Special Needs in Nigeria.

By

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Abstract

The growing trend of Nigeria economy calls for individual creativity, dynamism and pragmatic approach to wealth creation for self-sustenance and collective efforts to resuscitate the nose diving economy of Nigeria. To the special needs individuals, the aspect of self-reliance is virtually lacking because of the perception of the society towards them and their negative self-concept. In view of the above, it is therefore imperative for learners with special needs to be empowered for self-reliance and collective development of the economy of Nigeria. To this end, this paper examined the meaning vis-à-vis objectives of entrepreneurship education and learners with special needs. It further discussed various ways through which entrepreneurship education can be achieved by learners with special needs. This article also highlighted some problems that may confront learners with special needs during and after training and the robust benefits that learners with special need will gain from entrepreneurship education and suggested recommendations.

Key words: Entrepreneurship education, Education, Learners with special needs, Nigeria Economy, Nigeria.

Background to the Study

The global concern and aspiration are on how to keep the teeming population throughout the world above poverty level. In view of this, the United Nation has held numerous conferences in the past few decades to discuss the way forward. All those conferences gave birth to the most recent United Nation Millennium Declaration signed in September, 2006 known as Millennium Development Goals in which one of its chief objectives is to eradicate extreme poverty. The World Bank characterizes extreme poverty as living on US$1 (one dollar) or less per day. Finding by United Nation revealed that more than 1.1 billion people around the world live on less than $1 per day and that the sub-Sahara Africa has the largest population living below determinant level. It was further revealed that the poverty level may soar from 314 million as recorded in 2001 to 366 million by 2015 based on the region’s slow progress towards reducing poverty. The indication of the report above is that West African Sub-region will have its entire population scorch by poverty in some few years to come if adequate precaution is not taken. It is on this note that countries around the world and especially within the West African Sub-region
are not leaving any stone unturned to see that the nose-diving economy are revamp through appropriate economies policies.

Nigeria in her response to poverty challenge launched national economic Empowerment and Development Strategies at the national level in the year 2000 and since the launch, states and local governments have also responded. The chief aim of this economic blue print is to empower individual to create wealth for self-sustenance and economic development through innovation of creating and encouraging small and medium scale businesses. This is regarded as entrepreneurship.

Therefore, if entrepreneurship is desirable for members of the society as a tool for eradicating or reducing poverty, Nigeria must holistically pursue the agenda and all members of the society must be involved with no regard to mental, physical and psychological constraints. This is because war against poverty can only be won through collective efforts. Hence, the focus of this paper is to critically examine the implications of entrepreneur education on learners with special needs with a view to develop dynamic and productive citizens that will rise beyond their inabilities to combat the menace of poverty and economic recession.

**What is Entrepreneurship?**

There are many definitions put forward to describe entrepreneurship and these definitions are carefully put forward in view of philosophies that surround choosing to embark on a small scale business with goal to be self dependent. The earliest definition of entrepreneurship, dating from the eighteenth century, used it as an economic term describing the process of bearing the risk of buying at certain prices and selling at uncertain prices. Other later commentators broadened the definition to include the concept of bringing together the factors of production. This definition led others to question whether there was any unique entrepreneurial function or whether it was simply a form of management. Early this century, the concept of innovation was added to the definition of entrepreneur-ship. This innovation could be process innovation, market innovation, product innovation, factor innovation, and even organizational innovation. Later definitions described entrepreneurship as involving the creation of new enterprises and that the entrepreneur is the founder (DiMasi, 2008). Walter (1999), in Ihekwoaba (2007) defines entrepreneurship as the possession of these three essential and linked attributes namely:

- ability to perceive profitable business opportunities
- willingness to act on what is perceived and the necessary organizing skills

To Ubah (2006) entrepreneurship refers to the process of combining all factors of production in the right proportion to generate a great out-put and make profit. In the view of Afonja (1999) entrepreneurship is seeing as making a living by working for yourself. While Nwokolo (2000) states that entrepreneurship involves the ability to set up business as different from being employed. These are definition of authors from Nigeria local perspectives. From international perspective, (Sobel, 2008) conceived entrepreneurship as the process of discovering new ways of combining resources. Martin and Osberg (2007) consider entrepreneurship as a mixed blessing that has both the positive and negative side. These authors explain that the positive side connotes a special, innate ability to sense and act on opportunity, combining out-of-the-box thinking with a unique brand of determination to create or bring about something new to the world. On the negative side, entrepreneurship is an ex posts term, because entrepreneurial activities require a passage of time before their true impact is evident. From another international perspective (Histrich, Peters, and Sheperd, 2005) define entrepreneurship as the process of creating something new with value by devoting the necessary time and effort,
assuming the accompanying financial, psychic, and social risks, and receiving the resulting
rewards of monetary and personal satisfaction and independence. This definition stresses four
basic aspects of being an entrepreneur regardless of the field. First, entrepreneurship involves
the creation process creating something new of value. The creation has to have value to the
entrepreneur and value to the audience for which it is developed. This audience can be (1) the
market of organizational buyers for business innovation, (2) the hospital’s administration for a
new admitting procedure and software, (3) prospective students for a new course or even college
of entrepreneurship, or (4) the constituency for a new service provided by a nonprofit agency.
Second, entrepreneurship requires the devotion of the necessary time and effort (Histrich et al.,
2005).

In whatever ways different authors might have viewed entrepreneurship, the target of all
definitions is to empower individuals to be self employed and independent. However, in order to
achieve this feat, individuals need to be trained in all that is involved and this process is
regarded as entrepreneurship education. Therefore, entrepreneurship education is that
education that equips citizens with vision on the application of available assets and skills to
existing talent, wasting of available resources based on profit spur. It is an education for self-
employment (Olowa, 2004). It is obvious from the foregoing definitions that without the
training for self-dependent, youths especially Nigerian Youths will continue to live lives of
parasite in view of serious unemployment and the implication is that our economy will be in
greater risk. Having discussed what an entrepreneurship entail, it pertinent to discuss as well
what entrepreneurship education is all about. The preceding paragraph takes care of this.

Entrepreneurship Education

Entrepreneurship education offers a solution that seeks to prepare people, particularly youth, to
be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers
by immersing them in real life learning experiences where they can take risks, manage the
results, and learn from the outcomes (US Department of Labour, 2009). Similarly,
entrepreneurship education is described as “the teaching of knowledge and skills that enables
the students to plan, start and run their own business (Farstad, 2002:18). With this definition, it
implied that entrepreneurship education must provide the individuals with “the concepts and
skills to recognize opportunities that others have overlooked”, as well as “insight, self-esteem
and knowledge to act where others have hesitated.” Furthermore, it should include “instruction
in opportunity recognition, marshalling resources in the face of risk, and initiating a business
venture. It also includes instruction in business management processes such as business
planning, capital development, marketing, and cash flow analysis” (CELCEE 2002).

Advantages of Entrepreneurship Education

Through entrepreneurship education, young people, including those with disabilities, learn
organizational skills, including time management, leadership development and interpersonal
skills, all of which are highly transferable skills sought by employers. According to Logic Models
and Outcomes for Youth Entrepreneurship Programs (2001), other positive outcomes include:
improved academic performance, school attendance; and educational attainment; increased
problem-solving and decision-making abilities; improved interpersonal relationships,
teamwork, money management, and public speaking skills; job readiness; enhanced social
psychological development (self-esteem, ego development, self-efficacy), and perceived
improved health status
The National Foundation for Teaching Entrepreneurship (NFTE) (2002) evaluates the effectiveness and impact of its programs and found that when youth participated in entrepreneurship programs: interest in attending college increased by 32 percent; occupational aspirations increased by 44 percent; independent reading increased by 4 percent; leadership behavior by increased 8.5 percent; belief that attaining one's goals is within one's control (locus of control) increased (NFTE, 2002).

**Objectives of Entrepreneurship Education**

The objectives of entrepreneurship education cannot be over-emphasized especially when we consider events unfolding worldwide. The global quests presently are on self-sustenance with focus on small businesses as the avenue to increase threshold of economic growth and prevention of the risk of poverty and its related problems. In line with the above, Foster (1987) in Olaiya (2006) doubts the ability of any reform to check unemployment or increase economic growth unless effort is made to train people in the art of business and provide incentive to enter industry or commerce. This, he considered the tool to fight poverty and increase economic growth individually and corporately. Hence, the objectives of entrepreneurship can be summarized as follows:

- to build dynamic and creative thinking individuals
- to promote spirit of independence
- to create the vision and ability to create wealth for individual and corporate economic growth
- to build individual with eagle eyes that can see and turn bad luck into good luck
- to create jobs in the atmosphere of unemployment and economic doldrums
- to eradicate poverty and related problems
- to build great and dynamic economy
- to inculcate sense of taken good risk and business acumen; and above all,
- to be employer of labour who is free from being directed but director of human and material resources.

In achieving the stated objectives, all resources that will promote entrepreneurship society must be put in place.

**Learners with Special Needs and the Kinds of Entrepreneurship**

Entrepreneurship is all about making individuals to be self-sustained through the training that will make them to embark on a particular worthwhile business. It is obvious that getting befitting jobs after ones educational training in Nigeria is highly difficult for the non-disabled individuals. However, it is more difficult for special needs to be gainfully employed. Onwuchekwa (2001) corroborates the above statement by noting that, it is often difficult task to place qualified disabled person on employment after completion of their training as a result of negative attitudes of the employers of labour toward them. In order to keep the growing rate of unemployment under control, both learners with and without special needs should be economically empowered by giving them the right entrepreneurship education.

A list of small businesses and modalities can be package or designed into the formal curriculum of people with special needs in which the teaching will be done hand in hand with normal school subject. Such vocations like soap making, grocery and snacks making, barbing and hairdressing, tailoring, tie and dye, interior decoration, fishery, poultry, snail rearing, soap making,
leatherwork, painting and design, etc are available vocations that can build entrepreneur individuals.

Awosope (2004) in his opinion of developing entrepreneurship society notes that technical and vocational education is the most effective means for society to develop its member’s potentials to rise to changes and demands of the present and future.

Adeniyi (2005) also places the goal of vocational rehabilitation side by side empowerment through entrepreneurship, he hence contends that both vocational rehabilitation and entrepreneurship education will alleviate the problems created by disabling condition, built new lives and empower them with skills necessary for them to be able to live independent lives and contributes meaningfully to their society. In teaching learners with special needs entrepreneurship, there should be proper understanding of their needs in view of their areas of challenges. This will enhance great success because inordinate placement and education will frustrate both the process and products. Hence, special needs undergoing entrepreneurship education must be in vocations that will be of benefit to them for effective and efficient performance.

Ways to Teach Entrepreneurship

There are many things that must go into creating a successful small business economy but surely a significant one is a collection of entrepreneurs willing to start new businesses. For that to occur, citizens must be able to learn business skills. There are several ways in which government, corporate organization and individuals can assist in doing this:

Strauss (2006) lists different ways by which entrepreneurship education can be achieved. One of such is to create “business incubator”. A business incubator is a facility that offers start-up business a place to grow. Typically, business incubators are associated with universities and colleges and their lecturers. These people use their ideas teaching entrepreneurship and everything that is involved from organizing business to marketing and laws and taxes. Once, this would be business owners conclude this crash course in business, they move on and start their businesses. Learners with special needs can be encouraged to undergo such short-term course.

Hire Experts

Strauss (2006) posits that experts could be hired by small or private sector to teach business skills to group of people that would engaged in small businesses. Learners with special needs will be relevant for such training because it is a good avenue for them to acquire skills that will help them to be self-dependent.

Use the Internet

Now that the world is a global village, entrepreneurship training can be done on-line. Small Business Association has on-line tutorials that teach business skills and ideas to anyone with Internet access. It is highly expedient at this time of technological innovation and revolution that all institutions, schools and organisation take the advantage of such programme especially schools that house learners with special needs to have such facility. This will reduce the rate of spending on hiring experts to come and train learners with special needs and it also reduces mobility stress and hazard that may face some learners with special needs.
Set Up Learners with Special Needs Empowerment Scheme

Just as government is making efforts to empowered non-disabled individuals in the society, through various empowerment schemes by different states in Nigeria as a means of responding to National Economic Empowerment and Development Strategy (NEEDS). Federal, states and local governments should respond to the economic needs of learners with special needs by setting up learners with special needs empowerment scheme that will help in training these groups of people vocationally. Although, there is provision of vocational rehabilitation for special needs individuals who because of economic, and degree of their disabilities benefit less in academic programmes. However, the rave of the moment is to empower all citizens in Nigeria to be able to sustain themselves economically and also contribute to their country's economic regeneration and growth. Hence, all learners with special needs need entrepreneur education or training.

School Based Entrepreneurship Training (SBET)

Apart from short special training receives from crash programmes organized by schools, institutions, private sectors and individuals, entrepreneurship education or training should be made as part of school curriculum that will cover the life span of school activities. This will encourage permanency as the programme would have become life style of all the students.

Celebrate and Foster Small Business

Not only must new entrepreneurs be taught the skills necessary to succeed. The existing entrepreneurs should be promoted so as to encourage more people to start small business. This is done in Western Countries such as United States of America, Costa Rica, Uruguay, Britain, etc. Among the special needs individuals, those who have succeeded in the field of business should be celebrated. Award could be given to them e.g. national and local awards as this will serve as encouragement for others in the same category.

Protect Business Established by Special Needs Individuals

For other special needs to be motivated to go into small and medium scale business there should be security of existence for the businesses of special needs that have already started. Non-disabled people should be encouraged to patronized goods made and sold by special needs people. Doing this will motivates the community of special needs to see that their experiences and products are valuable. This can be done through reorientation of the society towards special needs people and well implemented government policy that will see society as all inclusive.

Entrepreneurship For Learners With Special Needs: What Barriers?

To learn a particular business skill presents little or no barrier on the part of the learners. However, to start a business in an environment where there is little appreciation for creativity, hard work and encouragement presents an enormous task.

Nigeria as a country is a typical example of the idea presented above with catalogue of self-inflicted abrasion such as lack of sustainability of national economic policies, poverty of mind, leadership inconsistency and personal aggrandizement, poor business environment and general
lost of value for hard work and self-dependent. Apart from societal problems briefly mentioned above, there are lots of personal problems that may truncate the good idea of entrepreneurship.

One of such problems is how to write and present a good business proposal that will attract sponsorship by learners with special needs. Writing a good proposal demands in dept understanding of the kind of business one wants to engage in. Logical presentation of ideas will attract whosoever wants to sponsor no matter how little the business look like. This is highly essential and needed to be taught to learners with special needs willing to be entrepreneur.

Furthermore, the problem of where and how to source for fund poses great threat to the take-off and survival of business. Learner with special needs must be taught of various avenues available for them to turn to for financial assistance.

Another risk to success of any business hinges on feasibility study. Feasibility study according to Ojelade and Ibiyemi (2006) entail the objectives, strategies for accomplishing these objectives, comparative risk level and expected returns on the proposed business enterprises. This also includes watching out for already existing similar business outfit and the proposed new ones. The idea is needed while training learners with special needs for entrepreneurship for them to be well equipped for business world.

In addition, there is also problem of what particular business enterprise will be suitable for a learner with special needs considering his disability and fitness for a particular training. In view of this, trainers and business experts should consider this before selecting or grouping learners with special needs for entrepreneurship training. All these and some other problems could serve as bane for successful training and the practice of entrepreneurship in Nigeria Society.

Entrepreneurship Education For Learners With Special Needs: What Gains?

Successful small businesses are crucial to building and maintaining a robust economy says (Bareto, 2006). This submission comes as a result of the fleets of gains the United States of America had derived from entrepreneurship. He reveals that 99 percent of all American businesses are small; small business provide approximately 75% of the new jobs added to the US economy every year; small business represent 99.7 percent of all employers; small businesses employ 50.1 percent of the private workforce, small businesses provide 40.9 percent of private sales in the country. The above revelation is quite super and truly representation of a growing economy. In Nigeria, the same trend will unfold if Nigeria practically makes entrepreneurship education all inclusive. Hence, learners with special needs stand to benefit in the following ways from entrepreneurship education.

Entrepreneurship education will develop independent life in people with special needs. In the time past, special needs individuals have been living lives virtually dependent on others in the society due to their disabilities, which called for pity and sympathy from the non-disabled people around them. However, with acquisition of relevant skills by special needs will make them stand on their own.

Adeniyi (2007) corroborated this by saying that acquisitions of relevant skills are pathways to independent and productive life. In the light of this relevant entrepreneurship education for learners with special needs is a sure insurance for self-sustenance.
Entrepreneurship education for learners with special needs will give them the opportunity of contributing their own quotas to economic recovery and growth in Nigeria. Bareto (2006) reports that, small businesses (entrepreneurs) contribute to a large extent to the growth and stability of America economy. This is made possible through inclusive participation of all citizens. With the knowledge of business and the setting up of businesses by people with special needs, they will contribute immensely to the economic recovery, which is the target of millennium development goal in Sub-Sahara Africa.

Entrepreneurship education will also help learners with special needs to be job creators instead of job seekers. The current trend in Nigeria among productive population (youths) is inability to get both private and public employment. Unemployment rate had risen to discomfort threshold. Criminals and criminal activities proliferate unchecked. Armies of youths including learners with special needs are at the mercy of economic crisis and food insecurity. However, with entrepreneurship education, level of demand stress on government will reduce because individuals including the special needs will be self-employed and will be able to employ others.

Entrepreneurship education brings about creativity and dynamism among learners with special needs. It must be noted that entrepreneurship focus and activities are based on innovation, resilience and determination and with this inbuilt virtues, people with special needs will be able to weather the storms of life.

Entrepreneurship brings about self-actualization in the life of people with special needs, self-actualization. According to Adeniyi (2008) self-actualization is the evidence of achieving life goal and the climax of life aspiration. To people with special needs, this is lacking because of the view that they are second class citizens in the society due to disadvantages the society perceptions have placed on them. But with special needs in the limelight of business and employment generation cum wealth creation, the feeling of self-fulfilment which is an ingredient of self-actualization will be attained by people with special needs.

Entrepreneurship education for learners with special needs can reduce the level of poverty ravaging the entire population in Nigeria and Africa at large. The recent finding by United Nation Agencies (UNESCO and UNICEF) locate sub-Sahara African as the haven of poverty, diseases and unemployment. This was reported by the University of Iowa Centre for international Finance Development. This revelation of course put Nigeria in greater risk of serious economic problem as a giant of Africa. However, with pragmatic implementation of entrepreneurship education among learners with special needs, the monster that the economic doldrums had created can be eradicated. This has been practiced by notable developed countries and its achievements cannot be over-emphasized.

**Conclusion**

The current economic imbroglio in Nigeria calls for all hands to be on deck if millennium development goals would be achieved by the year 2015. In view of this, all citizens must be empowered through training that will make them less dependent on government, which can be best achieved through entrepreneurship education.

This is what Thomas Jefferson, the third president of the United States conceived by saying that, “a nation of farmers and small business people would avoid dependence, which begets subservience and venality, suffocates the germs of virtue, and prepares fit tools for the design of ambition”.


**Recommendations**

Going by the enormous gains that individuals and country will derive from entrepreneurship education, it is imperative that:

- entrepreneurship education should be included in the curriculum of all cadre of education so as for non-disabled and disabled persons to benefit immensely.
- training and retraining of learners with special needs in art of entrepreneurship should be carried out nationwide for the acquisition of relevant skills.
- government at all levels (Federal, State and Local) should be committed to the empowerment of her citizen not minding their physical, mental and psychological differences. This can be done through setting up of special needs empowerment scheme.
- avenue must also be created for learners with special needs who have successfully undergone entrepreneurship training to be able to seek financial assistance from the right source i.e. micro-finance house, government direct provision, private cum philanthropic individuals.
- special needs individuals who have achieved in private businesses should be celebrated by government so as to serve as motivation for others.
- above all, market protection should be made available for products of people with special needs businesses to discourage discrimination.

**References**


Logic Models and Outcomes for Youth Entrepreneurship Programs. (2001). DC Children and Youth Investment Trust Corporation, USA.


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Youth’s Involvement in Car Wash Activities: A Potential Pull of Agricultural Labor in Osun State, Nigeria?

By


Abstract

Recent observation revealed an exodus of youth from farm to non-farm part of the informal sector, in which car washing venture has been experiencing a heavy influx. This, therefore, necessitates an investigation into the involvement of youth in Car Wash Activities (CWAs) in Osun State. Specifically, it described the demographic characteristics of the involved youth, determined their level of involvement in CWAs, established the correlates of their involvement, and examined the potential, the pros and cons of CWAs. Pre-tested and validated interview schedule was used to elicit qualitative and quantitative information from the involved youths who were selected through a snow-ball sampling technique. Frequency, percentage, mean and standard deviation were used to analyze the data, and Pearson’s correlation was used to make deductions. The results, among others, showed that 27.8% of the respondents left farming activities for CWAs. Majority (77.2%) of the respondents strongly agreed that CWAs don’t guarantee a bright future. Many (64.6%) indicated a low level of job satisfaction. Also, at \( P \leq 0.05 \) level of significance, level of education \( (r = -0.588) \), family’s economic condition \( (r = -0.456) \), number of farming activities involved in \( (r = -0.220) \) and sources of information \( (r = -0.201) \) had significant but inverse relationship with the youths’ involvement in CWAs. However, level of income \( (r = 0.361) \) and level of responsibility \( (r = 0.226) \) had positive and significant relationship with youths’ involvement in CWAs at \( P \leq 0.05 \) level. The study, therefore, concluded that though CWAs provided daily wage (which constitutes a pull on agricultural labour) for the involved youths, it lacks the potential of sustaining and granting bright future. It, thus, suggested the need for putting in place affirmative programme that would provide adequate information with regard to livelihoods strategies and encourage the youth to shun immediate gratification and seek sustainable livelihood in the farm. Also, youth friendly skill acquisition centres should be established by the government and non-governmental agencies.

Keywords: Youth, Agricultural labour, Car Wash Venture, and involvement
Introduction

The three throng problems of unemployment, poverty and inequality have received no little attention from scholars and policy makers across the globe. This is evidenced by the flurry of conferences, seminars and workshops as well as symposia that are organised annually, across the globe with a view to consigning poverty to the history’s footnotes. But then, literature is still replete with evidence indicating the triumphs of unemployment, poverty and inequality, especially among the African youth (Torimiro and Okorie, 2007). While alluding to this view, Kolawole and Okorie (2007) remarked that The Nigerian rural and urban areas are disgracefully littered with beggars whose rags of clothing are so inadequate that their bare buttocks literally scream the messages of unemployment, poverty and inequality to insensitive world and onlookers! The mutually reinforcing linkages existing among unemployment, poverty and inequality, unarguably, qualify the trios as the evil trinity that ruins human society. This view is in consonance with Gandhi’s submission as cited in Kolawole and Torimiro (2006) that Unemployment, poverty and inequality debilitate. They demean the body; destroy the soul, if not the spirit.

Although, doubting the strengths of miseries of unemployment, poverty and inequality in debilitating an individual or a group of individuals is foolhardy, it is instructive to note that retention and efficient utilisation of agricultural labour remain a threat to unemployment, poverty and inequality, especially in the Nigerian agrarian community (Ajayi et al., 2008). Agriculture in an agrarian community, is a subsystem within the informal sector which according to Ekpo and Umoh (2007) is broadly divided into financial, service and productive sub–sectors.

Many Nigerian youth whom literature has shown to be energetic, eke out a living from the service and productive sub-sectors where physical strength ranks high among the premium assets (JASPA, 1985 and Torimiro and Okorie, 2007). The productive sector encompasses all economic activities involving the production of tangible goods. They include agricultural production, mining and quarrying (excluding petroleum), small-scale manufacturing, building and construction (Ekpo and Umoh, 2007). Specifically, they manifest in food production, woodwork, furniture making, garment making, welding and iron works, among others. Service sector, on the other hand, includes repairs and maintenance, car washing activities, as well as servicing of various household and commercial tools. Due to the vital role that physical strength plays in these sub-sectors and the sub-sectors’ limited regulation, mobility of labour between these two sub-sectors has become a constant phenomenon.

Over the years in Nigerian agrarian community, some economic and socio-politico-cultural dynamics have maintained a delicate equilibrium in the mobility of labour between agricultural and service sub-sectors. However, recent observation proved that phenomenal increase in the number of automobile in Nigeria has created a new activity (Car Wash Venture) within the service sub-sector which now threatens the age-long labour equilibrium. Consequently, there is an apparent exodus of youth from the productive sector (most especially, farming activities) to service sub-sector via car washing activities. The recent tilt in labour balance between these sub-sectors as evidenced by heavy influx of Nigerian youth into Car Wash Activities (CWAs) is a recipe for food crisis. This is because unplanned withdrawal of agricultural labour usually disrupts farm activities and subsequently reduces farm output. The Nigeria’s experience during the compulsory Universal Primary Education of 1976, accentuates the a priori view. Moreover, several scholars have expressed concern over the continual decline in Nigerian agricultural labour whilst labour saving technology evolves at a pace that inspires no hope (Faborode, 2005 and Torimiro, et.al., 2007). More so, dearth of information with regard to the various economic
activities in Nigerian informal sector still exists in literature. Besides, any economic activity that shrinks the youth’s future earning capacity is at variance with the principles of sustainable youth development, which provides among others, for youth’s acquisition of physical, natural, social, financial and human assets.

Against this background, this paper is designed to provide answers to the following questions: What are the correlates of youth's involvement in CWAs? Does the Car Wash Venture or Activities (CWAs) have the potential of sustaining the youth? What are the variables underpinning the youth’s involvement in CWAs? Specifically, it described the demographic characteristics of the youth, determined their level of involvement in CWAs, established the correlates of their involvement, and examined the potential of CWA vis-à-vis its job satisfaction and enhancement of assets’ acquisition.

**Conceptual Framework**

The conceptual underpinning of this study is entrenched in Sustainable Livelihoods Approaches (SLAs), which have evolved from three decades of changing perspectives on poverty, how poor people construct their lives, and the importance of structural and institutional issues (Ashley and Carney, 1999). The concept of SLAs has become increasingly popular in development thinking as a way of conceptualising the economic activities which poor people undertake in their totalities. It focuses on analysing causes of poverty, people’s access to resources and their diverse livelihood activities, and relationship between relevant factors at micro, intermediate and macro levels.

According to IFPRI (2000) livelihoods activities may be composed of, for example, year-round or seasonal formal-sector employment, informal trading or sale of labour, home gardens and food processing, livestock production, borrowing, scavenging, prostitution, stealing, begging among others. Hence, Car Washing Activities are contextually considered as a livelihood strategy which the youth are exploring with a view to making ends meet. The predominant view in SLAs recognises the individual’s engagement in multiple economic activities as well as the opportunity cost implication of such engagement (Chambers, 1997). In this regard, youth’s involvements in CWAs and in farming activities are considered as non-compatible economic ventures, most especially during the planting and harvest seasons. Accordingly, youth’s involvement in CWAs is contextually understood to be the opportunity cost of youth’s involvement in farming activities, vice versa. Invariably, the involvement of youth in CWAs constitutes a depletion of agricultural labour or exerts a pull on agricultural labour.

The non-compatibility of many economic ventures in the framework of SLAs, therefore, makes imperative the analyses of the potentials of various livelihood strategies. Such analyses are indispensable in any effort toward consigning poverty and unemployment, as well as underemployment to the garbage of history among the concerned clientele system.

Although, literature is replete with many parameters for assessing the potentials of various livelihoods strategies, this study adopted job satisfaction and enhancement of assets acquisition (physical, financial, social, natural and human capital), to ascertain the CWA’s ability to retain the involved youth. This is because the a priori parameters could guarantee sustainable livelihoods and youth development. The indices of job satisfaction are patterned after Maslow's theory (1954), which identified physiological, safety, esteem and self actualisation needs as the major underpinnings of every human endeavour. While opportunity for maximisation of human potential, guaranteeing of ownership of a CWAs centre, generating of earning that can sustain oneself and one’s family, enhancing one’s chance of getting help from other members of the
community among others, are contextually considered as the surrogates of human capital asset, physical and natural capital assets, financial capital asset and social capital assets.

**Methodology**

The study was carried out in Osun State, Nigeria. Osun State covers an area of approximately 8,882.55 square kilometres; lies between longitude 4° to the West and longitude 5°4’ to the East and is bounded by Ogun, Kwara, Oyo and Ondo States in the southwest Nigeria. Snow-ball sampling technique was used to identify the CWAs centres. Twenty and thirty Car wash centres in Ife-central Local Government Area and Osogbo LGA, respectively, were identified to makeup a total of fifty Car wash centres. About 39 and 62 youth between the ages of 13 and 30 years were randomly selected from the identified car wash centres to makeup a total of 101 respondents. Other activities, besides CWA, are washing of rug, household upholstery, tarpaulins, etc. A set of structured and unstructured interview schedules were used to elicit quantitative and qualitative data from the respondents. Among the information gathered were the respondent’s age, sex, marital status, geo-political zone, level of involvement; among others.

**Measurement of Variables**

Two sets of variables were investigated. These are the dependent and the independent variables. The respondents’ level of involvement in CWAs is the dependent variable, which was measured based on the number of hours respondents spent daily in the CWAs centres. The independent variables considered in this study include: age, sex, religion, income per month, number of years spent in formal educational institution, among others. Some of the variables were measured as follow: Age was recorded in years as the period of time a respondent has spent on the earth from day of his birth to the day of the interview, just as literacy and illiteracy were coded 2 and 1, respectively.

**Results and Discussion**

**Demographic characteristics of the respondents**

Data presented in Table 1 showed the demographic characteristics of the respondents. The mean age of the respondents was 23.15years with a standard deviation of 5.09. About 32.70 percent of the respondents was between 13 and 19 years while 63.3 percent was between 20 and 30years of age. All (100%) the respondents were males. This implies that Car Washing Activities is traditionally sex-linked. Many (77.2%) of the respondents were single, few(19.8%) were married, while only about 2.0 percent and 1.0 percent were separated and divorced, respectively. About 4.0 percent of the respondents had tertiary education, many (84.1%) had secondary education, some (10.9%) had primary education, while only few (1.0%) had no formal education. This suggests that all the respondents except one, were exposed to formal education. But then, some (19.8%) of the respondents could neither read nor write in any language. This implies that about 19.8 percent of the respondents who had formal education could not read and write in any language! A portrait of illiteracy.

With regard to the distribution of the respondents across the country, about 88.1 percent, 6.9 percent and 4.0 percent, hailed from South-west, South-east, and South-south, respectively. While 1.0 percent and 1.0 percent of the respondents came from North-central and North-west, respectively, none (0.0%) came from North-east. This indicates that, although, Car Washing Activities is a new livelihoods strategy, it is increasingly being embraced by youth from every part of the country. However, the absence of any respondent from Northeast may not be
unconnected with the distance between the sampled area (Osun State) and the geo-political zone. With regard to previous skill acquired before joining CWAs, about, 3.0 percent, 30.0 percent, and 3.0 percent acquired skills in carpentry, tailoring, and mechanic, respectively. Also, about 27.8 percent and 19.8 percent were skilled in farming and others, respectively. Some (27.8%) of respondents who abandoned farming for CWA, may just be a conservative estimate of the depletion of the Nigerian agricultural labour, which has been variously identified as the bane for agricultural development (Jibowo, 2000; Ekong, 2003; and Ajayi et al., 2007). But then, the continual abandonment of farming by youth for other livelihood strategies within the informal sector could be as a result of the unmet farm youth’s sustainable needs, which according to Torimiro and Oluborode (2006) are the minimal requirements for retaining the youth in the farm. Certainly, if the minimal requirement for youth’s sustenance in the farm is not met, it will become increasingly difficult to lure even the children into farming, as merely mentioning of farm and farmer to children, will readily evoke in the young people a mental picture of a ragtag individual, whose face is marred by dust and sweat; with a callused hands firmly holding the hoe under a harsh climatic condition. Data in Table 1 revealed that 43.6 percent of the respondents had no previous skill before joining CWAs. This invariably, underscores the need for putting in place youth friendly skill acquisition centres. Majority (52.5%) of the respondents were from polygamous home with an average household size of ten persons.

**Potentials of CWAs vis-à-vis job satisfaction and asset acquisition**

Data presented in bar charts of Figure 1 showed the potential of CWAs to provide job satisfaction, and thus to ensure the retention of the youth as its labour force. The ability of CWAs to provide job satisfaction was measured on a five point-likert scale; six of the foremost statements used are presented in bar charts of Figure 1. With regard to satisfying physiological needs, about 60.4 percent of the respondents strongly agreed that their involvement in CWAs barely meet their basic needs, just as 19.8 percent agreed to the same statement. However, 9.9 percent of the respondents strongly disagreed that their involvement in CWAs barely meets their basic needs, but then, 2.0 percent was undecided. This indicates that although CWAs, bring daily earning to the youth, it does not guarantee the basic needs of the majority (82.2%) of the respondents. Concerning the strength of CWAs in securing a bright future; only 5.0 percent of the respondents strongly agreed that involving in CWAs guarantee them a bright future. However, majority (93%) could not see any future in it. Thus, while about 7.0 percent of the respondents foresaw a bright future in their engagement in CWAs, majority (93.0) considered it as a bleak venture. With regard to self esteem need, 11.9 percent and 9.9 percent of the respondents agreed and disagreed, respectively, that their involvement in CWAs command the respect of their peer. However, about 3.0 percent had a contrary view. Majority (84.1%) of the respondents strongly disagreed that the job satisfaction derived from CWAs is high. These, therefore, imply that majority of the respondents were not satisfied with the level of job satisfaction in CWAs. However, the fact that the youth were still involving in CWAs despite its low level of job satisfaction, may not be unconnected with the lack of skills for alternative livelihoods strategies among the respondents, and also the daily earning, which their engagement in CWAs guarantees. Thus, the maxim: when the desired is not available, the available becomes the desirable explains involvement of those youth who had no other skill except that of CWAs, while the quest for immediate gratification could perhaps accounts for the involvement for those who had other skills (especially farming) but were still involved in CWAs. With regard to the potential of CWAs to enhance asset acquisition, the following: opportunity for maximisation of human potential; guaranteeing of ownership of a CWA centre; generating of earning that can sustain oneself and one’s family; enhancing one’s chance of getting help from other members of the community, among others, were taken as the surrogates of human capital.
asset, physical and natural capital assets, financial capital asset and social capital assets. Data presented in bar charts of Figure 2, revealed that while none of the respondents strongly agreed that CWAs guarantee maximisation of their potentials, majority (88.1%) strongly agreed to the same statement. However, there were still few (4.0%) of the respondents who agreed that the CWAs guarantee maximisation of their potentials. About 10.9 percent of the respondents strongly agreed that through their engagement in CWAs that they could establish their car wash centres, majority (76.2%), however, strongly disagreed with the same statement. Moreover, majority (82.2%) of the respondents strongly disagreed that earnings from CWAs could sustain them and their families, just as many (79.1%) also strongly disagreed that their engagement in CWAs brings them closer to the community's upper class. More so, majority (98.0%) of the respondents strongly disagreed that CWAs made their getting help from people very easy.

Youth’s involvement in CWAs

The respondents’ level of involvement in CWA was measured based on the number of hours respondents spent daily in the car wash centres. Data presented in Figure 3, revealed that the average hour of the respondents was 10.19 with a standard deviation of 3.13. About 8.0 percent of the respondents spent between 1 and 5 hours, which was taken as a low level of involvement, while some (25.4%) spent between 6 and 10 hours which was considered as a moderate level of involvement. However, 66.4 percent of the respondents spent over 10 hour which was viewed as high level of involvement in CWAs. This implies that majority of the youth were highly involved, perhaps on a full time basis in CWAs.

Correlates of youth’s involvement in CWAs

Data in Table 2 showed the result of Pearson’s correlation analysis. The Data revealed that at P ≤ 0.05 level of significance, level of education (r = - 0.588), family’s economic condition (r = - 0.234), number of farming activities involved in (r = -0.220) and sources of information (r = -0.201) had significant but inverse relationship with the level of youth’s involvement in CWAs. This could be explained thus: increase in formal education attainment and available sources of information invariably increase the quality and quantity of skills that offer better alternative livelihoods strategies, and thus, a reduction in the youth’s level of involvement in CWAs. Also, the inverse relationship between family’s economic condition and youth’s level of involvement in CWAs, arguably accentuates the saying: the lines etched in ones childhood draw the wrinkles of his/her adulthood, which has been further buttressed by Faborode’s report (2005) and Torimiro et al’s report (2007) which indicated that in Nigeria, while the rich are getting richer the poor parents are begetting poor offspring thereby creating a dynasty of the poor. Accordingly, the higher the level of the youth’s family’s economic condition, the less the youth’s level of involvement in CWAs, which majority (82.2%) of the respondents viewed as a menial job and the last resort to make ends meet. Moreover, the inverse but significant relationship between the level of youth’s involvement in CWAs and the number of farming activities the youth involved in reflects the opportunity cost implication which exists between the two livelihood strategies. Thus, youth’s involvement in CWAs is a pull on or a depletion of agricultural labour in an agrarian community. However, level of income (r = 0.361), level of responsibility (r = 0.226) and household size (r = 0.178) had positive and significant relationship with youth’s involvement in CWAs at P ≤ 0.05 level of significance.

Conclusion and Recommendation

The study has revealed, among others, that although majority of the youth claimed to have had formal education, many could not read and write in any language, just as majority of the respondents were highly involved in CWAs, despite its failings in ensuring job satisfaction and
asset acquisition. It showed that the high level of involvement in CWAs despite its failings could be a reflection of dearth of skill for exploring alternatives livelihoods strategies and quest for immediate gratification among the respondents. Thus, the potential of CWAs to draw agricultural labour in a given agrarian community is deeply rooted in its ability to provide daily earnings for the involved youth. Also, the study established the inextricable but inverse and significant relationship between family’s economic condition and youth’s level of involvement in CWAs. It thus concluded that attainment of sustainable youth development will be a mirage, except the current national development effort is geared towards addressing poverty at the household level vis-à-vis creation of functional skills. Hence, the following recommendations are made: relevant agencies of government and non-governmental organisations should get themselves involved in establishing youth friendly skill acquisition centres; creation of strong extension delivery to educate the youth on available and better livelihoods strategies, which can be combined with human development; repositioning of agriculture to guarantee the physiological needs, security, self esteem and self actualisation needs, among the youth.

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References


Appendix:

Table 1: Showing the distribution of respondents by demographic characteristics

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Central tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 –19</td>
<td>33</td>
<td>32.70</td>
<td>X 23.15</td>
</tr>
<tr>
<td>20 – 30</td>
<td>68</td>
<td>67.30</td>
<td>Sx 5.09</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Sex</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>101</td>
<td>100.00</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Marital Status</td>
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</tr>
<tr>
<td>Single</td>
<td>78</td>
<td>77.2</td>
<td></td>
</tr>
<tr>
<td>Divorced</td>
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</tr>
<tr>
<td>Separated</td>
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<td>2.00</td>
<td></td>
</tr>
<tr>
<td>Widower</td>
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<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>20</td>
<td>19.8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Formal education</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>No formal education</td>
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<td>1.00</td>
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</tr>
<tr>
<td>Primary education</td>
<td>11</td>
<td>10.9</td>
<td></td>
</tr>
<tr>
<td>Secondary education</td>
<td>85</td>
<td>84.1</td>
<td></td>
</tr>
<tr>
<td>Tertiary education</td>
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<td>4.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
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</tr>
<tr>
<td>Cannot read and write in any language</td>
<td>20</td>
<td>19.8</td>
<td></td>
</tr>
<tr>
<td>Can read and write in any language</td>
<td>81</td>
<td>80.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100</td>
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<tr>
<td>Geo-political zone</td>
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<td></td>
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</tr>
<tr>
<td>Southwest</td>
<td>89</td>
<td>88.1</td>
<td></td>
</tr>
<tr>
<td>Southeast</td>
<td>7</td>
<td>6.9</td>
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</tr>
<tr>
<td>South-south</td>
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</tr>
<tr>
<td>North-central</td>
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<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Northwest</td>
<td>1</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Northeast</td>
<td>0</td>
<td>0.0</td>
<td></td>
</tr>
</tbody>
</table>
Total 101 100
Average earning per month (N)
<7500 34 34.0 X N 7,250
7500 - 15000 53 52.6 Sx N 1,346
>15000 12 13.4
Total 101 100
Previous skill before joining CWA
Carpentry 3 3.0
Tailoring 3 3.0
Farming 28 27.6
Mechanic 3 3.0
Others 20 19.8
No other skill 44 43.6
Total 101 100
Parental type of marriage
Monogamy 48 47.5
Polygany 53 52.5
Total 101 100
Parental household size
1 – 5 4 4.0 X 10
6 – 10 57 56.4
11 - 15 23 22.6
> 15 12 12.0
Total 101 100

Source: Field Survey, 2007 X = Mean,. Sx = Standard deviation.

Table 2: Showing correlates of youth’s involvement

<table>
<thead>
<tr>
<th>Variable</th>
<th>Correlation coefficient(r)</th>
<th>Coefficient of determination (r²)</th>
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</thead>
<tbody>
<tr>
<td>Level of education</td>
<td>-0.588*</td>
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</tr>
<tr>
<td>Age</td>
<td>0.370*</td>
<td>0.137</td>
</tr>
<tr>
<td>Level of responsibility</td>
<td>-0.249*</td>
<td>0.062</td>
</tr>
<tr>
<td>Level dependence</td>
<td>0.226*</td>
<td>0.051</td>
</tr>
<tr>
<td>Number of farming activities involved in</td>
<td>-0.220*</td>
<td></td>
</tr>
<tr>
<td>Total sources of information</td>
<td>-0.201*</td>
<td>0.041</td>
</tr>
<tr>
<td>Household size</td>
<td>0.178*</td>
<td>0.032</td>
</tr>
<tr>
<td>Family’s socio-economic condition from childhood to date</td>
<td>-0.234*</td>
<td></td>
</tr>
<tr>
<td>Level of income</td>
<td>0.361*</td>
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Source: Field Survey, 2007
* r significant at p ≤ 0.05
Potentials of CWA vis-à-vis job satisfaction and asset acquisition

Figure 1: Showing distribution of respondents by job satisfaction

Figure 2: Showing distribution of respondents by perception of CWA's potentials
Figure 3: Showing distribution of respondents by level of involvement in CWA
Promoting National Development Through Visual Arts: Nigeria as an Example

By

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And

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Abstract

The role of visual arts in an era dominated by scientific, technical and economic rationalism cannot be over-emphasized. In spite of the monumental breakthroughs and achievements in the fields of science and technology, visual arts remain a communicative force for cultural and socio-economic development. This paper therefore discusses the relevance of the arts and highlights the benefits of visual arts to nation building. It argues that visual arts are the bedrock of technological developments witnessed in Europe in the first half of the 20th century. In Africa however, and Nigeria in particular, there are indications that many are unaware of the inherent economic benefits and industrial potentials of visual arts; little wonder it is neglected. The paper posits that without the knowledge, understanding and effective application of creative skills, the process of nation building will be chaotic, while balanced and sustainable development will be elusive. It proffers new ways of understanding visual arts in Africa, thereby making it relevant to the 21st century. Issues like proper and adequate visual creative art education, acquisition of ICT education and technical know-how and adaptation of such knowledge for teaching, research and practice in the visual arts; adequate funding, collaborative efforts among professionals, etc, are discussed to accentuate the irreplaceable role of visual arts in national development.

Introduction

Man is a social and creative being. His needs are numerous and insatiable; vis-à-vis cultural, emotional, physical, economic, spiritual and aesthetic needs. From the ancient to the present time, man has once and again, asserts his ability to express his feelings and desires in diverse ways, in drawings, painting, drama, dance, songs, poetry, and writings. His sense of value and ingenuity portray him as an aesthetically conscious and active personality; and his well-being are essentially and intricately linked to his existence. But man’s welfare is expected to be all-inclusive and complete for him and his environment to be regarded as fully developed. The idea is that man has to be adequately groomed in all ramifications of his existence, to be capable of handling both the process and products of development.

The recent crave for national development in Africa is informed by the outstanding technological advancements, vibrant economy and increase in per-capital income, witnessed in developed countries like U.S.A, Japan, Britain, etc. The accrued socio-political stability and economic growth are believed to be the direct result of scientific and technological education. It is against this background that the paper discusses the roles of the humanities in the formation of total man capable of managing issues and challenges of nation building, as well as the benefits of visual arts to national development. The paper does not seek to rubbish or underestimate the contributions of science and engineering, which ultimately have brought improved welfare and condition to Africa and Nigeria in particular. Rather, it seeks to stress the obvious that education
in the sciences alone cannot bring any meaningful and sustainable development without appreciating and appropriating inputs from the arts, and even the social sciences. The visual arts have always benefited the science and science has also benefited the visual arts. Technology has greatly enhanced both the products and processes in the visual arts via introduction and use of innovative tools, materials and techniques which help to facilitate creativity. On the other hand, technology and science need the service of the visual arts for its advancement in the areas of design and public appeal. Therefore, the need for closer and greater collaboration between the two is inevitable.

**National Development**

**What is development?**

The word ‘development’ refers to growth, increase, advancement, progress and positive changes. It is derived from the word ‘develop’, which means to cause to grow or expand. According to Longman Dictionary of Contemporary English (2000), development is the gradual growth of something, so that it becomes bigger or more advanced; it is an act or result of making a design or product better or more advanced. Ademuleya (2001) defines development as a creative process which requires creative thinkers to turn his wheel. The word ‘national’ implies collective concern of the people in a country. It gives the impression of a countrywide approach that includes metropolitan areas, towns and villages. From the above the phrase ‘national development’ could refer to the machineries (economic and political), put in place in a state or country, to ensure advancement in the total welfare of the populace, so that man’s environment becomes better and more conducive for living.

The term ‘national development’ is used in relation to the socio-economic and political status of a country, thus we have phrases like ‘developed nations’, developing, underdeveloped or third world nations’. According to Webster Dictionary (1980), ‘developed nations’ are countries with a per capital annual income of more than $2000 and consequent higher standard of living, while ‘developing nations’ refer to countries with a per capital annual income of less than $2000 and a commensurate poor standard of living. In other words ‘National Development’ is measured by per capital annual income and the level of standard of living amongst most of the populace in a country. Thus, the phrase is used in this paper to refer to the economic and political status of Africa, Nigeria in particular.

The kind of development that will affect peoples’ lives generally has to be dependable and sustainable. But what makes development a sustainable one is the ability of those managing state’s affairs to be creative as well as intellectually and morally sound. Developmental efforts that embrace materialism, nepotism and self-aggrandizement cannot lead to sustainable growth on a national scale. In 1987, the World Commission on Environment and Development (WCED), otherwise known as the Brundtland Commission (after it’s Chairwoman, Gro Harlem Brundtland, Prime Minister of Norway) defines ‘Sustainable Development’ as “economic and social development that meets the needs of the current generation without undermining the ability of future generations to meet their own needs” (Microsoft Encarta Encyclopaedia 2005). Indeed, man desires that his needs be met, no wonder he craves for adequate improvement in all ramifications of his existence, to effectively deal with issues of life.

**The Concept of Art**

What is art? The word art is derived from ars, the Latin word for skills, that is, the exceptional talent in any human endeavour. Generally, it refers to the demonstration of skill in a way that
brings pleasures to the senses. Art is the use of skill and imagination in the creation of aesthetic objects, environments or experience that can be shared with others. It also designates one of a number of modes of expression conventionally categorized by the medium utilized or the form of the products - painting, sculpture, filmmaking, music, dance, literature and many other modes of aesthetic expression (Encyclopaedia Britannica, Vol. 1; 594). Art, as used in this paper refers to the creative skill or expertise represented in the Fine and Applied arts, the performance art and literature (creative writing), with special reference to drawing, painting, sculpture, sculpture, graphics design, textiles and pottery/ceramics.

As a concept, art has been defined in various ways, depending on individual perceptions, by philosophers, artists, poets, writers, statesmen and other individuals who have had contact with art in one form or the other. For instance, Plato (referring to painting, sculpture, poetry, drama), observed that art is pretension, an exploration of illusion and a presentation of the imaginary as being real. To Aristotle, art is a representation of the “inward significance of things”, which have psychological, philosophical and spiritual effects on the human mind. Brancussi saw art as “essence of things”; to Cezanne, it is a “sensation” an emotional sensitivity to the environment, while Pablo Picasso saw art as “a lie that helps us realise the truth”. In other words, art is a tool of social commentary and social control. Furthermore, John F. Kennedy observed art as propaganda, a form of truth”, to Beverly Sliz it is “the signature of civilizations”, that is art is the only living legacy that the ancient civilizations ever existed (Webster Dictionary of Quotation 1984)

From the above perceptions and other golden thoughts not mentioned, it will suffice to define art as a branch of knowledge which focuses on the expression of feelings that arise from a person’s mind, that is, the imagination. Thus, art is a creative venture. Whether it is a book, painting, sculpture, film, dance, music, pottery, etc, art is the creative manipulation of materials and equipment to shape the environment, to create beauty, comfort and activity that are pleasurable to the senses.

**The visual arts could be classified into three categories:**

**Liberal Arts:** Liberal arts are concerned with skill of expression in language, speech and reasoning. These include languages and literature, history, philosophy, poetry, etc.
Performance Arts: These are also concerned with skill of expression in language, speech, gesture and motion to show case the diversity of human values and vices. They include drama, music, dance and choreography, etc.

**Visual Arts:** These are divided into two major parts – Fine arts and Applied arts. They are also referred to as plastic, decorative and industrial arts.

**Fine arts:** These have a purely aesthetic purpose, that is, a concern for the beautiful; they include painting, drawing, sculpture and architecture.

**Applied arts:** These serve a purely utilitarian purpose with aesthetic concern; e.g. ceramics/pottery, graphics, photography, textiles, printing, metal-working, architecture, and advertising design. The diagram below shows the divisions and branches of humanities or the arts.
Humanities and Visual Arts

Visual art, a branch of knowledge in the humanities is designed to enhance man’s ingenuity, to meet and satisfy his artistic needs and to enliven his consciousness aesthetically. It includes painting, sculpture, architecture, photography, cinematography, graphics design, textiles, and pottery/ceramics, printing, wood work, etc. It is necessary for a meaningful and fulfilling life. Visual art is a creative endeavour. According to Read, (1961), “it involves the hand, the eye, the intellect and the imagination in forming a concept and making two and three dimensional objects and environments which reflect the aesthetic, conceptual and expressive concerns of individuals or groups”. In other words, visual art makes it possible for learners, individuals or group of people to have an understanding of their world by stimulating their imagination to actively shape their physical social and cultural environments.

Man, Culture and Art

The visual artist occupies a unique position in the social structure of his society. He has been able to engineer development by blending cultural values through the arts. From primitivism to modernism, the visual/creative artist has been occupied with the task of providing utilitarian, religious and aesthetic objects for the society to ensure an orderly and beautifully harmonious environment. His art works also give pleasure to his people as they continue in their search for survival, comfort and development. The development of man in his socio-cultural environment revolves around a creative enterprise, an exploration of nature and the supernatural world.

The culture of creativity is as old as man, because creativity is an inherent ability of man, nurtured in the mind and expressed visually. Thus, the pace was set for man’s continuous appreciation of his world. According to Henry Glassie,(2003) “all art is an individual expression of culture; cultures differ, so art looks different”. Therefore, art is the pivot on which culture rotates. It is the differences in peoples’ cultures (from one locality to another) that strengthen the distinct cultural identity of a people or group. The beautiful diversifications of culture are expressed in and through art forms and symbols; art gives credibility to the various aspects of man’s culture. What is Culture? It is the totality of man’s ways of life: the ideals, beliefs and customs that guide his day-to-day activities. Culture is abstract, an indelible aspect of the...
society. It finds expression through the visual or performance art – drawings, painting, sculptures, architecture, drama, dance, poetry, graphics, textiles, etc. The various aspects of culture are vividly represented through these avenues of expressions. The developments of ancient civilizations are inextricably and intricately linked to the cultural evolution of art. Art is the living, tangible and substantial evidence of the written documents on the exploits of man in ancient civilisations. Concerning the relationship between art and culture, Read (1989) notes that

“Man could draw long before he could write. We have no record of how man spoke 20,000 years ago; but we do know how he used drawing to communicate certain, ideals. What they were can only be conjectured, as we try to interpreter there drawings with 20th century minds.”

In the same vein Fichner-Rathus (2001) draws an affinity between art and religion (culture) of the early man. She observes that image, symbols and supernatural forces were some of the concern of prehistoric and ancient artists and that Stone Age people were the first to establish links between religion and life, life and art, and art and religion. One can conclude from the above that the survival and relevance of culture are largely dependent on art functioning as vehicle for expressing religious cum cultural ideals. Thus, man identifies with the spiritual force through the use of art objects. There is no culture, religion or lifestyle that can thrive and make meaning without embracing and appropriating the communicative and transforming power of visual arts. Because man first learns to draw, paints, sculpt, etc, he uses these works to communicate certain ideals which have socio-cultural, religious and philosophical implications. Through these creative endeavours, man demonstrates his capability to transform his society and vision into something splendid. In summary, man, his culture and environment witnessed unprecedented growth in recent times, through the culture of consistent creativity as well as exploration and effective manipulation of materials.

**Art Education and Development**

Breakthroughs in the fields of science and technology, especially those that occurred in the last century, seem to have made scholarship in the visual arts an unprofitable venture. There is no doubt that science and technology have contributed immensely to the well-being of mankind, indeed, the evolution of man and his environment from the Stone Age to the present technologically advanced age attests to this fact. Many believed that development can be actualised only through and by giving preference to the teaching and learning of science and engineering subjects/courses, including their applications. The parallel view is that certain disciplines in the humanities which include visual arts, have little to contribute to the growth and capacity building of a nation. In fact, it has been opined in certain quarters that creative art as a skill cannot be acquired; it is just a talent, so why bother to be involved? These assertions are erroneous both in theory and practice. It is a subtle overthrow of the humanities, and those institutions that are in the vanguard of making man a better human.

It is an understatement that creative art education has not been apportioned its proper place in the educational diet of the Nigerian child. Proper place in the sense that art is expected to be valued as the basis for the development of the creative spirit in man. Art education is strategic to effective teaching and learning in any areas of human endeavours. To engage in art is to engage in creative enterprise because creativity is a product of imaginative thinking, in which the mind plays a vital role. In other words skill (of any kind and at any level) thrives only as man continues to be resourceful in the use of his mind. Odu (1978) defines art education as a creative study that provides creative expression, imagination, investigation and discovery as well as self-realisation, all of which are not properly catered for by all other subjects taught in school. In
other words, creative art education, to a great extent ensures success in other disciplines, especially in the sciences and engineering.

It is erroneous and non-insightful to affirm, that national development and capacity building can only be achieved by laying emphasis on science and technological education, as is presently being witnessed in Nigerian national education programme. Considering the general educational programme in Nigeria, one observes that experts in educational curriculum lay much emphasis on the sciences, thus ensuring the development of concepts and mastery of facts. Odu however observes that conceptual thinking and proficiency in mathematics alone do not complete the circle that ensures all-round development of the child. He notes that the development of perception, aided by art education is also essential to make a beautiful whole. In the same vein, Ademuleya (2001) is of the opinion that education is central to development, and that the purpose of education (art education) is to ensure individuals personal growth. He laments that the structure of education in Nigeria is focused on “materials development to the neglect of the driving force, the human”.

The aims of creative art education among others are geared towards physical, cognitive, psychological and emotional development. That is, to encourage self-reliance through creativity, development of aesthetic awareness which is the basis for concrete and logical thinking, fostering of more comprehensive understanding of the importance of art in the lives of individuals, and of the art forms of various culture (Chapman, 1978, Odu, 1978, and Oronsaye, 2005)

The specializations in the visual arts are potentially industrial-based and income-generating and therefore require sound technical education for the practitioners to make any meaningful impacts on nation building. The essentials are adequate training of the visual arts professionals in the industry and academia in addition to government funding for the provision of materials and equipment. Examples of visual arts professionals who require lots of expertise and scientific knowledge to function proactively are ceramists, graphic artists and textile designers. Therefore, to ignore sound technical education of these professionals would amount to mortgaging the complete industrialisation of Nigerian nationhood. The society will ever be backward and underdeveloped, always depending on foreign technology. This unwholesome trend if not controlled will lead to the reduction and draining of the nation’s foreign reserve.

Rethinking and Experiencing the Visual Arts Today.

The present era of man’s existence is called the jet age and also ICT (Information Communications Technology age; that is the age ruled by information, communication, electronics and technology. This implies that man and his world are now conditioned by and subjected to certain dynamics or mechanics that power the ICT age. Thus, every man, irrespective of his profession or philosophical inclination, should endeavour to embrace and adapt the concept and benefits of information technology to his profession for maximum productivity. In other words, the processes and products of visual arts need be subjected to the dynamics and operations of ICT age. The visual artist has to be knowledgeable in the use of computer, programming, software and packages such as Corel draw, Photoshop, AutoCAD, print artist, etc, for creating animation, desktop publishing/advert. He sees the products of science and technology as tools and materials necessary for creative works. By so doing the impacts of ICT and resultant effects on visual arts will be richer, in styles, techniques and products, which eventually will lead to economic empowerment for government and artists, and enhance the environment.
The 21st century African, having been conditioned by the sweeping effects of scientific and technological breakthroughs in recent time, is behaviourally inclined towards things that will further his ambition, empower him economically and make him more relevant and useful to his society. The visual artist, like his counterparts in other fields, is able, by training and practice to accomplish this task. He should see himself in this light – a builder and creator, and so commit himself to the exploration of materials, techniques and styles, which are hitherto unconventional to his profession, towards building an aesthetically conscious and technological advanced nation. He must align himself with current trends in fields of human endeavours, becoming more relevant to other professionals, by producing, designing and creating products that will enhance their productivity.

The visual arts in contemporary times have awakened the aesthetic consciousness of people, assisting them to identify with and appreciate works of art. To experience the visual arts in the age of information technology means a return to the culture of expressive creativity, to renaissance age in Europe where art permeates every aspect of people’s lives. Then, art works existed as a physical property with special attributes to bring art experience to the public. In other words, arts as ingredients of national development should be accorded its proper status in all fields of human endeavours. Thus visual artists have to actively engage in the production of art works that will satisfy the artistic needs of people and enhance their lifestyle.

The accessibility of art means its cultural and intellectual accessibility. Art is part of popular culture, because it is all about people. That is, communicating, educating and refreshing people’s minds about the ideals which can ensure an all-round development. Therefore, the intellectual artist ought to expand in others their capacity for response to a work of art by making keen observation and analysis of it. He can only enrich people’s experience of art through exhibitions, open workshops, talent-hunt programmes on television and radio, writings, reviews/articles on art issues in the dailies, magazines and journals. The 21st century artist as a scientist should source for new materials, techniques and styles, and adapt such to art practice; and maps out how such findings can fit in and enhance other professions. The artist as an art historian should concentrate more on art practice but not at the expense of art theory and criticism. People should not only have access to art, but their understanding of the purposes of art is much more important. Art should not be confined to the exotic region of intellectual sophistication, but public places like galleries, and other art stops where people could access to good works and excellent views on art.

Since study in the humanities and visual arts develops an understanding of what it means to be human and primarily focus on developing a skill, then the need for intellectual approach to the practice and production of creative works is vital. Art should focus on intellectual and cultural expression approached through historical, cultural, and aesthetic investigations. Critical thinking, scientific investigation, and reflection are necessary virtues of the creative artist if his products and services would be relevant to national growth in the 21st century Africa. To ensure this, there has to be an interdisciplinary approach and collaborative efforts among scholars/professionals on issues that affect man, society and nation building. A tree cannot make a forest; a research problem(s) collectively tackled by scholars in related fields would be richer and more meaningful than the ones handled individually. This is because collaboration gives room for ideas and experiences to be shared among professionals. For instance, it will be to the good of man and society if a geologist and a ceramist, an architect and a sculptor, an ecologist and a painter, etc, work together. As professionals we need one another to creatively and successfully tackle the challenges of nation building. This is synergy and it is good for all and sundry.
The funding and support which the visual arts, ought to be enjoying from government and its agencies in Nigeria are not robust enough. Funding of the arts is usually selective and epileptic; little wonder the arts are gradually and steadily being choked as a result of over-concentration on science and technology. The artists are discreetly at the mercy of art patrons and collectors because there is no statutory endowment fund put in place by the government to cater for the well being of the art profession and the practitioners. Appropriation and utilization of the inherent benefits of the visual arts is the beginning of sustainable national development. Without government funding, and the willingness of visual artists to have a rethink and be innovative as regards the form, content and purpose of their works; then the relevance of the visual arts, would be totally obscured by the giant strides of science and technology. Developed countries like Britain, France, Italy, United States of America, etc, are great because they give constitutional support to the arts through the establishment of museums, galleries and cultural centres in almost all their major cities and towns. They also put in place an Endowment Fund for the Arts to cater for the needs and aspirations of scholars and professionals in the arts. These noble steps could be introduced to Africa, nay Nigeria. In fact, these countries first gained prominence due to the evolution of creativity and culture of excellence in fine and applied arts, music drama, languages and literature.

Art is very important in the life of a man and nation. It is the spice of life, without it life and the environments would be uninteresting. Art is the medium through which individuals, people group and nations can find true expression. African leaders, professionals and peoples should note this, and work towards a renaissance of those values and traditions which make some countries thick and vibrant.

**Benefits of Visual Arts to National Development**

Perhaps one of the most exciting effects of the arts is that it makes us to be more understanding, more conscientious and more considerate in our dealings with man, animals and nature. Folarin (2004) asserts that a “work of art has no enduring validity if it does not help to humanize us”. Art is relevant to the holistic development of man and society and has been made for many reasons. It has utilitarian, religious, therapeutic, socio-cultural, economic, and aesthetic values. These values are discussed therefore discussed below:

**Utilitarian Value:** Visual arts such as ceramics, textiles and graphics otherwise known as applied art have predominating utilitarian values. For example, the fabric or garment industry requires the service of the textile designer who designs cloths using variety of patterns, motifs and colours. The ceramist or potter produces pots, jugs, mugs, tableware, kitchen ware, etc for homes and offices. Ceramic products are used as building materials, bricks, tiles water closet, drainage, sewer pipe, furnace, refractory and fuelling systems, bowls, cups, jars, and mugs. Also included are wash-hand basin, used in building construction, and insulating materials such as plugs, electrical insulators. It is also used in chemical industries. A very unique example of the utility benefits of visual arts is ceramics.

**Aesthetic Value:** Visual arts provide man with certain pleasurable feelings as he observes diverse works of arts that are ingeniously executed in diverse forms and dimensions and with diverse media. In other words, it meets the aesthetic needs and artistic demands of the society. It thrives on the principle of observation, reflection result impacts that are visually refreshing. Thus, art could be described as a language of visual science. Aesthetically, visual arts have contributed to the beautification of our environment. Examples are sculptural works adorning strategic locations of our major cities, drawings and painting in lounges, receptions and suites of 5 start hotels, airport and conference centres. Art has helped us to be aesthetically conscious because as people behold works of art, they are satisfied. Art is designed and tailored towards
satisfying the artistic demands and aesthetic needs of man; and meeting human needs is the bedrock of sustainable development.

**Philosophical Value:** Robert Browning, a philosopher quoted in Fichner-Rathus (2001) opines that “it is the glory and good of art, that art remain the one way possible of speaking truths...” The ancient Greeks and great artists throughout the ages have revealed the truth about nature, life, environment, and emotion, truth about how the world looks and works. Fichner-Rathus (2001) states that artists have been able “to describe truths about humanity and have reached inward to describe truth about themselves, something their pursuit has led them to beauty, at other time to shame and outrage. The ugly truth, just like the beautiful truth, provides a valid commentary on the human condition”. Art has the power to make us think profoundly and feel deeply about life’s issues. Gazing upon works of arts reminds us of our strengths and weakness, challenges and achievements; as well as our understanding of things, spiritual and secular. In other words, art generates aesthetic feeling within and around the sincere observer. This sensation is a product of serious contemplation in the presence of a work of art; received via the aesthetic senses – the eyes in particular.

**Educational Value:** Art provides people with educational or intellectual benefits which help to make a complete man capable of managing the issues and challenges of development in all ramifications. The teaching and practice of art in school help in the physical development of muscles and of the faculty of sight and burning desire for inventions through drawing, paintings and sculptures. In other words, art help to clarify or fix ideas in the mind through visual display by facilitating learning and strengthening what has been learnt. The education of a child is accompanied by lots of drawings and illustrations. These are called teaching aids. These teaching aids usually of various sizes, media, types and colours help to stimulate easy and quick understanding in a child. The reason is that a child remembers better what he/she has seen and touched than what he has heard or read. The creative spirit in the child is developed when he/she is given the chance to express himself. Thus a good educational foundation is laid for the child. Odu (1978) affirms that art helps the child to be very resourceful and thereafter leads to greater achievements in the adult life. Hence, one discovers that an improved standard of living brought about by scientific innovations - aeroplane televisions thus one finds out that improved living standard and condition as well as scientific innovations - electricity, aeroplane, television, radio, computer and recently the GSM - are all products of creativity and resourcefulness.

In other subjects or disciplines, art has been used to substantiate the written words through drawings and illustrations. In the field of medicine, there are about six thousand drawings of great masters used in the study of anatomy and analyses of basic forms and human structures. He observes that about 60% of engineering drawings used in civil, structural and automobile engineering today were executed by Michelangelo (Avae 1990).

**Therapeutic Value:** The value of visual arts-drawings and paintings- as curative measures is best typified in the fields of medicine and psychology. Our hospitals and psychiatric homes have several artworks and sign indicators displayed on the walls. Art is profitable to the development of Psycho-analysis, a theory of the psychology of human development and behaviour, based on the observations and findings of Sigmund Freud. Visual art is capable of supplying certain psychological approaches to influence the mind and reasoning of the observers positively. For instance, certain paintings with cool or calm colours are used to straighten the minds of mentally ill in an acute series state depression ill. Also, drawings and series of interlacing, interlocking, and doodling lines are used in the psycho-analysis of the brain, and to know the mental state of psychiatric patients.
In view of the vital role art in the field of medical diagnostic, Carson (1998) states that “lines are used to denote the state of mind of everybody, and also the brain of a psychiatric patience can be studies by every stoke he makes on a surface” and its accessories are in optics, dentistry and surgery. Colours are used to correct optical disorder, clay (kaolin) is used as admixture of drugs and medicine, porcelain has become fashionable for people whose dentition would require replacement and care treatment.

**Technological Value:** Technology is the application of scientific principles, but the bedrock of technological breakthrough is the visual arts. In other words, science and technology have been able to build on the innovative drawing and art experiment of great art masters through the ages. Therefore, the inputs and skill of the visual artist is required in the design and fabrication of machines and tools for industrials and for commercial purposes. The ease of function and aesthetic appeal are necessary for marketing and consumption of technology products and services. Visual arts combined with technology help to stimulate people’s intellect, to use what is available in the environs to cater for their immediate needs. In technology, visual art presents object in 2 or 3 dimensional forms such that the objects look pleasant to those who may use or buy them. Design helps to capture and sustain consumer’s interest in a product.

Art is a prelude, the gateway to technological take-off. It is the proof on which major human developments revolve. Leonardo da Vinci’s study and drawings of birds, spiders and motion in plants, animals and human beings, served as the basis for research in aeronautic engineering in Britain and the eventually led to the invention of aircraft by the Wright brothers in 1903. The cross-disciplinary relevance of visual art attests to the creative power of the artist to blend scientific reason with imaginative composition. According to Folarin (2004), Leonardo “was a great artist, an architect, military engineer and natural scientist. He conducted series of experiments of flying ... produced series of sketches of birds and studies of flying machines which he produced in his Codex atlanticus.”

**Socio-Cultural Value:** Through the ages and in all civilizations, art has helped to regulate or modify people’s action in a society. Visual Art helps man become a good citizen capable of and willing to contribute to the development of the society and inculcate the right type of attitude and values. As a social control it has been used to correct some societal ills-such as crimes, immortality and indecent attitudes. As a social commentary, art can be used to record special events in a nation or heroic deeds of legendary figures. This could be in form of paintings, sculptures or special patterns on fabrics. Art helps to give pictorial analyses of the consequences of immorality, criminality and other evils. Example is the Gelede mask of the Egbado people of Ogun State Nigeria, which represent powerful spiritual women with potent powers to punish evil and reward good deeds. Apart from pleasure the meaning of works of arts could awake in observers their social responsibilities to the country. Examples are advent billboard which feature road accidents ‘drug abuse’ or ‘murder’ ‘cultism’ ‘HIV Aid’. These adverts apart from communication and information send signals to the public about how to live and conduct ourselves so that we would not endanger our future and these of others.

**Economics Value:** Art works are sold at the international level. These are textiles - adire eleko, batik; sculptural pieces – wood, metal, bronze; painting, etc. This brings about increase in foreign reserve. Employment provision: - art is a tool for job creation it helps vibrant creative youths to be self employed or by organization, government agencies that deal in art related products: textiles, ceramic industries and cultural agencies, museums, cultural centres, and other art centres. Art has been able to reduce the rate of unemployment, because it involves the use of skill or talent to produce products/goods/services. Unemployment is the cause for poverty in our society. A jobless, unproductive and poverty-stricken individual or community
may not appreciate efforts geared towards national development if he cannot meet the basic needs of life - food clothing and shelter. When works of art are appreciated and patronized then need to employ more capable hands to handle production to meet peoples artists needs. The bane of national development in Africa is we are consumers and not producers. Art provides opportunity for small scale business and encourages manufacturing of articles for public and private uses.

**Communication and Information:** The mark of any developed (or developing) country is the ability to carry its citizens along in its developmental policies. It has the responsibility to inform and educate its subjects about the need for close collaboration, mutual understanding between the government and the governed. Perhaps, one of the most effective means of achieving this goal is the use of visuals. Here visuals refer to any object/thing (in two or three dimension) that can make a message clearer and understandable, when perceived. Visual arts help in dissemination of information and also enlighten the people. They are used in public announcement and advertisement of new products through posters, handbills billboards, signboards, illustration/visuals accompanying television adverts, cartons/illustration in newspaper and magazines. For instance a poster with human skill and shattered bones is symbolic of the menace of cultism and end (i.e. untimely death) of those involved in it –. Thus current and intending disciples of cultism and other social vices like immortality, smoking, and drunkenness are warned of the destructive results therein. Traffic signs are visual tools of information and communication, and it has been of great help to road users, and also help the traffic warders like Federal Road Safety Commission (FRSC) in discharging their duties. Adeyemi (2005:15) observes that as a communication tool, visual art, if properly conceived and executed can rise above language and cultural barriers, because it has the power to create vivid imagery. In Nigeria, the ratio of literacy is low compared to that of illiteracy. To carry the latter along in developmental issues, visuals – signs, symbols, colourful shapes - must be used. Government information must be supported with simple and meaningful illustration and letters rendered in catchy colours. Here, colours are used in symbolic way. An average Nigerian knows that red colour stands for danger. The literate who are too busy to read the wordings, on the billboard sometimes pay attention because of the arresting colours and visuals on display. Adeyemi (ibid) further argues that the visual arts, such as graphic illustration, drawing, photography etc., is still considered as the best form of communication.

**Religious Values:** The inseparable collaboration between religion and life, life and art, and art and religion began in the Stone Age. The pre-historic artists did not express his artistic ability (through painting and drawings and modelling) purely ‘art-for-art-sake’ ground. Rather, his paintings, drawing and modelling were product of deep meditation arising from beliefs in spiritual forces. Odu (1978) notes that art in the ancients times “was executed to serve a ritual purpose of controlling the spirit of wild animals.” Henceforth art has continued to play a vital role in worship thereby facilitating communication and understanding between man and the spiritual relations.

In contemporary times, relevance of art in worship is seen in illuminated manuscripts, icon paintings, sculptural door panels, pulpit and pews, mural, mosaic and stain-glass depicting biblical characters. Mosques, and even temples and shrines are easily recognizable and distinguished one from another though the artistic rendering of symbols and forms peculiar to each field.
Recommendations

Government should increase funding for the arts – visual arts in particular – so that the future will not become bleak and comparatively artless. If proper funding for the development of the arts is put in place, then artists /artistes will not be compelled to create works that satisfy the self-aggrandizement of the grant makers or art patrons/collectors. Instead, such works that appeal to the public, leading social and cultural development of the populace would their target. In spite of the obvious threats to the survival of humanities nay visual arts in the academia, as regards admission and funding, the visual artist and art educators should recognise the potentials and benefits of science and technology to arts. He should realise that scientific knowledge could be beneficial to his cause, and that he could appropriate these benefits only if he learns to handle well the nitty-gritty of science and technology. It is observed that art cannot do without technology and vice-versa, because both fields of knowledge work together to effect positive and life-transforming changes. One should not be seen as superior to each other.

Art schools in Nigerian’s institutions of higher learning should be adequately equipped with competent, scientific-minded manpower and state-of-the-art materials/equipment; with the aim of producing visual artists who can rise up to the challenges of nation building in the 21st century and consequently meet the pressing artistic demands and aesthetic needs of Nigeria and Africa in general.

Art educators and those saddled with educational prospectus should be well acquainted with the interdependence and mutual benefits of science, technology and arts (visual arts). The teaching of creative art in primary and post-primary schools should be enhanced. Creative art education should be made compulsory branch of learning from primary to the senior secondary levels since the visual art is strategically positioned to national development. In addition, creative art education is a requisite for building up creative skills in students irrespective of their areas of specialization.

There is need to make the government (at all levels) and public aware of the prospects and benefits of the visual arts as indispensable tools for national development. Therefore, there should be regular exhibitions of talents and creative spirits, organized and sponsored by government, their agencies, corporate establishments and well-to-do individuals. Young, spirited boys and girls who are yearning for expression in creative sense would be encourage to pursuing a fulfilling career in the visual arts. Really there is need for social, cultural, educational, religious and political renaissance through the arts, like that which Europe experienced between 14th – 16th centuries.

Establishment of National Endowment for the Arts, like the one in America, which will cater for the various disciplines in the humanities. Government should help to create and sustain not only a climate encouraging freedom of thought, imagination, and inquiry, but also the material conditions facilitating the release of this creative talent. The Arts Endowment, with constitutional backing would help to make the arts central to the lives of individuals, families and communities.

There is a need for contemporary African artist to chart a new course for visual arts for maximum professional and national development, by adapting to and soaring high on the winds of change that move society forward, rather than be submerged in it. According to Babalola (1998), art and society should be synchronized so as to bring about a worthwhile development. In the words of Arthur Creech Jones as quoted by Babalola (ibid), “no nation can be progressive without developing her art. For art to be successfully practiced as a humanistic one in modern
Africa, it must be part and parcel of social and cultural context of the continent”. Suffice it to say that man, society, art, technology and growth are interrelated and inseparable.

Review of National Policy on Education (1982) expressively provided for art education by encouraging self-reliance through creativity. Oronsaye (2005) observes that the NPE listed Fine arts as a core subject in Junior Secondary School (JSS) but is silent on the place of creative art in Senior Secondary School (SSS). This step is discouraging to JSS graduates who excel in creative art and is willing to further it in SSS.

Conclusion

This paper has examined crucial issues to validate the relevance of visual arts in national development. Thus, it expounds the place/role of culture, creative art education and collaborative efforts among professionals, in ensuring a holistic approach to issues of nation building. In the words of William James, “The greatest use of a life is to spend it on something that will outlast it.” (Ivey 2000). The crux of the matter is that art is inseparable from personal and national growth. Odu (1978), quoting Dr. Whitney A. Griswold, President of the Yale University in the late 1970s, observes that “… science alone unaided by the arts cannot save us, either as a nation or as a civilisation”. It is no gainsaying that disciplines in the humanities; especially the visual arts are vital elements in the process of nation building. The visual arts are concerned with man and aspects of his life-clothing, economy, emotions, beliefs, intellect, etc. As a participant observer, one finds that science and technology, in spite of their important contributions to man and society, have not been able to and could not provide the balanced, all-round development required for the total man or successful nation. There is therefore the need to nurture our nation’s creativity and cultural heritage, thereby advancing the nation’s cultural legacy for many future generations.

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Proverbs And Entrepreneurship: A Yoruba Cultural Dimension To Economic Empowerment In Nigeria

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Abstract

This study examines the Yoruba cultural dimension to economic empowerment through wise sayings of the elders. It explores the belief of the Yoruba people of South Western Nigeria, as being expressed in some of their proverbs in such areas as self employment; persistence, patience, and prudence in business management; hard work and doggedness in the running of business. As reflected in their proverbs, they are contemptuous of lazy persons, never have sympathy for those that want to rest on their ‘oars of having no one to assist them’, and also challenge the children of wealthy parents not to be dependent on their parents’ wealth. The paper shows that entrepreneurship, self employment and hard work is an integral part of the culture of the Yoruba, as all the attributes required for success in business in the modern day business management, are all entrenched in these proverbs.

Introduction

Proverbs contain the observations, knowledge and wisdom of our forefathers who condensed what they would have put down in writing into short witty phrases (Makinde, 1987). One of the peculiar features of the linguistic repertoire of Yoruba people is the prevalence of the saying of the elders, called proverbs. The significance of these proverbs, as noted by Bokor (2004), manifests in the oral literature, and equally constitutes the most profound linguistic feature that encapsulates aphorisms, most of which are founded on either the experiences of people or their observations about happenings in this mundane life or even the spiritual world. The relevance of these proverbs can be demonstrated by another Yoruba proverb, which says “owe ni esin oro, ti oro ba sonu owe ni a o fi wa” (proverbs are the horses for words, for when words are lost; we use proverbs to seek them out”).

A careful analysis of these proverbs shows that they are based on human observations of the things of nature, with the main figures being human beings, animals, nature itself, and the spirit world. It is interesting to observe that these proverbs relate mostly to abstract issues such as death, laziness, envy, love, power, wealth, poverty, strength, weakness, and mood that constitute the foundation of the mindset of the people (Bokor, 2004). Moreover, the proverbs are intended
to teach lessons - either to praise, condemn, exhort, persuade or dissuade action. Also, some are meant to serve as a warning, advice, admonition, curse, or blessing. This paper is therefore an effort to demonstrate the intellectual contribution of our fore-fathers in Africa in general and in Yoruba land in particular, to self employment. It will demonstrate that all the attributes required for entrepreneurship or self employment has been an integral part of the culture of the Yoruba, and all the attributes required for success in business in the modern day business management are all entrenched in these proverbs.

Theoretical Conceptions

Proverbs

In linguistic analysis, proverbs are categorized as belonging to the group of fixed lexical items. Other members include idioms, aphorisms, phrasal verbs and figures of speech (Afolayan, 1968). Although, the above linguistic items in their formal category are larger than words in their composition but, their meanings are not derivable from their constituent parts, hence they are individually regarded as a unit of meaning (that is, a lexical unit). The reason is that they are generally regarded as ‘fixed’ forms, ‘lexical phrases’, or ‘phrasal chunks’ both in structural and conceptual terms (Oloruntoba-Oju, 1998, Palmer, 2002, Geert Boojj, 2005). Sometimes, they are referred to as frozen expressions because they have the tendency to fossilize as units (Wilkins, 1972 cited in Taiwo, 2005).

Aside from being structurally fixed, some of these language features, especially proverbs, have been regarded as context-bound, community conceived, ageless, economically structured, terse, epigrammatic and frozen (Osundare, 1980 cited from Oloruntoba-Oju, 1998). Other notable scholars have also regarded proverbs as structured like riddles cast in a rigid mould such that it cannot be altered at will. Its structures and constituents cannot also be varied the way ordinary utterances are done (Achebe, 1965). They are therefore universally regarded as single semantic units capable of being used to substantiate salient points in any discourse. Realising the potentials of these elements of language, African writers have at various times used them effectively in communicating their ideological viewpoints.

Proverbs, as an integral part of language, function in multi-dimensional ways. They manifest prominently in all aspects of human social interaction. For instance, proverbs are used for both casual and crucial discussions. They are used for information, educational instruction, arbitration between warring factions, political discussions, presentation of ideological positions/beliefs and so on. Aside from these roles, proverbs in linguistic communication, “lend themselves to creative manipulations to capture the changing dynamics of the society and diverse linguistic needs of the speaker in different contexts” (Oyekola, 2005).

Concepts of entrepreneurship and self employment

Entrepreneurship is the dynamic process of creating incremental wealth by individuals who assume the major risks in terms of equity, time, and/or career commitment of providing value for some products or services. The product or service itself may or may not be new or unique but value must somehow be infused by the entrepreneur by securing and allocating the necessary skills and resources.

The process of starting a new venture is embodied in the entrepreneurial process, which involves more than just problem solving in a typical management position. An entrepreneurial process has four distinct phases, which are identification and evaluation of the opportunity,
development of the business plan (or guide), determination of the required resources, and management of the resulting enterprise.

There are also several characteristics needed to become a successful entrepreneur, and one key to successful entrepreneurship is understanding one's traits and building upon them. Along with this concept is ability to change, modify and adapt oneself to the changes that will need to be made on a continuous basis. While it is true that no one person is born with all the positive characteristics needed to become a successful entrepreneur, one must have the drive, motivation and initiative. Some of the characteristics of a successful entrepreneur, as noted in literature, are adaptability, competitiveness, confidence, drive, honesty, organisation, persuasiveness, discipline, perseverance (refusal to quit), risk-taking, understanding, and vision (Ying, 2003; Lazear, 2003; Holmes & Schmitz, 1988).

**Fostering entrepreneurship through proverbs**

Every society needs responsible men and women in order to progress. It is also important to have people with initiative and determination who put in self-effort rather than depend on others. The Yorubas appreciate and encourage such virtues. Hence, there are many proverbs that can be found within the Yoruba society, which stress the importance of hard work, the avoidance of procrastination, and the dangers of idleness. Children are told that “ise ni oogun ise” (work is the medicine or antidote to poverty). Infact, work begins in the life of a Yoruba child from the time he/she is old enough to walk and take on simple responsibilities around the house. This is also shown in one of their proverbs, which says “ise kii pani aise re gan labuku” (work never kills, it is laziness that puts one to shame). In the Yoruba society, community members must not be idle; rather each member of the community is expected to learn useful productive skills. Infact, the fact that someone has no helper (or assistance) is not an excuse in Yoruba society for him/her to remain idle. This is aptly demonstrated in the word of Odunjo (2000) that “bi a ko ba ri eni f’ehin ti bi ole laa ri, bi a ko ba r’eni gbekele ka tera mo ise eni” (if one does not have a helper one looks like a lazy person, however, when there is no one to depend on, one should persevere in one’s work). Moreover, as a word of caution to the children of wealthy parents, elders will say “a gb’oju l’ogun f’ara re f’osi ta” (one who puts his/her trust in inheritance has given him/herself up to be disgraced by poverty); or “mase gb’oju l’ogun, ti owo eni ni to ni” (do not place your hope in inheritance; it is the product of one’s labor that sustains one); or “eniti o j’ogun ko to eniti ogun gbe” (not all those who receive inheritance benefit from it).

Overall, the proverbs of the Yoruba are informal ways for their society to teach their people the important qualities and virtues of their lifestyle. Hence, the proverbs act as "rules" for living, continue to remind their people of the important values of their society.

**Methodology**

In developing this paper, we present Yoruba proverbs in their natural contexts in daily conversations with explanations of their meaning as they promote or establish the principles of successful entrepreneurship. This is based on collection of all the proverbs that promote entrepreneurship, good business management practices and cautions against business failure. To fully understand these Yoruba proverbs, we conducted standardised open-ended interviews and focus group discussions (FGD) to obtain the views of some Yoruba elders in Ile-Ife and Oyo towns; so as know how they use the proverbs and their implication for successful entrepreneurship. Furthermore, we examined and analysed the meaning and use of these
proverbs, as well as their impacts on the culture and values of the Yoruba race; particularly in
respect to their attitude and disposing on the world of work.

Results And Discussion

The results of the interviews and discussions are discussed under the following thematic
headings.

Preference for self employment

The whole essence of promoting entrepreneurial spirit worldwide today is to change the mindset
of the people (especially the youth) from the culture of seeking white-collar jobs to setting up
businesses (enterprise culture). In the Yoruba society, proverbs point to the fact that they have
never supported paid employment. This is first demonstrated in their contempt for anyone that
is engaged in white collar job or paid employment, that is, “eniti o gba ise ijoba fi ara re s’ofa”
(anyone in white collar job has hired him/herself out as a bonded person). Since a bonded
person (usually called iwofa or bonded person) lacks the freedom to take decisions. Hence
anyone with a white collar job or paid employment is like a bonded person who, as a matter of
compulsion, must dance to his/her master's wishes. Moreover, one cannot profit from helping
somebody keep or manage his/her wealth, that is, “ko si ere ninu la gbowo ka” (there is no profit
in “take this money and count it for me”); and also, “owo ti o n’iye abuku kan” (any amount that
can be counted or determined, like a weekly or monthly wage/salary is useless).

Moreover, to further show the preference for self employment, another proverb states that “ise,
omo alasejeun, owo, omo alasela” (work is to support living, while trade is to become rich). That
is, ise (paid job) is only for mere subsistence (asejeun); while owo (business) is the means of
creating wealth (asela) that can be inherited. Therefore, it is their strong belief that “atelewo eni
kii tanni je” (One’s palm does not deceive one). That is, your trust is best placed in your palm (or
your resources).

The need for adequate planning

The battle between optimism and pessimism with respect to the future development of life is
usually tough. This is because the future is very uncertain. While some are certain and hopeful
for the future development of any event, others are doubtful and think that the plans for the
future will be unsuccessful. In such situations, the elders have some proverbs to encourage
optimism, and at the same time, to caution people about being too optimistic, but to plan
realistically so as to increase the chances of success.

Therefore, the following proverbs, which are equally important for adequate planning in
business venture, alert people to prepare for the future through adequate planning. This informs
such proverbs like “igi ganganran ma gun mi l’oju at’okere lati i wo (to prevent stick from
entering into one’s eyes, it should be observed afar off); and “ati okeere ni oloju jinjin ti nmu
ekun sun (someone who has difficulty in shedding tears must do it from afar off). What these
proverbs are pointing at is that anyone going into business venture without adequate planning
and preparation than that of one’s competitors will soon be thrown out of the market.

Profit making in business

The essence of running a business is to make profit, which is needed to meet all the expenses
incurred in running it, as a reward to the owner(s), and also for future expansion and/or
modernisation of the business. Hence, one of the objectives of business venture is to maximise
profit as much as possible. There are some proverbs which have established this fact, and they are expressed as follows; “owo ti a f’owo ra, owo la fi npa” (merchandise that one buys with money, one earns money from it; and “ore nje ore, ora nje ora, enikan kii dupe mo ta opo” (discount is seen as discount, buying is equally seen as buying, no one appreciates “I sell cheaply or on credit”). That is, it is easy for the customers to appreciate discount from the seller or to appreciate someone who buys from you, but no one appreciates selling cheaply).

So whosoever wants to profit from his/her business must understand that “odaju lo bi owo, itiju lo bi gbese” (it is brazenness that gives birth to wealth; it is excessive reticence that gives birth to poverty). That is, nothing succeeds without some audaciousness because the actions of some people need to be carefully watched, else may lead to one’s downfall in business. At the end of the downfall, such people will be the first to make jest of you. This is because “eniti o gba igba l’ori eni ni fii bu ni” (it is the person who is responsible for one’s downfall in business that first makes jest of you).

The need for cooperative effort, networking and information seeking

The idea of connecting with people to share information and resources, generating business opportunities, and receiving personal advice is recognised as means of business growth. This is because successful businesses do not operate in a vacuum. Business is about relationship with customers, suppliers and other businesses; and networking is the key relationship-building tool. Therefore, in recognition of the importance of cooperative effort through networking, the elders will say “obe ko le da gbe eeku ara re” (a knife cannot decorate its handle by itself); and “ti a ko ba r’eni ba’la, ola kii ya” (if one finds no one with whom to build up wealth, success is delayed). Other proverbs that lend credence to cooperative effort are “agbajo owo ni a fi nso aya, ajeje owo kan ko gb’eru d’ori” (the whole fingers in the palm are used to assert one’s confidence; a single hand cannot put a load on one’s head).

Moreover, to discourage unnecessary secrecy, especially when someone is looking for information, the elders will say “mo nwa nkan”, ni kii je ki omo awo ko ri (“I am looking for something”, without being specific, will deprive the son of a herbalist from discovering the undisclosed thing quickly); and “owo ti ndun ni enikan kii ti bo abe aso (you don’t hide the hand that has problem). All these are to emphasise the fact that ‘no one is an island’, what someone is looking for might have been discovered by another somewhere else. Therefore, asking or telling people about what you are looking for, through networking, will assist in benefiting from the discovery of others. So if you keep your secrets from the market, the market will keep its secrets from you.

Necessity of certain attributes for successful business management

In any business venture, success depends on more than possession of adequate capital; it equally requires that the entrepreneur possesses certain personal traits, managerial skills and business experience. These attributes are divided into three, which are, Achievement Cluster, Planning Cluster, and Power Cluster (McClelland, 1961; Hood and Young, 1993; Hornaday and Aboud, 1971).

However, before all these traits are recognised through empirical research by scholars, Yorubas had intuitively recognised their importance and expressed them in some proverbs. For the quality of opportunity seeking, a proverb says “a kii gbe inu ile mo eniti ogun a pa” (one cannot stay indoor to know who will be killed in the battle). This is to express the fact that opportunity is not for anyone who is not ready to ‘stick out his/her neck’; hence the need to be active, restless
and not be content to sit quietly. This quality is again expressed in another proverbs that “eniti o ba ni itara lo ni ateteba” (it is the industrious person that wins the spoils). In addition, recognising business opportunity is not enough, but to immediately seize it and do something about it. This is important because the usefulness of the opportunity may fade with time, or it may be discovered by others, and its advantage taken, if one tarries for too long. To drive this lesson home, the elders will say “igba ara laa bura, enikan ki bu Sango leerun” (you only swear to an oath at an appropriate time, no one swears to Sango in the dry season). That is, you can only take advantage of Sango’s justice during the rainy season. All these are meant to stress the evil of procrastination.

Moreover, once the opportunity is recognised, most of the time, it requires some level of risk to tap the benefit(s) inherent in it. As a warning to those who may be waiting for the ideal time or when things will be easy, the Yoruba elders will say “eniti o nwo atisun akan yio pe l’eti omi” (whoever wishes to see a crab go to sleep will stay long by the river side). Since risk taking is like ‘courting death’, hence the elders will say “bi nba ku ki nku” l’omokurin fii nl’agbara, “nko le waa ku” l’omokurin fii ya ole” (“I will not mind to die”, is what makes a man strong; but “I do not want to court death”, is what makes a man lazy or coward). Another related proverb is “nko le wa ku kan kii j’oye ile baba re” (‘I am not willing to die’ will never take the chieftaincy title of his father’s house or his/her inheritance).

Furthermore, even with good business opportunity that is backed up with risk taking ability, persistence is again required to take the business to a successful end. The elders will therefore remind anyone in any venture, including business, that “a kii fi ojuboro gba omo lowo ekuro” (one does not easily take the child (nut) from the palm kernel nut). That is, it takes effort to accomplish a good end. So the entrepreneur should understand that it is only the more persistent person that will surely be rewarded before those who are carefree or indolent. This statement is equally expressed in others proverb as “adan to sun ni idi oro ko ri oro je, ambosi eyi to ji de laaro kutu” (the bat who slept by the oro tree found no oro fruit to pick, let alone the one that came at dawn); “a-leeja ma lee ja pe, oun ati ojo l’egbe” (he/she who cannot persist in his/her fight for long is the equal of a coward). Likewise, “ologbo ti yio ma je akere, t’oju t’imu ni yoo ki bo omi” (a cat that will eat a frog will dip its face and nose in water).

Close monitoring of the business activities

In any business enterprise, while the functions of the equipment and machineries can be predicted to some extent, it is quite difficult predicting that of human capital. Hence, the employees require motivation, co-ordination, monitoring, and sometimes coercion before they can be optimally utilised. This fact is recognised by the elder, and to educate on the management of the workforce therefore, the following proverb is used. “A kii fi oju oloju s’owo ka j’ere (one never trades with other people’s eyes and profit); “ojo oloju ko jo oju eni” (someone else eye cannot be compared with your own); and “wo iso de mi ko le da bi oniso (help me look after my shop cannot be compared to the presence of the owner).

While the importance of employees is recognised, yet there is nothing that can be compared with the presence of the owner in the workplace to monitor the activities of the staff. This is because “oloju ko le r’oju re n’ile ko je ki talubo yi woo” (a person cannot open his/her eye wide and allow a fly to enter it). While the employees may not be keen in paying detailed attention to what they are doing, the owner will not allow this because of the consequence(s) that might follow.
Financial prudence and management of loan

At the heart of successful business management is efficient and effective financial management. This is necessary to prevent the state of illiquidity in business. Once the business starts to bring some returns to the owner, in form of profit, the tendency is to be spending the profit extravagantly. But a wise and prudent businessperson will remember to keep part of the profit as reserve or for the expansion or diversification of the business. This wisdom has equally been recognised by our forefathers, hence once someone is making a fortune in business today, he/she is cautioned with the proverbs that “obinrin r’egbaa wansasa-wansasa o s’oju wansoso-wansoso” (woman sees money in abundance and thereby looks at it greedily); “obun ko mo pe ohun ti o dun a maa tan o so ile di aso oko” (a dirty person does not know that what is sweet will soon finish, he/she turns the cloth to be wearing in the city to the one to be wearing in the village); and “bo pe titi omo alagba nbo wa ra akara j’eko” (no matter the length of the day of ceremony, the children of a masquerade chieftain will soon buy akara with money). Or remind the person that “alejo l’owo, toju re” (money is visitor, take good care of it).

Moreover, it is possible that part of the capital in setting up the business might have been borrowed from one source or the other, hence to caution against loan default, the elders will say that “eniti o ya egbefa ti ko san, o be igi dina egbeje” (whoever borrows a thousand and two hundred pence, but refuses to pay, hinders the opportunity of borrowing a thousand and four hundred pence). The importance of prompt repayment of loan is further stressed in another proverb that “ode to p’erin to s’etutu, kii se nitori oni bikose nitori ola” (an hunter who kills an elephant and offers a sacrifice to the gods does not do it for the present cause but in anticipation of future endeavour). This is because “ojo a ma pa ni wo ile kan l’eemeji” (it is possible to be beaten by rain into a house twice).

Marketing in business

Another key success factor in business is marketing, which involves attracting and retaining a growing base of satisfied customers. Hence, marketing programmes should be aimed at convincing people to try out or keep using particular products or services. Effort at stressing this, the elders will say “ipolowo oja ni agunmu owo” (marketing or advertising is the native medicine of business). Since if one does not sound one’s trumpet nobody will do, hence another proverb says “alara ni ngb’ara ga; bi adiye yio ba wole a bere (it is the owner of the body that elevates the body; whenever a chicken wants to enter the porch it stoops).

Good customer relationship

The golden rule that says ”do unto others as you would have them do unto you”, may seem self-evident in the way we try to conduct our personal lives. Yet this axiom is assuming new importance as a guiding principle in the world of business. This is because customers are now demanding service and quality, so companies of all sizes are realising that their strongest selling point can sometimes boil down to treating customers as they would like to be treated, or even better. Therefore, our elders also, in establishing the golden rules of good customer relationship of putting customers first, staying close to customers, and paying attention to little details, have these to say. “iwa l’oba awure” (good behaviour is the king of all medicines of attracting customer) and “agba ti ko roro ni ko eniyan jo” (it is only the elder that is not cruel that can gather people around him or her).
Conclusion

From the above analysis, it is evident that, by the native wisdom of Yoruba elders, they have recognised the importance of entrepreneurship, and all the key success factors in business management, even before the empirical facts are recorded in the literatures. It is therefore no exaggeration to say that Yoruba abounds in "rich" proverbs whose contributions to the oral literature of the continent are remarkable. As can be seen from the proverbs quoted above, the uses of proverbs in daily conversation could serve as an innovative means of conveying much information with little effort. A Yoruba proverb says, “abo oro laa so fun omoluwabi, ti o ba inu re yio di odidi” (a wise child is communicated with half of the word, on getting into him/her, it becomes a whole).

Therefore, considering the efforts of Nigerian government at creating enterprise culture in her youths, from primary school to the university, we therefore suggest that using proverbs in teaching entrepreneurship in the schools will be like ‘killing two birds with one stone’. That is, while it will serve to preserve the traditional identity of these proverbs; it will equally serve to reinforce the message (or learning point) of the concept of self-employment, as they are taught to the students.

References


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Psychological and Socio-Cultural Correlates of Motor Skill Development of Athletes in Botswana

By

Mokgothu, Comfort Jazzman

and

Adegbesan, Olufemi Adegbola

Abstract

This study provides information on the psychological and sociocultural correlates of motor skill development of athletes in Botswana. Seventy-three (73) student athletes were sampled on a psychosociocultural and motor skills development questionnaire. Results indicated a positive and moderate relationship of the psychological and sociocultural variables on the athletes' motor skill development. Also, significant gender difference were not (P>.05) apparent in mean rating with the psychological and sociocultural variables as they influenced the athletes' motor skill development.

Introduction

A fundamental component of human experience that is often taken for granted and which is a vital part of the field of human development is motor behavior development. Motor development deals with movement skill behavior and the associated biological changes in human movement across life span. It may also be viewed as the process of change in motor behavior resulting from the interaction of biological systems and the environment. (Gabbard, 2004).

An excellent theory that is closely linked to the development of motor skill behavior which is most appropriate to athletes is the ecological task analysis model (Burton & Davis, 1996). The theory incorporates the developmental systems elements of the performer (athlete) and the environment. Emphasis is also given to a third factor which is the task as part of the environmental context. Another comprehensive frame work for understanding the sociocultural influences of motor skill behavior is the ecological systems model (Bronfenbrenner, 1986, 2000). This model places the athletes in the context of this paper at a theoretical centre surrounded by five environmental systems which are Microsystems, mesosystems, ecosystem, macro system and the chronosystem. The most direct interactions are with the microsystem, the environment in which the athletes lives. Influential agents in this context will be the family, school, peers and the opportunity sets in the community.

The experiences in the motor domain according to Gallahue and Ozmun (2006) interact in many ways with the psychological characteristics of individuals. A common technique used to explore this motor-psychology relationship is the examination of psychological factor following involvement in sports, exercise and other physical activities. Factors such as sense of well-being, confidence, perception of locus of control and awareness of body image self esteem, and
even the state of depression have been improved following involvement in sports and exercise activities.

Self-esteem which is a notable psychological factor is considered by some to be a critical index of mental health, a high sense of worth during childhood is linked to satisfaction in later life. However, individuals’ sense of worth may vary according to different motor skill domains and area of competence. Variation within the motor skill behavior domains is not uncommon according to Harter (1997) who was of the opinion that some athletes, for example, may have a strong sense of self-worth in basketball but not in baseball or track. Indications are that feelings about self-esteem are relatively well established by middle childhood. Within the context of sport involvement, researchers have found that such participation generally is associated with higher self-esteem (Hall et al, 1986; Kirshnit et al, 1988). It would seem reasonable to expect a person with good self esteem regarding physical ability to be more likely to engage in complementary activities such as various sport involvement. On the other hand, research confirms that a person with low sense of physical competence is more likely to avoid these opportunities (Weiss, 1993).

Early involvement in physical activity and sport socialization is a key factor in motor skill development of individuals and the likelihood of further participation in physical activities. The primary sociocultural influences that have been shown to influence motor skill development for sports and other physical activities are the family, peer groups and social situations which provides motor skill development opportunities. Coackley (1987) noted that children’s involvement in informal or organized sports is influenced by the availability of opportunities, support from the family, peers, role models, the general community and the child’s self-perception as a participant. Out of all these influences, there are strong indications that the peer group is a dominant factor with respect to motor skill development needed for sports and physical activity. The peers have the potential to reinforce family influences on the athletes motor skill development, Coackley concluded.

Motor skill development is reflected in the appearance of new skills and their refinement in movement process and product. The interaction of the psychological and sociocultural correlates along with the physical and physiological make up of these athletes assist to predict how well the athletes motor skill behavior can be well developed.

It is in the light of this that the psychological and sociocultural correlates of the athletes’ motor skill development were examined. These psychological and socio-cultural correlates of motor skill development were also examined by gender with the view to establish whether they differ significantly.

**Methods**

**Participation**

The sample used in the study consisted of (73) adolescent secondary school students from 5 schools in the capital city, Gaborone, who were involved in sports. Their sports involvement is shown in Table 1. The mean age for the male athletes was 16.9 years (SD = .98) while the mean age for the female athletes was 16.8 years (SD=.88). 45.2% of the athletes were male, while 54.8% of the athletes were female.
Measures

A self-report consisting 16 items on psychological and socio-cultural correlates of sport was used. The items focused psychological attributes such as self esteem, confidence, attention and concentration, socializing opportunities of the family, and peer group in relation to motor skill development was used. Each of the sub-scales consisted of 4 items each and internal consistencies were analyzed for each scale, and result from the coefficient alpha analysis revealed an appreciable strong Cronbach alpha values which ranged from .73 to .81 (see Table 2).

Psychological and socio-cultural subscales are the independent measures, while the dependent measure was another 12 items self-report measure of motor skill development. The alpha value was .72. The instruments were subjected to content and construct validation to improve the clarity of the instrument with the assistance of psychometric experts. The two self-report measures were closed ended 4 points Likert scale that measure the extent or level of agreement or disagreement.

Procedure

After approval was given by the schools’ head teachers and the student athletes consent sought, the questionnaire were administered to the students by the researchers and the research assistants. Instructions were provided and the contents were explained. Confidentiality of subjects’ responses was assured prior to data collection.

Analyses

SPSS version 14.0 (Statistical Package for the Social Sciences, 2005) was used for data analysis. Descriptive statistics of mean, standard deviation and percentage were used. Student t-test analysis was conducted to determine if significant differences exist with the measures by gender. Also, a correlation analysis was entered into the regression analysis which is consistent with Cohen, Cohen, West, & Alken’s (2003) recommendation to predict changes in mean scores.

Results

<table>
<thead>
<tr>
<th>Sports</th>
<th>f</th>
<th>%</th>
<th>Gender</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>4</td>
<td>5.5</td>
<td>Male</td>
<td>33</td>
<td>45.2</td>
</tr>
<tr>
<td>Badminton</td>
<td>5</td>
<td>6.8</td>
<td>Female</td>
<td>40</td>
<td>54.8</td>
</tr>
<tr>
<td>Basketball</td>
<td>10</td>
<td>13.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cricket</td>
<td>1</td>
<td>1.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Football</td>
<td>16</td>
<td>21.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Golf</td>
<td>2</td>
<td>2.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Karate</td>
<td>2</td>
<td>2.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Netball</td>
<td>6</td>
<td>8.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rugby</td>
<td>6</td>
<td>8.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Softball</td>
<td>3</td>
<td>4.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swimming</td>
<td>1</td>
<td>1.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tennis</td>
<td>9</td>
<td>12.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volleyball</td>
<td>8</td>
<td>11.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>73</td>
<td>100.0</td>
<td></td>
<td>73</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 2 - Correlation matrix, means, standard deviation and cronbach coefficient alpha of psychological, socio-cultural and motor skill development sub-scales (N=73).

<table>
<thead>
<tr>
<th>Subscale</th>
<th>M</th>
<th>SD</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological Attributes</td>
<td>19.2</td>
<td>2.71</td>
<td>.73*</td>
<td>.30+</td>
<td>.64+</td>
<td>.46+</td>
<td>.51+</td>
</tr>
<tr>
<td>Family</td>
<td>10.0</td>
<td>3.04</td>
<td>.75*</td>
<td>.43+</td>
<td>.55+</td>
<td>.48+</td>
<td></td>
</tr>
<tr>
<td>Peer</td>
<td>11.7</td>
<td>2.64</td>
<td>.78*</td>
<td>.57+</td>
<td>.48+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Situations</td>
<td>10.2</td>
<td>2.52</td>
<td>.81*</td>
<td>.52+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motor Skill Development</td>
<td>23.2</td>
<td>2.74</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.71*</td>
</tr>
</tbody>
</table>

Note: * Cronbach coefficient alpha on diagonal

The result in Table 2 revealed the correlation matrix, means and standard deviation values for the psychological, socio-cultural and motor skill development sub-scales, the relationship among the sub-scales ranged from $r = .30$ to $r = .64$. The relationships were moderate and positive. The strength of the coefficient alpha for the sub-scales were strong and ranged from .72 to .82. The coefficient alpha recorded for the sub-scales are in consistent with the commonly accepted criterion of .70 (Nunnally, 1998).

Table 3 - Composite effect of the psychological, socio-cultural and motor skill development. Showing the ANOVA summary of the Regression analysis

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Square</th>
<th>Mean</th>
<th>Df</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>55.611</td>
<td>13.903</td>
<td>4</td>
<td>2.05</td>
<td>.04</td>
</tr>
<tr>
<td>Residual</td>
<td>371.373</td>
<td>6.752</td>
<td>68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>426.983</td>
<td>72</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R = .36 AdjR2 = .06
R2 = .13 Stand Error = 2.59

The result in Table 3 revealed the combined effect of the psychological and socio-cultural variables on the athletes motor skill development. The Analysis of variance summary of the regression analysis revealed a significant $F(4,68) = 2.05; P<.05$ combined effect of the psychological and the socio-cultural variables on the athletes motor skill development. The psychological and socio-cultural variables significantly contributed 6% (AdjR2 - .06) to the variance of motor skill development.

Table 4 - Parameter Estimate of the relative contribution of Psychological, and socio-cultural influence on Motor Skill Development

<table>
<thead>
<tr>
<th>Variables</th>
<th>Unstandardized Coefficient</th>
<th>Standardized Coefficient</th>
<th>t</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>15.63</td>
<td>2.795</td>
<td>5.59</td>
<td>.000</td>
</tr>
<tr>
<td>Psychological Attributes</td>
<td>.244</td>
<td>.147</td>
<td>.257</td>
<td>1.66</td>
</tr>
<tr>
<td>Family</td>
<td>5.726</td>
<td>.141</td>
<td>.065</td>
<td>.405</td>
</tr>
<tr>
<td>Peers</td>
<td>8.857</td>
<td>.136</td>
<td>.083</td>
<td>.649</td>
</tr>
<tr>
<td>Social Situations</td>
<td>.239</td>
<td>.138</td>
<td>.231</td>
<td>1.726</td>
</tr>
</tbody>
</table>

Note: Dependent variable = Motor Skill Development
* P>.05 = Not significant
Explicitly, no significant (P>.05) prediction was apparent with the psychological and socio-cultural variables on motor skill development as indicated in Table 4.

Table 5 - Student t-test analysis of the Psychological, socio-cultural variables on motor skill development by gender

<table>
<thead>
<tr>
<th>Variables</th>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>t</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>Male</td>
<td>33</td>
<td>18.68</td>
<td>2.50</td>
<td>71</td>
<td>1.59</td>
<td>.070*</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>40</td>
<td>19.30</td>
<td>2.87</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer</td>
<td>Male</td>
<td>33</td>
<td>9.06</td>
<td>2.85</td>
<td>71</td>
<td>1.66</td>
<td>.102*</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>40</td>
<td>10.79</td>
<td>3.01</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Situations</td>
<td>Male</td>
<td>33</td>
<td>11.65</td>
<td>2.36</td>
<td>71</td>
<td>.405</td>
<td>.687*</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>40</td>
<td>11.87</td>
<td>2.88</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychological Attributes</td>
<td>Male</td>
<td>33</td>
<td>9.41</td>
<td>2.44</td>
<td>71</td>
<td>.649</td>
<td>.519*</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>40</td>
<td>10.86</td>
<td>2.43</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motor Skill Development</td>
<td>Male</td>
<td>33</td>
<td>22.83</td>
<td>2.26</td>
<td>71</td>
<td>1.72</td>
<td>.090*</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>40</td>
<td>23.52</td>
<td>3.07</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*P>.05=Not Significant

Significant difference was not apparent with psychological and socio-cultural variables on the athletes motor skills development by gender as indicated in Table 5. However, the female athletes motor skills development seems to be more influenced by the psychological and socio-cultural variables than the male counterparts when the mean values for the variables were compared.

**Discussion**

The aim of the study was to examine the psychological and socio-cultural correlates of motor skills development of athletes in secondary school in Botswana and secondly to find out whether the athletes differ on these variables by gender.

Understanding the socio-cultural and psychological factors that influences physical activity and sport involvement is a central tenet to promoting motor skill development among athletes especially during their childhood and through the adolescence period. The linear combinations of the psychological and sociocultural measures as revealed in the result were significantly related to the athletes motor skills development. The consistency and strength of associations of the psychological and socio-cultural variables have been linked to enhanced motor skills competence of individuals especially during sport socialization process. The belief that maturation is how motor skill develops according to Clark (2007) puts more emphasis on the biological or hereditary aspect than the psychological and socio-cultural factors but the process by which motor skills develop is more complex. Motor skills of these athletes change through an interactive process between the individuals’ biological or hereditary constraints and psychosocial-cultural environment. A strong motor skill foundation at the start provide for these athletes new movement opportunities later in life and not just their participation in sports and other physical activities.

Gender roles are social expectations of how individuals should act and think as female and males. Along with being influenced by biological factors, socio-cultural and psychological variables also plays significant roles in the motor skill behavior of individuals (Fagot &
Leinbach, 1987; Campbell & Eaton, 2000). Though significant difference was not apparent on the psychological and socio-cultural variables in relation to motor skill development as revealed in this study by gender, it is worthy to note that what basically determine how these variables influence both gender depends on the individuals perceived experience as provided by the social situations in the environment.

In conclusion, individuals come with preadapted motor skills behaviors that are built into the central nervous systems. But even reflexes, such as sucking and grasp reflexes of these athletes were modified at their infancy because of their experiences with the environment. Therefore, motor skills should always be properly nurtured, promoted and practiced because of its critical function in the overall lifetime development of the individuals.

References


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Strengthening Civic Education in Botswana Primary Schools: A Challenge to Traditional Social Studies Curriculum

by

Josiah O. Ajiboye

Abstract

The primary goal of social studies is citizenship education. Social studies as citizenship education seek to provide students with knowledge, skills, and attitudes which will enable them to actively participate as citizens of a democracy. However, the extent to which the subject is achieving this goal since its introduction into the Botswana school curriculum in 1969 has been somewhat questionable. Recent evidence suggests that products of our schools are manifesting some behaviours that are not in tandem with good citizenship. This paper therefore examined the views of some primary school teachers in Botswana on the effectiveness of Social Studies in promoting citizenship training and self-reliance among the learners. This is essentially a survey study. One hundred experienced teachers (with over ten years of teaching primary social studies) were purposively selected for the survey. A questionnaire tagged “Teachers’ Perceptions of the Effectiveness of Social Studies in Developing Appropriate Citizenship Education” with a reliability coefficient of 0.94 using Cronbach Alpha was used to collect data for the study. Two research questions were addressed in the study. Major findings in the study are: teachers poor rating of Social Studies as a tool for achieving citizenship training, more emphasis in Social Studies teaching is placed on theory rather than practice, existence of few materials on Social Studies to assist teachers, and that Social Studies is failing largely to promote self-reliance skills in the pupils. The implications of these findings for retooling Social Studies curriculum to achieve the goals of basic education in Botswana were discussed in the paper.

Key Words: Social Studies, Citizenship Education, Self Reliance, Civic Education, Botswana.

Introduction

The ultimate aim of any educational system is to ensure that children develop their cognitive, emotional and social capacities – and that they acquire the skills they need to realize their potential (UNESCO, 2004). It was based on this type of fundamental principle that social studies was introduced in Botswana in 1969 as part of the lower standards 1 and 2 curriculum. The subject was later introduced to the whole primary school curriculum system in the country in 1982 after the 1975 recommendations made by National Commission on Education to replace history and geography that were in place then (Adeyemi, 2000). The reason for replacing history and geography was that it was not catering for pupils' interest and also would not cover controversial issues of globalization. These subjects (history and geography) focused on issues that had no obvious relation to the learners; for example history; which would be European history such as the discovery of sea route to India by Christopher Columbus and geography taking those mountain ranges such as the Himalayas. Adeyemi (2000) argues that citizenship was directed at west values and beliefs by the colonial administration as children were to learn European goals which emphasized monarchy: such as kings, queens, princes, and princesses while in geography, children would learn physical features especially those of European climates, vegetation, mountain ranges, hills and rivers, which was rather not relevant to their immediate environment.
Arguing in the same direction, Hennings, Hennings & Bonish (1989) points out that; young people should know the significance of the key events and people in the history of their nation and civilization in general; should know the significance of the key document and philosophical ideas that have played a major role in the development of their nation (p.89).

In addition to the above view, the teaching of social studies in school should equip pupils with knowledge on the emerging issues such as HIV/AIDS, teenage pregnancy, child abuse, gender issues, and also how to handle the already infected and how to live with the affected people. Social studies courses should provide learners with information that will later be beneficiary to them outside the classroom. Furthermore, social studies should provide a forum for children to learn about and practice democracy, self-reliance, development, unity and 'botho' [social harmony] as espoused in the national principles of Botswana. The principle of democracy enables the people to have a say in decisions affecting their lives while self-reliance enables them to be responsible and learn those basic life skills for self-supporting or survival. Through unity and social harmony, children are able to learn how to live with others by sharing resources available during their learning. This is in line with Parker (2008) argument that “democratic citizens need both to know democratic things and to do democratic things”.

According to Stockard (2007), globalization, technological advances, and demographic shifts have changed our economy. “It is therefore imperative that we understand the fundamental shifts……, and yet we must devise new ways of educating our high school students to succeed in the twenty-first century. In the twenty-first century, our high schools are increasingly challenged to provide young people with new skills that are different from those around which we have organized our educational system in the past”(pg ix). Thorough education and more particularly social studies education should therefore be geared towards enabling children to learn the meaning of democracy and self-reliant skills and how they work. For example, in Botswana, social studies prepare children for a particular kind of relationship to one another and to the political community. Children are typically introduced to Botswana’s constitution as part of social studies curriculum at an early stage. This is an important movement because the constitution is the citizens handbook and the nation’s book of agreement (Michaels, Michaels & Michaels, 1980).

Social studies should equip learners with the basic skills needed for survival in today's world of work; that is the skill of self-reliance. The children are taught not to expect things to be done for them but rather they must take initiatives and the opportunities that exist for their own development through self-help and hard working. Their hard working will reduce dependency on neither their parents nor the government. Indeed if learners are equipped with the spirit of self-reliance at an early stage, it will enable them to be responsible in meeting their needs in life. For example, a child can be taught gardening skills at school; such as vegetable production. A child can later make his or her own little garden in the backyard and produce some vegetables for consumption while surplus can be sold to get cash which in turn can buy uniform or pay for school fees. This clearly gives a picture on how self-reliant skills can be used for survival.

The general objective of social studies is 'citizenship.' Citizenship education also has some objectives to meet for it to have been incorporated into the school curriculum. Ajiboye and Omolade [2005] identified some objectives as follows:

- to create an awareness of the constitution
- to create adequate and functional political literacy amongst learners
- to sensitize learners to functions and obligations of government
to make learners to be aware of their rights and duties and also to respect the rights of others

to assist in the production of responsible, well informed and self-reliant skills ~ to inculcate rights, values and attitudes for the development of the individual and the society (pg 40).

Therefore all what social studies do is aimed at producing a 'good citizen' through citizenship education. According to Hahn and Alviar-Martin (2008), there has been much interest in civic education internationally in recent years. However, citizenship/civic education is a new concept in Botswana and it is still debatable on what exactly it covers more especially as it seems to be infused in social studies. It does not stand as a subject on its own. Zarrilo (2000) noted that authorities have provided several perspectives on precisely what citizenship education tries to accomplish. Citizenship education is a topic of many facets that there is little consensus about what effective citizenship education means.

Parker (2000) defines citizenship education as the kind of education that aims to prepare children for a particular kind of relationship to one another and to the political community in which they live. Citizenship education considers the diversity of individuals in terms of cultural ethics, identity, religious beliefs and family background. Therefore citizenship education can be defined as educating children from childhood to become clear thinking and enlightened citizens who participate in decisions concerning society. Generally, it deals with components such as rights, duties, participation and identity.

This type of curriculum therefore requires that teachers should be in a position to deliver the content that will prepare children for the world outside the school premises and into the community in which they live. Teachers should give pupils the opportunity to manipulate and make their own wise decisions. Teaching approaches need to prepare school leavers with those experiences, which they are about to encounter as young adults and citizens with their communities' together with decision making in a democratic society. Teachers should inculcate in pupils the personal and social abilities and skills to be developed including how to take initiatives and act responsible as an individual or a member of the family, school or a wider community.

It is further expressed that; schools should not see themselves in isolation from the community, which they serve. The school curriculum should promote the moral and physical development of pupils and prepare them for further opportunities, responsibilities and experiences with adult life. By planning the curriculum properly and purposefully, consulting between pupils, school and the community can improve and move towards these objectives and also help to cultivate in pupils a sense of social responsibility in the young citizens of tomorrow.

In Botswana, social studies is viewed by Government of Botswana (2005) as, "the practice of integrating the skills, attitudes, and knowledge from the social sciences and humanities and to educate effective citizens for Botswana". The introduction of new subjects like social studies is very important because it is one of the most contemporary subjects that cover a variety of topics including recent issues in our society. It is of its kind because it is an interdisciplinary subject that draws its content from other disciplines such as economics, civics, anthropology, social sciences, sociology as well as the arts; for us to understand human life and society (Salia-Bao).

Davies, Gregory and Riley (1999) noted that: "teaching the social studies is one way of preparing children for a participatory role in adult society. There is need to prepare young people within personal and social education to contribute, cooperate and take responsibility" Social studies remains a core subject that is aimed at inculcating all the necessary skills, values, knowledge and
attitudes that are necessary for developing a responsible citizen. Therefore schools and teachers through social studies are in a better position to provide opportunities for social interaction. For example, creating a chance for children to participate in social functions like HIV/AIDS day, exhibitions and involving them in extra curricular activities; such as music and sports competitions. These activities would bring about social interaction together with self-esteem in children. Salia-Bao (1990:26) noted that, "it is important that our children are given chance through social studies to inquire and learn more about themselves and about the wider communities in which they are to live."

Furthermore, Kaltsounis (1979) expressed the view that social studies was directed at transmitting knowledge and stressing only those objectives that tended to increase the children’s knowledge. However today the subject has adapted to a world of work in which change and conflict are ever present. All these situations need not only knowledge; rather it also involves experiences in the work place, decision making, critical and creative thinking, communication and cooperation. It also emphasizes in individuals responsibility and in taking responsibility in ones own actions (Smith in Openshaw, 1996).

The Openshaw (1996) view is supported by Botswana Vision 2016, “Towards Prosperity for All” that; "Botswana will need to be educated to understand better the importance of entrepreneurial skills. The stability and success of the economy will depend upon the emergence of small and medium sized enterprises in which people take risk and generate employment for other" (pg.36). Therefore self-reliance is important for the nation and education should be organized to serve development. It involves turning out productive citizens capable of manning the existing portions in the economy and creating new opportunities for self-employment or employment for others. At the same time, one of Botswana’s national principles is self-reliance. Specifically, schools are expected to inculcate the spirit of self-help in the minds of the children. Children must be taught not to expect things to be done for them by the government or other agencies. They must be ready to take initiatives and to seize opportunities that exist for their own self development. Social Studies should teach them the principle and practice of self reliance. The inquiry and problem-solving methods of teaching social studies were thus recommended for developing these principles in the children (Education for Kagisano, 1977). Raditlhokwa (2003) argues that although Botswana has done comparatively well in providing educational facilities for its people, the entire educational system is still essentially colonial and unempowering. It still produces graduates who lack the skills required to feed themselves and serve their society meaningfully (pg.24).

Social Studies is therefore seen as a key subject to inculcate all the necessary skills that are to develop the youth into autonomous citizens. Social studies as an interdisciplinary subject, advocates for children’s learning through hand on experiences that is to say; the subject can only yield good results if proper methods and approaches including selection of relevant content is made in order to teach Social Studies. The school as a learning centre should not isolate themselves from the community as it is an important information resource for both learners and teachers. This is because the prime goal of social studies is "citizenship" which calls for all students to be able to participate actively in their local communities, states, national and global communities. The community still remains an informal institute which moulds young learners in order to achieve the social studies goal. In the community children will learn their village histories, norms, values and other important aspects of life such as their families, the political parties, religious institutions .The skills are gained as the learners help their parents at home for example selling at a tuck-shop, which enhances entrepreneurial skills that can be applied to boost self reliance which is one of Botswana’s national principle helping at the lands or at a carpentry shop and so on. This enables learners to be self determined for the future. All students
should be able to participate fully in their local state, national and global communities. Social studies the most important curriculum area that covers civic development although after curriculum areas and the classroom and school climates are also factors after agencies in society are, such as family, religious institutions, associations, political parties and the media, also influence students civic education.

The Study

It is recognized that the issues of critical thinking, self-reliant and development of positive citizens is lacking in the Botswana society. But with the introduction of social studies there is the hope that the situation will change for the better. Therefore, this study attempted to find out the perceptions of teachers on the effectiveness of social studies in promoting citizenship and self-reliance skills in primary school pupils in Botswana. This is purely a survey research, and the aim was to obtain information from primary school social studies teachers on the effectiveness of social studies in promoting citizenship training and self reliant skills among primary school pupils in Botswana. Specifically, two research questions were addressed in the study:

2. What are the teachers’ general perceptions of social studies as a tool for citizenship training?
3. What are the teachers’ general perceptions of social studies as a tool for the development of self reliant skills?

One hundred experienced teachers (with over ten years of teaching primary social studies) were purposively selected for the survey. A 25-item questionnaire tagged “Teachers’ Perceptions of the Effectiveness of Social Studies in Developing Appropriate Citizenship Education” with a reliability coefficient of 0.94 using Cronbach Alpha was used to collect data for the study. The questionnaire was on a 4-point Likert scale of: to a large extent, just adequate, marginally and not at all. Respondents were expected to indicate the level to which social studies was achieving its goal in relation to the 25 items by ticking any of those four indicators. The questionnaires were personally administered to the teachers in their various schools and were collected back within one week. Data collected were analysed using descriptive statistics.

Results

What are the teachers’ general perceptions of social studies as a tool for citizenship training?

The summary of the results presented in Table 1 indicates teachers’ perceptions of the effectiveness of social studies in promoting both citizenship training and self reliant skills. Specifically, items 2, 6, 11, 12, 14, 16, 17, 21, 22 and 25, directly focused on citizenship training.

Table 1 - Teachers’ Perceptions of the Effectiveness of Social Studies in Promoting Citizenship and Self-reliant Skills in Primary School Pupils in Botswana
N= 100
### To what Extent does social studies makes pupils:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Large Extent n (%)</th>
<th>Just Adequate n (%)</th>
<th>Marginally Adequate n (%)</th>
<th>Not at All n (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand their culture and social relatives</td>
<td>40 40.0</td>
<td>38 38.0</td>
<td>20 20.0</td>
<td>2 2.0</td>
</tr>
<tr>
<td>Understand their duties as citizens</td>
<td>26 26.0</td>
<td>21 21.0</td>
<td>49 49.0</td>
<td>4 4.0</td>
</tr>
<tr>
<td>Appreciate other people in the society</td>
<td>31 31.0</td>
<td>24 24.0</td>
<td>30 30.0</td>
<td>15 15.0</td>
</tr>
<tr>
<td>Tolerate other people in the society</td>
<td>22 22.0</td>
<td>18 18.0</td>
<td>40 40.0</td>
<td>20 20.0</td>
</tr>
<tr>
<td>Being creative</td>
<td>12 12.0</td>
<td>10 10.0</td>
<td>19 19.0</td>
<td>59 59.0</td>
</tr>
<tr>
<td>Develop good manners and appropriate social behaviour</td>
<td>20 20.0</td>
<td>19 19.0</td>
<td>30 30.0</td>
<td>31 31.0</td>
</tr>
<tr>
<td>Understand their duties as citizens</td>
<td>26 26.0</td>
<td>21 21.0</td>
<td>49 49.0</td>
<td>4 4.0</td>
</tr>
<tr>
<td>Appreciate other people in the society</td>
<td>31 31.0</td>
<td>24 24.0</td>
<td>30 30.0</td>
<td>15 15.0</td>
</tr>
<tr>
<td>Tolerate other people in the society</td>
<td>22 22.0</td>
<td>18 18.0</td>
<td>40 40.0</td>
<td>20 20.0</td>
</tr>
<tr>
<td>Being creative</td>
<td>12 12.0</td>
<td>10 10.0</td>
<td>19 19.0</td>
<td>59 59.0</td>
</tr>
<tr>
<td>Develop good manners and appropriate social behaviour</td>
<td>20 20.0</td>
<td>19 19.0</td>
<td>30 30.0</td>
<td>31 31.0</td>
</tr>
<tr>
<td>Solve practical problems</td>
<td>10 10.0</td>
<td>12 12.0</td>
<td>15 15.0</td>
<td>63 63.0</td>
</tr>
<tr>
<td>Reducing conflicts among pupils</td>
<td>11 11.0</td>
<td>21 21.0</td>
<td>38 38.0</td>
<td>30 30.0</td>
</tr>
<tr>
<td>Acquisition of interpersonal skills</td>
<td>8 8.0</td>
<td>14 14.0</td>
<td>34 34.0</td>
<td>44 44.0</td>
</tr>
<tr>
<td>Effective conflict handling styles</td>
<td>6 6.0</td>
<td>10 10.0</td>
<td>15 15.0</td>
<td>69 69.0</td>
</tr>
<tr>
<td>Makes pupils responsible</td>
<td>18 18.0</td>
<td>10 10.0</td>
<td>41 41.0</td>
<td>31 31.0</td>
</tr>
<tr>
<td>Make pupils to love Botswana (Patriotism)</td>
<td>31 31.0</td>
<td>36 36.0</td>
<td>30 30.0</td>
<td>3 3.0</td>
</tr>
<tr>
<td>Develop critical thinking ability</td>
<td>8 8.0</td>
<td>10 10.0</td>
<td>25 25.0</td>
<td>57 57.0</td>
</tr>
<tr>
<td>Create political awareness and literacy</td>
<td>10 10.0</td>
<td>17 17.0</td>
<td>24 24.0</td>
<td>49 49.0</td>
</tr>
<tr>
<td>Develop respect for elders and authorities</td>
<td>34 34.0</td>
<td>28 28.0</td>
<td>30 30.0</td>
<td>8 8.0</td>
</tr>
<tr>
<td>Understand the functions of governments</td>
<td>19 19.0</td>
<td>32 32.0</td>
<td>19 19.0</td>
<td>30 30.0</td>
</tr>
<tr>
<td>Understand structures of Government in Botswana</td>
<td>24 24.0</td>
<td>27 27.0</td>
<td>14 14.0</td>
<td>35 35.0</td>
</tr>
<tr>
<td>Ability to give sound judgment</td>
<td>6 6.0</td>
<td>14 14.0</td>
<td>32 32.0</td>
<td>48 48.0</td>
</tr>
<tr>
<td>Ability to make correct decision in the face of a problem</td>
<td>8 8.0</td>
<td>10 10.0</td>
<td>22 22.0</td>
<td>60 60.0</td>
</tr>
<tr>
<td>Ability to solve problems without teacher/parent assistance</td>
<td>6 6.0</td>
<td>11 11.0</td>
<td>29 29.0</td>
<td>54 54.0</td>
</tr>
<tr>
<td>Create awareness of the constitution</td>
<td>14 14.0</td>
<td>10 10.0</td>
<td>21 21.0</td>
<td>56 56.0</td>
</tr>
<tr>
<td>Voluntarily participate in community activities</td>
<td>21 21.0</td>
<td>27 27.0</td>
<td>39 39.0</td>
<td>13 13.0</td>
</tr>
<tr>
<td>Awareness in environmental issues</td>
<td>28 28.0</td>
<td>34 34.0</td>
<td>26 26.0</td>
<td>12 12.0</td>
</tr>
<tr>
<td>Appreciate other peoples work</td>
<td>5 5.0</td>
<td>12 12.0</td>
<td>33 33.0</td>
<td>50 50.0</td>
</tr>
<tr>
<td>Understand their rights as citizens</td>
<td>20 20.0</td>
<td>28 28.0</td>
<td>37 37.0</td>
<td>15 15.0</td>
</tr>
</tbody>
</table>

It is clear from the teachers’ responses on each of the items on citizenship training that teachers perceived social studies as very weak in developing effective citizenship in the learners. For example, 47% of the teachers indicated that the subject has the capacity to developing appropriate knowledge of citizenship duties in the learners, while about the same number, 48%, indicated that the subject could teach children about their rights adequately. It could be argued that fundamental things for learners to know are their rights and duties as citizens, and if social studies is failing in achieving these in the learners, then this poses a critical question regarding the extent to which the subject is achieving its objectives. Similarly, it was evident from results in Table 1, that the subject is not adequately making the children to know the structure and functions of government in Botswana. This is really challenging because, at this age, learners are expected to be aware of the various organs of government in their country, and the functions of each arms and levels of government. So, if the subject that is expected to equip the learners with
such knowledge is really not doing it effectively, then there is a need to review the curriculum. With regards to students’ knowledge of the constitution, it was also found that the subject is not adequately achieving this goal. From the teachers’ observations, social studies content is failing largely in developing knowledge of the country’s constitution in Botswana children. This is another area of concern, because the only subject in Botswana primary and junior secondary schools that is expected to foster the knowledge of the constitution in the learners is social studies. If teachers then feel that the subject is not addressing this aspect, then there is a need to examine the curriculum of the subject again, with a view to incorporate the missing elements. Interestingly however, teachers feel that the subject adequately develops a sense of patriotism in their learners, that the subject makes the children to love Botswana. The explanation for this could be that emphasis is placed more on using the subject to develop patriotism and nationalism in the learners. Ordinarily, Batswana (as Botswana citizens are called) do love their country. This sense of patriotism is pervasive all over the country, and therefore not limited to school pupils alone. Previous curriculum development commissions in the country have tried to incorporate some cardinal principles, such as self reliant, democracy, development, and botho (which mean respect) into the school curriculum. Apart from that, the country’s Vision 2016 (government of Botswana, 1997), also articulated all these principles, and there has been a conscious and deliberate attempt at all levels of education in Botswana to teach students about these principles. It is not therefore strange that teachers rate social studies as being very effective in articulating the love of the country in the learners. This leads us to the second research question examined.

What are the teachers’ general perceptions of social studies as a tool for the development of self reliant skills?

With regards to developing appropriate self reliant skills in the learners, reference could be made to items 6, 8, 17, 18, 19 and 20 on Table 1. Taking a cursory look at the teachers’ responses, it is obvious that the teachers’ equally rated social studies poorly, in terms of developing self reliant skills in the learners. The teachers’ perception could be tied to the fact that from the list of the objectives of social studies and the attainment targets as contained in the syllabus (Government of Botswana, 2005, pg 147), there was no mention of the word self reliant. According to that syllabus:

> The primary reason for social studies instruction is to help learners acquire and use information to think critically, logically and rationally in dealing with social, economic, political and environmental issues. It encourages and promotes cultural identity, good citizenship, tolerance....

(pg147)

From our examination of all the objectives, none actually focused on the development of self reliant skills in the learners. This position was also earlier highlighted by Preece and Mosweunyane (2004), when they noted that in Botswana “both legislation and appropriate education to enable youth to take informed action, seemed to be missing” (pg.87). This is in contradiction to the Botswana national principles which makes the development of self reliant citizens as one of its corner stone. It is therefore imperative that the objectives of social studies teaching in Botswana are re-examined to focus on this critical outcome. Other areas of focus examined in Table 1 included development of environmental awareness in the learners, development of appreciation of Botswana history and culture, etc. From the findings presented in that table, it could be rightly observed that the teachers actually rated social studies very well in terms of achieving those goals. The view of the teachers is rooted in the list of objectives of social studies as stipulated in the syllabus examined above. Specifically,
out of the nine objectives enumerated in the syllabus about five of them (about 56%) actually focused on environment, history of Botswana and culture. It was therefore not a big surprise that the subject was tailored at achieving these outcomes, more than all other objectives. Arguments have always been that each country tries to define social studies based on what they intend to achieve with it. However, while this argument is plausible, efforts should be made to incorporate as many outcomes as possible to produce a balanced citizen, which is the ultimate goal of the subject (Ajiboye, 2008).

Conclusion

Generally speaking, findings from this study shows that teachers tend to view social studies as a very weak subject to effect a positive change in citizenship training and self reliant skills among the learners. Social studies was seen by them as performing a passive role in effecting those outcomes, with little emphasis on active learner participation and this actually corroborates the views of Hahn and Alviar-Martin (2008) on the way both teachers and students perceive citizenship. However, an examination of the Upper Primary Social Studies Syllabus (Standard Five to Seven) (Government of Botswana, 2005, pg. 147.), shows that the objectives of the subject as enumerated in the syllabus are quite copious and covered all the areas of citizenship training and cultural appreciation in the learners. Those objectives include development of critical thinking, problem solving, inquiry, desirable attitudes curiosity, creativity, awareness of rights and responsibilities, etc. In line with those objectives, it could also be affirmed that the content listed in the syllabus also corroborates the objectives. One may therefore begin to think that the problem with social studies failing to achieve the objectives may be traced to content delivery by the teachers themselves.

References


File://E:Education %20 of Citizenship.htm
URL file://education@20%of20%citizenship.htm.

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Video-Mediated Education: Meeting the Challenges of Satellite Education in Zimbabwe

By
Adolph Silas Chikasha

and
L. J. Van Niekerk.

Abstract

Video technology has been acclaimed to have great potential and multiple advantages in education. But sadly, research has also shown that the medium is not fully exploited. This study sought to establish whether or not Zimbabwe, currently experiencing some serious socio-economic problems largely arising from its land reform programme, is using or can in fact use video mediated education to solve educational problems. Other countries in the region might also benefit should they embark on similar agrarian reforms. The research therefore made special reference to the so-called satellite schools so as to highlight any curriculum disadvantages, these schools might experience compared to other conventional schools. Close to a thousand primary and secondary satellite schools in the country and about 360 primary and secondary schools in Harare constituted the accessible population of the study at the time of the research. Both the qualitative and quantitative aspects of research were employed through the use of questionnaires, interview and observation schedules. A number of workshops were organized and conducted involving 776 teachers and pupils. A few relevant official documents were selected for analysis. The findings revealed that though the government admitted that the country was facing serious problems in the education of satellite school pupils, no serious attempts were being made to solve these problems. Very little video was being used ineffectively for a variety of reasons including lack of resources, as well as lack of interest among teachers and pupils. The situation was most desperate in the satellite schools. Even in the Greater Harare urban schools normally expected to enjoy easy access to video facilities, very few watched the more educational or academic and documentary videos. Many satellite schools were located within easy reach of sources of electricity. The great majority of the teachers in the satellite schools were inexperienced in terms of length of teaching service as compared to their urban counterparts. Appropriate recommendations were made including a proposal for the design of a model deemed suitable for Zimbabwe.

Introduction

It is common practice for any nation or country to make regular reviews and reforms of its education system to meet the contemporary socio-economic needs of its people. The most commonly used strategy in this practice is usually the appointment of special commissions of enquiry. In Zimbabwe the 1999 Nziramasanga Commission of Inquiry into Education and Training made several sweeping recommendations intended to transform the country’s education system in order to meet the needs of the people. Nziramasanga (1999) places emphasis on science and technology as being some of the reform areas requiring urgent attention.

These two commissions of inquiry both confirm the need for regular curriculum reviews in order for those nations to maintain good standards in their respective education systems. This study set out to accomplish a two-pronged mission. Firstly the study sought to establish whether or not video technology was being used in Zimbabwe and how any such utilization was being done. Secondly the study sought to find out ways of initiating or improving the application of video technology in education for the achievement of excellent outcomes and impacts.

**Study review and purpose**

This study, entitled “Video-mediated education in Zimbabwe, with special reference to education in the ‘New Farmer’ and resettlement area satellite schools” took full cognizance of previous works at local, regional, and global levels in terms of concepts, theories, and findings.

According to Gonzales (1987), Librero (1981), Obetz (1980), and Smeltzer (1988), all in Houston (2000), video technology was not put to regular or frequent use in the classroom in the eighties. The explanation for this was the prevalent high cost and shortage of equipment. According to the results of this study, Zimbabwe is no exception to the problem of resource costs and shortages as far as video technology in education is concerned. This has made the country lag behind western technological advancement by no less than two decades as far as the writers could observe. Houston (2000), found out that videotape use by faculty members at the University of Kentucky Community College System increased only during the nineties. She also observed that the cost of video and television equipment had decreased to the extent that instructors were no longer using the technology for domestic leisure only but in the classroom too. Wetzel, Radtke, and Stern (1994) in Houston (2000), point out that the use of video technology in education was on the increase before the close of the century. But in Zimbabwe very little, if any, research on video technology in education had been carried out in recent years. Houston (2000:341) tries to give reassurance by stating that “as instructors have increased their use of video, research on the use of video in instruction has waned”. It was clearly evident even in Zimbabwe that, as Houston observed, researchers in educational technology had shifted from the old to the more modern computer and internet technology. This study was a direct attempt to contribute towards the bridging of such a gap in educational research considering the important role video technology plays in society.

Authors have described various characteristics of and the formats in which video can be used in learning and teaching. In Zimbabwe the history of educational television/video dates as far back as the early nineteen sixties. Research has shown that as late as the nineteen eighties most of video use in instruction was largely traditional. For example Librero (1981) and Obetz (1980) talk about video being used to present or to supplement or to enhance course content. Librero (1981) adds stimulation of learners, question arousal, skills and techniques demonstration, and attitudinal change and strengthening. Russell (1981) suggests that video adds variety to the instructional period.

Except for what Warren (1991) refers to as lower-order skills use of video, most of these styles of applying video technology in class, as propounded by the authors cited above, can be adopted in Zimbabwe. According to Warren (1991) lower-order skills video characteristics are those that address knowledge-level instructional objectives. The higher-order cognitive skills video use address synthesis and analysis learning skills. As far as the Zimbabwean satellite education system is concerned video could serve a multiple purpose by providing information, presenting demonstrations for practical subjects and scientific experiments, self-instructional skills especially considering the fact that repeats are possible with video. Wetzel et al (1994) encourage
what they call active video viewing. Meyers and Jones (1993) recommend the integration of educational media to promote active learning which they view as learning involving learner interaction indicated by effective talking, listening, reading, writing and reflection. Zimbabwe too needed this mode of video application.

**Methodology**

The study used the descriptive survey method through questionnaires, interviews, observations, and content or documentary analysis. It was found expedient to combine the research activities with the researcher's normal daily duties especially the outreach and mobile service itineraries to the provinces, districts, and schools. The respondents consisting mainly of school children, teachers, and other educationists, were normally invited to assemble at selected venues such as school halls, public halls, classrooms, and even church buildings for the peripatetic workshops.

As far as the target population was concerned, the study aimed at generalizing the findings to the entire school population of the country whose school population was in excess of 6700 primary and secondary schools according to the ministry’s 2004 statistical records. Only four of the country’s eight non-urban provinces and one, Harare, of the two urban provinces were sampled out. The centre of focus was the country’s remote rural satellite schools that continued to mushroom in the resettlement and farming areas essentially born out of the country’s unprecedented land reform programme.

For the purpose of conducting the main mobile service educational technology workshop activities, the following sample structure was set up: 6 – 10 workshops per province; 3 – 10 schools per workshop; 10 - 30 pupils per school per workshop; 10 – 15 teachers per school per workshop; at most 150 pupils per workshop; at most 50 teachers per workshop. Whereas for purposes of questionnaire completion and interview sessions the participants were sampled as follows: 3 – 10 schools per workshop; 2 – 6 pupils per school per workshop; 2 – 4 teachers per school per workshop; at most 30 pupils per group per workshop; at most 30 teachers per group per workshop. Such an arrangement would result in at least 180 questionnaires being completed by the pupils and the same figure by the teachers in the respective samples. The education statistics for the Harare province in 2004 stood as follows: 210 primary schools; 149 secondary schools; 242292 primary school pupils; 102531 secondary school pupils; 6047 primary school teachers; 4045 secondary school teachers. The corresponding situation in the satellite schools around the entire country showed the following figures: 508 satellite primary schools; 330 satellite secondary schools; 261106 satellite primary school pupils; 130770 satellite secondary school pupils; 6879 satellite primary school teachers; 4320 satellite secondary school teachers.

A selection of relevant policy documents and circulars was analyzed. Two different sets of questionnaires were designed for the teachers and pupils. Interview and observation schedules were planned and drawn up. Lesson presentations were observed for selected teachers so as to offer the researcher firsthand assessment of the actual use of video by the teachers during lesson time. The questionnaires were administered in person during the workshops. Interviews too were held with relevant focus discussion groups of pupils as well as with groups of or individual teachers. The data gathered was presented using lists, tables, and graphs and analyzed using descriptive as well as inferential statistics.
Results

From document analysis

Sections 4, 15, and 66 of the amended 1996 Education Act of Zimbabwe clearly declared the entitlement of all children to good quality education served through the provision of adequate and relevant educational resources. There was a clearly demonstrated, though rather theoretical, support of the act by several official documents such as government or ministry directives, circulars, vision and mission statements at various departmental or/and sectoral levels of administration. It can be learnt from these documents that the country made hasty quantitative expansion decisions at independence while failing to foresee or at least make operational assumptions on possible consequential impact on the quality of the product that was to be achieved. The government had nevertheless continued to make these ‘fast-track’ policy/decision actions including the outspoken agro-land transfer revolution which largely contributed to the birth of satellite school education in the country. Too much of anything is no good. Prevention is better than cure. These two old adages signify how the painful negative effects of the rather improperly planned land revolution were becoming too costly to remedy in Zimbabwe.

Various official circulars admitted that the new farming and resettlement area satellite schools were critically disadvantaged in terms of education access, quality, equity, and curriculum relevance. Unless interventions were instituted with greater urgency these disadvantaged institutions would always lag behind those schools in the more affluent urban areas. The documents revealed that some attempts had been made in the past, to develop video mediated education but because of financial constraints all these efforts had yielded no positive outcomes. Once shelved, such viable projects were never re-visited for possible resuscitation. This had prevented any development of proper video mediated education in the education system of the country.

From teachers

The results clearly show that there was very little, if any, use of video mediated education in the Harare Province a situation which could be generalized to other major urban centres. Information drawn from the data in the questionnaires revealed that only ten per cent of the teachers deployed in the Harare schools could be regarded as making seldom use of video mediated education on special occasions. The situation was completely different in the remote rural satellite schools where the corresponding statistic was close to nil.

While urban school teachers believed that it was not the most professional and didactic practice for classroom practitioners to use video only to use up time or to cover-up for unplanned responsibility, close to three quarters of the satellite school teachers held a different viewpoint. No one could blame them for this because watching video in a remote rural satellite school setting could be quite a rare but exciting technological experience for both the teacher and the learner.

More than three quarters of the teachers in the Harare province possessed or enjoyed easy access to video equipment. In the remote rural and resettlement areas only less than half of the teachers could boast of such rare privilege for one reason or another. Yet surprisingly enough the greater majority of these teachers with such lavish exposure to video facilities were not all that self-motivated and conscientious enough to use video mediated education in their daily work.
Table 1 shows a comparative teaching experiences distribution of the urban school against the satellite school teachers, the figures for the latter inserted in parenthesis. The question was: Indicate your teaching experience.

Table 1 Distribution by experience

<table>
<thead>
<tr>
<th>Length of service</th>
<th>% Urban</th>
<th>Satellite (cf)</th>
<th>Cumulative frequency (cf), %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>5.4</td>
<td>(37.9)</td>
<td>5.4 (37.9)</td>
</tr>
<tr>
<td>1-5 years</td>
<td>27</td>
<td>(31)</td>
<td>32.4 (68.9)</td>
</tr>
<tr>
<td>6-10</td>
<td>24.3</td>
<td>(10.3)</td>
<td>56.7 (79.2)</td>
</tr>
<tr>
<td>11-15</td>
<td>24.3</td>
<td>(3.4)</td>
<td>81% (82.6)</td>
</tr>
<tr>
<td>16-20</td>
<td>10.8</td>
<td>(6.8)</td>
<td>91.8 (89.4)</td>
</tr>
<tr>
<td>21-25</td>
<td>2.7</td>
<td>(0)</td>
<td>94.5 (89.4)</td>
</tr>
<tr>
<td>26-30</td>
<td>0</td>
<td>(6.8)</td>
<td>94.5 (96.2)</td>
</tr>
<tr>
<td>31-35</td>
<td>2.7</td>
<td>(0)</td>
<td>97.2 (96.2)</td>
</tr>
<tr>
<td>36-40</td>
<td>0</td>
<td>(3.4)</td>
<td>97.2 (99.6)</td>
</tr>
<tr>
<td>41-45</td>
<td>0</td>
<td>(0)</td>
<td>97.2 (99.6)</td>
</tr>
<tr>
<td>46-50</td>
<td>0</td>
<td>(0)</td>
<td>97.2 (99.6)</td>
</tr>
<tr>
<td>Over 50 years</td>
<td>2.7</td>
<td>(0)</td>
<td>99.9 (99.6)</td>
</tr>
</tbody>
</table>

Although 3.4% of the teachers in satellite schools had a teaching experience spanning over a maximum period of forty years, no such long service was found in the urban teachers’ questionnaire where 2.7% recorded a maximum experience of thirty five years. Only 5.4% of the teachers in the urban schools had teaching experience less than one year as compared to the 37.9% in the satellite schools. While only 32.4% of the teachers in urban schools had teaching experience not exceeding five years, a much larger percentage of 68.9% satellite teachers had similar working experience. This goes to show that newly qualified teachers are mainly deployed in remote rural schools.

Table 2 shows the different views of the teachers on the use of video in the classroom. The satellite figures are inserted in parenthesis. The question was: Use the scale 1 – 5 to indicate your own reasons or what you think should be the reasons for using video in teaching.

Table 2 Reasons for using video

<table>
<thead>
<tr>
<th>Reasons</th>
<th>1 Strongly Agree (SA) %</th>
<th>2 Agree (A) %</th>
<th>3 Undecided (U) %</th>
<th>4 Disagree (DA) %</th>
<th>5 Strongly Disagree (SDA) %</th>
<th>Blank %</th>
</tr>
</thead>
<tbody>
<tr>
<td>To use up time</td>
<td>0 (41.4)</td>
<td>2.7 (0)</td>
<td>2.7 (0)</td>
<td>13.5 (3.4)</td>
<td>78.4 (41.4)</td>
<td>2.7 (13.8)</td>
</tr>
<tr>
<td>Substitute teacher</td>
<td>16.2 (24.1)</td>
<td>27 (10.3)</td>
<td>8.1 (0)</td>
<td>32.4 (20.7)</td>
<td>10.8 (34.5)</td>
<td>5.4 (10.3)</td>
</tr>
<tr>
<td>Provide background</td>
<td>67.6 (55.2)</td>
<td>27 (20.7)</td>
<td>0 (3.4)</td>
<td>0 (0)</td>
<td>5.4 (20.7)</td>
<td>0 (6.9)</td>
</tr>
<tr>
<td>Acquire facts</td>
<td>64.9</td>
<td>32.4</td>
<td>0</td>
<td>0</td>
<td>2.7</td>
<td>0</td>
</tr>
</tbody>
</table>
It is quite interesting to note that whereas no single urban teacher would view the video as a tool for using up time in class, 41.4% of the teachers in the satellite schools believed that there was nothing wrong with such a practice. Furthermore, 20.7% of the satellite teachers could not visualize how video could bring the outside world into the classroom. One also wonders whether the same satellite teachers were really serious when 31% of them strongly believed that it is quite proper to use video for purposes of keeping the children under control in the classroom. Those who agreed that video could be used to promote pupil-to-pupil interaction were fairly balanced, with 67.6% in the urban schools and 69% in the satellite schools. Also 27.6% of the satellite teachers strongly believed that video could be used to develop the learner's listening and watching skills.

Table 3 shows the different teachers' habits of video/television watching outside school hours with the satellite school teachers' figures in brackets. The item on the questionnaire was: I watch video/television outside school time on average.

Table 3 - Distribution by average viewing time

<table>
<thead>
<tr>
<th>Time</th>
<th>f %</th>
<th>cf (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 4 hrs/day</td>
<td>10.8</td>
<td>(3.4)</td>
</tr>
<tr>
<td>3 – 4 hrs/day</td>
<td>21.6</td>
<td>(3.4)</td>
</tr>
<tr>
<td>1 – 2 hrs/day</td>
<td>35.1</td>
<td>(10.3)</td>
</tr>
<tr>
<td>Less than 1 hr/day</td>
<td>8.1</td>
<td>(3.4)</td>
</tr>
<tr>
<td>Once/week</td>
<td>13.5</td>
<td>(27.6)</td>
</tr>
<tr>
<td>Once/month</td>
<td>2.7</td>
<td>(10.3)</td>
</tr>
<tr>
<td>Once/term</td>
<td>0</td>
<td>(10.3)</td>
</tr>
<tr>
<td>Once/year</td>
<td>0</td>
<td>(0)</td>
</tr>
<tr>
<td>Never</td>
<td>5.4</td>
<td>(27.6)</td>
</tr>
<tr>
<td>Blanks</td>
<td>2.7</td>
<td>(3.4)</td>
</tr>
</tbody>
</table>

Those who never watched at all tallied 5.4%. But those who watched for at least one hour on average per day formed 67.6% of the total as displayed in table 3.
Graph 1 shows the different tastes and choices of urban teachers over video/television programmes. The question on the questionnaire was: Which type of video/television programmes do you like?

Since each person was free to indicate more than one type of programme the following tallies can only be regarded as representing the number of times each type of programme was nominated. It is clearly evident that educational documentaries received least preference.

Graph 2 presents a comparative picture of the programme preferences by satellite teachers with those of urban teachers in graph 1. The question was: Which type of video/television programmes do you like?

In the urban teachers’ responses, soap opera programmes received the largest percentage of 62.2% while the Educational Documentary programmes received the lowest percentage of 35.1%. But the satellite preference was strongest on the drama and weakest over the soap opera category. A lot of work has to be done to promote VME in both urban and satellite schools.

Table 4 gives a comparative picture of the teachers’ resourcefulness and self motivation regarding the desire to find resources. The satellite school figures
are bracketed. The item on the questionnaire was: I am aware of the existence and value of the following institutions that have something to do with video/television.

Table 4 - Distribution by resource awareness

<table>
<thead>
<tr>
<th>Resource institution</th>
<th>Yes</th>
<th>No</th>
<th>Blank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>ETC</td>
<td>78.4 (62.1)</td>
<td>18.9 (27.6)</td>
<td>2.7 (10.3)</td>
</tr>
<tr>
<td>ZTV</td>
<td>94.6 (86.2)</td>
<td>0 (6.9)</td>
<td>5.4 (6.9)</td>
</tr>
<tr>
<td>WorLD</td>
<td>29.7 (34.5)</td>
<td>67.6 (55.2)</td>
<td>2.7 (10.3)</td>
</tr>
<tr>
<td>DSTV</td>
<td>67.6 (31)</td>
<td>24.3 (58.6)</td>
<td>8.1 (10.3)</td>
</tr>
<tr>
<td>BSPZ</td>
<td>91.9 (93.1)</td>
<td>5.5 (3.4)</td>
<td>2.7 (3.4)</td>
</tr>
</tbody>
</table>

Generally the pattern of awareness or lack of it is more or less similar for both the urban and the satellite school teachers. ETC stands for Educational Technology Centre; ZTV stands for Zimbabwe Television; WorLD stands for World Links for Development; DSTV stands for Discovery Channel Satellite Television centre; BSPZ stands for Better School Programme Zimbabwe.

Table 5 presents the comparative visiting habits of teachers to places of educational video resources. Figures in brackets are satellite school statistics. The question was: How often do you visit the following video resource centres.

Table 5 - Distribution according to visit frequency

<table>
<thead>
<tr>
<th>Resource centre</th>
<th>Never</th>
<th>Once per year</th>
<th>Once per term</th>
<th>Once per month</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>ETC</td>
<td>64.9  (86.2)</td>
<td>29.7 (10.3)</td>
<td>5.4 (3.4)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>ZTV</td>
<td>89.2  (82.8)</td>
<td>8.1 (10.3)</td>
<td>2.7 (0)</td>
<td>0 (6.9)</td>
</tr>
<tr>
<td>WorLD</td>
<td>83.8  (89.7)</td>
<td>2.7 (3.4)</td>
<td>5.4 (0)</td>
<td>2.7 (6.9)</td>
</tr>
<tr>
<td>DSTV</td>
<td>67.6  (89.7)</td>
<td>10.8 (0)</td>
<td>5.4 (3.4)</td>
<td>10.8 (6.9)</td>
</tr>
<tr>
<td>BSPZ</td>
<td>35.1  (37.9)</td>
<td>24.3 (13.8)</td>
<td>24.3 (17.2)</td>
<td>16.2 (31)</td>
</tr>
</tbody>
</table>

Since the BSPZ offices are located at almost all district education offices, one would naturally assume, as the results concur, that teachers would visit this resource outlet more often than the other resource centres that may be considered distant.

Table 6 shows the amount of training different teachers received before and during teaching service. Satellite school figures are bracketed. The question was: Indicate the respective level of training you have received in the use of video/television in teaching using the following scale/key 1 – 6.
Table 6 Distribution by level of training in the use of video/television in teaching.

<table>
<thead>
<tr>
<th>Level</th>
<th>1 Very adequate</th>
<th>2 Adequate</th>
<th>3 Poor</th>
<th>4 Inadequate</th>
<th>5 Very inadequate</th>
<th>6 None at all</th>
<th>Blank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Service</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>18.9 (13.8)</td>
<td>24.3 (37.9)</td>
<td>13.5 (6.9)</td>
<td>8.1 (10.3)</td>
<td>8.1 (0)</td>
<td>21.6 (20.7)</td>
<td>5.4 (10.3)</td>
<td></td>
</tr>
<tr>
<td>In-Service</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>13.5 (10.3)</td>
<td>16.2 (13.8)</td>
<td>8.1 (0)</td>
<td>10.8 (6.9)</td>
<td>16.2 (0)</td>
<td>32.4 (58.6)</td>
<td>2.7 (0)</td>
<td></td>
</tr>
</tbody>
</table>

While 43.2% of the urban teachers claimed to have received adequate training, more than half or 51.7% of the satellite school teachers, surprisingly enough, had also gone through the same experience during pre-service training. The respective numbers diminished markedly in the in-service refresher courses for which respective percentages of 29.7% and 24.1% were recorded.

Table 7 shows the different attitudes teachers show to video-mediated education. The figures for satellite school teachers are captured in parenthesis. The question was: Indicate how you would rate your own attitude as well as that of other professional members of staff in your school towards the use of video by using the following scale/key 1 – 5.

Table 7 Distribution according to attitude to VME.

<table>
<thead>
<tr>
<th>Member</th>
<th>1 Very positive</th>
<th>2 Positive/Supportive</th>
<th>3 Indifferent/Neutral</th>
<th>4 Negative/Unsupportive</th>
<th>5 Very negative</th>
<th>Blank</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Head</td>
<td>62.2 (55.2)</td>
<td>24.3 (24.1)</td>
<td>2.7 (10.3)</td>
<td>0 (0)</td>
<td>5.4 (3.4)</td>
<td>5.4 (6.9)</td>
</tr>
<tr>
<td>Senior Tr</td>
<td>51.3 (51.7)</td>
<td>24.3 (27.6)</td>
<td>10.8 (3.4)</td>
<td>5.4 (3.4)</td>
<td>2.7 (3.4)</td>
<td>5.4 (10.3)</td>
</tr>
<tr>
<td>HoDept</td>
<td>48.6 (51.7)</td>
<td>29.7 (24.1)</td>
<td>10.8 (10.3)</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>10.8 (13.8)</td>
</tr>
<tr>
<td>Own</td>
<td>75.7 (79.3)</td>
<td>13.5 (6.9)</td>
<td>5.4 (3.4)</td>
<td>0 (3.4)</td>
<td>0 (3.4)</td>
<td>5.4 (3.4)</td>
</tr>
<tr>
<td>Others</td>
<td>40.5 (62.1)</td>
<td>35.1 (20.7)</td>
<td>16.2 (10.3)</td>
<td>0 (0)</td>
<td>2.7 (0)</td>
<td>5.4 (6.9)</td>
</tr>
</tbody>
</table>

The data shows that the majority of teachers, 70% - 80%, cumulatively, reckon that all members of their school staff have a positive attitude towards VME. Admittedly the answers could have been rather too subjective and personal. People are normally unwilling to blame self.

Table 8 indicates the general thinking of different teachers over the different situations when video can be used in the classroom. The figures inserted in parenthesis express satellite school teachers' opinions. The question was: Use the following scale, 1 – 4, to respond to the statements
given below, as they relate to your particular school (regarding the situations under which video can be used in teaching).

Table 8 - Distribution according opinion

<table>
<thead>
<tr>
<th>Statement</th>
<th>1 Very true</th>
<th>2 True</th>
<th>3 Untrue</th>
<th>4 Very untrue</th>
<th>Blank</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>After exams</td>
<td>2.7 (3.4)</td>
<td>8.1 (6.9)</td>
<td>13.5 (17.2)</td>
<td>70.3 (62.1)</td>
<td>5.4 (10.3)</td>
</tr>
<tr>
<td>Tr. absent</td>
<td>0 (3.4)</td>
<td>2.7 (3.4)</td>
<td>13.5 (17.2)</td>
<td>78.4 (65.5)</td>
<td>5.4 (10.3)</td>
</tr>
<tr>
<td>New Tr.</td>
<td>2.7 (3.4)</td>
<td>2.7 (3.4)</td>
<td>21.6 (17.2)</td>
<td>67.6 (65.5)</td>
<td>5.4 (10.3)</td>
</tr>
<tr>
<td>Enter - tain</td>
<td>10.8 (3.4)</td>
<td>13.5 (3.4)</td>
<td>16.2 (17.2)</td>
<td>48.6 (65.5)</td>
<td>10.8 (10.3)</td>
</tr>
<tr>
<td>No video</td>
<td>48.6 (55.2)</td>
<td>10.8 (10.3)</td>
<td>5.4 (6.9)</td>
<td>27.0 (17.2)</td>
<td>16.2 (10.3)</td>
</tr>
</tbody>
</table>

The data shows that the normal practice was the same for both urban and satellite schools in so far as the use of any available video/television resources was concerned. The important issue to consider is perhaps the unavailability of video resources in either category.

Table 9 displays teachers views on the problems that can be encountered in the use of video-mediated education. Figures in parenthesis express satellite school views. The question was: Rank the following problems likely to affect the use of video using the following scale/key, 1 – 4.

Table 9 - Distribution according to problems affecting VME

<table>
<thead>
<tr>
<th>Problem</th>
<th>1 Most serious</th>
<th>2 Serious</th>
<th>3 Fairly serious</th>
<th>4 Least serious</th>
<th>Blank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Awareness</td>
<td>35.1 (55.2)</td>
<td>10.8 (10.3)</td>
<td>13.5 (0)</td>
<td>37.8 (31)</td>
<td>2.7 (3.4)</td>
</tr>
<tr>
<td>Interest</td>
<td>18.9 (24.1)</td>
<td>24.3 (20.7)</td>
<td>13.5 (3.4)</td>
<td>40.5 (44.8)</td>
<td>2.7 (6.9)</td>
</tr>
<tr>
<td>Know-how</td>
<td>24.3 (44.8)</td>
<td>18.9 (10.3)</td>
<td>21.6 (0)</td>
<td>29.7 (41.4)</td>
<td>5.4 (3.4)</td>
</tr>
<tr>
<td>Pupil Interest</td>
<td>5.4 (17.2)</td>
<td>16.2 (6.9)</td>
<td>24.3 (10.3)</td>
<td>51.4 (58.6)</td>
<td>2.7 (6.9)</td>
</tr>
<tr>
<td>Materials</td>
<td>75.7 (79.3)</td>
<td>5.4 (3.4)</td>
<td>0 (0)</td>
<td>13.5 (13.8)</td>
<td>5.4 (3.4)</td>
</tr>
<tr>
<td>Support</td>
<td>48.6 (44.8)</td>
<td>10.8 (13.8)</td>
<td>8.1 (6.9)</td>
<td>24.3 (27.6)</td>
<td>8.1 (6.9)</td>
</tr>
<tr>
<td>Reception</td>
<td>18.9 (34.5)</td>
<td>16.2 (13.8)</td>
<td>5.4 (13.8)</td>
<td>54.1 (34.5)</td>
<td>5.4 (3.4)</td>
</tr>
</tbody>
</table>
While 65.5% of the satellite school teachers viewed lack of awareness as a serious problem, only 45.9% of the urban school teachers thought likewise. As might be expected, both groups of teachers, felt that lack of resources was a very serious problem. The percentages recorded are 75.7% urban and 79.3% satellite.

Table 10 provides teachers’ suggestions regarding how the problems affecting the use of video-mediated education may be solved. Satellite school figures are in brackets. The question was: Express your own opinion as regards possible solutions to the problems by using the following scale/key 1 – 4 in terms of provision of video/television facilities to schools.

Table 10 - Distribution according to possible solutions offered.

<table>
<thead>
<tr>
<th>Solution</th>
<th>1 Strongly agree</th>
<th>2 Agree</th>
<th>3 Disagree</th>
<th>4 Strongly disagree</th>
<th>Blank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Loc.Aut.</td>
<td>67.6 (58.6)</td>
<td>21.6 (24.1)</td>
<td>5.4 (3.4)</td>
<td>2.7 (13.8)</td>
<td>2.7 (0)</td>
</tr>
<tr>
<td>Govt.</td>
<td>62.2 (75.9)</td>
<td>21.6 (13.8)</td>
<td>10.8 (6.9)</td>
<td>2.7 (3.4)</td>
<td>2.7 (0)</td>
</tr>
<tr>
<td>PTA's</td>
<td>51.4 (24.1)</td>
<td>32.4 (20.7)</td>
<td>10.8 (24.1)</td>
<td>2.7 (24.1)</td>
<td>2.7 (6.9)</td>
</tr>
<tr>
<td>NGO's</td>
<td>37.8 (51.7)</td>
<td>27 (20.7)</td>
<td>16.2 (6.9)</td>
<td>16.2 (20.7)</td>
<td>2.7 (0)</td>
</tr>
</tbody>
</table>

Loc.Aut. stands for Local Authority; Govt. stands for Government; PTA stands for Parent Teachers Association; NGO stands for Non-Governmental Organization.

According to the responses, all of the institutions stated should bear almost the same responsibility over the provision of relevant video equipment.

From the pupils:
One of the questions set in the pupils’ questionnaire was: How much time do you spend watching video or television at home or where you live now?

Table 11 shows the different lengths of time spent by pupils watching video/television at home or outside school hours. Satellite school pupils’ figures are in brackets.

Table 11 - Distribution according to time spent watching video/television.

<table>
<thead>
<tr>
<th>Time</th>
<th>frequency</th>
<th>%</th>
<th>cf%</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 4 hours per day</td>
<td>26.9 (0)</td>
<td>26.9 (0)</td>
<td></td>
</tr>
<tr>
<td>3 – 4 hours per day</td>
<td>9.6 (0)</td>
<td>36.5 (0)</td>
<td></td>
</tr>
<tr>
<td>1 – 2 hours per day</td>
<td>42.3 (1.6)</td>
<td>78.8 (1.6)</td>
<td></td>
</tr>
<tr>
<td>Once per week</td>
<td>7.7 (1.6)</td>
<td>86.5 (3.2)</td>
<td></td>
</tr>
<tr>
<td>Once per month</td>
<td>0 (13.3)</td>
<td>86.5 (16.5)</td>
<td></td>
</tr>
<tr>
<td>Once per term</td>
<td>7.7 (5.0)</td>
<td>94.2 (21.5)</td>
<td></td>
</tr>
<tr>
<td>Once per year</td>
<td>0 (21.6)</td>
<td>94.2 (43.1)</td>
<td></td>
</tr>
<tr>
<td>More than a year ago</td>
<td>0 (0)</td>
<td>94.2 (43.1)</td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>5.8 (56.6)</td>
<td>100 (99.7)</td>
<td></td>
</tr>
</tbody>
</table>
A substantial proportion, 78.8%, of urban school pupils enjoyed no less than an average of two hours viewing each day. What remains to be established is whether or not such viewing is of any educational and academic benefit to the pupils. It is clear from the table that an even larger percentage of about 86.5% of the children in urban Zimbabwe do watch video/television at least once a week.

Graph 3 shows the different tastes or choices of urban school pupils over the different video/television programmes accessible to them. This was in response to the question: Which videos do you like? Since the children had watched some educational life-skills videos in the morning prior to the questionnaire and interview sessions it is not surprising to note that 50% (35%) of the pupils liked educational documentary programmes. A little more than a quarter of the pupils, 26.8%, liked the Drama/Soap programmes. If the children found the educational videos to be enjoyable there is no reason why the same pupils should fail to appreciate video mediated education.

Table 12 shows the satellite school pupils programme choice or preferences as compared to the urban school figures inserted in parenthesis. The question was: Which video or television programme(s) do you like?

Table 12 Distribution according to which video or television programmes liked.

<table>
<thead>
<tr>
<th>Programme type</th>
<th>f %</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>13.3</td>
<td>(13.4)</td>
</tr>
<tr>
<td>Soap opera</td>
<td>15</td>
<td>(13.4)</td>
</tr>
<tr>
<td>Educational documentary</td>
<td>35</td>
<td>(50)</td>
</tr>
<tr>
<td>Music</td>
<td>16.7</td>
<td>(9.6)</td>
</tr>
<tr>
<td>Sport</td>
<td>18.3</td>
<td>(7.6)</td>
</tr>
<tr>
<td>Cartoons</td>
<td>0</td>
<td>(1.4)</td>
</tr>
<tr>
<td>Blanks</td>
<td>1.7</td>
<td></td>
</tr>
</tbody>
</table>

The results suggest that satellite school pupils enjoyed watching educational documentary videos. This may be attributed to the influence the pupils got from the video shows they had attended earlier on in the morning on the day.

Table 13 shows what pupils thought about the value of video in learning. Figures in brackets represent satellite pupils’ views expressed in this true/false response option. The question was: Indicate which statements are true and which are false?
Table 13 - Distribution according to pupil’s opinion.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True f%</th>
<th>False f%</th>
<th>Blank f%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helps pupils to understand better</td>
<td>94.2 (71.6)</td>
<td>5.8 (23.3)</td>
<td>0 (5)</td>
</tr>
<tr>
<td>Helps pupils to remember</td>
<td>82.6 (73.3)</td>
<td>15.4 (20)</td>
<td>1.9 (6.6)</td>
</tr>
<tr>
<td>Makes pupils sleep</td>
<td>83.8 (16.6)</td>
<td>96 (78.3)</td>
<td>0 (5)</td>
</tr>
<tr>
<td>Makes pupils play around</td>
<td>7.6 (25)</td>
<td>90.3 (65)</td>
<td>1.9 (10)</td>
</tr>
<tr>
<td>Should be used after exams only</td>
<td>1.9 (18.3)</td>
<td>98 (66.6)</td>
<td>0 (15)</td>
</tr>
<tr>
<td>Helps bring the outside world</td>
<td>92.3 (65)</td>
<td>7.6 (30)</td>
<td>0 (5)</td>
</tr>
<tr>
<td>Makes pupils enjoy lessons</td>
<td>96 (76.6)</td>
<td>3.8 (16.6)</td>
<td>0 (6.6)</td>
</tr>
</tbody>
</table>

It is a commonly observed practice among teachers in Zimbabwe that they always try to find something with which to preoccupy pupils during any post-exam period at school. Some of the teachers organize study tours or visits to places of special interest, other teachers resort to the use of video or film shows or sporting activities. This practice was not approved of by 98% (66.6%) of the pupils. Both groups agreed that VME makes the lesson enjoyable – 96% (76.6). An enjoyable lesson is usually an effective lesson too. While 94.2% (71.6%) endorsed the ability of VME to enable conceptual comprehension, 92.3% (65%) recognized the outreach effect of video. Equally important is the fact that 96% (78.3%) and 90.3% (65%) refuted the belief that VME can cause dozing and playfulness in class respectively.

**Findings, conclusions and recommendations**

In order to fulfill the precepts of the education act, the Zimbabwe government must be seen to ensure, as a matter of urgency, that all children receive their education under the protection of suitable shelter. There is urgent need for immediate action and less of verbal rhetoric. The requirements of the national Education Act were not being implemented as practically as they should be.

It is better to have separate budget systems for the education sector so that salaries and allowances form one budget while the actual educational services come under a different budget. The largest portion of the fiscal allocation for education was devoured by staff salaries and allowances at the expense of operations and services.

The establishment of any new satellite school must be guided by strict consideration of the relevant sections of the education act. For example the buildings and resources must be put in place before the enrolment of pupils. This must be supported by strict discipline in the channeling of funds to their intended targets. The creation of the satellite schools was an unstoppable whirlwind of essential educational expansion that offered no room for careful planning and preparation.

Policy planners and decision-makers in government should be more serious, focused, and have clear foresight when making educational plans. They should critically analyze possible consequences of any bad planning and the products of bad decisions. Constant communication must be kept between the decision-makers and policy implementers at grassroots levels of the overall curriculum development. This will reduce or even eradicate totally the practice of paper policies. Proper curriculum implementation must be guided by time-frame targets for best results. There was no adequate research and feasibility study carried out for policy and decision makers.
Indecision, procrastination, and bureaucratic tendencies by government have led to high failure rate and abandonment of many video-mediated education projects in the past. This should not be allowed to persist. Any project proposal submitted to government must receive serious consideration by the ministry of education. The ‘donor-can-do-it’ syndrome must be shunned through prompt acceptance by government of its financial obligations. While a lot of outside help was flowing into the country, there was no adequate reciprocal drive for self-help, as they say, ‘Aid aids dependency’.

The comments made by both the teachers and the pupils to the effect that video mediated education should be made compulsory should not be ignored or considered far-fetched. After twenty-five years of independence Zimbabwe should be boasting of running the most successful video-mediated education in the region in as much as the country was one of the very first to introduce general television and educational television in particular. There is so much euphoria about the computer with very little being talked about video-mediated education. More thrust must be exerted on video. The high educational standards which had characterized the country’s education system in the region were showing overt signs of fatigue and gradual decline.

Teachers must not always expect to be spoon-fed over the acquisition of video mediated education hardware and software. They should demonstrate total self-motivation, commitment, creativity, as well as professional responsibility. Teachers must feel obliged to use their own equipment if necessary just as it is generally accepted that a teacher is on duty twenty-four hours per day at times using their own resources such as the car, house, electricity and other personal belongings in the performance of their teaching duties. The teachers’ attitude in practice was not very positive towards the development of video-mediated education as contrary to theoretical claims by many.

It is also helpful if teachers could fully understand and appreciate the basic applicational characteristics of the video so that they can put the medium to use with confidence. The teachers must avoid treating the video as something one can use to defray or obscure one’s own pedagogical weakness in the classroom such as running out of plan. Teachers did not possess adequate basic technical skills and training in the use of educational video.

Both teachers and pupils need to undergo a drastic change of taste in their use of video. Such transformation of video preference should tilt the bias in favor of educational viewing as opposed to obsession with general purely leisure soap feature viewing. This may call for greater self discipline, corporate experience and interaction with colleagues, and formal instruction. The teachers as well as pupils must learn to organize and divide equitably their leisure watching time and their specific educational viewing time. Teachers and pupils preferred watching the more non-academic or non-educational video and television programmes at the cost of the more syllabus based programmes.

Since all the teachers claimed that they had the capacity to utilize the video equipment for classroom practice, such an acclamation should manifest itself through teachers’ practical commitment to duty. There was little evidence for the teachers’ self drive towards the use of video.

Video-mediated education should always be recognized as an essential component of the teacher’s pre-service training programme. The teachers should constantly be updated by regular staff development during service. The various documentary instruments used to supervise teachers as well as student teachers should place emphasis on the specific use of video mediated
education just as much as they should for any other educational media. The pre-service and in-service training did not place adequate emphasis on the use of video.

Those responsible for teacher deployment must always ensure that satellite school placements attract qualified and well experienced staff. Satellite schools should not be treated as consolation asylum havens for incompetent teachers and opportunistic job seekers. The more qualified and experienced teachers were more concentrated in the urban area schools than remote rural satellite ones.

As far as video mediated education support materials and other accessory resources are concerned, teachers should not just wait for and rely solely on government handouts. They must show a compassion for a give and take kind of self-sacrifice in conformity with the demands of the noble profession’s vocational ethics. After all governments are only civic creations in which every individual citizen is an important component. Therefore teachers are government themselves or part of it. There was no clear evidence for the teachers' own resourcefulness.

It is high time teachers in Zimbabwe, from whatever sub-cultural section, discarded the misconceived stereotyped assumption that technical competence and astuteness depend on gender principles. The teacher's own professional integrity is all that is important for any teacher to have full confidence in operating complex equipment of technology. There was an element of gender disparity over the teachers' use of video.

It is highly recommended that schools establish video viewing clubs in the schools in order to provide those pupils who come from homes or families without video facilities the opportunity to watch educational video on a regular and frequent basis. Parents too should be encouraged to teach their children positive video viewing habits. This can be done through the agency of parent teachers’ associations (PTA’s), school development committees and associations (SDC’s), (SDA’s) both in the rural and urban areas. Parents are considered to be the first teachers of their own children. Hence the initial parental instruction is likely to impress indelible scars of knowledge into the child’s mind. The involvement of local community was not very noticeable.

**Conclusion**

The great potential of video media and technology in Zimbabwe has not yet been fully exploited. Although it is important to aspire to keep abreast with modern and even futuristic advanced technologies such as the computer that are usually not easily accessible to many, it is equally important to make effective use of the more intermediate media and technologies such as the video. After all the video technology is very closely related to the computer technology in many respects.
References


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Managing Editor, The African Symposium


Primary school teacher deployment is a detailed comparative study of primary teacher deployment policies and practices in four Commonwealth countries of Nigeria, Pakistan, Papua New Guinea and the United Republic of Tanzania. These countries are considered to have low net educational enrolment levels. Not only do these countries face the problem of teacher supply, they also face serious challenges of teacher deployment.

One major identified factor in the four studied countries accounting for inequitable teacher deployment is rural urban divide whereby teachers do not want to be deployed to rural areas. The study identified the following challenges facing teachers in rural areas: lack of basic services like electricity and portable water; lack of decent accommodation; lack of adequate security; limited or no access to learning resources; a less conducive environment for teachers with families; and management consequences like chronic absenteeism.

With regard to the countries’ policies and practices that affect teacher deployment, the study noted “myriad experiences and challenges.” Of the four, Nigeria is the most centralized, while the other three have legislations for decentralization of their educational systems. Overall, the study uncovers gender imbalance, poor and untimely payment of salaries, nepotism, and difficulty in encouraging teaching as a career route as challenges facing the countries.

From the cumulative lessons learnt from the four case studies, Primary school teacher deployment makes many far-reaching recommendations to ensure equitable and quality teacher deployment in the studied countries;

1. Clear, well-informed and inclusive policies  
2. A focused approach to the education and recruitment of female teachers  
3. Addressing major country-specific deployment barriers  
4. Effective decentralization  
5. Implementing transparent and objective deployment criteria/quota and reservation systems  
6. Raising standard in pre-service and in-service teacher training  
7. Targeted training and recruitment  
8. Teacher incentives  
9. Teacher utilization  

pp. 72-78.

Primary school teacher deployment: A comparative study is a must read for African educational scholars, administrators and all stakeholders in African educational enterprise.

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