PERSPECTIVES on EDUCATIONAL Management

EUNICE OTI OMOREGIE
EDITOR

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IN

EDUCATIONAL

MANAGEMENT

Eunice. Oti. Omoregie, Ph.D

Editor

TABLE OF CONTENTS

CHAPTER 1

ADMINISTRATIVE THEORIES IN EDUCATIONAL MANAGEMENT

By

Rosemary. I. O. Edobor (Mrs.)

Introduction

Many management practices are derived from several theories on organizational behaviour. These theories will be discussed in terms of their proponents, characteristics and application. Each of these theories is being used by educational managers to varying degrees, depending, however, upon the characteristics of the organizations and types of decisions to be made. This chapter discusses these theories along the following outline:

1. What is Theory?
2. The classical school
   a. Scientific Theory
   b. Administrative theory
3. The Behaviorist school
   a. Human relations
   b. The contemporary behavioural school,
4. The Quantitative school
   a. Management Science
   b. Operations management
   c. Management information system
5. Contemporary Management Theories
   a. Systems Theory
   b. Contingency Theory
   c. Theory Z

1

What is Theory?

According to Kerlinger (1986), a theory is a set of interrelated constructs (concept), definitions, and propositions that present a systematic view of phenomena by specifying relations among variables, with the purpose of explaining and predicting phenomenon. Hoy and Miskel (1991) define theory as speculations that provide general explanations and guidance for research and decision-making.

In the study of educational administration, the following definition by Emile Durkheim (1991) seems most useful:- Theory is a set of interrelated concepts, assumptions and generalizations that systematically describes and explains regularities in behaviour in educational organizations. Moreover, hypotheses may be derived from theory to predict additional relationships among the concepts in the systems.

Six things can be deduced from this theory: -

1. Theory is logically comprised of concepts, assumptions and generalizations

2. It's major function is to describe, explain and predict regularities in behaviour

3. Theory is heuristic, that is, it stimulates and guides the further development of knowledge.

4. Theory helps managers organize information to categorize large complex network of variables to a single framework. This framework helps the manager to understand how the variables are related to one another.

5. Theory helps manager to approach problems in a systematic fashion

Theories are by nature general and abstract, they are not true or false but rather useful or not. Theories are useful to the extent that they are internally consistent, generate accurate

predictions about events and help administrators/managers to more easily understand and influence behaviour in schools. (Durkheim 1991).

Theory is refined through research and when theory, in the light of research findings, is applied to individual action theory is transformed into practice. Management theories do influence practice.

The Classical School

The classical school of management is composed of two distinct sub areas: *scientific management and administrative management*. In history, scientific management dealt with the work of individuals while administrative management was concerned with how organization should be put together.

Scientific management attempted to design jobs to increase individual's output. The pioneers/proponents of this type of management was Fredrick W. Taylor and Frank and Lillian Gilbreth.

Fredrick W. Taylor, an industrial engineer was interested in labour efficiency. He observed the phenomenon he called "Soldiering" in his place of work. This is a situation where labourers worked at a reduced pace. Taylor emphasized that a worker should be paid according to what he/she has actually produced at the end of the day. The result was improved output and morale. The practice of scientific management rests on four (4) distinct steps that include: -

1. Develop a science for each element of the job. This replaced the rule of thumb method previously used.
2. Scientifically select and then train, teach and develop the worker. This replaced the system in which each worker trained him/her self.
3. Co-operate with workers to ensure that they are using the scientific steps already developed.
4. The manager assumes all planning and organizing activities, leaving the workers to do their job.

3

Frank and Lillian Gilbreth were also two notable pioneers of scientific management, Frank's work contributed to the craft bricklaying and to medicine while Lillian contributed in the area of the welfare of workers. She assisted Frank in the area of time and motion studies and industrial efficiency and was an early contributor to personnel management.

Henry Gantt was another contributor to scientific management. An associate to Taylor, he developed the "Gantt chart" which was a device for scheduling work over a span of time. He also worked in the area of pay system. Harrington Emerson applied scientific management to railroad industry and was an eloquent spokesman before government audiences. Morris Cooke also worked on the public sector.

The second important sub-areas of classical management theory is the *administrative management.* Administrative management centred on how organization should be structured unlike scientific management that focused on individual employee. The primary contributors to this area were Henri Fayol and Max Weber. Henri Fayol was the greatest contributor and most visible proponent of this area. Fayol developed fourteen (14) general guidelines, or principles of management that are:

1. Division of Labour: The more people specialize, the more efficiently they can perform their work.
2. Authority: Managers have the right to give orders so that they can get things done
3. Discipline: Members of an organization need to respect the rules and agreements that govern the organization.
4. Unity of Command: Each employee must receive his or her instructions about a particular operation from only one person. Fayol believed that if an employee was responsible to more than one boss, conflicting instructions and confusion would result.

5. Unity of Direction: The efforts of employees should be coordinated and directed by only one manager in order to avoid different policies and procedures.

6. Subordination of Individual Interest to the Common Good: The interests of employees should not take precedence over the interests of the organization as a whole.

7. Remuneration: Compensation for work done should be fair to both the employee and employer.

8. Centralisation: Decreasing the role of subordinates in decision-making is centralization and increasing their role is decentralization. Fayol believed that managers should retain final responsibility but that they also need to give their subordinates enough authority to do their jobs properly. The problem is to find the proper amount of centralization in each case.

9. Scalar Chain: The line of authority in an organization often represented by the neat boxes and lines of the organization chart, runs in order by rank from top management to the lowest level of the company.

10. Order: Materials and people should be in the right place at the right time. In particular, people should be in the jobs or positions best suited for them.

11. Equity: Managers should be both friendly and fair to their subordinates.

12. Stability and Tenure of Staff: A high employee turnover rate is not good for the efficient functioning of an organization.

13. Initiative: Subordinates should be given the freedom to formulate and carry out their plans.

14. Espirit-de-corps: Promoting team spirit will give the organization a sense of unity.

Fayol believed that these principles were universally valid and if applied and followed, they would always enhance managerial effectiveness. According to Fayol, administrative behaviour consist of five functions: -

1. To plan – means to study the future and arrange the plan of operation

2. To organize – means to build up material and human organization of the business, organizing both people and materials

3. To command - means to make the staff do their work.

4. To co-ordinate – means to unite and correlate all activities

5. To control- means to see that everything is done in accordance with the rules which have been laid down and the instructions which have been given.

Another major contributor was Max Weber, a German sociologist who was the first to describe the concept of "*Bureaucracy*" The bureaucratic form of organization is the one based on a comprehensive set of rational rules and guidelines with an emphasis on technical competence as a basis for determining who would get what jobs. He designed it for managers to use in structuring their organizations. Weber assumed that the resulting structure would be the most appropriate one regardless of the situation. Weber's discussion of bureaucracy and authority has provided present day behavioural scientist with a starting point in their conceptions of organizations' social systems that interact with and are independent upon their environment.

Other important contributors to administrative management include:- Chester Barnard, who worked on our understanding of "Authority and power" distributions in organization.

Mary Parker Follett was another powerful contributor to administrative management. She worked in the areas of goals setting and conflict resolution. Lyndall Urwick tried to integrate

some of the central ideas of scientific management with those of administrative management. The later amplified the five (5) administrative behaviour functions of Henri Fayol to seven (7) i.e. "POSDCORB" an acronym for his seven administrative procedures – planning, organizing, staffing, directing, coordinating, reporting and budgeting. Division of labour was essential for any administrative manager.

Both the scientific and administrative management of the classical school emphasized formal and bureaucratic organization. They were concerned with the division of labour, the allocation of power and the specification for each position. They conspicuously neglected individual idiosyncrasies and the social dynamics of people at work. The basic features of the traditional or classical administrative model are contained in the following list by Emile Durkheim (1991).

1. Time and motion studies - The task is carried out in a way that minimizes time and effort.
2. Division of labour and specialization – Efficiency can be attained by subdividing any operation into its basic component to ensure worker's performance.
3. Standardization of tasks: - Breaking tasks into component parts allows for routinized performance
4. Unity of command:- To co-ordinate the organization, decision making is centralized, with responsibility flowing from top to bottom.
5. Span of control: - Unity of command and co-ordination are possible only if each superior at any level has a limited number of subordinates (five to ten) to direct
6. Uniqueness of functions:- One department of an organization should not duplicate the functions performed by another.
7. Formal organization:- The focus of analysis is on the official organization blue print; semi formal and informal structures created by the dynamic interaction of peoples within the formal organization are not analyzed.

Durkheim (1991) identified the shortcomings of the classical school when he regarded it as being rigid in its conception of organization to the extent that the structure and the functioning of an organization may be greatly affected both by events outside the organization and by events imperfectly co-coordinated within it and these can not be fixed in advance.

It was also noted that many of their ideas now seem quite simplistic and relevant only to isolated settings. For example, many people are motivated by a variety of factors beyond economic incentives. The classical school tended to underestimate the role of an individual. This is a flaw that gave birth to the behaviourist school of thought.

The Behavioural School

The era brought about the potential importance of the individual in the workplace. Mary Parker Follet and Hugo Munsterberg were the early theorists of this school of thought. But the real catalyst for the emergence of the behavioural school was a series of researches by Elton Mayo and Fritz Roethlisberger. These studies were conducted at the Hawthorne plant of Western Electric between 1927 and 1932. The researches have become known as the Hawthorne studies. These studies consisted of several experiments. One of the researches manipulated the lighting for a group of workers and compared the women's subsequent performance with the performance of a group whose lighting had not been changed. Quite surprisingly, performance improved in both groups. The researchers gradually increased the lighting in the experimental group and both groups of workers continued to improve their production. In a related study, reducing the lighting had little negative impact on performance until the work area became dark that the workers could not see well.

In another experiment, the researchers established a piecework pay system for a group of nine men. If it was true that

people are motivated solely by money, each of the workers should have produced as much as possible in order to get as much pay as possible.

As in the earlier study, however, the researcher found an unexpected pattern of result. They discovered that the group established a standard level of acceptable output for its members. People who fell below this standard were called chiselers and were pressured to do more. On the other hand, people who produced too much were labeled rate busters and were pressured to bring their output into alignment with that of the rest of the group. Because of these and other studies the researchers at Hawthorne concluded that a variety of social factors previously unknown to managers were of critical importance. For example the researchers attributed the results in the lighting study to the fact that the workers were receiving special attention for the first time. They also concluded from the findings of the piecework experiment that social pressure was powerful force to be reckoned with. The behaviorist school consists of the human relations and contemporary behavioural science.

Human Relations

The Hawthorne studies gave birth to a whole new way of thinking about workers. The human relations model recognizes that people have their own unique needs and motives that they bring to the work place with them while at work. The individual is exposed to the task, a supervisor and so forth but he/she also experiences a social context. This context includes membership in the work group and the possible satisfaction of social needs such as the need to be with others and the need to be liked and accepted by them.

To maintain co-operative subjects, supervision became informal, non-directive and personnel workers were permitted to talk freely in a more relaxed atmosphere, and because they had

become objects of considerable attention, they saw their involvement in the experience as a source of pride. In essence social relations had been restructured to foster a friendly and cohesive work group. The impact of social conditions became a highly significant finding and as the Hawthorne studies continued, increased attention was focused on the social relations within work groups. Behaviour was a function of group norms, not economic incentives.

The experiments at the Hawthorne plant were the first to question many basic assumptions of the scientific and administrative managers. The following propositions summarize the conclusions of the Hawthorne studies (Durkheim, 1991).

1. Economic incentives are not the only significant motivators. Infact non-economic social sanctions limit the effectiveness of economic incentives.
2. Workers respond to management as members of an informal group not as individuals
3. Production levels are limited more by the social norms of the informal organization than by physiological capacities.
4. Specialization does not necessarily create the most efficient organization of the work group
5. Workers use informal organization to protect themselves against arbitrary management decisions
6. Informal social organizations interact with management.
7. A narrow span of control is not a prerequisite to effective supervision.
8. Informal leaders are often as important as formal supervisors
9. Individuals are active human beings, not passive cogs in a machine.

Other proponents of the behavioural school were Abraham Maslow who proposed the hierarchy of human needs, Douglas McGregor who described two quite different opinions about

workers that managers might hold (these opinions he called theory X and theory Y), and Fredrick Hertzberg on motivation or two-factor theory.

Each of these proponents will be briefly touched starting with Abraham Maslow. He proposed five hierarchies of human needs sub-divided into lower order and higher order needs. He described lower order needs as those that are externally satisfied that is (physiological and safety needs). Higher order needs represent needs that are internally satisfied e.g. (Love, esteem and self actualization), self actualization optimizes the drive to become what an individual is capable of becoming in terms of growth, advancement and potential for self fulfillment. Maslow's major proposition is that as each need becomes substantially satisfied the next one becomes dominant.

Maslow's Hierarchy of Needs

Self-actualization needs

Esteem needs

Love needs

Safety needs

Physiological needs
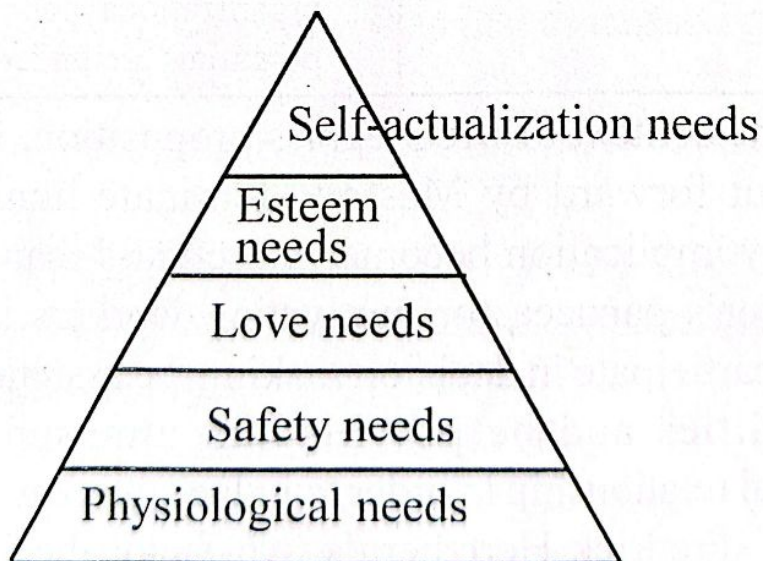
After careful study of this Hierarchy of needs Lawler and Suttler (1972), and Wahba (1976) came to a conclusion that Maslow's hierarchy of needs claim could not be supported and was inconclusive.

Douglas McGregor (1960) made two assumptions about human being, as follows

11

Theory X Assumption	Theory Y Assumption
1. People dislike work and attempt to avoid it	1. People naturally like work, work is a natural part of their lives.
2. People do not like work, so managers have to control, direct, coerce, and threaten employees to get them to work toward organizational goals.	2. People are internally motivated to reach objectives to which they are committed.
3. People prefer to be directed to avoid responsibility, to want security, they have little ambition.	3. People are committed to goals to the degree that they receive personal rewards when they reach their objectives.
4. People resist change	4. People will both seek and accept responsibility under favorable conditions.
5. People are self-centered and therefore do not care about organizational goals.	5. People have the capacity to be innovative in solving organizational problems.
	6. People are bright, but under most organizational conditions their potentials are underutilized.

In the context of McGregor's proposition, if higher order needs as put forward by Maslow dominate human existence, Theory Y by implication becomes more valid than that of theory X. McGregor's panacea for motivating workers is that they be allowed to participate in decision making, be assigned challenging responsibilities and be provided an atmosphere for good interpersonal relationship in order to induce maximum productivity from them. Fredrick Hertzberg's two-factor theory (Motivator-Hygiene theory), postulates as follows:

Motivator Factors: Source of job satisfactions	Hygiene Factors: Source of job dissatisfactions
Challenge of the work itself	Working condition
Responsibility	Company policies
Recognition	Supervision
Achievement	Co-workers
Advancement and Growth	Salary, status and job security

12

According to Hertzberg (1987) motivational factors are strictly intrinsic while hygiene factors on the other hand are extrinsic and usually associated with dissatisfactory job factors such as the ones listed above. Using his research findings as evidence Herzberg submits that it is erroneous to regard dissatisfaction as the opposite of satisfaction. His major premise is that removing dissatisfying characteristics from a job does not make that job intrinsically satisfying. Motivation – Hygiene theory suggests that intrinsic motivators are independent of extrinsic motivators. Cognitive Evaluation theory (Deci, 1966) suggests otherwise. The theory states that extrinsic rewards tend to decrease the overall level of motivation for the individuals. This theory has received some research support (Prichard, Clipbel and Campbell 1977).

Contemporary Theories of Motivation

The three theoretical directions just discussed gave rise to more recent set of theories usually classified as contemporary theories of motivation. Some of them are mere modification of earlier theories.

i.   Existence, Relatedness, and Growth (E.R.G.)- Alderfer (1976).
ii   Three need theory   - McClelland and Burnham, (1976)
iii Cognitive value theory - Deci, (1966)
iv. Goal setting theory   - Edwin Locke (1966)
v.   Reinforcement theory - B. F. Skinner(1971)
vi .Equity theory   - J. S. Adam s (1965)
vii. Expectancy theory   - Victor Vroom (1964).

In an attempt to make Maslow's theory amenable to empirical test, Alderfer (1969) revised the five – need hierarchies and re-labelled them. His assumption is that man has three groups of core needs: **Existence, Relatedness, and Growth (ERG)**. Like needs hierarchy, ERG theory proposed that satisfied lower order

needs induce the desire to satisfy higher order needs. The main conceptual difference here is that multiple needs can be operated as motivators at the same time. On the other hand, any frustration arising from inability to satisfy higher order needs could lead to regression to a lower need.

ERG theory appears more consistent with what is commonly known about individual differences. Speaking specifically, factors such as home background, education and social status can alter the importance of driving force that a group of needs holds for a particular individual (Robbins, 1989).

Allied to ERG theory is **Three Needs Theory** by McClelland and Burnham (1976). The theory highlights what are considered to be three important needs: need for achievement, need for power, and need for affiliation. It assumes that people with high achievement needs prefer job situations with personal responsibility, feed back and intermediate degree of risk. Those with power needs are interested in making others behave in ways they would normally not like to. Individuals with interpersonal needs are desirous of friendly and close interpersonal relationship. Evidence shows that high need to achieve does not necessarily make a person a good manager, particularly in large organizations. People with high achievement needs tend to be more interested in how they can influence others to do well, rather than on how they themselves can do well (Robbins, 1989).

Goals Setting Theory. The assumptions underlying the concept of goal setting were formulated by Edwin Locke who said he drew inspiration from Ryan (1954), and Taylor (1991). Locke (1966)adopts Taylor as 'Father of employee motivation theory', and equates the latter's use of 'task' as a forerunner of modern goal – setting. He criticizes proponents of expectancy theory for placing emphasis on values and value judgment at the expense of goal setting; though in another breadth, he accepts the idea behind

14

purposive behaviour which is traceable to Tolman's (1953) theory of behaviour, and which the first two concepts are related. Locke defines values and value judgment as things which individuals act upon to obtain or keep, and that they represent important cognitive determinants of behaviour. Emotions or desires, he claims, are the means by which the individual experiences these values. Central to his theory is that goals remain important cognitive determinants of human behaviour. By implication, therefore, values and goals or intentions are critical to goal setting theory. It can, at once be seen that where goal setting theory differs from expectancy theory is in the former's emphasis that both value and goal determine behaviour in cognitive terms. In essence, individuals strive to attain goals in order to satisfy their emotions or desires. Goals too, provide the directional basis for people's behaviour, and guide their thoughts and actions to one, rather than to another outcome or consequence, which they respond in accordance with the particular intention irrespective of whether it will be achieved or not.

Series of laboratory tests by Locke and his associates, as well as field studies by Latham (1978) and his colleagues have sought to determine the validity of the theory of goal setting, particularly for the relationship between goals setting and performance. A summary of findings indicates that:

a.	Specific goals are better than vague or general goals;
b.	Difficult, challenging goals are better than relatively easy, mundane, goals, but such goals must not be so hard that trying them will lead to frustrations.
c.	'Owned' and acceptable goals that are arrived at through participation appear more preferable to assigned goals.
d.	Objective and timely feedback about progress towards goals is preferable to no feedback. Ekpeyong, (2002).

One theory of motivation which tends to counter the one just discussed is **Reinforcement Theory**. It takes its roots from

neo-bahavioural school of psychology as exemplified by B.F. Skinner. The theory posits that individuals' purposes direct their actions. That is, behaviour is a function of its consequences. Reinforcement theory has often been criticized for ignoring the feelings, attitudes, expectation and other cognitive variables that guide individual's attitudes, expectation and other cognitive variables that guide individual's actions. Critics such as Locke (1980) see experiments that reinforcement researchers use to support their position and to interpret their findings as belonging purely to cognitive school's frame of thought.

Two other theories that are pertinent to worker motivation relate to **equity and expectancy.** J.S. Adams proposed equity theory. According to the theory individuals compare their job inputs and outputs with those of others and then respond so as to eliminate inequities. The referent or significant other that an employee selects adds to the complexity of the theory. Two pairs of reference sources are often used for comparison.

a.   Comparison of self inside the organization; and comparison of self outside the organization.

b.   Comparison with others inside; and comparison with others outside the organization.

Perceived inequity, it is assumed, can lead to an employee deciding to change his input and output, to distort his perception or the perception of others. It is also considered that perceived inequity can cause a worker to choose a different referent, leave the organizations, the field or profession as a whole. It is generally concluded from equity theory that an employee's motivation is to a large extent influenced by the relative as well as absolute reward he receives. However, some key issues such as what constitutes inputs and outputs to an employee remains unsettled (Prichard, Campbell and Campbell, 1977).

The **Expectancy Theory** usually credited to Victor Vroom takes its root from the early cognitive approaches to motivation as suggested by neo-behavioural and purposive psychologists such as Tolman (1932), and cognitive field psychologists such as Lewin (1951). In the thinking of these pioneers, the individual should be seen as thinking, reasoning being with beliefs and expectations about the outcome of his own behaviour and preferences for particular outcomes.

Vroom (1964) proposes three elements (valence) needed to meet individual worker's expectation as follows:

a. Attractiveness of importance which the individual places on the potential outcome or reward that can be achieved on the job.

b. Performance/reward linkage: the degree to which the individual believes that performance of a particular level will lead to the attainment of a desired outcome;

c. Effort/performance linkage: Perceived probability that exerting a given amount of effort will lead to performance.

Persuasive as expectancy theory tends to be, attempt to validate it has been complicated by methodological problems of which Machinsky (1977) has tried to arrest. Available evidence (House, Shapiro, and Wahha, 1974) still shows a low correlation between performance and reward. The theory, therefore, seems to be more useful in its face value than in empirical support.

The following inferences can be made about motivational studies just reviewed:-

a. That satisfied workers will be productive workers:

b. That they will work hard if given worthwhile jobs and free hand to determine their job schedules.

c. That they will increase their efforts if given desired rewards;

d. That their self esteem need will increase;

e.   That their self actualization will be guaranteed if their need for achievement, power and affiliation is guaranteed.

f.   That their goals and expectations will be realized if inequality in service conditions are removed. (Ekpenyong, 2002)

The fact that the issue of motivation still generates serious interest if not a major sources of conflict, even in those organizations where the executives often strive to reward their workers appropriately, means that various problems particularly those bordering on cognitive and personality factors, still remain to be addressed.

The Quantitative School

The third school of management thought is the quantitative school. There are three branches of quatitative school.

1.   Management sciences
2.   Operations management
3.   Management information systems.

As the name implies, the approach focuses on quantitative or measurement techniques and concepts of interest to managers.

Management science:- This is concerned with the development of sophisticated mathematical and statistical tools and techniques that the manager can use primarily to enhance efficiency.

Advancement in the management science area has been greatly helped by breakthroughs in computers and other forms of electronic information processing. Such innovations as the personal computer enhance manager's access to the tools and techniques of management science.

Operations management:- this is somewhat like management science but is focused more on application. It concerns the various processes and systems an organization use to transform resources

18

into finished goods and services. Many aspects of operations management are related to control.

Management Information System (MIS) makes up the third branch of the quantitative school. An MIS is a system created specially to store and provide information to managers. Most systems of this type make extensive use of computer technology.

The primary value of the quantitative school lies in the portfolio of tools it provide for management. These tools can greatly enhance a manager's decision-making, planning and control. At the same time, we should remember that tools couldn't replace human intuition and insight. A manager needs to choose the right tools for the job, apply them properly and then understand what the result means.

Contemporary Management Theories

In this section, few theories that managers use to run their organizations will be discussed. In recent years several new perspectives on management have emerged and they provide useful techniques that managers should understand.

1. Systems theory
2. Contingency theory
3. Theory Z

Systems theory is an approach to understanding how organizations function and operate. A system is a set of interdependent elements forming an organized whole. Organizations such as a school are systems of social interaction. They are social systems comprising an interacting personalities bound together in mutually interdependent relationship. Early attempts to synthesize the influence of both the formal and informal features of organizational life were cast in the context of closed – systems. A system has four (4) basic parts namely the environment, resources, technology, feed back. There are three competing systems perspectives and Scott (1987) calls them

19

- Rational systems
- Natural system
- Open systems.

These three are distinct yet partially over lapping, partially complementary and partially conflicting.

Rational Systems:- This views organizations as formal instruments designed to achieve specific organizational goals with maximum efficiency. It takes it roots from the classical school of scientific management. Thus the behaviour of organization is seen as purposeful, disciplined and rational.

Natural Systems:- This provides another view of organization, that stands in contrast to the rational system perspective. It had its early roots from the human relations approach. While rational systems proponents conceive of organization as structural arrangements deliberately devised to achieve specific goals, natural systems advocates view organizations as primarily social groups trying to adapt and survive in their particular situation. Natural systems analyst generally agree that goal specificity and formalization are characteristics of organization but they argue that their attributes are of much greater significance; in fact some maintain that the formal goals and structure have little to do with what is actually happening in organizations (Scot 1987, Etzione 1961 and Gerrow 1978). The natural systems focus on similarities among social groups. Behaviour in organization is regulated primarily by informal structures that emerge to transform the formal system.

Open systems: - this perspective was a reaction to the unrealistic assumption that organizational behaviour could be isolated from external forces competition. Resources and political pressures from the environment affect internal workings of organizations. This

system model is dependent on the environment. Organizations take input from environment, transform them and produce outputs. For example, schools are social systems that take resources such as labour, students and money from the environment and subject these input to an educational transformation process to produce literate, educated students and graduates. Few of the good characteristics of open systems are;

1.   The organization's capacity for feedback
2.   Systems, which survive, tend to move towards a steady state of equilibrium.
3.   It overcomes the tendency to run down by demonstrating adoption.
4.   It is a dynamic system with both stability and flexibility with both tight and loose structural relationship.
5.   It is concerned with both structure and process
6.   It stresses the reciprocal ties that bind and interrelates the organization with those elements that surrounds and penetrate it.

Apart from the interaction with the environment that the systems theory encouraged they also contributed the motion of subsystem interdependencies, a subsystem is a system within a system. All subsystems within a parent system are highly interdependent. In other words what affects one also affect the other.

Three other contributions of systems theory are
(1)   Synergy
(2)   Entropy
(3)   Equifinality

Synergy – means that two people or units can achieve more by working together than working individually.

Entropy – this is what happens when an organisation takes a closed system perspective. They falter and die.

Equifinality – this is the idea that two or more paths may lead to the same place.

Contingency Theory

Contingency theory argues that appropriate managerial actions in a situation depend on or are contingent on certain major elements of that situation. This theory recognizes that there are few if any one best ways in management because the complexities of human behaviour and social systems like organization make every situation somewhat unique. It suggests that when a manager is confronted with a problem or situation, he she must examine important contingencies, one of the several potential solutions or actions may be seen as approaches. It recognizes that what will work best in one situation might not work well in another. Almost every aspect of management has embraced this philosophy for example there are contingency theory of goal setting, planning, organization design, job design, leadership, motivation and control.

Theory Z

In early 1980's was popularized by William Ouchi in Japan. During that period a great deal of attention was being given to the success of Japanese organizations and the differences between American and Japanese management practices. Ouchi studied numerous American firms, such as Hewlett-Packard, Eastman Kodak, and Procter & Gamble, to determine why and how they continued to be so successful when other companies were losing ground.

He found that most American firms followed a set of business practices he called the Type A (for American) model, whereas the typical Japanese company followed a different set, which he called the Type J (for Japanese) approach. Type A business practices included such things as short-term employment, individual responsibility for work and specialized career paths.

Type J business practices were characterized by such things as lifetime employment, collective responsibility, and non-specialized career paths. The business practices of these successful firms included long-term employment, individual responsibility with collective decision-making and moderately specialized career paths. Ouchi attributed these companies success to this approach and suggested that a flexible management position incorporating the strengths of both the American and Japanese models would lead to successful competition. This is known as Theory Z

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CONTEMPORARY ISSUES IN EDUCATIONAL MANAGEMENT
By
R.I.O. Edobor (Mrs)

Introduction

Contemporary issues in Educational management comprise of current happenings in the education management world. The aim is to enlighten readers of some burning issues in education, which are of current interest/concern in the management of education in Nigeria. There are so many contemporary issues, but for the purpose of this book, the main outline of this chapter include;

1. Deregulating schools in Nigeria.
2. Examination malpractice
3. Academic freedom and university Autonomy.
4. Cultism
5. Sex education
6. Computer education

Deregulating Schools In Nigeria

In this chapter deregulation, commercialization and privatization of schools are seen as the same. This concept came about when the government felt the need to be supported in the training of Nigerian children for the inability to properly provide for education.

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CONTEMPORARY ISSUES IN EDUCATIONAL MANAGEMENT
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Actually, missionaries and some vocational entrepreneurs formerly ran schools but the government took over the schools with a felt responsibility to train Nigerian children. As the years rolled by government discovered that it was not an easy task to finance education alone and decided to bring in private individuals who were interested to run the schools.

Today, we now have most primary, secondary and even the higher institutions of learning in Nigeria established and run by private individual and organisations.

Universities will be the main focus of this topic "deregulation". As at 2002/2003 session, Joint Admissions and Matriculation Board (JAMB) (2003/2004) recorded, 24 Federal universities, 14 state universities, five private universities, 4 national centers for specialized tertiary institutions, one military university, two degree awarding colleges of education (Omoike and Gbinigie, 2004).

This chapter will therefore enlighten us now on:
1. The concept of deregulation
2. The benefit/advantages of deregulations peculiar to Nigerian schools
3. The disadvantages of deregulation.
4. Other channels for proper university funding and management
5. Implications of deregulating university education in Nigeria.

The Concept of Deregulation

Deregulation primarily is an economic term that developed from the free market economy of Adam Smith. It is based on the doctrine of laissez faire that favours capitalist's self interest, competition and natural consumer preferences as forces leading to optimal prosperity and freedom (Encarta Encyclopedia 2003).

According to Kuehn (2002), the schools under deregulation are private schools with students whose parent can afford to pay high tuition; the potential of even bigger profit is great. More students can be put into class in that contractual limits that affect the learning condition, competition among the various schools are

242

high. However, in a free market economy, government is expected to provide education as a public good.

As a public good:

i. The consumption by one individual does not reduce the amount of the good left for others.

ii. The benefits that accrue to one do not depend on that person's condition (Encarta Encyclopedia 2003).

Deregulation of education means that education is no longer a public good, its consumption by an individual is now deemed to possibly reduce the amount of good left for others, and the benefits that an individual receives must now depend on that person's contribution.

Deregulation breeds competition and hence expectation of high yields or dividends or profit from investment. It means sale of knowledge to the highest bidder and hence possible lowering of standard for the attraction of customer (Kaplan 2003)

The deregulation of high education means dismantling of legal and governmental restrictions on the operations of certain business this time university education. As a deregulated sector, education must become a private enterprise, undertaken by private individuals or corporate bodies who hope to realize profit from their activities. (Encarta Encyclopedia 2003)

Advantages of deregulation

In Nigeria, public schools still belongs to the government while the private schools owned by the private entrepreneurs are already going through some of the problems of deregulation listed i.e. high cost of tuition, inequalities in schools (school for the elite rich and middle class), the look down on entrance qualification, teachers positions threatened etc.

Indeed, before the schools were fully deregulated in Nigeria, lack of funds was a big burden for the government, the

condition of the schools were appalling, government was unable to keep up with salaries, there were no instructional facilities and infrastructure, children sat on the floor to learn and lots more terrible situations even in higher institutions. This affected learning in diverse ways and this led Nigerians to believe that education (formal education) in this country might not lead to national development because the facilities were not available to teach and so students graduated half-baked.

In Nigeria however, the concept of deregulation has changed the education system drastically, parents now have choices of schools they want their children to attend, though expensive but delivers the goods. We can however not rule out schools that charge exorbitantly but cannot deliver the goods.

Accurate number of pupils in class instead of the former overcrowding, teachers salaries, though exploitative by entrepreneurs, are paid as and when due. Facilities like computers are on ground for the students, students now learn more in these private schools than public schools. The government schools are still as bad as they used to be.

Disadvantages of deregulation

The disadvantages of deregulation however, outweigh the advantages. According to Larry Kuehn (2002) deregulation of schools bring along these disadvantages:
1. High educational cost.
2. The potential for even bigger profits is great,
3. More students can be put into classes without contractual limits that affects the learning conditions,
4. Competition for students among the various schools is high,
5. Teachers are even made to focus on recruiting students so that there will be enough funds to pay for their emoluments.
6. Moving public schools into the realm of international trade is one of the negative effects. The exacerbation of

inequalities, where the funding of education depends on the sales of services then the resources available will depend on the entrepreneurial success rather than on an equitable distribution of public resources. He insisted that creating elite private schools would increase inequalities in the countries where the schools are set up. In these government schools, only the less privileges are left behind to suffer these terrible conditions of lack. The prayer left for Nigerians now is that government should not bring about the self sustenance policy to these schools which then means that the poor who are the larger citizens will remain uneducated, the consequence spells doom for the nation.

7. The purported loss of democratic control of our own education system. Trade rules trump democratic decisions.

8. Public education is threatened when it faces cuts in resources that make the system less able to meet the needs of students and communities.

9. It is also threatened when ideological preference for market competition distracts it into profit seeking rather than focusing on the needs of the students in its classrooms.

Implications of deregulation

1. There are regulations by government and his agencies on balancing of access to university education. These include the quota system of admissions. This relates not only to geographical spread that gives fair chance to indigenes from various states in Nigeria but to access to academic and professional disciplines on the basis of ratio. Deregulation cannot guarantee the existence of these regulations or waivers on admissions.

2. The universities when deregulated would have admissions policy also deregulated.

3. The case of pre-degree and diploma programmes run by some universities is recalled here. In an attempt to circumvent the admission guidelines of Joint Admissions and Matriculation Board (JAMB), some universities resort to pre-degree programmes with a view not only to admit candidates of their choice but also to beef up the intake into candidates strapped departments in the universities. If the National Universities Commission (NUC) and federal government could not reverse this trend in her own universities, the situation with privatized or deregulated universities stands very glaring

4. Deregulation of university education will engender a sharp and monumental increase in tuition.

5. Deregulation will further reduce the chances of low-income group from gaining access into universities in Nigeria.

6. Deregulation is anti-subsidy. Reliance on bursary awards, scholarships and loans schemes could not be sustained for long when they were introduced. There is no guarantee of their being successfully implemented under deregulation.

7. Wealthy parents have brought suits with increasing frequency to attain greater control over the education of their children by curtailing the authority of school officials to control the mix of students in such schools. There is currently the allegation that one of the private universities in Nigeria determines admission on the basis of religion.

8. There are also arguments that deregulation will greatly diminish public space (Omoike & Gbinigie 2004). Public institutions are one of the few in United States and other countries where people from different background come together to negotiate and discuss common values and to determine the course of shared future. Public places such as these give meaning to citizenship. The quota system and JAMB is a semblance of the attempts at achieving a shared vision.

9. The expected increased in tuition will influence family decision on who goes to the university among several interested and qualified children. The odds are against the girl child (Anikweze 1999). Deregulation cannot achieve more than what the quota system and subsidy has done.

Examination Malpractice

Examination malpractice in the Nigeria educational system today has over the years become a gigantic problem to the effective and efficient management of examination. Examination malpractice is a social problem, which is as old as examination itself. This monster has taken over the entire educational system to the extent that some invigilators now cooperate with the students to commit this shameful act, which can actually be detrimental to the future of Nigeria. The greatest threat to the validity of an examination is the malpractice of it. Ukusare (2002), Imogie (1993) defines examination malpractice as any wrong doing before, during and after any examination.

The Oxford Advanced Learners Dictionary of Current English defines malpractice as wrongdoing, neglect of duty or dishonest use of position of trust for personal gains. According to West African Examinations Council (WAEC) in Oluyeba and Daramola (1993) it is an irregular behaviour exhibited by candidates or anybody charged with the conduct of examination in or outside the examination hall before or during or after such examination. According to Azinge (1993) malpractice is legally defined as any professional misconduct, unreasonable lack of skill or fidelity in professional or fiduciary duty, evil practice or illegal or immoral conduct. In this case examination malpractice can be considered as examination misconduct.

There are various forms of examination malpractice before, during and after examinations.

Before examination

1. Money or expensive gifts can change hands from students to lecturers

2. Some lecturers sell handouts as a yardstick of passing their examination.

3. Pre-arranged network of answered scripts prepared by those who got the question paper (leakages).

4. Pre arranged switch of identity.

5. Buying of question papers, the list is unending

During examination

6. Include cheating, impersonation collusion and swooping of scripts, smuggling of answer scripts into examination halls, disorderliness, disturbance, verbal or physical assault on examination administrator, disobedience to supervisor, invigilator or agent of examination etc.

After examination

7. Lecturers affixing money to grades, in this case passing or failing is irrelevant as long as you can pay the price, you get whatever grade you paid for.

8. Lecturers who have answer booklets with them take students that have failed to their houses to re-do the examination after they are paid off so as to cover up in case the students scripts are asked to be remarked.

9. Parents meet lecturers in their homes to pay for their children to pass.

Onotume (1993), has outlined different ways in which the various forms of examination malpractice is carried out and this include the sanitary pad method, the stampede, the acid, false pocket under locker, notes on the lap, the knee socks, the oxford bags, the expose, class teacher and ex-student method (WAEC 1972, G.C.E. 1973 report). For the tertiary institution it includes bullets/missiles dubbing on tables, body writing or tattoo, walkie talkie, computer in a form of calculator, "giraffing, superprint,

ecowas, microchips, contractor, chukwuli", none academic staffers, invigilators. Recently the trend has changed to a more sophisticated and dare devilry., (Oluyeba, 1993) The examination malpractice is organized in such a way that the invigilator, subject teachers are implicated. There is a pre-established network formed by the coalition of students, teachers and invigilators.

Presently, examination malpractice has become so dangerous that students even carry weapons to the hall and even beat up teachers/ invigilators, who dare to challenge them. Students are no longer afraid of their teachers. Students now war against lecturers who do not cooperate with them. Students are now overwhelmed with this devilish boldness to cheat even when the teacher is right there, he/she is expected to keep quiet or be beaten up and embarrassed. The most painful aspect of this tragedy is that some unscrupulous teachers help these disgruntled students to actualize their un-noble aims because of the financial benefits.

Causes of examination malpractice

The causes of examination malpractice may not be far fetched this could be due to so much emphasis on certificate rather than competence in the area of specialization.

In the advanced countries of the world such as U.S.A., Britain etc. the intent of examination is to know how far a student knows or understands a particular subject so as to be able to determine which area of the subject, the student need help and how he can get that help. In other wards examination is not a threat neither is it a weapon to victimize or cause unnecessary anxiety. Examination as clearly shown to us by Oxford advance Learner's Dictionary (6th Edition) is a formal written, spoken or practical test, especially at school to see how much you know about a subject or what you can do.

In some other countries like Nigeria examination is seen as a do or die affair, a means of getting your certificates which is a

doorway to promotion, a situation where some students who are not strong enough to handle the situation fall sick, some begin to instigate unrest amongst themselves all to destabilize the examination and possibly close down the school for some weeks, this and so many other strategies are done with the aim of moving examination forward, because they are scared of the monster. Everybody want to be promoted, nobody wants to associate with a failure, passing examination means promotion and in the actualization of this goal students go through any length to pass their examinations, forgetting the original aim of examination.

Edobor (2004), confirmed all the causes listed above and also discovered that the causes of examination malpractice in the faculty of education Ambrose Alli University to include overcrowded sitting arrangement, shortage of classrooms, irregular academic duration, lecturers made to face panel when examination malpractice is reported to the authorities and in some cases become the victims, unprepared students to the examination halls, students caught cheating often escape punishment, improper invigilation, students reliance on handouts and irregular payment of lecturers' salaries.

Effects of examination malpractice

Examination malpractice has effects on the student cheating, society and institution where examination malpractice is rampant. According to Ukusare (2002) they are many but for the purpose of this chapter, a few will be mentioned:– it kills self confidence, it discourages good study habits, it brings about outright failure due to cancellation of result, the students can be withdraw from school. On the institution where examination malpractice is rampant -- employers of labour hardly appreciate graduate of that institution, it ruins the image of that school, and meaningful parents would not like their young ones admitted there. On the society – qualitative intellectual manpower is reduced,

increase in social vices, half-baked youth, unemployed graduates. among others.

On academic and moral standard - according to Oluyeba et al include: among others low moral status of the examination, the validity and reliability of examination result is questionable and the integrity of certificate obtained is not there.

Remedies

A lot of effort in term of researches has been carried out in an attempt to rectify the ills in the examination practices in Nigeria but the recommendations from the outcome of the researches have not been fully implemented. This has militated against the eventual curbing or even elimination of examination malpractice. Some suggestion and recommendations have been proffered hoping when adhered to will help to curb, if not eliminate, examination malpractice.

1. Facilities, both infrastructures and instructional, should be made available.
2. Authorities, should apply all efforts towards the realization of a constantly stable and regular academic duration.
3. Staff salaries should be paid as and when due
4. Lecturers should not be made to face panel unless in a case where victimization is suspected.
5. Buying of handout or recommended textbook should not mean "pass" in examinations.
6. Sufficient invigilators must be present in the hall during examination.
7. Students must be sufficiently checked to dislodge them of any cheat notes.
8. Students must be made to sit randomly to frustrate the arrangement of friends (Yusuf 2002)
9. No cell phones in the examination halls.

10. Answer booklets given to invigilators or lecturers must be checked and recorded before and after examination.
11. Where possible, conference marking should be encouraged.
12. All calculators checked to make sure it's not a mini computer.
13. Security must be tight and alert.
14. Any student caught must be disciplined immediately to serve as a deterrent to others.
15. Academic staff caught involved should be warned, tried and subsequently dismissed if fund guilty of any malpractice.

These suggestion and recommendations are not exhaustive enough to claim to solve this gigantic problem that has eaten dip into the Nigerian education system, this is why more researches need to be carried out and more solution discovered.

Academic Freedom and University Autonomy

Academic freedom as given by Savage (2004), is the freedom to teach and to undertake research and to publish the results without censorship, the right to be the critic and conscience of society without retaliation by the university or by the government, the right to publicly criticize one's own university, and the freedom to participate in professional organizations and unions. He defined university autonomy as the institutional form of academic freedom. Autonomy is that degree of self – governance necessary for effective local decision making consistent with a respect for public accountability, and a commitment to academic freedom and human right. Whether or not these rights and duties are meaningful in a particular country depends on how they are actually applied in practice.

Government and universities around the world debate the question of how much institutional autonomy universities should have. Nigeria is no exception; Universities need maximum

autonomy in order to guarantee academic and intellectual freedom and to ensure that university creativity is not stifled by the dead hand of bureaucracy.

Frank in Savage (2004), in the supreme court of the United States, once described the four essential freedom of a university as:

1. To determine for itself on academic grounds who may teach
2. What to be taught
3. How it should be taught
4. Who may be admitted to study

For years Nigerian Universities have been agitating for autonomy but the political arena of the country was unstable. With the military regime the universities had virtually no say about their autonomy. They saw unprecedented invasion of the universities rights and privileges and attack on academic freedom by the government of the day. Although the University community resisted these attacks with varying degree of success, the consequent warfare has been debilitating. It has eroded morale and has undermined academic freedom and institutional autonomy.

The protagonists wanted to see universities become private institutions funded by students' fees and research grant rather than by the central government, with new government governance arrangement, which would downplay collegial structures, which are integral to the defense of academic freedom. However this proposed revolution would increase bureaucratic control by the central government because it relied on the government for fund.

The response of the universities to this onslaught was to demand and ultimately to secure a degree of home rule, when the present government signed the university autonomy bill. There are some questions being raised about this bill. It is not quite what it should be. The government wants to eat its cake and have it. The bill is as good as not having autonomy at all.

For a proper autonomy bill to take effect an agreement by both parties (universities and government) must be reached and accepted. History have shown according to Sinaia statement on academic freedom and University autonomy (1992), that violations of academic freedom and institutional autonomy have high costs in intellectual regression, social alienation and economic stagnation. In the light of profound social changes and new demands placed on universities, the need for reaffirmation and revitalization of the principles of academic freedom and university autonomy are imperative. The commitment to the pursuit of truth gives universities all over the world their universal values and enables them embark on the important path of regional and international co-operation. Governments and public must respect the rights of universities to serve as centers of completely free enquiry and of social criticism. Universities have an obligation to speak out against all kinds of intolerant behaviour.

Specifically, Universities must develop convincing mechanisms of evaluation, which demonstrate their quality and effectiveness.

Recommendations in support of the Sinaia international conference on academic freedom and university autonomy are:

1. Aware of the increasing international importance attached to higher education and its impact on society. Government should recognize the concepts of academic freedom and university autonomy as essential elements for the fulfillment of the mission of universities

2. Stressing the importance of the motion of the accountability and social responsibility of universities. UNESCO to give the matter of academic freedom and university autonomy its utmost attentions and to prepare an international instrument for the protection and promotion of these values.

3. Academic freedom and institutional autonomy presuppose high professional and ethical standards and the governing

council has an important role to play in defending this. (Stevenson 2004).

4.   Universities should draft their policies with care so that they do not shade over into more generalized speech codes that would affect the academic freedom of others in the university community. (Savage 2004).

5.   Academic freedom calls for creating a community of enquiry that is deep and wide, based on a foundation of faculty commitment to cosmopolitanism, is replacing the idea of multiculturalism in academic (Frank 1999).

Cultism

Cultism in the Nigerian Institutions of learning is a canker worm that has eaten deep into the fabrics of the educational system, affecting the aims and aspiration of education and taking lives at will. Cultism is an act of evil. Secret cults are now full of young people (males and females) seeking for power and position, threatening lives that come across their way especially those that don't agree with them. In Oxford Advanced Learners Dictionary, cult is said to involve a small group of people who have extreme religious beliefs and who are not part of any established religion.

Cultism has been a threat to the nation's success. This act is found not only in the institution, (primary, secondary, Higher) it is also found among so called adult in high places. Their activities are always secret. They lure the younger ones to join on campus and they promise security. One of the reasons why cultism may not be totally wiped away in our society is because people in high places in the society who sponsor them, use the young ones on campus to do their dirty work for financial benefits and protect them against discipline when caught.

The alarming rate in which students join the cult is amazing. Some youths join willingly, some are lured while some are forced against their will especially when they observe that the youths

255

have something they need. This is done through several media, i.e. Friends, companions, relationship, teachers to students, and vice versa. In schools you can find group of teachers that belong to the same cult, they speak in sign languages that no other person but their cult members understand.

The younger cult members are suicide servants who are not only ordered around but made to do things sometimes against their wish. They are hired assassins who are usually used to avenge the victims of his fraternity members. This cankerworm has claimed hundreds or even thousands of precious lives with impunity and crass wickedness to the wholesome stage that parents could not find remedies to schools attended by their wards.

The trend has now assumed an alarming rate that it has found its way to the primary schools. The scourge of cultism is so scary and unless drastic action is taken, to clamp down on cultist, the campus will not be a safe place anymore. The problem now is how will this be done when so called high and mighty in the society are their godfathers that sponsor them.

The school has tried but somehow when some of them are caught and imprisoned, in no distant time they are released and freed, many more are recruited. The cults in our schools are dangerous ones because once you join you can not leave or you die. This is why it is better not to join at all because the day a student signs in, that is the day the student signed his death certificate.

Process of Joining Cults

In luring these students to join, the truth is not told. They hear promises of milk and honey, power, glory, protection and money all the way. The students are deceived to join only to discover later that they have signed their death warrant then it is too late to come out.

The way forward

1. One cannot help but plead with parents to give their children serious talk about the purpose they are in school.
2. The school authorities must not relent on its enlightenment campaign efforts against cultism.
3. The boards of Education should be at the forefront of this campaign right from primary schools.
4. Workshops and seminars held regularly in these schools.
5. Pupils should be told that anyone trying to lure them or force them should be reported to the school head and the matter subsequently taken to the police for necessary action.
6. In a case where the school head is a cultist, the child should tell his/her parent who will subsequently take the matter to police, the school head of that school be removed from office.
7. To be able to sanitize the schools, lecturers or teachers found to be cult members should be summarily dismissed.
8. Any student caught should be expelled, otherwise we may never get to the bottom of this problem and our schools may never be a safe place for schooling.
9. The schools should be fenced round and security beefed up.
10. The security men and women should be properly equipped so that whenever the cult members visit, they will be equal to the task.
11. Those fighting against cultism in the school should be duly honoured.

Sex Education

Sex education, which is sometime called sexuality education or sex and relationship education, is the process of acquiring information and forming relationships and intimacy. It is also about developing young peoples skills so that they make informed choices

about their behaviour, and feel confident and competent about acting on these choices (Forrest and Kanabus, 2004).

Young people have a right to sex education because it is a means by which they are helped to protect themselves against abuse, exploitation, unintended pregnancies, sexually transmitted diseases (STD), HIV/AIDS.

Decarlo (2004), Forrest and Kanabos (2004), to enhance the quality of relationships and to develop young people's ability to make decision over their entire life time.

According to Decarlo, the United State has more than double the teenage pregnancy rate of any western industrialized country with more than double the teenage pregnancy each year. Teenagers have the highest rates of Sexually Transmitted Diseases (STDs) of any age group, with one of four young people contracting an STD by the age of 21, Sexually Transmitted Diseases, (STDs), including HIV can damage teenagers health and reproductive ability and there is still no cure for AIDS. From the above information it has been established that sex done out of ignorance can ruin our lives. The above-cited cases are not peculiar to the U.S. but all over the world.

In Nigeria, sex education is a very new concept and still not taught in the schools. Parents are still being relied upon to teach their children about sex. This is a very big mistake owing to the fact that most of our parents themselves shy away from this topic, which is more than just having intercourse with your partner. They do not know much about sex education and are mostly illiterates. This is why they have fallen victims over the years. In the past the females were just married to husbands by parents at the ripe age sometimes the females are unaware of their husbands that has been arranged for them until they are ready for marriage, the men were given the liberty to do whatever they wanted to do without proper education on sex. Gone are the days when children obeyed parents whether they are right or wrong. Children are now curious about

everything. They want to know, feel, taste, sees every event that comes across their way. In the process they make grievous mistakes that can ruin their future. When the young are properly trained on sex in a school setting, most if not all the above mistakes will be avoided because they have been informed and they are aware of the danger and consequences that accrue to sex not planned for.

Benefit of sex education

Effective sex education has it own benefits;

1. It develops young people skills in negotiation, decision - making, assertion and listening.
2. Being able to recognize pressure from other people and to resist them.
3. Deal with and challenge prejudice.
4. Seek help from adults such as parents and professionals through the family, community and health and welfare services.
5. It helps them to distinguish between accurate and inaccurate information.
6. Discuss a range of moral and social issues and perspective on sex and sexuality, including different cultural attitudes and sensitive issues like sexuality, abortion and contraception. Reproduction and relationships. (Forrest, e al, 2004).

Procedure of sex education

Young people get information about sex from different media i.e. each other, media (audio and visual), magazines, leaflets books and websites, some of these collection of information are inaccurate, sex education will help the child to detect the wrong information. Providing information through sex education is therefore about finding out what young people already know and adding to their existing knowledge and correcting any misinformation they may have.

259

According to Forrest et al (2004), sex education should start before young people get to their puberty and before they have developed established patterns of behaviour. This is primary school age. Some people have the belief that providing information about sex to the young brings about curiosity which can lead to sexual experimentation. According to (Wellings, Wadsworth, Johnson, Field, and Whitaker 1995), there is no information that this has happened and even if it happens they are well informed to be able to handle the situation.

Young people might have some burning questions to ask about sex. Their parents are the last people they will meet to get the answers because of the restrictive kind of society we find ourselves that believes that any child talking about sex is a spoilt child. The children get information from wrong source i.e. friends which in most cases don't have the right information. When sex education is taking place in school. It tends to take place in blocks of time. Young people are provided with more opportunities to receive formal sex education.

Kirby, Barth, Leland and Fetro (1991), noted that school based sex education can be an important and effective way of enhancing young peoples knowledge, attitudes and behaviour. It has been well researched and discovered that there is widespread agreement that formal education should include sex education and that evidence suggest that effective school programmes will include the following:

1. A focus on reducing specific risky behaviours
2. A basis in theories, which explains what influences people's sexual choices and behaviour.
3. A clear, and continuously reinforced message about sexual behaviour and risk reduction
4. Providing accurate information about, the risk associated with sexual activity, about contraception, and birth control, and about methods of avoiding or deferring intercourse.

5. Dealing with peer and other social pressures on giving people, providing opportunities to practice communication, negotiation and assertion skills.

6. Use a variety of approaches to teaching and learning that involve and engage young people and help them to personalize information.

7. Use approaches to teaching and learning which are appropriate to young people's age, experiences and cultural background.

8. Is provided by people who believes in what they are saying and have access to support in form of training or consultation with other sex educators.

According to them inclusion of the above listed elements in the formal program of sex education will yield the following result:

1. Increase in young peoples knowledge about sex and sexuality

2. Put back the average age at which the first had sexual intercourse

3. Decrease risk when they do have sex.

Mosmeyer (1998), supported the view that abstinence should be taught rather than condoms after reading the findings of a research carried out by Jermmott III (1998) which claimed that out of the three groups studied (condom, abstinence, control), it was discovered that the abstinence group was more effective, and Mosmeyer attributed this finding to the fact that abstinence is the only fool proof way to avoid sexually transmitted diseases (STDS) and pregnancy. (You can't get pregnant or have an STD if you don't have sex!!!).

There is need to accord full support to sex education being in the National Policy on Education and curriculum carved out for it

and taught in a school setting. This will help to eliminate some of the sexual social vices in the nation. The youths will be more informed of the positive and negative sides of sex and the right timing for sex in all levels of education especially from secondary level to the higher institutions. HIV/AIDS awareness education is also suggested especially to be included in the curriculum of sex education.

Computer Education

A computer can simply be described as a powerful device which has the capability of accepting data as (input) in a prescribed form, apply a series of arithmetic and logical operation on the data (processing) and produce the result of these operations as (output/ information) (Okoro, Nnebe, Ekong, Momodu, Aliga, Enaholo & Sadiq, 2002 and Eriki, 1998). The need for efficiency and accuracy has been with us from the beginning of civilization, originally man used fingers for counting but as needs became complex, this method was replaced by sophisticated devices (i.e. computer)

The computer started as far back as 500B.C. This device was called the Abacus, then came the Napier's Bones in 1617 followed by Oughtred's slide rule in 1621, Pascal's calulator in 1642, Gottfried Leibruitz's multiplier in 1673. The industrial revolution came where Joseph Jacquard incorporated punch cards into calculating device, Charles's Babbage in 1833 developed Analytical Engine (automatic calculating machine), George Boole in 1854 forward the framework for computer digital system design, Herman Hollerith in 1890 developed a method for story and processing census data (census machine, James power in 1910 developed the card tabulating equipment then came the computer age (from calculating device to computers) in 1930 the prototype computer that used vaccum tubes for internal components was developed by John Atanasof. In 1943, the German, England, American wartime computer were developed, in 1946 J.W.

Mauchly developed the first all purpose digital computer know as ENIAC.

The first generation of computer was between 1951 – 58, the second generation was between 1959 – 64, the third generation was between 1965 – 70, the forth generation was between 1975 – 81, the fifth generation is what we now have the micro, mini, super, desktop, laptops computers.

The essence for this brief review of the history of computer is to create awareness of the existence of computer since 500B.C. Though primitive and simple it has been there and has now developed to a complex mini computers that is capable of making complex jobs easy and making lives more meaningful. In the advanced world computers in the form of robotics play the role of nanny, taking care of a child while the parents are away, sweep the floors, cook the meal in fact general maintenance of the house etc.

In Nigeria, computer education have a dual function, it is a teaching aid. A lecturer can use computer to teach students by preparing the lecture inside the system, all student have a terminal at their own table and can go through the lecture at their own pace. The students are tested at the end of the lecture and their performances are monitored through the computer. Most private schools are making word processing software available to improve student's writing and reading skills. The learning is enhanced through the use of computer to the advantage of both teachers and students.

Computer as we all know have been around for some decades but not everyone know the uses and how to use it.

The role of a computer is enormous according to (Green 1998) computer are firstly famous for their speed and for vast storage capacity, it has the ability to perform high complex operations on a wide variety of kinds of materials.

For sometimes now computers have been increasingly used in all facets of academic world to assist students in their learning and researches. It is a wonderful time saving resource tool. Computers

won't replace teachers, where a teacher comes into the classroom, he is able to work individually with his students.

The importance of computer assisted learning

The importance of a computer to a learner cannot be overemphasized. The Computer-Assisted Learning (C.A.L) according to Arbib (2000) can indeed help students master mathematics, vocabulary and language skills, make his own discoveries, students can take this accumulated wisdom, develop it and test their own models on the computer thus computer increasingly lets knowledge be something that can simply be learned for an examination. Most students find it fun to play with computers, trying out ideas for new programs. Computer changed the role of teachers with a computer available; the teacher need work less on drilling the students and can assign homework problems of an interesting complexity.

Computer however cannot replace teacher, a good teacher is still needed to provide human interest and motivation and responds to the needs of the individual students for praise and for discipline and for information in a highly personal way. Some specific uses of computer in education are drill, practice and tutorials.

According to Arbib (2000), the reasons teachers love computers as aid of learning is that it is not easy for students to cheat, it can generate thousands of different questions with each question design to help the individual student. The teacher is always very useful and important in a school setting with or without a computer.

Factors which militate against the successful use of a computer

In Nigeria however, there are factors, which militate against the successful use of computer in the schools, these include:

In the study of Williams in Taylor and Obudho (1978) a study of four Universities in BENIN, ZARIA, IBADAN AND IFE, was

carried out about computer education in their schools, the followings were discovered.

1. The insinuation that computer will replace humans,
2. The systems are out of operation too frequently this caused by these causes,
(a) Power cuts and voltage fluctuations, (b) Machine breakdown, (c) poor servicing (d) no proper service personnel etc. (e) no standby generators.

3. Personnel skills and performance were lacking. Other problems included (4) corruption, (5) profiteering, (6) denigration of technical skills and (7) the godfather system, this involved nepotism extending beyond immediate family to friends, townsmen and those linked with language and culture, also confirming some of this findings was (Avitable 1985).

Beside the problems above, (8) the government has complained of lack of funds to purchase enough computers to go round students and (9) the lack of maintenance culture, which is always blamed on the lack of money, (10) lack of enough proper personnel to use these computers as a learning tool etc. have been part of what has been the hindrances over the years, thanks to the private entrepreneurs who are there to train students but how many students can really afford a computer? It is one thing to learn and another thing to practice constantly without a computer, everyone knows that without constant practice in a computer, students can easily forget and if they forget how can they enhance on their knowledge and get the benefits of computer as listed above. The consequence of this therefore is while the rest of the world is improving on their education, Nigeria institutions are bedeviled with a lot of problems in the use of computers that there seem to be no sight of the use of computers in our schools in the near future until the problems listed above are taken care of.

Other implications include the followings;

1. It should be mandatory that computer education should be in the teacher's curriculum. All teachers must be literate in computer.

2. The acquisition of computer should not be left for the government alone, students, parents; organizations (public and private) Non-governmental organization must participate.

3. Constant power supply to each school by providing a standby generator knowing the lapses of National Electric Power Authority (NEPA) and better the technology of solar energy can be brought in.

4. Computer engineers should be trained and employed to check on the computers periodically and regularly.

5. Maintenance culture must be inhibited to be able to sustain these computers.

6. As the years roll by computers must be upgraded and changed so as to be in tune with the rest of the world.

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