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3. **Each submission** should not be longer than 7000 words (14 printed pages) in total, including title, author(s) information, tables, figures, and references. Each article should be accompanied by an abstract of approximately 150 words typed on a separate sheet.

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B. The submission is written in English without technical terms and jargon.

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D. **Text** should be typewritten on one side of A4 size papers with 30mm margins.

   Each typewritten page should have 42 lines, approximately 500 words with Times New Roman ‘12’ point character

E. **References** should strictly follow the most current APA style.

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I. **The author’s profile** is completed and updated.
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   - **Via E-mail:** Send the article as an e-mail attachment to opefolake1@yahoo.com. The attachment should be readable by Microsoft Word. Adhere to the requirements in the preceding paragraphs. Detail information about the Network and the journal can be downloaded on [www.herp-net.org](http://www.herp-net.org)

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Strategic Supports to Research Capacity Building and Knowledge Creation for Development in South-South Nigeria Universities

By
Abstract

Different development partners support research and capacity building in universities in different areas and for different motives. However, whatever the reasons for or areas of support, the research supported must contribute to the development of the institution, students, staff and the society at large. The supports should be able to enhance research activities and capacity building and promote knowledge creation that enables individuals and institutions to produce and use knowledge for sustainable development. This evaluative study examines strategic supports to research capacity building and knowledge creation in the universities to ascertain the effectiveness of the supports from development partners in the development of South-South Region of Nigeria. Areas of focus include: Intervention areas; areas of support for capacity building through knowledge creation; patenting research findings; and Challenges facing research support efforts in the universities. It is expected that the analysis will reveal the quality of research supported, their impact on the development and whether the support relate more effectively and responsibly to the needs of the society. Data for the study will be collected using document analysis and interview schedules. The statistical tool for the analysis will be mean scores, percentages and rank order. The findings show among others that medicine, science and education are the fields of study that have received the highest amount for research supports; donation of equipment, increase in graduate programmes and sponsorship and computer training are the areas that have received greatest support for capacity building. None of the research findings and inventions has been patented, though most of the inventions are already in use. Recommendations include, among others: Scholars should be exposed to modalities for registration of their inventions for patent, so that funding will be used for development. There should be a strategic National

Policy framework for effective dissemination of research results and Patent; Research fares should be conducted regularly within and among institutions to showcase their inventions for the intending users to see thereby encouraging university/industry collaboration
Key Words: strategic support, development partners, knowledge creation, knowledge usage, capacity building, research support.

Introduction

After decades of investment in primary and secondary education in Africa, higher education is receiving renewed attention and investment. Universities in Nigeria are attempting to make research serve the universities, the development of education in general and wider society. These efforts include the development of research policies and funds, the creation of offices for research management, the development of strategic plans for research, incentive mechanisms and training staff in proposal writing, resource mobilization, partnership development and management. The University of Port-Harcourt has gone a step further by appointing a Deputy Vice Chancellor in charge of research and development; the first university in Nigeria to have a Deputy Vice Chancellor in charge of research and development in addition to Deputy Vice Chancellor (Administration and Academic).

Notwithstanding these initiatives, data on the management of higher education, and of university research in particular, are scattered and often not available. There is a need to strategically support the creation of knowledge in the development of university research in the African contexts, and ensure that best practices are shared across institutions and countries.

Knowing that the quality of university research impacts on the quality of education at all levels as shaping the overall landscape in which research takes place, the higher education institutions in Southern Africa, in 2002, formed the South African Research and Innovation Management Association (SARIMA) as a forum for the critical evaluation of what happens when it comes to the governance of research in the region. SARIMA in 2006 assisted the West African Higher Education Institutions to form the West African Research and
Innovation Management Association (WARIMA). The role of higher education institutions in research for development has been the focus of WARIMA in its five years of existence.

Association of Commonwealth Universities (ACU) has assisted WARIMA to organize workshops and conferences on research in West Africa and to ensure that global best practices in research are shared across institutions and countries in the region. The workshops and conferences highlighted, among other issues, that university research suffers from a deficit of effective organization and management (Uche, 2011; Odegard, 1098). In some universities in Africa, apart from lack of vision, of appropriate research policy frameworks, and of strategic planning, there is also an inadequate service culture within the structures responsible for administering, coordinating and promoting research.

With heavy teaching responsibilities, lecturers have little time for research, or prefer consultancy work to improve their salaries (Agabi & Uche, 2004; Massy & Wilger, 1995; Uche, 2011). National budgets of most African countries do not give education/research the priority it deserves. Lecturers are often reluctant to use for research the part of their salary allotted for that purpose. Notwithstanding these issues, Nigerian universities are seeking to break out of the isolation from the international community by partnering with industry, foreign institutions and funding agencies to strategically support research capacity building and knowledge creation in line with global best practices and connect research with national development priorities (Babalola, 2009; Uche, 2011). Support to research is seen as an intervention area or a specific aid instrument, as well as a means to create a knowledge base for problem solving and for the identification, design and implementation of other aid instruments and development policies (Bente, 2005).

Research Questions

1. What are the fields of study which have received the intervention of most research supporters in the last ten years?

2. What are the specific areas that have received the greatest amount of grants from the research support for Capacity Building?
3. Which areas that have received capacity building support for knowledge creation?
4. What are the patent status of the research findings and inventions in the University?

**Methodology**

The study adopted a descriptive as well as evaluative survey design to investigate the strategic supports for research capacity building and knowledge creation in Universities in South-South, Nigeria with University of Port-Harcourt as a case study in the past five years. 30 respondents were randomly selected for the study.

Document analysis and structured interview schedules and questionnaire were the main instruments used to generate data from the Director of Research Management Unit and staff in the university. Mean scores and simple percentages were employed for the analysis of the data.

**Results**

Research Question 1: What are the fields of study which have received the intervention of most research supporters in the last ten years?

Table 1: The Field of studies that has received the greatest research and capacity building support grants in the last ten years.

<table>
<thead>
<tr>
<th>Field of Study Receiving Intervention</th>
<th>Amount</th>
<th>Awarding Bodies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Education</td>
<td>$7,000</td>
<td>Association of African Universities</td>
</tr>
<tr>
<td>2. College of Health Sciences (HIV/AIDS); Pharmacy; Dentistry</td>
<td>$615,500</td>
<td>Association of African Universities/World bank step-B project</td>
</tr>
<tr>
<td>3. Art</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4. Humanities</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5. Agriculture</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6. Engineering</td>
<td>$52,500</td>
<td>World Bank/Dr. Egbobol</td>
</tr>
<tr>
<td>7. Sciences</td>
<td>$32,500</td>
<td>International Foundation for Science/ Association of African Universities</td>
</tr>
<tr>
<td>8. Pharmacy</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>9. Dentistry</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10. Social Sciences</td>
<td>$1,000</td>
<td>Association of African Universities</td>
</tr>
</tbody>
</table>
Table 1 shows the field of studies that has received the greatest research and capacity building support grants in the last ten years. The table revealed that College of Health Sciences had the highest research and capacity building support grants in the last ten years, followed by Engineering, Sciences, Education and Social Sciences.

**Other areas that have received support grants**

<table>
<thead>
<tr>
<th></th>
<th>Grant Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grant for PhD Thesis</td>
</tr>
<tr>
<td>2</td>
<td>Grant for M.Sc Research on HIV/AIDS</td>
</tr>
<tr>
<td>3</td>
<td>Grant to Develop Institutional HIV/AIDS Policy</td>
</tr>
<tr>
<td>4</td>
<td>Grant to Integrate HIV/AIDS into University Curriculum</td>
</tr>
<tr>
<td>5</td>
<td>Grant to Organize West African Higher Education Institution Networks on HIV/AIDS</td>
</tr>
<tr>
<td>6</td>
<td>Grant to Manage the Secretariat for West African Higher Education Institution Networks on HIV/AIDS at University of Port Harcourt</td>
</tr>
<tr>
<td>7a</td>
<td>Grant for Research on Biodiesel from Vegetable Seed Oil</td>
</tr>
<tr>
<td></td>
<td>Support Grant for Research on Biodiesel</td>
</tr>
<tr>
<td>8</td>
<td>Grant to Develop Institutional Quality</td>
</tr>
<tr>
<td>9</td>
<td>IFS – Mac Arthur Foundation Equipment</td>
</tr>
<tr>
<td>10</td>
<td>Small grant for Theses and Dissertation</td>
</tr>
<tr>
<td>11</td>
<td>Grant for Malaria Research</td>
</tr>
<tr>
<td>12</td>
<td>Research Grant on Bioremediation of Crude Oil Polluted Soil</td>
</tr>
<tr>
<td>13</td>
<td>Research Grant in Animal Science</td>
</tr>
</tbody>
</table>

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Research Question 2: What are the specific areas that have received the greatest amount of grants from the research support for Capacity Building?

Table 2: Areas of Support for Capacity Building on Knowledge Creation

<table>
<thead>
<tr>
<th>Areas of Support</th>
<th>N</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>Mean</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Training in ICT Facilities</td>
<td>30</td>
<td>15</td>
<td>10</td>
<td>3</td>
<td>2</td>
<td>3.27</td>
<td>Agree</td>
</tr>
<tr>
<td>2. Computer training</td>
<td>30</td>
<td>14</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td>3.07</td>
<td>Agree</td>
</tr>
<tr>
<td>3. Entrepreneurship education</td>
<td>30</td>
<td>5</td>
<td>7</td>
<td>10</td>
<td>8</td>
<td>2.30</td>
<td>Disagree</td>
</tr>
<tr>
<td>4. Training on techniques for writing grant winning research proposals</td>
<td>30</td>
<td>3</td>
<td>17</td>
<td>5</td>
<td>5</td>
<td>2.60</td>
<td>Agree</td>
</tr>
<tr>
<td>5. Enrolment increase in Masters and PhD levels</td>
<td>30</td>
<td>15</td>
<td>12</td>
<td>2</td>
<td>1</td>
<td>3.37</td>
<td>Agree</td>
</tr>
<tr>
<td>6. Donating more equipment and research facilities</td>
<td>30</td>
<td>10</td>
<td>15</td>
<td>3</td>
<td>2</td>
<td>3.10</td>
<td>Agree</td>
</tr>
</tbody>
</table>

Survey, 2010

Table 2 shows the areas of support for capacity building on knowledge creation. The respondents agree on items 1, 2, 4, 5, and 6 with mean scores of 3.27, 3.07, 2.60, 3.37 and 3.10 respectively. They disagree on item 3 with mean score of 2.30.

Therefore, the areas of support for capacity building on knowledge creation are: enrolment increase in Masters and PhD levels, training in ICT facilities, donating more equipment and research facilities, computer training and training on techniques for writing grant winning research proposals.

Most development partners who support research capacity building believe that when they invest more on equipment and research facilities to increase the capacity base of the universities, it will increase the number of Masters and PhD students thereby increasing the benefits of their efforts.
Research Question 3: Which areas that have received capacity building support for knowledge creation?

Table 3: Means for Capacity Building on Research, Knowledge Creation and Dissemination of Research Results

<table>
<thead>
<tr>
<th>Means for Capacity Building on Research, Knowledge Creation and Dissemination of Research Results</th>
<th>N</th>
<th>MFU</th>
<th>VFU</th>
<th>FU</th>
<th>NA</th>
<th>Mean</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Seminar</td>
<td>30</td>
<td>11</td>
<td>8</td>
<td>6</td>
<td>5</td>
<td>2.83</td>
<td>Frequently Used</td>
</tr>
<tr>
<td>8. Workshop</td>
<td>30</td>
<td>10</td>
<td>10</td>
<td>6</td>
<td>4</td>
<td>2.87</td>
<td>Frequently Used</td>
</tr>
<tr>
<td>9. Conference</td>
<td>30</td>
<td>15</td>
<td>12</td>
<td>2</td>
<td>1</td>
<td>3.37</td>
<td>Very Frequently Used</td>
</tr>
<tr>
<td>11. Through exchange programmes</td>
<td>30</td>
<td>14</td>
<td>12</td>
<td>2</td>
<td>2</td>
<td>3.27</td>
<td>Very Frequently Used</td>
</tr>
</tbody>
</table>

Survey 2010

MFU = Most Frequently Used, VFU = Very Frequently used, FU = Frequently Used, and NA= Not Used At All

Table 2 shows used means for capacity building on research and dissemination of research results. The respondents agree to all the items with mean scores of 2.83, 2.87, 3.37, and 3.27 respectively. Therefore, they agree that seminars and workshops are frequently used while conferences and exchange programmes are very frequently used as means for capacity building on research and dissemination of research results.
**Other means through which support is given to research capacity building and knowledge creation**

<table>
<thead>
<tr>
<th>Fellowship Type</th>
<th>Institution/Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Titular Commonwealth Fellowship to Canada</td>
<td></td>
</tr>
<tr>
<td>Titular Commonwealth Fellowship to Oxford University</td>
<td></td>
</tr>
<tr>
<td>Fulbright Fellowship to U.S.A</td>
<td></td>
</tr>
<tr>
<td>Fulbright Junior Staff Development to USA</td>
<td>(Non-Degree Programme)</td>
</tr>
<tr>
<td>Fulbright Junior Staff Development to USA</td>
<td>(Non-Degree Programme)</td>
</tr>
<tr>
<td>TWAS Fellowship to India</td>
<td></td>
</tr>
<tr>
<td>TWAS Fellowship in Biochemistry to Pakistan</td>
<td></td>
</tr>
<tr>
<td>Commonwealth Fellowship for PhD in Microbiology at</td>
<td>University of Nottingham (UK)</td>
</tr>
<tr>
<td>Three months Fellowship to Aristotle University of</td>
<td>Thessaloniki (Greece)</td>
</tr>
<tr>
<td><strong>Survey 2010</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Research Question 4:** What are the patent status of the research findings and inventions in the University?
Table 4: Number of research findings that have undergone different Levels of Patent Registration

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding being used with patent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Findings being used without patent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Findings being used by supporter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Findings being used by the university</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Software (IPS) for teaching</td>
</tr>
<tr>
<td>Findings being used by government</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Findings being used by other companies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Software (IPS) In Oil Gas</td>
</tr>
<tr>
<td>Crucial findings not being used at all</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Survey 2010

Table 4 shows the number of research findings that have undergone different levels of patent registration. The respondents indicated that scholars have not been exposed to the modalities of patent registration of their inventions. Therefore, none of the research findings/inventions has undergone any level of patent registration. However, some of their findings are already being used as indicated in table 4. For example in 2009, Software (IPS) for teaching in the university; and software (IPS) being used by oil and gas company were developed; Cikalvit for sickle cell patients developed in 2005 is already being sold at the pharmacy counters. However, none of these products have received any form of patent. This is why Uche, (2011) laments the challenges facing the university scholars in embarking on contract research. They are not exposed to the modalities for patenting their finding that meet the demands of the users as being done in the developed countries.
5. Support/Development Partners for research and capacity building

The following are the supporters to the university in the past five years:

- Association of African Universities (AAU)
- World B and Step B-Project
- MacArthur Foundation (International Foundation for Science) of USA
- Fulbright of USA
- Commonwealth (ACU)
- International Foundation for Science (IFS), Third World Academy of Science (TWAS)
- Petroleum Technology Development Fund (PTDF)
- Education Trust Fund (ETF)

These are private supporters, cooperate organizations and those government development initiatives trying to support research capacity building in universities by donating equipment, funding graduate programmes and giving grants to scholars to carry out researches. Each of them has its own guideline policy on research projects to support. Some of them (like MacArthur Foundation) insist on gender equity and collaboration in the research teams. However, research grant is given only to research teams that have satisfied the requirements and supporters’ priority research areas.
6. National and International Institutions in collaboration with the University under study

The following institutions have built a strong partnership and collaboration with the university under study:

<table>
<thead>
<tr>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>IFP School of France</td>
</tr>
<tr>
<td>University of Pretoria, South Africa</td>
</tr>
<tr>
<td>MoU Between the University of Port Harcourt and Songhai, Centre, Benin Republic</td>
</tr>
<tr>
<td>MoU Between the University of Port Harcourt and European Business Competence License</td>
</tr>
<tr>
<td>MoU between the University of Port Harcourt and University of Austin, USA</td>
</tr>
<tr>
<td>Amadu Bello University, Zaria</td>
</tr>
<tr>
<td>University of Maiduguri</td>
</tr>
<tr>
<td>University of Calabar</td>
</tr>
</tbody>
</table>

These institutions exchange equipment, programmes and personnel in research and capacity building among their staff and students. This exchange has increased support from development partners who prefer collaboration and sharing of ideas and experiences (Baridon, 2010; Briggs, 2005). It has also enhanced the use of ICT and globalization concept and improved functional research.
Challenges facing research support and capacity building in the university

During an interview with the Director of research management unit, he identified the following as the major challenges facing the research support efforts in the universities.

- No effective mechanisms for funding research
- No effective capacity building in research and management.
- The need for accountability in the management of research funds, at individual, national and international levels, as well as at research team level.
- The need to create support system for the promotion of research, and the importance of a synergy between research institutes, higher education institutions and industry.
- Problem of identifying institutional strengths and ensuring visibility.
- No national policy framework for effective dissemination of research results.
- The challenges faced by higher education institutions operating in environment with weak industrial base, as they seek to establish links with industry.
- Lack of awareness by and encouragement for scholars on how to patent their inventions
- Erratic power supply
- Obsolete equipment/instruments.

Most of these challenges are rooted to our national problems that have persisted over the years and have eaten deep into the national development. These problems have hampered the research activities and have discouraged a lot of foreign investors and supporters and in turn caused dwindling functional research for development and capacity building.

Discussion

Fields of study that received the greatest interventions/supports include: Medicine (especially in HIV/AIDS Intervention; Science; Education. It is interesting to note that Agriculture and Engineering have not received the expected high support to take the nation to a higher technological level, even with the 60/40 science/arts dichotomy (FGN, 2004).
Analysis also shows that areas of support for capacity building on knowledge Creation are mainly through Donation of equipment and research facilities; increasing the number of masters and PhD students; computer training for students and staff; entrepreneurship education. Most development partners who support research and capacity building believe that when they invest more on equipment and research facilities, it will increase the number of masters and PhD students thereby, increasing the benefits of their support efforts (Oyewole, 2006; Shabani, 1996).

For patenting research findings and inventions this study revealed that none of the research findings/inventions in the university has undergone any level of patent registration.

The results indicated that scholars have not been exposed to the modalities of patent registration of their inventions. Thus none of the inventions and research findings has been patented. This is a worrisome situation especially in the era when university/industry collaboration and contract research (commercialization of research findings) are seriously advocated as alternative strategies for funding higher education (Uche, 2011; Jibril, 2002).

This study also reveals that the major challenge facing research support effort for both project and programme administration is how to secure the dissemination and use of the research results and the capacity built. Strengthening the skills for publication should be planned from the onset by setting up innovative and vigorous strategies for the dissemination of results early in the research process, and it should also be reflected in the budget. Building dissemination and patent capability within collaboration partners should be part of the support. Through linking to international efforts within science publishing and access to online scientific literature both the dissemination of the results and the access to information can be enhanced (Bente, 2005).

**Conclusion and Implication**

Generally the university under study has received tremendous support for research and capacity building especially in the areas of research facilities, graduate students sponsorship
and medicine (HIV/AIDS in particular). However strategic support which entails all-round support is low. Strategic support not only sponsors a research but helps in the dissemination of the research findings and if need be sponsor the patenting of the finding/invention. If the research findings remain in the shelves, laboratory or office of the scholar, the support effort is in vain. A strategic support starts from the planning stage of a project, discuss how to use the results and capacity, and set up a publication and dissemination strategy to help the individual researcher from the on-set.

**Recommendation**

1. Scholars should be exposed to modalities for registration of their inventions for patent, so that finding will be used for development, improvement of products and services as well as for economic values

2. Government through NUC should encourage lecturers to embark on functional research especially in the area of using raw materials in a community to invent what will help in the development of that community and its people. This will also attract more supports to the university.

3. There should be a strategic national policy framework for effective dissemination of research results and Patent

4. Research fares should be conducted regularly within and among institutions to showcase the inventions for the intending users to see thereby encouraging university/industry collaboration

5. There is a need for greater resource mobilization, research capacity building and the adoption of measures and strategies to promote greater collaboration, develop modalities for invention patent, as well as to reduce the isolation of researchers from the international research community.
References


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Funding Mobilization and Capacity Building Programmes for Knowledge Creation among Employees in Lagos State Tertiary Institutions

By

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Abstract
This paper investigated the relationship between funding/resource mobilization and capacity building programmes for knowledge creation among employees in tertiary institutions in Lagos State. The expo facto research design was adopted for the study. The population of the study consists of all the teaching and non teaching employees in all the four of the six tertiary institutions in Lagos State selected for the study. Fifty respondents randomly selected from each of the four tertiary institutions in Lagos State consisting of two hundred samples were used for the study. An instrument tagged ‘Funding Mobilization and Capacity Building Questionnaire’ was used to collect data for the study. The data collected were analyzed using frequency counts, percentages, Pearson Product moment correlation coefficient and independent test. The results indicated that availability of capacity building programmes for employees in tertiary institutions
in Lagos State are inadequate. It was also found that the level of funding/resource mobilization for the capacity building programmes for employees in tertiary institutions in Lagos State yearly are quite low. It was further revealed among other findings that a positive and significant relationship exists between funding/resource mobilization and the capacity building programmes for employees in tertiary institutions in Lagos State. Part of the recommendations made is that the Federal and State governments should allocate more funds to tertiary institutions in Lagos State, some of which should be utilised to organise more capacity building programmes for employees working in these institutions.

**Keywords:** Funding, Resource Mobilization, Capacity Building Programmes and Knowledge Creation.

**Introduction**

Education is a very veritable instrument in effecting national development in any society according to Honbry (2000). The social benefits of education to individuals and the society cannot be overlooked. The contributions of education to national development could be viewed in the areas of provision of qualitative manpower that produce goods and services needed by the society, thereby increasing the Gross National Product in the society (Ade, 2003). Education leads to technological advancement, improves the health of the people, increases the citizens capacity to be more objective in analyzing political issues and be more rational in judgment. Education also improves the citizens social cultural level and produce leaders who can bring positive transformations in the society according to Aminu (1987). Tertiary institutions are educational institutions concerned with producing middle level and high level manpower for the society as well as carrying out researches to advance the frontier of knowledge. However, over the years, there had been controversy over the level of funding and provision of opportunities for continuing education in tertiary institutions for employees to develop themselves and create knowledge through research.
Based on the above, the provision of adequate funding and resources for the capacity building programmes for employees in tertiary institutions in Lagos State cannot be over emphasized. This is because adequate funding is required continually to improve on the capacity building programmes for employees in tertiary institutions in Lagos State. According to Ololube (2006), education funds refer to budgetary allocation that are readily available or that are going to be made available at a stated time by governments or institutions for the purpose of paying salaries, allowances and benefits, and the building and provision of educational infrastructures to aid teaching and learning. He stressed further that funding in Nigeria has been on the rise. As a result, the cost of education is on the rise in Nigeria. Factor such as increase awareness for education, education technologies, personnel salary structure, educational wastage, space and time utilization rates, demand for and supply of educational input, geographical spread of education in the country and the influence of international development policies according to Oguntoyé and Alani (1988) as cited in Gbenu (2005) has influence the increase in education cost in Nigeria.

Based on the above, the question is, are the funds allocated to the education sector yearly at different levels of government in Nigeria adequate to cope with high cost of education. The answer is no. To buttress this assertion, Ajayi and Ekundayo (2006), remarked that the Nigerian Government over the years have not been meeting the UNESCO recommendation of 26% of the total budget allocation to the education sector. Odenigbe (2000) also noted that the Federal Government of Nigeria is still struggling as shown in previous budgets to meet the UNESCO 26% of the country yearly budgetary allocation to education.

The government at all levels in Nigeria may find it difficult in processing all the funds required in the education sector because of the competing needs of other sectors of the economy. Based on this, Okoli (1992) posited that there is need to generate more funds from other sources to augment the Government funds allocated to the education sector. Ogbeci (1998) also stressed that; financial assistance must come from other bodies such as banks, international organizations, local NGO’S etc, in support of the government at any level in the funding of the education sector.
It is on this basis that Aghenta (1995) stated that, education planner will need to fashion out appropriate formulae or alternative sources of funding for the national system of education. In his support for the alternative sources of funding for educational programmes in Nigeria, Jimoh (2007) stressed that the private sector can contribute to assuring quality in education in Nigeria if they are adequately involve at the input stage, processing of practical action stage and the turn out (or output) stage. The quality of a teacher is a determinant of the quality of any educational system. Capacity building for teachers is imperative for the implementation of any educational programmes. In essence, capacity building programmes are organised for employees to have opportunities for self improvement and development to meet the new challenges at work place according to Nwachuckwu (1988). The capacity building process should be systematic and continuous through workshops, seminars enlightenment programmes, orientation courses and other useful educative activities.

Tertiary institutions in the country do send or organise capacity building programmes for their employees. To buttress this, Akinpelu (2002), stated that the University of Lagos has a staff training and development units that design training programmes for various categories of staff. On its part, the Federal Government has set up many institutions in the Country for employees’ further training and development. Such include Administrative Staff College of Nigeria Badagry, Centre for Management Development Magodo and the Nigeria Institute of Management etc. The objectives of capacity building programmes for employees generally include increase workers productivity, low turnover rate, high employees’ morale and better coordination etc. On the whole, training and development reduces employees’ turnover rate while lack of it will increase absenteeism rate, low output and poor job among others. According to Aminu (1956) and Ade Ajayi (2003), funding has a crucial role to play on the quality of academic programmes. The funding allocated to most educational programmes in Nigeria is of serious concern to many stakeholders. According to Odenigbo (2000), financing educational venture or programmes in Nigeria especially since the creation of new states, has been very poor, to say nothing of training the teacher at all levels of education. On his part,
Ibukun (1997) lamented that there is growing shortage of funds and learning resources in the Nigerian University system. Oyeneye (2006) and Adegbite (2007) also stated that a major challenge facing the management of the university system and other institutions in Nigeria is inadequate funding. Ajayi and Ayodele (2002) however argued that there was an increase in the proportion of total expenditure devoted to education in Nigeria, but this has been considered to be rather grossly inadequate considering the phenomenon increase in students’ enrolment and increasing cost, which has been aggravated by inflation. Aina (2007) also posited that government priority to education programmes in terms of funding is still very low. According to Saint et al (2003), the Nigerian education system has not had the financial resources necessary to maintain educational quality in the midst of significant enrolment explosion in our educational institutions.

It is against this background that this study investigates the relationship between funding mobilization and the capacity building programmes for knowledge creation among employees of tertiary institutions in Lagos State.

**Statement of the Problem**

Inadequate funding has often been identified as a major problem hampering the effective accomplishing of the objectives of most educational programmes according to Eisemon and David (1990). The inadequate funding is also affecting the activities of the tertiary institutions in Lagos State. The problem of inadequate funding /resource mobilization tends to affect the capacity building programmes available for employees in tertiary institutions in Lagos State negatively. Thus, if inadequate funding is affecting tertiary institutions, it is therefore appropriate to ask this pertinent questions’ to what extent is the Federal and State Governments meeting up with the challenges of providing enough resources (funds) for the capacity building programmes for employees in tertiary institutions in Lagos State? What are the other sources available to tertiary institutions in Lagos State for generating funds for the capacity programmes for their employees? What is the difference in the level of funding
in the Federal government owned tertiary institutions and the Lagos State government owned tertiary institutions

**Research Questions**

In addressing the above problems, the following research questions were raised to guide the study:

1. What is the extent of the availability of capacity building programmes for employees in tertiary institutions in Lagos State?

2. What is the level of funding and resources mobilization for the capacity building programmes for employees in tertiary institutions in Lagos State?

3. What other sources of funding and resource mobilization are available for the capacity building programmes for employees in tertiary institutions in Lagos State?

**Research Hypotheses**

Based on the research questions, the following hypotheses were formulated and tested to guide the study:

\[ H_{01} \] There is no significant relationship between funding mobilization and capacity programmes for employees in tertiary institutions in Lagos State.

\[ H_{02} \] There is no significant difference in the level of funding mobilization provided for tertiary institutions as perceived by employees in Federal and State Government owned tertiary institutions in Lagos State.

**Methodology**

The expo-facto research designs were adopted for this study. The study was carried out at four out of six tertiary institutions in Lagos State, namely Adeniran Ogunsanya College of Education, Ijaniki, Federal College Education Technical, Akoka Yaba, Yaba College of Technology Akoka Yaba, and the Lagos State Polytechnic, Isolo. The population of the
study consists of all the teaching and non-teaching employees in all the selected tertiary institutions in Lagos State for the study.

The sample for the study was two hundred samples chosen from the selected tertiary institutions in Lagos State. The sample techniques adopted for the study was the multi stage simple random sampling. The first stage involves the selection of four out of the six tertiary institutions in Lagos State randomly. The second stage also involves the use of simple random sampling to select fifty employees each from the four selected institutions.

A structured instrument tagged ‘Funding/Resources Mobilization and Capacity Building Questionnaire (FRMCBQ)’, which consists of four sections A-D was used to collect data for the study. Section A seeks information about the respondents such as name of institutions, category of institutions and employees. Section B consists of information on the availability of capacity building programmes for employees, level of funding/resource mobilisation and other sources of funding/resource mobilisation for the capacity building programmes for employees in tertiary institutions in Lagos State. Sections C and D measure items relating to funding/resource mobilization and capacity building programmes respectively. Items in these sections were responded to on a four-point scale of the Likert type with options of Strongly Agree (SA) – 4 points, Agree (A) – 3 points, Disagree (D) – 2 points and Strongly Disagree (SD) – 1 point.

The questionnaire was pilot tested and the validity of the instrument was based on the judgment of test and measurement experts. The reliability of the instruments was computed using Kunder-Richardson formula. The computed reliability coefficient of 0.79 was obtained for the instrument. The research instrument was personally administered by the researchers and retrieved on the same day of administration. Data collected through the questionnaire were analysed using both descriptive and inferential statistics. The inferential statistics used include frequency counts and percentages, the inferential statistics used are the Pearson Product Moment Correlation Analysis and the Independent t test to test Hypotheses 1 and 2 respectively at 0.05 level of significant.
Results

Research Question 1: What is the extent of the availability of the capacity building programmes for employees in tertiary institutions in Lagos State?

Table 1. *Availability of Capacity Building Programmes for Employees in Tertiary Institutions in Lagos State*

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate</td>
<td>30</td>
<td>15%</td>
</tr>
<tr>
<td>Inadequate</td>
<td>170</td>
<td>85%</td>
</tr>
</tbody>
</table>

As indicated in Table 1, most of the respondents comprising 85% of the sampled respondents were of the view that the capacity building programmes available for employees in tertiary institutions in Lagos State are inadequate. However, 15% of the respondents agreed that the capacity building programmes available for employees in tertiary institutions in Lagos State are adequate. It can thus be concluded that the capacity building programmes available for employees in tertiary institutions in Lagos State are inadequate.

Research Question 2: What is the level of funding/resources mobilization provided for the capacity building programmes for employees in tertiary institutions in Lagos State?

Table 2. *Level of Funding/Resource Mobilization Provided for the Capacity Building Programmes for Employees in Tertiary Institutions in Lagos State*

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>Moderate</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td>Low</td>
<td>60</td>
<td>60%</td>
</tr>
</tbody>
</table>

Survey 2009
As indicated in Table 2, most of the respondents comprising 60% were of the view that the funds mobilization available for the capacity building programmes for employees in tertiary institutions in Lagos State are low. Furthermore, 25% and 15% of the respondents were of the view that funding/resource mobilization available for the capacity building programmes for employees in tertiary institution in Lagos State was moderate and high respectively. It can thus be concluded that the funding/resources mobilization available for the capacity building programmes for employees in tertiary institutions in Lagos State are low.

**Research Question 3:** What other sources of funding mobilization are available for the capacity building programmes for employees in tertiary institutions in Lagos State.

**Table 3:** Other Sources of Funding Mobilization for the Capacity Building Programmes for Employees in Tertiary Institutions in Lagos State

<table>
<thead>
<tr>
<th>Sources of Funding</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td>70</td>
<td>70%</td>
<td>30</td>
<td>30%</td>
</tr>
<tr>
<td>Communities</td>
<td>70</td>
<td>70%</td>
<td>30</td>
<td>30%</td>
</tr>
<tr>
<td>Religious Bodies</td>
<td>60</td>
<td>60%</td>
<td>40</td>
<td>40%</td>
</tr>
<tr>
<td>Companies</td>
<td>80</td>
<td>80%</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>Philanthropist</td>
<td>70</td>
<td>70%</td>
<td>30</td>
<td>30%</td>
</tr>
<tr>
<td>NGOs</td>
<td>70</td>
<td>70%</td>
<td>30</td>
<td>30%</td>
</tr>
</tbody>
</table>

Survey 2009

From Table 3, the percentage of respondents who agreed that tertiary institutions in Lagos State should source for additional funding mobilization from individual, communities, religious bodies, companies, philanthropist and NGOs are quite higher than those who disagree. It can thus be concluded that the management of tertiary institutions in Lagos State
do not utilize other sources fully to generate additional funds for the capacity building programmes for its employees.

H₀₁: There is no significant relationship between funding/resource mobilization and the capacity building programmes for employees in tertiary institutions in Lagos State. The result of the analysis is presented in Table 4.

**Table 4:** Summary of Pearson Product Moment Correlation Coefficient of Funding Mobilization and Capacity Building Programmes for Employees in Tertiary Institutions in Lagos State

<table>
<thead>
<tr>
<th>N</th>
<th>ΣXY</th>
<th>ΣX</th>
<th>ΣX²</th>
<th>ΣY</th>
<th>ΣY²</th>
<th>r-cal</th>
<th>r-tab</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>83000</td>
<td>3700</td>
<td>74300</td>
<td>4010</td>
<td>96000</td>
<td>0.935</td>
<td>0.195</td>
<td>Reject H₀</td>
</tr>
</tbody>
</table>

*S = Correlation significant at 0.05 level*

Table 4 shows that a significant and positive relationship exists between funding/resource mobilization and capacity building programmes for employees in tertiary institutions in Lagos State. This was shown by the calculated r value of 0.935 which is greater than the table value of 0.195.

H₀₂: There is no significant difference in the level of funding mobilisation provided for tertiary institutions as perceived by employees in Federal and State owned tertiary institutions in Lagos State.
Table 5: Summary of Independent T-Test Analysis of the Difference in the Funding/Resource Mobilisation Provided for Tertiary Institutions as Perceived by Employees in Federal and State Owned Tertiary Institutions in Lagos State.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Number</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>t-cal</th>
<th>t-tab</th>
<th>P-value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Owned Institutions</td>
<td>123</td>
<td>18.50</td>
<td>7.22</td>
<td>198</td>
<td>3.23</td>
<td>1.96</td>
<td>0.05</td>
<td>Sig.</td>
</tr>
<tr>
<td>State Owned institutions</td>
<td>77</td>
<td>15.50</td>
<td>6.03</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The result in Table 5 shows that significant difference exists in the level of funding/resource mobilization provided for tertiary institutions as perceived by employees in Federal and State owned tertiary institutions in Lagos State. This was shown with the calculated t value of 3.23 which is greater than the table t value of 1.96.

Discussion

In this study, it was found that the availability of capacity building programmes for employees in tertiary institutions in Lagos State was found to be inadequate. This is plausible in the sense that when the funds/resources allocated to tertiary institutions are inadequate, it would be very difficult for the management of tertiary institutions to organise adequate capacity building programmes regularly for its employees due to paucity of funds.
It was also found that the level of funding mobilisation for the capacity building programmes for employees in tertiary institutions in Lagos State are usually low. This finding was consistent with the assertion of Ajayi & Ekundayo (2006); and Odenigbe (2000). This is plausible because there are other areas of the economy which the Federal and Lagos State Governments have to finance for the development of the country and their respective state. As a result, the competing nature of other areas of the economy may affect the yearly budget allocated to staff training and development in tertiary institutions in Lagos State, which was found to be inadequate.

It was also found that there are other sources, such as NGOs, religious bodies, companies, communities and philanthropist that the management of tertiary institutions in Lagos State could utilize to generate additional funds for the capacity building programmes for its employees. This finding was in consistent with that of Okoli (1992), Ogbechie (1998), Aghenta (1995) and Jimoh (2007). This is plausible because the Federal and State Governments alone cannot fund the capacity building programmes for its employees because of other areas of the economy which require attention. As a result, the management of tertiary institutions in Lagos State could source for additional funds for the capacity building programmes for its employees from philanthropists, NGOs, companies, and religious bodies among others.

Results from the analysis of data also indicate that significant and positive relationship exists between funding/resource mobilization and capacity building programmes for employees in tertiary institutions in Lagos State. These findings support the earlier findings of Odenigbo (2000), Ibukun (1997), Oyeneye (2006), Ayodele & Ajayi (2004), Aina (2007) and Saint et al (2003). This is plausible in the sense that when adequate funds are budgeted, approved and released to tertiary institutions, more fund/resources would also be available for the capacity building programmes for employees at these institutions which will ultimately enhance the knowledge of the employees.
It was also found that significant differences exist in the level of funding/resources mobilization between Federal and State owned tertiary institutions in Lagos State as perceived by the respondents. The level of funding/resource mobilization for Federal owned tertiary institutions in Lagos State (mean=18.50, SD=7.22) is higher than that for the state owned institutions (mean= 15.50, SD= 6.03). This is plausible in that the Federal government is richer than all the states in Nigeria and in a better position to allocate more funds/resources to its tertiary institutions than the state governments.

**Conclusion and Recommendations**

Based on the findings of the study, it can be concluded that the availability of capacity building programmes for employees in tertiary institutions in Lagos State are inadequate. It can also be concluded that the level of funding/resources mobilization for the capacity building programmes for employees in tertiary institutions in Lagos State are low. It was further revealed that the management of tertiary institutions in Lagos State have not been sourcing for additional funds from other sources apart from the government for the capacity building programmes for its employees. It can also be concluded that a significant relationship exist between funding/resource mobilisation and the capacity building programmes for employees in tertiary institutions in Lagos State. Lastly, it can be concluded that significant differences exist in the level of funding/resources mobilisation between Federal and State owned tertiary institutions in Lagos State as perceived by the respondents.

In the light of the findings and conclusion of the study, the following are recommended:

- The Federal and the Lagos State Governments should allocate more funds in the yearly budget to tertiary institutions in Lagos State, some of which should be utilised to organise more capacity building programmes for its employees.

- The management of tertiary institutions in Lagos State Government should seek approvals from the Federal and the Lagos State Governments for alternative source of revenue generation from NGOs, religious bodies, companies, communities and philanthropies to augment what government allocates to them yearly.
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Lagos State Public Service Staff Development Centre Prospectus for 2011.


Academic Staff Utilization of Information and Communication Technology and Knowledge Creation in Cross River State Universities

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Abstract

This study examined academic staff utilization of Information and Communication Technology (ICT) in knowledge creation in universities in Cross River State. The study was guided by two research questions and one hypothesis. A questionnaire was developed, validated and used for data collection from a sample of 300 academic staff. Descriptive statistics (percentages) and inferential statistics (population t-test) were used to analyze the data collected for the study. Results revealed that provision of ICT tools by university management was inadequate, majority of the academic staff rated their ICT competence as low and the extent of academic staff utilization of ICT in knowledge creation activities was significantly low. Recommendations made include provision of ICT facilities for staff usage by university authorities and mandatory ICT training for all academic staff.

Key words: ICT, knowledge creation, academic staff, universities.

Introduction

Universities in Nigeria have three core functions of teaching, research and community service. Incorporated in these three core functions is knowledge creation which is important in fulfilling the needs of the society. Knowledge creation is the most important mission and duty of the universities (Buargue, 2004). As noted by Allameh & Moghtadaie (2010), intellectuality is the most important and valuable property of education centres such as universities and is the main key to development. Literature on knowledge currently
recognizes the role of universities as creators of new knowledge via research and education (Scott 1997 and Seizer 2001). Thus universities which are the major custodians of knowledge should attempt to be the sources of providing knowledge for other organizations. The current trend in development has placed premium on knowledge. The general believe is that knowledge is the engine of intellectual development, and that countries that will be more successful in the world are those countries that are more intellectually- oriented, and pay more attention to the issue of knowledge (Bonaccorsi and Daraio 2007; Allameh and Maghtadaie (2010).

Knowledge as defined by Davenport, De Long & Beers (1998) is information combined with process, experience, interpretation and feedback. According to Allameh & Moghtadaie (2010), knowledge is a dynamic combination of experiences, values, subject, information and professional information which provides a framework for evaluating and acquiring new experiences and information in a coherent and integrated manner. Knowledge creation is the process that results in new knowledge, or organizes current knowledge in new ways, making techniques to use existing knowledge. Once knowledge is created the organization has a knowledge flow, which is the way knowledge travels, grows, and is stored and retrieved. The main element in knowledge creation is the human being. Knowledge is created in any organization among those who share common interest. Knowledge creation is the result of activities and efforts of members of integrated groups. Knowledge is created by interactions among technology, skills and people in organisation (Nonaka and Takeuchi, 1995 and Alvani, Netegh and Farahi, 2007).

For knowledge to materialize in the university system there are many facilitating factors at work and one of them is ICT. Information and Communication Technology enable and provides the entire infrastructure and tools to support knowledge management processes within an enterprise. ICT tools could potentially expedite new learning and thus validate knowledge creation and transfer(Hendriks,2001). Such ICT enabling tools include; internet, computer, interactive video equipment, multi- media projectors, power point projectors, etc .
Numerous studies have examined the positive role of ICT in enhancing knowledge (Quah, 2001, Pohjola 2001; and Smith 2000). For instance, Mohamed-Nour (2010) point out that ICT system gives the knowledge-based economy a new and different technological base which has radically changed the condition for knowledge creation and sharing. He further noted that, ICT is transforming the ways in which universities work, seeing their revival as veritable centres of research and advanced learning. Oliver (2000) emphasized the impact of ICT on educational practices in higher education and pointed out that it is a tool with capacity to transform education from teacher directed enterprise to more student centered models. He observed that the use of ICT in higher education settings could enhance knowledge creation through increased use of ICT among students.

ICT promotes group co-operation learning which help the individuals to gain more knowledge and techniques from interaction with other members, which as a result could inspire creativities (Hsu, 2006). Considering the role of ICT in knowledge creation, Mohamed-Nour (2010) noted that ICT has been used to introduce change and improvement in education, restructure the education system, modernize, recognize and digitalize information to facilitate easy access to, and allow a rapid expansion in the diffusion of information and knowledge, as well as, support production and contents of knowledge. Utilizing network communication and its characteristic could increase the interaction and knowledge sharing between members within the network which will improve learning outcome and promote knowledge creation.

Within the context of Nigerian university, since the advent of ICT two decades ago, ICT implementation has been plague by fundamental problems which has incapacitated its full development and integration into higher education system. Prominent among the problems are lack of basic ICT infrastructures, inadequate funding, low level of ICT literacy among lecturers, dearth of technical support staff among others. Aginam (2006) reported that the level of application of ICT in Nigeria universities is less than 5 %. As observed by the study, most of these universities have no infrastructure and do not even have the fund to provide such infrastructures on their own. A study by Olulube (2006) found that lack of adequate ICT
infrastructures in universities have reduced access to ICT instructional material to faculty. Another study by Bassey, Umoren, Akuegwu, Udida, & Akpama (2007) found that the level of provision of technological infrastructures in tertiary institutions in Nigeria is significantly inadequate. In a study by Archibong, Egbiji & Anjaobi-idem (2010) on ICT competency among academic staff in universities, it was found that majority (53.3%) of the academic staff rated their ICT competency as low. In today's knowledge - driven society, teacher competency in the use of ICT is the basic starting point because they are the key to knowledge creation in the universities. As proposed by Muangkeon (2007) there are three principles to support the ICT for Knowledge-based society and economy, namely; building human capital, promoting innovation and investing in information infrastructure and promoting the information industry.

The main purpose of this study is to find out the academic staff utilization of ICT in knowledge creation activities in universities in Cross River State. The specific objectives of this study are three fold:

(1) To find out the level of provision of ICT tools in universities.

(2) To explore the ICT competency level of academic staff.

(3) To investigate the extent of academic staff usage of ICT in knowledge creation activities.

**Statement of Problem**

Over the last decade, universities in developed countries of the world have made remarkable progress in exploiting ICT to enhance knowledge creation. Nigerian universities have virtually lagged behind in this respect owing to inadequate ICT facilities and lack of ICT competence by most academic staff. Given this scenario, therefore, the challenge is how to develop ICT infrastructure to provide access to advance information services in order to create knowledge based society and remain competitive in the world of ICT. Thus the main purpose of this study is to investigate the extent of academic staff utilization of ICT in knowledge creation activities in universities in Cross River State.
Research Questions

1. What is the level of provision of ICT facilities in your institutions?

2. What is the ICT competence level of academic staff?

Hypothesis

H$_{01}$: The extent of academic staff utilization of ICT in knowledge creation activities is not significantly high.

Methodology

The study used a questionnaire-based survey to gather quantitative data for analysis. Copies of the questionnaire were distributed to 300 academic staff that was purposively drawn from the University of Calabar (UNICAL) and the Cross River University of Technology (CRUTECH), Cross River State, Nigeria. UNICAL is a federal government-owned university, while CRUTECH is owned by the Cross River State government. Demographic profiles of the respondents’ are based on institution, sex, and status as shown in Table 1. The respondents' profile indicates that 180 were male and 120 were female. In terms of institution, 200 were drawn from the University of Calabar and 100 from the Cross River University of Technology. With regards to rank, 32 were in the professorial rank, 38 Associate professors, 46 Senior Lecturers, 58 Lecture I, 82 Lecturer II and 44 Assistant Lecturers.
Table 1: Profile of Respondents

<table>
<thead>
<tr>
<th>Profile</th>
<th>Classification</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Gender</td>
<td>Male</td>
<td>180</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>120</td>
<td>40</td>
</tr>
<tr>
<td>B Institution</td>
<td>UNICAL</td>
<td>200</td>
<td>66.7</td>
</tr>
<tr>
<td></td>
<td>CRUTECH</td>
<td>100</td>
<td>33.3</td>
</tr>
<tr>
<td>C Academic</td>
<td>Professor</td>
<td>32</td>
<td>10.7</td>
</tr>
<tr>
<td></td>
<td>Associate Prof.</td>
<td>38</td>
<td>12.7</td>
</tr>
<tr>
<td></td>
<td>Senior Lecturer</td>
<td>46</td>
<td>15.3</td>
</tr>
<tr>
<td></td>
<td>Lecturer I</td>
<td>58</td>
<td>19.3</td>
</tr>
<tr>
<td></td>
<td>Lecturer II</td>
<td>82</td>
<td>27.3</td>
</tr>
<tr>
<td></td>
<td>Asst. Lecturer</td>
<td>44</td>
<td>14.7</td>
</tr>
</tbody>
</table>

The instrument used for the study tagged ICT and Knowledge Creation Questionnaire (IKCQ) comprised 4 sections A, B, C and D. Section A sought information on demography, while in sections B, C and D, multiple-item measures were used and each item was measured on a 4-point Likert scale ranging from 1-4. Section B contained 10 items which measured the level of provision of ICT tools for academic staff usage. The level of provision was categorized into 4 as follows: Not at all adequate to very adequate. Section C contained 11 items measuring the competency level of academic staff on ICT usage. The competency level was categorized into four namely, zero competence -1 little competent -2, quite
competent -3 and very competent -4. Section D contained 10 items which measured the extent of academic staff usage of ICT in knowledge creation activities.

The validation of the instrument was carried out by 3 academic staff in Measurement and Evaluation Unit of Faculty of Education in University of Calabar. The instruments reliability was evaluated using Cronbach's alpha. Analyses were carried out on the items for provision of ICT tools, competency level in ICT usage and usage of ICT in knowledge creating activities. The Cronbach's alpha coefficients ranged from 0.75 to 0.87. Judging from the relatively high values of reliability, the instrument was considered good enough to justify its usage for data collection. Data collected were subjected to statistical treatment using both descriptive statistics (percentages) and inferential statistics (population t-test).

**Results and discussion**

**Research question 1:** What is the level of provision of ICT facilities in your institution?

**Table 2: Extent to which university provides ICT facilities for staff Usage. N = 300**

<table>
<thead>
<tr>
<th>S/N</th>
<th>ICT Tools</th>
<th>Not at all Adequate</th>
<th>Fairly Adequate</th>
<th>Adequate</th>
<th>Very Adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Desktop Computers</td>
<td>236(78.7%)</td>
<td>50(16.7%)</td>
<td>10(3.3%)</td>
<td>4(1.3%)</td>
</tr>
<tr>
<td>2.</td>
<td>Laptop</td>
<td>228(76%)</td>
<td>62(20.7%)</td>
<td>8(2.7%)</td>
<td>2(0.7%)</td>
</tr>
<tr>
<td>3.</td>
<td>Overhead Projectors</td>
<td>274(91.3%)</td>
<td>22(7.3%)</td>
<td>4(1.4%)</td>
<td>0(0%)</td>
</tr>
<tr>
<td>4.</td>
<td>Power-point projectors</td>
<td>256(85.3%)</td>
<td>40(13.3%)</td>
<td>2(0.7%)</td>
<td>2(0.7%)</td>
</tr>
<tr>
<td>5.</td>
<td>Data Projectors</td>
<td>292(97.3%)</td>
<td>6(2.0%)</td>
<td>2(0.7%)</td>
<td>0(0%)</td>
</tr>
<tr>
<td>6.</td>
<td>Slide Projectors</td>
<td>282(94%)</td>
<td>16(5.3%)</td>
<td>2(0.7%)</td>
<td>0(0%)</td>
</tr>
<tr>
<td>7.</td>
<td>Multi-media projectors</td>
<td>282(94%)</td>
<td>8(2.7%)</td>
<td>8(2.7%)</td>
<td>2(0.7%)</td>
</tr>
<tr>
<td>8.</td>
<td>Internet facilities</td>
<td>234(78%)</td>
<td>56(18.7%)</td>
<td>10(3.3%)</td>
<td>0(0%)</td>
</tr>
<tr>
<td>9.</td>
<td>Interactive Video equipment</td>
<td>284(94.7%)</td>
<td>14(4.7%)</td>
<td>2(0.6%)</td>
<td>0(0%)</td>
</tr>
<tr>
<td>10.</td>
<td>File servers computers</td>
<td>286(95.3%)</td>
<td>14(4.7%)</td>
<td>0(0%)</td>
<td>0(0%)</td>
</tr>
</tbody>
</table>
Information provided in Table 2 reveals that majority of the respondents stated that ICT tools are not at all adequate, with percentages ranging from 76% to 97.3%, followed by fairly adequate, with percentages ranging from 2% to 20.7%, adequate with percentages ranging from 0% to 3.3%, while very adequate had percentages ranging from 0% to 1.3%. This by implication means that the adequacy of ICT tools in universities studied is far from being adequate and as such, their usefulness in knowledge creation is negligible.

The outcome of this finding is in line with the work of Bassey et al (2007) who found that the level of provision of technological infrastructures in tertiary institutions was significantly inadequate. This study is also consistent with the observation of Igun (2008) that the major challenges facing most tertiary institutions in Africa is the provision of facilities, especially academic- support facilities such as the internet connectivity. Similarly, Isman & Ishbulan (2010) claim that lack of ICT facilities and infrastructure in the work place is significantly a barrier to ICT use.

These findings provide a big challenge to Nigerian universities and have contributed to the poor rating of most Nigerian universities in the world ranking of universities (World Education News and Reviews, 2006). A reasonable explanation for the findings of this study centres on the poor funding of education by the federal government which, according to Udeaja (2005) revolves between 7% and 8%. With the lack of facilities, it therefore means that lecturers’ usage of ICT facilities in knowledge creation will continue to be a mirage. As noted by Isman and Ishbulan (2010), a robust ICT infrastructure in higher education is a critical enabler and pre-requisite for knowledge creation.

**Research question 2:** What is the ICT competence level of academic staff? This question is answered with the use of frequency count and percentages.
Survey 2010

Information contained in Table 2 show that 42% of the academic staff had zero competence level in e-Library, video conferencing (48 %), e-learning (41.3%), and e-payment (37.3 %). Findings also indicated that 42.7% had little competence in net-working (collaboration), use of model and simulations (52.7%) and data analysis (44.7%). Similarly, some of them are quite competent in research (42.%), word processing (41.3 %) and power point presentation (37.3%), while some of them are very competent in handling e-mail (36%). This by implication means that academic staff are not in a position to create knowledge in those activities they have zero and little competence, whereas in those they have quite and very competent, they are in a position to create knowledge. It is disturbing to see that in the areas that academic staff indicated quite competent or very competent ICT utilization for knowledge creation was below 50%. With this result, it can be said that the competency level of academic staff in ICT usage for knowledge creation is low.
This result tallies with the finding of Pelgrum and Anderson (1999) who found that there was serious lack of skills related to pedagogical ICT use, the most challenging being how to make use of ICT to support and extend learning at the tertiary education level. Also the finding is consistent with Archibong et al (2010) who found that majority (53.3%) of academic staff rated their competency level as low. A plausible explanation may be due to non-availability of ICT tools for academic staff usage. Another reason could be due to lack of training on the use of ICT tools and the fact that most academic staff were not trained on ICT usage during their pre-service training. These findings bring to bear the position of Chowdhury and Alam (2009), that ICT driven knowledge societies necessitate a workforce skilled in the use of ICT.

**H01:** The extent of academic staff utilization of ICT in knowledge creation activities is not significantly low.

**Table 4: Population t-test (test of one sample mean) of the extent of academic staff utilization of ICT in knowledge creation activities**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Expected mean(μ)</th>
<th>Observation mean(x)</th>
<th>SD</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>2.50</td>
<td>2.17</td>
<td>0.92</td>
<td>-40.74</td>
</tr>
<tr>
<td>Learning</td>
<td>2.50</td>
<td>2.33</td>
<td>0.88</td>
<td>-45.56</td>
</tr>
<tr>
<td>Research</td>
<td>2.50</td>
<td>2.96</td>
<td>0.95</td>
<td>54.20</td>
</tr>
<tr>
<td>Outreach services</td>
<td>2.50</td>
<td>2.00</td>
<td>0.86</td>
<td>-40.34</td>
</tr>
<tr>
<td>Content development</td>
<td>2.50</td>
<td>2.17</td>
<td>0.90</td>
<td>-41.74</td>
</tr>
<tr>
<td>E-learning</td>
<td>2.50</td>
<td>1.98</td>
<td>0.86</td>
<td>-39.81</td>
</tr>
<tr>
<td>Collaborating</td>
<td>2.50</td>
<td>2.52</td>
<td>1.07</td>
<td>40.76</td>
</tr>
<tr>
<td>Report writing</td>
<td>2.50</td>
<td>2.13</td>
<td>0.92</td>
<td>-40.04</td>
</tr>
<tr>
<td>Publishing Articles</td>
<td>2.50</td>
<td>2.75</td>
<td>1.02</td>
<td>46.52</td>
</tr>
<tr>
<td>Publishing e-books</td>
<td>2.50</td>
<td>1.69</td>
<td>0.90</td>
<td>-32.57</td>
</tr>
</tbody>
</table>

* Significant at 0.05; df = 299; critical t-value = 1.968
Results in Table 4 shows that the calculated t-values of knowledge creation activities were found to be higher than the critical t-value of 1.968 at 0.05 level of significance and 299 degrees of freedom. Since the calculated t-values were greater than the critical t-value, the null hypothesis is rejected and in its place the alternate hypothesis is retained. With this result therefore, the extent of academic staff utilization of ICT in knowledge creation activities is significantly low. A possible explanation for the low ICT utilization in knowledge creation activities by majority of academic staff in the two universities studied could be found in the lack of ICT infrastructure that should support knowledge creation activities and the low ICT competence level of the academic staff themselves.

This finding is in line with the view of Whitty, Qureshi, Saleem and Tatari (2009) that though higher institutions are general agencies of production of new knowledge, only a small proportion of these institutions are actually dynamic. This result is saddening and not encouraging because tertiary institutions of learning are recognized globally as key agents for national development in view of their inherent capacity to foster knowledge creation. This does not auger well for a developing nation like Nigeria. As noted by Ajiboye and Tella (2004), countries whose higher education sector is weak will be continually marginalized in a world whose economy is increasingly globalised and knowledge driven.

**Conclusion**

From the findings of this study the following conclusion are derived. Provision of ICT facilities in University of Calabar and Cross River State University of Technology are grossly inadequate to facilitate knowledge creation activities. The level of ICT competence among academic staff is low and the extent of academic staff utilization of ICT in knowledge creation activities is significantly low.

**Recommendations**

For universities in Nigeria to make positive contribution in Knowledge creation, using ICT, the following suggestions are made:
- University authorities should provide ICT facilities for staff utilization since availability of facilities will promote ICT usage for knowledge creation.

- Compulsory ICT training should be organized for all academic staff. It should be made a pre-requisite requirement for all staff to possess a basic ICT certificate qualification.

- Federal and state governments should provide funding for higher institutions of learning. Also private participation in the provision of ICT facilities and related staff training programmes should be encouraged.

References


Ajiboje J. O. and Tella, Adeyinka (2007). University undergraduate students, information seeking behaviour: Implication for quality in higher Education in Africa. The Turkish Online Journal of Educational Technology, 6(1),40-52


Lecturers’ and Students’ Perception on Educational Policy Implementation Factors as Predictors for Quality Education in Nigerian Universities

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Abstract

This study is based on lecturers’ and students’ perception on educational policy implementation factors and quality education in Nigerian universities. Educational policies have always been formulated purposely to guide the present and future thinking, actions and decisions of managers. The potency of policy is not in formulation but in its proper implementation. Problems in the system arising or that have been projected causing decline in the quality of education can be averted or prevented as the case may be through effective implementation. The research takes a look at the various factors that affect the extent of the policy implementation. The study adopted a descriptive research design method and the data collected and analyzed shows some of the factors that affect the implementation of educational policies and areas of effect were identified. For data collected, four null hypotheses were formulated and tested at 0.05 level of significance, the research instrument adopted was questionnaire, lecturers questionnaire contained 60 items while that of the students contained 58 items and were both analyzed using Pearson Product Moment Correlation Co-efficient (PPMC), Regression analysis and t-test. Stratified and random sampling techniques were used for sample selection; respondents were 90 lecturers and 900 students from a Federal, State and Private Universities in Oyo State, Nigeria. The results of the study revealed the existence of relationship between; (i) Adequate Resources of all forms; material, human, financial and Quality of University Graduates. (ii) The Political System (government) and the Quality of Education in Nigerian Universities. (iii) Proper Planning and coordination of the Policy Implementation Strategies and Quality in Nigerian Universities. (iv) Leadership at the top, middle and lower level of the Education System and Quality of Education offered at the university level. Recommendations were made to educational technocrats, educational planners and managers, and to government of all levels.
There is a need to keep striving for quality even when it seems to have been attained, complacency is not an alternative.

**Key Words:** Educational Policy, policy formulation, policy Implementation, Quality Education, Nigerian Universities.

**Introduction**

Apprehension for quality in Nigerian University education is most desirable for obvious reasons; the influence of education in the development of a society is not negligible since the socio-political and economic development of the nation is in many ways determined by the quality and the level of educational attainment of the population. Quality of education reflects in the fittings of certificates and the degrees awarded by universities, and this will ensure Nigerian, employers, Communities and International Societies that graduates of a particular academic discipline have attained an acceptance level of competence in their areas of specialization and so are adequate for employment and further studies. Unfortunately, university education in Nigeria which previously enjoyed incredible global respectability and acceptability is fast losing its high esteem in the face of labor market and members of community because the current certified Nigerian graduates seem to lack acceptable level of competence in their areas of specialization. One of the major findings was that the production of graduates with critical skills had not met with the required needs of the economy (NUC, 2004). A large-scale national survey was jointly sponsored by NUC and Education Tax Fund (ETF) to determine the needs of the labor market that Nigerian university graduates are failing to meet and a policy was formulated to serve that purpose. The quality of university graduates according to Uvah (2005) could be measured by how well they have been prepared for life and for service in the society in various spheres of human endeavors. Quality in Nigerian university education is a multidimensional concept which should embrace all its functions and activities such as teaching and academic programmes, research and scholarship, staffing, students, buildings, facilities, equipment, services to the community and the academic environment (UNESCO, 1998). In order to establish and maintain quality education, educational policies were made. Policies are vital to the achievement of goals in the system, they embrace all aspects of the educational system helping to keep it running.
smoothly and thereby saving a great deal of time and effort. Educational policies are the agreed ways of operating the educational system, and any official statements made by the government which guides the practices of education. Every modern society needs an educational policy; this is because the education of its new members has become a matter of deliberate and critical choice. Besides, the society has become so complex that the content of education for every student must be selected from a varied culture that no single individual can master all.

Educational policies are meant to tackle issues relating to the structure, equity, access, finance, management and the efficiency of the system, it is necessary in order to ensure that direction is given to any action taken on education. This policy is embedded in the National Policy on Education published in 1977, revised in 1981, 1998 and 2004, it was revised to ensure that the policies address the perceived needs of the government in power and to ensure that the education sector is supportive of government developmental goals. Some policies are documented somewhere for reference purposes while some are unwritten when they are made in form of pronouncements by people in position of authority, some are issues approved from time to time by the National Council on Education (NCE) which is the highest policy making body on education related matter and other policies legislated and passed into law in respect of higher education operations and management of the country.

The strength of policy formulated is in the effective implementation of the policy and this refers to the design and management of system to achieve the best integration of people, structures, processes and resources in reaching educational goals. It has been observed that there is virtually no difference between the state of things in the system before policies were formulated and articulated and also after those policies were said to had been executed, therefore producing the same result and resulting to no development in the system. Moreover, findings have proven that the educational system is not actually suffering from poor policy formulation but the major problem is improper policy implementation which may be due to different factors such as inadequate facilities and resources, ideological bi-polarity, poor or outright lack of statistical compilation, and low absorptive capacity of the economy,
among others. To this end, this study will examine adequate resources (human, material and financial), political system, proper planning and coordination of policy implementation strategies, and leadership at all levels of the education system as the Educational policy implementation factors. The problem of this study is to determine the Lecturers and Students perception on the educational policy implementation factors and quality education in Nigerian Universities.

Based on these, the following null hypotheses were formulated:

1) Lecturers’ perception on educational policy implementation factors can not significantly predict quality education in Nigerian universities
2) Students’ perception on educational policy implementation factors can not significantly predict quality education in Nigerian universities
3) There is no significant relationship between adequate resources of all forms- material, human, financial and quality of university graduate.
4) There is no significant relationship between the political system (government) and the quality of education at the university level.
5) There is no significant relationship between proper planning and supervision of the policy implementation strategies and the quality in Nigerian universities.
6) There is no significant relationship between leadership at all levels of the education system and quality of education offered at the university level.

**Method**
The study adopted a descriptive research design of a surveying method, surveying method was considered appropriate for this study because the method involves direct contact with the samples that are relevant to the study and it involves a critical examination of events and ideas with the intent of providing exact information about the condition of the phenomenon. The study was carried out in three universities in Oyo state and they were University of Ibadan, Ladoke Akintola University of Technology, Ogbomoso, and Lead City University. Lecturers were stratified into years of experience and ten were randomly selected per stratum making 30 lecturers from each university. Students were stratified into faculties, three common faculties
were selected from each university and 100 students were randomly selected per stratum making 300 students from each university.

Well-designed questionnaires were used to collect valid information for the study and were designated for both lecturers and students. There were two sets of questionnaires, one was designated solely for the lecturers and the other was designated for the students in the three universities. Each questionnaire contained two sections, section A and B, section A sought information on the respondent’s demographic data, and section B contained 60 items for lecturers and 58 items for students to measure the educational policy implementation and quality education in Nigerian universities, this section was in six parts. All the 990 copies of the questionnaires were administered and returned for analysis. Experts in the area of Educational Management, Institutional Administration, and Measurement and Evaluation at university of Ibadan and relevant private and public institutions were asked to validate the questionnaire. Based on the suggestions and comments of these experts, some items within the instruments were restructured, some were included while some inappropriate ones were deleted. A pilot test was conducted using 50 questionnaires to ensure the reliability of the instrument. The scores of the items were encoded and data were analysed using SPSS 15.0 software. The statistical procedures used to describe the variables include descriptive statistics, regression and correlation. Variables linkages were performed on the data. All the hypotheses were tested at 0.05 level of significance. Linear regression and Pearson Product Moment Correlation co-efficient (PPMC) were used to determine the relationship between the independent variables and the dependent variable in answering hypothesis one, two, three and four. Items were scored using Likert’s classification method.

**Result**

H$_{01}$: Lecturers’ perception on educational policy implementation factors cannot significantly predict quality education in Nigerian universities
Table 1a: Lecturers’ Perception on Educational Policy Implementation Factors as Predictors of Quality Education in Nigerian Universities.

ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>177.921</td>
<td>4</td>
<td>44.480</td>
<td>6.929</td>
<td>.000</td>
<td>.844</td>
<td>.712</td>
<td>.696</td>
</tr>
<tr>
<td>Residual</td>
<td>545.679</td>
<td>85</td>
<td>6.420</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>723.600</td>
<td>89</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It was shown in the regression results obtained above based on Lecturers’ perception that the joint effect of the independent variables (Resources, Political system, Planning and Supervision, and Leadership) significantly $F(6.929); R = .844, R^2 = .712, Adj. R^2 = 0.696; P < .05) predict Quality of Education in Nigerian universities. The coefficient of correlation of 0.844 shows that the relationship between Resources, Political system, Planning and Supervision, and Leadership as predictors of Quality Education is a strong relationship.

Table 1b: Relative Contribution of the Predictors to the Criterion.

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td>B</td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>7.340</td>
<td>.097</td>
<td></td>
<td>2.443</td>
</tr>
<tr>
<td>Sum of Resources</td>
<td>.227</td>
<td>.026</td>
<td>.745</td>
<td>8.713</td>
</tr>
<tr>
<td>Planning and Supervision</td>
<td>.186</td>
<td>.020</td>
<td>.472</td>
<td>6.917</td>
</tr>
<tr>
<td>Political System</td>
<td>.144</td>
<td>.021</td>
<td>.313</td>
<td>5.710</td>
</tr>
<tr>
<td>Leadership</td>
<td>.287</td>
<td>.010</td>
<td>.820</td>
<td>8.913</td>
</tr>
</tbody>
</table>

The result above shows the individual contributions of each of the independent variables on the dependent variable; that is, Resource ($\beta = .745, P <.05$); Planning and Supervision ($\beta =
.472, P <.05); Political system (β=.313, P <.05) and leadership (β = .820, P <.05) as predictors of quality education in Nigerian universities and are found to be significant from the results above. However, their contributions are different. The decision taken hence is to reject the Null hypothesis that Educational Policy implementation factors cannot significantly predict quality education in Nigerian Universities.

**H0₂:** Students’ perception on educational policy implementation factors cannot significantly predict quality education in Nigerian universities

**Table 2a:** Students’ perception on Educational Policy Implementation Factors as Predictors of Quality Education in Nigerian Universities.

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>8621.797</td>
<td>4</td>
<td>2155.449</td>
<td>226.764</td>
<td>.000</td>
<td>.709a</td>
<td>.503</td>
<td>.501</td>
</tr>
<tr>
<td>Residual</td>
<td>8507.203</td>
<td>895</td>
<td>9.505</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>17129.000</td>
<td>899</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 2b: Relative Contribution of the Predictors to the Criterion based on Students’ Perception

<table>
<thead>
<tr>
<th>Variables</th>
<th>Standard Coefficient(Beta)</th>
<th>Standard Error (SEB)</th>
<th>T-Value</th>
<th>P-Value</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources (Human, financial and material)</td>
<td>.216</td>
<td>-.993</td>
<td>-4.634</td>
<td>0.000</td>
<td>Sig.</td>
</tr>
<tr>
<td>Political System (Government)</td>
<td>-5.042</td>
<td>1.058</td>
<td>-4.768</td>
<td>0.000</td>
<td>sig</td>
</tr>
<tr>
<td>Planning and supervision</td>
<td>1.309</td>
<td>2.031</td>
<td>-2.031</td>
<td>0.044</td>
<td>sig</td>
</tr>
<tr>
<td>Leadership</td>
<td>-3.717</td>
<td>1.211</td>
<td>-3.070</td>
<td>0.002</td>
<td>sig</td>
</tr>
</tbody>
</table>

Table 2c: Relative Contribution of the Predictors to the Criterion.

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B Std. Error Beta B Std. Error</td>
<td>Beta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>7.340 .097 .745 2.443 .007</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sum of Resources</td>
<td>.227 .026 .745 8.713 .000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Planning and Supervision</td>
<td>.186 .020 .472 6.917 .003</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Political system</td>
<td>.144 .021 .313 5.710 .001</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leadership</td>
<td>.287 .010 .820 8.913 .000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

HO3: There is no significant relationship between adequate resources of all forms—material, human, financial and quality of university graduate.
Table 3a: Relative Relationship of the Independent variables (Human resources, Financial Resources and Material resources) and the Criterion (Quality of university graduate): Lecturers’ Perception

<table>
<thead>
<tr>
<th>Variables</th>
<th>Standardized Co-efficients (Beta)</th>
<th>Standard Error (SEB)</th>
<th>r</th>
<th>$R^2$</th>
<th>P. value (sig)</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resources</td>
<td>.166</td>
<td>.29</td>
<td></td>
<td>.978</td>
<td>.957</td>
<td>.001</td>
</tr>
<tr>
<td>Financial Resources</td>
<td>.540</td>
<td>.23</td>
<td></td>
<td></td>
<td>.000</td>
<td>Sig</td>
</tr>
<tr>
<td>Material Resources</td>
<td>.294</td>
<td>.12</td>
<td></td>
<td></td>
<td>.000</td>
<td>Sig</td>
</tr>
</tbody>
</table>

Table 3b: Students’ Perception

<table>
<thead>
<tr>
<th>Variables</th>
<th>Standardized Co-efficient (Beta)</th>
<th>Standard Error(SEB)</th>
<th>r</th>
<th>$R^2$</th>
<th>P. value (sig)</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resources</td>
<td>.163</td>
<td>.35</td>
<td></td>
<td>.927</td>
<td>.860</td>
<td>.000</td>
</tr>
<tr>
<td>Financial Resources</td>
<td>.623</td>
<td>.27</td>
<td></td>
<td></td>
<td>.000</td>
<td>Sig</td>
</tr>
<tr>
<td>Material Resources</td>
<td>.214</td>
<td>.16</td>
<td></td>
<td></td>
<td>.000</td>
<td>Sig</td>
</tr>
</tbody>
</table>

Tables 3a&b, explain that the Lecturers’ Perception and Students’ Perception reveals that $r$ which is the co-efficient of correlation tells us the relationship between the resources (material, financial and human) and the quality of university graduates, implying that there is a high positive relationship between the variables meaning the higher the material, financial and human resources the higher the quality of university graduate. $R^2$ which is the co-efficient of determination shows that the independent variables account for a high proportion
of about 97% relationship of Lecturers’ Perception and 86% of Students’ Perception, the variation in the dependent variable is being explained by the predictors (material resources, financial resources and human resources), meaning that 3% of lecturers’ perception and 14% of students’ perception are due to unknown variables which are not part of the predictors. Financial resources account for the greatest positive significant relationship based on this result.

Adequate resources cannot be underestimated in acquiring quality graduate. Okecha (2008) included that dearth of resources have played a major role in the policy failure, shortage of human resources, dearth of infrastructures, inadequate classrooms and offices, inadequate laboratories for teaching and research, shortage of books and journals etc. Akangbou (1992) also asserted that most universities in the country are undermined with inadequate resources which invariably affect the quality of output they produce (graduates). The Nigerian universities operate in adverse conditions when critical resources needed for effective learning is not in place, learning becomes complex for students and teaching becomes complicated for lecturers. Okebukola (2006) enumerated five main challenges facing Nigerian universities and under-funding was identified to be a major problem.

Okoh (2000) established that the shortage of facilities and equipment is due to increasing number of students admitted in different universities therefore causing over-enrolment as a result of a refusal by universities management to adhere to the carrying capacity given by the National University Commission and when this takes place, it has an adverse effect on the student and the resources concurrently, students are made uncomfortable while resources are overstretched.

Establishment of special pedagogical centers for effective teaching, adequate recruitment of relevant academic staff and skilled manpower in different unit of the system, provision of research funds and attractive condition of service for lecturers, provision of scholarship and fellowship for students, provision of adequate library and laboratory facilities, well-equipped educational resource centers, provision and access of personal ICT facilities for lecturers and students, and adequate infrastructural facilities contribute positively to the system. The then Honorable minister of education, Dr. Sam Egwu, on 2nd June 2009, identified inadequate and
obsolete infrastructure and equipment, inadequate funding of the university system, brain drain, human capital flight, staff shortage across board, weak ICT backbone, shortage of ICT skills and personnel and low fund generation by institutions as some of the major challenges facing the Nigerian University system.

**H0₄:** There is no significant relationship between the political system (government) and the quality of education at the university level.

**Table 4:** Correlation between the Political System and the Quality of Education in Nigerian universities based on Students’ Perception and Lecturers’ Perception

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Values(Students)</th>
<th>Values(Lecturers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson product moment correlation coefficient (r)</td>
<td>-.152</td>
<td>-.139</td>
</tr>
<tr>
<td>N</td>
<td>900</td>
<td>90</td>
</tr>
<tr>
<td>P value</td>
<td>.037</td>
<td>.028</td>
</tr>
</tbody>
</table>

Table 4, shows that the Pearson correlation coefficient (r) indicating a negative relationship between the political system and the quality of education in Nigerian universities. The Students’ Perception r-value is -.152, and p<0.05 while r-value for Lecturers’ Perception is -.139 and p<0.05. Since p-value is less than the significance level (p<0.05) respectively, hence, the null hypothesis is therefore rejected, meaning that there is a significant relationship between the political system and the quality of education in Nigerian universities. The existence of negative relationship between the variables establish that the lower the influence of the political system in Nigerian Universities, the higher the quality of education.

Politicians in the political system influence what happens in the education system probably through their policies and attitude towards the system. The political system allocates a certain percentage of the budget to the education system. Dike (2002) stated that the government’s
habit of allocating low percentage of the budget into the education sector especially when compared with other less affluent societies in Africa is having an unhelpful effect on the system. Greater attention is demanded by the education sector from the political system so as to increase the productivity of the system and to treat it as a public-health issue, because the socio-political and economic development of a nation including the health of the nation is determined by the quality of educational attainment of the population. Ijeoma and osagie, (2005) identified political interference and unexpected consequences of government policy that leads to unstable environment and frequent strike as factors that had devastating effect on the quality of education. Other factors include undue politicization of university education, partial academic freedom, undue interference with university autonomy, inappropriate placement of personnel by the government, and incorrect placement of priority. The relationship between the political system and the education system is intertwined, the quality of the political system depends on the competency and proficiency of the leader and this is determined by the quality of education the leader has acquired. A leader with quality education and correct moral principle will make a difference and it can only be given by the education system. The success of any system depends on the success of the education system.

Lack of stability in our political system has affected our educational system acutely, policies are not allowed to be implemented before it is being altered and another one is put in place. There is an in-conducive political environment which we refer to as political kaleidoscope for our education system. Political leaders should take politics out of education, as the continued neglect of this sector would lead to social paralysis.

**H05:** There is no significant relationship between proper planning and co-ordination of the policy implementation strategies and the quality in Nigerian universities.

**Table 5:** Relative Relationship of the Proper Planning and Co-ordination of the Policy Implementation Strategies and the Quality in Nigerian Universities.
Table 5a: Lecturers’ Perception

<table>
<thead>
<tr>
<th>Variables</th>
<th>Standardized Co-efficient (Beta)</th>
<th>Standard Error(SEB)</th>
<th>r</th>
<th>R²</th>
<th>P value (sig)</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>.889</td>
<td>.016</td>
<td>.971</td>
<td>.943</td>
<td>.000</td>
<td>sig</td>
</tr>
<tr>
<td>Co-ordination</td>
<td>.111</td>
<td>.013</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5b: Students’ Perception

<table>
<thead>
<tr>
<th>Variables</th>
<th>Standardized Co-efficient (Beta)</th>
<th>Standard Error(SEB)</th>
<th>r</th>
<th>R²</th>
<th>P. value (sig)</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>.803</td>
<td>.020</td>
<td>.977</td>
<td>.956</td>
<td>.000</td>
<td>sig</td>
</tr>
<tr>
<td>Co-ordination</td>
<td>.145</td>
<td>.014</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5, explains that r which is the co-efficient of correlation tells us the relationship between proper planning and co-ordination of the policy implementation strategies and the quality in Nigerian Universities implying that there is a high positive relationship between the variables, this was revealed in the Perception of both Lecturers and Students. Proper planning and coordination contributes positively to the quality of Nigerian universities. Coefficient of determination (R²) shows that the independent variables account for a high proportion of about 94% relationship of Lecturers’ Perception and 95% of Students’ Perception, the variation in the dependent variable is being explained by the predictors, meaning that 5% of Lecturers’ Perception and 4% of Students Perception are due to unknown variables which are not part of the predictors. Planning is pivotal and base on this result it has a greater positive relationship than coordination.
Planning is an umbrella under which all other forms of management principles revolve around. A well-envisioned planning is a catalyst to judicious allocation and utilization of resources, well programmed internal co-ordination and adequate environmental adaptations. When there is no proper planning, implementation of policies become difficult and seems impossible. Planning involves developing strategies to solve problems that can hinder the achievement of the educational objectives. Planning is primary among the managerial task and it cut across all aspects. With proper planning, over-enrolment which has been highlighted by okoh (2000) as a cause of inadequate facilities can be prevented. One of the factors that affect effective planning is poor or outright lack of statistical compilation, until this problem is addressed and solved, national development and educational development should not be considered. Statistics is critical for accurate planning and no educational system can be developed without statistical compilation. Supervision which is a function of management was affirmed by Omorogbe (2008) as an internal mechanism for quality education, which also involves co-ordination of policy implementation strategies, monitoring of all activities in the system, adequate quality control and correct decision-making abilities. Due to the primacy of planning NUC have two departments for planning, physical planning and academic planning and research which is the life-wire of NUC and it was established to attain quality. (Ojedele and Ilusanya 2006)

**H0**: There is no significant relationship between leadership at all levels of the education system and quality of education offered at the university level.

**Table 6**: Correlation between leadership at all levels and quality of education offered at the University level based on the response of students and lecturers.

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Values(students)</th>
<th>Values(lecturers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson product moment correlation coefficient (r)</td>
<td>-.125</td>
<td>-.189</td>
</tr>
<tr>
<td>N</td>
<td>900</td>
<td>90</td>
</tr>
<tr>
<td>P value</td>
<td>.028</td>
<td>.046</td>
</tr>
</tbody>
</table>
Table 6, shows that the Pearson correlation coefficient (r) indicating a negative relationship between leadership at all levels and quality of education offered at the university level. The students’ perception r-value is -.125, and p<0.05, while r-value for lecturers’ perception is -.189, and p<0.05. Since p-value is less than the significance level (p<0.05) respectively, hence, the null hypothesis is therefore rejected, meaning that there is a significant relationship between leadership at all levels and quality of education offered at the university level.

Leadership at all levels either within the university system or within the education system affects the quality of the system. Competence, accountability, integrity, commitment, and leadership strength is needed at every level for effectiveness. Correct value system, correct philosophy of life, appropriate style of leadership, ability to make precise decision, good leadership in the system reduces challenges and makes attainment of objectives easy. Poor governance, corruption, bad value system of the leader, weak leadership and indiscipline was stated by Anya (2001) as some of the factors causing decline in the system. Dike (2002) emphasized that leader who lacks the appropriate national objectives or organizational objectives and strategies to solve the problems facing the academic sector will worsen the sector. Frequent change of leadership interrupts the implementation process and aborts visions. Complacency on the parts of the leaders also nurtures mediocrity in the system.

**Discussion**

The decline in quality of education is brought about by a number of factors, which include demography, poor states of economy, weak internal capacity, poor governance, poor research activities, brain drain, political interference, incessant industrial actions, unruly and destructive conduct of undergraduates, poor preparation of entering students, poor academic culture, unsuitable policy environment, poor funding, shortage of instructional materials, laboratory equipment and poor library facilities; all of which have had devastating effect on the quality of education (Nwuke, 2005; Uvah, 2005; FME, 2004 and Efanga, 2005). Okecha (2008) listed myriad of problems bedeviled the implementation of educational policies and it
includes: poor funding, shortage of quality staff, dearth of infrastructure, inadequate classrooms and offices, inadequate laboratories for teaching and research, shortage of books and journals, indiscipline, inconsistent and ill-conceived policies, corruption at high and low places, cultism, irregular payments of salaries, examination malpractices, embezzlement of funds, low staff-student ratios, poor record keeping, fraud and self-deception with regard to accreditation, misappropriation of funds, infringements of institutional autonomy and freedom, disharmony among unions, appointment of vice-chancellors; failure to send staff regularly on short courses to improve and enhance their competences and, the fact that government often reneges on the mutual agreements between it and the unions of educational institutions.

The findings revealed that the availability of resources, be it human, financial or material in perfect proportion, affect the quality of university graduates. Human resources in terms of adequate and relevant lecturers in each department and administrative staff in different units; financial resources which includes funds for new development, research, maintenance and repairs; material resources such as library and laboratory facilities, infrastructural facilities, accommodation facilities, well equipped educational resource center, internet facilities, and that without adequate provision of these resources, the graduate produced in the university system will not be able to: analyze and solve different societal problems, overcome life challenges, make thoughtful decisions, cultivate desirable personality traits necessary for active and voluntary participation in economic life, contribute to the national development through high level relevant manpower supposed to be acquired in universities, and will not be confident, adaptable and self-reliant.

The findings also revealed the existence of relationship between the political systems most especially the government in power at every season and the quality of education in Nigerian universities. Education is now used as a tool in politics to win the heart of citizens so that they will be favorably disposed to them; they make pronouncement they are not intending and do not have capacity to fulfill, they make policies based on their intention and personal benefit. Besides, the attitude of the government to the education system is flawed; one of the
major blunders is to equate the education system with any other system in the nation and allocate the same or relatively lesser funds for the development and growth of the system. Education is the intellectual laboratory of any nation and the engine that propels the economy; it is primary to every other system and should be considered a sine qua non for the development of other system with no exemption to the health sector.

The importance of proper planning and co-ordination of the policy implementation strategies in the quality in Nigerian universities cannot be overemphasized. For effectiveness in implementation of policy, planning cannot be eliminated. It helps to identify threats and obstacles and proffer solution before the system is confronted with it.

In consonance with the findings, the then honorable minister for education in person of Dr. Sam Egwu listed weak leadership in the system at council and management levels, lack of integrity and accountability, and frequent change of leadership at the policy implementation level as some of the major challenges facing the Nigerian university system and he proffered solution to them in form of road map. His turn-around strategies to the challenges are to promote establishment of qualitative and effective governance, introduce guidelines for composition and character of governing councils, and initiate action to streamline the tenure of principal officers of all tertiary institutions to a single term of 5 years respectively.

The study has established different possible factors that affect quality education and it should not be trivialized if there must be a change in the system. To get the best in the system, attention must be paid to those factors for they are catalyst to quality education.

**Conclusion**

The findings of the study gave a vivid insight on the relationship between policy implementation and quality of education in Nigerian universities, regarding the adequacy of resources, political system who introduces the policies, planning and coordination, and the leadership capacity. Suffice it to say that, these are the cogent factors responsible to policy implementation and that without proper and correct placement of these factors policies would not be properly executed. Obviously, the findings divulge that correct value system, reordering of priorities, availability of resources would make a difference in the system and
gives a greater sense to graduates on how to reduce risk in life. Quality demands further effort, what is superior now can be inferior subsequently, the education of a nation should not be trivialized because it determines the development of the whole system, technological advancement of the nation is dependent on this, graduates of engineering should not be mechanics and electricians who can only repair but should be inventors and producers, government should invest in education if not because of education but because of the other systems. Curriculum should be appraised as often as possible to meet up with global demands. Establishing more universities at the detriment of the existing ones is not the best but rather articulate whatever is on ground to build up “broken walls” of the Nigerian educational system. The responsibility of ensuring quality is on the government and all the stakeholders of the system.

**Recommendations**

In the light of summary of the findings and conclusion made, Recommendations were straight towards educational technocrats, government at all levels, educational planners and managers as the case may be.

- Recommendations were made to the policy formulators who are educational technocrats to ensure that policies formulated are feasible and attainable, and that all resources needed for the execution are available. It should also be noted that people are not to be forced into education, people should grow into education, those that have grown should be the focal point and in subsequent seasons others will budge into the flow, so as to preserve resources, time, and effort and avoid frivolity.

- Research findings should be converted into policies and should be implemented since most of the researches have the ability to contribute to the development of the system and the nation as a whole.

- Also the government which involves the executives and the leadership at all levels should develop a correct academic culture and correct value system towards the
education system so as to achieve our goals and these will reflect in our ideas, precedence, commitment, and decisions.

-Educational planners and managers should project, not necessarily waiting for the different Examination Board to tell us the population of the applicant before they know the range of the applicants. Proper projection can be done by taking account of the population of pupils in primary school, then project to secondary and to tertiary, at the end of the secondary level, a particular population is expected in the tertiary, though it might not be accurate but it cannot be higher than the projected, and with the expected population educational administrators can do their planning properly and provide adequate facilities so that the environment will be conducive for each student.

-Quality education is not for a season but should be developed, maintained and sustained; it is recommended that curriculum should be revised frequently to meet the local and global demands. What is of quality at present may be of low or no quality in the subsequent season, as a result of this, complacency should to discourage for effectiveness and efficiency. It demands a continuous effort, commitment and enthusiasm from all, apathy can be dangerous.

References


Reading Culture: Best Practice Needed for the Survival of Nigerian Tertiary Institutions

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Abstract

This paper examined the importance of reading culture, the role of parents, teachers and government in ensuring that reading culture is imbibed early in life. A sample of eighty (80) students from Ambrose Alli University in their clusters was used for the study. The questionnaire was used to obtain the data which were analysed using frequencies, percentages and ranking of factors responsible for poor reading culture. Absence of materials in the library ranked first, followed closely by lack of time while watching on television, lack of interest and prohibitive cost ranked third, fourth and fifth respectively. Thirty-four (34%) percent of the choices made affirmed that their reading materials were borrowed from their friends, 24.12% got theirs from the library and 11.18% borrowed theirs from reading clubs. In analysing the number of items read annually, novels with 25% of the choices made were the most read. Motivational books and magazines followed closely with 20% and 18% respectively. The grim picture got from other reading items- autobiographies, biographies, short stories, plays, poems and journals is beyond imagination for none of the choices made was up to 1%. One wonders how our future leaders can learn about great leaders if they do not read about them. If Nigeria is to achieve growth and productivity, produce well-educated citizens, reading culture has to be restored at all levels, especially at tertiary institutions.

Key Words: reading culture, survival, Nigerian tertiary institutions

Introduction

One goal of the National Policy on Education in Nigeria is to promote and encourage scholarship and community services. This goal will not be achieved if nothing is done to restore reading culture at all levels of education in our country. The abysmal performance of the secondary school students in the last five years in the Senior Secondary School Examinations, especially in the public schools is a case in point; where almost 90% of the
candidates who sat for the examinations failed to get five credits and above. The statistics are scary. In 2006, only 11.08% of the students in public schools, who sat for the examination, had credits in five subjects and above including Mathematics and English language. The performance was not better in the subsequent years, which is as follows: 2007, 10.25%; 2008, 13.72%; 2009, 14.48% and 2010, 11.48% (Federal Ministry of Education, Nigeria: Digest of Education Statistics 2006-2010). The need to develop reading culture is important in this era of technological advancement. A nation that does not imbibe reading culture is a dead nation.

It has been observed that the ability to read helps in the full participation in national affairs. It is also necessary for job efficiency and professional growth. Tertiary institutions hold the key to production of manpower for the workforce. The answer to quality workforce in our economic development is restoration of reading culture. The ability to sit down and read for hours without prompting has a lot to do with discipline. Accordingly, reading culture holds the key to the development of an individual. Reading has been defined in many ways. The Oxford Advanced English Dictionary defines reading as the art of perusing written or printed matter; the practice of occupying oneself in this way. It can also be defined as the extent to which one reads or has read literary materials. It is also the art of uttering aloud the words of written or printed letter.

Reading in the context of this discourse refers to reading culture. That is the ability to have interest in reading literary works; novels, autobiographies, biographies, magazines, newspapers, plays, and poetry. Novels are classified under narrative prose. Prose is the form of writing that does not adhere to any formal structures. Length is used to categorise works of prose fiction. According to modern publishing, a minisaga is a short story of exactly 50 words; flash fiction refers to a piece of prose under a thousand words. A short story is prose between 1000 and 20,000 words (but typically more than 5000 words), which may or may not have a narrative arc.

The novella is a story containing between 20,000 and 50,000 words. Works with 70,000 words or more have also been included in this category. A novel is a work of fiction
containing more than 50,000 words (Literature-Wikipedia, the free encyclopedia). Autobiography refers to a book about a person written by that person, or the area of literature relating to such book. For example, *My Odyssey* was written by Dr Nnamdi Azikiwe. Biography is the story of a person written by someone else. Apart from reading novels, plays, poems, we should also read autobiographies and biographies of great men and women in our society and the world at large. This will enable us to know more about them. The habit should be cultivated early in life. One of the best ways teachers can develop interest of reading in pupils is to surround them with attractive and interesting books (Orugun, 1999 citing Johnson 1973). It is the duty of parents to do the same as early as possible. This positive habit once cultivated, leads to a corresponding reading culture later in life (Ateequ & Mahmud, 2009). A reading nation is an informed and knowledgeable one, ready to face the challenges of the 21st century. As Ateequ & Mamud (2009) rightly assert that reading skills must be developed in children at an early age since it is a key to national development. They go on to say that ability to read helps in the full participation of national affairs. It is also necessary for job efficiency and professional growth. The authors cited a study carried out by Murray in 2001. Murray observed that reading culture and reading skills and aptitudes among a large number of people who concluded their basic education at all levels in both developed and developing countries had diminished. The invaluable role of parents, especially the educated ones cannot be underestimated in imbibing reading culture.

*Parental role*

Reading should be encouraged early in life and should be nurtured to adulthood. Parents should read to their children very early in life. They should sit the kids on their laps and read to their hearing. This will go a long way in developing their interest in reading. Parents should endeavour to read interesting stories to them. Reading requires a lot of discipline. Once this aspect of discipline is imbibed, it sustains the child’s interest in reading academic materials.
throughout life. It has been observed that the rates of reading in the United States have declined, especially among young adults. It also said that fewer than half of adults read literature—poetry, plays, short stories or novel in their leisure time. At the current rate decline, literary reading will virtually disappear in the next half century (Bayard 2006). Research findings in Nigeria have shown that Nigerian learners are poor readers. This has been attributed to two reasons. First, most Nigerian learners are very slow in reading. Secondly, most Nigerian learners comprehend what they read very poorly. (FGN/UBE2010 Teacher Professional Development Programme Manual on Phonics and Oral English). Reading of good texts is useful in the education of the mind. Some scholars have observed that the man’s real development so far as his mind is concerned is due to the influence of the books he reads or has read. Books are seen as the storehouse of ideas and information on a variety of subjects and good books are intellectual stimulants. This has just been reechoed by the President of Nigeria, Goodluck Ebele Jonathan, by introducing the “bring back the book initiative”. He wants to restore reading culture in Nigeria through this medium. Invariably, the importance of reading good books cannot be underscored.

Reading excites the mind and provokes thoughts. Books can modify impressions and opinions. Reading books helps to erase prejudices, corrects errors and improves judgment. Reading has some recreational value. Bayard (2006) observes that reading is important for two primary reasons. Strong reading habits enhance skills required in the 21st-century workplace, such as high literacy and analytical thinking. An increasingly competitive economy demands a highly literate workforce. In addition, literary readers have been shown to be more likely than nonreaders to pursue social and civic activities, such as volunteering and attending sporting events. Therefore, literary reading may enhance community life and civic engagement. Reading is part of learning and learning is a continuous process. The cognitive theorists see learning as an organisation of experience in cognitive thinking. Cognition is any mental activity is involved in the representation and processing of knowledge. Cognitive activity includes thinking, remembering, perceiving and using language. Reading reduces the risk of developing cognitive diseases. A number of environmental factors have been found to reduce a person’s risk of these disorders (Korb
2008). Korb cited that Valenzuela & Sachdev (2006) demonstrated that people with advanced education had 47% fewer cases of dementia than those with a basic education.

Adults with higher status like professors and lawyers among others also had a 44% risk of dementia.

Alzheimer’s disease and dementia have been observed as two of the most cognitive functioning disorders in the aged population of the United States. These two diseases have negative consequences on the individual’s daily functioning (Korb 2008). As the average life expectancy increases from 51 to 69 years of age among West Africans (United Nations 2002), effectively doubling the percentage of the population life expectancy over the age of 60. As the population of Nigeria increases in age, the number of adults who suffer from cognitive disorders such as dementia and Alzheimer’s will also increase. The incident rate for cognitive functioning disorders appears to be lower in developing countries (Hendrie, Ogunnniyi, Hall, Baiyewu, Unverzagt, Gureje, et al 2001 as cited in Korb, 2008). A number of people with dementia in Africa is expected to increase by 235% in the next 40 years (Ferri, Prince, Brayn, Brodaty, Fratiglion, Ganguli, et al 2005 cited in Korb, 2008).

Participation in complex mental activities strongly influences cognitive functioning later in life as observed by some scholars cited by Korb (2008). Reading is among one of these mental activities which influence cognitive functioning later in life. Reading reduces incidence of dementia and Alzheimer’s later in life. The ultimate goal of reading is the ability to understand written materials, evaluate them and use them for one’s needs. Ateequ & Mahmud (2009) observe that a nation’s scientific and technological development is largely a reflection of its literary development. Books constitute the bulk of the learning resources. But this has been trivialised due to ignorance.

Reading has been established to take away pain and agony. As far back as 19th century, reading was regarded as a therapeutic technique by the American community. Bibliotherapy, which means reading specific texts in response to particular situations or conditions, is becoming popular among psychologists, physicians, librarians and teachers. This therapy
entails reading or writing texts which could include fictions and non-fiction texts. This therapy has its limits in treatment of severe depression or obsessive-compulsive disorder. Researchers have shown that those who suffer from borderline personality disorder and who try to read a booklet on how to cope with the condition have fewer tendencies to harm themselves. In a similar vein, adults with asthma and rheumatoid arthritis have noticed that their symptoms reduced in severity after they started keeping journals about their most stressful experiences. Obese adolescents are known to lose weight after reading about what their peers did to lose weight more than those who did not read the novel (Sautter, 2010). Duda in Sautter 2010 believes that “books are so powerful and that is why they act like a key that opens the door to a person’s inner world”. Words stimulate the production of mental images; we act words on the pages of our minds. Lack of reading or absence of reading culture has been attributed to ignorance.

**Ignorance: Bane on reading culture**

A Nigerian philanthropist once wanted to build a library for his community and he set up a committee of elders to assist him do this. He asked them to determine the feasibility of his propositions and to identify the location for the building of the proposed structure. The committee submitted its report to the philanthropist and cautioned him to hold on to his funds and forget about the building a library. “It was foolhardy, they advised him, to waste his resources on a generation who had more respect for a four- wheeled vehicle than they had for the four walls of a library” (Oriade, 2009). He abandoned his plans to build a library and set up a scholarship scheme for the education of the gifted children in his hometown.

The attitude of this community is not peculiar to it alone, it cuts across Nigeria and it is a sad situation. If our youths lack critical reading skills, where do we expect our future thinkers? Reading culture in Zambia is so poor that just reading a book or publication on public transport is seen as anti-social behaviour in the current Zambia (Musampula, 2009). Lately, however, the concerned sectors have realised the dropping rates of reading culture in Zambia and have carried out research to find solution to this poor attitude. One way the problem can be solved is by establishing library facilities and restocking them with books. An
organisation called “Beyond Zambia” came up with a concept “Ubutala”, a book collection project designed in the form of food storage used in villages. Children in both rural and urban areas constitute the target group. There are collection points spread across the country and the public with unwanted books can drop them in hut-like structures in designated places. The former Head of state, President Kenneth Kaunda identified with the project and has constantly appealed for partnership of stakeholders in revitalizing reading culture that “is slowly leading the country into a desert of literacy”. The Zambian human development report of 2007, has observed that one of the problems associated with poor reading culture is lack of access to quality, affordable and relevant reading materials. Musampula (2009) said that reading, like everything in life is subject to discipline. The literate minority buys books while a large percentage of the population has no business with books and would rather watch soccer or drink beer.

Read Beyond Zambia’s initiative has attributed poor reading culture to the following:

(i) lack of access to quality, affordable and relevant reading materials other than academic textbooks;

(ii) even the school textbooks are not easy to find and

(iii) prohibitive cost of purchasing academic and general materials even when the interest is there. Same can be said about of the situation in Nigeria, except the fact that Nigerians do not see it as repulsive as the Zambians to read in public.

In addition, the Nigerian government has also been in the vanguard of advocating reading culture through some government policies. For example, in its effort to achieve the objective of the Universal Basic Education (UBE), the standard recommended regarding libraries for UBE schools is stated as follows:

‘The library space in each school should be equal to the size of two classrooms with a library officer. The library collection should include books, journals, newspapers, magazines, charts, maps, arts/crafts, models, among others. The space is such that a whole class of forty pupils is able to move into the library for some specific periods (UBE SELF-HELP Project Implementation Manual, Phase2) The Nigerian
government recognized the importance school library since 1981, when it stated, in its National Policy on Education that: Libraries are the most important education services. Every ministry of Education needs to provide funds for the establishment of libraries in all educational institutions and to train librarians and Library Assistants for this service’.

Ayeni & Oyebanji (1999) carried out a nationwide study. The study revealed that school libraries in Nigeria were still mostly non-functional due to neglect and inadequate funding. In most states of the country, school library services were very inadequate because there were no financial allocations made to school libraries. The authors asserted that the poor state of school library service created a problem for the effective implementation of the UBE programme. Most schools were reported to lack libraries and a few that were available were poorly funded. They also lacked adequate collections and accommodation and were poorly staffed. This grim picture of our school libraries has not improved much.

Okecha (2006), in assessing the implementation of the UBE scheme in Edo State observed that library service was non-existent in some primary schools in the state. There were only ten (10) libraries in all the fifty (50) primary schools representing 80% inadequacy. There were twelve (12) libraries in the junior secondary schools representing 65% inadequacy. One would wonder how the culture of reading could be imbibed if the libraries were not available. The schools should not wait for the government to do everything for them. The headmasters and the principals should try to create reading corners in their schools. The role of the libraries in the education of the citizenry cannot be overemphasised. As Fayose (1995) rightly asserts, the school library is a resource centre where there are collections of books, periodicals, magazines and newspapers, films and filmstrips, videotapes, recording of all types, slides, computers, study kits, media and other information sources for use by teachers and pupils or students for learning, recreational activities, personal interest and interpersonal relationship of children in school. If Nigeria is to achieve growth and productivity, reading has to be restored at all levels of education. Efforts should be geared towards producing well-educated citizens through the inculcation of reading culture. The country should not wait until the students are in the tertiary institutions before tackling this problem. Reading culture enhances understanding of English Language and other subjects in the school. English Language is used in communication in Nigeria and it is a world language. It is the language
of instruction at all levels of education in Nigeria. It is the language of sports, commerce, legislation, judiciary and media.

Reading culture of students at tertiary institutions is very poor. In order to corroborate this, the researcher of this work gave a comprehension test to a group comprising 119 students. It was a simple passage, but the result was not encouraging. The researcher allotted 12 points as the maximum points to be scored. From the result, only 29.6% of the participants scored between 5-8 points. The remaining participants had 4-0 points, which meant that 61.4% failed. They did not understand the passage due to poor reading culture. They have not imbibed reading culture and this is shown in this simple comprehension passage.

Poor reading culture is not peculiar to Nigeria alone is almost a global issue and some advanced countries are facing the same problem. Some students can spend hours watching television or browsing. They no longer read novels, biographies or autobiographies among others. Based on the above observation made by some scholars regarding reading culture, this study seeks to know the factors that are responsible for poor reading culture, the sources of the students’ reading materials and how many texts they read in a year. To provide answers to the problem identified, the following questions are raised to guide the study.

1. What factors are responsible for poor reading culture among the students?
2. What are the students’ sources of the reading items?
3. How many literary texts do the students read in a year?

**Research Methodology**

The researcher employed a descriptive survey aimed at finding out the reading culture of students in Ambrose Alli, University, Ekpoma. The questionnaire comprising two sections, A and B was designed. Section A has a list of reading materials- novels, motivational books, autobiographies, biographies, short stories, plays, poems, journals, magazines and newspapers. The respondents were asked to indicate the number of texts times read annually. Section B contained questions regarding the sources of the texts and the factors that prevent them from reading literary texts. Eight (80) students were randomly selected in their clusters.
in the campus during their leisure time. The data generated from this study were analysed using frequencies, percentages and ranking of factors responsible for poor reading culture.

Results

Research Question 1: What factors are responsible for poor reading culture among the students?

Table 1: Distribution of Factors Preventing Reading of Literary Works

<table>
<thead>
<tr>
<th>S/N</th>
<th>Factors</th>
<th>Frequency in Number</th>
<th>Frequency in Percentage</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prohibitive cost</td>
<td>30</td>
<td>11.7</td>
<td>5th</td>
</tr>
<tr>
<td>2.</td>
<td>Lack of interest</td>
<td>40</td>
<td>15.6</td>
<td>4th</td>
</tr>
<tr>
<td>3.</td>
<td>Lack of time</td>
<td>65</td>
<td>25.4</td>
<td>2nd</td>
</tr>
<tr>
<td>4.</td>
<td>Watching of television</td>
<td>53</td>
<td>20.7</td>
<td>3rd</td>
</tr>
<tr>
<td>5.</td>
<td>Absence of materials in the library</td>
<td>68</td>
<td>26.6</td>
<td>1st</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>256</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

*256 represent the total number of choices and not the number of subjects

The result of the responses of the eighty students exposed to the questionnaire was analysed using the percentage, frequency and ranking of factors responsible for poor reading culture. From the analysis, absence of reading materials in the library ranked first with 26.6%, followed by lack of time with 25.4%, watching television ranked third with 20.7%, followed by lack of interest 15.6% and prohibitive cost 11.7%. If we agree with these findings, it seems that the University library in question is in dire need of more literary materials.
Research Question 2: What are the students’ sources of the reading items?

Table 2: Distribution of Sources of Items Respondents like to Read

<table>
<thead>
<tr>
<th>Source</th>
<th>Frequency in Number</th>
<th>Frequency in Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>41</td>
<td>24.12</td>
</tr>
<tr>
<td>Reading club</td>
<td>19</td>
<td>11.18</td>
</tr>
<tr>
<td>Borrowing from friends</td>
<td>59</td>
<td>34.71</td>
</tr>
<tr>
<td>Purchasing with personal fund</td>
<td>51</td>
<td>30.00</td>
</tr>
<tr>
<td>Total</td>
<td>170</td>
<td>100</td>
</tr>
</tbody>
</table>

*170 represent choices made by the respondents

Out of one hundred and seventy (170) responses, forty one (41) representing 24.12% got the items they like to read from the library while nineteen (19) of them representing 11.18% picked theirs from the Reading clubs. Fifty-nine (59) representing 34.71% borrowed from their friends. The remaining fifty-one (51) representing 30% purchased their items. From these responses, it is clear that the library is not the main source of the readers’ items.

Research Question 3: How many literary texts do the students read in a year?
Table 3: Number of texts read annually by respondents

<table>
<thead>
<tr>
<th>Text</th>
<th>Number read</th>
<th>annually</th>
<th></th>
<th></th>
<th></th>
<th>Percentage of 6 and above</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Novels</td>
<td>19</td>
<td>25</td>
<td>11</td>
<td>17</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>Motivational books</td>
<td>11</td>
<td>20</td>
<td>20</td>
<td>22</td>
<td>22</td>
<td>16</td>
</tr>
<tr>
<td>Autobiographies</td>
<td>27</td>
<td>18</td>
<td>20</td>
<td>20</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>Biographies</td>
<td>18</td>
<td>20</td>
<td>27</td>
<td>20</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>Short stories</td>
<td>24</td>
<td>20</td>
<td>34</td>
<td>20</td>
<td>18</td>
<td>8</td>
</tr>
<tr>
<td>Plays</td>
<td>14</td>
<td>35</td>
<td>42</td>
<td>30</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Poems</td>
<td>17</td>
<td>34</td>
<td>43</td>
<td>22</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Journals</td>
<td>25</td>
<td>20</td>
<td>32</td>
<td>14</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>Magazines</td>
<td>13</td>
<td>19</td>
<td>23</td>
<td>29</td>
<td>22</td>
<td>15</td>
</tr>
<tr>
<td>Newspapers</td>
<td>14</td>
<td>14</td>
<td>22</td>
<td>17</td>
<td>32</td>
<td>34</td>
</tr>
</tbody>
</table>

Note: Six items and above set as benchmark.

Six novels or six of any of the items excluding the dailies were set as a benchmark for effort being made to read at all. From Table 3 above, it is clear that newspapers are the most read with 42.2%, this is so, because they are read on daily basis. The newspapers are followed by novels, which the respondents read at least 6 annually with 25% of the choices made claiming that they read them. Motivational books followed closely with 20% and magazines 18%. The remaining items; autobiographies, biographies, short stories, plays, poems and journals are not read on regular basis. The respondents’ responses attest to this. The responses range from 0.003% to 0.01%. This could be an indication that the students only
read the academic texts in order to pass their examinations. This is not encouraging at all, because the autobiographies and the biographies contain expositions of great men and their deeds. The short stories are didactic in nature and could have a lot of influence on the youths, who invariably are the future leaders. Reading literary works “maketh a man”. This perhaps prompted Napoleon to remind his generals that, “if you want to lead, you must read”

Discussion and Conclusion

From the ranking of the factors which militate against reading culture, absence of reading materials in the library is ranked first. This finding corroborates Zambian Human Development report of 2007, which stated that the main factor responsible for poor reading culture was lack of access to quality affordable and relevant materials. The libraries in some Nigerian schools are inadequate, non-functional and non-existent in some (Ayeni and Onyebanji 1999, Okecha 2006). Lack of time, which ranked second, could be attributed to the students being engaged in some other activities. Ateequ & Mahmud (2009) assert that the whole world is destroyed by the power of multimedia, including TV movies, computers, video games and the internet. Many people who have not acquired good reading habit in early childhood do not have sufficient time to read, but they have time for TV movies, video games, computers and the internet.

The above assertion could be true, but this study revealed that watching television was not top on the list of factors that militate against reading culture. Based on this observation one is inclined to suggest that absence of interesting reading materials in the library does not motivate the students to go and read in the library. It is true that watching of television is a source of distraction, but the respondents ranked it third in indentifying the factors that militate against reading culture. Perhaps, what the educational managers should do is to get some NGOs to start some intervention projects by asking some volunteers to donate the books to libraries in the country. Local government authorities should start by building a library in each local government headquarters from the allocations given to them. This is imperative because reading improves cognitive functioning abilities, which delays the onset of senile dementia and Alzheimer’s disease. Reading makes an individual knowledgeable,
confident and above all, it enriches his vocabulary and sharpens his skills in writing. Apart from intervention from NGOs and the local government authorities, the parents and the educational managers have a lot to do in the homes and schools.

Parents should encourage the children at home to read good texts, at least one text a month. The texts should be the ones that are within the child’s level. The parent should buy interesting books for the home libraries. They should also encourage their children to narrate what they have read to them. Family reading programmes should be initiated. Parents and children can share their stories and experiences on daily basis. The headmasters and the principals should educate parents and guardians on the importance of reading. This is very important for once good reading habit is entrenched early in life, survival of tertiary education is guaranteed. The children at an older age will begin to see reading as something pleasurable. The school heads should ensure that their school libraries are functional. By promoting literary reading, families, local governments and states can contribute in building vibrant communities that can compete favourably with the new economy.

References


Peace-Promoting Skills Needs of Young Children Teachers: Perceptions of Nigerian Childhood Educators

By

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Abstract

Many children today are exposed to acts of violence on television in their communities, and sometimes within their families. Although the violence is frightening and puts children in dangers, some children become accustomed to high levels of violence in their surroundings. These violent habit acquired become a way of life of these children in schools where these habits are often further reinforced by violence exiting in the schools. The early childhood educators, apart from educating children on literacy, therefore have the additional responsibility to expand children’s thinking to help them to learn positive concepts about how people can live in harmony. This paper therefore, looks at peace-promoting skills needs of teachers of young children in Nigeria. The study was carried out in Anambra State. The sample was made up of all the forty-eight (48) Childhood Education professionals from the nine (9) universities in Nigeria offering childhood education. The questionnaire was the instrument used for data collection and was formulated based on the three research questions for the study. The data collected were analyzed using mean and standard deviation for answering the three research questions. The findings revealed that the peace-promoting skills needs of teachers of young children as perceived by the childhood educators should include: cooperation, communication, active listening and reflection, empathy and compassion, critical thinking and problem solving, mediation, negotiation and conflict resolution among others and they can teach these skills through the use of children’s books, depicting peaceful behaviours, creating peaceful classroom environment among others. It was recommended, among others, that peace-promoting skills be integrated in early childhood curriculum.

Keywords: Peace, Skills, Teachers and Conflict Resolution.
Introduction

One of the generally appreciated conditions for graceful aging and good human relationship is peace (Schniedewind, & Davidson, 1997). Peace is a relative condition of security-friendly environment that allows individuals to live in harmony. It reflects that secured state that frees individuals and groups of people from fears and dangers of losing such inalienable human rights as life, liberty and property (Ibeanu, 2002). Peace, therefore, can be understood not only as the absence of war or violence, but also as a positive presence including the presence of wellbeing, social justice, gender equality, human rights and basic needs for all (Aja Akpuru-Aja, 2007).

Above, notwithstanding, the tragedy of human fate is the relation between war and peace. In principle and strategy, war is an absence in civility, order, stability, peace and security while peace is the opposite of these concepts. Ironically, volumes have been written by historians, political scientists, philosophers and military generals in glorification of war (Aja Akpuru-Aja, 2007). This may explain why drums of war beat more across generations than those of peace initiative, peace, mechanism and peace building. Fortunately, as the shock and awe of war, terrorism, ethnic violence or ethnic cleansing and bad governance abound across national frontiers, drums of peace are getting louder everywhere with a global awareness creation that no society or group can wage war responsibly without an unprecedented human cost. Examples of this abound from countries such as Sierra Leone, Cote d’Ivoire, Congo, Rwanda and Darfur region in Sudan. In Nigeria, apart from the Nigerian Civil War of 1967 – 1970, other political crises and conflicts include Zangon Kataf crisis in Kaduna (The 1992 Kaduna Riot), Ife Modakeke crisis, the Niger Delta Crisis and the present Boko Haram crisis in Borno State.

As generally observed by Damon, 1988, Schniedewind, & Davidson, 1997, just as war is manmade, peace is also manmade. Peace is, however, divine and as such children need to be educated on the knowledge, skills and attitudes that promote peaceful living (Pirtle, 1989). Many children today are exposed to acts of violence on television, in their communities and sometimes within their families. These violent habits acquired become a way of life for these
children in schools where these habits are often further reinforced by violence exiting in the schools.

The early childhood educators, apart from educating children on literacy, therefore have the additional responsibility to expand children’s thinking to help them to learn positive concepts about how people can live in harmony. In reality, we all can be teachers of peace by leading by example in our day-to-day lives but school teachers have a particularly important role to play in promoting peace as they serve as role model and knowledge sources for children and young adults at a formative phase in their development. By being role models for peaceful living and by helping learners to acquire the knowledge, skills and attitudes needed to live peacefully, teachers of young children can play a vital role in the transformation towards a culture of peace.

This is why Damon, (1988) observed that it is the function of the teachers of young children to spiritualize matter and to evolve the nature of children through love rather than squandering their (teachers) energy in greed, competition, isolation, fear and war. He believed that it is through teaching the child that this evolution could take place and the child’s early experiences are of paramount importance in facilitating the process. Furthermore, according to him, preventing conflict is the work of politicians while establishing peace is the work of educationist. He, therefore, urges the educationist to design educational materials that will not only facilitate the natural tendencies for growth and development of the child, but also will focus and intensify the natural love within the child in the direction of people, animals, and plants with which he shares his environment. Children need to be taught to work together to solve a problem; exploring their environment and sharing one another’s discoveries. (Kreidler, 1995). They need to be taught to celebrate their diversities and to appreciate the diverse ways in which they can satisfy their common spiritual needs and source. All these skills need to be taught by a teacher who is properly acquainted with peace concepts and peace-promoting skills.

Teachers in their role modeling have the potential to be important peace-builders in their daily face to face meeting with the children, peace leaders by modeling peaceful behavior in
their classrooms such as through peaceful communication, promoting non-violent conflict resolution and transformation. Additionally, they can help to establish a spirit of unity and love, provide continuity and assurance by giving hope about the future and providing structures and a sense of normalcy. They can also help to mitigate the effect of conflict, crisis, disaster, displacement and help to bring stability and recovery to a community. Their activities can also provide life-sustaining and saving information to children, youth and their families, and help to provide a safe, protected environment where learners can begin healing from the effects of crisis. (Schniedewind, & Davidson, 1997).

In other words, teachers can be peace builders; they could pave the way to living together by promoting values of respect, tolerance, mutual understanding and solidarity through talking and listening to children as they interact with them. This is in line with Awa, (2011) that, when children are treated with respect and fairness by their teachers and when parents build cooperative and supportive relationships with their children, children’s behaviour and commitment improve. Accordingly, educating for and about all aspects of peace, therefore, constitutes peace education. (Awa, 2011). Peace is precious; it must be nurtured, maintained, and defended; peace education is the path towards a sustainable, just and thriving future and the important role teachers’ play in peace building can never be overemphasized. Peace education is the most effective way to create a culture of peace and teachers are best positioned in terms of their numbers and ability to influence the minds and hearts of future generation.

Furthermore, peace education is a tool to empower teachers with the skill they need to teach their students the knowledge, attitudes, values and skills for a peaceful living so that they can transform our world into one in which peace prevails.

Therefore, this paper aims to determine the peace-promoting skills that teachers of young children need to possess as perceived by the childhood educators as well as the peace-promoting skills they need to teach children and the ways they should teach the skills.
Research Questions

The following research questions were used for the study:

1. What are the peace-promoting skills needs of teachers of young children?
2. What are the peace-promoting skills teachers of young children need to teach children?
3. What strategies should they adopt in order to teach the skills to children?

Methods

Survey design was used to seek the opinion of childhood education professionals in the Nigerian Universities. The population of the study was the childhood education professionals in the universities offering childhood education. The entire population of 48 childhood education lectures responded to the instrument for the study. The instrument was made up of 27 items based on the two research questions used for the study. The items were developed based on literature reviewed on the central knowledge, skills and attitudes of peace education. Two lectures each in the Departments of Childhood Education and Guidance and Counseling did face validation of the instrument. An internal consistency reliability coefficient of 0.82 was obtained using Cronbach Alpha test. Out of the 48 copies of the questionnaire distributed through e-mail and direct delivery, only 41 questionnaires were returned. Data was collected through the use of questionnaire which contained items structured on a 4-point scale of Strongly Agree (SA) 1point, Agree (A) 2points, Disagree (D) 3points and Strongly Disagree (SD) 4points.

Data were analyzed using mean and standard deviation. The benchmark for selection of items was a mean score of 2.55 which is the average of the values of the four options used for the study. Therefore, a mean score of 2.55 and above was accepted while any item with a mean score of 2.55 and below was rejected.
Results

Research Question 1: What are the peace-promoting skills needs of teachers of young children?

Table 1: Mean ratings of Childhood Educators on the Peace promoting Skills Needs of Teachers of Young Children

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>X</th>
<th>SD</th>
<th>DECISION</th>
</tr>
</thead>
<tbody>
<tr>
<td>The peace promoting skills needs of Teachers of young children should include:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Cooperation and community e.g. skills in collaboration,</td>
<td>3.42</td>
<td>0.23</td>
<td>Accepted</td>
</tr>
<tr>
<td>appreciation and utilization of each others special traits.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Communication, active listening and reflection e.g. skills in</td>
<td>3.58</td>
<td>0.31</td>
<td>Accepted</td>
</tr>
<tr>
<td>proper choice of words, attentive listening and understanding.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Empathy and compassion e.g skills in the ability to put oneself</td>
<td>3.68</td>
<td>0.22</td>
<td>Accepted</td>
</tr>
<tr>
<td>into others situation and feeling for them.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Critical thinking and problem-solving e.g skills in reasoning and</td>
<td>3.46</td>
<td>0.34</td>
<td>Accepted</td>
</tr>
<tr>
<td>having deep understanding to problems and solutions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Artistic and aesthetic appreciation e.g skills in appreciating</td>
<td>3.15</td>
<td>0.51</td>
<td>Accepted</td>
</tr>
<tr>
<td>diverse cultural artifacts which enrich the textures of lives.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Mediation e.g skills in acting as a facilitator/third party in the face of conflict.</td>
<td>3.89</td>
<td>0.23</td>
<td>Accepted</td>
</tr>
<tr>
<td>7. Negotiation e.g skills in resolving issues in a friendly manner in the face of conflict.</td>
<td>3.50</td>
<td>0.27</td>
<td>Accepted</td>
</tr>
<tr>
<td>8. Conflict resolution e.g skills in choosing amicable solution in crisis situations.</td>
<td>3.79</td>
<td>0.67</td>
<td>Accepted</td>
</tr>
<tr>
<td>9. Patience and self-control e.g skills in exercising understanding, endurance and control in crisis charged situations.</td>
<td>3.80</td>
<td>0.28</td>
<td>Accepted</td>
</tr>
<tr>
<td>10. Responsible citizenship e.g skills in doing purposeful work that will benefit everybody.</td>
<td>3.89</td>
<td>0.57</td>
<td>Accepted</td>
</tr>
<tr>
<td>11. Imagination e.g skills in the power to for or visualize peaceful situation and events</td>
<td>3.69</td>
<td>0.68</td>
<td>Accepted</td>
</tr>
<tr>
<td>12. Leadership and vision e.g skills in practising and visualizing the result of equity, fairness and justice.</td>
<td>3.79</td>
<td>0.53</td>
<td>Accepted</td>
</tr>
</tbody>
</table>
Table 1 revealed that the ten (10) items have their means ranging from 3.15 – 3.89. This indicates that their mean scores are all above the cut-off point of 2.55. These mean values indicate that all the six items are accepted as peace promoting skills needs of teachers of young children.

**Research Question 2:** What are the peace-promoting skills teachers of young children need to teach children?

**Table 2:** Mean responses of Childhood Educators on the Peace Promoting Skills Teachers of Young Children need to teach children.

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>X</th>
<th>SD</th>
<th>ACCEPTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Peace Promoting Skills Teachers of Young Children need to teach children include:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Positive concepts about how people can live in harmony such as:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Being generous to each other</td>
<td>3.42</td>
<td>0.22</td>
<td>Accepted</td>
</tr>
<tr>
<td>2. Exhibit empathic feeling</td>
<td>3.30</td>
<td>0.41</td>
<td>Accepted</td>
</tr>
<tr>
<td>3. Accepting ‘no’ for an answer</td>
<td>3.56</td>
<td>0.35</td>
<td>Accepted</td>
</tr>
<tr>
<td>4. Exercising tolerance and understanding in diversities and respect for people.</td>
<td>3.80</td>
<td>0.63</td>
<td>Accepted</td>
</tr>
<tr>
<td>5. Being honest</td>
<td>3.06</td>
<td>0.47</td>
<td>Accepted</td>
</tr>
<tr>
<td>6. Using proper communication skills always</td>
<td>3.24</td>
<td>0.52</td>
<td>Accepted</td>
</tr>
<tr>
<td>B. Positive social skills e.g.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Standing up for what is fair</td>
<td>3.60</td>
<td>0.23</td>
<td>Accepted</td>
</tr>
<tr>
<td>8. Taking turns</td>
<td>3.52</td>
<td>0.36</td>
<td>Accepted</td>
</tr>
<tr>
<td>C. Conflict resolution skills e.g.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Help the children to choose amicable solution</td>
<td>3.01</td>
<td>0.24</td>
<td>Accepted</td>
</tr>
</tbody>
</table>
Table 2 revealed that the nine items have their mean scores ranging from 3.00 – 3.80. This indicates that their mean scores are all above the cut-off point of 2.55. These mean values indicate that all the nine items are peace promoting skills teachers of young children need to teach children.

**Research Question 3:** What strategies should they adopt in order to teach the skills to children?

**Table 3:** Mean responses of Childhood Educators on the ways Teachers of Young Children may teach Peace Promoting Skills to Children.

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>X</th>
<th>SD</th>
<th>DECISION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The ways Teachers of Young Children may teach Peace Promoting Skills to Children include:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Create a peaceful learning environment e.g. by establishing an</td>
<td>3.78</td>
<td>0.43</td>
<td>Accepted</td>
</tr>
<tr>
<td>atmosphere in which adults’ model and facilitate peaceful interaction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Maintain a climate of caring, tolerance and mutual respect at all</td>
<td>3.88</td>
<td>0.46</td>
<td>Accepted</td>
</tr>
<tr>
<td>times among children, staff, families and visitors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Teachers and children model proper communication skills,</td>
<td>3.24</td>
<td>0.43</td>
<td>Accepted</td>
</tr>
<tr>
<td>tolerance and honesty.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Teachers using learning materials and activities that are free</td>
<td>3.25</td>
<td>0.56</td>
<td>Accepted</td>
</tr>
<tr>
<td>from gender, racial, age and other stereotypes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Using conflict resolution strategies.</td>
<td>3.64</td>
<td>0.43</td>
<td>Accepted</td>
</tr>
<tr>
<td>6. Engaging children in meaningful community projects e.g making</td>
<td>3.65</td>
<td>0.45</td>
<td>Accepted</td>
</tr>
<tr>
<td>cards and singing for children in the hospital</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Set up a peace centre in which children can read, listen to music</td>
<td>3.21</td>
<td>0.37</td>
<td>Accepted</td>
</tr>
<tr>
<td>and practice their conflict resolution strategies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Integrate peace concepts in childhood education curriculum</td>
<td>3.70</td>
<td>0.53</td>
<td>Accepted</td>
</tr>
</tbody>
</table>
Table 3 revealed that the eight items have their mean scores ranging from 3.21 – 3.88. This indicates that their mean scores are all above the cut-off point of 2.55. These mean values indicate that all the nine items are the ways teachers of young children may teach peace promoting skills to children.

**Discussion of Results**

The findings of this study show that the peace promoting skills needs of teachers of young children as perceived by childhood educators are cooperation, communication, active listening and reflection, empathy and compassion, critical thinking and problem-solving, mediation, negotiation and conflict resolution among others. This finding slightly differs from the observation of Elsenberg & Mussen, (1999) that for educators and protectors of children to help them achieve a sense of inner peace, self-knowledge and self esteem that create dramatic and important changes in bahaviour, they must, reach out to the child, have faith in him, construct the proper climate for him and change their very self. According to them, educators require a paradigm shift in the way they perceive things, a transformation which gives the depth and the energy necessary for resolving issues in a more evolved way. According to them, in relation to the paradigm shift for the educators, competiveness must be replaced with cooperation, fear must be replaced with understanding, acceptance and respect, unaccountability must be replaced with responsibility, blind obedience and/or blind rebelliousness must be replaced with informed consensus and inequitable distribution of the worlds wealth and resources because of fear and greed must be replaced with compassionate empowerment and purposeful work in their ways of thinking and doing things.

Furthermore, the study revealed that the peace promoting skills that children should be taught are positive social skills, positive concepts about how people can live in harmony and also conflict resolution. This agrees with McCraken’s (1990) observation that educators of young children should help children to appropriate the importance of conflict resolution in order to counter the current situation whereby many children learn that violence is an apparently viable way to resolve conflicts between people.
Finally, the result of this study also revealed that the ways children should be taught peace promoting skills are to create a peaceful learning environment, maintain a climate of caring, respect and mutual respect, modeling proper communication skills, engaging pupils in meaningful community projects and also to integrate peace promoting concepts in childhood education curriculum. This finding is similar to the observation of Kreidler (1994) and Wolfgang & Glickmam, (1986). According to them teaching peace concepts to children should include teaching children conflict resolution and social responsibility for themselves, others and the world. They also observed that the environment and the curriculum for childhood education should be shaped in a way that will enable children to learn positive concepts about how people can live in harmony and in peace.

Conclusion
The study revealed that the peace promoting skills teachers of young children need to possess as perceived by the childhood educators are cooperation, communication, active listening and reflection, empathy and compassion, critical thinking and problem-solving, mediation, negotiation and conflict resolution among others.

Furthermore, the study also showed that the peace-promoting skills that teachers of young children need to teach them, among others, are positive social skills, positive skills on how people can live in harmony with people and also conflict resolution skills. However, these skills should be taught to children by creating a peaceful learning environment, maintaining a climate of caring, tolerance and mutual respect at all times among children, setting up a peace centre and above all integrating peace concept in childhood education curriculum.

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

1. Teachers of young children should see themselves as peace builders and as such require a paradigm shift in their perception of things and events e.g. they should realize the need for improved:
- cooperation,
- communication, active listening and reflection,
- empathy and compassion,
- critical thinking and problem–solving,
- mediation, negotiation and conflict resolution
- leadership and vision

2. Positive social skills and concepts about how people live in harmony and steps in conflict resolution should be taught to children on early.

3. Peace education should also be integrated in childhood education curriculum.

4. Peace education should also be part and parcel of teacher education as supported by a British educational advisor and a former teacher, Whitaker, (2007). According to him, if peace is the destination and the journey then what we teach and how we teach it must not be separated in our preparations for working with pupils.

References


Native and Second Language Interference in Learning a Second Foreign Language: The Case of Bemba-Speakers Learning French in Zambia

By

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University of Zambia
School of Humanities and Social Sciences

Abstract
Language interference is one of the factors that affect language learning by many learners of second and third languages. In Zambia, the impact of language interference on the learners of French requires closer attention. Our literature review shows that few studies have looked at the impact of interference from Zambian languages on the learners of French. This study is an investigation into syntactic errors that are committed by high school pupils learning French in Lusaka Province, the capital city of Zambia. The participants in this study are pupils whose mother tongue is Bemba with English as second language, learning French as their third language or second foreign language. The study highlights a number of errors that are committed due to transfer of L1 (Bemba) and L2 (English) syntactic structures in the production of L3 (French) syntactic structures. This study has revealed four categories of syntactic errors namely; agreement errors, word order, coordination errors and sentence errors. English language was found the more interfering language rather than Bemba. However, no coordination errors were recorded as resulting from the interference from English. The study also revealed that the predominant source of errors is interlingual rather than intralingual.

Keywords: Language Acquisition, First language, Second language, third language and Foreign Language

Introduction
French language was introduced in 1954 as a subject in the school curriculum. As an anglophone country, Zambia uses English as its official language as well as the medium of instruction in schools. Further, there are 73 indigenous languages from which background pupils are drawn.
into classroom (Chishiba and Manchishi, 1998:11). It is a well known fact that French is for the majority of Zambians, the third or fourth language. This means that pupils speak at least one or two local languages including English before learning French. Although a minority language in Zambia, French is generally recognised as a vital subject in the secondary school curriculum. However, its success as a foreign language in Zambia still remains critical because of the linguistic diversity of the Zambian society. Such a situation leads to linguistic interference of some sort. As Hoffman (2002:11) put it, “To use two languages familiarly and without contaminating one by the other, is very difficult.” The Zambian situation attests to this fact as demonstrated by a number of findings that many of the difficulties French learners face with the phonology, vocabulary and grammar are attributable to the interference from their linguistic background (Katongo, 1981). Any attempt to identify the interference phenomenon must take therefore into consideration the several languages known by a pupil to establish the extent to which they “contaminate” their French.

Empirical studies relating to the process of language interference have received considerable attention in the literature both at the international and national scene. According to the proponents of language interference, interference can be experienced at all the linguistic levels, namely; phonological, lexical, grammatical and semantic. For instance, Lupande after discussing the phonological features of French and Bemba languages, argued that phonological interference occurs in the speech productions of Bemba speakers learning French because the phonological structures of the two languages (French and Bemba) are different (Lupande, 1994).

In addition, Katongo documented that the learner’s native language played a certain role in the formation of second language syntax. Through his comparative study of French and Bemba pronominal systems, he demonstrated that there is a firm relationship between L1(Bemba) interference and the emergence of structure in second language acquisition (L2). Bemba speakers commit errors in the application of French pronominal systems because the pronominal systems of the two languages (Bemba and French) are different (Katongo, 1981). To supplement, after conducting Contrasting Analysis of time verbs between Tonga and French as well as an error analysis of Tonga speakers learning French language, Pasi
recorded inter-linguistic errors, with particular reference to the preponderating errors traced to the future and imperfect tenses of Tonga (Pasi, 1978).

Further, Chishiba, after his research into interference in the written discourse of High School Pupils learning French in Zambia, concluded that previous knowledge of the writing systems interfere with their written production in French. All these findings establish a strong firm ground to be able to understand that prior linguistic knowledge or L1 interferes with the learning of French in Zambia (Chishiba, 2006).

A lot of effort and resources have been invested in the development of French in Zambia since independence. However, even after much language instruction and devotion to learning it, proficiency for many pupils and students remains low. These learners continue to display syntactic errors in French (Katongo, 1981). Even those who have succeeded in mastering it, to a significant degree, are still susceptible to linguistic interference. This situation poses a problem to those who teach French and to those who are interested in the evolution and development of French in Zambia.

As an insight into the magnitude of the impacts of language interference on the learners of French in Lusaka Province, this study attempts to examine the syntactic errors that are encountered by Bemba-speaking high school pupils learning French in Lusaka Province. The main focus of the study are firstly, the types of syntactic errors that occur most in the written discourse of the pupils. Secondly, the fact that participants are polyglots, the study seeks to establish the language that interferes more in their written discourse. Thirdly, the syntactic errors that are caused by the more interfering language. Finally, the predominant source of errors between interlingual and intralingual in the written discourse of the pupils.

Method

Data and Sample Design

The data used in this study were generated through field based survey of 80 Bemba-speaking high school pupils learning French in Lusaka the capital city of Zambia. The pupils were purposively selected from 10 high schools of Lusaka Province. Using purposive sampling technique, a total of 80 participants were chosen to participate in the study. These participants had to have Bemba as first language and English as second language. Also, to
participate, only those who had started learning French in the Zambian context and studying French in formal instructions (classroom) were considered. Questionnaires and written tests were used to generate data.

**Questionnaires**

Questionnaires were designed to collect data on the linguistic background of the pupils. That means, to establish their mother and second languages as well as the period they have been learning French.

**Written tests**

Written tests were conducted during normal classes with the help of their regular teachers. The tests consisted of two essay topics, namely *Ma famille* and *Ma classe*. Students were supposed to present a written essay of between 50 and 100 words in French on any one of the aforesaid topics. These topics were designed to get the pupils express themselves freely in everyday French. Tests were chosen to allow pupils choose their own vocabulary and constructions. In addition, data were analyzed by descriptive Statistics and Content Analysis. Particularly, Descriptive Statistics were used for analyzing data generated from the written discourse whereas Content Analysis was used to analyze data from the questionnaires.

**Results**

**Most Frequent Syntactic errors**

A total of 460 syntactic errors were discovered from the 80 written samples of the pupils. These errors were grouped into four categories namely; Agreement, coordination, sentence structure and word order. According to the table below, agreement errors were 174 (37%), coordination errors 99 (22%), sentence structure errors 72 (16%), word order 115 (25%). For details please refer to table 1 below.

Table 1: Most Frequent Syntactic Errors

<table>
<thead>
<tr>
<th>Error Type</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence Structure</td>
<td>72</td>
<td>16%</td>
</tr>
<tr>
<td>Coordination</td>
<td>99</td>
<td>22%</td>
</tr>
<tr>
<td>Word Order</td>
<td>115</td>
<td>25%</td>
</tr>
<tr>
<td>Agreement</td>
<td>174</td>
<td>37%</td>
</tr>
</tbody>
</table>
These errors are as a result of influence from English and Bemba languages where, for example, the question of agreement in gender, number and person between the noun and the determiner, and between the NP (Subj) and the VP (Predicate) exist only in certain cases. However, in French, the question of aforementioned agreements are obligatory. Otherwise the sentence would be unacceptable (Ivan and Thomas, 1999).

The more interfering language

Studies have revealed that English (L2) is the more interfering Language in the written samples of Bemba speakers learning French in the high schools of Lusaka Province. Table 2 below presents the details of the findings.

Table 2: Levels of interference

<table>
<thead>
<tr>
<th>Language</th>
<th>Agreement</th>
<th>Coordination</th>
<th>Sentence structure</th>
<th>Word Order</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>78</td>
<td>0</td>
<td>40</td>
<td>58</td>
<td>173</td>
<td>37%</td>
</tr>
<tr>
<td>Bemba</td>
<td>37</td>
<td>10</td>
<td>30</td>
<td>10</td>
<td>87</td>
<td>12%</td>
</tr>
<tr>
<td>Developmental</td>
<td>59</td>
<td>99</td>
<td>12</td>
<td>47</td>
<td>200</td>
<td>29%</td>
</tr>
</tbody>
</table>

The study has revealed that L3 (French) suffers interference from both languages (L1 and L2). The levels of interferences differ from one language to the other. According to the figure above, of the total 460 Syntactic Errors, 200 (44%) were developmental or intralingual rather than interference errors, 173 (38%) resulted from interference from English (L2) alone. Only 87 (18%), errors resulted from interference from Bemba. This demonstrates that English plays a very cardinal role in shaping the learner language. These findings are not surprising because English has long been, for the Zambian population the high status language of education, public life and commerce and therefore opportunity (Katongo, 1981).

In addition, some families have interchanged languages. English has become their first language then their mother language as their second language. In other words, they start by learning English then their mother language later. In some instances, children learn both the mother language and English concomitantly, making it difficult for a child to master any language. Most pupils are able to speak Bemba language but have no written competence in it. That means, these pupils are not rooted in their mother language. However, it has to be noted that the fact that Bemba language has an insignificant role syntactically in the learners
of French does not necessarily imply being completely neutral at all levels of language. It may have an influence in other linguistic areas such as phonology, semantics and morphology as Emordi puts it “when a learner speaks a foreign language, it is not unexpected that phonetic, phonological, melodic, syntactical and other traits become evident” (Emordi, 1986: 116). On the other hand, the fact that English is the more interfering language in the written tests of Bemba high school pupils learning French in Lusaka Province does not necessarily mean that these pupils have a sound proficiency in the English language. One can make a grammatically well-formed sentence, in English but semantically bizarre.

On the other hand, within different categories of errors, different languages interfered at different levels. For instance, English recorded the highest level of interference amounting to 78 (44%) at the level of agreement whereas Bemba recorded only 37 (21%). The rest 59 (34%) were developmental rather than interference errors. Further, the study revealed 99 coordination errors. Of these, 89 (90%) were developmental rather than interference errors. Bemba recorded only 10 (10%) interference errors at coordination level. However, no coordination errors were encountered in the written samples as resulting from interference from English. This may be attributed to the fact that pupils may not have mastered the coordination system in English to be able to transfer that knowledge to their L3 (French). The commonest coordination error in the texts was the coordinating conjunction “and” which was well employed except in some instances due to interference from Bemba. For example, in Bemba, the coordinating conjunction “na” (and, with) is added to the head of every member of a series as shown in the following sentence:

Na ciba na ba mayo, na ba yama na ba taata na nkashi yandi. (I was with my mother and my uncle, my father and my sister) (Givon, 1969).

J’étais avec ma mère et mon oncle et mon père et ma soeur.

On the contrary, in French and English, the coordination conjunction “and” is placed before the last element in a series. Therefore, the appropriate way would have been as follows:

J’étais avec ma mère, mon oncle, mon père et ma soeur.

On the other hand, out of the 72 sentence structure related errors, 12 (15%) were due to intralingual sources rather than interference whereas English recorded 40 (48%). Further,
Bemba recoded 30 (37%) only. English, once again, dominated in terms of interference at the level of sentence construction. This state of affairs can be attributed to the fact that pupils use English more than any other language. Therefore, it is not surprising that that English system of constructing sentences interferes with their written French.

Finally, a total of 115 (17%) errors were related to word order. This category was predominantly interfered with by English where a total of 58 (50%) were revealed to have resulted from its interference. Further, 47 (41%) were developmental while 10 (9%) were due to the interference from Bemba. English has recorded the highest level of interference in terms of word order due to the fact that even though the two languages have the same language structure (SVO), they differ a great deal when it comes to topicalisation and the place of the object pronoun. Thus, a bigger number of interference was recorded from English. However, Bemba recorded the lowest at this level due to the fact that the place of the object pronoun in French and in Bemba is the same. For instance:

\[
\text{Nali ku temwa (Literally: I you love)}
\]
\[
\text{Je t’ aime (Literally: I you love)}
\]

Based on the similarity of the place of the object pronoun, as aforedemonstrated, possibly, positive transfer may have occurred leading to acceptable constructions (Givon, 1969).

**Errors caused by the more interfering language**

Studies have revealed that syntactic errors caused by English as the more interfering language include: agreement, sentence structure and word order errors. However, no syntactic errors were recorded at the level of coordination; this may be due to the fact that pupils have not yet mastered most of the coordinating element in English. The only element found was “et” (and) which was well applied in most cases.

Table 4: Syntactic Errors Caused by English (More interfering language)

<table>
<thead>
<tr>
<th>Syntactic Errors</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreement errors</td>
<td>78</td>
<td>43%</td>
</tr>
<tr>
<td>Sentence Structure Errors</td>
<td>40</td>
<td>23%</td>
</tr>
<tr>
<td>Word Order Errors</td>
<td>58</td>
<td>34%</td>
</tr>
</tbody>
</table>
The diagram above shows that of the 173 syntactic errors that are caused by English as the more interfering language, agreement errors (43%) were the most prevalent, followed by word order errors (34%) and sentence structure errors (23%). Word order errors were experienced due to transfer of certain English construction on to the target language (French). On the other hand, more agreement errors were recorded due to interference from English where the question of gender agreement does not exist, except for the pronoun of the third person singular. In French, on the contrary, the determiner and the noun have to agree in gender, number and person (Wilson, 1971).

**The predominant source of errors**

Table 4: The Predominant Source of Errors

<table>
<thead>
<tr>
<th>Type of Syntactic Errors</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental errors</td>
<td>200</td>
<td>43%</td>
</tr>
<tr>
<td>Interlingual errors</td>
<td>260</td>
<td>57%</td>
</tr>
</tbody>
</table>

According to the figure above, out of the total of 460 Syntactic Errors that were encountered in the written samples of Bemba high school pupils, only 200 (43%) errors were considered to be developmental or intralingual rather than interference errors. Therefore, the remaining 260 (57%) errors, both from English and Bemba Languages, were considered to have resulted from interference. This outcome can be attributed to the fact that many pupils learn French just as a subject in the same manner as history and geography not as a language. Language has two interface: Theory and practice. Therefore, the absence of any of the two leads to gaps in the learner’s proficience. In fact, none of the participants mentioned anything like using French either at home or with friends, how can they master it? Therefore, the structure of the language they use most (English) is what is transferred on French.
Discussion

Agreement Errors

These types of errors were manifested in the pupils’ inability to master co-occurrence restrictions in French. For instance, certain determiners co-occur only with some nouns of a particular number, person and gender. However, the following constructions have violated this rule in one way or the other (Ivan and Thomas, 1999).

Gender

Grammatical gender is a noun class system, composed of two or three classes, whose nouns that have human male and female referents tend to be in separate classes. Other nouns that are classified in the same way in the language may not be classed by any correlation with natural sex distinctions. If a language distinguishes between masculine and feminine gender, for instance, then each noun belongs to one of those two genders; in order to correctly decline any noun and any modifier or other type of word affecting that noun, one must identify whether the noun is feminine or masculine. (Ivan and Thomas, 1999).

*Mon cousine.
  Det (MAS,SG) N (FEM).

*Ma papa.
  Det (FEM,SG) (MAS, SG).

* Mon sœur.
  Det (MAS,SG) N (FEM,SG).

*Un sœur.
  Det (MAS,SG) N (FEM,SG).

*Tous les personnes dans ma classe.

The determiner does not agree with the noun in terms of gender.
*Une table noir
Det (FEM,SG) N(FEM,SG) ADJ(MAS,SG)
The noun does not agree with the adjective in terms of gender.

*Un dame
Det( MAS,SG) N(FEM,SG).
The determiner does not agree with the grammatical gender of the noun.

*Beacoup de gens intéressante
The noun « gens » does not agree with the gender of the adjective. « intéressante »

*Nous sommes de mères différents
SUB V(FIN,PL) PREP N(FEM, PL) ADJ(MAS,PL).

There is no grammatical gender agreement between the noun (FEM) and the adjective (MAS)

*Nous sommes toutes différents.
SUB(PL) V(FIN,PL) DET(FEM,PL) ADJ (MAS,PL).
The pronoun « toutes » does not agree with the adjective « différents » in terms of gender.

All the NP listed above are grammatically correct but unacceptable in French. The problem with the foregoing examples is that they have violated the co-occurrence restrictions. In French, the determiner is supposed to agree with the Head of the NP in gender, person and number (Katongo, 1981). These errors can be a result of a number of reasons. First, it may be due to the fact that the pupils have not yet mastered the rules of concordance. Second, the pupil’s negligence or interference from English where the grammatical gender, person and number of the determiner does not necessarily need to agree with the gender of the Head of the NP (Ivan and Thomas, 1999). English is primarily based on natural gender. English has no live productive gender markers. The English nouns that inflect for gender are a very small minority, typically loanwords from non Germanic languages. For instance, the suffixress in the word actress derives from Latin –rix via French-rice (Ivan and Thomas, 1999). However, the third person singular forms of the personal pronouns are the only modifiers that inflect according to gender. On the other hand, these errors can also be attributed to Bemba
language where the feature of gender and plurality are inherent features of nouns. In fact the feature plurality is an optional feature of the NP generated by the syntactic base rules. What is traditionally referred to in Bantu linguistics as «Noun Class» is the combination of these two features (Givon, 1969).

Number

*Beaucoup de personne voudrais être avocat.
Spec(PL) N(SG)

The quantifier «beaucoup de» is already in plural form. Therefore, it is supposed to agree in number with the noun «personne». This can be attributed to the lack of mastering of the agreement rules.

*Mon fréres.
Det(SG) N(PL)

No concord between the determiner “mon” (SG) and noun (PL).

*J’ai un frères.
SUB(SG) V(FIN) DET(SG) N(PL).

The determiner “un” (SG) does not agree in number with the noun (PL).

*Deux sœurs.
DET(PL) N(SG)

The determiner “deux” does not agree in number (PL) with the noun (SG).

*Mes frère.
Det(PL) N(SG)

The determiner “mes” (PL) does not agree with the noun (SG).

Subject–Verb Agreement

Such errors expose the learners inability to comprehend French grammar which stipulate that the AGR values of VPs and their subjects must agree in number, person and Gender. However, the following constructions have violated this rule in one way or the other (Ivan and Thomas, 1999).

*Ma famille est très amusant.
NP (FEM, SG) VP(FIN, PRE) ADJ(MAS, SG).
There is no gender agreement between the subject (FEM) and the VP (MAS). In English gender agreement between the noun and an adjective does not exist (Ivan and Thomas, 1999).

*Je vivre avec mon oncle.

SUB(SG) V(INF) PREP DET(SG,MAS) N (SG,MAS).

The error in this sentence is caused by the verb «vivre» which has remained in the infinitive instead of being conjugated to the simple present tense. This can be attributed to the interference from Bemba where only the subject present changes but the verb remains in the infinitive except for certain tenses such as the simple past where the ending of the verbe changes in accordance with the tense (Pasi, 1978). For instance, in the following expressions:

Nji- kala naba yama. (I stay with my uncle).
E- kala naba yama. (He/she stays with my uncle).
Twi- kala naba yama. (We stay with our uncle).
Be- kala naba yama. (They stay with my uncle).

The verb Kala in the present tense is unchanged to suit the gender, person and number. The verb remains unchanged when expressing the simple present tense.

*Ma famille aller à l’Eglise SDA
SUB (FEM,SG) V(INF) PREP N(FEM,SG)

Such types of errors can be attributed to interference from mother language or lack of comprehension of the rules of conjugation. In Bemba, the present tense is conjugated with the verb in the infinitive (Givo, 1969).

*Nous etre six
SUB(PL) V (Inf) OBJ

This type of error can be attributed to Bemba language where the present tense is conjugated with the verb in the infinitive.

*Mes deux sœurs s’appelles.
Spec (PL) N (FEM,PL) VP (SG).
There is no concordance between the subject (NP) and the verb (VP). This can be attributed to lack of mastering of conjugation rules in French.

*Je suis naitre

SUB V(FIN,PRES,SG) N

The error in the sentence above is due to lack of concordance between the subject and the verb. This can be explained, partly by lack of mastering of French conjugation by the learner.

*Il aime vont

SUB V (FIN, 3RD PER,SG) V(FIN,3RD PER, PL)

In the sentence above, there is no agreement between the two verbs “aime” and “vont”. The second verb “vont” was supposed to be in the infinitive “aller” because, in French, only one conjugated verb is applied in a simple sentence, except in a compound sentence. However, such types of errors, as noticed in the previous sentence, can either be a developmental or interference error. It can be developmental in the sense that a pupil can commit such an error due to the incomprehension of the rules of French conjugation. On the other hand, this error can also be attributed to the interference from the English’s continuous tense where the verb following the main verb has to be in the present participle. The interference is in terms of logic rather than construction. For instance:

He likes going.

**Coordination**

In linguistics, coordination is a complex syntactic structure that links together two or more elements, known as conjuncts or conjoins. The conjuncts generally have similar grammatical features, for instance, syntactic category, and semantic function. The coordinated structure as a whole retains most of the same properties as the individual conjuncts, although it may introduce new features for example plurality (Terralo and Myhill, 1983). Most of the errors encountered at this level were related to the use of the coordinating conjunction «et». The coordinating conjunction «et» coordinates elements that have the same nature or syntactic function.

*Moi j’aime nager à la piscine et vont à la campagne.*
Syntactically, the sentence above contains two sentences at the deep structure. However, they have undergone some transformation to form one sentence at the surface structure. Further, the two sentences share the same verb, “aimer.” That means they are both arguments of the same verb « aimer » . Therefore, since “nager” et “vont” are all arguments of the same verb, “vont” was supposed to be in the infinitive “aller.”

*Je habit avec mon père et ma mère et un frère et une petite sœur

When the coordinating conjunction « et » coordinates more than one element in a series, it is placed before the last element of the series. Therefore, this error can be attributed to Bemba language where the coordinating conjunction « et » “na” is placed before every element of the series, as demonstrated below:

Nji-kala na bamayo, na bataata na-nkashiyandi na umwaiye wandi

SUBJ- V(INF) PREP N(FEM) –conj N -conj N conj NP

**Word Order**

Word order typology refers to the study of the order of the syntactic constituents of a language, and how different languages can employ different orders. In syntax there are constraints on which words can go together. For instance, some verbs must take an object; others can never take an object; still others require both an object and another phrase of a particular kind (Ivan and Thomas, 1999).

*Ma famille aide moi dans mon éducation.

SUBJ V(FIN,PRES ) (OM) PREP DET(SG,MAS) N

This error has occurred in the sentence above due to interference from English where the object pronoun (me) comes after the verb. For example in “my family helps me”. However, in French the object pronoun (me) comes before the verb (Wilson, 1971).

*Nous avons beaucoup les amis

SUBJ V( FIN,PRES) OBJ

The sentence above is not acceptable in French because it has violated the rules of distribution in French. The error has occurred due to the misuse of the definite article les. It
shows that a pupil has not yet mastered the rules of grammar. The adjective of quantity, “beaucoup” always goes with the post position « de » not the definite article.

**Sentence Structure**

Sentence structure is the grammatical arrangement of words in sentences.

*C’est moi qui est le né.*

SM  V(FIN,PRES) (OM) RP  V(FIN,PRES) DET (MAS, SG) N(MAS,SG)

The verb “être” does not agree with the disjunctive pronoun « moi » neither does the relative pronoun “qui” agree with the verb “être”. This can be attributed to the lack of mastering the agreement rules. The verb “être” was supposed to conjugated in the first person singular “suis”

* “ si tu n’est pas a l’école tu seras souffrir dans ton future.

The above sentence is wrongly constructed due to the wrong use of the “seras” which is the future tense of the verb “être” The error has occurred due to interference from English language where the future tense is constructed by the use of will or shall as auxilliary verbs. In French the future tense does not allow the addition of auxilliary verbs to the main verb. In addition, the expression was meant to be in the « future proche » ( Near Future) which also uses only the auxilliary verb « aller ». Therefore, the verbe “aller” was supposed to be conjugated to the second person singular “ va”

*M’ on pere retraité derniere année.

The sentence above is unacceptable due to the fact that the auxilliary verb “avoir” before the past participle “ retraité”. The use of an auxilliary verb before the past participle in the construction of the past tense known as “passé composé” is obligatory in French. Therefore, its omission provokes an error. Such types of errors can be attributed to the interference from English language where the construction of the simple past tense does not require any auxilliary verb. For instance, it would have been correct, in English to a say: “My father retired last year”.

*Tyron completé ecole en 2007

This error has occured because of the omission of the auxilliarly verb « avoir » before the past past participle “completé” to form the « passé composé ». Once again, this is also
committed due to the interference from English where no auxiliary verb is used to form the simple passed tense.

*J’ai autre frères.

The sentence above is wrong due to the omission of the preposition « de » before « autre ». This can be accounted for by the Interference from English where a preposition in such constructions is optional. However, in French language it is obligatory otherwise the sentence is considered unacceptable. (For details please refer to the appendices for a detailed description of errors).

**Conclusion**

The foregoing discussion simply points to the fact that prior linguistic knowledge by Bemba high school pupils learning French plays a major role in shaping their L3 (French) Syntax. However, while interference seems to be a reasonable and logical explanation for some parts of the nature and forms of ILs, there are certain reservations that should be born in mind. Only certain structures or forms seem to be transferable from the L1 (Bemba) and L2 (English) to L3 (French). Futher, the identification of these items is complicated by the variables of context and the individual in question.

**References**


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