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An Analysis of Turkish Commercial Advertisement From the Perspective of Conceptual Blending Theory

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Abstract

This paper aims to deepen the understanding of the nature and working mechanisms of conceptual blending theory and to make it clear how conceptual blending works effectively in advertising through the analysis of an example - a Turkish bank commercial advertisement inspired by a well-known Brother Grimm's fairytale of Bremen town musicians and also to help advertisers realize the important roles of conceptual blending in advertising campaigns.

Keywords: Turkish commercial advertisements, Conceptual Blending Theory, Bremen Town Musicians

1. Introduction

Advertisements are all around us and can be seen everywhere, such as on television, newspaper, billboard, internet and radio to attract our attention. Creativity and outstanding ideas in marketing *have been gaining more* importance over the recent years due to mature markets and technological developments. But what makes advertisement creative, interesting, outstanding? Beside the product itself it is language and the symbols that are used to present the product. Blends are an effective way to spread a message and to attract attention towards an idea or a product. Examples of blends can be in verbal and visual domains in contexts of everyday language as well as advertisements where language and symbols used to present the product, play an important role.

Conceptual blending which is also called conceptual integration is a basic mental operation that leads to new meaning and conceptual compressions useful for memory and manipulation of meaning. It plays a fundamental role in the construction of meaning in everyday life, in the arts and sciences, and especially in the social and behavioral sciences. Conceptual blending is concerned with how information from two inputs is combined in order to produce novel 'blended' mental space.

In this paper, Conceptual Blending Theory will be first introduced and discussed, and then a Turkish commercial advertisement will be analyzed exploring cognitive mechanism involved in the interpretation of the advertisement and the design strategies employed by the advertisers in light of Conceptual Blending Theory.

2. Theoretical Framework

2.1. The Nature and working mechanism of Conceptual Blending Theory

The theory of conceptual blending is described as a general and basic cognitive process which operates in a wide variety of conceptual activities. It was introduced by Gilles Fauconnier and Mark Turner in 1998 in their work *the way we think* and built on the notion of mental spaces. It involves four mental spaces involved in a blend: a generic space, two inputs and a blended space. The generic space links two or more input spaces by providing abstract information that is common to both inputs. Before the elements from the inputs are projected to the blend a *selective projection* takes place. In other words, the blended space combines elements from both inputs but projects only the information that is required for purpose of understanding. However, it does not simply mix both inputs; it rather sets up another space which contains an additional emergent structure that distinguishes the blend from its inputs. One might say that the blended space is more than just the sum of its parts. (Lundmark, 2003)

Blending Theory is concerned with how information from two spaces is combined in order to produce novel structures. (Croft and Cruse 2004: 39) Coulson and Oakley (2005) believe that the Blending Theory copes for cases when the content of multiple spaces is combined and provides new inferences.

The process of generating a blend can be discussed according to three steps: composition, where elements from both input spaces are combined and new relations are established; completion, when the generic knowledge is projected into the blend and provides the necessary background frames; and elaboration, in which the unique structure of the blend is produced.

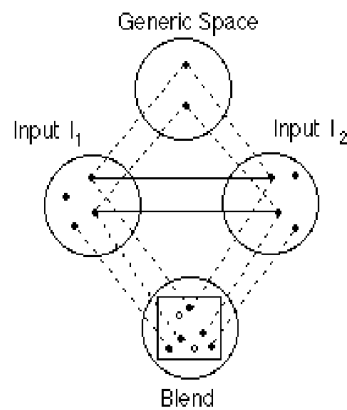


Figure 1. Basic integration network (Fauconnier and Turner 2002:46)

Blending Theory can be applied on many other non-linguistic fields of human activity. These include rituals, art or tool manufacture and use. Thus conceptual blending is not only important to explain the role of language in meaning construction, it is stated to be a "fundamental cognitive operation that is central to the general properties of human thought and imagination." (Evans and Green, 2006)

According to the classification presented in Fauconnier & Turner (2002), there are four kinds of conceptual integration (blending) network: simplex, mirror, single- and double scope. Descamp (2007) describes *simplex network* as the following: the elements from one input are projected as values of another input that contains a frame with its projected values. In a simplex blend, each element in one input corresponds to a role in the frame of the other input. When the two are blended, the structure from one input is integrated with the constituent values of the other input to present an incorporated whole (pp. 28-29). *Mirror networks* have a single organizing frame connecting all the mental spaces- the generic space, input Space I, input space II and the blended space. This frame specifies the nature of the activity, events, and participants. It is called a mirror network because all the spaces mirror each other although the blend maybe come a more complex frame as a result. Cross space mapping in such networks is simple (Joy et al.2009: 44). Fauconnier and Turner (2002) define *single-scope network* as the one that has two input spaces with different organizing frames, one of which is projected to organize the blend. Its defining property is that the organizing frame of the blend is an extension of the organizing frame of one of the inputs but not the other. Single-scope networks are the prototype of highly conventional source target metaphors. The input that provides the organizing frame to the blend, the framing input, is often called the 'source.' The input that is the focus of understanding, the focus input, is often called the 'target' (pp. 126-127). According to Fauconnier and Turner *double-scope networks* have inputs with different organizing frames, but, by contrast to single-scope blends, parts of both organizing frames are projected to the blend. The blend has emergent structure of its own, and there may be more than two inputs. If the blend has multiple inputs, the network is called a "multi-scope network".

2.2. Conceptual Blending in Commercial Advertising

Advertisements are designed in order to be remembered and to convince potential customers to purchase the advertised product. Those goals are partly achieved by attracting attention through demanding cognitive activity and partly by evoking emotions.

Using fairy tales which typically contain helping protagonists using magic and magical objects, in advertisements especially suitable to create a perfect world of desire and wish fulfillment in the mind of consumers. Since fairy tales appeal to people's wish for a happy and contented life, fairytales' motifs become perfect and effective tools for advertisers to promote their products and spread desirable messages to consumers. Advertisements with these characters score above average in their ability to change brand preference (Stewart and Furse 1986). It has been believed that there are several reasons why advertisers use these characters: to attract attention, achieve promotional continuity and transfer desired meanings to the products with which they are associated. By pairing a character with a product, advertisers can link the personality and cultural meaning of the character to the product in the minds of consumers. This creates a desirable image or meaning for the product. (Phillips 1996)

Research has shown that animal characters are one of the most commonly used character types in current advertising practice (Callcott and Lee 1994). Animals have long been viewed as standard symbols of human qualities (Neal 1985; Sax 1988). In many art forms, from oral and written literature from around the world to Disney cartoons, there are instances of talking animals. In his (1996) book *The Literary Mind*, in which he examines the conceptual basis of the parable story form, Turner observes that talking animals represent highly sophisticated conceptual blends. For example in the fairytales all over the world, the animals talk, think, behave and feel in the same way as humans. Human characteristics are attributed to non-human entities. According to Turner, this fundamental aspect of human cognition arises from conceptual blending, where one of the input spaces is the human frame and the other is the frame relating to the non-human entity, like animals. Turner believes "neither of the inputs do animals talk; this characteristic only emerges in the blend. It is not necessary for us to create a new blend each time we read about a fictional talking animal or watch one in a cartoon. Instead, we have a schematic blend for talking animals that is highly conventionalized in our culture and is continually reinforced and modified".

3. Case Study: Turkish Commercial Advertisement of Garanti Bank

In 2011 Garanti Bank started a series of creative advertisements for its campaign inspired by a well-known Brother Grimm's fairytale of Bremen Town Musicians with the slogan "we think everyone should have garanti"(cf. TV advertisement-

<http://www.alametifarika.com.tr/we-do/garanti-bankasi/garantisiz-kimse-kalmasin-bizce-we-think-everyone-should-have-garanti-012000>).

[The Bremen Town Musicians](#) is a German folk story about a group of animals who escape the clutches of their cruel human *owners* and set out to start new lives as *musicians* and form a musical group. Unfortunately, although they don't realize it, their singing is beyond awful and their first "concert" scares away its audience: a group of robbers stationed in a cottage. The animals settle into the cottage, and when the robbers return by night, again repel them, mostly because of the robbers' own superstitious fears. The animals decide to remain at the cottage, and live happily ever after.

Advertisers of Garanti Bank use the popularity and appeal of *magical* characters of this story where also the silhouette of the animal pyramid is one of the most recognizable symbols of the city of Bremen. The animals in this story are old and weak but *wise* and another important point in this story is that of *teamwork*, by working

together they achieve to live better. In the adapted version of the story in the campaign, these characters with life changing magic also help others improve their lives for the better.

Garanti Bank brings these animals to life by creating a likable cast of characters - each different and unique in its own way. The characters are also modified and adapted to Turkish culture where the original story has donkey, dog, rooster and cat, adapted version in the advertisement has donkey, dog, hen and dove as animal characters. The reason for modifying is that hens are usually part of people's daily environment and experience and are personified as having more positive than negative human qualities when it is compared with rooster and generally hen is identified with the features like assurance which can be associated easily with the bank in Turkish culture. Since cat shares beside positive also negative meanings like ungratefulness in Turkish culture that could reflect badly on the bank, advertisers avoided this animal and used a different character in the campaign - dove which symbolizes messenger and hopefulness that embody the desired meanings for the bank. Turkish culture *is also rich with proverbs and folktales* related to donkeys in which donkey mostly stands for guidance.

This humorous advertising campaign creating an “episodic sitcom” has a target that consumers will build an emotional attachment to the brand and its talking animals and engage with Garanti Bank to follow the stories of its characters, where *also* all four fictive animals are dubbed by actors and actresses who are famous cinema and television characters in the country. It is expected that with each new commercial, that connection will grow stronger as Garanti Bank continues to evolve the campaign.

With the slogan “we think everyone should have *garanti*” that means guarantee and is also the name of the bank, a message is expected to be given to all classes of Turkish society but especially to low and middle classes as target audience, like office workers, employees, housewives, retirees and small business owners who have faced financial problems because of the economic situation of the country and the world and have lost trust in banks. Garanti Bank advises these classes to take active steps to change their financial situation for the better life like Bremen town musicians, who were dissatisfied with their lives and made choice to improve it, rather than sitting back and tolerating it.



Picture 1. Adapted Bremen Town

Picture 2. Garanti Bank with fictive

(<http://www.youtube.com/watch?NR=1&v=b1i0Vf6TI3E&feature=endscreenE.T>, 20.10.2012)

Picture 3. Series of Commercial Scenarios for different type of bank's products:
(<http://www.youtube.com/watch?NR=1&v=b1i0Vf6TI3E&feature=endscreenE.T>. 20.10.2012)



Dove as a symbol of *messenger* brings the good news of the bank's support credit to the young office worker desperately sitting in the office who wants to marry but does not enough money for that.



Hen embodies *assurance*. In the commercial hen says "everything *will* be in guarantee for retirees" who do not have to wait in line for long hours. Any more to get their retirement salaries. They can now have their salaries deposited at the bank.



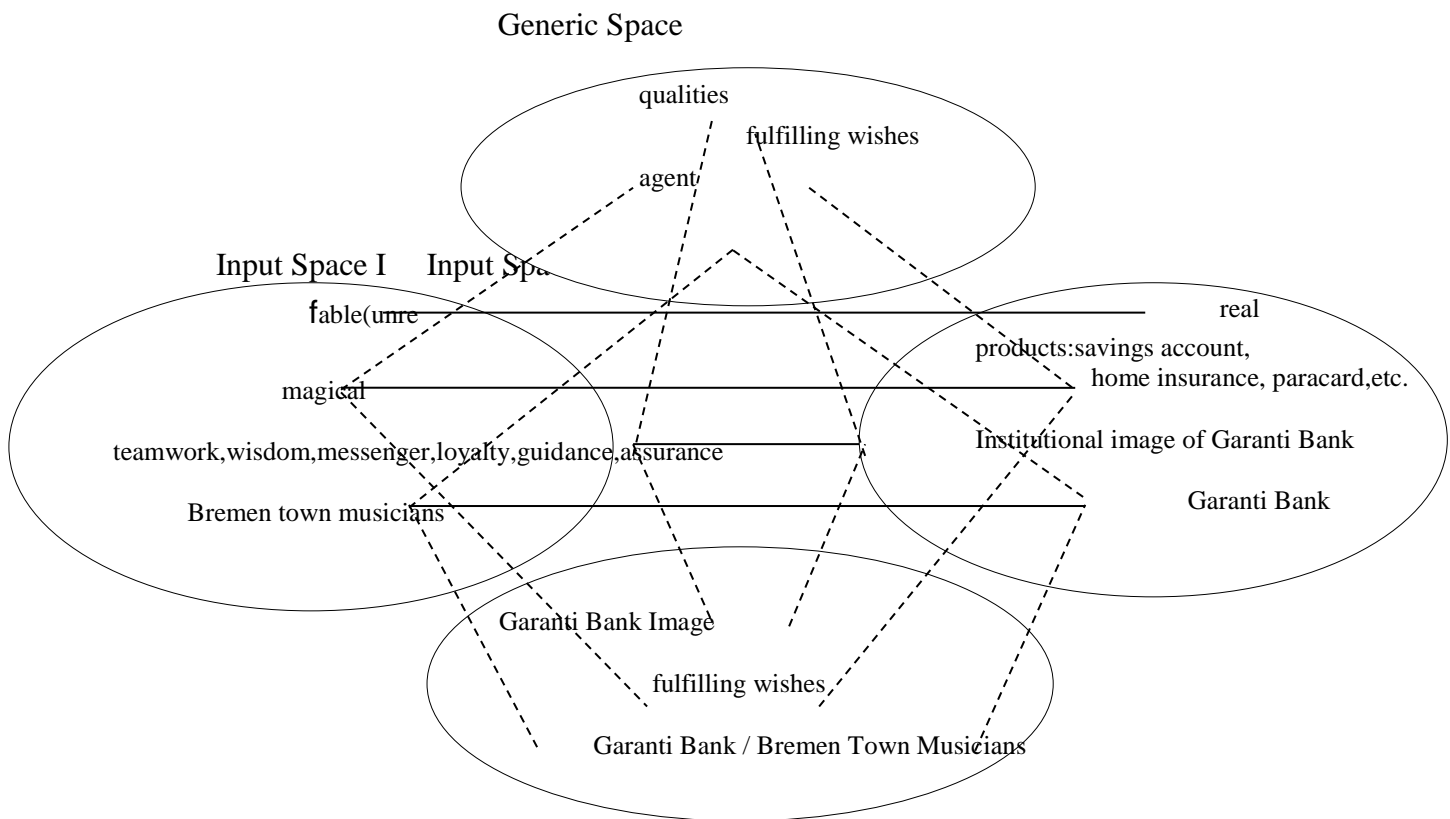
While the small business owner is playing a traditional backgammon with the dog on an ordinary working day in front of his shop, his wife informs him for their apartment flooding. The dog as personalization of *guardianship*, advises him to get home insurance of the bank where he needs only small amounts to pay.



A housewife complaining about not being able to save any pennies. Dove introduces paracard for saving on *shopping*.



Employee with low income learns from the donkey as *symbols* of *guidance* and *determination* that no matter how small his saving is, the bank will give him the best rates.



Blended Space

Figure2. Single-Scope Network

In this advertisement, there is a single-scope network; Bremen Town Musicians are in one input 'source', and Garanti Bank is in another one the 'target'. We have an agent, in the generic space, which stands for both of them. Some of the features of Bremen Town Musicians and Garanti Bank are projected into the blended space and there, they are integrated with each other: Since the organizing frame of the blended space is an extension of Bremen Town Musicians input where these created four fictive animals embody positive cultural meanings and represent symbols of human qualities like teamwork, wisdom, assurance, determination, guidance, guardianship, loyalty, subsequently, in the blend it is understood that desirable characteristics of the four animals and fairytale motifs are transferred to the attributes of Garanti Bank.

4. Conclusion

The core value of conceptual blending theory is its capacity of explaining the cognitive processes in human minds. This research has been carried out to analyze and reveal effective working mechanism of blends in Garanti Bank commercial advertisement which uses adapted version of Brother Grimm's fairytale of Bremen town musicians, in light of the conceptual blending theory.

In the Garanti Bank commercial advertisement, more than one feature is projected from the source domain of the Bremen town musicians to the target domain of Garanti Bank. It contains a single-scope network in which Bremen town musicians and Garanti Bank are placed in the two inputs; after integrating their features in the blended space, Garanti Bank is understood as a bank with magical qualities. Here, there is "an active combination and blending of information from target and source concepts" (Joy et al. 2002: 39).

Advertisers of the bank have made choice of an effective communication tool by using well-known fairytale animated characters to attract attention of its target audience and achieve promotional continuity. Since Turkish social codes are used correctly in this advertising, characters' messages can be easily understood, interpret and linked to the image of the bank and consequently succeeded to be memorable in the minds of traditional Turkish TV viewers.

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Common Flaws and Limitations in Students' Academic Research

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Abstract

A total of 165 postgraduate scholars in the Faculty of Education, Lagos State University, Ojo, were studied to determine their limitations in conducting research. Review of seminar papers and information provided through the questionnaires/checklists that were administered on both students and their professors provided the data, which was used in arriving at decisions. Three broad areas of possible limitations were assessed: (a) socio-economic limitations, (b) institutional limitations, and (c) academic limitations. The results of the study provided that all the three posed some potent sort of limitation to the scholars' capacity to perform research. The fundamental causes of these inadequacies were traced to, student preparation and monitoring. Thus, more thorough grooming in research methodology and better supervision of students by their professors as well as a more explicit institutional regulation, interest, commitment and involvement in student affairs, particularly in their research work would go a long way in ameliorating the problems. It is suggested that replication of the study be performed in a broader spectrum and at other places too.

Introduction

Background to The Study

Research projects, dissertations and thesis provides a cream of all learning that a student has had through the period of training at the university towards obtaining a certificate be it the first, second and third degree respectively. It becomes a basis for adjudging the quality of the training that was provided. It usually carry more credits than most other courses that a student takes but then, the arrangement of the programme, the instruction for it as well as coordination for it is loosely handled and the student is most often at the mercy of a supervisor, with little preparation for the task to be performed. Arguments arise between accredited supervisors even at the floor of presentation of research proposals and seminars on the ideal form of format that a student should use. Within and between different academic faculties, it is not uncommon to notice orientation incoherence and massive flaws in the organization, conduct as well as the presentation of research reports. In some cases too, academic plagiarism or cheating is common. According to Martin (2011), the main cause of plagiarism is that students are under constant and great pressure from parents, peer and even their own teachers to get make excellent performance. This situation is seemingly universal.

The issue has captured the attention of only few researchers and most often, the inadequacy of the student is faulted. According to Bacot (2009), the process of writing can be a tough task, particularly if the researcher has limited experience, with or without guidance. Three common problems when writing a thesis was identified: first is the “writer’s block”; that is not getting enough ideas sufficient enough to get started; confusion over what issue to study and setting the goal aright. Second, is “procrastination”, which connotes postponing start or delay in commencement mainly because they become bored with the task of writing a long report and “the tutor (supervisor) does not help me” syndrome whereby student feels dry, needing help but the supervisor is not providing that as a result of probable disinterestedness either in the title or the person or has limited skill.

From another perspective, Champion, Draper, Howarth, Lall, Paul, McLundie, and Weightman (2006), considered the problems in writing thesis that students face as emanating from

1. A lack of consideration about what a thesis is, and how to communicate it to a reader. The solution to such problems, the authors proffered that the purpose of a thesis is to be seen as to present an argument which has not been assembled before, and to persuade the reader of the validity of this argument. Thus, the format of the thesis needs to flow from the structure of the underlying argument.
2. Students’ poor quality of writing, which makes it harder for the reader to interpret the thoughts of the writer.

Poggenpoel (2011) presented a more balanced view but, based on studies of qualitative research only. The obstacles listed, which can be condensed to five that can be encountered during qualitative research, according to the author, were observed during supervision by experienced researchers, and are so cogent that if they are not addressed, would lead to questioning the trustworthiness of the research. A qualitative, exploratory, descriptive and contextual research design was utilized to achieve the research objectives, that is, the exploration and description of obstacles encountered during the qualitative

research process; and the description of possible solutions to address the identified obstacles. Thus the following research questions were asked: “What obstacles can be identified in the qualitative research process?” and “What possible solutions can be proposed to address the identified obstacles?” Purposive sampling was utilized to include “most post-graduate students of the past number of years” in the sample as well as the researchers' experience of their own research projects. Though the methodology falls short of satisfaction to enhance both internal and external validity of the results, the problems that were identified were noteworthy, albeit that it made external attributions for students' inadequacies and has failed to identify any fault with either the institution or the supervisor or the efficacy of the training programme itself. These included the following:

1. Insufficient preparation to enter the field. Problems are encountered if the researcher has not mastered the basic principles of qualitative research procedures, thus they lack mastery of basic research principles that are prerequisite to research.
2. Researcher's insufficient practice to apply methodology. This indicated that there was researcher's insufficient preparation to enter the field
3. Lack of structural coherence in the research process. This covers the invisibility of researcher's authority, and reflexiveness. The logical flows of thoughts during the consecutive research processes are not in congruence with each other. This is clearly illustrated when the aim of a project is not derived from the problem statement, and the methodology chosen by the researcher to achieve the first mentioned aim was not coherent with the aim.
4. Problems encountered in the data-gathering and data-analysis. Insufficient utilization of the self as research instrument, being overwhelmed, being stuck, ignoring or changing units of meaning, and trying to prove a pre-set point of view.
5. Lack of skills in report writing. This included fragmentation, failure to give a structural coherent description of the interrelationship of the various identified categories.

These submissions are expectedly not too far from what supervisors notice during seminars, proposal, project, dissertation or thesis defence and even paper presentations at conferences. Unless these issues are carefully explored and addressed, it may become difficult for research reports that are provided to be considered of worth. Good as the ideas are, they are yet to be substantiated with empirical evidence. This study is a response to that challenge.

Perhaps the reason why problems encountered by students in the writing of academic papers have persisted is because biased and cursory look are yet being made on the matter. This paper therefore seeks to find some more cogent reasons additional to student's inadequacy that may account for the difficulties they encounter in the writing of academic papers like thesis and dissertations.

Problem Statement

Over the years, issues are being raised on the inarticulate presentations of research and studies made by both undergraduates and postgraduate scholars in the tertiary institutions. Many journals are replete with poorly researched works which informed the rating of papers by evaluators in the universities when such are to be use for promotion.

Students often face proposal or thesis defence with trepidation while anticipated criticisms, which are the reason for the programme anyway as an attempt to diffuse their 'glass house'. At times, much of the scheduled time is spent on correcting grammatical or typographical errors, while evaluators argue on what is right and what is wrong. Perhaps to say it seems as if a battle is on with one group attacking while another group is on the defence; but, why? Does it have to be this way? A well prepared task would require only little suggestions on what to be done to make it better.

It is also glaring that in many tertiary institutions, many students spend so long a time to complete their projects? Some prospective students abandon their on-going studies just because they are stuck on the thesis. Even, then, why are completed projects so error filled even when students think that they have done the best that they can? Should these go on unabated?

These and other heart throbbing questions that constitute students' limitations in the conduct of research deserve answers that evidently are not easy to come by without making thorough investigations, which should go beyond ego defence, bias and highlighting only on students' inadequacies, is the problem that this study expects to resolve.

Purpose of the study

This study is being undertaken to determine the salient limitations that impede students in the making and presentation of research projects? It is geared towards exploring

1. The specific areas of conducting research that student have most problems?
and
2. The specific areas of research writing that students do have most problems?

Certainly, providing answers to these heart throbbing problems will go a long way in reducing the strain and stress that come with the conduct and writing of academic papers in our tertiary institutions.

Research Questions

In order to provide solution to the problems of the study, the following question was asked: What are the salient limitations that impede students in the making, and the presentation of research projects? This question is better clarified with the following subtleties:

1. In what specific areas of conducting research do students have most problems?
 - a. Socio-economic limitations?
 - b. Institutional limitations?
 - c. Academic limitations?
2. In what specific area of research writing do students have most problems?
 - a. Title?
 - b. Research designing?
 - c. Implementing the research plan?
 - d. Methodological orientation problems?
 - e. Use of statistics?

Research Hypotheses

The problems of the study as well as the questions that were developed from it helped in the provision of informed conjecture, put as the following hypothesis: Students in Nigerian universities are beset with limitations in the making of research projects.

The corollaries to this hypothesis include

1. There is no significant difference in the means of limitations faced by students in the making of research projects in the Nigerian universities
2. There is no significant difference in the means of limitations faced by students in the making of research projects in the Nigerian universities irrespective of the University attended.
3. There is no significant difference in the means of limitations faced by students in the presentation of research projects report in the Nigerian universities
4. There is no significant difference in the means of limitations faced by students in the presentation of research projects in the Nigerian universities irrespective of the University attended.

Methods

The Research Design

The survey technique was employed to obtain information from postgraduate students of the Lagos State University on their peculiar experiences and to report on the socio-economic, institutional and academic limitations that accounted for researcher's limitations in the conduct of projects at the respective institutions where they obtained their first degree. The Researcher's Competency Appraisal Checklist was administered to 137 participants.

Instrumentation . The instrument for the study, RCAC is a 20-item checklist, which afforded the participants to rate the extent to which specified factors of limitation in the conduct of research have prevailed on the conduct of research and the presentation of research report (projects) at the universities. A 7-point rating scale, ranging from 1= not an important limitation, to 7= an absolute limitation was provided for the purpose. The checklist had reliability of $r=0.93$. The sum of marks for all the subsidiaries under a factor divide by their number however makes up the indices for that item, which is rated over 7, which is maximum score.

Scoring and analyzing of the data. The first 15 items on the instrument explored participants' assessment of the limitations in the conduct of research while items 16-20 explored limitations to the presentation of research report (projects) at the universities. The institution where the student obtained the first degree was the only basis for classification of participants. There were ten universities, all from the South Western geo-political zone of Nigeria.

Two research questions were stated. The first research question has three subsidiaries while the second question had five subsidiaries. These were built into one major hypothesis that was developed into a null hypothesis with five corollaries. Both descriptive and inferential statistical measures like the mean, percentages standard deviation and Analysis of Variance were employed to test the null hypotheses.

Presentation of Results

Attempt was made to provide answers to the research questions and resolve the problems of the study so as to have the purpose attained, the information provided by participants in the study were organized within the framework specified in each research questions as well as in the hypotheses.

Descriptive Reports Answering the Research Questions

The main research question of the study had asked: What are the salient limitations that impede students in the making, and the presentation of research projects?

In order to provide answer to these questions, the rating of participants were measured on the RCAC scale. This enabled the provision of answer to the two subsidiaries to the major research question, which are stated here:

Research Question 1. *Do students have limitations in conducting research? In what specific areas of conducting research do students have most problems?*

- a. Socio-economic limitations?
- b. Institutional limitations?
- c. Academic limitations?

Table 1. Means and standard deviation of factors of limitation in conducting research at the universities

Factor of Limitation	Mean	SD	Scale/Grade
<i>Socio-economic limitations</i>	3.3004	1.6830	***
<i>Institutional limitations</i>	4.0740	1.6187	****
<i>Academic limitations</i>	4.2564	1.6860	****
<i>Total</i>	3.8526	1.6966	

**** Major limitation; *** Apparent limitation

In general, the results provided a mean of 3.853, SD= 1.697, which on the RCAC scale implies that the students have major limitations in the making of research projects at the universities; specifically, a mean of 3.3; SD= 1.683 was obtained for limitation posed by socio-economic factors, which on the RCAC scale corresponded to apparent limitation; a mean of 4.01, SD= 1.619 was obtained in respect of institutional limitation, which on the RCAC scale corresponded to major limitation. Academic limitation had a mean of 4.256, SD= 1.607, which on the RCAC scale corresponded to major limitation (see fig. 1). The result has shown that the patterns of the differences are similar for all the institution (see figure 4) while differences across the institutions are not wide at all. It ranges from 2.4 for the 8th institution to 4.4 for the first institution (See Fig.2 and 3).

The salient limitations that impede students in the making research projects are academic limitation, institutional limitations and socio-economic limitations in order of intensity (See Table 1 and Fig. 1 and 2, 4).

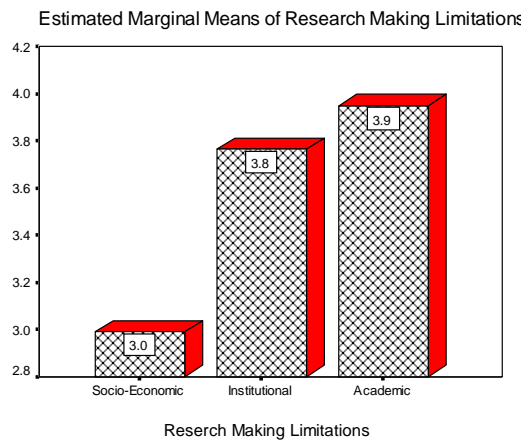


Fig. 1. Illustration of the means of factors of limitation in conducting research at the universities

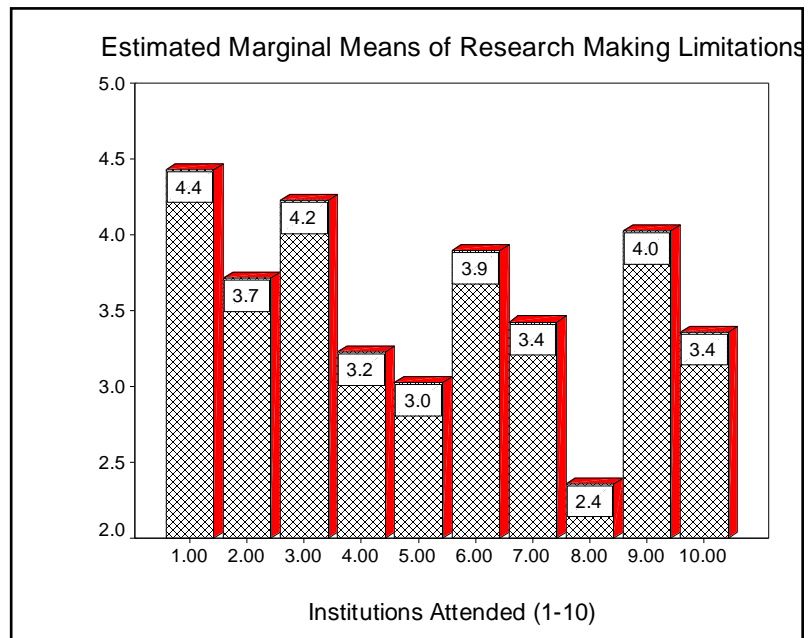


Fig. 2. Illustration of the means of factors of limitation in conducting research across the institutions

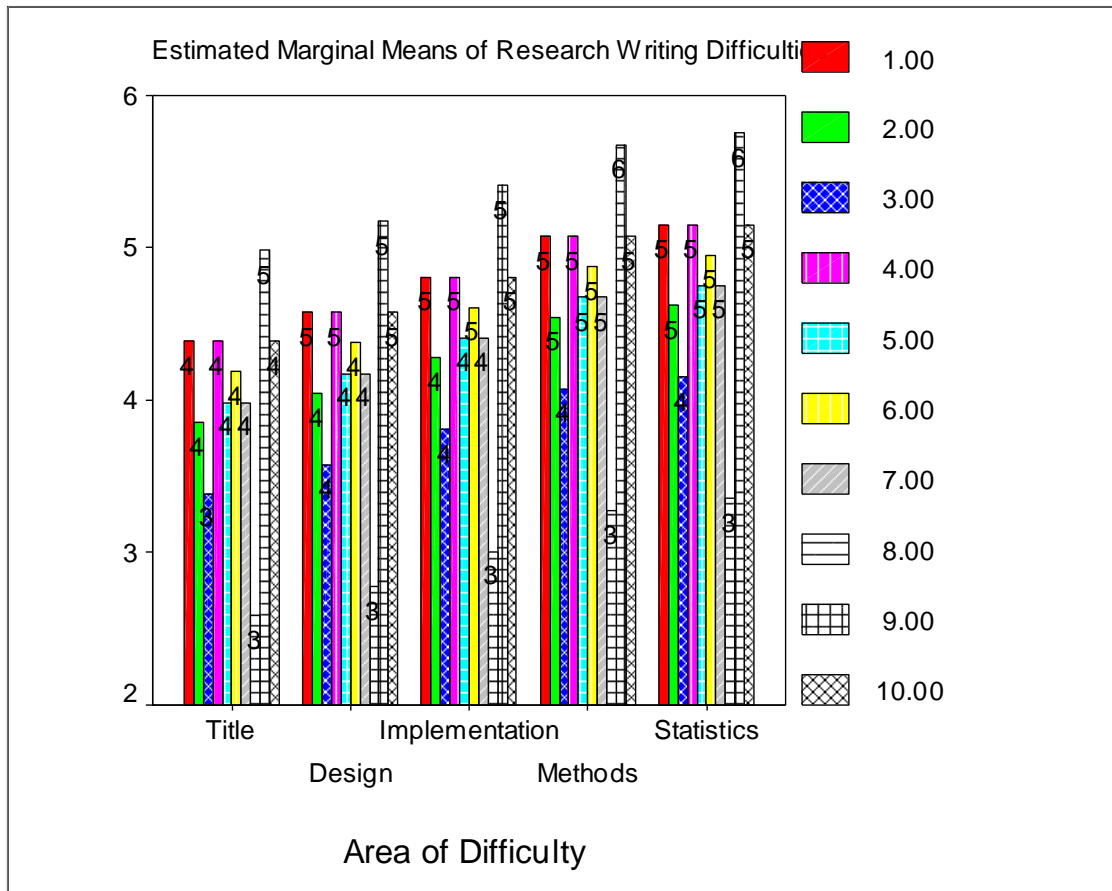


Fig. 3. Clustered bar chart illustration of the means of factors of limitation in conducting research across the institutions

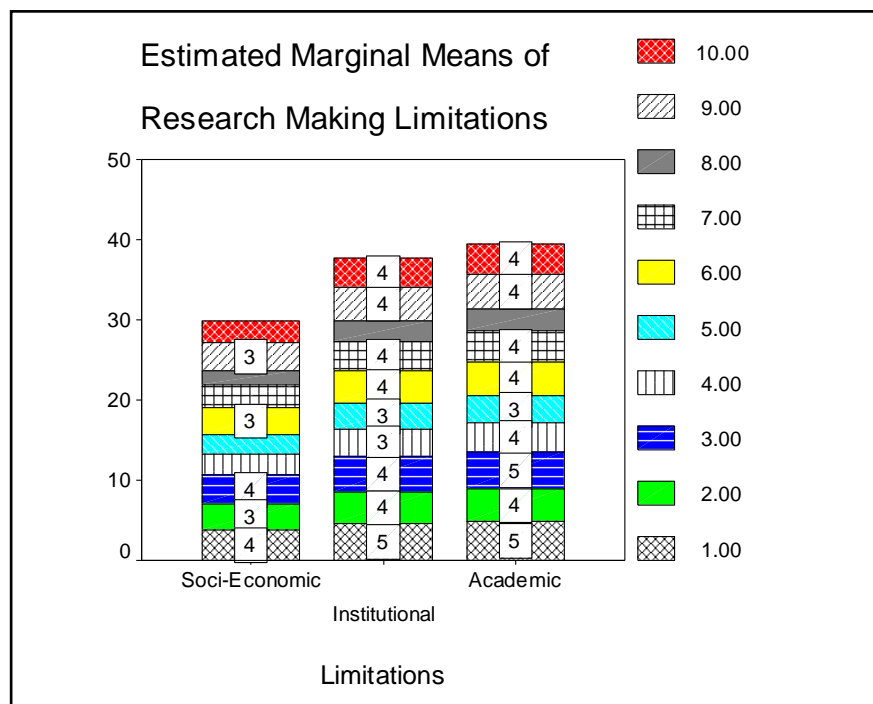


Fig. 4. Stacked bar chart illustration of the means of factors of limitation in conducting research across the institutions

Research question 2. Do students have problems in presenting research report? In what specific area of research writing do students have most problems?

- a. Title?
- b. Research designing?
- c. Implementing the research plan?
- d. Methodological orientation problems?
- e. Use of statistics?

Table 2. Means and standard deviation of students' limitations presenting research reports in the Universities

Area of Limitation	Mean	SD	Scale/Grade
Title	4.0791	1.4104	****
Research designing	4.2692	1.4848	****
Implementing the research plan	4.5021	1.6042	****
Methodological orientation problems	4.7692	1.4507	****
Use of statistics	4.8462	1.6172	****
<i>Total</i>	4.4932	1.5203	****

**** Major limitation

In general, the results provided a mean of 4.493, SD= 1.520, which on the RCAC scale implies that the students have major limitations in presenting research report. This is shown to be so in all areas of research report writing, specifically in the application of statistics (m=4.8462, SD=1.6172), methodological orientation (m=4.7692, SD=1.4507), implementation of research (m=4.5021, SD=1.6042), research designing (m=4.2692, SD=1.4848) and the title (m=4.0791, SD=1.4104). These are presented in order of intensity of the limitation they pose (See Table 2 and Fig. 2, 3 and 4).

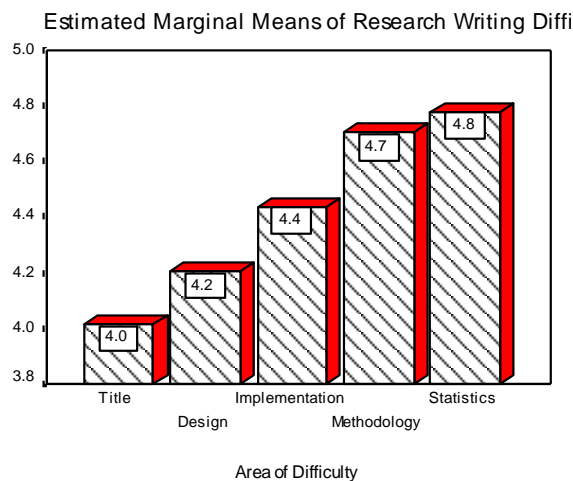


Fig. 5. Illustration of the means of limitations faced by students in the presentation of research projects report at the Universities

Considering all the institutions side by side their means of limitations of research writing difficulties occurred in the following order: institution 9 > 10 > 4 > 1 > 6 > 7 > 5 > 2 > 3 > 8 (see fig. 6). The 9th institution had the highest overall mean of research

writing difficulties as well as having the highest mean on each of the areas constituting research writing problems. The trend was keenly followed by institution 10, 4 and 1 and in a similar fashion. Institution 6 was next in similar pattern while institution 2, 5, and 7 made a close run too. Following that was institution 3 while the 8th institution had the least problem in research writing difficulty among the universities. It is interesting to note that in all cases, the pattern of the means was similar for all the institutions: statistics constituted the most difficulty, followed by methodological orientation, then implementation of research and then, research designing while the title gave the least problem (See fig. 5, 6, 7 and 8).

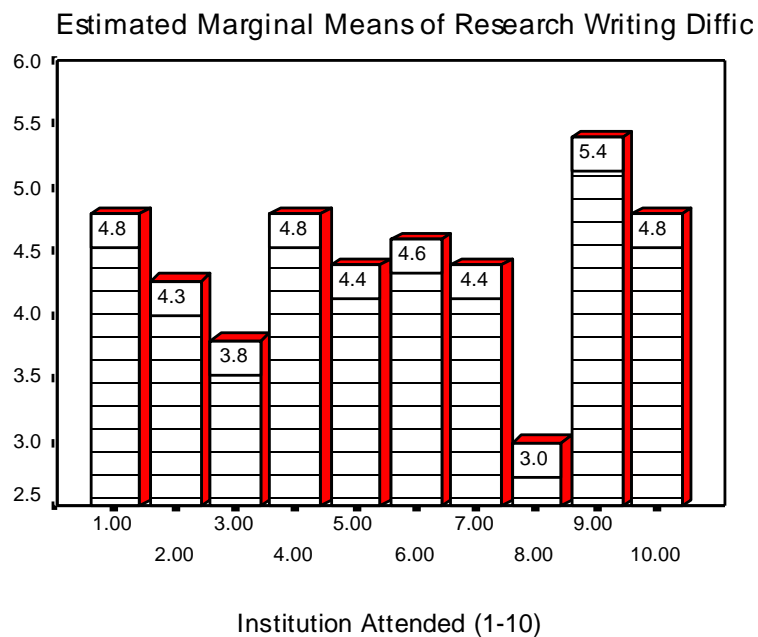


Fig. 6. Clustered bar chart illustration of the means of limitations faced by students in the presentation of research projects report across the Universities.

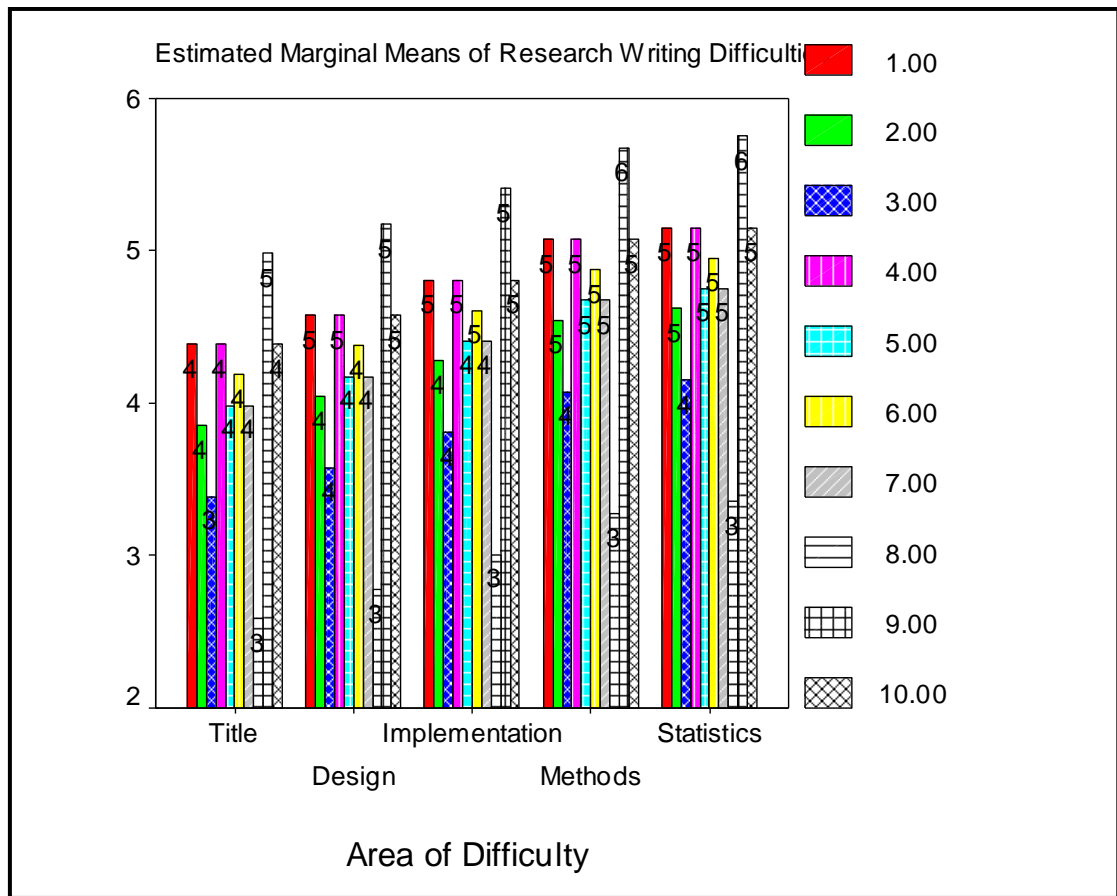


Fig. 7. Stacked bar chart illustration of the means of limitations faced by students in the presentation of research projects report across the Universities

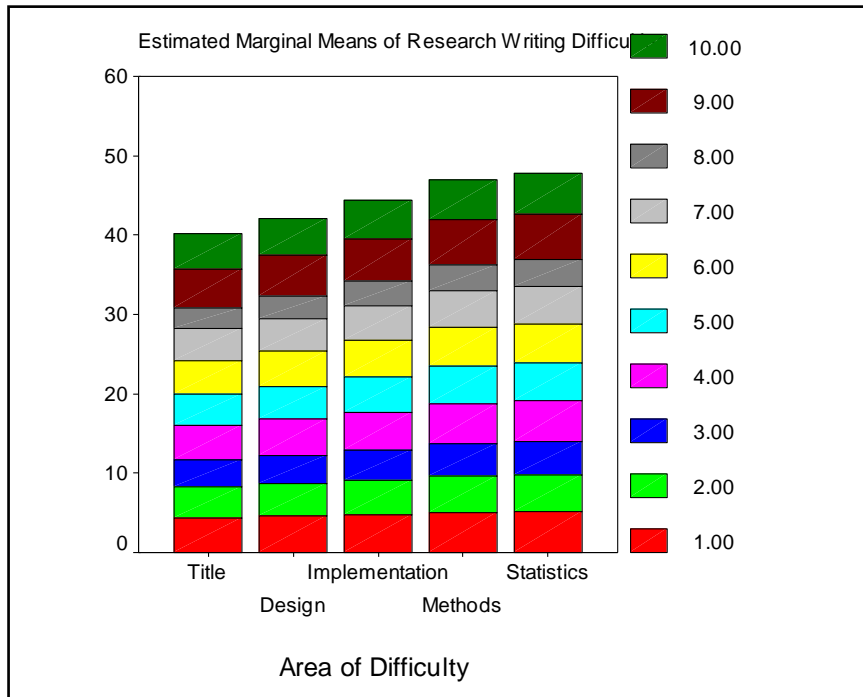


Fig. 8. Stacked bar chart illustration of the means of limitations faced by students in the presentation of research projects report across the Universities

Hypotheses Testing

The main hypothesis for the study had stated that

Students in Nigerian universities are beset with limitations in the making of research projects.

To make the hypothesis testable, it was represented in the null form, and four subsidiary hypotheses were set:

Hypothesis One. Hypothesis One had stated that

There is no significant difference in the means of limitations faced by students in the making of research projects in the Nigerian universities

In order to test this null hypothesis, the mean score of the data obtained in respect of limitations faced by students in the making of research projects, which includes socio-economic limitations, institutional limitations and academic limitations were contrasted using the Univariate Analysis of Variance. The result provided that a high significant difference existed between the means, $F(2, 378) = 12.157$, $SS = 61.282$, $MSError = 30.641$, $p < .05$. The null hypothesis was therefore not substantiated (See Table 3 and Figure 1).

Table 3. Summary table of Univariate ANOVA on research making limitations at the Universities

Source	SS	MS	df	F	P
Contrast	61.282	30.641	2	12.157	<.05
Error	952.712	2.520	378		

A post hoc test, Duncan Multiple Range test, was performed to substantiate for the observed significant differences in the results. This provided that significant differences existed between the means which had two homogeneous groups: the means for socio-economic limitation formed a homogeneous group and on the RCAC scale, is classified as constituting Apparent Limitation. Institutional limitation and academic limitation formed the second homogeneous group and on the RCAC scale, is classified as constituting Major Limitation. The ordering of the means showed that socio-economic limitation > Institutional limitation I the order of the intensity of the limitation that they impose on the making of research projects. See Tables 4 and Figure 1.

Table 4. Duncan Multiple Range test on research making limitations at the Universities

Research Making Limitations					
Institutions Attended	N	Limitations		Group Homogeneity	
		1	2		
1 (Soc-Economic)	130	3.301		A	
2 (Institutional)	182		4.070		B
3 (Academic)	78		4.256		B
Sig.		1.00	.383		

Means for groups in homogeneous subsets are displayed.

Based on Type III Sum of Squares

The error term is Mean Square(Error) = 2.520.

1. Uses Harmonic Mean Sample Size = 115.352
2. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed
3. Alpha = .05

Hypothesis Two. The second hypothesis had stated that

There is no significant difference in the means of limitations faced by students in the making of research projects in the Nigerian universities irrespective of the University attended.

In order to test this null hypothesis, the mean score of the data obtained in respect of limitations faced by students in the making of research projects, which includes socio-economic limitations, institutional limitations and academic limitations were classified on the basis of the educational institution where each of the participants had obtained their first degree. There were 10 universities in all and these were from the south western geopolitical zone of Nigeria. The result provided that a high significant difference existed between the means, $F(9, 378) = 4.663$, $SS = 105.764$, $MSError = 11.752$, $p < .05$. The null hypothesis was therefore not substantiated (See Table 5 and Figure 2).

Table 5. Summary table of Univariate ANOVA on research making limitations across the Universities

Source	SS	MS	df	F	P
Contrast	105.764	11.752	9	4.663	<.05
Error	952.712	2.520	378		

The F tests the effect of Institutions Attended (1;2;3;4;5;6;7;8;9;10). This test is based on the linearly independent pairwise comparisons among estimated marginal means

A post hoc test, Duncan Multiple Range test, was performed to substantiate for the observed significant differences in the results. This provided that significant differences existed between the means while three homogeneous groups were identified: the means for institution 8, 5, 4, 10 and 7 formed a homogeneous group; institution 5, 4, 10, 7, 2, 6, 9 and 3 formed another homogeneous group. Institution 10, 7, 2, 6, 9, 3 and 1 made up the third homogeneous group. The ordering of the means showed that institution (least effect of limitation is felt by) $8 > 5 > 4 > 10 > 7 > 2 > 6 > 9 > 3 > 1$ (See Tables 6 and Figures 2).

Table 6. Duncan Multiple Range test on research making limitations across the Universities

Research Making Limitations					
Institutions Attended	N	Subset			Group Homogeneity
		1	2	3	
8	15	2.33			A
5	15	3.0	3.0		A B
4	15	3.2	3.2		A B
10	15	3.33	3.3	3.3	A B C
7	15	3.4	3.4	3.4	A B C
2	135		3.6889	3.6889	B C
6	15		3.8702	3.8702	B C
9	15		4.0	4.0	B C
3	15		4.2	4.2	B C
1	135			4.4035	C
<i>Sig.</i>		<i>.070</i>	<i>.050</i>	<i>.080</i>	

Means for groups in homogeneous subsets are displayed
 Based on Type III Sum of Squares

The error term is Mean Square(Error) = 2.520.

1. Uses Harmonic Mean Sample Size = 18.243.
2. The group sizes are unequal. The harmonic mean of the group sizes is used.
Type I error levels are not guaranteed.
3. Alpha = .05.

Hypothesis Three. The third hypothesis had stated that

There is no significant difference in the means of limitations faced by students in the presentation of research projects report in the Nigerian universities

In order to test this null hypothesis, the mean score of the data obtained in respect of limitations faced by students in the presentation of research projects report, which included the title, research designing, implementing the research plan, methodological orientation problems and the application of statistics. The result of the Univariate Analysis of Variance that was performed: the means for title X research designing X implementing the research plan X methodological orientation problems X the application of statistics, provided that no significant difference existed between the means of limitations faced by students in the presentation of research projects, $F(4, 116) = 1.216$, $SS = 10.986$, $MSError = 2.746$, $p > .05$. The null hypothesis was therefore not rejected (See Table 1).

Table 7. Summary table of Univariate ANOVA on the means of limitations faced by students in the presentation of research projects report at the Universities

Source	SS	MS	df	F	P
Contrast	10.986	2.746	4	1.216	>.05
Error	261.939	2.258	116		

*The F tests the effect of Area of Difficulty (1=Title; 2=Design; 3=Implementation; 4=Methods; 5=Statistics).
 This test is based on the linearly independent pairwise comparisons among the estimated marginal means.*

Hypothesis Four. The fourth hypothesis had stated that

There is no significant difference in the means of limitations faced by students in the presentation of research projects in the Nigerian universities irrespective of the University attended

In order to test this null hypothesis, the mean score of the data obtained in respect of limitations faced by students in the presentation of research projects report, which included the title, research designing, implementing the research plan, methodological orientation problems and the application of statistics were classified on the basis of the educational institution where each of the participants had obtained their first degree. There were 10 universities in all and these were from the south western geo-political zone of Nigeria. The result provided that no significant difference existed between the means, $F(9, 116) = 1.242$, $SS = 25.242$, $MS = 2.805$, $p > .05$. The null hypothesis was therefore not rejected (See Table 1).

Table 8. Summary table of Univariate ANOVA on the means of limitations faced by students in the presentation of research projects report across the Universities

Source	SS	MS	df	F	P
Contrast	25.242	2.805	9	1.242	>.05
Error	261.939	2.258	116		

The F tests the effect of Institution Attended (1-10). This test is based on the linearly independent pairwise comparisons among the estimated marginal means

Summary, Discussions, Conclusions and Recommendations

The results of this study had provided that

1. Students have major limitations in the making of research projects at the universities. This appears to be obvious in all the three areas though in order of intensity academic limitation is most salient, followed by institutional limitations and socio-economic limitations. This implies that student poor preparations for doing research, as well as the inadequacies resident with the respective institutions are responsible for the problems which students encounter.
2. Students have major limitations in presenting research report. This is shown to be so in all areas of research report writing, specifically, when presented in the order of intensity of the limitation they pose are; the application of statistics, methodological orientation, implementation of research, research designing and the making a good title. This finding is in congruence with those of Poggenpoel (2011), and they may be attributed to poor preparation of the student in research methodology, as well as the students' own inadequacies.

Research writing difficulties are evident with students from all the universities that were sampled. It is interesting to note that in all cases, the pattern of the means was similar for all the institutions: statistics constituted the most difficulty, followed by methodological orientation, then implementation of research and then, research designing while the title gave the least problem.

These assertions had provided credence for the hypothesis of the study in qualitative terms using logic. However, in order to ascertain that these assertions have scientific support by providing empirical evidence using the method of deduction, the main hypothesis that was set (Students in Nigerian universities are beset with limitations in the making of research projects) provided the following results:

Hypothesis One. That a high significant difference existed between the means of limitations faced by students in the making of research projects. That is, the limitations are not felt the same way. Some are more gravely felt than others:

A post hoc test, Duncan Multiple Range test that was performed to substantiate for the observed significant differences in the results provided that significant differences existed between the means and two homogeneous groups emerged. The first was made up of Academic limitation and Institutional limitation classified as constituting Major Limitation, while socio-economic limitation, classified as constituting Apparent Limitation made the second homogeneous group. In other words, academic limitation similarly constituted major limitations for the students, with more intense effect, than socio-economic limitations, which also constitutes apparent limitation though not as seriously grave as the former two.

Hypothesis Two. The result provided that a high significant difference existed between the means of limitations faced by students in the making of research projects in the Nigerian universities based on the differences in the University attended. In other words, the effect of limitation was more felt by those who attended certain institutions than the others. This offer credence to the observation that was made earlier, that

academic and institutional limitations are tantamount to major limitation to students in the making of research projects.

Hypothesis Three. The result provided that no significant difference existed between the means of limitations faced by students in the presentation of research projects report. In other words, limitation in the presentation of research projects report is general to all students, and these (making the title, research designing, implementing the research plan, methodological orientation problems, and the use of statistics) are, unfortunately, a major limitations.

Hypothesis Four. The result provided that on the basis of the university attended, no significant difference existed between the means in respect of limitations faced by students in the presentation of research projects report, which included the title, research designing, implementing the research plan, methodological orientation problems and the application of statistics. This further strengthens the claim that the presence of limitation in making research as well as its presentation is overwhelming and universal.

The results of this study have shown that more careful attention has to be paid to the preparation of students for research in our universities. This concerns the trainers as well as the availability of facilities or training students as well as the quality of the students who are admitted to the universities for postgraduate programmes. Postgraduate studies aren't supposed to be for those who would be struggling to pass but for those who have something noteworthy to prove. Capable hands should be involved in the training of students in research methodology and statistics for research while experts may be consulted for ascertaining that the appropriate design, instruments and analysis is arranged for a particular study. In this way, problems emanating from poor presentation of research proposals and the final work, the strain and stress associated with research and the mod slinging that goes with it as well as long delays in its completion will be a thing of the past in our universities.

This study has considered only the perception of students. It is therefore, not a balanced view yet. Future studies should therefore consider the need to views of experienced research supervisors, and that in various fields and specializations. Similarly, only the south western geo-political zone of the country has been covered by this study. Situations in other areas may not have been adequately qualified. A more extensive scope is therefore required in future studies, while replication of the study in other parts of the world would enhance better understanding in the domain of interest.

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Family Background and Value Re-Orientation in the Nigerian Child

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Abstract

The paper x-rayed the corruption, crime and moral decadence- in Nigeria, and linked them to the depravity in societal values. The level of moral decadence in many families has made it difficult for them to inculcate the positive values into children. The concepts of value and value systems were reviewed. Factors of family background and their effects on the development of values were discussed. Parents were seen as vital factors in the inculcation of positive values in children. Reviewed literature revealed that many parents and families have not developed positive values, and so cannot provide positive role models for their children. The paper highlighted how family factors can provide the platform to bring about the needed re-orientation of the value system of the Nigerian child. The conclusion is that since values are not inherited but learnt, parents and family members are very important for doing this. They must have positive values themselves, so as to inculcate these into their children. The early years of childhood are critical and parents must use them properly. The paper recommends that Seminars/workshops and counseling sessions should be organized for parents to educate them on positive parenting practices, positive role models provided or children, strong parent-child relationships, should be developed and the clear positive family values should be set down for children.

Introduction

There has emerged a class of affluent Nigerians, some whom are successful business men and women, and others, politicians, who got their wealth through political intrigues, embezzlement of public funds and corruption. The richest and not the most honest, educated or hardworking, are honoured in our society. Gradually, the traditional African value for honesty, hard work, integrity, respect for constituted authority, and reverence for knowledge and wisdom, has given way to dishonesty, corruption, and embezzlement of public funds, sycophancy and the quest for certificate, not for education.

Another group of the affluent are those who got their riches by tricks, known variously as OBT (Obtaining By Tricks) and 419 people. The emergence of the computer and internet business, has brought in yet another group of those involved in internet fraud, popularly known as “yahoo boys”. The most “lucrative” business on the scene today is kidnapping and abduction of rich, or supposedly rich people, by armed youths.

The major problems of the Nigerian society are corruption and inequity in wealth distribution, which have flourished because of the inability of the system to infuse positive values into the Nigerian concept. Loyalty to groups has resulted to ethnic loyalty, religious division and nepotism. Materialism is seen in every area of life, and the Nigerian society attaches so much importance to money that it does not care about the source of such money. The more affluent a man is, the more honour accorded him in society. This is the example generally presented to the younger generation. Hence, many young people especially, the males, have dropped out of school, to look for instant wealth. This has further promoted fraud of various types, violence, armed robbery and the new wave of kidnapping, a vicious cycle, one may say.

Job opportunities are scarce, and the population of unemployed graduates is high. Very few people went to work hard and patiently to make money. The pursuit of material wealth has beclouded the moral and ethical judgment of many Nigerians. The children of the rich and well connected Nigerians, get the few available job opportunities, while most of the brilliant, but unconnected ones, remain unemployed. The Nigerian society places a high premium on certification and this has resulted in many forms of examination malpractices and certificate racketeering. Some parents have been known to aid and sponsor this illegal act. Many of the culprits are never caught and they get results they do not deserve. This further discourages honest and hardworking youths, and encourages a negative value system.

Over the years the image of Nigeria has continued to nosedive and stories abound of how responsible Nigerians, on oversea trips, were humiliated, when they presented the Nigerian passport to foreign immigration officials. Corruption is seen in every facet of life in our society. The governor of the Central Bank of Nigeria (CBN), Sanusi L. Sanusi, in a speech, linked the prevailing corruption in the country to our poor value system (Daily Trust, 2009). He posited that corruption and economic crimes have thrived in Nigeria because of the collapse of our traditional value system, when people of questionable sources of wealth were treated with contempt and disdain. He asserted that if things did not change, our children would have only one role model, which would be, those that got money through corruption.

With this lopsided societal value system, many youngsters do not see the reason to “waste” their time, as it were, on ventures like education, trade and apprenticeship that

do not seem to yield quick profits. Many blunders that are made in various facets of governance, apparently stem from the fact that responsibilities that require expertise are given to politicians, who lack the knowledge, training or competence to carry out such functions. There is need to take a critical look at the situation, to see what can be done. Hence, this paper on family background and value re-orientation in the Nigerian child.

The key words to consider in the paper are value and value re-orientation and the family background.

Concept and Types of Values

The Oxford Advanced Learners Dictionary (1991:1411) defines value as “The worth of something, in terms of money or other goods, for which it can be exchanged. A value is an entity, situation or condition; that you consistently strive to acquire or keep. Value is defined as the relative worth, merit or importance (Dictionary.com, 2012). Values drive our lives, generate behaviour, and help solve common human problems for survival, by comparative ranking of value. The more consistently we commit our time, money and energy to doing something, the more we apparently, value it (Wilson, 2008). Wilson (2008) defines a system as “a group of things or parts, working together as a whole”. A value system could, hence, be a set of consistent values and measures, working together as a whole.

A Principle Value: This is a foundation upon which other values and measures of integrity are based. One of the unique characteristics of each single person is his or her value system. Values are considered subjective and vary across people and cultures and are in many ways aligned with belief systems. Other types of values may include personal, cultural, ethical, moral, doctrinal, ideological, social and aesthetical values.

Personal Values: Personal values develop very early in life and may be resistant to change. Massey (2011) asserts that it is formed during three significant periods of life 0 – 7 years; modeling period; 8 – 13 years, Socialization period from 13 – 21 years. One of the unique characteristics of each single person is his or her value. This provides an internal reference for what is good, beneficial, important, useful, beautiful, desirable and constructive. Knowing your own values and priorities is very important for personal growth, correct choice of mates and relationships. They may be derived from those of particular groups or systems. One’s family, nation, generation and historical environment help determine one’s personal values. Research has found that adolescents who are involved in groups that connect them to others in school, their communities or religious institutions, report higher levels of social trust, commitment to the common good of people, and that such adolescents are more likely to endorse self interest and materialistic values (Sandrock, 2007).

Cultural Values: Groups, societies or cultures have values that are largely shared by members. These values identify those objects, conditions or characteristics that members of the society consider important. Values might include material comfort, wealth, competition, individualism or religiosity and sex, drugs and music. The values of a society can often be identified by noting what people receive honour for, or respect. For example, in the United States of America, professional athletes are honoured more than college professors. In Nigeria rich men tend to be honoured more than others, irrespective of their source of wealth. Surveys have shown that voters in the United States of America would be reluctant to elect an atheist as a president, suggesting that belief in

God is a value. Personal and cultural values can be varied by the living standards of a person. Values are related to the norms of a culture, but they are more general and abstract than norms. Norms are rules for behaviour in specific situations, while values identify what should be judged as good or evil. Different cultures reflect different values. Values change over time and this affects the belief and attitudes of children. Social values are certain qualities and beliefs that are shared within a specific culture or group. These traits can be religious, economic, political, etc.

Societal Values: Society is generally defined as a self perpetuating group of humans, broadly distinguished from other groups by mutual interest, participation in characteristic relationships, shared values and a common culture (Value.html.pdf 2007). Societal values are what the particular society holds dear and what they care about as a group. These values, which motivate the people, can be good or bad. When a society adopts the bad values, such as materialism, greed and nepotism, the resultant effect can be tragic. A good value system produces a good and sustainable society.

Reorientation

The New Webster's Dictionary of English Language (2004:707), defines the word orient to mean "to turn or guide in a specified direction, to adjust someone or something to a surrounding of situation". The definition above implies that there is an ideal, standard or value, which has been abandoned, which people must return to. People often refer to the cherished Africa value system of honesty, patriotism, respect for life and family, respect for hard work, self reliance, obedience, and respect for constituted authority. Farlex (2012) defines reorientation as a fresh orientation; a changed set of attitudes and beliefs; the act of changing the direction in which something is oriented.

Hence, it is necessary to decide on what essential values a good Nigerian society should be built on, so as to understand the direction to move, in the re-orientation of the value system of the Nigerian child. There is need to examine the values that sustained each of the societies that now constitute the nation, centuries before the creation of the expression called Nigeria.

Cutting across the traditions of these societies were values, such as high integrity, fair play, a sense of social justice, honesty, concern for others, respect, social decorum, hospitality and patriotism, expressed in loyalty to the family and group. Most of the institutions that facilitated these values were local and built around Kings, Chiefs, Emirs, clans and the extended family systems. Ntibagirirwa (1999) asserted that the African society is in a moral crisis which he believed was as a result of an identity crisis. He argued that this moral crisis stemmed from the fact that Africans have shifted away from their own value system and the values that go with it to other value systems. He believed that the leaders of the African independence and their scholars and those of African independence era, have betrayed the African value system

By analyzing it with socio-economic and political implications, that are drawn from a different value system, namely Maxism. The second aspect is the fact that Africans are now engaged in the process of completely abandoning their value system, by trying to embrace another system, namely, liberalism and/or utilitarianism.

Modernists could argue that modernism glorifies individual reason and autonomy, and therefore, challenges the prevailing social order and authority. This was so powerful

that the apparent precarious African value system would not have resisted and cannot skill resist it.

At the attainment of independence, Nigeria adopted a new style of governance that recognized a central government, alien to these societies. The intrusion of the military into governance wiped away any attempts that could have led to value-based leadership and a correspondingly, value based society. The various military leaderships ruled like conquerors and their divisive tactics, misinformation, corruption, propaganda, manipulation, materialism, brutality and greed, over the years, destroyed all the values that the Nigerian society held dear. Societal values have been marred and there is an emergence of a largely incompetent, illiterate, mischievous and rogue leadership, in the country. Ethnicity, rather than competence, now dominates every level of authority and administration.

This paper proposes that the family, as the bedrock of society, can provide the basis for value reorientation in the Nigerian child.

Family Background

The New Webster's Dictionary of the English Language (2004:340) defines the family as "a group consisting of parents and their children; a group of people closely related by blood, for example, children and their parents, their cousins, their aunts and uncles; a group of individuals descended from a common ancestry. Wikipedia, the free encyclopedia, (2012) defines a family as a group of people affiliated consanguinity, affinity on co-residence. In most societies it is the principal institution for the socialization of children. Anthropologists must generally classify family organization as matrilocal (a mother and her children); conjugal (a wife, husband, and children, also called nuclear family); and consanguinal (also called an extended family) in which parents and children co-reside with other members of one parent's family.

Family background is used to refer to all the factors, resident in the family. These factors are very important in the proper socialization of and value inculcation in children. The factors include the following: -

Parenting/Style, Parental Care, Socio Economic Status, Emotional Climate of the Family, Neighborhood of Residence, Family Religions/Moral Background, and Family Value System.

Parenting Style/Parental Care: Parenting implies providing a nurturing and constructive environment that promotes growth and development in a child or children.

Sandtrock (2000) asserts that even though many children spend a great deal of time in child-care institutions, parents are still the main care givers, for the vast majority of children. Baumrind (1991) classified parenting styles as – authoritarian, authoritative, neglective and indulgent, with authoritative parenting (that is, a combination of warmth, verbal give and take, and some limit setting) as optimal. Buller (1993) found that father-mother cooperation and mutual respects, help children develop positive attitudes. In both Washington, DC (America) and Turin (an industrial city in Italy), middle class parents gave higher ratings to child caring values, aimed at fostering dependability, self-control and consideration for others, while working class parents stressed obedience and being neat and clean. Parenting styles have varying effects on the values children imbibe.

Lindgren (1979) found that the kinds of experiences a child has, during infancy and early childhood, shape his early behavioural tendencies and influence what kind of

person he becomes. The author also believed that the kind of treatment a child receive or elicits from his parents, related to whether he tends towards an internal or external locus of control. Eron, Walder, Toigo and Lefkowitz (1963) found that the more the punishment at home, the more aggressive children were, towards others at school. This was in spite of the child's gender or whether it was the father or mother who punished them.

Radin (1973) found that middle class fathers paid more attention to their son's complaints, and expressed more understanding and sympathy, whereas lower class fathers were less attentive, less supportive and more restrictive. The father-son pairs were interviewed a year later, and it was found that the boys, whose fathers were more supportive and concerned about their restlessness, had higher I.Qs than the boys whose father were more restrictive. Ahnert and Lamb (2011) found that enduring and positive effects of high quality child care, even on school performance, and that positive child care experiences may also enhance later educational opportunities, adjust to routine and resist conflicts.

Socio Economic Status: Different socio economic classes differ sharply in their value system. Children from high-income homes are often exposed to experiences and activities that favour cognitive development. The provision of abundance of toys, computers, televisions, internet connections and books, expose them to different kinds of intellectually stimulating situations, and parents, are often disposed to engage in frequent conversations with them (Idowu, 2002). Children who possess various study materials, are more likely to develop good study habits and tend to value education. Children from low-income families may not have some of the gadgets mentioned above and many of their parents are often too busy to spend enough time with them.

It has become a status thing for parents to send their children to schools, where they spend a greater part of the day. Many of these children do not spend enough time with their parents at home, to discern their parents' values, or to imbibe them. Reissman (1962) stated that if a child is born into a low income family and is cared for by inattentive and unresponsive parents, who use impoverished language, lack self confidence, run the home in a disorganized way, not much will be expected of the child.

Emotional Climate of the Family: This implies the generalized attitude and feelings that prevail in the family. Lao, (2012) asserts that the emotional climate of the home sets the foundation for almost everything the child does. Feelings of physical safety and emotional security are vitally important for normal child development. Where these are present, children feel free to express themselves and explore their physical, intellectual, and social environments. When these are absent, the child's ability to grow (physically, intellectually, and emotionally) is stilled. A child who gets a sense of security from his family is better able to cope with the problems he encounters outside the home. The more the climate of the home is characterized by punitiveness, disorganization or extreme rigidity, the more likely it is to produce problem behaviour in children. Separation, divorce and death are some of the factors that disorganize a family. The breaking up of a marriage is traumatic for all the parties concerned, but the ones most hard hit are the children, (Okon, 1988). It is vitally important that parents be sensitive to the behaviours and needs of their children. Parental involvement is a part of being responsive. Effective parents are skilled at providing home environment that nurture maturity in their children (Lao, 2012).

Neighbourhood of Residence: Low income families often live in poor overcrowded neighbourhoods, with impoverished unstimulating environments (slums). Such families may have little or no education, and often have very poor value systems. Children from such families often learn skills and abilities that help them survive, in such difficult environments. Often their mothers are petty traders, who leave home very early in the morning and return late and are not around most of the day, to correct or direct their children. Children inadvertently, imbibe the values of their neighbourhood of residence.

Family Religions/Moral Background: The people who interact most with a child are his parents, siblings and caregivers. Family experiences and expectations are important in shaping the child's personality and value system. Personality is determined by the proper channeling of the drives and by the acquisition of acceptable behaviours and values. These are linked with the judgment of "right" and "wrong", or "good" and "bad". The values which reinforce and sustain behaviour are learned, chiefly from parents, and care-givers, sometimes through direct instructions or precepts, and in part through expressions of approval or disapproval for conformity (Chinoy, 1967).

Parents can only give what they have, and those who promote desirable behaviours are likely to promote a high and positive motivation for their children's behaviour. On the other hand, parents whose behaviours are deviations from the accepted societal norms, are likely going to influence their children's behaviour, negatively (Nmaduakonam, 1986). The author found that whether children became morally sound or not depended, to a large extent, on the type and quality of motivation they received from their parents. Edwards, (1961) found that straight forward moral issues were readily understood by children but that the duller child's moral judgment was prone to become confused face of complexity or subtlety. So parents should be clear with their stand on moral issues. Holstein (1972) found that the level of morality at which children function was related to the level of morality at which their parents functioned. Rest (1975) found that college experience played an important part in their taking decisions at level III of morality.

A person's belief about God is greatly influenced by their family. Those who are brought up in a family where religion is a strong influence, will tend to be religiously minded (Richards, 2012). Those who are brought up in a family where religion is not a strong influence may adopt the opposite view, that is, those born into a Christian family are likely to be Christians, and those born into Hindu families are likely to be Hindus. The author asserts that the home is the first school of Christian life.

Dacey and Travers (1996) posited that moral development emerged as a consequence of learning, and that children were rewarded for what their parents believed was right, and were punished for wrong doing. Walker and Taylor (1991) found that parents who encouraged children to express their opinions about a higher level of moral reasoning, helped to advance their children's moral development.

Family Values: It is important that every family develops a set of values for which they are known. To discuss and develop these values the following will act as good guidelines –

- What does your family stand for?
- What character traits define your family?
- What virtues do you embrace?

- What principles guide your behaviour?
- Do your children know and see, in action, what you feel about integrity, compassion, tolerance, equity and forgiveness?
- When asked to describe your family, would your children mention proudly that you stood for honesty, courage and faith?
- What are your family origin's values?
- What are your religious beliefs?

Children need to know the reasons behind what you stand for as a parent. Values can be related to healthy, cultural awareness, spirituality, religion, preservation of nature, integrity, loyalty, wealth, stability and security, creativity, independence, search for fame or peace, personal growth and education. There are many values, as discussed earlier, and any combination of these separate values will form a position value system. The family has a very important role to play in the formation of the value system of each family member.

Family Background and Value Reorientation

(Adapted from Zaidi, 2000)

The role of a parent in the family and in the reorientation of the value system of their children is very important and is discussed below:

Make Their World Solid: Few things are more important than giving your children confidence and self-assurance. These are the qualities that enable them get the rest of what they need for themselves. Self confidence comes largely from being confident in the world around you. The parent's job is to ensure that everything important in the children's world is consistent. As a parent, you need to make sure they feel good about themselves, as this helps to build up their confidence. Parents need to show them that children can do more than they realize, and that you believe in them. Help them develop a positive self-concept.

Show Them How to Separate Right From Wrong : It is human and normal to make mistakes. It is important that our children can tell when they have made a mistake. They should know that it is alright to make mistakes but they should also know the difference between right and wrong. Every parent has, at least, 18 years to instill in children, the values that are important, so that when they think for themselves, they do it on the foundations you have laid.

Teach Them to think: Thinking is not only about being able to apply logical mental processes, it is also about being able to formulate ideas and opinions and make decisions for one-self. Good teachers can help with this skill, but the bulk of the job is up to the parents.

Let Them Lead You: It is so easy, as a parent, to see yourself as the leader of the family. Being the oldest, you tend to take charge and the kids do what you say, all being well. You are the leader of a special team, with a very special purpose: to develop all team members to reach their maximum potentials as each child is unique. The way to do that will vary, according to the team members. All the team members have to get involved, in order to get the best from your children, without trying to change their personality and natural strengths.

Teach Them the Value of Money: It is normal to give your children money, but it is also important to teach them not only to use money, but also to save money and be sensitive towards other people's needs.

Give Them Each Other: It is important that every parent should ensure that their children have a strong bond with each other. Teach them to love their family. However good your friends are, family is better. When one goes through real crisis in life, it is your family you want beside you.

Teach them to love and value their country: The love the Jew had and still have for Israel is shown in Psalm 137:6 "If I do not remember thee, let my tongue cleave to the roof of my mouth; if I prefer not Jerusalem above my chief joy". The foundation for love for the country is best laid at the family level. Children should be taught to value the things that belong to our country.

Teach Your Children Genuine Accountability: We must adopt a commitment to genuine accountability. Anyone using the resources of God or the Government must realize that he is accountable to God and to the people. When we practice this as a way of life, our children will copy it from us. God demands accountability otherwise we may lose what we have. (Matthew 25:14-29).

Teach Your Children to Value Education: Presently, our society now celebrates and honours wealth. Wealthy people are honoured, irrespective of the source of the wealth. Education can open up and sharpen the mind and intellect of individuals and their potentials. An educated person has a greater capacity to explore different genuine ways of making money or manufacturing things, instead of cheating and embezzling public funds, or being involved in other dubious practices.

Teach Your Children to Fear and Honour God: We must teach our children to fear and honour God. He created us and He alone has the blue-print of our lives. As children, learn to honour God, He will enable them to fulfill their destinies.

Conclusion

A value system is not inherited, but learnt, developed and fine-tuned, through personal experiences in the family and moderated by the values of the immediate society. As parents, we need to re-define, in more precise term, our family values and the things that are important to us, as a people. The foundations of the first and most important values of life are laid in the family. According to the Bible, we must "Train up a child in the way he should go and when he is old he will not depart from it" (Prov. 22:6) We can only train children not adults. If we teach our children to distinguish good from evil, not just in words but in deeds, we would have made progress towards positive value-re-orientation. The issue of value inculcation and value orientation is fundamental in child upbringing. Parents, and all family members, should treat it with utmost importance.

Recommendations

Presently, the value system of the average Nigerian has so degenerated that most children are confused about what to do at any particular time. This paper therefore, recommends the following:

Parents, care-givers and family members should re-examine, re-define and state clearly, the things they value, as a family, in the light of societal values.

It is important for parents to spend quality time with their children, especially, during the early years, so that they can inculcate into them the proper values. Many parents send their children to school at a very tender age and leave them there till evening. Teachers have too many children under their care, and are too busy to give them individual attention. Besides, the teacher's value may be at variance with that of parents. Many children are also left in the care of house-helpers, or on their own to watch the television. Such children take on the values of the house helps or that of television characters. They should censor the television programmes their children watch.

Studies have shown that childhood experiences shape the personality of the individual, even later in life. Care should be taken to provide children with positive and rewarding experiences in the early years of their lives.

Intellectual development is greatly enhanced by a stimulating environment. Parents should endeavour to create the enabling environment that will lay the foundation for proper values in life.

We need to cultivate a meaningful approach to high quality and discipline in the way we behave. We must teach our children accountability.

There is need to provide children with positive role models of the proper value system. Charity, they say, begins at home, and the parents should be the first models of the type of values they want their children to have.

Every individual comes from a home and there is no better place to begin the change that will bring about value reorientation in children, than the home, and the time to start is now.

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Nigerian Government and the Politics of Fuel Subsidy Removal

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Abstract

Democracy as a system of governing modern societies has certain universal core values such as freedom and liberty for all individuals. In Africa, given its historical peculiarities need to prioritize democracy as a social process aim at improving the people's material conditions. In Nigeria, this has been at the center of the democratic aspirations of the people. With the use of political economy approach, the paper argued that the removal of fuel subsidy by the Federal Government in 2012 violates the fiduciary responsibility of the State as exposed in the preamble to the 1999 constitution. It showed the insensitivity of the seating PDP government to the social concerns of the citizenry and attempt by the oil cabal to privatize the Nigeria. It submitted that unless the government predicates its legitimacy on the peoples' support and obedience derived from better socio-economic performance, the country might experience another democratic reversal. A more enduring basis of democratic sustenance lies in transformation of the Nigeria State to pursue a people-centered development.

Key Words: Economy, Politics, Fuel, Subsidy, Removal

Introduction

Nigeria, the most populous black nation in Africa, is potentially rich in human and material resources waiting to be fully harnessed for the benefit of its multitudinous peoples. Brought together in a tenuous unity by administrative fiat by the British colonialist, it has struggled to achieve unity in diversity. National integration has been elusive, yet it is needed to achieve the universal goal of development, that is, the pursuit of the people's material welfare and well-being.

Developments since independence in 1960, have been rare and far apart. Various sectors of the society are experiencing varying degrees of neglect and rot. The citizenry are faced with dehumanizing conditions such as: disease, hunger, illiteracy, poverty, among other maladies. Poverty in the mix of plenty has been the paradoxical state of things in the country. Oil is one resource that has been given to people of Nigeria by nature. This heritage is meant to be used for the development and corporate existence of the people inhabiting the land call Nigeria.

Since the early 60s, oil has been exploited for sale in commercial quantity. It is expected that proceeds from its sale would be used to better the lot of the people in terms of provision of the basic necessities of life such as: water, education, health care facilities, housing, motorable roads and so on, in a word, development. Yet, the country has had to endure a debilitating cycle of political decay and renewal due to the rent seeking behaviour of the comprador capitalist who, it would seem, are more interested in political power for material gain than promoting good governance. In the quest for material gains, rules, regulations and laws are breached as politics takes a winner takes all pattern. The immediate consequences of these actions are; flawed economic system, social dislocation and political upheaval. These developments alienate the people from their government creating in the process, legitimacy crisis. In the absence of political legitimacy, government resort to the use of force as recently experienced during the anti-subsidy removal campaign by Organized Labour and Civil Society Coalition.

It would seem, all boils down to leadership deficit in the country. The lack of a critical mass of men and women of integrity willing to harness and unleash the various resources in the country for the common good or public interest. The paper seeks to unravel forces which provoke these states of affairs. How can resources of the country be used to benefit all? What challenges attend the pursuit of this goal and what are the ways of resolving them? These are the subject matter of the study.

Conceptual and Theoretical Considerations

Every modern society seeks to put in place a democratic system of government. Countries and regimes pursuing these goals are at different stages of the democratic continuum without any getting near the ideal state of democracy as popularized by ancient Greek philosophers. This explains why Dahl prefers the term Polyarchy as a more feasible political system¹. Such system, has the following recursive elements: freedom to join and form organization of one's choice; freedom of expression; right to vote and be voted for; right of political leadership to compete for support; availability of alternative source of information; legibility to public office by all; and institutions for making government policies depend on votes and other expressions of preference². Thus, a political system that makes claims to being democratic should be substantially popularized and liberalized³.

It is assumed that with continuous democratization of the polity, ideals of democracy would be realized. Democratization therefore, is seen as the process of establishing, strengthening, extending the principles, mechanisms and institutions that defines a democratic administration⁴.

All these have to be in place for the overall goal of development to be realized. Development is a multi-faceted concept that covers a wide range of human lives and governmental activities. From a broad perspective, development is conceived of as a:

Comprehensive process through which a population recovers its own resources and put them to work according to its own cultural values in order to resolve its individual and collective problems by creating over a long period of time a frame of life where each stage is better than the preceding one⁵.

From the view point presented above, it is clear that development is not a received paradigm but a concept that evolves from a people's cultural peculiarities which help them to resolve their own challenges at different levels of life. For Todaro, development should have the following objectives: (a) Life sustenance in the area of providing food, shelter, health and protection; (b) achievement of self-esteem through provision of those things that can generate respect for and from others; and (c) attainment of freedom through emancipation from material poverty, social servitude, ignorance and dogmatic belief, etc⁶.

The goals of development would seem herculean especially where the machineries of democratic governance is missing. Hence, governance is imperative for democracy to be deepened. Governance aims at ensuring accountability in the running of public affairs. Governance is of two variants: good and bad governance. The former exist where "public resources and problems are managed effectively, efficiently and in response to critical needs of society"⁷. The latter occurs where public resources are not used efficiently and effectively to solve the pressing needs of the country.

Political power if left unchecked could be abused by even the most honest of men; for power corrupts and absolute power corrupts absolutely. Civil society therefore, has to join the fray to serve as bulwark against the totalizing influence of holders of state powers⁸. Civil society could refer to the non-state realm that exists between the state and society⁹. For Osaghae it means "the non-state sector of the public (as opposed to private) realm which mediate relations between the individual (family) and the state"¹⁰. It covers a wide range of associational life both in the formal and informal realms in so far as they are relatively autonomous of the state, set the normative order for the state, are voluntary and pursue the common good, among other features¹¹.

The Neo-classical market reform into which greater part of the liberal world has fallen, is driven by economic liberalization which is another word for capitalism. It is seen as the best way to allocate resources without human intervention. This ideology is currently being pursued under the Public Choice Theory. The theory is concerned with public goods and services which are provided by government instead of the market. It posits that political society is made up of self-seeking individuals who pursue either their self interests or those of the interest groups they belong¹². It also, assumes that "...citizens provide rulers or the state with resources and power for which they expect a return of goods and services as well as laws regulating society in return for what they are giving up"¹³.

The point therefore, is that government sometimes makes irrational decisions because public officers are rent-seeking and inhibits the achievement of public interests¹⁴. In the oil industry for example, the theory helps to broaden our understanding of the power of vested interests who oppose the reform of the oil and gas sector and how existing policies in the industry and political relationship they engender, have frustrated major changes in the industry's status quo. However, all theories are born refuted; the public choice theory is not an exception. It fails to tell us how power seeking motivations of policy makers, develop or changes over time and space¹⁵. Also what is economically rational may not be practically expedient. Therefore, in practice, the theory may not work in developing countries.

Understanding the Nigerian Political Economy

Nigeria is the most populous black nation in Africa. It is potentially a great nation by reason of the enormous resources found within its boundaries but begging to be harnessed for the good of the common wealth. Also, it is a deeply divided nation with over three hundred ethnic groups¹⁶ with almost the same number of minority nationalities¹⁷. It equally has different religious groups with Christianity and Islam being the most popular ones. Ordinarily, such division or variations along ethnic and religious lines are not in themselves, issue of conflict except when instrumentalized by its followers to realize their personal or group interests. Often, these conflicts have threatened the continued existence of the nation state with intra and inter communal clashes and religious sectarianism being experienced across the country. In recent times the emergence of the religious sect like Boko Haram has brought once more to the fore religious revivalism in the match towards democratic governance.

Also, the economy has experienced similar twists and turns, leaving it prostrate and disarticulated. It started out as a commercial and agrarian economy which drew patronage and accolades from outside the shores of the country. The three regions that the country started out with became known worldwide for the production of different cash crops. According to Williams, there was healthy rivalry among the country's regions, each of which was export crop specific: Cocoa in the West, groundnut and cotton in the North, Palm produce in the East and when the Mid-West region was created, it became a major producer of rubber¹⁸. With revenue from these products, the various regional governments were able to meet, in varying degrees, their responsibilities to the people.

The advent of oil and its exploration in commercial quantity suppose to change the economic system in the country. However, it appears, in the negative direction. Oil was first discovered in Oloibiri, a town in Bayelsa State in the late 50s. Since then, the Niger-Delta region has become the most prolific oil producing region in Nigeria. Oil accounts for over ninety percent 90 percent of government external earnings. Consequently, it has displaced agriculture hitherto, the mainstay of the dominant rural economy¹⁹. Two very important implications could be deduced from this development in the economy. It stultifies the growth of non-state capitalism²⁰. Also, it led to a largely extractionist economy run by a state that has become a rentier one. Graf, characterized these rentier natures of the Nigerian economy as: the severance of the link between production and distribution²¹.

State revenue comes from rents on production of oil rather than production activities²².

To compound the crisis in this emergent economic model, Osaghae argues that, it has “limited the scope of the state’s autonomous economic action which largely explain the externalization of the efforts to arrest the economic decline” since the 80s after a period of oil boom²³.

Meanwhile, the state has centralized resources in the federal government since the early 70s. Yet, it has been unable to pursue consistently developmental goals. State institutions have become hot-beds of corruption and waste of monumental proportions. These developments have politics intense, combative and zero-sum. Politics is sought after as an end in itself rather than means to pursue the social concerns of the citizenry. The incorporation of the nation’s economy into the World capital system albeit to play a second fiddle, has compounded the crisis of its political economy.

The State and its Citizens

It is important at this juncture, to interrogate the relationship between the state (through its agency government) and the citizenry. The essence of the state is to provide the people with the basic necessities of life. While the people on their part are to perform certain duties and obligations. This is well captured in the apt question by Williams “What do we really want for Nigerians²⁴”? The answer is almost obvious “to enhance the welfare of the individual through providing better educational facilities, housing, health facilities, more jobs and a rising standard of living for the people as a whole²⁵”. These could aptly be regarded as the universal goals of development (which every human society should ascribe to and pursue doggedly). While governments are quick to acknowledge these goals, they have failed, in practice, to allow the value of human welfare to mediate or be the guiding values of public policy²⁶.

From the benefit of hindsight, one could posit that political ideals about public goals and values need to be separated and protected from politics so that they can be to the advantage of all. In a political society where private interests engulf and dominate state institutions, development cannot easily be pursued and realized. In the Nigerian context, subsidy on oil is to help achieve the universal goals of development, namely: progressively seeking better human welfare and well-being.

Nigeria entered the World stage as a developing country, different from countries of Western Europe and America. Some of the challenges it is facing are partly caused by foreign interests who are interested in their economic gain than the welfare of Africans.

Yet, this is expected from all economic man. The pervasive greed of the ruling Bourgeois class and the lack of effective counter-veiling force within civil society, give the power elite too much latitude to perpetuate misrule and authoritarianism. Oil being the collective heritage of Nigerians at this phase of the nation’s existence, ought to be used for the benefit of all. Through judiciously disbursement of its benefits, it could create a platform for development that could endure even after oil dries up or become irrelevant in the scheme of things.

The Nature of Oil Subsidy Removal

Oil subsidy may be seen as the money government pays as the differential between the international price of petroleum products and the local price in Nigeria. It

presently import oil to meet its domestic demands for the product. Yet, is the largest producer of oil in Africa and among the best ten (10) oil rich nations, on the global scale. Since the 60s, enormous revenues have been generated from this natural endowment. At a point, the government at the federal level had so much money that it had problems deciding what to do with it. A large proportion of these resources however, went into private pocket while the remaining was filtered away on white elephant projects and conspicuous consumption. It is important to note that oil is a finite resource that may be exhausted sooner than expected. Several by-products can be derived from oil. Some of them include: kerosene, Aviation fuel, Premium Motor Spirit (PMS) otherwise known as petroleum, among others. Besides, major fuel consuming nations are vigorously working on alternative sources of fuel. By the time their efforts comes to fruition, Nigeria dependence on oil and gas could come to naught.

Meanwhile, as major oil producing country, Nigeria imports petroleum products for local consumption from abroad. The four refineries in the country are at different levels of disrepair therefore, cannot meet local demands. It is not accidental that the four refineries in the country are not in good shape or are made to be so. The oil cabal it would seem, makes more money through importation and distribution of oil than its production. The economy and political institutions which have become woven around this system, would take quite an effort to extricate them from it. A distributive economy base on a weak ideology framework cannot engender development in a polity.

Also, in an economy where growth precedes distribution, inequality abounds with dire consequences for human and national security. In spite, of the enormous resources gotten from oil over the years, oil producing areas in particular and Nigerians in general have nothing concrete to show for them. Rather the “goose that lay the golden eggs” is allowed to die slowly. These developments throw up very germane questions. What are the forces behind the removal of fuel subsidy? Who benefits from such exercise? How can government sustain its authority and legitimacy to regulate the industry without recourse to force? In the section that follows, we shall address these questions.

The Politics of Fuel Subsidy Removal

The removal of fuel subsidy has been an age long issue. And in recent years, it has taken a worrisome dimension given the frequency with which they are carried out since the return to civil rule in 1999 and the public outcry over its management. In other clime, where monies from subsidy removal are well expended, those in the lower rung of society have had to kick against such exercise. The announcement of fuel subsidy removal on the first day of January, 2012 by President Jonathan took many by surprise because consultations were going on and consensus on some aspects of it looked eminent, when the government came up with its unpopular decision. It became an unpleasant new year present to Nigerians. Yet, it has become a recurrent exercise by a parasitic class whose stuck in trade is to appropriate the nations wealth for distribution to members of the ruling elite, their relatives, friends and cronies in the precinct and corridor of power.

The penchant for appropriation and accumulation of state resources by the ruling elite started rearing its ugly head in the 1960s when General Gowon first increased fuel price from 5Kobo to 9.5 Kobo per liter²⁷. Since then, it has become a recurring decimal with the government using it as a “pun in the political chess game”. From the trend in fuel price hike and reduction in the country, it would appear that political leaders from the North are less interested in fuel price hike. On October 2nd, 1994, General Abacha

increased the price of fuel from ₦3.25k to ₦15²⁸. On October 4, 1995 the price dropped from ₦15 to ₦11. General Abubakar again increased fuel price from ₦11 to ₦25. It was again reduced to ₦20 on January 6th, 1999. President Obasanjo civilian administration took the price of fuel from ₦20 in 1999 to ₦75 by the time he left office in 2007. But President Yar'Adua, felt it wise to reduce the price of fuel per liter to ₦65²⁹. President Jonathan pegging of fuel price at ₦97 after many days of protest, killings and destruction of properties is indicative of the fact that we have not seen the last of the regime of fuel price hike³⁰.

With these increases in the prices of fuel, more money has entered into the coffers of the federal government which has not yet reflected in the life of the people in any concrete way. At the macro social level, the living standards of the people have grown worst. While liberal democracy and its correlate capitalism have become the only games in town, Nigerians have been on the receiving end. As Olukoshi has noted:

*The neo-liberal monetarist thrust of the adjustment model, with its emphasis on a zero-sum market approach is one in which from the onset, carried huge social cost,*³¹

Over the years, the social cost of the adjustment regime has continued to create unequal impact on various sectors of the society. As Osaghae has argued, the neo-classical reform measures which include subsidy removal from oil, education and other essential goods and services, “rather than better the lot of the people, government after government slipped deeper and deeper into decay and stagnation, unable to improve on the situation bequeathed to them by the colonial state³²”.

The state of decay and stagnation are found in virtually all sectors of the society: employment, provision of educational and health facilities, basic infrastructures including: housing, public transportation, roads, electricity, water among others. While resources from oil have increase geometrically, social services have decline intolerably. It would seem that accumulation of resources from oil has been more for personal and group benefits than the commonwealth or public good.

Yet, oil has become powerful in the political calculation among the country's leaders - individually or as group. Even ethnic nationalities go to war over issues arising from oil. Pearson contends that the existence of petroleum may not have been responsible for the schism in the country that culminated in the July 1967 civil war, “but oil may very well have been the extra ingredient that finally precipitated the military conflict³³”. Over time, the revenue sharing formula for federally collected revenue has been in constant dispute. In dispute actually, is the procedure for redistributing oil revenue. States outside the oil producing areas are pressing for change in the existing revenue sharing formula while those within oil producing areas are not satisfied with what they are being given that is, the 13 percent derivation they won after a protracted struggle with the federal government.

The various factions of the ruling elite in the country have at different times had their hands in shady deals involving the management of proceeds from oil. Both Ayo Irikife and Pius Okigbo panels of inquiry into the management of oil revenue indicted, Former Military Heads of State: Generals Obasanjo and Babangida of mis-managing ₦2.8 billion and ₦12.2 billion respectively. Under such comprador capitalism, the ultimate goal is profit for self and groups. In this scenario, the oil triumvirates – Political heads, middlemen and bureaucrats are all at work. As Turner and Badru argue:

It is possible to get rich very quickly by being the intermediary in crude oil sales deals, or in illegal product exporting, and the government officers who allow the allocation of crude oil to such intermediaries or their partners would be hard put to account for this practice of crude oil middlemanship³⁴.

It is this group of men that urge and prod government to remove subsidy on petroleum products, sabotage attempts to fix the country's refineries and favour fuel price hike so that they can engage in primitive accumulation in connivance with the metropolitan bourgeoisie. In all these, the state still remain fragile in its regulatory roles. It would seem these are all part of the game plan to acquire, retain and expand their material base at the expense of the people.

Almost six months after the removal of fuel subsidy was carried out by government, the people are yet to fully recover from its effects. Meanwhile, all the deregulatory benefits or palliatives from the fuel subsidy removal as contained in the "SURE" document are yet to register in the life of the people in areas of increasing standard of living³⁵. If previous exercises are anything to go by, the putative benefits may never be registered in the peoples' life. Meanwhile, arguments by government propagandists are increasing day by day, in the most cacophonous voices. What are the impediments on the way of bringing the deregulation benefits down to the common man? While the exercise is still on, we can from the benefit of hindsight, make some educated guesses.

Challenges Facing the Fuel Subsidy Regime

There is no gain saying that virtually all sectors of the Nigerian society are in crisis, their challenges are multi-faceted and complex. There is lack of moral imperative in governance. The hydra-headed monster that is called corruption is a repugnant virus that should be cleared. It is a bug that has eaten deep into institutions of government at all levels. The National Assembly members, the NNPC, Security and Exchange Commission (SEC), the Nigeria Pension Board, among others are some of State institutions at the federal level which have been entangled in the mucky waters of corruption in recent times. The judiciary is not left out of this pernicious phenomenon³⁶.

In Nigeria today, there is glaring lack of frugality in government transactions. Fiscal indiscipline appears to be the hallmark of government and state institutions at all levels. Experience since the return to civil rule in 1999, shows that government has not demonstrated enough disciplined in its budgetary operations. Therefore, fuel subsidy cannot be blamed for the failure of the federal government to effectively implement its annual budgets which are suppose to be instruments for jump-starting socio-economic and political developments. For the NNPC to operate a foreign account that the Central Bank and the Ministry of Finance do not know how it is managed is the height of state criminality. It means there are groups and institutions bigger than the Nigerian state.

The crisis that the fuel subsidy removal elicits has again; thrown up the poverty of leadership that has become an endemic phenomenon in the nation's public and private life³⁷. A democratic leader should be able to put himself in the peoples' position at all times and look for a meeting point on issues of national relevance. Where their views diverge, it is only wise that the President or Governor seek other avenues to constructively get his position met. But as Achebe contends, the trouble with Nigeria is

essentially leadership³⁸. The sage Awolowo takes a broader look at this challenge and came up with the view that:

What we very much lack (as a people) is a sufficient number of powerful leaders with the caliber, characters and qualities requisite for uniting and keeping happily together the diverse elements in our....nation and for the multitudinous and intractable looking problems which besets us³⁹.

This intricate mix in men and women in public positions seem to be missing. Thus, this deficit may subsist for some time because in a society where the pursuit of material gains is the main motivation for seeking political offices, the consolidation of their class interest becomes secondary. As Fatton posits:

In their quest to preserve their supremacy over a rapidly dependent and disorganized group of courtiers, they manipulate bureaucratic assignments, rotate personnel in the highest echelon of the government and stymie autonomous centers of power. Such maneuvers are hardly the stuff of the making of a ruling class⁴⁰.

In developing countries, of Latin America and Asia, the ruling class has been able to turned their once dependent economy into industrializing one and in several areas are competing with Western Europe and America⁴¹. This is because they have been able to impose their autonomy on the society and pursue programmes and policies which are inward looking and productive!

Another constraining factor in the oil-development nexus is the volatility of the international oil market that fails to maintain oil prices over a long period of time. Oil speculators particularly what Turner and Badru call “the commercial triangle” involving “foreign partners who join with allies in the Nigerian private sector and the state in the business of such commercial triangle(s) to organize the outflow of Nigerian oil money, in foreign exchange to international banks, with local middlemen (oil cabals) and state compradors taking their cuts⁴²”. The House of Representatives Adhoc Committee’s report on the fuel subsidy regime, confirms their position in the country’s political economy that the oil cabal took subsidy on fuel yet, did not supply the product while many so called oil firms which got government money merely existed in the suit-cases of their owners⁴³. All these could not have taken place without the connivance of government officers.

The politics of impunity and wanton destruction of lives and properties are all signpost of the state of mal-development, mis-rule and lack of relative autonomy of the state. The foregoing has demonstrated how oil has underdeveloped rather than develop the country.

The State and Fuel Subsidy Regime: The Way Forward

Governments at whatever levels, derive its authority and consequently legitimacy from the people which it should deliberately cultivate in order to realize the universal goal of development. This is why Laski argues that:

For in any adequate view of citizenship, a state which refuses to me the things it declares essentially to be the well being of another, as making me less a citizen, it is denying that which invests its power with moral authority. It is admitting that its claim upon me is built not upon its ethics, but its strength⁴⁴.

It is the lack of ethical imperative that has pauperized the citizenry and made the government to resort to force as it did during the anti-subsidy removal campaign to crush the campaign by Nigerians. Democracy remains mute if its core values are not activated. Beyond wearing the toga of democracy, the ruling elite should invoke its principles and procedures. The country should move from electoral democracy to substantive democracy⁴⁵. It is in the latter state that the people can feel and touch democracy not in its abstract sense.

It follows therefore that democracy cannot take place under the condition of material shortage. When will the second liberation be achieved? The 1999 constitution of Nigeria espouses the imperative of the state as that of generating and using the resources of the country for the benefit of all⁴⁶. This should be the overall objective of the state. However, poverty is so pervasive and deep rooted that people are ready to take the greatest risk to eke out a living, like people scooping fuel from fallen fuel tankers and get killed in the process⁴⁷. The Boko Haram insurgency in Northern part of Nigeria is partly fueled by the army of jobless youths. Poverty has to be drastically reduced if the people will enjoy higher standard of living and democracy consolidated⁴⁷.

As a matter of urgent national importance, government should explore other sources of generating funds in the country. Agriculture can still be the hub of the Nigerian economy⁴⁸. So much is left undone in this sector that if properly leveraged would launch the country back to its former position as a major exporter of some agricultural produce. Ivory Coast, Malaysia among others, have become investors' destination due to the export of and revenue accruing from cocoa and palm produce respectively. With proper re-orientation, the groundnut pyramid, cocoa, rubber and palm produce could be brought back as drivers of the economy. The growing number of unemployed youths could be gainfully engaged in these areas.

The state in Nigeria has for too long failed to employ its regulatory mechanism in running the affairs of the State. For example, while there are extant laws to regulate the oil and gas industry, they often remain inactivated or are circumvented for personal and group reasons⁴⁹. Institutional rules should be strengthened and institutions made autonomous of any strong-man or cabal who might seek to manipulate them for personal or group interests. The so called oil cartel or cabals are powerful because of the absence of enforceable rules and regulations guiding their activities. In other climes, they exist but are closely monitored by regulatory authorities⁵⁰.

To compliment efforts of government, civil society organizations have vital roles to play. These are associational groups which exist between the state and society. They sometimes serve as bulwark, restraining the state authoritarian tendencies while cooperating with it where necessary to achieve good governance and development. Thus, civil society plays important roles in the reconstruction of state – society relations especially in terms of confronting the state and “counteracting its totalizing tendencies⁵²”.

In Nigeria, civil society in the good governance and accountability projects, tend to lack the staying power to resist the state and its demagogic tendencies in the pursuit of the general will. More often than not, civil society organizations bark but cannot bite. When it matter most, they tend to capitulate. The never die approach we saw in Libya and Egypt and the peoples' demonstration of strength in Syria, in spite, of government crackdown, are all lacking in the Nigerian context.

A new Nigeria, we all crave for is impossible without a visionary and missionary leader who can transform and not restructure the Nigerian State. Various reforms and restructuring measures have taken place since independence in 1960. Transformation of the polity is what is needed to set in motion people driven development under a populist framework. In 1987 the people voiced their preference for this model but the comprador capitalist class opposed it⁵³. It remains the solution to the hydra-headed challenges besetting the Nigerian nation – state. A leader that will reverse this trend should of necessity pursue this goal because at this juncture of country's existence, it needs to draw from its inner strength to advance in the realm of development.

Conclusion

The Nigerian state is over development in the sense that it fails to control social forces within society competing for supremacy with it. Yet, it is a failing state because it cannot meet its fiduciary responsibility to its citizens. All these are difficult for the state to realize because; it is not an unbiased umpire in the conflict among social forces. Indeed, the state is a contested terrain. It is involved in contestation with social forces. Little wonder, it lacks the regulatory power to bite where and when necessary. Its inability to fish-out and deal with the so called oil cabal brings to question its relative autonomy and legitimacy to enforce its laws and regulatory functions.

If these are not possible because of its present position vis-à-vis societal forces; it compromises State authority to regulate the oil industry in particular and the polity in general. It is in this regard we should view with a pinch of salt, the much talk about palliatives encapsulated in the "SURE" document. While the document contains some of the yearnings and aspirations of Nigerians, the political will and executive capacity to realize them appear to be lacking. Given the aptitude of the country's present leaders, their aim for seeking political offices is not to impose their dominance on the polity to promote goals they believe can uplift the material well being and welfare of the people, but to achieve personal gains in the pursuit of their parochial ends. In all these, the people's interests become secondary thereby defeating the very essence of government, that is, the pursuit of the common good.

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52. The scientific investigation carried out by the Political Bureau revealed that the people of Nigeria prefer to be governed under a socialist political-economy system. But reactionary forces have continued to frustrate the move towards this goal.

Expertise study on multimedia designer, graphic designer and instructional designer in designing multimedia-based instructional media for teaching and learning

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Abstract

The research identified and explored the cognitive knowledge among the instructional multimedia design and development experts comprising of multimedia designer, graphic designer and instructional designer. The knowledge shared by the team was categorized into three groups of multimedia design principles encompasses of basic principles, authoring principles and design principles. The research focused on soliciting knowledge of agreement on the principles. The research design sequentially began with the modified Delphi technique which involved twelve experts in selecting the list of principles in multimedia design. Next phase, the interview session involved three selected experts to verify the list of principles and obtain detailed information. Outcome of the research is essential in providing description of the cognitive skills needed to perform tasks in multimedia design and development proficiently.

Keywords : shared knowledge, multimedia design, expertise study

Introduction

The field of expertise studies came about as a convergence of events and trends in computer science and psychology (Feltovich et al., 2006). Furthermore, studies on expertise venture into a number of domains, with the goal of advancing cognitive theory and contributing to instructional design. The study of expertise has tacitly been regarded as having value, because it touches on basic questions related to cognition, perception and decision making and applications involving skills training and the preservation of knowledge (Hoffman & Militello, 2008). In relation this requires cognitive processes for teams which consist of control of attention, shared situation awareness, shared mental models, application of strategies and heuristics to make decisions, solve problems and plan and metacognition (Cook et. al., 2001). Thus, this research applies Cognitive Task Analysis (CTA) that captures a description of the knowledge that experts apply in designing and developing multimedia-based instructional media (Cook et. al., 2001). The research is focusing on soliciting knowledge of agreement on principles of multimedia design and development for instructional purposes. The process requires asking each team member to analyze the principles and justify them. Besides that, the purpose is also to analyze team agreement (Schraagen, Chipman & Shalin., 2000). The research questions thus highlight the following issues:

- i. What are the shared knowledge among graphic designers, instructional designers and multimedia designers multimedia design and development for instructional purposes?
- ii. What are the roles of each experts according to their expertise in design and development for instructional purposes?

In relation, the research is aimed at identifying the shared knowledge among graphic designers, instructional designers and multimedia designers multimedia design and development for instructional purposes. Despite, the research also identify the experts own roles according to their expertise. Shared knowledge imply that team members have the same understanding for the dynamics of key processes. These processes can include the roles and functions of each team members in accomplishing the task, the nature of the task, the use of equipment and so forth. In most settings a critical factor is the degree to which the team members have a shared mental model of their own roles and functions (Schraagen, Chipman & Shalin, 2000). Hence, the shared mental model for this research is described in the research framework (figure 1).

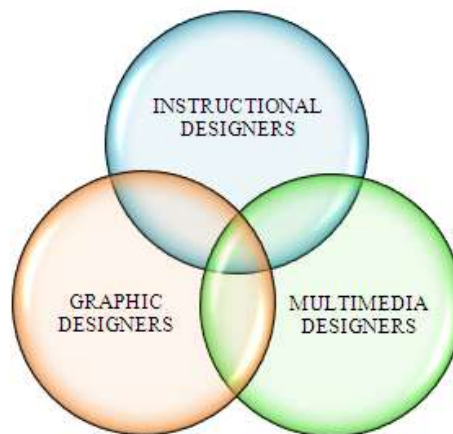


Figure 1 : Research Framework

Review of Related Literature

Statement of problem

One common source of difficulty for teams is when the members are confused about who is supposed to do what. Confusion about roles and functions leads to wasted effort or a failure to carry out essential subtasks. Effective teams understand the functions, including the common routines. Hence shared mental models refer to the configuration of the team and the way it is supposed to perform routines (Hoffman & Militello, 2008). These include understanding of what each team member needs to know to function effectively, as well as an understanding of what information must be dynamically shared among members (Norman & Verkoijen et al, 2004; Schmidt & Boshuizen, 2002). A team Cognitive Task Analysis is a description of the cognitive skills needed to perform a task proficiently. It is helpful as it can describe the way the team is thinking as opposed to the steps it is following (Cook et. al., 2001).

Another issue that must be addressed is how the elicited information is represented. For example, models of shared knowledge or analyses of knowledge overlap among team members. These latter techniques have not received much attention in the literature, but are crucial if a true picture of team-level knowledge stemming from a team CTA are to be useful. This includes an understanding of what each team members needs to know to function effectively, as well as an understanding of what information must be dynamically shared among members (Schraagen, Chipman & Shalin, 2000).

Research aimed at addressing this issue is clearly needed. This research highlights the flow of information among team members, models of shared knowledge or analyses of knowledge overlap among the design and development of multimedia design and development team members in the form of Venn diagram as illustrated in the research framework in figure 1.

Multimedia Design and Development Experts

Bergman and Moore (1991) describe development experts as comprising several specialists who perform the design, development, production and authoring work. They are divided into primary roles and supporting roles. The former consist of Application Designer, Managing Producer, Art Director and Video Director. Meanwhile the latter consist of Writers, Graphic Artists, Developers, Audio and Video Production Personnel, Authors, Programmers, Subject Matter Experts and Administrators. Bergman and Moore (1991) add that some individuals may have multiple skills, thus the team does not necessarily comprise of every specialization. Careful selection of members with the right skills is essential as it is not realistic to expect any one member to possess all the sophisticated skills required.

Lee and Owens (2000) argue that organizations that assume a couple of people with the right skill sets can design and produce multimedia are misinformed about the number and complexity of skill sets needed for even a minimal multimedia design and development project. Assigning roles to the project group depends on the size of the project, timeline, skills and resources needed. They describe the roles into eighteen, which is more than advocated by Bergman and Moore (1991), encompassing Audio Producer or Technician, Author (Publisher, Materials Developer), Creative Director, Editor, Evaluation Specialist, Graphic Artist, Graphic Designer, Implementation Representative, Instructional Designer (Interactive Designer), Performance Analyst,

Project Manager (Project Leader), Quality Review (Evaluator), Sponsor, Subject-Matter Expert (SME), Systems Designer, Systems Engineer (Application Developer), Video Editor (Technician) and Video Producer.

Despite emphasizing on the number of roles, Alessi and Trollip (2001) highlight the importance of brainstorming and collaboration among the experts as an excellent way of bringing together the different people and skills that can contribute productively to project design. Compared to the earlier researchers, Alessi and Trollip (2001) divide the team into a group that creates a design of the program for the most effective learning by the target audience and another group that produces or oversees the production of a set of documents for effective communication with the rest of the team. The former include the Instructional Designer, Clients, Project Manager, Content Experts, Trainers or Teachers and learners. Alessi and Trollip (2001) describe the latter as the production staff comprising technical writers, programmers, graphic artists, photographers, videographers, audiographers, special effects artists and actors.

On the other hand, another group of researchers in multimedia have their own perspective with regard to the role of the multimedia development team. Jamalludin et al. (2003) categorized the team according to three major groups, namely: management, design and technical. The management group comprises of project manager, creative director, art director, technical director and test director. The design group includes subject matter expert, instructional designer and script writer. The technical group encompasses the editor, graphic computer artist, audio specialist, video specialist, 2D animator, 3D animator and programmer. Collaboration between the three groups determines the flow of the project and thus ensures multimedia product quality.

Norazlin et al. (2007) agree to the notion of grouping the team into three different groups according to their area specialization. They add that the role depends on the needs of the particular project, since such needs differs between one project and another. Thus, some of the roles may not be applicable to another multimedia project. Apart from defining the roles, they also emphasize the working culture and leadership quality in the multimedia development team in determining the flow of the project for producing quality multimedia products.

For the purpose of the research, the team of multimedia development is categorized generally into three main groups which are instructional designer, graphic designer and multimedia designer. The three main categories are depicted based on the roles in the multimedia development team described by the aforementioned researchers. Hence this research categorizes the roles according to the general needs of a multimedia development team. Based on the description of the abovementioned research, the shared knowledge among the different roles in the team has not been ventured. Thus, this research focuses on the shared knowledge among the three groups in the team.

Research Design

A cognitive task analysis was conducted using twelve national multimedia design and development experts to construct the list of principles in designing multimedia-based instructional media. For the purpose of establishing content validity of the multimedia design principles, the number of experts is more than 10 due to its consistency with Dalkey's finding (as cited in Martino, 1972). The sample involved experts from various fields who are experienced and qualified in multimedia design process. A modified Delphi technique was used to facilitate experts' opinion to reach consensus on the

principles in designing and developing multimedia-based instructional media. The list of principles divided into three categories which are Basic principles, Authoring principles and Design principles. Basic principles comprise learning theories, instructional design theories and instructional design process. Authoring principles on the other hand, include authoring and software support tools. Design principles involve interactivity, screen design, audio and visual design and content design. The second phase was the interview which was done twice for each expert. The first interview was done simultaneously with gaining experts' consensus during the second round of the modified Delphi technique. The second interview will be carried out after analyzing the final consensus among the experts, so that questions asked during the interview are based on the final consensus. Three experts representing each specialization was selected for the interview.

Results

Modified Delphi Technique

CODE	PRINCIPLES	GD		ID		MD	
		Med	IQR	Med	IQR	Med	IQR
cog1	prior knowledge	4.5	3.25	4.5	1.50	5	3.25
cog2	hierarchical cognitive	4.5	2.50	4	0.75	4	3.25
cog3	meaningful learning	4.5	3.25	4.5	1.00	5	3.25
cog4	elaboration theory	4.5	3.25	4.5	3.25	5	3.25
cog5	depth of processing	4.5	3.25	5	0.75	5	3.25
cog6	conceptual model	4.5	3.25	5	0.75	5	3.25
cog7	dual coding, symbol system	4.5	3.25	5	0.75	5	3.50
cog8	invested mental effort	4.5	3.25	4.5	1.50	4	3.00
cog9	cognitive-spatial maps	4.5	3.25	4.5	1.50	4	3.50
cog10	situated and generative learning	4	3.00	5	0.75	5	3.00
cog11	cognitive flexibility	4	3.00	5	0.75	5	3.50

Table 1 : Consensus among multimedia designers, graphic designers and instructional designers for principles under cognitive theory

For the cognitive principles, all the three groups obtain no consensus on elaboration theory with high medium score between 4.5 to 5 and interquartile range 3.25. Graphic designer and multimedia designer similarly obtain no consensus for all the principles under cognitivism with high medium score between 4 to 5 and interquartile range between 2.50 to 3.50. Instructional designer is the only group of experts that obtain consensus for majority of the principles except for elaboration theory. The median score is between 4 to 5 and interquartile range between 0.75 to 1.50.

CODE	PRINCIPLES	GD		ID		MD	
		Med	IQR	Med	IQR	Med	IQR
beh1a	categorized material	5	3.00	4	0.00	4	3.00
beh1b	positive and negative examples	5	3.00	5	1.50	5	3.25
beh2a	write sequences	4.5	3.00	5	1.00	5	3.00
beh2b	sequence by difficulty	4	3.50	4	1.50	4	3.25
beh2c	sequence without learner control	4	3.25	5	2.00	5	2.00
beh2d	go through based on performance	5	3.00	5	1.00	5	3.00
beh2e	practice based on performance	4	3.25	5	1.50	5	3.50
beh3a	categorized skill with explanation	5	3.00	5	0.00	5	3.25
beh3b	performance standards are explicit	5	3.25	4	1.00	4	3.00
beh3c	practice build proficiency	4.5	3.25	4	0.75	4	3.25
beh3d	use of remedial loop	4.5	3.00	5	1.00	5	3.00
beh3e	reinforcement for motivation	5	3.00	4	0.75	4	3.25

Table 2 : Consensus among multimedia designers, graphic designers and instructional designers for principles under behaviorism theory

All the three groups obtain no consensus for sequence without learner control with median score between 4 to 5 and interquartile range between 2.25 and 3.25. Similarly, multimedia designers and graphic designers obtain no consensus for all the principles under behaviorism theory with median score between 4 to 5 and interquartile range between 2.00 to 3.50. Merely instructional designers obtain consensus for the principles under behaviorism theory with median score between 4 to 5 and interquartile range between 0.00 to 1.50.

CODE	PRINCIPLES	GD		ID		MD	
		Med	IQR	Med	IQR	Med	IQR
cons1	discovery learning	5	3.00	5	1.00	5	3.00
cons2	scaffolding	5	2.75	4	0.75	4	3.00
cons3	authentic task	5	2.75	5	0.75	5	3.00
cons4	multiple intelligence	5	3.00	4.5	1.00	5	3.00
cons5	stages of development	4	3.00	4	3.00	4	3.00
cons6	multiple reality representation	4	2.75	5	2.25	5	2.25
cons7	reflection	5	3.00	5	3.50	5	3.50
cons8	collaborative learning	5	3.00	4.5	0.75	5	3.00
cons9	learner centered design	5	3.00	5	0.75	5	3.00
cons10	intrinsic motivation	5	3.00	4.5	0.75	4	2.75
cons11	active learning	5	3.00	5	1.00	5	3.00

Table 3 : Consensus among multimedia designers, graphic designers and instructional designers for principles under constructivism theory

All the three groups of experts similarly obtain no consensus for the three principles such as stages of development, multiple reality representation and reflection with median score from 4 to 5 and interquartile range from 2.25 to 3.50. Multimedia designers and graphic designers share the same viewpoint thus they achieve no consensus for all the principles with median score between 4 to 5 and interquartile range between 2.25 to 3.50. The median score is between 4 to and interquartile range is between 0.75 to 1.00.

CODE	PRINCIPLES	GD		ID		MD	
		Med	IQR	Med	IQR	Med	IQR
adl 1	Provide learning outcomes	5	2.00	5	0.00	5	2.50
adl 2	Self-directed learning	5	3.00	5	0.75	5	2.00
adl 3	Experiential learning	4.5	2.00	5	0.75	5	2.25
adl 4	Cope effectively with real-life situation	5	2.00	5	0.75	5	2.00
adl 5	Applicable	4.5	3.00	5	0.00	5	3.00
adl 6	Internal pressures	5	2.00	5	0.75	5	3.25

Table 4.: Consensus among multimedia designers, graphic designers and instructional designers for principles under andragogy theory

Based on the description in Table 4 multimedia designers and graphic designers are having similar opinion on andragogy principle where they obtain no consensus with median score from 4.5 to 5 and interquartile range between 2.00 to 3.25. Instructional designers obtained high consensus with median score 5 and interquartile range from 0.00 to 0.75.

CODE	PRINCIPLES	GD		MD		ID	
		Med	IQR	Med	IQR	Med	IQR
idt1	advance organizes & learning hierarchies	4.5	3.25	5	2.75	5	0.75
idt2	feedback and emerging technologies	4.5	3.25	5	2.75	5	0.75
idt3	generic prompts	4.5	3.25	5	2.75	5	0.75
idt4	instructional control	4.5	3.25	5	2.75	5	0.75
idt5	structural cueing	4.5	3.25	5	2.75	5	0.75
idt6	navigational aids	4	3.25	5	2.75	5	0.75
idt7	feedback	4.5	3.25	5	3.00	5	0.00
idt8	mastery learning	4	2.00	5	3.00	5	0.00
idt9	problem-based learning	4	2.25	5	2.75	5	0.75
idt10	cooperative learning	4	3.00	5	2.75	5	0.75
idt11	Needham model	4	3.00	5	2.75	5	0.75
idt12	Laurillard conversational framework	4	2.25	5	2.00	5	2.00
idt13	drill and practice	4	2.25	5	3.00	5	0.00
idt14	tutorial	4	2.25	5	3.00	5	0.00
idt15	simulation	4	3.00	5	3.00	5	0.00
idt16	instructional game	4	3.00	5	3.00	5	0.00
idt17	problem solving	4	3.00	5	3.00	5	0.00
idt18	ARCS	5	3.00	5	2.75	5	0.75
idt19	ABCD	5	3.00	5	2.75	5	0.75

Table 5 : Consensus among multimedia designers, graphic designers and instructional designers for principles under instructional design theory

Analysis of consensus among the three groups of experts shows that they obtain similarly no consensus with regard to laurillard conversational framework. The median score is between 4 to 5 and interquartile range from 2.00 to 2.25. Thus, they agree that the principle should not be highlighted when designing multimedia. The high median score is between 4 to 5 and high interquartile range between 2.00 to 3.25. On the other hand, instructional designers agree with all the principles to be applied in designing multimedia as they obtain high consensus with median score 5 and interquartile range between 0.00 and 0.75.

CODE	PRINCIPLES	GD		ID		MD	
		Med	IQR	Med	IQR	Med	IQR
ana1	define problem	4	3.00	4	2.00	4	3.00
ana2	describe facilities & schedule	5	3.25	5	2.00	5	3.00
ana3	audience detail description	5	3.00	5	2.00	5	3.50
ana4	needs analysis	5	3.00	5	2.00	5	2.25
ana5	ability to cover	4	2.75	4	2.00	4	2.00
ana6	general objectives	5	2.25	5	2.00	5	2.25

Table 6 : Consensus among multimedia designers, graphic designers and instructional designers for principles under analysis phase of instructional design process

Table 6 shows that all the three experts obtain no consensus for principles under analysis phase with high median score between 4 to 5 interquartile range between 2.00 to 3.50.

CODE	PRINCIPLES	GD		ID		MD	
		Med	IQR	Med	IQR	Med	IQR
des1	evaluate team capability	4	3.50	4.5	0.75	4.5	2.75
des2	review objectives	5	3.00	4.5	0.00	4.5	3.00
des3	plan high level design process	4	3.25	4.5	0.75	4.5	2.75
des4	prepare design strategies	5	3.00	4.5	0.00	4.5	3.00

Table 7: Consensus among multimedia designers, graphic designers and instructional designers for principles under design phase of instructional design process

Table 7 shows multimedia designers and graphic designers obtain no consensus with high median score between 4 to 5 and interquartile range between 2.75 to 3.50. Instructional designers on the other hand, obtain high consensus for all the principles under design phase of instructional design process. The median score is 4.5 and interquartile range is from 0.00 to 0.75.

CODE	PRINCIPLES	GD		MD		ID	
		Med	IQR	Med	IQR	Med	IQR
dev1	develop storyboard	4	0.75	5	3.00	5	3.00
dev2	develop scripts	4	0.75	5	3.00	5	3.00
dev3	write for narrators	4	0.75	5	3.00	5	3.00
dev4	computer screens and video	4	0.75	5	3.00	5	3.00
dev5	graphics plan budget	4	0.75	5	3.00	5	3.00

Table 8 : Median score and interquartile range of multimedia designers, graphic designers and instructional designers for principles under develop phase of instructional design process

Table 8 explains that multimedia designers and instructional designers similarly obtain no consensus for all the principles under develop phase of instructional design process. The median score is 5 and the interquartile range is 3.00. On the other hand, graphic designers involve in the develop phase of instructional design as they obtain high consensus with median score 4 and interquartile range 0.75.

CODE	PRINCIPLES	GD		MD		ID	
		Med	IQR	Med	IQR	Med	IQR
pro1	organize materials	5	0.00	4	0.75	4	3.25
pro2	check content accuracy	5	0.75	4	0.00	4	3.50
pro3	edit and evaluate media components	5	0.75	4	0.75	4	3.50

Table 9: Consensus among multimedia designers, graphic designers and instructional designers for principles under produce phase of instructional design process

As for produce phase, Table 9 shows that multimedia designers and graphic designers together obtain high consensus with median score from 4 to 5 and interquartile range between 0.00 to 0.75. Instructional designers in contrast obtain no consensus with median score 4 and interquartile range between 3.25 to 3.50.

CODE	PRINCIPLES	GD		MD		ID	
		Med	IQR	Med	IQR	Med	IQR
aut1	integrate media elements	4	2.00	5	0.00	5	3.00
aut2	end users' perspectives	5	2.00	5	0.00	5	3.25
aut3	refine the presentations	5	2.00	5	0.00	5	3.25

Table 10 : Consensus among multimedia designers, graphic designers and instructional designers for principles under author phase of instructional design process

Instructional designers and graphic designers similarly obtain no consensus with median score from 4 to 5 and interquartile range between 2.00 to 3.25. Multimedia designer on the other hand, gain high consensus with median score 5 and interquartile range 0.00.

CODE	PRINCIPLES	GD		MD		ID	
		Med	IQR	Med	IQR	Med	IQR
val1	measurement instrument	5	3.00	4	2.25	4	2.25
val2	interview audience and record	4.5	3.25	5	3.25	5	3.25
val3	analyze validation findings	5	3.50	5	3.00	5	3.00

Table 11: Consensus among multimedia designers, graphic designers and instructional designers for principles under validate phase of instructional design process

The principles under validate phase are not applied by all the three groups of experts. Table 11 shows that the three groups similarly obtain no consensus with median score between 4 to 5 and interquartile range between 2.25 to 3.50.

CODE	PRINCIPLES	GD		ID		MD	
		Med	IQR	Med	IQR	Med	IQR
Enh	Beautify	4	0.00	5	0.75	4	0.75

Table 12 : Consensus among multimedia designers, graphic designers and instructional designers for principles under enhancement phase of instructional design process

Multimedia designers, graphic designers and instructional designers obtain high consensus with median score between 4 to 5 and interquartile range between 0.00 to 0.75.

CODE	PRINCIPLES	GD		ID		MD	
		Med	IQR	Med	IQR	Med	IQR
mat	modify	4	0.00	4	0.75	4.5	0.00

Table 13 : Consensus among multimedia designers, graphic designers and instructional designers for principles under maintenance phase of instructional design process

All the three groups of experts obtain high consensus with median score between 4 to 5 and interquartile range from 0.00 to 0.75.

CODE	PRINCIPLES	GD		ID		MD	
		Med	IQR	Med	IQR	Med	IQR
ss1	graphic tools	5	0.00	5	3.50	5	0.00
ss2	planning and organization tools	5	0.75	5	3.50	5	0.75
ss3	content-area tools	5	0.00	5	3.50	5	0.00

Table 14 : Consensus among multimedia designers, graphic designers and instructional designers for principles under software support tools

Graphic designers and multimedia designers agree that they need graphic tools, planning and organization tools and content-area tools in designing multimedia, thus, the median score is 5 and interquartile range between 0.00 to 0.75. Nonetheless, instructional designers obtain no consensus for all the principles with median score 5 and interquartile range 3.50.

CODE	PRINCIPLES	GD		MD		ID	
		Med	IQR	Med	IQR	Med	IQR
scd1	prepare for learning	4	0.75	5	0.00	5	0.00
scd2	develop and maintain interest	5	0.00	5	0.75	5	0.75
scd3	deep processing	5	2.00	5	2.00	5	1.00
scd4	learner engagement	5	1.00	5	1.75	5	0.75
scd5	organize information	4	1.75	5	1.75	5	0.75
scd6	facillitate lesson navigation	4	1.75	5	1.00	5	1.00
scd7	learning environment	4.5	2.00	4	2.75	4	0.75
scd8	understood	5	1.00	4	1.00	4	0.00
scd9	familiar	5	1.00	4	1.00	4	0.00
scd10	minimal cognitive resources	5	2.00	4.5	2.75	4.5	0.75

Table 15: Consensus among multimedia designers, graphic designers and instructional designers for principles under screen design

As for the principles under screen design, prepare for learning, all the three groups of experts obtain consensus for principles such as develop and maintain interest learner engagement, organize information, facilitate lesson navigation, understood and familiar. The median score is between 4 to 5 and interquartile range between 0.00 to 1.75. Graphic designers and multimedia designers similarly disagree with principles such as deep processing, learning environment and minimal cognitive resources. They obtain no consensus with median score between 4 to 5 and interquartile range between 2.00 to 2.75. On the other hand, instructional designers requires all the principles under screen design. They obtain consensus for all the principles with median score between 4 to 5 and interquartile range between 0.00 to 1.00.

CODE	PRINCIPLES	GD		MD		ID	
		Med	IQR	Med	IQR	Med	IQR
int1	provide opportunities	4	3.00	4	2.75	4	0.75
int2	chunk content	4	3.25	5	2.75	5	0.75
int3	ask as many questions	5	2.25	5	3.00	5	2.00
int4	question by content	4	2.00	4	2.75	4	0.75
int5	question prior knowledge	4	3.00	5	2.75	5	0.75
int6	apply what is learned	5	2.25	4	3.00	4	0.00
int7	rhetorical questions	5	3.25	4	2.75	4	0.75
int8	active exploration	5	2.00	5	2.75	5	0.75

Table 16: Consensus among multimedia designers, graphic designers and instructional designers for principles under interactivity

Multimedia designers, graphic designers and instructional designers agree that they do not require as many questions principle which they obtain no consensus. The median score is 5 and interquartile range is between 2.00 to 3.00. All the three groups of experts agree that they do not require hypercard and linkway principle. They gain no consensus with median score between 4 to 5 and interquartile range between 2.25 to 2.75. Graphic designers and instructional designers obtain no consensus with median score between 4 to 5 and interquartile range between 2.00 to 3.50. Graphic designers and multimedia designers share the same view that they do not require all the principles under interactivity and they obtain no consensus with median score between 4 to 5 and interquartile range between 2.00 to 3.00. Instructional designers on the other hand apply majority of the principles except for ask as many questions. They obtain high consensus with median score between 4 to 5 and interquartile range between 0.00 to 0.75. However, multimedia designers obtain high consensus for principles under authoring

tools except for hypercard and linkway principle. The median score is between 4 to 5 and interquartile range between 0.00 to 0.75.

CODE	PRINCIPLES	GD		MD		ID	
		Med	IQR	Med	IQR	Med	IQR
atl1	Hypercard and Linkway	5	2.75	4	2.75	4	2.25
atl2	Powerpoint	5	3.00	4	0.75	4	2.25
atl3	video as real-time communication	4	2.00	5	0.00	5	3.50
atl4	video to depict problem	4	2.00	4	0.75	4	2.25
atl5	weblog	4	2.00	4.5	0.00	4.5	3.00
atl6	Wikis	5	3.00	4	0.00	4	2.50
atl7	podcast	4	2.25	5	0.00	5	3.00
atl8	e-portfolios	4	3.00	5	0.00	5	2.00
atl9	video sharing communities	4	2.25	5	0.75	5	2.25
atl10	social networking sites	4	2.25	5	0.00	5	3.00
atl11	Quicktime Virtual Reality	4	3.50	5	0.75	5	3.25
atl12	Geographic Information Systems	5	2.25	4	0.00	4	2.00
atl13	3-D models	5	3.00	4	0.00	4	2.00
atl14	virtual reality environment	5	2.50	5	0.75	5	3.25
atl15	full immersion system	4	3.00	4	0.00	4	3.00
atl16	facebook	4	3.00	4	0.75	4	3.50

Table 17 : Consensus among multimedia designers, graphic designers and instructional designers for principles under authoring tools

Based on Table 17 multimedia designers and instructional designers obtain no consensus for principles under audio visual with median score between 4 to 5 and interquartile range between 2.00 to 3.50. Graphic designers and instructional designers obtain no consensus for video for lesson summarization and video for advance organizer with median score 5 and interquartile range from 2.00 to 3.00.

CODE	PRINCIPLES	GD		MD		ID	
		Med	IQR	Med	IQR	Med	IQR
av1a	color is used sparingly	4	0.75	5	3.25	5	3.25
av1b	color for cue	5	0.00	4	2.00	4	2.00
av1c	color for highlight	4	0.00	5	2.75	5	2.75
av1d	color for important points	5	0.00	5	3.00	5	3.00
av1e	consistent color scheme	4	0.75	4	2.00	4	2.00
av2a	graphics and difficult topics	5	0.75	4	2.00	4	2.00
av2b	graphics illustrates concept	4	0.75	5	2.00	5	2.00
av3a	animation for key animation	4	1.75	5	3.00	5	3.00
av3b	animation and students' interest	5	1.00	5	2.25	5	2.25
av3c	animation facilitate recall	5	1.75	5	3.00	5	3.00
av4	audio and visual presentation	5	1.00	5	3.50	5	3.50
av5a	video for advance organizer	5	2.00	5	0.75	5	2.25
av5b	video for lesson summarization	5	2.75	5	0.75	5	3.00
av6	principles of art	5	0.75	5	2.50	5	2.50
av7	elements of design	4	0.75	5	3.00	5	3.00
av8	principles of organization	5	0.75	4	3.00	4	3.00
av9	compositional techniques	5	0.00	4	2.25	4	2.25

Table 18: Consensus among multimedia designers, graphic designers and instructional designers for principles under audio visual

Merely graphic designers obtain consensus with median score between 4 to 5 and interquartile range between 0.00 to 1.75.

Based on description in table 19, all the three groups of experts share similar view with regard to principles such as signaling principle, site map principle, navigation principle, interactivity principle, self-critique principles, conceptual principles, marketability principles, consistency principles. They obtain high consensus with median score between 4 to 5 and interquartile range between 0.00 to 1.75.

However, the three groups of experts perceive differently in terms of the other principles. Graphic and multimedia designers do not require principles such as split attention principle, modality principle, redundancy principle, segmenting principle, pretraining principle, coherence principle, spatial contiguity principle, temporal contiguity principle, voice principle, personalization principle, cognitive aging principle, prior knowledge principle, guided-discovery principle, worked-out example principle, collaboration principle, self-explanation principle. They obtain no consensus for the principles with median score between 4 to 5 the interquartile range is between 2.00 to 3.75. As compared to instructional designers who obtain consensus for the same principles with median score between 4 to 5 and interquartile range between 0.00 to 1.75. However, multimedia designers obtain high consensus for multimedia principle with median score 5 and interquartile range 0.00. As compared to instructional designers and graphic designers who obtain no consensus with median score between 4 to 5 and interquartile range 3.00.

CODE	PRINCIPLES	GD		MD		ID	
		Med	IQR	Med	IQR	Med	IQR
cod1	multimedia principle	5	3.00	5	0.00	5	3.00
cod2	split attention principle	5	2.75	5	2.00	5	0.00
cod3	modality principle	5	3.00	5	2.75	5	0.75
cod4	redundancy principle	5	2.00	5	2.75	5	0.75
cod5	segmenting principle	5	2.75	5	2.75	5	0.75
cod6	pretraining principle	5	3.00	5	3.00	5	0.00
cod7	coherence principle	5	3.00	5	3.00	5	0.00
cod8	signaling principle	4	0.75	5	1.00	5	0.00
cod9	spatial contiguity principle	5	2.00	5	2.75	5	0.75
cod10	temporal contiguity principle	5	2.75	5	2.00	5	0.00
cod11	voice principle	5	3.75	5	2.00	5	0.00
cod12	personalization principle	5	2.75	5	2.00	5	0.00
cod13	cognitive aging principle	5	3.00	5	3.00	5	0.00
cod14	prior knowledge principle	5	3.00	5	3.00	5	0.00
cod15	site map principle	5	0.75	5	0.75	5	1.75
cod16	navigation principle	5	0.75	5	0.00	5	1.00
cod17	guided-discovery principle	5	2.00	5	2.75	5	0.75
cod18	worked-out example principle	5	2.00	5	2.75	5	0.75
cod19	collaboration principle	5	2.00	5	2.75	5	0.75
cod20	self-explanation principle	5	2.00	5	2.75	5	0.75
cod21	animation principle	5	1.00	5	0.75	5	3.25
cod22	interactivity principle	5	1.00	5	1.75	5	0.75
cod23	Self-critique principles	5	0.75	5	0.00	5	0.00
cod24	Conceptual principles	5	0.75	5	0.00	5	0.00
cod25	Marketability principles	5	0.75	5	0.00	5	0.00
cod26	Consistency principles	5	0.75	5	0.00	5	0.00

Table 19: Consensus among multimedia designers, graphic designers and instructional designers for principles under content design

Interview

Shared task

Graphic designers and multimedia designers share the same view with regard to production phase of instructional design process. Both groups of experts involve in the production phase of instructional design process. Expert 01 further supports that:

multimedia designers and graphic designers can work together ..usually these two groups of experts easily understand each other..

As for authoring principles, graphic designers and multimedia designers share the same point of view with regard to software support tools. They agree that they need graphic tools, planning and organization tools and content-area tools in designing multimedia. Graphic designers and multimedia designers share the same view that they do not require all the principles under interactivity when designing multimedia.

Expertise-based task

Expert 01 elaborates that graphic designers perform task based on their observation of characters, images and events around them. Their work is mostly based on experience rather than reading materials. Expert 01 explains:

the role of graphic designers is not just reading..he obtain information by digesting his surroundingmeaning he needs to observe characters, images..reading or reference as such are not applicable and very limited for graphic designers ..

Further explanation highlights principles which involves only one group of expert. Among the three groups of experts, instructional designer is the only group of experts that obtain consensus for majority of the principles under learning theory such as cognitivism, behaviorism, constructivism and andragogy. On the other hand, instructional designers agree with all the principles to be applied in designing multimedia. Hence, instructional designers agree with learning theory and instructional design theory under basic principles which are closely related to their area of specialization, designing instruction. Expert 01 explains:

..first subject matter experts will prepare materials but subject matter experts do not know how to put the content into the e-learning environment so this is where instructional designer comes..designing storyboard to explain to graphic designers...

This is further emphasized in instructional design process which segregates the experts according to their specialization. The instructional designers concentrate on the design phase where designing instruction is their specialization. graphic designers involve at the develop phase, while multimedia designers perform task at the author phase.

Multimedia designers obtain high consensus for principles under authoring tools except for hypercard and linkway principle. Job specification of multimedia designers requires application of principles under authoring tools. Expert 01 explains that multimedia designers involve in programming activity to animate and add movement to graphics prepared by graphic designers.

okay ...first graphic designer will design something then..the product will then pass to multimedia designers who will move and animate the graphics..using programming..

Instructional designers on the other hand apply majority of the principles under interactivity except for ask as many questions. Multimedia designers on the other hand are the only group of experts who agree on video for lesson summarization and video for advance organizer which requires technical skill in order to apply them in designing multimedia. Merely graphic designers agree with principles under audio visual in designing multimedia. Principles under audio visual are mostly related to graphic and arts which are closely related to job specification of graphic designers.

Discussion of Findings

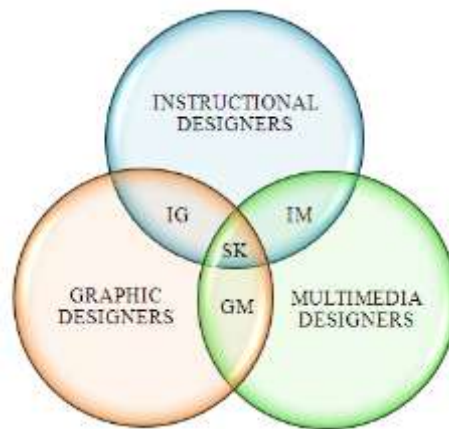


Figure 2: Shared knowledge between instructional designers, graphic designers and multimedia designers

Jamaluddin et al. (2003) and Norazlin et al. (2007) agree that each team members in designing and developing multimedia-based instructional media work according to their area of expertise. This is further emphasized in the instructional design process which segregates the experts according to their expertise. The instructional designers concentrate on the design phase where designing instruction is their expertise. Graphic designers are involved at the develop phase. Multimedia designers perform tasks in the author phase. Furthermore, instructional designer is the only group of experts that obtain consensus for majority of the principles under learning theory such as cognitivism, behaviorism, constructivism and andragogy. In relation, instructional designers agree with learning theory and instructional design theory under basic principles which are closely related to their area of expertise, designing instruction. Jamaludin et al. (2003) further support that the design group includes subject matter expert, instructional designer and script writer. However, multimedia designers obtain high consensus for principles under authoring tools. Job specification of multimedia designers requires application of principles under authoring tools. Expert 01 explains that multimedia designers involve in programming activity to animate and add movement to graphics prepared by graphic designers. Dedicated graphic designers agree with principles under audio visual in designing multimedia. Principles under audio visual are mostly related to graphic and arts which are closely related to job specification of graphic designers.

Referring to figure 2, the overlap of knowledge between graphic designers and instructional designers (IG) describes that both groups of experts do not involve in applying all the principles under authoring tools for designing multimedia. Furthermore,

multimedia designers and instructional designers (IM) do not require the principles under audio visual in their job specification.

Graphic and multimedia designers (GM) are categorized under the same technical team (Jamalludin et al., 2003; Alessi and Trollip, 2001). Graphic Designer and multimedia designer similarly perceive all the principles under learning theory are not applicable to their specialization. Furthermore, they also agree that all the principles under instructional design theory as not important to be considered under their job specification. The Modified Delphi analysis shows that multimedia designers and graphic designers work together and share knowledge under the produce phase. Graphic designers and multimedia designers share the same view with regard to the production phase of the instructional design process. Both groups of experts involve in the production phase of the instructional design process. As for authoring principles, graphic designers and multimedia designers share the same point of view with regard to software support tools. They agree that they need graphic tools, planning and organization tools and content-area tools in designing multimedia. Graphic designers and multimedia designers share the same view that they do not require all the principles under interactivity when designing multimedia.

The shared knowledge (SK) involves all the three groups of experts encompasses content design, instructional design process and screen design principles. Specifically, they share similar view with regard to principles such as signaling principle, site map principle, navigation principle, interactivity principle, self-critique principles, conceptual principles, marketability principles, and consistency principles under content design principles. Design principles under instructional design process also involve all the three groups of experts. Furthermore, the principles under screen design are generally important for multimedia designers, graphic designers and instructional designers when designing multimedia. Thus, the shared knowledge provides understanding of what information must be dynamically shared among members which further solicites knowledge of agreement on principles of multimedia design and development for instructional purposes (Schraagen, Chipman & Shalin., 2000).

Conclusion

The research is focusing on the shared knowledge among the experts in multimedia design and development. A critical need exists for a solid understanding of the factors that influence team decision making and performance in order to identify interventions that can affect the decision making process and improve performance (Hall & Regian, 1996; Klinger et al., 1993; Salas et al., 1995). Previous research (Keppell, 2000) addresses the gap in the field of instructional design and outlines a number of key principles to consider in interacting with subject matter experts. Hence, this research provides a platform for further investigation on expertise study for other area of expertise.

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Experimental Reproduction of Colibacillosis in Chicken. Comparative Effectiveness of Flumequine Compared To a Reference Enrofloxacin in the Treatment of This Disease

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Abstract

An experimental reproduction trial of avian colibacillosis was conducted at the Veterinary School of Lyon (France) on three batches of chicken subjected to a particularly severe colibacillosis infection test in order compare the effectiveness of treatment with Flumequine to one with enrofloxacin. The treatment effectiveness and the equivalence of the two treatments were demonstrated for the criteria of cumulative mortality from D1 to D10, cumulative morbidity during the treatment period, and the lesion score of dead animals and animal weights at the end of test. This equivalence is suggested by effectiveness criteria of water consumption, food, animal growth and consumption index

Keywords: Bacteriology, *E. coli*, Enrofloxacin, Flumequine, inoculation way, chicken

Haut du formulaire

Introduction

In recent decades the production and consumption of poultry have evolved considerably. Birds have left the yard for a streamlined and industrialized structured production. In poultry broiler chain retains top spot with three types of production: export standard and label. In addition to this, while birds were traditionally consumed, and processed products derived from cutting they took more market share. However, while the poultry industry generally requires a good control of environmental factors and significant densities of farmed animals, this involves permanent health risks. Regarding respiratory diseases, several factors may act synergistically with *E. coli* often considered pathogens. BENSARI (2009) Avian colibacillosis is a dominant pathology in respiratory problems in poultry farming. This is an infectious, contagious, and inoculated under certain conditions, this is most often due to strains of serotypes O1K1, and O2K1 O78K80 considered highly pathogenic. GROSS (1994), Mogenet et al (1997), CHANTELOUP et al (1991), SHAWLS DOZOIS et al (1994), CLOUD et al (1986), GROSS (1991) Other significant represented serotypes are: O8, O15, O18, O35, O88, O109, O115 and Ø116. BREE et al (1989), DHO-MOULIN (1990), BABAI et al (1997), DHO-MOULIN (1999), Blanco et al (1997) In recent years the incidence of the disease has increased significantly because of the development of intensive farming methods in all poultry sectors. Avian colibacillosis is a common disease which is economically important in poultry farming and a major cause of mortality of chicken and turkeys; it also causes significant economic losses in poultry. Livestock industry is a major cause of seizure at the slaughterhouse, FADIL EL et al (1996). It is often considered as a secondary infection, Nakamura et al (1992) except for the infection of the vitelline membrane, which is responsible for major economic losses in poultry, drop hatchability, increased mortality or shell during the early days, Mogenet et al (1997), GOREN et al (1988). Losses due to colibacillosis are so important that we must strive to find a cure or an effective prophylaxis CHANTELOUP et al (1991). Our work aims to demonstrate the equivalent efficacy of two anti infectious molecules namely Flumequine compared to a reference enrofloxacin in the treatment of experimental avian Colibacillosis.

General Principles

Three batches of 100 chicken inoculated at D0 three weeks by intramuscular with a strain of avian *Escherichia coli* O₇₈K₈₀ were divided into three treatment groups:

F: Flumequine

B: Enrofloxacin

I: No treatment (inoculated control)

E: One fourth batch of 50 chicken of the same origin served as a control breeding and non-inoculated untreated. During the test, two periods of clinical follow-up were identified: Treatment period: d1 - d5 (days) post processing: d6 - d9, and d10 not as stated in the original protocol, d10 falls on a holiday. Monitoring criteria used for comparison of efficacy were: morbidity, mortality, and clinical lesions (lesion score), weight, food consumption and drinking level. Bacteriological analyzes were performed in the laboratory of bacteriology in National Veterinary School of Lyon (France).

Materials

Table1: Products used in the study

	Active material	formulation	Manufacturer	Dosage	Administration	Time of administration
Tested product Flumequine	flumequine 100g/1000ml	solution	SANOFI	18 mg / kg per day	Drinking water	5 days From day 1 to day 5
Reference product Enrofloxacin	Enrofloxacin 100g/ 1000 ml	solution	BAYER	10 mg / kg per day	Drinking water	5 days From day 1 to day 5

Animals and Petschicken

Chicken were of bred Ross yellow, male and female. Balanced distribution obtained by random sampling in the original parquet floors, aged 21 days on the day of the test, Chicken were individually identified by numbered wing ring. A health check was carried out at the entrance of the test including: individual clinical status at the time of identification, control necropsy of 5 animals per group, parasitological research and digestive salmonellosis infection, which should be negative for inclusion in the test. These checks have revealed a caecal coccidiosis justify treatment of all lots in the drinking water for two days with an anticoccidial (Toltrazuril) (Baycox ND) following the manufacturer's instructions, research conducted by Salmonella pool of 5 intestines and livers of five batch was negative.

Pet shop

The animals were housed in separate box for each batch with static ventilation litter was used in the form of wood chips with a density of 15 animals per m²

Livestock equipment

Heating: unnecessary, hopper and drinking siphon trap sumps of an appropriate number due to a hopper and a trough for 50 animals, all animals were fed a commercial feed without other additives than anticoccidial (Amprolium).

Methods Batching and processing

Three batches of 100 chicken were inoculated at D0 namely: F, B, I A batch of 50 chicken was used as a control breeding

Inoculation

The strain of Escherichia coli used in our experiments was a strain of avian septicemic serotype O₇₈K₈₀, sensitive Flumequine and Enrofloxacin isolated from a case

of spontaneous Colisepticémie chicken kept in the culture collection of our laboratory. The sensitivity of the strain used towards the Flumequine and enrofloxacin was determined by SSNA (Sanofi Animal Health Nutrition) with respect to the Enrofloxacin MIC (Minimum Inibitory Concentration) = 0.03 µg/ ml MBC (Minimum Bactericidal Concentration) = 0.06 µg / ml, the MIC Flumequine = 0.5 µg / ml CMB = 1 µg / ml

Inoculums: This is a necessary initial suspension, prepared in a single controlled batch, (identity, purity), titrated and frozen at - 80 ° C in 5 ml aliquot.

Dose and route: the inoculated dose was determined in previous tests to cause 30% of mortality in 5 days (DL₃₀ / 5 days), no mortality at day 0 and less than 5% in day 1.

Inoculation took place intramuscularly in breast muscle in a volume of 0.1 ml.

Treatment

Batch F: Flumequine in drinking water continuously at a dose of 18 mg/kg/24 hours. Distribution has started 24 h after inoculation and continued until d5, including; either d1 to d5, medicated water was provided in troughs siphon trap pumps of sufficient capacity to cover the needs for livestock watering 24 h. It was renewed every day. The consumed quantities were calculated as the difference between the initial volume and the remaining volume.

Batch B: Enrofloxacin in drinking water is continuously at a dose of 10 mg/kg/24 hours under the same conditions as for the Batch F.

Batch I: inoculated, untreated (negative control).

Batch E: control group farming - uninoculated, untreated. It is possible to check the absence of undercurrent disease.

Salary Administration

Treatments were administered as planned in the initial protocol referring to calculated weight of the animals and the actual water consumption the previous day. At d1, water consumption was more expected than d0, reduced by 25% to account for morbidity.

Conduct of the test, criteria for monitoring and recording Performance of the test

The test was conducted following 03 steps: Adaptation phase to the pet is limited to 24 hours for scheduling reasons (holiday Phase inoculation / treatment: d0 - d5, Post-processing stage: d6 - d9 instead of d10 for scheduling reasons (holiday At d9, all surviving animals were euthanized by intravenous injection of sodium pentobarbital and autopsied

Table 2 : Summary of the Protocol

Batches	F	B	I	E
Number of chicken	100	100	100	50
Adaptation	D -3 to D0	D -3 to D0	D -3 to D0	D -3 to D0
<i>E.Coli</i> Inoculation	D0	D0	D0	-

Treatment	D1 to D5 Flumequine	D1 to D5 Enrofloxacin	-	-
Recording				
1st phase	D0 to D5	D0 to D5	D0 to D5	D0 to D5
2nd phase	D6 to D9	D6 to D9	D6 to D9	D6 to D9
Euthanasia/Autopsy	D9	D9	D9	D9

Monitoring criteria

Morbidity

A daily recording was made by Batch in a grid monitoring showing the number of patients, nature of symptoms (general, respiratory, digestive, nervous, musculoskeletal) and morbidity score.

Mortality: registration and cumulative daily mortality.

Lesions: Next Record a grid to calculate a score for each batch lesion of died animals during the test and the euthanized animals at the end of the test (d9)

Lesion score: independent rating 0-4 for liver heart / pericardium and air sacs. The score is the total of 3 ratings organs, being the minimum 0 and maximum 12, and not 9 as described in the original protocol in which the notation was incorrectly expected 0-3.

Lesion score of 0 to 4

Score 0: normal state.

Note 1: discrete sparks fibrin (liver, heart) or slightly opalescent (air sacs)

Note 2: fibrin not covering the whole body or thin (liver, heart) early fibrin deposition (air sacs)

Note 3: fibrin covering the entire body on a thin (liver, heart) extensive fibrin deposition (air sacs).

Note 4: fibrin covering the entire body in a thick (liver, heart), (fibrin deposition completely covering the air sacs).

Weight d0 - d9 Batch: Batch weighing for each individual

Consumption

Water consumption: daily volume per batch Food consumption: quantity per batch d0 - d5- d6 and - d9

Laboratory

Bacteriological monitoring was carried out from the two first died subjects in each batch.

Statistical analysis and interpretation of results

The analysis of the results was done in two stages: Validation by comparing the experimental conditions in Batch E, Batch I, Batch E only to reveal anything abnormal and I a Batch of mortality by 30%.

Evaluation of the effectiveness by comparison of three Batches , F, B and I. The following parameters will be considered: Cumulative mortality from D0 to D5 (end of treatment): X2 test Cumulative mortality from D0 to d9: X2 test Lesion score of surviving animals at d9 and sacrificed: ANOVA Lesion score of dead animals: ANOVA (this criterion has no significance in terms of efficiency) Cumulative morbidity (illness-days number of animals reported to-day) from day 0 to day 5 (end of treatment): X2 test Weight d9 by ANOVA with the covariate weight d0 The tests were done at the risk of first kind $\alpha = 5\%$ and bilateral formulation, Conditions of application of each test were verified.

Results and Discussion

The results summary of mortality, morbidity, lesion score, growth, consumption of water and food is presented in Table 3

Table 3:

Summary results of the consumption of water, food, and the growing of the four batches for each one of the periods

Days	batch F			batch B			batch I			batch E		
	D0-D5	d6-d9	d0-d9	d0-d5	d6-d9	d0-d9	d0-d5	d6-d9	d0-d9	d0-d5	d6-d9	d0-d9
Number d/ chickens	357	117	474	331	102	433	326	75	401	300	150	450
Total water	35,2	24,3	59,5	29,5	20,2	49,7	24,8	11,9	36,7	54,4	34,6	89
water/chiken/d	0,099	0,208	0,126	0,089	0,198	0,115	0,076	0,159	0,092	0,181	0,231	0,198
% batch E	54	90	63	49	86	58	42	69	46	100	100	100
Total food	22,3	16,1	38,4	21,8	13,5	35,3	17,5	8,5	26	37,7	21,5	59,2
food/chiken/d	0,062	0,138	0,081	0,066	0,132	0,082	0,054	0,113	0,065	0,126	0,143	0,132
% batch E	50	96	62	52	92	62	43	79	49	100	100	100
Total growing (vital)			12			10,7			4,9			25,2
Consumption index			3,2			3,3			5,3			2,3

Bacteriological control performed on the two first dead animals of each inoculated batch in each case led to the isolation of Escherichia coli inoculated in pure culture and abundant. The identity of the inoculums strain was derived from the comparison of antibiotic susceptibility profiles. The statistical analysis was carried out in accordance

with the procedures for good laboratory practice by SSNA. The end of the test day is designated d10 as planned in the initial protocol. Actually, it is read each time d9, the actual date of completion of the test imposed by planning constraints (holiday).

Mortality

Cumulated Mortality in d5 d9 is presented in Figure 1 below and mortality d0-d1 (9 h).

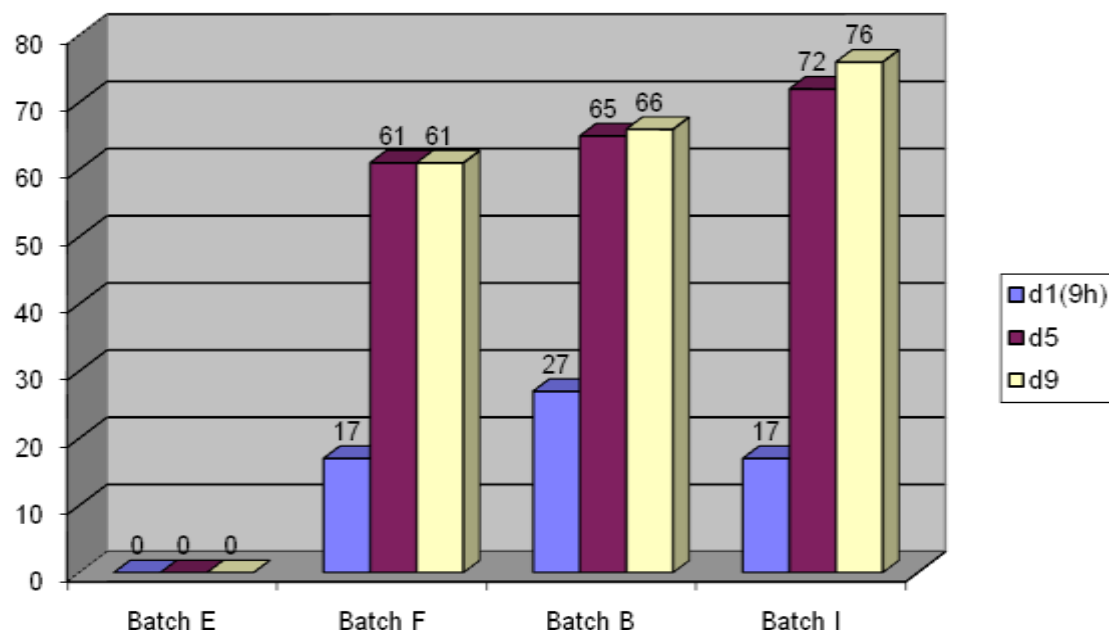


Figure 1: Cumulated mortality in D5 and D9 for each one of the 4 batches

Batch E: There was no mortality recorded in this batch (control livestock) for the duration of the test. Disorders and mortality observed in the other batches are to report to experimental infection itself.

Comparison of cumulative mortality at d5 to d9

No significant difference has been revealed statistically between the cumulative mortality rate d5 ($P = 0.25$) and d9 ($P = 0.07$). Mortality before treatment between d0 and d1 (9 h) was higher than what was hoped for, respectively: 17%, 27% and 17% for batches F, B, I. Consecutively, it was decided to perform comparisons of mortality over the period of treatment d1-d5 excluding mortality d0 - d1 (9 h).

Comparison of cumulative mortality at d5 and d9 from d1 for the three batches.

Cumulative mortality at d5 and d9 from d1 for the three batches is presented in Figure 2

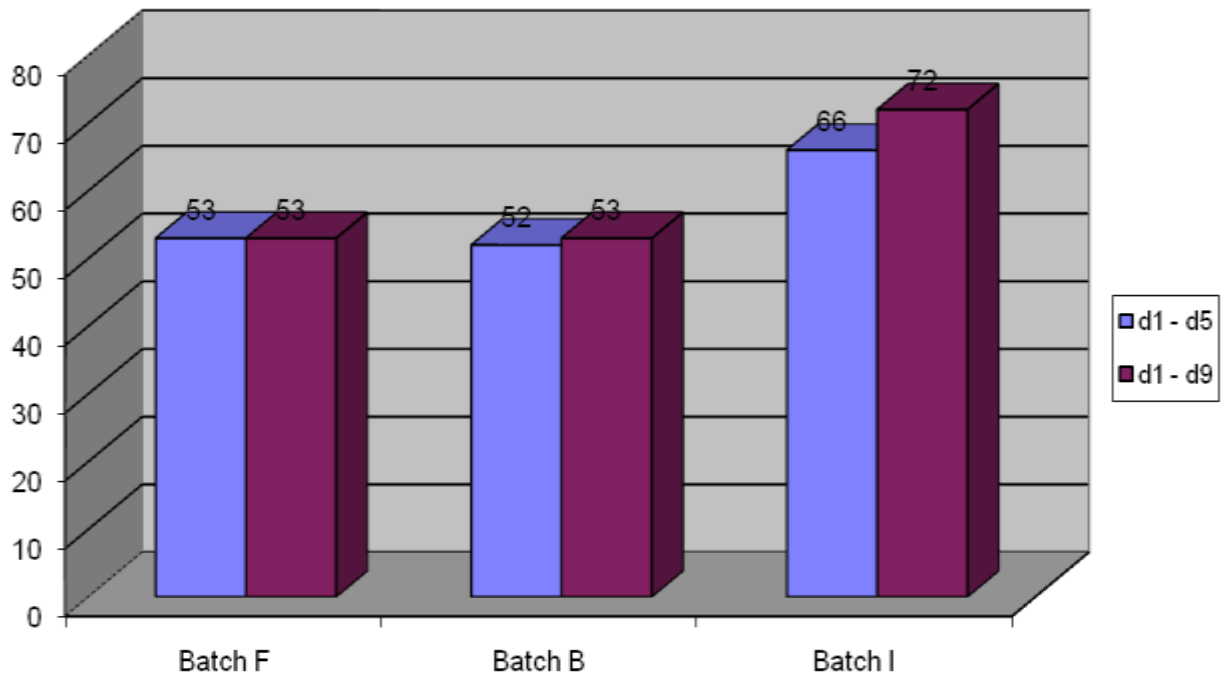


Figure 2: Cumulated mortality at d5 and d9 from D1 for the three batches

Mortality from d1 to d5 is 53%, 52% and 66% respectively for batches F, B, I. Although the rate of batch I (66%) is significantly higher than batches F and B, the difference is not statistically significant. In d9, mortality rates are 53%, 53% and 72% respectively for batches F, B and I. In this case, the difference between the two treated groups and the Infected batch (I) was statistically significant ($P = 0.02$). There is no difference between the two treated groups B and F. On the criterion of cumulative mortality d9, both treatments B and F are therefore truly effective and equivalent.

Morbidity

Notation 5 classes (O-4) daily morbidity has tracked the daily evolution of the average rating of each batch of morbidity. It is represented on Figure 3.

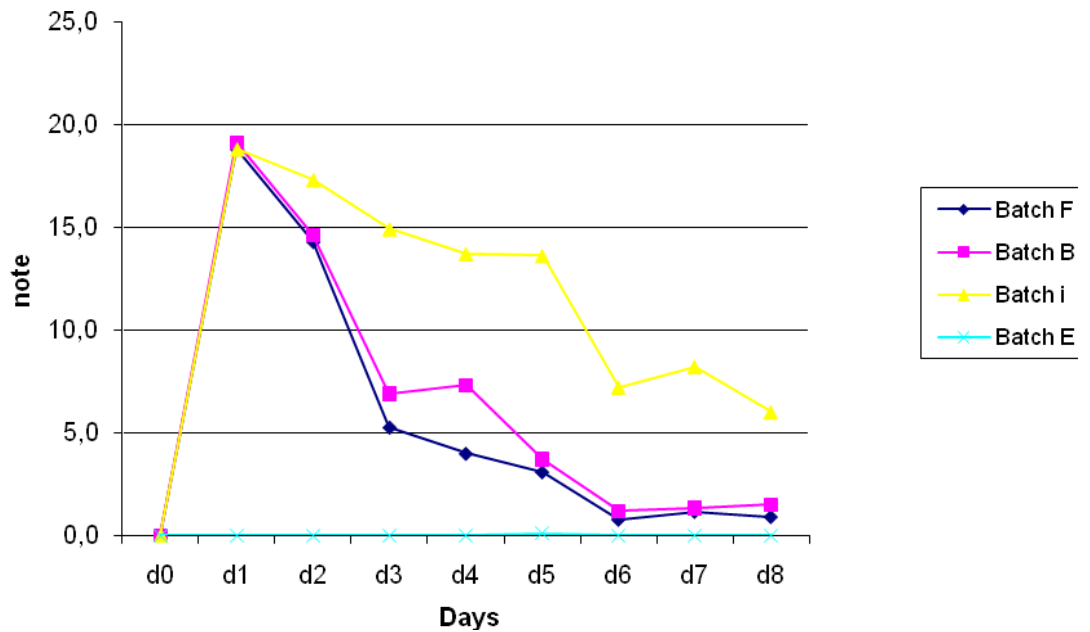


Figure 3 : Evolution of the morbidity note

In d1, the average score of the three batches inoculated is very high, close to 19/20 while batch E has no trouble and did not manifest until the end of the test. Average rating of morbidity batch B and F then decreases rapidly, following the treatment, d1 to d3 then a little more slowly to d3 to d6 with even a slight plateau in d3 to d4 for batch B. in d6 survivors in the two groups treated with almost no morbidity. The inoculated untreated Batch (I) obtained an average score of morbidity which remains high from d1 to d5 and then decreased from d6. Graphical comparison clearly indicates the equivalence of treatments B and F and the difference from the batch I. The statistical analysis focused on the distribution of Severity morbidity accumulated between day 1 and day 5 (treatment period). Results in the number and percentage of present d1 for each batch are shown in Figure 04.

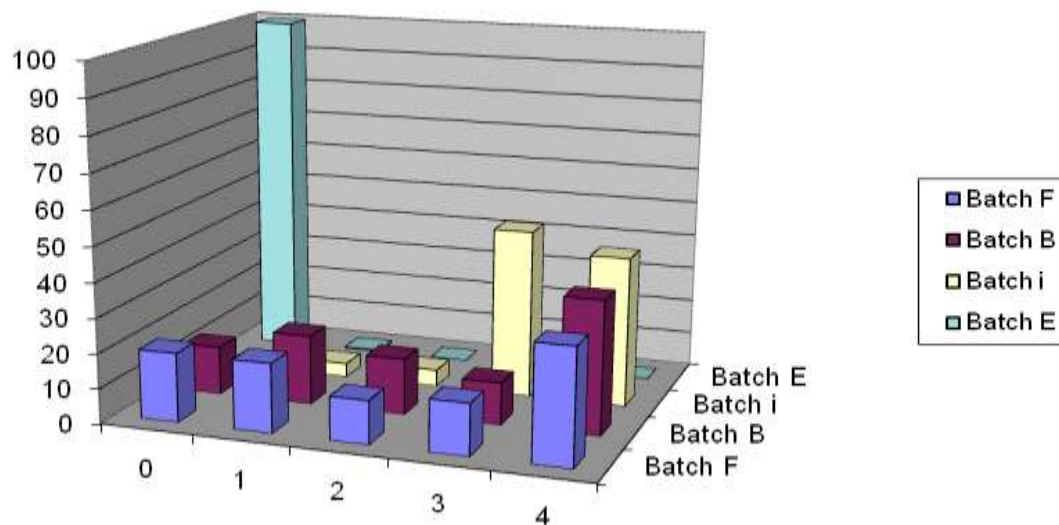


Figure 4: Distribution of cumulated morbidity by Severity (D1-D5)

The graph illustrates the similarity of the distribution of the two treated groups B and F and the difference with the existing Batch I, 91% of the workforce is divided into two classes of highest morbidity. Statistical analysis of the distribution of disease revealed a significant difference depending on the treatment. The pair wise comparison shows:- A significant difference between batches B and I ($P < 0.001$) F and I ($P < 0.001$) - There is no difference between the Batches B and F ($P = 0.27$) Both treatments B and F , therefore greatly reduces morbidity and quickly equivalently, whereas morbidity remained strongly and significantly higher in Batch I.

Lesion scores

The results of the individual lesion scores are on a record sheet with the common weight of d0 and the end day. The results of the surviving animals and dead animals are presented in Figure 5 with the mean and standard deviation but also for reasons of statistical analysis, distribution by quartile.

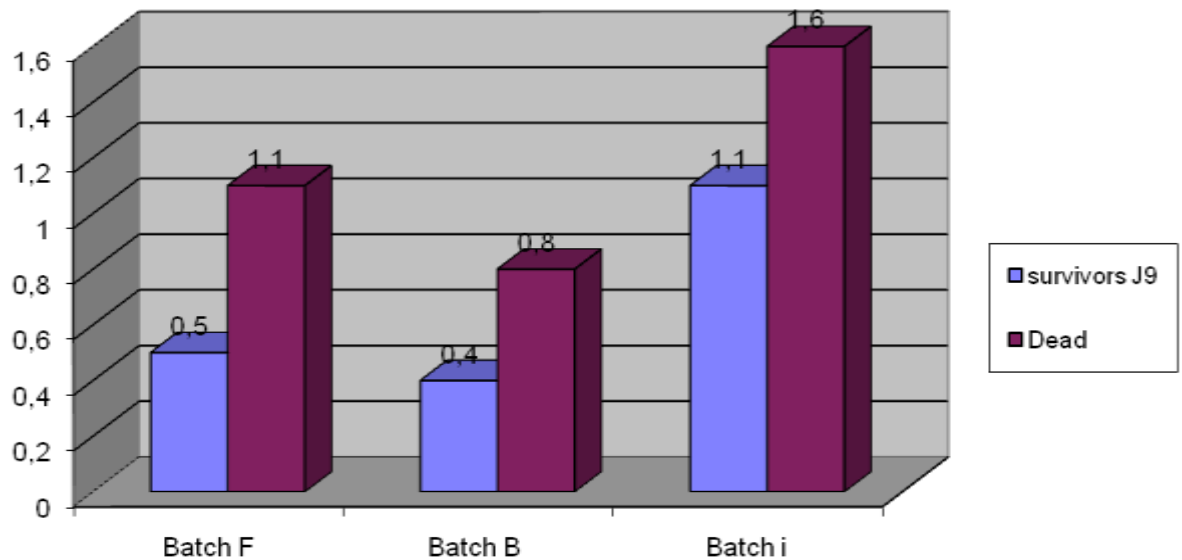


Figure 5: Lesion scores of dead and surviving animals

Surviving animals

The comparison of mean scores seem to indicate equality between Batches B and F whose scores appear less than half the average score Batch I. However, statistical analysis (Kruskal-Wallis test,) does not show any significant difference.

Dead animals

In this case, the statistical analysis revealed a significant difference between the lesion scores of the three groups ($P = 0.002$). The pair wise comparison indicates equivalence of the two treatment groups B and F ($P > 0.10$) while the Batch I introduces a high rate of lesion score, significantly higher than the batch B. On the criterion of lesion score of dead animals, both treatments are therefore equally effective.

Weight

The average weight at day 0 and day 9, animals of three Batches euthanized d9, are presented in Table 4.

Table 4: Average weight (g) of three batches of euthanized animals d9 (average +standard deviation)

	batch F	batch B	batch I	batch E
weight d0	654 + 74	645 + 70	676 + 89	653 + 82
weight d9	962 + 143	970 + 111	880 + 196	1156 + 151

There was no significant difference statistically between the average weights of three Batches d0; the comparison between the 3 Batches is possible. At d9, we find that the average weight of animal Batches B and F is about 83% that of Batch E, whereas it is only 76% for Batch I. The Statistical analysis revealed a significant difference between the average weights of the three Batches F, B, I. ($P < 0.001$). The pair wise comparison showed no significant difference between groups B and F and a statistical significant difference between Batches B and I ($P < 0.001$) and between Batches F and I ($P < 0.05$). So there is a positive effect of both treatments which is equivalent to the criterion weight in d9.

Other criteria

Other qualitative evaluation criteria of the effectiveness of the two treatments were followed. These are: a) Consumption of water and food for both of follow-up periods: d0 - d5 d9 and accumulated d0 and - d9 b) Total increase (d0 - d9) and the calculation of the consumer index. These data are on the leaves of clinical monitoring batch summary table No. 5

Water consumption

Figure 7 shows the evolution of the consumption per chicken and per day for each lot.

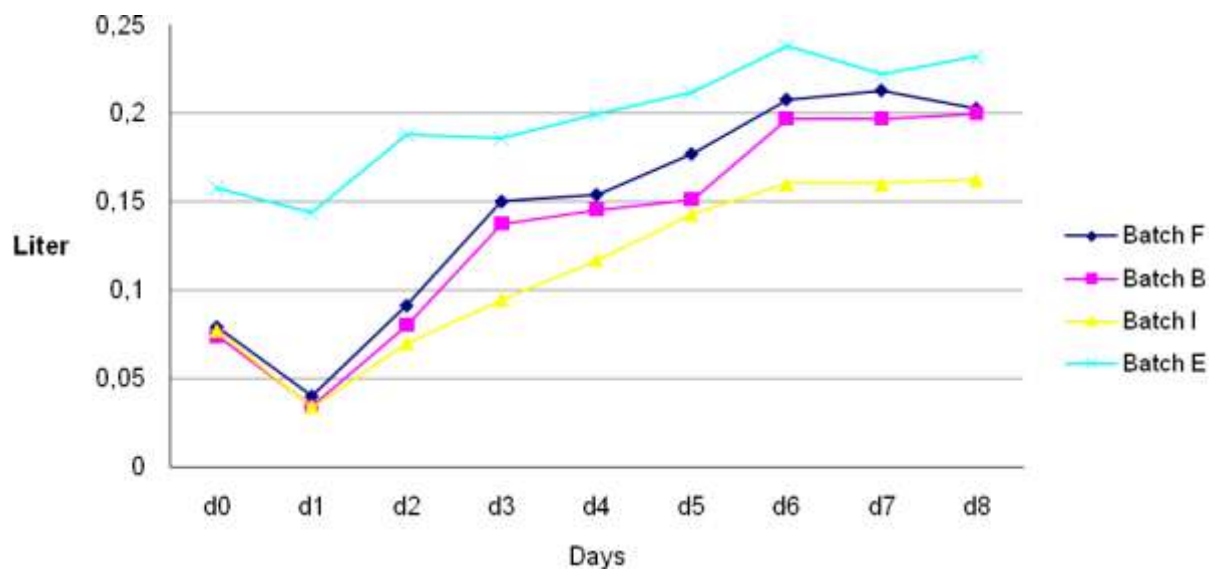


Figure 7: Evolution of water consumption per chicken and per day

After a fall of two thirds of water consumption compared to batch E (control) d0 to d1, following inoculation, the consumption of both treated groups straightens up d3 equivalently, to achieve the 3/4 of Consumer lot E. Batch I (inoculated untreated), has an average consumption which is half of that of batch E. These differences reflect the health status of the animals and illustrate the effect of treatments that appear equivalent.

Food consumption

Food consumption in three periods can be compared between batches from the Figure 8 of the represented consumption.

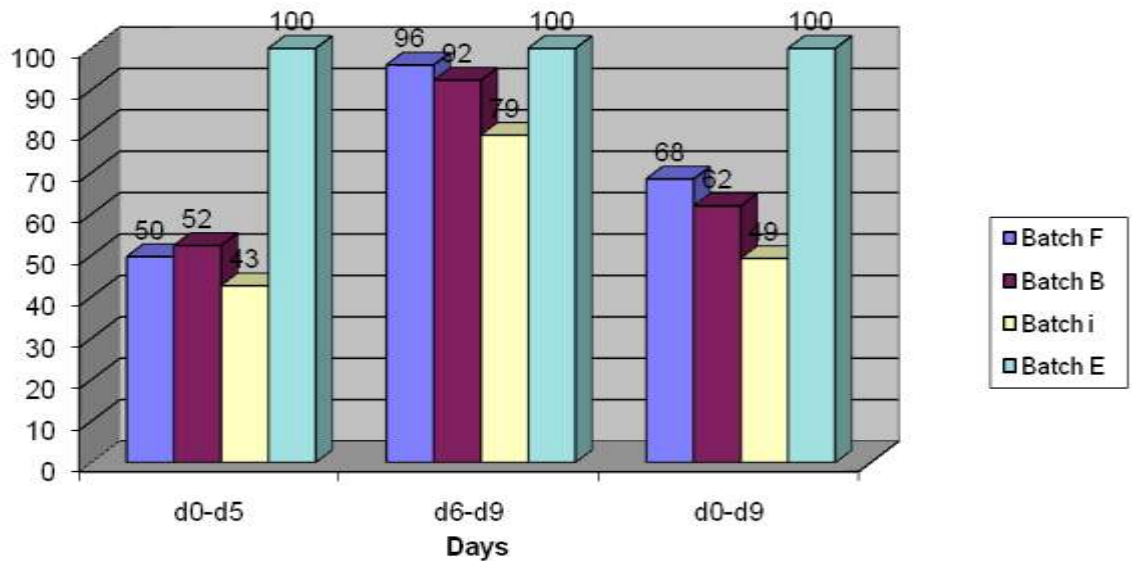


Figure 8: Consumption of food of the batch E in percentage

Consumption of Batch E is 130 g per bird per day over the period d0 - d9. This is a normal consumption.

Period d0 - d5

Consumption of Batches B and F is very close, it is reduced to 50% of the Batch E, reflecting the caused morbidity. However, it is almost 10 points higher than the Batch I: 50% versus 43%.

Period d6 - d9

Consumption of Batches B and F is virtually identical, with a slight advantage to Batch F whose consumption is of 96%, that of Batch E to this criterion d6 say that from treated animals batches are healed. Batch I, unlike lots traits, is still under-food consumption. It is only 80% of the Batch E. In total, the test food consumption is a good measure of morbidity, recovery of normal consumption reflects the healing of animals. On this criterion, the two treatments are equally effective.

Total increases and consumption index

The total increases d0 - d9 for each batch is shown in Table No. 5 below:

Table 5: Summary of results of growth and consumption index

	batch F	batch B	batch I	batch E
grow (alive)	12	10,7	4,9	25,2
grow (dead)	-4	-4,4	-6,5	-
IC (alive)	3,2	3,3	5,3	2,3

Overall growth in Batches F and B is equivalent but with more than 1 kg for Batch F. Growth of the Batch I, was only half of Batch B and 40% of the Batch F. The consumption index of the two treated groups F and B is virtually identical: 3.2, one point higher than Batch E, again resulting morbidity occurred to d5 of d0. By comparison, the index of Batch I, is 3 points higher than Batch E instead of 1 point for the 2 treatment groups. In total, the criteria of growth and feed efficiency, the performance of the two treatment groups are equivalent, lower than those of Batch E witness livestock, but much higher than those of the Batch I, infected control. The equivalence of both treatments B and F that appears here is in agreement with the results of statistical comparisons performed on the above criteria.

General Discussion

Discussion of protocol

Infection test

The inoculated dose was $2,8 \cdot 10^6$ CFU per chicken is initially determined to cause 30% mortality in 5 days and less than 5% to d1. This was not the case for the following possible reasons: Chicken average weight is 650 g against 800 g usually Adaptation period of 36 h instead of 3 days usually Caecal coccidiosis is important, it had to be treated on the day of receipt of chickens.

Discussion of Results

Mortality

Significant mortalities which appeared early reduced the discriminating power of the test mortality criterion. Thus, there is no difference between the three Batches for the mortality rate to d5 d0, d0 to d9 of d1 to d5 and not more than for lesion scores of surviving animals at d9. This has led to compare the mortality rates of the three batches excluding mortality before the treatment. Under these conditions, the cumulative mortality rate from d1 to d9 is comparable for the two treatment groups, lower than the Batch I with a statistically significant difference GOREN et al (1988).

Morbidity

Despite the severity of the event, the cumulative morbidity of the two treated groups was significantly lower than the Batch I, it is equivalent to F resulting in Batches B and the equivalent efficacy of the two treatments JANBEN et al (2001).

Lesion score

The high mortality was too small to allow the staff to identify a statistically significant difference in lesion scores of living animals at the end of trial between batches. This difference exists for the lesion score of dead animals with a score which is significantly higher in Batch I when there is equivalence for Batches B and F, which reflects again the equivalence of efficacy compared PAKPINYO et al (2002).

Weight of the animals

Despite downsizing living end of the test, a statistically significant difference between the weight of the animals of the three Batches: the weight of the animals of Batches B and F is significantly higher than the equivalent weight of the animals in the Batch I.

Consumption of water, food, growth and feed efficiency

The results for these four criteria are congruent with those on morbidity. Unable to use statistical analysis to these criteria, the results strongly suggest, as the previous study, the effectiveness of treatments and equivalence.

Conclusion

Respiratory colibacillosis and colisepticemia represent the main forms of clinical expression of infection with E. Coli in industrially broilers. Many E. coli are non-pathogenic E coli but most of them are frequently isolated during infection correspond to the three serotype O₁K₁, and O₂K₁ O₇₈K₈₀ JANBEN et al (2001), PAKPINYO et al (2002), BENSARI et al (2008)

But currently there is no effective vaccine at the farm level. Also forward to avian colibacillosis reproduced experimentally is to study new treatments or the development of adequate medical prophylaxis. In our experience, three batches of chicken were subject to a test of colibacillosis particularly severe infection, two batches inoculated and treated (F and B) and another batch inoculated untreated (I) they were used to compare the effectiveness of treatment with flumequine to that of Enrofloxacin. The effectiveness of treatment and equivalence of the two treatments have been demonstrated to the following criteria for the different lots: Cumulative mortality rate from day 1 to day 9 Cumulative morbidity during treatment Lesion score of dead animals, Weight of animals at end of test. Moreover, this equivalence efficiency is suggested also by other zoo technical criteria namely: consumption of water, food, animal growth and feed efficiency GOREN et al (1988), BENSARI (1999).

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Instruction in Higher Education Institutes and Dialogic Pedagogy: Issues and Challenges

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Abstract

Henard and Leprince-Ringuet (2008, p.4) claimed that "...Increased international competition, increasing social and geographical diversity of the student body, increasing demands of value for money and introduction of information technologies" have shifted the landscape in higher education. This shift has re-directed the attention on the role universities play, i.e. from research to teaching. For quality teaching to take place, an effective classroom delivery is paramount (Yorke, 2000). Literature has suggested that Dialogic Pedagogy could be applied as an alternative for an effective classroom delivery as its principles lie on the need for active student engagement (Alexander, 2005). However, for more than two decades, academics in higher education institutions have been observed to be teacher-centred (Thielens, 1987; Sajjad, 2009). Thus, this paper aims to investigate the instruction of academics in a selected faculty in Malaysian public universities around Klang Valley. A mixed method research design was employed comprising a set of questionnaire, observations and semi-structured interviews. A total of 86 respondents completed the questionnaire and 5 participated in the observations and interviews. It was discovered that the respondents had positive perceptions of their instruction. However, qualitative data revealed that they were not practicing Dialogic Pedagogy let alone emphasizing on student-centredness during their lessons as what they claimed. In ensuring that higher education institutes could stay relevant in meeting the current global demands (Jung and Harman, 2009), the conflict between their positive perceptions of their instruction and the identified issues and challenges regarding the practice of Dialogic Pedagogy is worrying. The findings of the study have direct implications on the training on Dialogic Pedagogy, scaffolding strategies and Socratic questioning needed by the academics in higher education institutes. Besides the academics, administrators and policymakers in the relevant higher education institutes may benefit from this study.

Keywords: Instruction, Higher Education, Instructional scaffolding, Questioning strategy, Dialogic Pedagogy

Introduction

As nations around the world recognize the need for effective investment in human capital, the quality of learning and teaching has become a central issue (Yorke, 2000). Additionally, the changing landscape in higher education has highlighted the need for quality teaching (Henard and Leprince-Ringuet, 2008). As claimed by Henard and Leprince-Ringuet (2008, p.4) "...Research points out that quality teaching is necessarily student-centred; its aim is most and for all student learning".

There is a need for an effective classroom delivery when student learning is central in quality teaching in higher education institutes. According to Zepke and Leach (2010), effective classroom delivery should be one that creates educational experiences which are challenging, enriching and extend the students' academic abilities. Dialogic Pedagogy is seen as alternative to creating educational experiences which are challenging, enriching and extend the students' academic abilities (Alexander, 2005). The idea behind Dialogic Pedagogy is 'dialogues' itself. According to Isaac (1996, p. 20),

Dialogue is a unique form of conversation with potential to improve collective inquiry processes, to produce coordinated action among collectives, and to bring about genuine social change. Dialogues create a special environment in which tacit, fragmented forces that guide how people think and act can begin to be perceived and inquired into, and the underlying patterns of influence can be shifted.

Unfortunately, although Dialogic Pedagogy is an alternative pedagogy in higher education institutes (Isaac, 1996; Abbey, 2005; Hardman, 2008), there are still university lecturers who are yet to be comfortable applying Dialogic Pedagogy in their classes (McKay, 2003; Hardman, 2008). Additionally, not many university lecturers are familiar with the pedagogy (Hardman, 2008). In his study on 10 UK university tutors, Hardman discovered that the main approach to teaching was mainly directive with little emphasis on questioning and student engagement. Likewise, a similar study on nine tutors in a Chinese university revealed similar alarming findings. Davis (1997) suggests that teachers need to "listen more interpretively, listening to pupils' contributions in order to work out why they respond in particular" (cited in <http://www.kcl.ac.uk/content/1/c6/01/31/41/HodgenCERME5Final.pdf>, p.2). This however, is not happening in some classes as discovered by many researchers.

The present study is interested to investigate the current teaching practice of a selected group of university academics in Malaysian public universities. As the researcher is also interested in promoting Dialogic Pedagogy as an alternative to creating an effective classroom delivery in higher education institutes, the present study is guided by the following research objectives.

- a) determine the academics' perceptions of their instruction
- b) examine the common trend in the academics' lesson and the types of questions posed during lessons
- c) determine the challenges in applying Dialogic Pedagogy

Literature Review

Instruction in higher education institutes

Much literature has reported that in their early years of establishment, academics in the higher education institutes spent a huge amount of time 'lecturing' (Gaff, 1994). It

was concluded that the academics in the higher education institutes were influenced by the etymology of the word 'lecture' which is derived from the Latin word 'lectura' which means 'to read'. Over two decades ago, Thielens (1987) reported that the most preferred method of instruction in higher education institutes was 'lecture'. Interestingly, current reports seem to suggest similar preference in instruction method among academics in higher education institutes (Sajjad, 2009).

Jung and Harman commented, "Many higher education scholars have analyzed dominant trends and new challenges in a globalized society" (2009, p.3). In addition, Henard and Leprince-Ringuet have emphasized on the need for higher education institutes to change in order to stay relevant with the global demands. According to them, "...Increased international competition, increasing social and geographical diversity of the student body, increasing demands of value for money and introduction of information technologies" (2008, p.4) are some of the new directions in higher education. This shift has re-directed the attention on the role universities play, i.e. from research to teaching. For quality teaching to take place, an effective classroom delivery is paramount (Yorke, 2000).

Several researchers such as Kuh (2001), Chapman (2003) and Umbach and Wawrzynski (2005) have posited that there need to be a change in the academics' preferred method of instruction in order to stay relevant with the present global demand. According to Jung and Harman, "...higher education is at the forefront of globalization in the knowledge-based economy in which knowledge is the main determinant of economic competitiveness (2009, p. 2). Higher education scholars agree that instruction in higher education needs to emphasize on student engagement in order to provide the students with relevant training needed in meeting the challenges of globalization (Coates, 2005; Carini, Kuh and Klein, 2006; Harper and Quaye, 2009;). At this juncture, Dialogic Pedagogy is a possible alternative (Alexander, 2005).

Dialogic Teaching

Dialogues have always had an influence on the teaching and learning process. Dated back to the Socrates' time, dialogues played a significant role in articulating the opinions of the discussion participants. Its relevance in the present time education is confirmed by the advancement of sociocultural theories. Vygotsky and Bakhtin have been major influence in efforts taken to include the society into the teaching and learning process (Tella and Mononen-Aaltonen, 1998). Freire (1970, 1973) claimed that "human relationships should be formed – namely on the basis of equality, respect, and a commitment to the authentic interests of the participants" (cited in Renshaw, 2008, p. 1). Freire (1970, 1985) postulated that dialogues could be used to specify educational relationships and processes as aspects of a socially just way of life" (Renshaw, 2008, p. 3).

While Socrates had dialogues as a means to problem-solving during his time, Freire saw the growing need of his society to be exposed to their own cultural practices and traditional knowledge instead of the knowledge of the rulers which in turn made the society to be oppressed both economically and culturally. This situation then brought light to dialogic inquiry, a process in which Freire claimed to empower rather than oppress the students. Teachers should not be seen as the knowledge transmitter. Instead they need to play the role of a facilitator who assists their student's knowledge construction through instructional scaffolding.

Bereiter who agrees with Freire postulates that 'dialogic literacy' is "the ability to engage productively in discourse whose purpose is to generate new knowledge and understanding" (2002, p. 130). Alexander (2005) also states that dialogic teaching is more "systematically searching, reciprocal, extended, and propelled by deep knowledge and understanding, consistent with the Vygotskian (socio-cultural theories) tradition, and Bruner's concept of scaffolding" (cited in Abbey, 2005).

Scaffolding in Dialogic Pedagogy

A specific teacher strategy namely 'scaffolding' is required to ensure a successful dialogical teaching (Abbey, 2005; Renshaw, 2002; 2008). The term 'scaffolding' first coined by Bruner (1962) has become useful as interactional support. According to Clay and Cazden (1990), scaffolding imitates the form of adult-child dialogue, structured by the adult to maximize the growth of the child's intra-psychological functioning. They further state that there would be gradual withdrawal of adult control and support as the child's mastery increases.

As claimed by Renshaw (2008, p. 6), "scaffolding provides a powerful image of dialogic instruction". Langer and Applebee (1986) have identified five aspects of effective instructional scaffolding namely; joint ownership, appropriateness of the activity, structuring the activity, collaborative engagement and transfer control. Goldenberg and Gallimore (1991) have postulated that "there is a need to balance between following the students' ideas and lines of reasoning, and leading them towards insight and understanding of more abstract, consistent, and generalised forms of thinking" (in Renshaw, 2008, p. 7).

It must be highlighted that all of the items listed above would require some form of classroom interaction transformation into a more structured dialogue which emphasizes on both cognitive and social (Abbey, 2005). In a similar vein, Alexander (2005) suggests a sound questioning technique. Based on the findings of several researches conducted in various countries, Alexander has observed that among others; teachers posed their questions more carefully and more probing questions were asked than factual recall ones. To this end, the questioning strategy is pertinent.

Questioning strategy

Freire (1970, 1973) has proposed 'Pedagogy of Question' which affirms that questions should be posed to and by the students. As Kabilan claims, "this is a practice which forces and challenges the learners to think creatively and critically, and to adopt a critical attitude towards the world" (1999, p. 2). Unfortunately, as claimed by Freire (1975), there are teachers who find it difficult to practice the 'Pedagogy of Question' due to two reasons; they are unsure of the answers and they are reluctant to accept answers which differ from theirs.

In providing samples of questions which could be posed by teachers in their attempt to practice dialogical teaching, Copeland (2005) listed the six types of 'Socratic Questions' (questions that seek clarification, probe assumptions, probe reasons and evidence, seek viewpoints and perspectives, seek implications and consequences and finally, questions about questions).

Methodology

The population for the study comprised academics from the Faculty of Education in four public universities around Klang Valley, Malaysia. A stratified sampling was employed in determining the sample size for the present study. The following table depicts the relevant details regarding the population and sample size required.

Table 1 Population and sample size

University	Total number of academics	%	Sample size
Universiti Teknologi MARA (UiTM)	70	23	39
Universiti Malaya (UM)	60	19	32
Universiti Putra Malaysia (UPM)	75	24	41
Universiti Kebangsaan Malaysia (UKM)	75	24	41
Islamic International University, Malaysia (IIUM)	30	10	17
Total	310	100	170

The sample size ($n=170$) was determined by using the formula of 95% confidence level based on a P value of 0.05 proposed by Krejcie and Morgan (1970). However, only 51% (86/170) response rate was achieved. According to Fincham (2008 cited from Draugalis and Plaza, 2010, available online <http://archive.ajpe.org/view.asp?art=aj7308142&pdf=yes>), "... A response rate of 50%-60% or greater is optimal because nonresponse bias is thought to be minimal with that high of a response rate".

With regard to the research design, a mixed method was adopted. A set of questionnaire, observations and semi-structured interviews were conducted. A total of 86 respondents completed the questionnaire. Out of this number, a total of 12 respondents were identified for observations and interviews based on their responses in the open-ended question in the questionnaire (descriptions of how the respondents normally conduct their classes). However, only 5 agreed to be observed and interviewed. To minimize threatening environment during the observations, the observations were done at a time most convenient to the respondents, separately. All of the observations conducted during the respective respondents' actual class hour lasted within two hours. Semi-structured interviews were conducted immediately after the observations. The interviews were intended to seek for further clarification regarding the respondents' instruction as well as to confirm interpretations made during the observations.

The items in the questionnaire were developed based on Danielson's Teaching Framework (1996). The questionnaire was designed to determine the respondents' instruction. A fair amount of research has shown that self-reports are likely to be valid if 1) the information requested is known to the respondents, 2) the questions are phrased clearly and unambiguously, 3) the questions refer to recent activities, 4) the respondents think the questions merit a serious and thoughtful response, and 5) answering the questions does not threaten, embarrass, or violate the privacy of the respondents or encourage the respondents to respond in socially desirable ways (Kuh et al, 2001).

The questionnaire comprised 3 sections which included basic information about the respondents (Section 1). Danielson's teaching framework was adapted in designing the section on instruction (Section 2). In Section 2, the respondents need to respond to four sub-sections which are; a) how they make their instruction clear and accurate, b) activities which they make their students do, c) their perceptions of their instruction and

d) their perceptions of effective instruction. The respondents identified the items which describe them in Section 2a and 2b whereas in Section 2c and 2d, they indicated their level of agreement to each of the item (i.e. Likert scale, 1= strongly disagree to 5= strongly agree). The questionnaire is completed with qualitative data on the respondents' lesson development and the types of questions the respondents normally posed during their lessons (Section 3).

Descriptive statistical method was applied in analysing the data. The analytical tools used consisted of;

1. Frequency distribution (For Section 1, 2a and 2b)
2. Analysis of Variance test (ANOVA) (For Section 1 and Section 2c and 2d)

Frequency distribution was used to summarize data such as the demographic profile and frequencies of the identified instruction factors. ANOVA provided stronger interpretations on the strengths of the relationship between the variables.

The analysis for Section 3 which elicits qualitative data as well data from the observation field notes and interview transcripts was done by employing Wellington's (2000) Constant Comparative Method. Themes were identified based on literature review on lesson development and types of questions. The categories and sub-categories for the themes were determined by identifying relevant excerpts from the open-ended answers, field notes and transcripts respectively. The analysis of data was on-going starting from the initial fieldwork until the final stage of writing the report. During that period, the researcher anticipated and accommodated changes and additions generated by the data being analyzed as she proceeded from one respondent to another. The responses from subsequent respondent yielded newly emerging themes and sub-themes. This had indirectly made the researcher kept her provisional start list of the lesson development and types of questions generated from the literature review open. Categories of themes and sub-themes had to be collapsed and combined at times in order to accommodate the recurring patterns of categories. Therefore, the data analysis was overlapping and cyclical in nature.

A pilot study was conducted in February 2012. A total of 30 questionnaires were distributed to the academics in the Faculty of Education in one of the Malaysian public universities. Within a month, the researcher was able to analyse the returned questionnaire. A computerised descriptive statistic was used in analysing the data. The reliability value was confirmed as the Cronbach alpha's value is .723. Cronbach's coefficient alpha is a more common measure of internal consistency and the value of .65 to .95 can be considered satisfactory (Chua, 2006). A lower value shows that the items within the instrument lack the ability to measure consistently whilst a higher alpha value could mean that all items are similar or replicate each other. A higher alpha value therefore could indicate that the instrument is not effectively measuring what it was supposed to measure. The following table summarizes the value. As for the qualitative data analysis, inter-rater and member checks confirmed the consistency in the researcher's interpretations.

Table 1 Reliability value for Section 2 (Instruction)

Reliability Statistics	
Cronbach's Alpha	N of Items
.723	19

Findings

Analysis on the demography confirms that there is an acceptable spread of senior and junior academics among the respondents as there are 12.8% professors, 37.2% associate professors, 25.6% senior lecturers, and 20.9% and 3.5% lecturers and tutor respectively. Majority of the respondents were experienced as 40.7% had been in service more than 16 years and 36% had been teaching between 6 and 15 years. The minority, 23.3% had been teaching for the past 5 years. This fact further confirms why there are more senior lecturers, associate professors and professors among the respondents compared to lecturers or tutors. With regard to their teaching field, it is discovered that the majority of them were teaching the social sciences field. Nonetheless, there were also those who were teaching in the technology and management fields. The least were involved in the pure and applied sciences.

To confirm whether there are differences between the different groups of respondents (academic post, years of teaching experience and field of teaching) and their responses, an ANOVA test was conducted. It is interesting to note that all respondents regardless the differences they have (university, academic posts, length of service, teaching levels and teaching fields) shared similar responses as no significant difference between them was identified (The sig value is greater than 0.05 for all the groups).

The first objective of the study was to determine the respondents' perceptions of their instruction. Data elicited from Section 2 provided answers on the respondents' perceptions of their instruction. Firstly, the respondents were asked about their strategies in making their instructions clear and accurate (Section 2a). Most of the respondents claimed that they allowed their **students to ask for clarification (83.7%)**. They also agreed that they would write down (64%) and repeat their instructions (62.8%). However, fewer respondents agreed that they would randomly choose a student to repeat their instruction (48.8%) or get a student to repeat their instruction (22.1%).

In conclusion, it is quite obvious that the respondents needed their instructions to be clear and accurate. They seemed to encourage students to ask questions on clarification besides writing down and repeating their instruction. This finding concurs with Sajjad's findings when she claims that, "...teacher needs to use questions throughout the lecture to involve students in the learning process and to check their comprehension" (p.10). To this end, it is also worthy to note that fewer respondents agreed that they needed their students to re-phrase their instruction (i.e. by repeating what they said) and they checked on their students' understanding via discussion sessions (i.e. a student explaining to the class what the respondents had said).

Secondly, the respondents were asked about what they normally make their students do in the class (Section 2b). It was discovered that the respondents tend to make their **students do a lot of presentations (89.5%), relate their assignments with the real-world (83.7%), seek for extra information (82.6%)** and find their own group

members (74.4%). At this point, the finding concurs with Bourner and Flowers (1997) who commented that academics could encourage participation from their students by requiring them to do presentations. They also claim students need to be exposed to the real-world in order to provide meaningful learning. In the present study, the respondents' students were also encouraged to comment on their friends' work (**69.8%**) as well as theirs (59.3%) besides encouraged to teach each other (62.8%) and **ask at least one question during class (57%)**. Based on this information, it could be concluded that the respondents tried to have their classes as student-centred as possible. They did this by encouraging student opinions and the need to relate with the real-world. Nonetheless, the respondents did not quite encourage input from their students during their lesson since they disagreed that their students discussed about the topic before they gave the lecture (47.7%), encouraged their students to prepare questions before the class (70.9%) and encouraged the students to find answers to their own questions (64%). This finding confirms Freire's (1975) opinion on the lack of 'Pedagogy of Questions' among academics.

Thirdly, the respondents were asked to provide their perceptions of statements regarding their class (Section 2c). Table 2 below provides the details. As signified by the table, the respondents claimed that they ask a lot of questions (mean= 4.21), vary the types of questions (mean=4.26), vary the types of group work (mean= 4.19) and that they are open to change of plans (mean=4.16). Nonetheless, they agreed that their students do not ask a lot of questions to their classmates as indicated by the lower mean score (mean=2.94). This finding is consistent with the previous finding on the lack of "Pedagogy of Questions" in classes.

Table 2 Respondents perceptions of their class
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I ask a lot of questions to my students	86	3	5	4.21	.653
my students ask a lot of questions to me	86	2	5	3.58	.951
my students ask a lot of questions to their classmates	86	1	5	2.94	.802
I ask various types of questions (e.g. elaborate, evaluate, describe, list down, etc)	86	3	5	4.26	.636
my students are able to ask various types of questions	86	1	5	3.55	.966
I answer my own questions	86	1	5	2.88	.975
my students are able to answer the questions from me	86	3	5	3.83	.672
my students are able to answer the questions from their classmates	86	2	5	3.59	.726
I vary the types of group work (e.g. group presentation, seminar, forum, role-play, etc)	86	3	5	4.19	.695
my students prefer individual work	86	1	5	2.98	.945
my students prefer written tasks	86	1	5	3.10	.994
I am open to change of plans	86	2	5	4.16	.749

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I am open to change of plans	86	2	5	4.16	.749
Valid N (listwise)	86				

On top of that, the respondents were also asked about their perceptions of effective instruction (Section 2d). Table 3 summarizes their responses. It is interesting to note that the respondents agreed strongly with most of the items as the mean scores for the items range from 4.33 to 4.62. What is more important to note is that the items are related with one of the aspects of Dialogic Pedagogy, i.e. ‘Instructional scaffolding’.

Table 3 Respondents’ perceptions of effective instruction

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
include feedback from the lecturer	86	4	5	4.62	.489
include feedback from the classmates	86	3	5	4.33	.659
have constructive comments	86	3	5	4.57	.564
avoid students from making mistakes	86	1	5	3.85	1.223
specify the lecturer’s expectations clearly and accurately	86	3	5	4.44	.625
include students’ input	86	1	5	4.40	.724
allow rooms for negotiation with the students	86	1	5	4.36	.734
Valid N (listwise)	86				

To this end, it is obvious that the respondents' responses are consistent when they claimed to be student-centred in their classes. However, the qualitative data discussed below seem to reveal another perspective.

The second objective of the study is to examine the common trend in the academics' lesson and the types of questions they pose during lessons. Qualitative data from the open-ended section of the questionnaire (Section 3) provided the answers. Additionally, data from observation field notes and interview transcripts provided further details which confirm the respondents' responses in the open-ended section of the questionnaire. The discussion on the respondents' common trend of lesson development is divided into three; lesson introduction, lesson development and closure.

It was discovered that in their lesson introduction, the respondents tend to introduce their lesson by stimulating their students' into thinking about the topic of the day. They did this by asking relevant questions which could encourage their students to relate what they had learnt and what they already knew with what they were about to learn. This is further confirmed by the fact that the respondents also re-capped their previous class. The questions further led to a simple discussion session which made their students to think for relevant issues and connection with the real-world. It was obvious that there were a lot of clarification questions posed during the lesson introduction. This finding is consistent with the earlier finding which describes the emphasis on clarification questions in the respondents' classes (Kabilan, 1999; Hardy, 2004; Hardman, 2008). Besides this observation, there are some respondents who claimed that they tried to encourage independent learning from the beginning of the lesson by making their students involved in open-ended investigations. This is particularly true among the respondents from Science Education as claimed by one of them;

“I like to start my class by encouraging them to do some investigations,

an open-ended one..this could encourage their curiosity.” (Interview participant 3)

Nonetheless, the respondents were found to be teacher-centred in their lesson introduction when they claimed about the need to preview the lesson and explain the relevant concepts. This is further confirmed when they claimed the need to re-cap the main points of the previous lesson. During one of the interviews, Participant 4 specifically pointed this when she claimed;

“I want to make sure they remember what I had taught them. So, normally I will mention the main points from the previous class.” (Interview participant 4)

Additionally, to make their explanation more interactive, the respondents relied on power points which they believed could stimulate their students. According to Kember & Kwan (2000), teachers' teaching methods are closely related to their conception of what teaching is. From these findings it is safe to deduce that the respondents were content-centred. Kember and Kwan (2000) further state that teachers who adopt a content-centred approach consider teaching primarily as transmission of knowledge instead of as learning facilitation.

It is interesting to note that the respondents were still quite teacher-centred in their lesson development. For example, they needed to introduce the new topic/lesson,

present new ideas, summarize the subject matter, and ensure connection. They also lectured and made use of the power points. During their lecture, they would focus on the main points and explain the content.

However, they tried to also encourage an active participation from their students when they required their students to explore choices as well as discuss the strengths, weaknesses and opinions. The students were also required to work on their own either individually or in groups. Presentations seem to be the most popular student activity among the respondents. Working in groups, their students were asked to work on case studies, role-plays and hands-on. They were also encouraged to comment on each other's work and reflect.

The students were also claimed to be given autonomy in the classes as they were allowed to make decisions such as on the content, delivery style and evaluation. Further investigation confirms that this is a practice common to the respondents who were teaching the working adult learners who were in Masters or PhD/EdD programmes. It is interesting to note that the respondents encouraged a lot of Q-A sessions during the lesson development. However, just as their practice in the lesson introduction, the respondents tend to ask questions on clarification. This happened since they asked for examples and relevant prior knowledge or past experiences. There are some respondents who agreed that the questions were asked as a means to gauge their students' understanding. Interview participant 2 stated that,

"Yes, I agree I asked a lot of questions during the lesson. I need to know whether they have really understood the lesson, asking them questions is a good strategy."

Similar strategies were identified in their lesson closure. This is because the respondents claimed to summarize their lesson, re-cap the important points to establish relationship and provide further elaboration. At this point of the discussion, Huba and Freed (2000) have confirmed that teacher-centred teaching emphasizes on the role of the academic as the primary evaluator and information giver. This type of role is quite evident from the respondents. Besides summarizing, the respondents also claimed the need to conclude either by them or by the students. By concluding, the respondents believed that they could highlight relevant moral values. They were also observed reminding their students about the next lesson, the reading materials required and the need to seek for extra information. Additionally, the students were also reminded about the assignments when necessary. Interestingly, the assignments were seen as a way to encourage the students to discover more about the topic learnt as clearly mentioned by Interview participant 3;

"I give my students assignments to make sure that they do have something to do after the class. In a way, this would make them read more about the topic".

Student input was seen available through their feedback, presentations and conclusion of what they had learnt. The answers given by them to the questions posed by the respondents were mainly as a means for the respondents to check on their students' understanding. To this end, it could be seen that the Q-A session in the lesson closure shares similar purpose with that during the lesson development. The Q-A session was a way to gauge the students' comprehension. Again, this aspect is consistent with teacher-centred teaching espoused by Huba and Freed (2000).

Data from the observation field notes enabled the identification of types of questions posed during lessons. Literature review on the six types of Socratic questions (Copeland, 2005) provided the categories for the analysis of the types and examples of questions. Table 4 summarizes the findings.

From the observations, it can be seen that the respondents' most common type of question is the question on clarification. This finding further confirms the observation findings on their Q-A sessions during the introduction, development and closure of their lessons. The findings on the examples of questions which they posed under this category of question also confirm the fact that the respondents asked for identifying, recalling and summarizing. Similar findings were also observed by several past researchers (Kabilan, 1999; Hardy, 2004; Hardman, 2008). These questions did not require much critical and creative thinking from the students compared to the other types of questions such as questions on viewpoints and perspectives, implications and consequences and questions about questions (Copeland, 2005). In promoting Dialogic Pedagogy, Alexander (2005) has asserted that there should be more probing questions asked than factual recall ones.

Table 4 Common questions posed in the class

CLARIFICATION	PROBE ASSUMPTIONS	PROBE REASONS & EVIDENCE	VIEWPOINTS & PERSPECTIVE	IMPLICATIONS & CONSEQUENCES	QUESTIONS ABOUT QUESTIONS
What are the issues and challenges involved?		Why do you say so?	How do you integrate this information with what you already know?	Evaluate	
What do you know?		Why is it better?	How can you elaborate this?	Analyze	
What did you learn?		Why it happened?	How do you conclude this?	Futuristic questions	
What are the latest issues about this topic?		Provide examples	How can we improve it?	What can be done?	
What do you understand from this?		Provide evidence	What is your opinion?		
Provide the step-by-step process		Provide reasons	Which is better?		
Clarify...		Provide relevant experience	How to apply this?		
What are the characteristics...?		Provide justifications	How can we relate this with the relevant current issues?		
What is the definition..?					
Do you understand?					
Any questions?					

The overly asked questions on clarification are further confirmed by the examples of questions which sought for students' understanding of what was taught or introduced by the respondents.

Besides the questions on clarification, the respondents also asked their students questions on viewpoints and perspectives as well as questions which probe reasons and evidence. These questions are examples of questions posed when the respondents wanted to further ascertain their students' ability to comprehend what was taught. The students were asked to provide examples and reasons to their choices. On top of that they needed to provide evidence and reasons as well as justifications. Slightly higher order thinking was required when the students were asked to provide viewpoints and perspectives. In this instance, the respondents required their students to apply what they have learnt and to relate it with the real-world.

Nonetheless, not as many questions on implications and consequences were posed. Additionally, there were no questions about questions posed at all. There seems to be a lack of ideas among the respondents as to how they could ask questions of these categories. According to Freire (1975) there are teachers who find it difficult to practice the 'Pedagogy of Question' due to two reasons; they are unsure of the answers and they are reluctant to accept answers which differ from theirs. These reasons could perhaps describe why the respondents in the present study were not questioning the relevant types of questions.

The third objective of the study aims to determine the challenges facing the respondents in applying Dialogic Pedagogy. Conclusions regarding the challenges were derived from the findings which describe the respondents' lesson development and questions posed. Briefly, the main challenges faced by the respondents in practicing Dialogic Pedagogy are their;

- i. target to ensure their students could retain the information they presented or introduced
- ii. tendency for teacher-centredness in the lessons
- iii. lack of ideas to ask questions which will require higher order thinking among their students
- iv. purpose of asking as a means to check and gauge their students' understanding only

Langer and Applebee's (1986) have provided a list of strategies for effective instructional scaffolding, an important aspect of Dialogic Pedagogy. In contrast, the list of relevant findings from the present study indicates otherwise as depicted in the following table.

Table 5 Strategies for Instructional scaffolding and the present study's findings

In promoting Dialogic Pedagogy academics need to;	The present study however discovered;
a. request for more input from their students with regard to the content of the lesson by minimizing lectures and maximizing open class discussions	a. the respondents emphasized on lecturing with Q-A sessions for comprehension purposes
b. maximize students' input by requiring them to read and prepare relevant questions about the topic before coming to class	b. the respondents' students were required to read after the class as a follow-up activity which is expected to help them understand more.
c. encourage in-depth discussions by challenging the students' questions, input and feedback	c. the Q-A sessions were meant as comprehension checks and a means to gauge students' ability to memorize and recall important details.
d. promote active in-depth discussions by asking	d. the questions posed were heavy on

questions to the students which require their original ideas and thoughts instead of identifying, recalling and summarizing	clarification type with some on viewpoints and perspectives as well as questions which probe reasons and evidence
e. raise the students' awareness about the role of questioning during lessons and why the respective questions were asked	e. the students were not made aware of the role of questioning, instead the students seemed to be directed into answering questions from their lecturer.
f. encourage students to justify their choices or responses	f. There are few instances of the respondents asking their students to justify their choices or responses but this effort is minimal compared to the overly emphasis on questions on clarification.

Suggestions

The findings from the present study have shed some lights on what could be done by the academics in practising Dialogic Pedagogy. Although the participants are academics from the Faculty of Education in five public universities in Malaysia, it is possible that the findings on their instruction are quite representative of the teaching practice of the academics in other faculties. Nonetheless, a further research which involves a larger population and a greater sample size could confirm this claim.

The suggestions for the possible changes in the current trend in instruction focus on the promotion of Dialogic Pedagogy. The findings have provided feedback as to why the academics were not applying Dialogic Pedagogy. The guidance and assistance which the respondents gave to their students were inconsistent with the concept of 'scaffolding' in Dialogic Pedagogy. For instance, instead of providing opportunities for the students to explore their own learning by asking probing questions, the respondents tend to ask clarification questions with the purpose of gauging their students' comprehension level. Additionally, the respondents seemed to be teacher-centred as there were indications of them wanting to be in control such as when they needed their students to remember what was covered in the previous lesson and summarize the main points elaborated during the lesson. Besides, the questions the respondents posed were basically meant as a means for them to gauge their students' comprehension.

In addition, it is suggested that academics need to be trained on questioning skills. As posited by Alexander (2005), academics need to ask probing question rather than recall ones. The findings have indicated that the academics seem to be lack of ideas in asking questions which would require in-depth thinking and original ideas. Hence, there exists a need to provide them with trainings on Socratic types of questions. The training would involve raising their awareness of the different types of questions and how each type of questions could be phrased.

Finally, as discovered all respondents claimed to have positive perceptions of their instruction. They were also found to have positive perceptions of effective instruction all of which are related to 'Instructional scaffolding' in Dialogic Pedagogy. Unfortunately as discovered also in the present study, the respondents were not actually practicing Dialogic Pedagogy or even emphasizing on student-centredness during their lessons as what they claimed. The conflict between their positive perceptions of their instruction and the identified issues and concerns regarding the practice of Dialogic Pedagogy is worrying. Several researches on teaching conceptions have revealed that academics do not actually do what they claim they do in the classrooms (Borg, 2003, Devlin, 2006, Faizah, 2012). The findings from the present study might be due to similar

cause. Most importantly, there might be a possibility that the respondents were not aware and did not understand the importance of Dialogic Pedagogy. This in turn, suggests a dire need for practical training sessions on Dialogic Pedagogy.

Conclusion

The study attempted to investigate the current teaching practice of a selected group of academics in the Malaysian higher education institutes. Findings have indicated that the respondents had positive perceptions of their instruction. A further examination of their actual instruction has revealed that though the respondents claimed to be student-centred, there were instances when they were actually teacher-centred. This is further confirmed when there are evidences of their overly concern about their students' ability to recall and answer their clarification questions. The types of questions the respondents posed during class further provide the details. It is alarming that the respondents who claimed to have positive perceptions of their instruction were not doing what they thought they were. Most importantly, there are also evidences of poor awareness of Dialogic Pedagogy. Based on the findings, several suggestions in improving this scenario in the higher education institutes have been provided.

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Differential Manifestation of Social Anxiety among Two Ethnic Groups in Nigeria.

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Abstract

This study investigated the differences in the manifestation of social anxiety among two major ethnic groups in Nigeria. 960 participants with equal number from each ethnic group were used. They were from 12 secondary schools in Lagos State. Social Anxiety Scale with its seven subscales was used for data collection. It examined gender and age differences as well as the prevalence of social anxiety among all the participants. A high prevalence of 54.58% and 55% were found among the Yoruba and Igbo participants respectively. Significant differences were found in the subscales of fear of public toilet use (Igbos exhibiting more fear) and fear of authority figures (Yorubas manifesting more fear). Hypothesis two was rejected as no significant difference was found between the male participants from the two ethnic groups. The third hypotheses which postulated that significant difference will be found between Igbo and Yoruba female participants were partially accepted. A significant difference was found in the subscale of fear of public toilet use. Hypothesis four examined significant difference in the manifestation of social anxiety among the different age groups: young, middle and old adolescents. The mean difference for three age groups was significant for the measures of subscales of fear of dating and general social anxiety. The older adolescents manifested more fears in these two subscales. The clinical implication were also discussed

Keywords: Social Anxiety, Anxiety, Adolescents, Ethnicity

Introduction

Social anxiety a persistent, irrational fear has been linked to the presence of other people or objects. It is characterized by intense fears and behavioural inhibition in social situations. It can cause considerable distress impaired ability to function in some parts of daily life. Individuals with social anxiety are incapable of initiating or maintaining social interaction due to one inhibition or the other. Hence, they are unable to meet basic needs of life through interaction. They avoid social situations and exhibit nervousness, fear and apprehension in their interactions with others in social settings. Many other researchers have studied social anxiety among adolescents (Ayeni, 2012B; Gren-Landell, 2010; Adewuya, Ola & Adewuyi, 2007; Hofmann & Barlow, 2002; Essau, Conradt & Petermann, 1999); Age differences (Poulton, Trainor, Stanton, Mcgee & Silva, 1997; Garcia-Lopez, Ingles & Garcia-Fernandez, 2008); and other areas of adolescent and social anxiety. The experience of intense anxiety associated with social situations in which individuals might be viewed by others appears to be a universal phenomenon (Mesquita & Frijda, 1992). There are however numerous cultural variations both in the expression of such anxiety and in the situations and context in which it is elicited. In other words, there is likely to be cultural variations in the perception of what constitutes social threat. Collins (2003) reported that adolescent dating involvement has been found to be remarkably similar across most ethnic groups. La Greca & Harrison (2005) found in their study using Hispanic (Latinos), non-Hispanic White, Black and Mixed/ other adolescents reported among other findings that less positive interactions with romantic partners was related to higher social anxiety for Latino adolescents.

Objectives: This study's objectives include: (a) assessing the prevalence of social anxiety among the participants (b) investigates the difference in the manifestation of social anxiety among two ethnic groups (Yoruba and Igbo) in Nigeria (c) exploring gender and age differences of social anxiety manifestation of the participants.

Research Questions: The study aimed at providing answers to the following questions:

1. What will be the prevalence of social anxiety among these ethnic groups?
2. Will there be any difference in the manifestation of social anxiety among the two ethnic groups?
3. Will male and female participants from the ethnic groups differ in their level of social anxiety manifestation?
4. Will age influence the manifestation of social anxiety?

Hypotheses: The following four hypotheses were formulated from the research questions:

1. The Igbo participants will manifest significant higher level of social anxiety than Yoruba participants
2. Igbo male participants will manifest significant higher social anxiety than their Yoruba male participants.
3. Igbo female participants will manifest significant higher social anxiety than their Yoruba Female Participants.
4. There will be significant differences in the manifestation of social anxiety among the different age groups from the two ethnic groups.

Participants: 960 adolescents were drawn from 12 secondary schools in 6 local government areas in Lagos metropolis. Their ages ranged from 10 to 20 years with a

mean of 15.25 & standard deviation of 1.51years. They consist of 480 male and female participants each.

Sampling Technique : random and stratified sampling were used to collect data from the participants.

Instrument: Social Anxiety Scale (SAS) a questionnaire developed by Ayeni (2012) was used for data collection. It consists of seven subscales with 35 items measuring different areas of social anxiety. It has good reliability and validity measures

Result

Table 1: Prevalence of Social Anxiety among the Participants Based on Ethnic Group

	Ethnic Group	N	%	Mean	Std. Deviation
Fear of public speaking	Yoruba Participants	298	62.10	14.0537	3.80552
	Igbo Participants	290	60.40	14.4552	4.13020
Fear of Public eating	Yoruba Participants	136	28.33	10.8529	2.06031
	Igbo Participants	121	25.20	11.1736	2.09236
Fear of dating	Yoruba Participants	256	53.33	12.7266	2.70139
	Igbo Participants	236	49.17	13.4873	2.70615
Fear of public toilet use	Yoruba Participants	234	48.75	14.8932	2.48111
	Igbo Participants	275	57.29	15.1200	2.39604
Fear of authority figure	Yoruba Participants	60	12.50	12.5167	1.84567
	Igbo Participants	53	11.04	12.0377	1.30033
Fear of Social Inferiority	Yoruba Participants	385	80.20	14.0208	4.22968
	Igbo Participants	364	75.83	14.8159	4.39906
General Social anxiety	Yoruba Participants	225	46.88	29.3600	5.23375
	Igbo Participants	227	47.29	30.7093	6.44610
Total Social Anxiety Scale	Yoruba Participants	262	54.58	96.8130	13.31059
	Igbo Participants	264	55.00	99.7689	16.02196

The result shows that Yoruba participants have the highest prevalence of fear of public speaking; fear of public eating; fear of dating; fear of authority figure; fear of social inferiority; while the igbo participants have the highest prevalence in the measures of fear of public toilet use; general social anxiety and overall social anxiety.

Hypothesis one

- Igbo participants will exhibit significantly higher level of social anxiety than Yoruba participants.

In order to test this hypothesis, means, standard deviation and independent t-test were computed on the scores of all the participants in the measure of social anxiety (SAS) and its subscales based on ethnic group. The result is presented in Table 2.

Table 2: Mean, Standard Deviation and Independent t-test of Participants in SAS and its Subscales Based on Ethnicity.

	Ethnic Group	N	Mean	Std. Deviation	T
Fear of public speaking	Yoruba Participants	480	11.5208	4.51113	0.533
	Igbo Participants	480	11.6896	5.27664	
Fear of Public eating	Yoruba Participants	480	6.6667	3.23301	0.410
	Igbo Participants	480	6.5812	3.22271	
Fear of dating	Yoruba Participants	480	9.6750	4.06659	0.796
	Igbo Participants	480	9.8896	4.28015	
Fear of public toilet use	Yoruba Participants	480	11.3583	4.17027	2.898*
	Igbo Participants	480	12.1417	4.20368	
Fear of authority figure	Yoruba Participants	479	6.9040	3.02070	1.689*
	Igbo Participants	479	6.6180	2.92482	
Fear of Social Inferiority	Yoruba Participants	480	12.5625	4.84329	1.059
	Igbo Participants	480	12.9042	5.14864	
General Social anxiety	Yoruba Participants	480	22.6188	7.90328	0.719
	Igbo Participants	480	23.0125	9.03738	
Total Social Anxiety Scale	Yoruba Participants	480	81.2542	21.13951	1.015
	Igbo Participants	480	82.7104	23.25446	

***Significant at P<.05, df = 958, t = 1.645**

The result in table 2 shows that Igbo participants have slightly higher mean scores in the measure of social anxiety (SAS) and five of its subscales (fear of public speaking; fear of dating; fear of public toilet use; fear of social inferiority; & general social anxiety). On the other hand, Yoruba participants have higher mean scores in the measure of fear of public eating and fear of authority figure.

According to the calculated t-value of 1.015 for SAS and 0.533; 0.410; 0.796; 2.898; 1.689; 1.059 & 0.719 for each of the seven subscales of SAS against the critical t-value of 1.645, degree of freedom = 1047, at P < 0.05 level of significance, the mean differences was found to be significant for only the measure of public toilet use (2.898) for Ibo participants and fear of authority figure (1.689) for Yoruba participants. Thus hypothesis two which postulated that Ibo participants will exhibit significantly high level of social anxiety than Yoruba participants is hereby partially accepted. This implies that

Ibo participants may exhibit significantly high level of social anxiety in some social setting than Yoruba Participants and vice versa.

Hypothesis two

Igbo male participants will manifest significantly higher level of social anxiety than their Yoruba male participants.

In order to test this hypothesis, means, standard deviation and independent t-test were computed on the scores of all the male participants in the measure of social anxiety (SAS) and its subscales based on ethnic origin. The result is presented in Table 2.

Table 2: Mean, Standard Deviation and independent t-test of male Participants Based on Ethnic Origin in SAS and its Subscales.

	Ethnic Group	N	Mean	Std. Deviation	t
Fear of public speaking	Yoruba Participants	240	11.4417	4.16560	0.608
	Igbo Participants	240	11.6750	4.23901	
Fear of Public eating	Yoruba Participants	240	6.5833	3.14126	0.087
	Igbo Participants	240	6.5583	3.12446	
Fear of dating	Yoruba Participants	240	9.4042	3.86260	1.445
	Igbo Participants	240	9.9333	4.15340	
Fear of public toilet use	Yoruba Participants	240	10.7625	3.97243	1.450
	Igbo Participants	240	11.2958	4.08692	
Fear of authority figure	Yoruba Participants	240	6.8875	2.87098	1.248
	Igbo Participants	239	6.5649	2.78558	
Fear of Social Inferiority	Yoruba Participants	240	13.0583	4.83068	0.227
	Igbo Participants	240	13.1625	5.22092	
General Social anxiety	Yoruba Participants	240	22.6458	8.08400	0.149
	Igbo Participants	240	22.7625	8.99546	
Total Social Anxiety Scale	Yoruba Participants	240	80.7625	21.39541	0.377
	Igbo Participants	240	81.5208	22.65753	

***Significant at $P < .05$, $df = 478$, $t = 1.645$**

The result in table 2 showed that Igbo male participants have slightly higher mean scores in the measure of social anxiety (SAS) and five of its subscales (fear of public speaking; fear of dating; fear of public toilet use; fear of social inferiority; & general social anxiety than Yoruba male participants.

According to the calculated t-value of 0.377 for SAS and 0.608; 1.445; 1.450; 0.227 & 0.149 for each of the five subscales of SAS against the critical t-value of 1.645, degree of freedom = 478, at $P < 0.05$ level of significance, the mean differences was found not significant for all the measures. Thus hypothesis two which postulated that Igbo male participants will exhibit significantly high level of social anxiety than Yoruba male participants is hereby refuted. This implies that Igbo male participants may not necessarily exhibit significantly high level of social anxiety than their Yoruba male counterparts.

Hypothesis three

Igbo female participants will manifest significantly higher level of social anxiety than their Yoruba female participants.

In order to test this hypothesis, means, standard deviation and independent t-test were computed on the scores of all the female participants in the measure of social anxiety (SAS) and its subscales based on ethnic origin. The result is presented Table 3.

Table 3: Mean, Standard Deviation and independent t-test of Female Participants Based on Ethnic Origin in SAS and its Subscales.

Measure	Ethnic Group	N	Mean	Std. Deviation	t
Fear of public speaking	Yoruba Participants	240	11.4750	4.83011	0.347
	Igbo Participants	240	11.6500	6.14082	
Fear of Public eating	Yoruba Participants	240	6.7375	3.32385	0.302
	Igbo Participants	240	6.6458	3.32286	
Fear of dating	Yoruba Participants	240	10.2583	4.41848	0.937
	Igbo Participants	240	9.8792	4.45127	
Fear of public toilet use	Yoruba Participants	240	11.9792	4.22530	2.729
	Igbo Participants	240	13.0250	4.17095	
Fear of authority figure	Yoruba Participants	239	6.9874	3.12684	1.437
	Igbo Participants	239	6.5858	2.98173	
Fear of Social Inferiority	Yoruba Participants	240	12.1042	4.74558	0.911
	Igbo Participants	240	12.5042	4.87758	
General Social anxiety	Yoruba Participants	240	22.3583	7.77217	0.914
	Ibo Participants	240	23.0542	8.87719	
Total Social Anxiety Scale	Yoruba Participants	240	81.9292	20.84871	0.755
	Ibo Participants	240	83.4500	23.22200	

***Significant at $P < .05$, $df = 478$, $t = 1.645$**

The result in table 3 shows that Igbo female participants have slightly higher mean scores in the measure of social anxiety (SAS) and four of its subscales (fear of public speaking, fear of public toilet use; fear of social inferiority; & general social anxiety than Yoruba female participants.

According to the calculated t-value of 0.755 for SAS and 0.347; 2.729; 0.911; & 0.914 for each of the four subscales of SAS against the critical t-value of 1.645, degree of freedom = 478, at $P < 0.05$ level of significance, the mean differences was found significant for only the measure of fear of public toilet use. Thus hypothesis three which postulated that Igbo female participants will exhibit significantly high level of social anxiety than Yoruba female participants is hereby partially accepted.

Hypothesis four

There will be significant differences in the manifestation of social anxiety among the different age groups. In order to test this hypothesis, means, and standard deviation

were computed on the scores of all the participants in the measure of social anxiety (SAS) and its subscales based on three age groups (early, middle and late adolescence). The result is presented in Table 4.

Table 4: Mean and Standard Deviation of Participants in SAS and its Subscales based on age categories.

		N	Mean	Std. Deviation
Fear of public speaking	Early Adolescents (10-13years)	120	11.4750	5.07749
	Middle Adolescences (14-17 years)	782	11.5639	4.96934
	Late Adolescents (18-20years)	58	12.4310	3.48990
	Total	960	11.6052	4.90699
Fear of Public eating	Early Adolescents (10-13years)	120	6.4167	3.16117
	Middle Adolescences (14-17 years)	782	6.6317	3.23512
	Late Adolescents (18-20years)	58	6.9483	3.26825
	Total	960	6.6240	3.22646
Fear of dating	Early Adolescents (10-13years)	120	9.1917	4.45198
	Middle Adolescences (14-17 years)	782	9.7852	4.13379
	Late Adolescents (18-20years)	58	10.9655	3.92904
	Total	960	9.7823	4.17394
Fear of public toilet use	Early Adolescents (10-13years)	120	12.5083	4.16467
	Middle Adolescences (14-17 years)	782	11.6445	4.18723
	Late Adolescents (18-20years)	58	11.6034	4.40470
	Total	960	11.7500	4.20313
Fear of authority figure	Early Adolescents (10-13years)	120	6.5833	3.00862
	Middle Adolescences (14-17 years)	781	6.7580	2.98785
	Late Adolescents (18-20years)	57	7.1754	2.72635
	Total	958	6.7610	2.97504
Fear of Social Inferiority	Early Adolescents (10-13years)	120	12.4583	4.97539
	Middle Adolescences (14-17 years)	782	12.7199	4.98778
	Late Adolescents (18-20years)	58	13.4828	5.20540
	Total	960	12.7333	4.99862
General Social anxiety	Early Adolescents (10-13years)	120	23.4750	7.55702
	Middle Adolescences (14-17 years)	782	22.5358	8.56582
	Late Adolescents (18-20years)	58	25.2241	8.91292
	Total	960	22.8156	8.48715
Total Social Anxiety	Early Adolescents (10-13years)	120	82.0417	21.42856

Scale	Middle Adolescents (14-17 years)	782	81.5563	22.38698
	Late Adolescents (18-20years)	58	87.6034	21.17425
	Total	960	81.9823	22.22251

The result in table 4 shows that late adolescent have the highest mean scores in SAS and in all of its subscales except in the measure of fear of public toilet use where early adolescents have the highest mean score; followed by middle adolescent.

To test for the significance differences in mean scores, one-way Analysis Of Variance (one-way ANOVA) was computed. The result is presented below:

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Fear of public speaking	Between Groups	42.922	2	21.461	.891	.411
	Within Groups	23048.452	957	24.084		
	Total	23091.374	959			
Fear of Public eating	Between Groups	11.304	2	5.652	.542	.582
	Within Groups	9971.945	957	10.420		
	Total	9983.249	959			
Fear of dating	Between Groups	123.068	2	61.534	3.551	.029
	Within Groups	16584.431	957	17.330		
	Total	16707.499	959			
Fear of public toilet use	Between Groups	78.958	2	39.479	2.240	.107
	Within Groups	16863.042	957	17.621		
	Total	16942.000	959			
Fear of authority figure	Between Groups	13.585	2	6.793	.767	.465
	Within Groups	8456.675	955	8.855		
	Total	8470.260	957			
Fear of Social Inferiority	Between Groups	41.790	2	20.895	.836	.434
	Within Groups	23919.943	957	24.995		
	Total	23961.733	959			
General Social anxiety	Between Groups	449.857	2	224.928	3.137	.044
	Within Groups	68628.509	957	71.712		
	Total	69078.366	959			
Total Social Anxiety Scale	Between Groups	1975.004	2	987.502	2.004	.135
	Within Groups	471617.695	957	492.808		

ANOVA

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	Total	16942.000	959			
Fear of authority figure	Between Groups	13.585	2	6.793	.767	.465
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	Total	8470.260	957			
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	Within Groups	23919.943	957	24.995		
	Total	23961.733	959			
General Social anxiety	Between Groups	449.857	2	224.928	3.137	.044
	Within Groups	68628.509	957	71.712		
	Total	69078.366	959			
Total Social Anxiety Scale	Between Groups	1975.004	2	987.502	2.004	.135
	Within Groups	471617.695	957	492.808		
	Total	473592.699	959			

***significant at P<0.05; df = 2/1047; critical F = 2.3026**

The result above shows that the mean difference was significant for the measure of social anxiety subscales – fear of dating and general social anxiety.

960 adolescents with equal numbers from two ethnic groups (Yorubas and Igbo) were drawn from 12 secondary schools in Lagos metropolis for the study. Their age ranged from 10 to 20 years with a mean of 15.25 years and SD of 1.51 years. A very high prevalence of social anxiety was found among both ethnic groups (54.58 percent among the Yoruba participants and 55 percent among the Igbo participants with an overall

prevalence of percent. This finding is higher than previous findings by Ayeni, (2012B) and Bella & Omigbodun (2008). These researchers found prevalence of 27.47 and 9.4 percentage respectively among their Nigerian adolescents. Though Lagos State where these participants reside is not directly under the terrorists attack that is currently going on in Nigeria, yet there is much apprehension every where in the nation. This may be partially responsible for the increase in the manifestation of social anxiety by these adolescents.

The Yoruba male participants in this study have higher mean scores in two subscales of SAS (fears of eating in public and authority figures while the Igbo participants scored higher in the remaining five subscales and SAS total. There was however no significant difference between the male participants from the two ethnic groups. The significant difference among the female participants from the two ethnic groups was found in fear of public toilet use. Previous study by La Greca & Harrison (2005) using ethnically diverse sample reported that girls manifested more social anxiety than boys including fear of public toilet use. It also agrees with Ayeni (2012B) finding of significant difference in public toilet use between male and female participants. This can be inferred since such significant difference was not found among the male participants. The difference in fear of authority figures among the Yoruba participants (though not at significant level) could be due to the socialization and value this ethnic group placed in respect for the elderly and people in authority. This is highly demonstrated in their greetings of the elderly and authority figures, the posture individuals should be during such greetings, the respect that must be accorded people in authority when being addressed and welcomed into their homes, the expected limited participation of the young people in the elderly's discussion and the roles the young people play in the midst of the elderly and authority figures. Any violation of the above by young people will lead to negative labelling by the society. This could even go as far as making it difficult for the young ones to get suitable life partners as parents will warn their children against marrying such disrespectful individuals. The high value attached to authority figures could also be seen in the names they are called in the society by the younger ones. The authority figures are viewed as powerful and highly esteemed. The high value attached to authority figures may therefore invoke feelings of inadequacy on the part of the adolescents. This is consistent with Schlenker and Leary's (1982) view on dealing with authority figure. It is also consistent with Ayeni's (2012B) finding.

All the participants were divided into three age groups (10-13, 14-17 and 18-20 years). It was found that late adolescents (18-20 years) have the highest mean scores in SAS total and all of its subscales except in the measure of fear of public toilet use where early adolescents (10-13 years) have the highest mean score, followed by middle adolescents (14-17 years). The mean difference was significant for the measures of fear of dating and general social anxiety. Manifesting higher level of anxiety in this very important developmental milestone (dating) may be detrimental to their future relationship. This finding is in line with Gren-Landell's (2010) finding among his Swedish adolescent participants. It is however in contrast with Ayeni's (2012B) finding in her study among Nigerian adolescents in which higher manifestation of fear of dating was found among the younger adolescents aged 12-13 years. It is also inconsistent with Garcia-Lopez, Ingles & Garcia-Fernandez (2008) findings among the 2,543 Spanish speaking adolescents and Poulton et al (1997). It is worth knowing also that the mid adolescents (14-17 years) manifested higher level of anxiety in five of the seven

subscales viz fears of public speaking, public eating, dating, authority figure and social inferiority than the young adolescents (10-13 years).

Limitation of Study. The study has its limitation. The first is the number of samples (960) that was used to represent the two ethnic adolescent groups that are in tens of millions. Second is the use of adolescents from the general population that cannot be generalized to clinical findings. Third is the location of the samples used. They all reside within Lagos which is the geographic area for the Yorubas and not the Igbos. There is therefore a cultural interaction between the two groups. Using participants from the eastern part of the nation where the Igbos originate from may give a different result.

Conclusion.

Using 960 Yoruba and Igbo participants, the study investigated the prevalence, ethnic gender and age differences in the manifestation of social anxiety. The findings include a high prevalence of social anxiety among the participants; significant ethnic differences in the manifestation of social anxiety in the subscale of fear of public toilet use and significant age differences in fear of dating and general social anxiety. Older adolescents manifest significant higher level of social anxiety in these subscales. Though not at significant level, the observed fear of authority figures among the Yorubas was verified by the higher mean scores by both male and female participants in this study.

Clinical Implication of findings.

The very high level of social anxiety prevalence is of great concern. Many researchers have enumerated the negative effect of social anxiety on the sufferers which includes late marriage or not getting married; misuse and abuse of substance/drugs; limited professional attainment; depression and others. For the adolescents with fear of dating particularly, the negative effect may be devastating if intervention is not administered urgently. Both parents and the larger society must do all they can to alleviate the social and environmental factors that may be responsible for social anxiety among children and adolescents. Additional study that will take into consideration other variables like socio-demographic background of adolescents and other environmental factors that can trigger social anxiety is suggested.

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Trafficking In Children for Labour Exploitation: A Psychological Perspective and Counselling Implication

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Abstract

The trafficking of children for the purpose of domestic service, prostitution and other forms of exploitative labours in a widespread phenomenon in Nigeria. In view of the clandestine nature of trafficking, the governments seem not realize that child trafficking is one of the fastest growing organized crimes in Nigeria today. This paper highlights the psychological impacts of trafficking on these future Nigeria leaders. The counselling implications were made focusing on the grassroots to assist in the education of child trafficking in Nigeria in order to achieve the Nations vision 20:2020.

Key words: Child, trafficking consequences.

Introduction

Two hundred years after the abolition of the trans-Atlantic trade, the trafficking of African children continues unabated. This seems to be one of the most horrific violations of human right. According to U.S. State department (2010) child/human trafficking is the world's second largest criminal enterprise after drugs.

Human trafficking seems to go on all over the nations. According to UN Global Initiative to fight Human Trafficking (2010) an estimate of 2.5million are in forced labour at any given time as a result of trafficking and 161 countries are reported to be affected by human trafficking by being a source, transit or destination. The International Labour Organisation ILO (2010) forced labour statistic factsheet recorded that an estimate of 1.2million children is trafficked each year with a global market at over \$12 billion a year. GIFHT (2011) reported an estimate of about 1.4 million trafficked individuals in Asia and the pacific, 250,000; in Latin America and the Caribbean, 230,000; in Middle East and Northern Africa, 130,000; in Sub-Saharan Countries, 270,000; in industrialization countries and 200,000 are in countries in transitions.

It is only recently in Nigeria that the phenomenon of trafficking in children for labour is being studied and the number of reports on it has steadily increased. This has made cross-border trafficking in women and children in various parts of the world, more visible. The condition under which children are lured and trafficking from their homes and countries and the situations in which they end up tantamount to forced labour. In Nigeria, the lack of information concerning statistics over the years makes it impossible to ascertain the level of human trafficking.

Concept of Trafficking

Given the African practice of migration and the placement of children with family members, it is necessary to distinguish between children at work placed within this custom, and children that are trafficked for labour exploitation. According to UNICEF (1998), for the transfer of children to be qualified as trafficking, there should be: the conclusion of a transaction, the intervention of an intermediary and the motive to exploit. The term 'transaction' according to this definition refers to "any institution or practice through which young people, below 18 years, are handed over by either or both parents, or by a guardian to a third person, whether for fee or not, with the intention of exploiting the person or the work of the young person". In other words, there need not be any payment made in exchange for handing over the child. The very evidence of an economic motive, i.e. cheap labour for one party and a token sum of periodic payments for the other (parents or intermediaries), is sufficient to make it a transaction.

The awareness on the issue of trafficking in Nigeria came as a result of the publicity generated by the massive deportation of trafficked persons for prostitution and labour from Italy, Middle East and other West African countries.

As at 1996, when the Women's Consortium of Nigeria (WOCON) first launched the campaign against trafficking in women and children, not much was known about the issue.

Nigeria has been identified as a source, transit and destination for child trafficking and currently, external trafficking of children exists between Nigeria and Gabon, Niger, Cameroon, Italy, Spain, Benin republic and Saudi Arabia (UNICEF, 2009). An estimate of 95% of the victims experienced physical, emotional or sexual violence during

trafficking (ILO, 2009) According to this report, 43% of victims are used for forced commercial sexual exploitation, of which 98% are women and girls, 32% are used for forced economic exploitation, of which 56 percent are women and girls.

The National Agency for the prohibition of Trafficking in Persons and Other Related Matters (NAPTIP) situation assessment of child trafficking in Southern Nigerian State (2009) reported that 56% of repatriated victims of external trafficking in Nigeria are children, with a female to male ratio of 7:3. They are engaged in mainly prostitution (46%), domestic labour (21%), forced labour (15%) and entertainment (8%). International trafficking of children in Nigeria was also reported to be for purpose of forced labour (32%), domestic labour (31%) and prostitution (30%).

Nigeria seems to have recently seen an increased number of repatriation of trafficking victims from many foreign countries such as UK, Italy, Netherlands, USA, Belgium, Ireland, Saudi Arabia and South Africa.

The trafficking of children is one of the greatest violations of human rights in the world today. Every year, hundreds of thousands of children are smuggled across borders and sold as mere commodities. Their survival and development are threatened and their rights to education, to health, to growth within a family, to protection from exploitation and abuse are denied.

Child trafficking in Nigeria seems to be a lucrative trade in recent times. In Nigeria, human trafficking seems to ranks the third most common crime after financial fraud and drug trafficking.

Human trafficking either internal or external has its concomitant human right abuses and health consequences. The trafficked, repatriated or rescued victims undergo physical and psychological trauma that could lead to negative physiological consequences and even anti-social behaviours in the society. cursory observation shows that there is increased and continued incidence of human trafficking in our society therefore no amount of time, energy or resources devoted to eliminate this problem is wasted.

Human trafficking in Nigeria serves various forms of labour such as: domestic service, street hawking, farm labour, prostitution, sexual exploitation, shop attendance, catering service, head loading etc. The condition of labour is exploitative and slave-like. The physical dangers that await the victims of trafficking are enormous; cultists and ritual killers kidnap them for their nefarious acts. Many of these victims experience near-to-death beatings, rape and health problems including HIV/AIDs. In transit, the children may be drugged and suffer permanent psychological injury.

Those trafficked across borders may become psychologically isolated as they may not speak nor hear the local language of the environment to which they have been brought.

Trafficking reduces children to mere commodities that are bought, sold, transported and resold according to market forces of supply and demand. The mental and physical trauma that it entails for the victims and their families makes it one of the most degrading forms of exploitations requiring immediate, effective and time bound action.

Trafficked children from Nigeria will be denied access to education, basic standard of living and fundamental human rights, dignity and freedom in negation to the

Nigerian constitution and the international instruments for the protection of the rights of the child.

Children are the future bedrock of the society and their level of development is an indication of the foundation for the development of the society. It will therefore be suicidal for Nigeria to continue in child trafficking-breeding children who are uneducated with poor interpersonal skills, low self-concept, poor self-esteem with indelible marks on their psyche and then hope to achieve the 20:2020 visions becoming one of the largest 20 economies in the world by the year 2020.

Tables Showing the Results of 329 children Interviewed in Cameroon by International Programme on the Elimination of child labour. (*International Labour Office in 2009*)

Country of origin	Male	Female	<than 12	12-13 years	14-16 years	17-18 years	Total	%
Cameroon	121	92	5	11	91	106	213	64.7
Nigeria	37	10	6	13	18	10	47	14.0
Togo	3	4	1	2	3	1	7	2.1
Congo	3	5	0	2	5	1	8	2.4
RCA	4	0	0	1	1	2	4	1.2
Chad	9	2	0	4	5	2	11	3.3
Niger	11	3	3	1	7	3	14	4.3
Benin	3	18	9	10	2	0	21	6.4
Others	3	1	0	1	3	0	4	1.3
Total	194	135	24	45	135	125	329	100.0

Table A shows that Nigeria has the next largest population of children (37) apart from the real indigenous children from Cameroon.

Age group	Yes, voluntary	No, involuntary	No answer	Total
< 12 years	3	20	1	24
12-13 years	9	33	3	45
14-16 years	73	59	3	135
17-18 years	85	38	2	125
Total	170	150	9	329

Table B: Results regarding the freedom to choose their work

Reasons given	<12 years	12-13 years	14 – 16 years	17-18 years	Total	%
Pressure of parents	19	24	42	16	101	67.3
Survival of the family	0	2	3	1	6	4.0
Improvement of living conditions	1	3	9	17	30	20.0
No answer	0	4	5	4	10	6.7
Total	20	33	59	38	150	100

Table C: Reasons that forced them to work

Major Causes of Child Trafficking in Nigeria

There are diverse reasons why many Nigerian children are vulnerable to trafficking, including widespread poverty, large family size, rapid urbanization amid deteriorating public services, low literacy levels and high school-dropout rates. The demand for cheap commercial sex workers in countries of destination strongly contributes to the growth of this phenomenon and the success of this criminal network. Parents with a large family, often overburdened with the care of too many children, are prone to the traffickers' deceit in giving away some of their children to city residents or even strangers promising a better life for them.

Traffickers exploit the trust of people rooted in a widespread, cultural accepted common practice in West Africa of placement and fostering as part of the extended family safety net. In some instances, desperately poor and uneducated parents willing cooperate with the traffickers, giving away their children in exchange for a small fee. In the hands of unscrupulous guardians, these children are increasingly trafficked and exploited for money.

The poor economic situation in Nigeria has led to unemployment and high rates of school drop-out. These circumstances have created a large pool of inactive and unengaged children and adolescents who are much more vulnerable to trafficking than their peers who go to school. The motivation, especially of teenagers, to find work away from home is often driven by the increasing taste for material things. For many others it is a question of bare survival.

Consequences of Child Trafficking

Health Hazards

Trafficked children work in very bad conditions. In many cases, their working hours may range between 10-20 hours daily. Breaks are either non-existence or insufficient, leading to exhaustion, and increasing the risk of accidents. Some of these children also work with dangerous equipments and chemicals in unhealthy environment without enough food.

As a consequence of bad working conditions, trafficked children are a high risk of getting illnesses such as ulcer, due to huge poisoning, due to chemical burns while cooking and even AIDs as a result of sexual abuses.

Family Ties Severed

When trafficked children are separated from their families and environment, they are deprived of parental affection, influence and control. On many occasions, the family is unaware of the whereabouts of the child more so that the family with whom the child is placed can move at any moment to another place. The child may even get lost in transit or while walking around in a strange town. In Nigeria, children are very often transferred from one household to another, so that the intermediary can earn a high profit per child.

Mental Trauma

A trafficked child has no say in the decision to start work, in the choice of the type of work, the place or the employer. Being constrained is obviously damaging to the mental health of a child. In addition, cross-border trafficked children find themselves without residence permits, in strange countries with different customs and sometimes with different language. These factors that put the child in a very dependent and delicate situation that has serious psychological consequences. The child may also experience feelings of frustration and revolt with behavioural troubles and / or social maladjustment, which can lead to delinquency, depression, sexual violence and consumption of drugs.

Consequences for the Communities

The departure of children from the villages as a consequence of trafficking may have negative cultural, economic or demographic effects on the community. Most of the victims come from rural communities where cultural values are orally transmitted from parent to child, from generation to generation. The rapture of family ties, occurring when a child is trafficked, puts an abrupt end to this process of knowledge transmission. At the same time, when repatriated, children returning to their villages have a different frame of reference than their communities' members. This can cause problems during the process of reintegration of the child. Besides, it may not always be easy for the family to accept the child back. Since the child had left at the instance of the parents, the community often blames them if the child shows traces of maltreatment.

In the long-term, the departure of children to other countries causes loss of human resources. The ones that do not return will not contribute to the development of their countries.

The proportion of the aged increases in communities that provide the children and those left behind are not able to shoulder the burden of agriculture work. Besides, since child labour and trafficking affects girls more than boys, an imbalance between the male and female population may result.

Counselling Implications

In July 2003, the Trafficking in Persons Prohibition and Administration Act was passed in Nigeria, a legislative framework that prohibits all forms of trafficking in persons and protects children and adults against criminal networks. As a result of the law, the National Agency for the Prohibition of Trafficking in Persons and Other Related matters (NAPTIP) was established to fight human trafficking through investigation of cases, prosecution of criminals, rescue and rehabilitation of victims. NAPTIP has opened

shelters to host rescued/repatriated children while working closely with Police, Immigration and Civil Society Organizations.

The already existing bilateral collaboration in the repatriation of victims and extradition of traffickers is also recognized.

Cursory observation of our society however reveal that, the agency has specialized in rescue and rehabilitation missions and nothing has been done in the areas of addressing the problem of child trafficking at the real grassroots where transaction actually take place.

To rid our society of this menace, our effort must go beyond threats of prosecuting offenders on the television and pages of newspaper.

Poverty is recognized as one of the main factors that forces parents to send their children with an intermediary. The decision is taken without considering the consequences. It is counselled that the poverty alleviation programmes organized by the government should be organized sincerely for the target population.

Situation whereby the bourgeois in the society high jack the programmes and embezzle the money should be highly discouraged, not just by arrests and prosecutions but by imprisonment.

The government at the local level should put in place programmes that would re-orientate the citizens' attitudes and predispositions to giving away their children out to intermediaries for money no matter how poor they may be. This can be done through sensitizing the villagers through street shows, preferably in the local language; or by feature and documentary films in which victims could tell their stories.

Inform through personal contacts following the method used by UNICEF during children immunization programme should be put in place e.g. conversations with parents or meetings in villages whenever a child is reinserted.

Awareness could also be created at these local levels through youth associations, village, communities, trade unions and religious groups.

It is also counselled that the obligation for minors to have an authorization for travelling outside the country be put in place.

Most importantly, Nigerian politicians should stop the current high level corruption of embezzling billions of naira that can be used in our country to improve the life of the citizenry. Moreover, cognitive restructuring school curricula and programmes from materialism to integrity living and in the educational goals right from primary to tertiary levels. This may assist the coming generation to recognize that the worth of man does not consist in the abundance of his material wealth and in his service to improve peoples' lives.

It is through concerted actions of the government at all levels, social partners and all stakeholders that Nigeria can rid herself of this contemporary form of slavery. Although poverty and lack of education seems to be the root causes of the phenomenon, the elimination of child trafficking cannot be postponed until these problems are completely resolved.

Ending, the exploitation of children and particularly, trafficking is a matter of urgency. It is also counselled that long-term prevention methods are put in place in Nigeria. These preventive methods should always be done in local indigenous dialects of

the people on market days. Such preventive methods should include the emphasis on family planning since large families increase the risk of children become victims of trafficking.

Pregnant women should be encouraged to deliver their babies in local maternity centers. Thus, registration of births with issuance of birth certificates so that minors are easily identified.

The government should not only pay lip service to compulsory schooling for children between 6 and 14 years, this should actually be implemented. Consequently, genuinely free and obligatory schooling for these children with introduction of pupils' identity cards and database should be put in place by the state and local governments.

Access to drinking water and sincerely free primary healthcare in the rural areas should be put in place. The current situations whereby villagers are made to pay for hospital card registrations, drugs and hospital admission fees should stop in order to improve the life of the people.

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The Development Desirable Researcher Characteristics in Graduate Students through Research- Based Instruction

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Abstract

The purpose of this research was to study the method and effectiveness of research-based instruction towards graduate students' desired researcher characteristics. The target population were 35 graduate students who registered in research method in education course in the first semester of 2010 academic year. The instruments were an action plan, desired researcher characteristics inventory, and proposal evaluation form. Data was collected through pretest, formative and summative evaluation. The frequency, percentage and content analysis were used for analyzing data. The research result found that research-based instruction could enhance desirable researcher characteristics for graduate students.

Key word: Research- based instruction, Desirable researcher characteristics, Action research

Introduction

One of the most important purpose of education is to develop and encourage students to be learners. The instructional methods must support learners to be lifelong and independent learners. Learning about research methods is one of the way to develop to achieve that goal because doing research requires a systematic logic and accepted method of acquiring knowledge. Research can have many goals, for example, to describe, explain, and depict. It can produce tentative results, resolve problems, disprove hypotheses, develop theories, and lead to action plans. Therefore, research can be applied by both individuals and organizations for problem solving. Knowledge obtained from research can be applied to clarify or address social troubles. (Fraenkel, J. R. and Wallen, N. E. 2003 ; Gall, J.P., Gall, M. D. and Borg, W.R. 2005 :Mertens, D.M. 2010))

To support students to be skilled in research and to acquire in good qualifications is essential. As the researcher acquired knowledge and ability, as well as the researchers with the right qualifications will be able to think and criticize systematically that would help in their education systems for all their lives. This plays important role in developing new knowledge body and in solving any problems effectively. The support of graduates in acquiring and understanding research knowledge including good qualifications in any aspects such as good skills in thinking, knowledge, attitude and code of conduct. (Fraenkel, J.R. and Wallen, N.E. 2003, Creswell, J.W. 2009). There has also been a focus on defining approaches to the integration of research, teaching and learning with general agreement on learning about others' research; learning to do research; learning through the research process; and pedagogic research. (Nancy, T., Wuetherick, B. and Healey, M., 2008) So one of the most important missions in graduate level education is enhancing the researcher characteristics of students.

Research-based instruction aims to produce an inquiry orientation. (Reijo, B. and others, 2009). It is a teaching method that we can apply for promoting the students to be good researchers. Research-based instruction emphasizes that students learn about research processes, research reviews and research findings. The students can learn by reading the research texts, research literatures, research articles, research reports and the lecturers' research experience. (Rosenshine, B. and Edmonds, J. 1990; Khamnee, 2005) The students will learn research process by learning by doing such as setting research question, conducting research design, presenting research report and criticizing research report.

The research - based instruction consists of 5 steps: (a) assess the students readiness and motivate them; (b) present new lesson about research knowledge and research situations; (c) ask the students to learn by finding and conducting in research and presenting their learning results; (d) ask the students to evaluate themselves and consider feedback; and (e) ask the students to apply their knowledge for conducting their new research project. (Khamanee, T. 2005).

Development the students to learn about research process to be a good researcher is very important task of graduate instruction. I was interested in applying a research-based instruction approach to a research methods course in education. I conducted the research- based instruction in my classroom and assess its' effectiveness. This research finding will be useful for me and the other teachers who can apply this instruction for their classrooms to support students to be a good researchers and independent and

lifelong learners which can promote a learning-based society which is a goal of education.

Research Objectives

To study the method and effectiveness of research-based instruction towards graduate students' desired researcher characteristics.

Related Theories

Research -Based Instruction

Tissana Khamanee (2005), explains that research-based instruction is management system for the students to learn about research in both process and result, and research review. Research-based instruction is one of the teaching methods that a teacher can use to promote research knowledge, research skills, thinking ability, and researcher characteristics for the learners. The aim of research based instruction is to develop and promote an inquiry orientation. (Reijo, B and others, 2009)

Research-based instruction indicators

1. The teachers use the research result in their instruction.
2. The students learn about research process and read research texts or research reports.
3. The students conduct their research proposal, baby thesis or research report.
4. The students and lecturer learn together and discuss about research process or research finding.
5. The learning outcome assessment is both research knowledge and research process.

Desirable Researcher Characteristics

Thongthai Wasun (2010) studied about desirable researcher characteristics that could be promoted for graduate students in the field of society and education. In consideration of these qualities 6 components could be identified:

1. In aspect of knowledge and understand in the research subjects – the researchers should have knowledge in the contents, various researches, methodology, setting questions, research design, choosing population sample, development of tools, collection of data, and analyzing data.

2. In aspect of language and computer program - the researchers should have ability in both English and Thai with four skills. The processed programs for data analyzing, presentation should be skilled by researchers.

3. In the aspect of thinking abilities – the researchers should have abilities in rational, analytic, creative, synthetic, and critical thinking.

4. In the aspect of management and communications – the researchers should have ability in management, systematic working, time, financial, and planning administration, and as well as the ability in cooperation and research presentation.

5. In the behavior, and code of conducts – the researchers should be observant, curious, tolerant, open to different ideas. They, also, should not believe anything easily, be honest, sociable, brave to show appropriate things, self-disciplined, responsible for

their own acts and works, thoughtful, fair without prejudice and being respectful in the dignity of others.

6. In the aspect of personality – the researchers should be physical and mental health, be able to control their emotions, be cooperated with others, have good social manners and personality.

Research Procedure

A Classroom Action Research Approach was followed for this study. The target population were 35 graduate students who enrolled in an educational research methods course in the first semester of 2009.

The action plan was conducted as follows:

1. Analyzing educational research method course on master degree of Educational Research and Evaluation curriculum.

2. Designing research-based lesson plan

Step 1 preliminary students' research background assessment, revise their learning experience, take their learning journal and homework feedback, motivate them for readiness.

Step 2 present new lesson on research knowledge and research methodology by reading research text, teacher explanation and example.

Step 3 guiding the students for finding and learning research articles, research journals, research exercises step by step.

Step 4 sharing their learning results to the others. They evaluate their working in the other hands their friends working. The teacher comment on the students' working, too. The students write their learning journal. The teacher take the feedback to them.

Step 5 applying for in new situation and their research work.

Data collecting

Data was collected as follows :

1. Preliminary was to find the students research background, their researcher characteristics. The research instruments were questionnaires and desired researcher characteristics inventory.
2. Formative assessment was to find students' profile and reflection instruction. The research instrument were observation form, students' learning journal that the student should reflect in their knowledge, attitude, skill and others.
3. Summative assessment was to compare the students' desired researcher characteristics between pretest and posttest by using desired researcher characteristics scales, and evaluation of their research proposals.

Data Analyzing

Quantitative data was analyzed by using frequency and qualitative data was analyzed by using content analysis.

Research Result

15 weeks after the course ended, I asked the students to evaluate the researcher characteristics of themselves by comparing the pretest and posttest. I told them that their evaluations would not affect to their grades, so they should evaluate them themselves honestly. The data will be useful for enhancing the desirable researcher characteristics for them. It was found that Research - Based Instruction can promote the students' researcher characteristics as detailed in Table 1

Table 1 : Number of the students evaluate themselves for each level by compare between pretest and posttest

Statements	Number of the students evaluate themselves for each level		
	upper	constant	upper
1. Have knowledge in the research subject	33 (94.3%)	2 (5.8 %)	0 (0.0%)
2. Have knowledge in various researches	35 (100.0%)	0 (0.0%)	0 (0.0%)
3. Have knowledge in research methodology in the following:			
3.1 setting research questions	34 (97.1 %)	1 (2.9%)	0 (0.0%)
3.2 research design	34 (97.1%)	1 (2.9 %)	0 (0.0%)
3.3 determination of population sample	33 (94.3 %)	2 (5.7 %)	0 (0.0%)
3.4 development of research tools	32 (91.4 %)	3 (8.6 %)	0 (0.0%)
3.5 collecting data	34 (97.1 %)	1 (2.9%)	0 (0.0%)
3.6 analyzing data	30 (85.7 %)	5 (14.3 %)	0 (0.0%)
4. Good at Thai in listening, speaking, reading, and writing	29 (82.9 %)	6 (17.1 %)	0 (0.0%)
5. Good at English in listening, speaking, reading, and writing	20 (57.1 %)	15 (42.9 %)	0 (0.0%)
6. Able to use computer program	15 (42.9 %)	20 (57.1 %)	0 (0.0%)
7. Able to use data analyzing program	16 (45.7 %)	19 (54.3 %)	0 (0.0%)
8. Able to use the presentation program	32 (91.4 %)	3 (8.6 %)	0 (0.0%)
9. Able to think rationally	34 (97.1 %)	1 (2.9 %)	0 (0.0%)
Statements	Number of the students evaluate themselves for each level		
	upper	constant	upper
10. Able to think analytically	32	3	0

	(91.4 %)	(8.6 %)	(0.0%)
11. Able to think creatively	30 (85.7 %)	5 (14.3 %)	0 (0.0%)
12. Able to think synthetically	31 (88.6 %)	4 (11.4 %)	0 (0.0%)
13. Able to think critically	32 (91.4 %)	3 (8.6 %)	0 (0.0%)
14. Able to solve problem	32 (91.4 %)	3 (8.6 %)	0 (0.0%)
15. Able to work systematically	30 (85.7 %)	5 (14.3 %)	0 (0.0%)
16. Able to manage time	26 (74.3 %)	9 (25.7 %)	0 (0.0%)
17. Able to administrate budget	25 (71.4 %)	10 (28.6 %)	0 (0.0%)
18. Able to plan conducting	26 (74.3 %)	9 (25.7 %)	0 (0.0%)
19. Able to communicate / negotiate	28 (80.0 %)	7 (20.0 %)	0 (0.0%)
20. Able to coordinate	30 (85.7 %)	5 (14.3 %)	0 (0.0%)
21. Able to present research's result	31 (88.6 %)	4 (11.4 %)	0 (0.0%)
22. Be curious, observant	33 (94.3 %)	2 (5.7 %)	0 (0.0%)
23. Be patient to troubles	26 (74.3 %)	9 (25.7 %)	0 (0.0%)
24. Open mind to others' opinions	30 (85.7 %)	5 (14.3 %)	0 (0.0%)
25. Don't believe anything easily	25 (71.4 %)	10 (28.6 %)	0 (0.0%)
26. Able to keep secret	20 (57.1 %)	15 (41.8 %)	0 (0.0%)
27. Be honest	26 (74.3 %)	9 (25.7 %)	0 (0.0%)
28. Be friendly, sociable	32 (91.4 %)	3 (8.6 %)	0 (0.0%)
29. Brave in presenting the right things	29 (82.9 %)	6 (17.1 %)	0 (0.0%)
30. Be self-disciplined	26 (74.3 %)	9 (25.7 %)	0 (0.0%)
	Number of the students evaluate themselves for each level		
Statements	upper	constant	upper
31. Be responsible for one's own doing	25 (71.4 %)	10 (28.6 %)	0 (0.0%)
32. Be careful	32	3	0

	(91.4 %)	(8.6 %)	(0.0%)
33. Be fair/ without bias	29	6	0
	(82.9 %)	(17.1 %)	(0.0%)
34. Respect others	31	4	0
	(88.6 %)	(11.4 %)	(0.0%)
35. Be strong/healthy	0	32	3
	(0.0%)	(91.4 %)	(8.6 %)
36. Be mental stable	0	31	4
	(0.0%)	(88.6 %)	(11.4 %)
37. Be able to control emotions	32	3	0
	(91.4 %)	(8.6 %)	(0.0%)
38. Able to work with others	30	5	0
	(85.7 %)	(14.3 %)	(0.0%)
39. Behave appropriately	29	6	0
	(82.9 %)	(17.1 %)	(0.0%)
40. Have good personality	24	11	0
	(68.6 %)	(31.4 %)	(0.0%)

The research found that students' evaluation themselves with researcher characteristics were upper. All students evaluated themselves that they know various researches. Then they evaluated themselves able to think rationally, to set research questions, to do a research design and to collect data. This result was consistent with evaluation that their all research proposals were very good and were at good level.

In the other hands, there were some students evaluating themselves in some researcher characteristics being constant and lower: be strong/healthy, be mental stable. It was congruent with observation the students' behavior and reading in the students' learning journals were strain because they sometime must do a lot of their homework. They didn't feel relaxed, taking care of their health or doing exercise.

Discussion

1. In the first time of teaching, the teacher told the students to look for the research issue or research topic. Some students who have no working experience didn't know how to develop a research issue or topic. I will address this problem by using the step of research based instruction that has been recommended by Phitiyanuwat, S. and Boonterm, T. (2004) as follows:

Step 1 Students learn from research texts, documents, medias by themselves, the teacher lectures and discusses in classroom.

Step 2 Students learn from the research report examples, the teachers' experience in research. The students should read and criticize the research report.

Step 3 Students learn about the research reports in their field then they should practice to critique and create new research topics.

Step 4 Students learn by doing their research proposal. They have to think and do their research step by step from looking for research issues, setting research question, literature review and research design.

2. The research result found that research- based instruction can enhance the students' desirable characteristics. . This result were consisted with those of anaphor, Muneephon, W. (2005) who found that that research based instruction could develop the

students to be a good researchers. Moreover Phitiyanuwat, S. and Boonterm, T. (2004) recommended that this method was suitable to be used for promoting the research performance to the students.

3. There are some students who evaluated the following researcher characteristics lower: be strong/healthy, be mental stable. It was congruent with my observations and the students' learning journals which also indicated that the students felt strained sometime because they had to do a lot of homework. They didn't relax, look after their health or exercise. This effect may be caused by their studying hard and be serious of their level study. Dembo, M.H. (1994) stated that a person who works hard might affect his physical and mental health .

4. There are some students who evaluated their researcher characteristics as constant, such as being good at English in listening, speaking, reading, and writing, able to use computer programs, and able to use data analysis programs. This finding may be 1) the old students' characteristics or 2) this performance or ability must be take long time to practice or develop them for being the learners. (Kemp, J. E. Morrison, G. R. and Ross, S. M. 1994)

Conclusion

The findings of this research are useful for the teacher who wishes to develop their teaching. The findings of this study indicate that research-based instruction can promote desirable researcher characteristics in students, so we should use this method for other courses. The researcher proposes the following recommendations for future research: There are some researcher characteristics that the students evaluate themselves in constant and lower level such as healthy, mental health, so the teacher should search another method for enhancing these qualities for the students.

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