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Cross Cultural Translation and Translatability of Poetry

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Abstract

Translation is as old as human history. We can get access to the culture as well as literature of other nations through the channel. Translation is a very creative skill, but its modes differ according to the purposes it has to serve. Translating literature of any other language makes heavy demands on the translator. Literary translation is one of the types of translation. Translation of poetry has been a chimera for the translators since ages. Due to its unique structure and appeal, translatability of poetry has been a hot issue of translation studies. This issue becomes even severe when a ST and TT are from different socio-cultural backgrounds. Poetry is highly creative genre where poet's personal lexicon plays an important role. Translating poetic diction and personal lexicon of the poets across cultures is a herculean task. This paper aims at analyzing the problems in dealing with this task, especially in symbolic poetry. The purpose of the study is to analyze the quality of translation by various translators on the basis of the degree of translatability, that how far these translations are accurate in depicting the poet's message more effectively on lexical and thematic levels.Poly system theory of Evan Zohar and Toury has provided the theoretical background. The study has three independent variables; translations by different translators (having different Socio-cultural background).Lexical and syntactic choices and Treatment of allusions. (Pragmatic awareness about the poet and the poem).There is one dependent variable; Truthful Translation nearer to the original thought. Translation Quality Assessment (TQA) Model that applies socio-semiotic approach developed by Julianne House (1976) is used. It is found that not all types of poetry are difficult to translate, but some highly symbolic or subjective types are difficult only in the absence of proper socio-pragmatic knowledge. It will also help further researchers to analyze the problems faced in order to maintain the standard of equivalence, reliability, and entertainment in translated work that is drawn out of a great piece of original art.

Keywords: Translation, Issue of Translatability, Untranslatability of Poetry, Issue of Equivalence, Polysystem Theory

INTRODUCTION

Man has an unquenchable thirst to unveil the unknown. This impulse has driven him to the shores across the globe. A foreign language is a key that unfolds the literary treasure house of any nation and this is the only key that fits in says Hashmi (1986). Translation is a means to journey across spatio temporal boundaries. The picture complicates if it is not only a literary translation but also a translation of poetry. Poetic language as we know is different from prose not only in the use of meter and rhythm but also in another way that is the use of poetic deviations. The poets who are with a cause behind their work have a personal lexicon. This proves to be like a difficult choice for any translator as the apparent simplicity of expression often proves to be deceptive. A translator in order to be truthful to the original must have a command not only the two languages but also two cultures.

Translation is done for information, scientific knowledge and pleasure. This last end is met in literary translation. Literary translation is one of those activities which have enjoyed a paradoxical status among the leagues of other fields of knowledge. It was once considered a slavish activity and translator was not given the status of an artist and now is thought an equally creative work as the original creation. This is where the task of a translator becomes difficult. If he tries to capture the verbal reciprocals he may lose the essence and if he tries to get the essence may lose some exact meaning. This is why translation of poetry needs not only lexical expertise but also pragmatic expertise on the part of the translator because pragmatics is the real discipline that should be learnt before starting a literary translation of some poet. Sometimes we have human feelings which are common to us all this becomes the easiest part of any writer's work to readdress in any other language. The reason once again is universality of human sentiments. The language of poetry is difficult to translate as it cannot capture the beauty created by this deviation. This deviation is directly related with the personal lexicon of the poet. The world he creates in his work has subjectivity at its roots most of the times. This builds the context of the thing created. Poets are such a sensitive artist that they cannot remain aloof of their surroundings. Although it is considered a great qualification of any literary work of art if it stands the test of the time and becomes universal by getting objectivity yet the original can be

enjoyed in translation best if we know the context well. Especially in the case when we have poets with some purpose or agenda behind delicacy of poetic rendering of their thought. Faiz Ahmad Faiz's poetry has been translated by many both native and nonnative translators the current study probes through those areas which take stock of these translations from the general pragmatics point of view. Pragmatics as we know is the study of what speaker or the writer means or in other words the study of invisible meaning by recognizing what is meant even when it is not said or written. For this we have to depend a lot upon those areas which provide us some insight into that particular writer or speaker's meaning. This is to understand how more is always being communicated than is said. the best criteria to check the standard of any literary translation is its equivalence with the original and as close as possible to the underlying message of the writer/ poet's original thought which is no transference of the essence of the original message which is not there in words but even then is still there.

THE PURPOSE OF THE STUDY

The purpose of the current study is to analyze the quality of translations by various translators. On the basis of the standard of translation it will be seen that who has been more accurate in depicting the poet's message more effectively on lexical and thematic levels. This will help to decide whether poetry is really untranslatable or only some special type of poetry is difficult to translate. The translators selected here belong to different socio-cultural, religion -political and ideological fronts. Their translations may reflect this effect. It is often felt that translations lost some of the juices of the original text. No doubt it is a very demanding job on the part of a translator to recreate the original thought. He has to plunge deep into both lexicon-syntactic and grammatical choices along with awareness of pragmatic reality. This study will try to understand that what makes these efforts towards a faithful translation successful and what are their weak points which take the translators away from the real essence of the original text. Pseudo translations deprive the reader from the real pragmatic part of the original work. It will also help further researchers to ensure the standards of equivalence, reliability and entertainment drawn out of a good translation of a poetic work.

SIGNIFICANCE OF THE STUDY

Translatability of poetry has been a hot issue as it is often said that 'something is lost 'while translating poetry. The researcher believes that it is the pragmatic part of the poetic message

that is lost if translator is trying to render only superficial meaning. Pragmatics as we know is the study of what speaker or the writer means or in other words the study of invisible meaning by recognizing what is meant even when it is not said or written. For this we have to depend upon a lot of those areas provide us with some insight into the real message of the poet. These allusions help us to understand how more is always being communicated that is said. The real test of the standard of any literary translation is its success in coming as closer as possible to the underlying message of the original poet's thought which is not there in words but is still present there. This work will help to work out some way to analyze this issue.

Variables
Independent Variables
The study has three independent variables:
- Translations by different translators (having different Socio-cultural background)
- The lexical and syntactic choices of these translators.
- Treatment of allusions. (Pragmatic Knowledge of the poet and poem).

Dependent Variable
The study has only one dependent variable that is a truthful translation nearer to the original.

Sample Size
Two poems have been selected of Faiz Ahmad Faiz
- Meray Pass Raho, translated by Shoab Hashmi, Noami Lazard, Victor Gourdon Kiernan
- Yaad translated by Kiernan, Husain, Agha, Seth, Kumar and Rehman

Two poems of Parveen Shaakir
- Hum sab aik torah se Dr Faustus hen
- Aik Pegham

Significance of the Sample Selected
Faiz Ahmad Faiz (1911-84) was one of the most prominent Pakistani poets who won unparalleled global acclaim. Faiz's poetry has been translated by many native and non- native translators. He symbolized all that is humane, dignified, refined, brave and challenging and patriotic in Pakistani society. His poetry reflects his intellectual resentment and resistance against an unjust and archaic social order which he rejects on rational grounds as anti- human; yet it has no bitterness. He remained loving and loveable, respected and respectful during his life and even after. Faiz's poetry articulates the aspirations, anguish, pain and suffering of not only the people of Pakistan but that of the whole world, as well as their unremitting resolve to create a better and just society. His was the voice of sanity, for he sought peace in a troubled world.

The selected sample is a depiction of different periods of Faiz 'life, related with his different poetic periods. These poems are often translated for their unique appeal both aesthetic and thematic value and importance we had certain parameters at the very onset of the study that meaning is often distorted when someone translates the work of another language especially of cultural expressions. Translation becomes unfaithful if it is only on the level of lexemes and syntax without having pragmatic knowledge of the poet's owns life and the time of creation of that particular piece of poetry. There are certain dominant streams found in his poetry. (Appendix-1)

Parveen Shakir's (1952-94) poetry depicts initial feelings of a teenage girl who falls in love and experiences a blend of acceptance, rejections, disappointments, and anguish of being forlorn. The later part of the poetess's life experiences changed this initial overwhelming passion into sagacity and a mellowness that changed her view about life and its realities. All this is present in her later poetry. The selected two poems are from these two parts of her life.

The Selection of Parveen Shakir's Poems is done due to their lighter subject and treatment. This was done to give equal chance to a famous female poetess to be read in translation.

RESEARCH QUESTIONS
- Does pragmatic awareness makes translation effective?
- To which extent different translators have proved successful in translation and if not what are the reasons?
- Is poetry translatable?

Elaboration of the Research Question
The current study has a hypothesis that poetry is difficult to translate. It is so because meaning is often distorted when someone translates the work of a language and culture to another language and culture both on the level of lexemes and syntax. This is due to cultural expressions that are difficult to transfer from SLT to TLT. These seem to pose problem. But situation becomes more difficult if it is the translation of poetry which requires additional things to take care of. These are stylistic devices used, poetic form employed, figures of speech used, and retention of musicality and rhythm of poetic verse. If poetry is symbolic it adds to the problem of untranslatability if the translator is not able to understand the personal lexicon of the poet.

The poet's biography tells us about various periods of the poet's life, his poetry should be read keeping in view the context in which it was written. (Appendix-F) One has to correlate poet's life's different periods with his creative output in order to understand the underlying reality .To be better placed we need pragmatic knowledge to judge the degree of allusions which take the reader away from reality or towards reality. This conceptual paper will tell us how different people have interpreted Faiz's message. As far as Parveen Shakir is concerned these two poems belong to two distinct periods of her life. (Appendix-G) This would be a comparative cum descriptive study.

RESEARCH DESIGN
The current study has an introduction comprising the purpose, the background and significance of the study. This leads us to our research question. This is to be studied after selection of an appropriate sample. This sample would be analyzed on the basis of our purpose of the study. Then the conclusion would be drawn.

WHAT IS TRANSLATION?
Translation involves "the consideration of a language in its entirety, together with its most subjective messages, through an examination of common situations and a multiplication of contacts that need clarifying" (Bassnett, 1988).Translation is the communication of written text from one language into another. Although the terms translation and interpretation are often used interchangeably, by strict definition, translation refers to the written language, and interpretation to the spoken word. Translation is the action of interpretation of the meaning of a text, and subsequent production of an equivalent text, also called a translation, that communicates the same message in another language. The text to be translated is called the source text, and the language it is to be translated into is called the target language. Khomeijani

Farahani (2000) has suggested a framework for an acceptable and systematic analysis of works of translation. The criteria are as follows:

1. Word for word translation
2. Sentence for sentence translation
3. Conceptual translation (pragmatic part)
4. Formal loyalty to poetic expression

Some Possible Problems in Translating Poetry

There are four types of major problems while translating poetry, these are linguistic, literacy, aesthetic and socio cultural says Suryaswinata (1982).

- Linguistic Problems can be grouped as those of semantic (figures of speech and collocations) nature and syntactic (deviation from the norms). As far as semantic equivalents are concerned these are difficult to reciprocate exactly yet we can have near equivalents. For syntactic problems it can be said that these are intentionally done to create for grounded effect. The only way to deal with this type is to find the underlying deep structure as says Newmark (1981). This needs a reconstruction by the translator of the verses.

- Literary or Aesthetic Problems The delicacy of form has to go inside with the lexical selection and word order. This creates aesthetic effect. This is the most difficult thing to transfer in TT. It depends on poetic structure (Newmark, 1981) such as metaphors; sound, rhyme, rhythm assonance, onomatopoeia etc are difficult to match.

- Poetic Structure Poetic structures also create an important effect; this is why it is important to retain this structure.

- Metaphorical Expressions Metaphors create synaesthetic effect along with other SDs. These should be retained otherwise beauty will be lost. Newmark (1981) suggests seven ways. Such as to reproduce the same image, replace image with that common in TC, replace it with a smile, modify the metaphor, and translate it as it is, give its sense in an appropriate way, keep as close as possible to the original

- Musical effect through sound Rhyme and Rhythm along with assonance, onomatopoeia must be retained (Newmark, 1981). He emphasizes the importance of sound in crating poetic effect and considers it the most difficult part to retain.

- Socio-cultural Problems Edward Said (1994) describes four major cultural categories such as ideas, behavior, product, and ecology which are socio cultural norms very difficult to translate. Belief, cultural values, and institutions come in a broader term ideas, while customs and habits form behavior. Art, music and artifacts come under products of a culture and finally ecology depicts geographical features of the surroundings. So in translation these factors are also important to retain.

- In literal translation, a translator does unit-to-unit translation. The translation unit may range from word to larger units such as phrase or clause. But in literary translation super ordinates are used which embody essence of the lower ranks Said (1994) has explained well along with Newmark (1981).The writer does not assert that one procedure is superior to the others. It depends on the situation. Considering the aesthetic and expressive functions a poem is carrying, a translator should try to find the cultural equivalent or the nearest equivalent (synonym) first before trying the other procedures

Things to be kept in mind while Translating Poetry

Translation of poetry is a highly demanding activity. The plant must spring again from its seed, or it will bear no flower(Basnett & A. Lefevere 2001).There are certain things to be kept in mind while translating poetry, these are as follows,

- Literary text is translated differently than non- literary.
- Literary texts belong to the world of imagination. So the writer's thoughts and emotions must also be kept in mind while translating.
- Literary texts are about persons and non- literary ones are about objects.
- The translator must have enough knowledge of both languages to translate faithfully.
- It is important to keep the original essence of the source text.
- The translator should also ensure that the translated version also gets the same status as the original text had. The target reader should also enjoy it the way source reader did.

Issue of Equivalence in Translating Poetry

Equivalence is of different types as total equivalence (Albrecht 1973); functional equivalence (Jager, 1973); equivalence in difference (Jakobson, 1966); retention (maintenance) of translation invariance on the content level (Kade 1968); equality of textual effect (Koller, 1972)' illusionist vs. anti-illusionist translation (Levy, 1969); closest natural equivalent (Nida, 1964); formal correspondence vs. dynamic equivalence (Nida, 1964)(one way of defining a DE translation is to describe it as 'the closest natural equivalent to the source-language message'. This type of definition contains three terms: 1) equivalent, which points toward the source-language message, 2) natural, which points toward the receptor language and 3) closest, which binds the two orientations together on the basis of the highest degree of approximation); stylistic equivalence (Popovic,1976); functional invariance (Roganova,1971); communicative equivalence (Reiss, 1976); pragmatic appropriateness of translation (Kopczynski, 1980); text-pragmatic equivalence (all the above citations are quoted from Wilss, 1980).

Issue of Translatability

The problem of converting a truthful account in TL becomes very difficult. This is the issue of translatability .According to J.C. Catford (2000) it is of two different types, linguistic translatability and Cultural translatability where no grammatical or stylistic equivalence are required. Popovic(1988) also describes two types of untranslatability situations first is when linguistic element cannot be replaced second is when linguistic expression of the original cannot find any equivalent in the target language and culture (quoted in Bassnet,1988).

Models of assessment of Translations

We have different types of models of assessment of the quality of translations. Pragmatic models are one of them developed Koller (1974) and Reiss (1968, 1971a, b, 1973). Malcolm Williams divides Translation Quality Assessment Models into two main types:

1. Models with a quantitative dimension, such as SEPT (1979) and Sical (1986), and
2. Models with non-quantitative, textological dimension such as Nord (1991) and House (1997).

House has divided all efforts to build an assessment model into three classes:
1. The pre-linguistic studies, when no definite model was made.
2. Psycholinguistic studies, w hen effects of translation were measured by readers 'response
3. The source text based studies, which are based on linguistic criteria to explain ST and TT

House proposed her model as TQA (Translation Quality Assessment) model (1976, 1997).

TQA- (Translation Quality Assessment) model
Julianne House (1976, 1997) proposed her TQA (Translation Quality Assessment) model with the premise that the real worth of a translated work lies in the transference of meaning. The term 'meaning' is multi-dimensional one basically has three important sides; Semantic, pragmatic, and textual which have to be kept in

mind while translating a written text. The end result of any translation is getting functional equivalence. For this both linguistic and contextual context is kept in mind. According to her we often find two types of mismatches overtly erroneous error and covertly erroneous error. House classified translations into two group's namely overt translations and covert translations. All types of texts fall within the range of these two categories,

In Overt translation the reader of the target text is not in direct communication with the translator but it is based on SL and culture. It is a simple translation in which the cultural identity is retained. It is further divided into two types Overt Historically-linked and Overt Timeless translations (House, 1976). This type of translation is not same as the target text but looks like a translation. Overt translation group includes religious, political and literary genres.

In Covert translation, a translation looks like an original text not a translated work. It is "a translation which enjoys the status of being an original source text in the target culture" as says Munday (2001). It does not look like a translation but original one after modifications made by the translator according to the TT. Moreover in covert translations we need a Cultural Filter. Covert translation group includes scientific, journalistic, travelogues, business circulars.

Harris Hermansyah Setiajid (2003) considers House's model to be rooted in Halliday's systemic Functional linguistics where context is given central importance both in ST and TT while translating any text. This model concentrates on register and genre analysis. This is based on socio-semiotic approach reinforcing ideational, interpersonal and pragmatic meaning.

METHOD
For this paper two poems by Faiz and two poems of Parveen Shaakir have been analyzed by TQA. The researcher has selected linguistic model. Contrastive analysis of translations by different English translators is made. Translation Quality Assessment (TQA) Model is used that applies socio-semiotic approach. (House,1976,1997).The quality is assessed on the basis of the following major levels proposed in the model:

- Lexical analysis: among lexemes' long noun based adjectival and verb phrases particularly Personated Urdu phrases are chosen.
- Syntactical analysis: length of the phrase or verse is intact or not.
- Lyrical analysis: transfer of musicality; loss of aesthetic value.
- Pragmatic and socio-semiotic analysis: It would be based on pragmatic analysis of the poems following these points by studying
- Certain steps are taken as follows as per the requirement of this model;
- A register analysis of Source text – that is literary language used in Urdu.
- A description of source text genre_ that is poetry in this case.
- A statement of function of source text_ that is aesthetic pleasure in this case.
- An equal treatment to the TT_ that is literary English in poetic forms in this case.
- A comparison is drawn_ both versions are compared in this case, (original and translated)

- A categorization of errors into covertly erroneous or overtly erroneous_ comparison and discussion in this case to point out in-equivalence and all errors are overt as categorized by house. This is translation of poetry that is one literary genre so errors are of overt type especially of style variation.

A. Types of errors are divided into five subcategories
- Wrong translations: This consists of those mistakes which comprise complete distortion of meaning.
- Not translated: This comprises those words/expressions which are not translated either because of translator's negligence or not being able to translate.
- Deficiencies in translation: This means that there exists a little distortion of meaning, partial transference of meaning or not complete faithfulness to ST but not so severe.
- Creative translations: Here, the translator has translated the ST somehow freely by adding some extra words/information or so which were not necessary.
- Breach of SL and TL system: This is concerned with deviations due to the difference in the SL and TL norms and syntactic limitations. These two contribute towards stylistic deviations in translated work.

B. Different translations are compared. The translators are divided into two groups;
- Group-1- Bilingual Translators having Urdu as L1-They had command over SLT. (Hashmi, Hussian, Aagha, Rehman). These translators have complete knowledge of social as well as linguistic norms of the ST.
- Group-2- Bilingual Translators having command over TL norms. (V.G.Kiernan, N.Lazard, V. Seth, Kumar). These translators can further be divided into two groups one having complete ignorance of ST's cultural and pragmatic norms and language both.(V.G.Kiernan, N.Lazard) and the other having some idea of the cultural norms and pragmatics.(V Seth, S. Kumar).

PROVIDING STATEMENT OF QUALITY
The above mentioned translators are further divided into two groups. This is to check whether poets can translate better than prose translators or it makes no difference.

Group-1- The Poet Translators– The Poets who know Stylistic Devices of poetry as being poets themselves (V.G. Kiernan, Hashmi, Hussian, Agha, and Rehman).

Group -2 The Prose Translators—Translators who were not poets by themselves but translated poetry. (Lazard, Seth).

Conclusion
Conclusion is drawn on the basis of the findings.

DATA ANALYSIS, FINDINGS AND DISCUSSION
Sample 1; Meray Paas Raho (Appendix-A).
This is a highly deceptive poem written by Faiz Ahmad Faiz which apparently looks like a desire of communion but in fact it is a requiem. It was written with the background tragedy of civil war that was going on in the country at that time. As a result of a military coup sudden changes occurred in the political scene. These changes brought about great distress for the progressive poets like Faiz which were expressed through his poetry.

The data has been tabulated. These tables 1-12(Appendix-E) show the lexical choices of the poets while translating these poems. Our criterion is wrong translation, not translated, deficiency in translation, creative translation and breach in SLT and TLT.

The table-1 (Appendix-E) shows lexical choices of Hashmi and the findings according to the above mentioned grid. It shows that Hashmi has translated with very simple words selection. This selection shows that he has given more importance to the meaning than style or ornamentation. His choice of TT lexemes is not as powerful as is the original text.

The table-2 (Appendix-E) shows lexical choices of Lazard and the findings according to the above mentioned grid. It shows that Lazard has selected very appropriate words which not only convey the meanings but also the delicacy of thought. Although she is not aware of our typical culture even then she has grasped the symbolic meaning. She has been more creative

The table-3 (Appendix-E) shows the lexical choices of Kiernan. He himself was a poet so he has given more importance to the essence. His selected diction is simple but elegant

Summary of the Findings of the lexical, Lyrical and syntactic Analysis of Sample -1
The table-4 (Appendix-E) shows the lyrical and syntactic choices of these translators that different translators have translated the same poem in their different styles. All of them have tried to keep their translations as close to the original as possible. The translation of Kiernan(Table-4) shows more lyrical quality as he is poet himself while Lazard(Table-4) shows a better understanding of the stylistic devices. Hashmi's translations (Table-4) are not as lyrical as they are accurate. His understanding of the source culture has helped him. The important thing to note here is that nobody has tried to go beneath the symbolic meanings or translate in figurative language. All three translations are verbal. The words selection of all three translators depicts superficial meaning of the poem .They have selected those words which convey the essence of the original words.

Discussion on Sample-1
After analyzing the lexical, syntactic and lyrical choices of all the poets it can be decided now that Hashmi's lexical choices are literal while Lazard has a better comprehension of the in visible meanings. She has tried to choose those lexical items and syntactic forms which can create more emphatic effect. Whereas Kiernan's lexical choices are more powerful than his syntactic constructions. The reason may be Lazard has translated it after discussion with the poet himself who guided her to those hidden areas of the poetic form which lie behind the apparent words. As far as the syntactic construction is concerned the original tense is present but in Urdu we mix present with near future and near past, "chalay"',raho"," taknay lagay" ,"na banay"etc which in English have been translated in Present Indefinite ,and progressive with perfect here and there to show the syntactical difference in two languages. The use of context and co-text of the translation by Hashmi is literal, while that of Lazard is aesthetic, and that of Kiernan is prosaic. References are aptly used by all three to the same object "raat", which has been personified and then the whole poem acquires the form of a long sustained metaphor. Inference which one draws is anticipatory. As far as presuppositions are concerned poetry can be enjoyed only when the reader has the sense of the whole scenario and the poet assumes his reader to be the listener of that shared experience. Anaphoric references have successfully maintained this cooperation. Speech act used by the all three is imperative in the form of a request. As far as linguistic politeness is concerned, ideas about this vary from culture to culture, so in eastern culture beloved is given an exalted place. So Hashmi's translation shows

this reverence where as Lazard and Kiernan's translations show a comparatively intimate frankness, near to the Faiz's style. Cohesion has been created by a common subject, and all the metaphors used to depict misery create coherence. This element is more effective in Lazard than others. The preferred structure is that of a monologue, rather a dramatic monologue where one can visualize the context on the basis of linguistic data. All three have maintained this feature but as the genre used by Faiz is Nazam, they have used Free verse.

Sample-2 (Appendix-B)
This is a lighter poem by the same poet which celebrates his memories of imprisonment. The loneliness and the experience of a golden time kept the spirits of the poet up. This is clearly depicted through deeply involved sentiment expressed in the poem.

Summary of the Findings and Analysis of sample-2 –Yaad
This delicate stanza shows a very simple treatment to a universal theme – lost love's remembrance- a soothing experience. Even then we can see in the above table that everyone has translated it in his own style. Our model of analysis based on wrong translation, partial translation, lost, creative translation and breach of ST-TT shows very little serious differences. Simile and a long sustained metaphor used were retained by the translators.

Kiernan's translation shows (Table-5) the lexical choices of Kiernan. He has made use of word" like" to serve the purpose, of comparison.

Same is the case with Imdad Hussain (Table-6) who has used very idiomatic expression. Whereas Kumar (Table-7) has used verbal equivalents which have conveyed only a partial meaning . Therefore the delicacy of thought is not expressed well in the translation fully.

Aagha Shahid Ali (Table-8) has made his own choices other than the poet. He has not used idiomatic expression but have relied on simple word to word rendering of meanings. Rehman (Table-9) has used very delicate poetic expression so the sense has been conveyed very forcefully. He has translated it good.

Seth has used very prose like expression and very simple diction. His expression has become very flat due to this straight forward use of words (Table -10).

The lexical choices coincide with syntactic structures as used by each as shown in the table-11(Appendix-E). Speech act used indirect and more spherically declarative by all. Being a highly subjective experience apparently the stanza has been translated in the same vain. All the metaphors are woven together to knit the unity of the expression. So it can be said that more or less all of them have been quite successful in getting closer to the original verses composed by the poet himself.(The table-11 Appendix-E)

Discussion on Sample .2
This stanza shows those human sentiments which we as being sentiment beings share on equal level so is very beautifully been described by all the translators . Apparently addressed to beloved this in fact was a nostalgic feeling during exile, but as the translators have maintained the surface meaning they have been successful even then. Linguistic context of the words reinforces the effect of metaphors used earlier. Deictical markers are used by all the translators to refer back and forth in the context of the poem. This short stanza has nothing to convey symbolically so almost all the translators have successfully translated it without much loss or gain of meaning. It proves our hypothesis that simple poetry is easier to translate even without being aware of the personal life experiences of the poet . More over this stanza was in a very

simple Urdu which was easier to comprehend and therefore easier to transfer in the target language. Most of the translators were of the same Cultural background it also proved to be an added help. These translators were poets themselves so they translated it in the target language without any difficulty.

Findings and Analysis of sample -3 and 4
- Sample -3 Humsab Dr Faustus hen by Parween Shakir and
- Sample -4 Aik Pegham by Perveen Shakir

Parveen Shakir (1952–1994), is considered to be the poetess of delicate human emotions. Highly feminine in her style she gave vent to the feelings of love and dejection in love as a young girl feels in a patriarchic society. She celebrates loves' jubilation when returned and also laments when deserted. She enjoyed unsurpassed love and fame throughout the Urdu language readers not only in her life but even after her death. She introduced a new style in Urdu poetry she is the author of Khushboo, Sad-Barg, Khud-Kalami, and Mah-e-Tamam.

Aalamgir Hashmi has translated her poetry in English who himself is a poet of good repute. He is not only a poet but also a critic this is why his translations have been selected for this study. The purpose behind studying the translations of Shakir is to see that whether a poetic genre in which she is an expert can be translated in any other language provides same aesthetic pleasure or not. These poems are by Pareen Shakir who was the first most popular female poetess of Pakistan. The poem and its translation mirror each other; the translator belonged to the same part of the world so was familiar with the language of the poetess. He has translated it literally, word by word rendering. The important thing to note here is that the poem is in free verse so the restrictions of form were not applicable at it. This is why he has very comfortably translated the poem. More over its theme was universal human theme which everyone can readily understand.

Discussion on sample-3and 4
The table-12 (Appendix-E) shows that that type of poetry that conveys human sentiments and universal emotions is easier to translate the lexical choices are easy to make and if form is a free verse then it becomes easier to translate it in any target language. (It was English in this study).

Perveen Shakir's poetry is dealing with basic human sentiments this is why very easy to understand. Moreover her genre of poetic form is very easy to translate as she often uses free verse and ghazals. This reinforces the thesis of this study that poetry is translatable in certain types. The problem comes with the use of figurative language and symbolic meaning.

The comparison shown in the table-12 (Appendix-E) that Hashmi has very simply translated the poems in their free verse style by translating them line wise. It seems that word to word translation serves the purpose of such simple thoughts.

To sum up the whole study we can readdress our basic premise that whether poetry is translatable or not depends upon the level of awareness of the translator's contextual knowledge along with command over two languages.(SL and TL) .The study of what speaker means or speaker meaning is called pragmatics. The study of invisible meaning is pragmatics this is how we recognize what is meant even when it is not said or written .We have to depend upon a lot of shared assumptions and expectations when they try to communicate. Our mutual

cultural, lexical, social and biographical knowledge helps to construct this meaning. So context plays an important role in the understanding of some literary work.

There are different kinds of contexts, the linguistic context or the co-text. The co-text of a word is set of other words used in the same phrase or sentence. The surrounding co-text has a strong affect of what we think the word probably means. We normally do this on the basis of linguistic context whether a word is used as a subject object or verb in the syntactic structure. Generally we decide on the basis of physical context not real but present in the mind, on the basis of which we interpret a word. Our understanding of what we read much depends on this physical context processing particularly the time and place in which we get that linguistic expression. So in order to understand the message of the poet we have to get the knowledge of its context. Deixis are also important if we do not know the physical context of the speaker or the writer we cannot interpret some very simple words like here there it that etc. there are certain words which are called are called deictical markers play an important role in understanding meaning. Central deifies, person deixis, special diexis, temporal deifies pointing to the time, non-central deistical markers, social deifies and personal diexis are all important. Same is the case with reference.

In deixis words refer to something but in fact words do not refer, these are people who refer. We have to define reference as an act by which a speaker or writer uses language to enable listeners or readers to understand the message. To perform an act of reference we use proper nouns having its unique reference. As a translator, we have to identify the range of reference of each lexical item only then we can understand the message of the poet.

A successful act of reference depends upon the reader's ability to understand and recognize what the writer wants to say rather than on dictionary meanings. The additional information used by the listener/reader to create a connection between what is said and what is meant is known as inference. This is success of a good translator that he makes a sense and a translates it to convey his inference. During this process we usually make distinction between new referent and referring back to previous things. This referring back is called the anaphora and the former is antecedent anaphora is can be defined as a subsequent reference to an already introduced referent. The connection between anaphora and incident is established by using a pronoun or proform. This is very important to mark while translating a piece of poetry as it has often inverted structure of its verses. We design our linguistic message on the basis of large scale supposition that the reader already knows what we are intending to say. Some assumptions which a speaker or writer assumes are true or known by the reader or listener are presuppositions. A poet often assumes that his reader already knows his intentions. This shared knowledge is what makes translation difficult for a foreign translator. The texts have certain structure that depends on the factors quite different from the structures in single sentence. These are called cohesion are cohesive ties are needed to fill in lots of gaps that exists in the text. We have to create meaningful connection that is not actually expressed by the words and sentences. So all this makes clear that pragmatics along with linguistics plays an important role in understanding poetry as well as its translation.

CONCLUSION

The task of translating poetry requires more expertise than prose. This study tried to explore those things which make efforts of translating poetry successful and those weak points which take the reader away from the original text. It was done by evaluating poems of different types by two poets. One was a poet philosopher while the other was a poet of human sentiments. Different translations were selected by different translators who were both native as well nonnative. Their works were evaluated to decide which translator has been successful in

converting the personal lexicon of the poets into his translated work. For this the researcher selected Faiz Ahmad Faiz's translations in English, and Parveen Shakir's two poems. The TQA was used to analyze the quality of translations. It had certain steps namely, a register analysis of the Source text that is in this case was literary language used in Urdu poetry,

A description of source text genre that is poetry. A statement of function of source text was determined that was to provide aesthetic pleasure in this case.

The same procedure was done to categorize the TT that was literary English in poetic forms in this case. After wards versions, original poetry and translated works were compared and contrasted. This was done with help of a grid of categorization. This grid categorized of errors to point out in-equivalence. This grid was based on five types of subcategories. Firstly; wrong translations to point ou those mistakes which result in complete distortion of meaning. Secondly;

Those parts of the original which were not translated this pointed out those words/expressions which are not translated either because of translator's negligence or not being able to translate.

Thirdly; deficiencies in translation were checked to categorize the degree of untranslatability. This ranged from a little distortion of meaning, partial transference of meaning or not complete faithfulness to ST but not so severe.

Fourthly; creativity in translations was checked that how far the translator has translated the ST somehow freely by adding some extra words/information or so which were not necessary. Fifthly and finally any breach of TL system and SL system was studied to highlight deviation of the TL norms or syntactic choices. All this helped in lexical, syntactical, lyrical and pragmatic and socio-semiotic analysis.

The sample size was limited to two poems of each poet. The selected sample was a depiction of different periods of poet's life, related with his/her different poetic periods. These poems were often translated for their unique appeal. They have both aesthetic and thematic value. As it was assumed that human sentiments of love, dejection and betrayal which are universal are readily felt by everyone. So the poetry which shows such themes was easier to translate. Whereas those poets who have some hidden message underlying their poetry are difficult to translate. This was proved by the translated work of Parween Shakir which dealt with basic human feelings of love and dejection. These were very easily translated this was not the case with Faiz's poem Meray Pass Raho. Only that translator who was well aware of the background could translate successfully. It was translated by Shoab Hashmi, Noami Lazard, Kiernan All translated it differently. These three translators were chosen with the presumption that whether a native (Shoab Hashmi) translator who can understand the poet's message can translate it better than others (Kiernan and Lazard) who were non natives. Here one important thing should be mentioned that one of the translators was Noami Lazard who was non native but she translated well because Faiz himself guided her by providing all the necessary details about the poems. This proved the hypothesis of the study that context plays an important role in understanding the hidden meaning of the poem. Third translator Kiernan seemed not as effective because he did literal translation most of the time.

Faiz as a poet is both modern as well as classical. He is modern in thought but classical in selection of diction and genre of expression. His dominant themes are anti- imperialism, progressiveness and struggle against dogmatism. He used poetry as an expression of his thought to provoke masses. Faiz's very alive soul which was aware of all the contemporary crises of his day got its vent in his famous ghazals and nazams symbolically. His beloved was his motherland most of the time which apparently is taken for some human beloved. His deep philosophy underlies his deceptively romantic and simple poems. This is why it becomes very difficult to translate his similes, epithets, symbols allegories and personifications.

As far as Yaad is concerned, it was translated by five different translators Kiernan, Husain, Aagha, Seth, Kumar, and Rehman. All were almost equal in depicting the essence of the original as it was a simple poem related with human sentiments. So it can be concluded that translation is a difficult art. It requires excellent command of both the languages. Translating poetry is even more difficult. English translations by the native Urdu speakers fill socio-cultural and semantic gaps. It is observed that Non-natives lack vitality of the literary and linguistic equivalence. This is why native Urdu speakers cannot enjoy English translations. Even then translations are significant to spread the poet's message of compassion for humanism, peace, justice, and harmony worldwide.

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Bakhtin and Multicuturalism-Bakhtin revisited in Paoulo Coehlo

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Abstract

Mikhail Bakhtin(1895-1975),a Russian philosopher, thinker and above all a discourse theorist with his own linguistic philosophy was brought into the limelight in 1960s from the attic memory is considered to be a stir in the town. Bakhtinian philosophy of language can be defined in terms of his concepts about linguistic ability. His dialogism. a specie specific ('human not atomized'), considered to be a continuous dialogue ('dialogism') that is ever going never finalized ('unfinalizable'), created ('creative'), developed ('action and response'), evolved ('evolution') in a context ('social phenomenon'), bounded by a spatio-temporal frame ('chronotopes') between interlocutors ('I', 'me','other',and 'others') generates response in the listener by motivating the others to reflect their thoughts in the form of a live event ('heteroglossia'-'polyphony' The pivotal feature of this polyphony is the independence of different voices giving individuality to an expression. Paulo Coelho born in 1947 at Brazil as a 'dead boy' brought Bakhtin's dialogics in action in its fullest. He spent his early life in Brazil as a warrior's l while struggling for survival. This was this struggle that equates him with Bakhtin who was also an epitome of resistance against odds both physical and social . Multiculturalism in a broader sense is an amalgamation of different cultures where each allows the other a space for self expression as well as respect to preserve the identity of their community or nation on their own terms. The present study has compared both philosophers on thematic level to show that a multicultural society is the solution of today's extremism in attitudes on global level. The sample taken for comparison of themes is one novel 'The Zahir' of Coelho. It reflects some of the major themes of the writer which are in the same vein of the philosophical genius of Bakhtin.

Key Words: Dialogism, Heteroglossia, Choronotop, Polyphony, Carnval. Multiculturalism

INTRODUCTION

Mikhail Bakhtin(1895-1975),a Russian philosopher, thinker and above all a discourse theorist with his own linguistic philosophy was brought into the limelight in 1960s from the attic memory is considered to be a stir in the town. Bakhtin born, brought up and groomed in Stalin regime was an epitome of resistance against the cliché ridden tradition. A significant voice, silenced by its habitat could no longer be concealed from the world outside Russia soon after his translations in foreign languages. Surprised the people by its rich repertoire of creative novelty and herald of change in the existing beliefs about typologies of discourse. Kept in between structuralists and constructivists related with Russian formalists, he stands alone with his bent towards subjective freedom and internal relations within language. He was not a Marxist but associated with Formalists because he was a system builder which was based on open ended connections. He always valued Vygotsky's ideas who believed that all that is internal in the higher mental functions was once external...the internalization of language as a social tool.(Vygotsky,1991).Gave priority to parole over langue.

Bakhtin's main interest was presentation of a linguistic theory that was based on his dialogic principle, called dialogism, deeply rooted in society. Reversing the equation of generation of meaning within sign and another sign (as structuralism believes) to the existence of meaning in language USE. He gave the utterance a primacy over system as a live event. His firm belief in the presence of an eternal dialogue as a basic ingredient of all pervasive human verbal communication in contrast to a monologic authority brought a puff of fresh air in the existing linguistic theory.

Bakhtin placed this dialogue in frames of time and space without which it cannot be understood. This is his concept of 'chronotopes' that brings aconnectedness. Things do not occur in themselves but in relation to others('a relative reality') .So context is very important as truth can be established by addressivity, engagement and commitment in a particular context('denial of transcendence of difference') in an ever changing world of discursive struggle('carnivalesque') a popular culture with centripetal and centrifugal forces posing threat to 'folk' and 'festive' languages.

Bakhtin opposes monoglossical dominance('linguistic hegemony') to avoid 'language death' for this he prefers selection of stable types of utterances('speech genre') that is flexible giving freedom to the speaker within its set of chronotopes.(novel over poetry). A narrative in which everyone gets an equal chance of expression than a monologue(epic). He calls speech genres a tabloid discourse with its own rules according to its usage.). An utterance as a molecule consists of words as atoms which constitutes a discourse on the higher level('ideological'). A chain of events which triggers action and counteraction in the participants as an unending process, dissipating thought'(idea') in novel individual varieties('subjectivity'). Even when one is alone he is in a state of dialogue either with his surrounding or with his inner self('internalized dialogism'). Bakhtin separates being from I as a subject of the utterance and believes in co-being as an essential part of the being. Polyphony and heteroglossia are the concept which reinforce his dialogism standing for the presence of multiple voices instead of an authoritative voice of a dogma. His pluralistic Polyphony is of nominative type among the two types imitative and nominative.

THE PURPOSE OF THE STUDY

The purpose of the current study is to present comparison between the philosophers of two different times. Today's fiction is considered to be of lower quality and people do not give that respect and wheitage to the fiction writers and their works which is given to the writers of the past.Poulo Coelho has influenced the thoughts of the millions. Bakhtin on the other hand was kept in forgetfulness. When Julia Kriestive brought his philosophy in limelight world respected the views of this philosophy seriously. The purpose of the study is to show that both shared almost same theories therefore must be appricited on the same level. Both were in fever of a coexistence among individual as well as collective thought . This is much needed paneca of the current problem of fundamentalism and extremism.

SIGNIFICANCE OF THE STUDY

Today s world is in dire need of philosophers like Bakhtin who taught how to discover oneself in order to get a balanced approach towards life.When we learn to give space to other's thoughts and learn the art of co existence , life becomes worth living. We are bounded by temeporal and spatial bounds what we do today can become part of a universal theme if we are ready to become a useful part of this universal design of harmony , like actore playing their role accurately in this carnivalof life. So it is a type of resistance against mono-culturalism-the desire to enforce one social and cultural order on all members of a society and then the world on a larger scale.Poulo Coehlo s message is also same discover thyself. This study will bring a

change in thought about commercial writers who live in today 's world. It will provide a new beginning to the philosophy of Bakhtin revisited in the works of Poulo Coehlo.

Sample Size

Coelho's characters seek reality through dialogue by indulging in communication at all levels. These dialogue unfold the main themes of the novel which are usually obstacles both physical and psychological. Such intrigues are depicted trough dialogues which unfold the internal personality of the character whether it is Santiago of The Alchemist, Chantal Prym of 'The Devil And Miss Prym' or Esther of the Zaahir…he develops his characters through their speech which is always in a continuity never finalized. Coelho's characters are tied with each other with social and family ties having a very strong sense of belonging not only with their surroundings but also with their own self. These are all common men and women who are leading apparently a normal life but suddenly rise one day to know the ultimate truth objectively. The readers relate themselves with these characters as usually they are unnamed. Now let us discuss The Zahir.

Significance of the Sample Selected

RESEARCH QUESTIONS

- Do we need a philosophy in the current scenario to promote linguistic tolerance?
- To which extent Bakhtinian philosophy is presenting a solution to the psychological problems of individuals?
- How far Poulo Coehlo is similar to Bakhtinian Dialogism?

Elaboration of the Research Question

The current study has a hypothesis that poetry is difficult to translate. It is so because meaning is often distorted when someone translates the work of a language and culture to another language and culture both on the level of lexemes and syntax. This is due to cultural expressions that are difficult to transfer from SLT to TLT. These seem to pose problem. But situation becomes more difficult if it is the translation of poetry which requires additional things to take care of. These are stylistic devices used, poetic form employed, figures of speech used, and retention of musicality and rhythm of poetic verse. If poetry is symbolic it adds to the problem of untranslatability if the translator is not able to understand the personal lexicon of the poet.

The poet's biography tells us about various periods of the poet's life, his poetry should be read keeping in view the context in which it was written. (Appendix-F)

One has to correlate poet's life's different periods with his creative output in order to understand the underlying reality .To be better placed we need pragmatic knowledge to judge the degree of allusions which take the reader away from reality or towards reality. This conceptual paper will tell us how different people have interpreted Faiz's message. As far as Parveen Shakir is concerned these two poems belong to two distinct periods of her life. (Appendix-G) This would be a comparative cum descriptive study.

RESEARCH DESIGN

The current study has an introduction comprising the purpose, the background and significance of the study. This leads us to our research question. This is to be studied after

selection of an appropriate sample. This sample would be analyzed on the basis of our purpose of the study. Then the conclusion would be drawn.

METHOD

As a novelist Poulo Coehlo has produced many memorable novels and characters , It is beyond the scope of this study to discuss all of them. One of his novels ,Zahir, has been selected as sample. This novel has been thoroughly analyzed on thematic level. The purpose of the study is to draw a comparison between the works of Bakhtin and Coehlo on thematic level, this is done by going through some major novels of the same writer, namely, Alchemist(A Pilgrimage of a soul in his own quest) , The Winner stands Alone, Eleven Minutes,Brida, The Devil and Miss Prym,(fictional),The Pilgramage, Valkyries and Aleph,(autobiographical), Zahir,(a pilgrimage) has been selected to discuss the basic themes.

DATA ANALYSIS, FINDINGS AND DISCUSSION

The Zahir

The Zahir as the name depicts is related with the exterior. Taken from Islamic mythology it is an object that traps the one who look at it. This was the title of Borges(1969) short story This is a story of a world famous writer whose wife, Esther disappears and he searches for her to know the reason of this breach of conjugal trust. He meets a friend of his wife, Mikhail who takes him to a place where people use to gather and narrate their own experiences in order to revive the old tradition of folk talk to share each others' problems. The theme here is that reality is many facets and sometimes we cannot see the whole picture from one spectacle. Someone else s view as an outsider view may proves helpful. This was a new experience for the writer so is surprised and thinks that first he has to find himself. He discusses this with Marie his recent love this who suggests him to go for this search. He goes in search of Zahir as well her through foreign lands. Marriage is compared with a track of railway which always stay but never join each other. He goes from France to Kazakhstan symbolic of a stagnant life towards a mysterious land of unseen potentialities of the soul. Finally he reaches her and understands the secret of his heart from this quest. The secret is need of communication among humans in order to save relationships.

Organizational Patterns

The novel starts with an introduction and the is divided in parts like, I am a free man, Hans's question, Ariadne's thread, The return to Ithac. It is a journey from unknown towards known for moral, spiritual, and intellectual illumination. As the contexts keeps on changing so is the language leading towards polyphony and heteroglossia.

Foreshadowing

The consistent mentioning of the Zahir and blood soaked pieces of thread are ominously present throughout the narrative shows foreshadowing. A narrative voice is there that comments on the growth of different characters.

Irony of the situation is that the characters searching for others start searching for their own self and find actual presence in the interior of their soul instead of exterior.

Affective Issues Related to the Work

It raises certain questions in the mind of the characters through dialogues.
Do we have friends? What is freedom? What is love?
What is this we call Identity? Do we know ourselves?
How others see us?

Vocabulary

Language is very simple as the syntax is very simple but localized version of language are there which are according to the class and context of the speakers.

"The novel is designed not to be an artificial construct but rather to represent the subjectivity and multiplicity of the real world, which, in Bakhtin's age, is Einstenian" (Stone, 2008, p. 413).

'The whole of Bakhtin's break through, known as polyphony, is to introduce "a third perspective into the author-hero relation—that of the reader" (Stone, 2008, p. 411). It is evident in Coelho's work, that he is conscious of this third perspective, for at all times he posits himself as the implied protagonist who is in intimate dialogue with himself and by extension with his readers, who, by reading his novels, share his quest for answer, but as readers not co-writers(Figrureodo,2012)Time and Space as Dialogic-Textual Coordinatesthe action of the novel.

The third point of view on the world of the novel had the same decentering effect on Bakhtin's early Kantian aesthetics as did Einstein's introduction of another observer on a Newtonian physical world. Bakhtin began to use a relativistic worldview in his 1929 invention of polyphony but realized it to be relativistic decades later. When Bakhtin goes to formulate an approach to literary time that hinges on change, multiplicity, and an intimate bonding of space and time, Einstein reemerges in his writing as a key intellectual precursor says Figoureodo(2012) in his study. Bakhtin's (1937-1938)essay "Forms of Time and the Chronotope in the Novel", introducing a literary fusion of time and space in the hybrid idea of a chronotope, is a significant intermediary step between his early and late explications of polyphony (as cited in Stone, 2008, p. 411).Within the text, the space-time coordinates are apparent for the sake of the construction of the literary world. The dividing line, however, becomes more and more dissolved, because the sequence of events becomes more symbolic, rather than having to adhere to a linear notion of reality. For Bakhtin: The very idea of a chronotope, an appreciation of time that is dependent on the position of the actor, requires a degree of instability that excludes the possibility of absolute time and space. Without a solid scientific foundation, the chronotope is merely an abstract critical term and not the cultural and material reality Bakhtin desired. We see his greater project for the novel—the interweaving of the novelistic world and the real world of the reader—emerging at this point. But it has not fully appeared, and thus this comparison is not bold enough to topple the distinction between an aesthetic world and the physical world. Instead it binds the two with a rigid parallel existence, formally maintaining this distinction while simultaneously and subtly (in parentheses) beginning to undermine it.

CONCLUSION

Bakhtin as a philosopher has a multidimensional influence of his theory of dialogism on the literary scene of the day. His concept of the unseen presence of continuous dialogue with everyone and in everyone has opened up the blind alleys of tyranny, dogmatism and autocracy throughout the world soon after his introduction to the masses. As a habitant of a world of widening horizons with things yet to discover, issues yet to settle, problems yet to resolve this message of mutual negotiation and negotiation with one's self would prove a panacea for the sick humanity.

In Coehlo, the reader is made aware of prior readings and of a correlation between the writer as reader of the universe and Einstein's theories. Coelho takes it further into an analysis of the

meaning of a quest that drives his protagonists to travel, to write, and to connect with others. Stone (2008) stated that "Einstein was a great reader of the universe, able to see something hitherto unnoticed. Bakhtin admired such talented readers and strove to be one himself" (p. 417). In The Zahir, the references to Einstein are the most explicit, compared to Coelho's other novels. We find, for instance, outright mentions of Einstein in the section mentioned above (midway through the novel), as well as discussions of the idea of energy and its relation to the metaphysical. On page 91, we see an example in the following dialogue, a memory of the narrator discussing this with his wife Esther; their conversation encapsulates the theme of the book and the meaning of the Zahir:

> *"We need to find a way of channeling all this, of allowing the energy of this pure, absolute love to flow through our bodies and spread around us. The only person so far who has helped me understand this is a rather other-worldly interpreter who says he's had revelations about this energy."*
>
> *"Are you talking about the love of God?"*

"If someone is capable of loving his partner without restrictions, unconditionally, then he is manifesting the love of God. If the love of God becomes manifest, he will love his neighbor. If he loves his neighbor, he will love himself. If he loves himself, then everything returns to its proper place. History changes.' History will never change because of politics or conquests or theories or wars; that's mere repetition, it's been going on since the beginning of time. History will only change when we are able to use the energy of love, just as we use the energy of the wind, the seas, the atom." (Coelho, 2005b, p. 91)It is through this dialogue of the man and the woman, and through the stages of their interaction that problems are solved.

Implications for multiculturalism

This novel in set in different lands so it promotes tolerance and multiculturalism.A much needed thing in the world of blood and flesh, to save humanity from crippling materialism.A pilgrimage in the quest of one s soul is a worth persuiting goal.

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APPENDIX

Quotes from the novel: "When someone leaves, it's because someone else is about to arrive - I'll find love again. "In order to be able to find her, I first had to find myself" . "The energy of hatred won't get you anywhere; but the energy of forgiveness, which reveals itself through love, will transform your life in a positive way." "in love there is neither good nor evil, there is neither construction nor destruction, there is merely movement. And love changes the laws of nature." "Love is an untamed force. When we try to control it, it destroys us. When we try to imprison it, it enslaves us. When we try to understand it, it leaves us feeling lost and confused." "The most important thing in all human relationships is conversation, but people don't talk anymore, they don't sit down to talk and listen"

"...I came to realize that I was always looking for myself in the women I loved." "...I had convinced myself that I could only be happy with her, not because I loved her more than anything and anyone in the world, but because I thought only she could understand me; she knew my likes, my eccentricities, my way of seeing the world.......I was used to seeing the world through her eyes." "...suffering occurs when we want other people to love us in the way we imagine we want to be loved, and not in the way that love should manifest itself - free and untrammeled, guiding us with its force and driving us on.""Our true friends are those who are with us when the good things happen. They cheer us on and are pleased by our triumphs. False friends only appear at difficult times, with their sad, supportive faces, when, in fact, our suffering is serving to console them for their miserable lives."

Teaching of Geography in Uganda Secondary Schools: Reflections of Geography Teacher Trainees at the School of Education, Makerere University, Uganda

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Abstract

This paper examined the status of Geography Education in Secondary Schools of Uganda through the eyes of Geography teacher trainees. This study was based on a constructivist theory of learning. The teacher trainees with the guidance of the researcher were sent out to secondary schools in three Districts of Uganda. The eighty students in the class worked in groups of four each to carry out this study. Each group selected two schools, one well established with facilities and the other, a "third world" school which is rather deprived. The status of Geography in this study referred to the quality of teachers and students, availability of teaching materials, the teaching methods used by the in-service teachers, the learning environment, and use of technology, relevance of topics taught, availability of geography clubs and other learning activities. Results show that there is shortage of teaching materials, text books are outdated, teachers do not use interactive teaching methods, and some schools do not have qualified teachers and a general lack of well organized geography departments. They noted that well established schools with reasonable facilities are implementing the geography syllabus well and their performance in national examinations is good. Recommendations include; providing in-service courses, workshops, seminars to geography teachers in secondary schools, parents and government should work as a team to provide teaching/learning materials to schools. Schools to carry out career guidance to encourage students work hard and take their studies seriously.

Key words: Status of Geography, quality teachers, performance of geography.

INTRODUCTION

The quality of education is essential to the development of the human resource which facilitates the socio-economic development of a country. This is emphasised by Olaleye (2015) that education is the bedrock of societal development and every country invest huge resources in education in order to enhance socio-political, economic and technological advancement. The Council for Curriculum and Examination and Assessment, Northern Ireland (2000) emphasized that; our society today needs young people who are flexible, creative, and proactive young people who can solve problems, make decisions, think critically, communicate ideas effectively and work efficiently within teams and groups. This means the quality of education must enable teachers prepare learners develop competences that will make them self-reliant. Geography contributes a lot in this aspect. Geography is an interdisciplinary subject which is practical in nature and requires use of strategies that give the learner hands-on experiences. The discipline enables learners to meet a country's goals of education, exposes learners to useful life skills and professional attitude that meets the global labour market demands (Ondigi 2012). Other scholars, Lambert & Morgan (2010), Kimayu (2012) add on that geography inspires the learners to think about their own place in the world, their values, rights and responsibilities to

other people in the world. Geography helps students get a variety of knowledge and information about the people of various places understands their culture and life styles and appreciates the nature's gifts. Quality of education is a function of the quality of teachers/instructors, conductive physical facilities, equipment, up to-date quality books, library, as well as a sound system of monitoring/inspecting the quality of teaching and learning Lack of this means, constraints to geography teaching and learning in schools making it less effective. The focus of this study is to assess the status of geography teaching and learning in secondary schools of Uganda.

THE NATURE OF GEOGRAPHY

Geography is a discipline which seeks to explain the character of places and the distribution of features and events as they occur and change the surface of the earth. Geography is concerned with human – environment interactions in the context of specific places and locations, in addition to its central concern with space and place. The nature of geography is described by OFSTED (2008) as "Listen to news broadcast or open a newspaper and you cannot fail to be struck by the relevance of geography. This practical discipline enables us to understand change, conflict and key issues which impact on our lives today and which will affect our futures tomorrow. The floods in Cornwall and the destructive power of hurricanes in the Caribbean have highlighted changing climatic patterns and global warming. The devastation by the tsunami in the Indian Ocean and the world's reaction has further demonstrated the power of geography. Equally, war and conflict in the Middle East, water shortages, famine, migrations of peoples, disputes over oil, the complexities of world trade, interdependence, globalisation and debt are all major issues with which our world is grappling. All this is the geography of today and, in order to understand the intricacy of it, it is important that pupils learn about the world they live in and on which they depend. It is important that the citizens of tomorrow understand the management of risk, appreciate diversity, are aware of environmental issues, promote sustainability and respect human rights and social inclusion. If the aspiration of schools is to create pupils who are active and well rounded citizens, there is no more relevant subject than geography."(pp6-7)

The way geography is defined over time affects the way it is taught in schools and tertiary institutions. For example Edwards (1990) defined geography as a totally artificial construct that is produced in response to varying time and space; and specific social, economic and political forces. Teaching geography therefore must take into account the demands of a changing society.

GEOGRAPHY TEACHING / LEARNING

The purpose of teaching geography is to develop individuals that are responsible, know their country and can provide solutions for their problems (Akengin 2008). On the other hand OFSTED (2008) is of the view that;

> *"The study of geography stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and their environments are interconnected. It builds on pupils' own experiences to investigate places at all scales from the personal to the global"(pp7).*

Other people view geography as a subject where concepts, knowledge and skills are taught; students are provided with knowledge and information for sustainable development. Effective

teaching methods are essential for successful implementation of geography curriculum. Kolb and Kolb (2001) suggest that geography being a practical subject requires that learners should relate to the environment so that they learn in that experience. This experience has different effects on learner's abilities, and active experimentation deepens their understanding of the environment they live in. This is learning by reflection on the experiences. This translates into life long learning which they will use after schooling. Lambert & Morgan (2010) adds on that school geography should be considered within the broader observation about nature and contemporary society. Similarly Hamid and Merza (2012) informs geography educators that traditional methods of teaching geography are teacher cantered, effective in disseminating large amounts information. This the authors goes on, requires students to be passive learners; involving listening only. This learning environment presents a challenge in capturing and maintaining interest, securing the student understanding and retention. A challenging and meaningful learning experience ensures engagement and participation of students in learning activities. Many new visualization techniques, technology and practices in mapping have emerged. Modern modes of teaching recommended are problem solving, small group discussions, projects participation and cooperative learning;- fieldwork, role plays, games, music, these promote motivation and effective classroom management (Aikoterini 2010) Adeyemi (2008). Expected outcomes according to Lambert & Morgan (2010) are comprehensive skills and understanding of the distribution of resources. Qualitative and quantitative skills, understanding of environmental changes, as well as society and conservation of natural resources, should be of great concern in geography. Pre-service teachers' training, consequently, should include fieldwork / excursions and laboratory experiences, this practical nature of training for the core part of their career training and professional work is essential (Lambert & Morgan 2010).

THE GEOGRAPHY TEACHER

Teachers are expected to have more and more knowledge and skills to face and understand the challenges of a changing society. Teachers play a fundamental role in the development of the geography school teaching syllabus. What does it mean to be a good geography teacher? Dulama and Ilovan (2008) describes a good teacher simply as one with the attribute of understanding the essence of things; with competences, skills, ability and power of doing things, somebody's quality of doing things. They add on that one with competences using particular terminology in order to explain the geographical environment. The last attribute being one who has achieved skills and general learning methods and techniques of ICT. A geography teacher must be dynamic like the geography discipline, challenging, with a good knowledge of the learner's abilities. A teacher's competence is described as a shelter over his professionalism in doing the job of teaching. They add on that teachers' competence refers to the right way of conveying units of knowledge, application and skills to students. That is knowledge of content, processes, methods and means of conveying content. According to Omoro and Nato(2014), a good teacher is that who is creative in selecting the appropriate teaching/learning strategies that motivate the interest of his/her learner. Effective teaching depends on the competence of the teacher. Effective geography teachers use a range of approaches to support student learning;

- Create a supportive learning environment
- Encourage reflective thought and action
- Enhance the relevance of new learning
- Facilitate shared learning and experience, provide sufficient opportunities to learn, inquire into the teaching/learning relationships.

These approaches promote the following skills/abilities that employers look for and what are; dependability/reliability and responsibility, team work, positive attitudes, professionalism, willing to learn and communication skills (New Zealand Curriculum 2015). This curriculum emphasises that these key competencies promote "how skills" and relate to knowledge, attitudes and values and how skills can be used in interactions with others in different contexts. Competences of teachers are complex and changing; they look different in different context. They are developed through opportunities to use them in increasingly wide ranging and complex contexts. They support young people to become confident connected, actively involved, lifelong learners. A teacher should make geography learning fun by using a variety of materials and strategies. The teacher's personality according to Omoro and Nato (2004) Kagoda (2009) contributes a lot to the success of a lesson by;- the nature of the dressing, voice projection, correct pronunciation, proper information, facial expression and gestures. This affects the learner's enthusiasm to learning in the classroom.

In Uganda, when teachers leave college/university, there is little additional training after their Initial teacher training. The researcher therefore was interested in finding out how geography teachers are coping with changes taking place in the discipline and education as a whole. This is the focus of this study.

THE TEACHING / LEARNING MATERIALS

Facilities in a school promote effective teaching of geography. Geography laboratories with up-to-date textbooks visual and audio-visual teaching materials are essential for effective teaching of geography. A classroom may be converted into a laboratory which is self contained with most of materials that the teacher and students will need to utilize; box cases, magazines, racks, newspapers, maps, campus, measuring tapes, globes, atlases, etc. (Kimayu 2012). The teaching materials together with school structures and style of working affect geography teaching and learning. A field study centre is an effective geography laboratory.

TEACHING METHODS

Theoretically the following are suggested as possible geography teaching methods according to the literature review done for this study;

Lecture by teacher, Class discussion conducted by teacher, Recitation oral questions by teacher answered orally by students, Discussion groups conducted by selected student chairpersons, instructor(guest speaker), Presentation by a panel of instructors or students, Presentations by student panels from the class ,Student reports by individuals, Student-group reports, Debate (informal) on current issues by students from class, Bulletin boards, Small groups such as task oriented, discussion, Socratic methods, Textbook assignments, Reading assignments in journals, monographs, etc., Reading assignments in supplementary books, Crossword puzzles, Cooking foods of places studied, Construction of vocabulary lists, Vocabulary drills, Reflective journals or diaries, Dances of places or periods studied, Construction of summaries by students, Biographical reports given by students, Library research on topics or problems, Jigsaw puzzle maps. Flannel boards, Gaming and simulation. Flash cards, Flowcharts, Maps, transparencies, Audio-tutorial lessons , Models, Music. Field trips, role playing, Open textbook study, Class projects., Individual projects, Photographs, Laboratory experiments performed by more than two students, Use of dramatization, Student construction of diagrams, charts, or graphs. Making of posters by students, Problem solving or case studies, Puppets, Use of chalkboard by instructor as aid in teaching, Use of diagrams, tables, graphs, and charts by instructor. Use of exhibits and displays by instructor, Construction of exhibits and displays by students, Use of slides, Use of filmstrips. Use of motion pictures, educational films, videotapes,

Use of theatre motion pictures, Use of radio programs. Use of television, use of parables to illustrate, Use of community or local resources. Storytelling, Surveys. Tutorial: students assigned to other students for assistance, peer teaching, Coaching, Supervised study during class period. Use of technology and instructional resources, Open textbook tests, take home tests.

The above activities are interchangeably used in this study to mean methods of teaching. A geography teacher is supposed to use a variety of teaching strategies from the above long list, to make geography fun, interesting, motivating leading to effective learning. The teacher trainees went out to identify the teaching methods used in Uganda secondary Schools. In this study, the teacher trainees identified the methods used by teachers in both the first and third world schools.

THEORETICAL FRAMEWORK OF THE STUDY

The focus of this study was to identify and document the status of geography teaching and learning in secondary schools of Uganda through the eyes of geography teacher trainees. This was done through a fieldwork approach where the trainees had to find out by themselves what goes on in schools. A constructivism theoretical framework was used. Constructivists believe that learners must actively and profoundly process new information in order to contextually Integrate it with their prior knowledge and promote learning (Golightly and Roath 2015). Constructivism including cognitive and social constructivism, involves a shift of ownership of the learning from the teacher to the student. The teacher guides them in discovering information and constructs their own learning solving problems on their own and understands their own thinking process. The research in addition used the problem based learning approach to guide the teacher trainees to carry out this fieldwork. To Choom – Eng Gwee (2009) problem – based learning is a strategic learning design specially aimed at enhancing and optimizing the educational outcomes of learner-centred collaborative, contextual, integrated, self-directed and reflective learning. Barrows et al cited by Choom-EngGwee (2009) defines it simply as "the learning that results from the process of working towards the understanding or resolution of a problem. The problem is encountered first in the learning process.

CONTEXT OF THE STUDY

In Uganda secondary schools can be classified as first school with all essential learning facilities and well qualified teachers. The second class schools with qualified teachers but limited facilities like teaching /learning materials. The third world schools which are poorly facilitated and are found in poor urban suburbs as well as the rural hard to reach areas which sometimes employ unqualified teachers. Both public and private schools are found in these three categories of secondary schools in Uganda. With these different contexts the researcher wanted to find out the status of geography teaching /learning situations through the "eyes" of geography teacher trainees.

THE PROBLEM

Geography teacher-trainees get knowledge of teaching theory in foundation courses and subject methods in the school of education with limited contact with secondary schools except for a period of four months of internship before they graduate as teachers (Kagoda and Sentongo 2014). Teacher educators consequently have limited knowledge of what goes on in secondary schools regarding the implementation of the school curriculum including geography as a discipline of study. The performance of geography students is not all that good and there

seems to be a problem in as far as teaching and learning of the subject and this necessitated an investigation of the possible causes, challenges and solutions to the problems facing teachers and learners. The status of teaching and learning geography in secondary schools is one of the topics in the course outline which the researcher wanted the teacher trainees to find out by themselves, that is, what goes on in schools ?.

PURPOSE
The main purpose was to help and guide geography teacher trainees find out by themselves through field work the status of geography teaching and learning in secondary schools of Uganda.

Objectives of the study
1. Find out the qualification and competencies of geography teachers in terms of knowledge, content, methods of delivery, teaching aids through the eyes of geography teacher trainees
2. Assess the learning/teaching environment in terms of infrastructure
3. Assess teacher trainee's research, pedagogical knowledge and skills

METHODOLOGY
This is a qualitative study where interviews, observations of geography teachers in class, document analysis by the researcher of teacher trainee reports, teacher trainees focus group discussions were used in the study. The researcher used eighty five (85) geography teacher trainees in year three, first semester (2015/2016). Students were divided into groups of five each. They were instructed to visit two schools each group in the districts of Kampala, Wakiso and Mukono. The two schools included at least one school in the category of 1st or 2nd class, the other school from a third world class (deprived/poorly facilitated). The selected schools were either private or public schools. The reason behind was to enable them internalise factors affecting performance of geography from these two categories of schools.

The teacher trainees made their own choice of schools, chose a suitable topic, objectives, the methods and tools of collecting data from schools, they analysed the data and presented a report after a month. The researcher analysed the teacher trainees' reports to assess their research skills from their presentation.

FINDINGS
The teacher trainees (17 groups) formulated their own topics which included the four among others below.
- An assessment of the current status of teaching geography in Uganda secondary schools
- An assessment of teaching and learning geography in selected secondary schools around Kampala
- The current status of geography teaching in Caltec Academy Makerere and Seroma S.S
- Carry out an assessment on current status of teaching geography in secondary schools

The topics for the other groups are similar to the above statement of the topics

OBJECTIVES
The teacher trainees formulated the objectives listed below. At least each group stated three objects which guided their research:-
- Find out the methods of delivery
- Find out the technologies used

- Find out the challenges teachers face in teaching and + solutions
- To find out the performance of students in geography for the last 5 years
- Find out the mode of assessment
- Establish whether secondary schools have geography laboratories
- To investigate the availability and extent of usage of teaching resources
- Find out about ICT in geography teaching
- Establish what effective teaching entails
- Find out the extent and essence of student participation in geography lessons.
- Establish measures taken to ensure timely completion of the syllabus
- Find out the extent to which the teachers have embraced the concept of integration, fieldwork and statistical methods in normal geography teaching.
- Find out the quality of teachers
- Find out the relevance of the content delivered to learners
- Establish the diversity of cultures of the students
- Find out the innovativeness/creativity of teachers
- Establish the relationship between teachers and students
- Find out why geography is poorly done
- Find out the size of geography classes.

Statements of the purpose of this study as stated by teacher trainees
The teacher trainees statements of the purpose of the study were quite similar therefore only the most   commonly stated are presented here;
- To establish the factors influencing the inconsistence in performance of geography in the secondary schools.
- Avail the public with information on the current status of geography teaching in secondary schools
- A critical assessment of the status of geography teaching in Uganda

One group made an elaborate objective and purpose of the study they did

"Geography has become more relevant towards solving current problems consisting of environment sustainability, natural resources, yet its performance in schools is gradually declining yet it is important to society. This study therefore is geared/driven towards the understanding the present day methods of teaching. This will help in knowing whether these methods are effective as far as present situation is concerned, hence leading to production of students that are competent and capable to fit in society. If not find out methods that can be used and the materials to be applied in order to make sure that teaching and learning takes place effectively (group 2).

Methods of Data Collection as stated by teacher trainees
Tools : Questionnaires, interview guides, Camera
Sampling: Random sampling of both students and teachers,
- Interviews – use interview guides
- Observation – lessons
- Documentary evidence of materials used in teaching
- Recording
- Talking school compound to assess suitability of learning environment

Findings by Teacher Trainees

Methods most commonly used by teachers in schools according to the findings of teacher trainees:-

- class discussion
- Fieldwork around the school / trips to distant places
- Brainstorming when receiving previous lessons
- Lecture method
- Question and answer
- Note taking
- Guided discovery
- Display methods
- Use of computers
- Small group discussions for HSC
- Debating

Quality of teachers and their practices

The groups presented multiple responses; therefore the researcher could not calculate percentages for each response presented below;

- Few geography teachers in secondary schools of Uganda.
- Some teachers lack enough skills; well qualified teachers are expensive for third world schools especially if not aided by government. The schools employ undergraduate students from nearby universities (there are 5 universities in the districts of Kampala, Wakiso and Mukono where the study took place; some employ senior six leavers on vocation, and others qualified teachers specialized in other social science subjects like History, Economics, religious studies etc). Some of the teachers have inadequate content and appropriate strategies to teach geography effectively. Some teachers lack proficiency in the English language used for teaching. Learning therefore is difficult since even the students have some problems with the language of instruction.
- The changing dynamics of the examination body (UNEB) is a challenge since the format of examinations, expected questions and approaches, expected answers change constantly and teachers cannot cope with the new trends in the Uganda geography evaluation process.
- Teachers do not mark learner's notes which would otherwise help them identify learners' problems / challenges in note-making/taking.
- Teachers do not have up to date knowledge and information on new trends within the discipline
- Some teachers use abusive language to students who gave wrong answers
- Teachers use poorly drawn maps
- Team work is part and parcel of geography Agenda (One 1st world school)
- Some teachers use display methods with some materials brought in by students
- Teachers' lecture methods are presented at high speed and slow learners are left out.
- Some teachers do not motivate students by rewarding these with correct answers.
- Brought reality in class by using maps, photographs when teaching about New York.
- Limited teacher knowledge especially in private schools. They do not correct wrong answers by students. Some teachers find it difficult to teach compulsory topics like; map reading, photography, statistics and field work.
- Teachers always taught without teaching aids, dictated notes without prior explanation of the topic being taught. This is a challenge to the learners in the process of understanding the topic; "Imagine a panorama drawing that is wrongly presented to students! This needs to be corrected immediately" (one group report).

- The teachers used models of rift valley and convectional rainfall formation diagrams
- Experienced teachers who work as examiners in the Nationals promotional examinations help students to perform well in some schools.
- Some teachers are committed, they prepare lessons plans before teaching.
- Some teachers have concern for slow learners and encouraged them to keep on trying and participating in class.
- Teachers are good at managing and monitoring students especially in first world schools.
- Some teachers give feedback after assessment. They even adjust their speed of lecturing basing on the student performance.
- Some develop critical, analytical and problem solving skills in their students
- Part time teachers do not give enough time to their students
- Negative attitudes towards the subject by both the teachers and students especially: physical geography at HSC statistics in geography, continental drift theory, weathering and climate.
- Teachers use teacher-centred methods due to pressure to complete the syllabus leading to cramming
- Teacher professional development is also limited due to lack of materials, finances

Good geography teachers in some schools encourage active participation of learners; engage students in research fieldwork, give immediate feedback, use learner centred methods, correct usage of teaching resources, guiding students on career paths and this entails effective geography teachings. They even engage students in geography clubs!

Quality of secondary school students in the participating schools
According to the teacher trainees, secondary school students face some challenges which does not enable them learn geography effectively. Teachers consequently may not feel commited to teach them in some schools as presented below by the teacher trainees.
- There is a problem of absenteeism in day schools
- Some students are hardworking while others are lazy
- Inability by some students to learn quickly, they do not understand some geography concepts, no remedial classes, no library with up-to date textbooks
- Biased students, they believe geography is hard especially map reading, photograph interpretation, data collection in fieldwork.
- Students depend on teachers who dictate notes
- Poor handwriting by students, use abbreviations as a copying strategy to speed of teachers
- Diverse students background from Kenya, Somalia, Tanzania, Rwanda, Congo and Sudan, some of whom have their own unique problems as opposed to Ugandans.
- Students do not learn from their teachers instead they learn from their peers who are bright. Small group discussions in some schools have helped in learning some topics.
- Students hate reading maps, photographs and statistics. Some students are reluctant learners.
- Some girls perform poorly; "girls take themselves to be weak and have inferiority complex. Proof boys are more active in class".
- Poor background of students, inability to understand geographical concepts/content, they are difficult to be motivated by teachers
- Students face difficulties in drawing maps and sketches, reading and interpreting maps and statistical drawings, graphs, calculating using scales

According to the teacher trainees the quality of students and the environment under which they study leads to poor performance of geography.

- Teaching materials / facilities
- A personal house was turned into a school; small classrooms, no library/reading room.
- No store rooms for keeping texts, map extract
- Some schools especially third world, have no geography laboratories
- Desks are very few in some schools.
- Difficult to get textbooks for particular topics
- Well to do schools (1st class) have textbooks, wall maps, atlases, map extracts, charts and computers connected to internet. Some schools have computer labs, power point gargets,
- Some schools have no map extracts; therefore dictate notes on map reading.
- Poor schools (third world) have limited supply of resources, no textbooks, atlases, computers and limited map extracts, wall maps, etc,
- Some schools have computers which are not functional. Even those which are functional are not used for teaching.
- No resources to teach distant places like British Columbia, countries along the Rhine River, etc.
- No over head projectors in majority of schools.

Academic performance for the last five years is poor in most schools especially those with few teaching resources. And well trained teachers.

Strategies to improve Teaching and Learning
Teacher trainees' suggestion to improve the teaching and learning included the following;

- Teachers should be paid higher salary, this will boost their morale and motivate them to stay in one school instead of moonlighting to many schools
- Teachers should update their knowledge and skills through In-service training.
- Schools should network with each other to learn from each.
- Teachers should assume the concept of lifelong learner.
- Teachers should ask head teachers funds for buying instructional materials. Geography rooms must be provided or construct geography rooms and libraries.
- Teachers should be more creative, buy personal up-to-date textbooks instead of relying on school textbooks
- Teachers should use the environment round the school for field work and parents should intervene and supplement on the limited resources.
- Teachers should integrate practical geography in teaching
- School buses should be purchased by schools to facilitate fieldwork
- Allocate more time to geography in the school timetable
- Stock school library with up to-date textbooks
- Instil in the students the spirit of hardworking and expose them to Uganda NATIONAL Examinations Board (UNEB) tactics
- Guide and counsel students with poor attitude towards geography
- Teachers should recognise student diversity
- Teachers should form student discussion groups to help slow learners through peer-teaching.
- Teachers should write schemes of work to be strictly followed

Teachers should use interactive strategies and avoid those methods that encourage cramming.

✦ Combat absenteeism by having dialogue with parents. Geography teachers should recognise the fact that students are not simply containers to be filled with liquids; they should be involved at their learning. Geography clubs should be formed in every school.

✦ "We recommend and reiterate on the significance of recognising diversity of teaching. This calls for flexibility by the teacher to suit the varying needs of the learners. Teachers should be versatile and willing to change whenever there is need to do so. Diversity calls for the use of many methods as possible to see to it that learning is effective, we mean a change in behaviour in terms of actions and value judgement".(one group report)

LEARNING POINTS

The teacher trainees were asked to write down what they feel they gained from this research and the following are among the main learning points

- This research has helped us get a bachelors degree in education
- It provided us with detailed and authoritative knowledge of the status of geography teaching and learning in Uganda. We are sure we have benefited from this research beyond doubt.
- It promoted self-confidence of inquiry in our minds. We did a critical analysis od geographical issues.
- It helped us acquire more geographical knowledge, skills and attitudes from senior teachers in secondary schools, thereby widening our minds in geographical knowledge.
- By observing senior teachers we recorded every thing in our memory for later use.
- Observed various modes of geography approaches
- It helped us use research methods particularly action research to improve our classroom teaching of geography.

DISCUSSIONS

It is clear that there are shortcomings among geography teachers in secondary schools of Uganda. Geography teachers graduate from many universities both private and public. Some have diploma qualifications from a number of National Teachers' Colleges in Uganda. Although their programmes and courses offered at these various teacher training colleges are similar, it is difficult to tell which graduate teacher has better competences. Most of them train in colleges with no geography laboratories; even the school of Education in the College of Education Makerere University which is the oldest in the country doesn't have one. Ondigi (2012) is of the view that lack of geography laboratories at universities denies learners practical opportunity in order to perfect their personal skills for practical use in future. Traditional methods of teaching which are teacher centred as opposed to the interactive methods which are learner-centred are still used in teacher training as confirmed by (Kagoda 2009; Kagoda and Sentongo 2014; Ondigi 2012). The quality of teaching in Ugandan secondary schools is made worse by the fact unqualified teachers; undergraduates, teachers with no geography content at a higher level, students on vocation are employed to teach geography!. The English language is a problem to both teachers and the students they teach. The geography teachers do not experience continuous professional development at all which would expose them to all emerging issues such as new technologies in education, new curriculum changes, changes in governance and leadership, the emerging 21st century skills in education since geography is a dynamic subject which changes in time and space. Practical geography and Paper one (a physical Geography content course), and Uganda a course offered at higher school certificate level are not effectively taught. The physical and cultural environments around the schools are underutilized. Geography teaching is oriented toward memorizing; there is lack of creative and

independent thinking, severe and deficiency in geography methods. Akengin (2008) argue that "existence of many terms, concepts and place names within the content of geography course also renders it difficult for students to learn large amounts of knowledge that requires memorizing rendering it an unattractive course. The content of geography, Akengin (2008) adds, should be functional answering the needs of society, reveal the skills of individuals, be flexible, and determine the details of the subject in the light of the developments and changes introduced by the developing technology and science. Lack of use of appropriate local examples by teachers to help foster understanding and arouse interest in the subject is another limitation in geography teaching. There are no regular in-service courses offered to geography teachers therefore they are also outdated. A professional teacher to be effective must become a career long learner of more sophisticated pedagogies, form productive collaborations with colleagues, parents, community agencies and businesses. By remaining a lifelong learner a teacher will ably deal with the complexities of the 21st century learner.

Methods of teaching used by geography teachers in the sample schools are still traditional. Interactive methods are used by a few teachers. This is expected since teacher educators in teacher training colleges and universities do not use interactive methods which are learner centred (Kagoda and Najuma 2013). Teachers normally use methods of teaching which they themselves experienced as they were being trained (Kagoda 2010; Kagoda and Itaaga 2013). Regarding teaching aids, teacher trainees observed that only a few have teaching aids including relevant up to date textbooks. Textbooks were written in Europe and published outside Uganda. That is books on the Rhine lands, North America and Africa were published before the current curriculum was written. Some geography teachers have written what is called "pamphlets" for students to use to answer external examinations but these are not comprehensive and their source of content is questionable because some information is wrong, in other words source of information for the majority of geography teachers with no access to internet is impossible. Atlas maps are not available for over 90% of the students in over 85% of the schools and colleges and this is similarly observed by Adenogba (2011) in Nigeria. Geography, consequently is taught at a high level of abstraction in spite of the numerous concepts, ideas, and place names that students have to cope with.

The teaching environment is good in the well established first world schools but the situation is not good at all in third world schools whether government or private schools. Some students reported that 'a residential house was turned into a school', some classrooms were built out of wood or papyrus materials, there is overcrowding in classrooms originally built for 40 students but now occupied by over 50. There are no spaces to store geography teaching materials in some schools. According to the teacher trainees there are problems in teaching geography in some schools in Uganda as ably narrated by teacher trainees above. This was similarly observed in Turkey by Akengin (2008) IN following summarized way; lack of competent teachers, reluctant learners, inadequate teaching materials, inability to get fieldwork done, lack of giving sense to geographic aspects and of intellectual development of students in terms of geography, school leaders do not see the sense of using fieldwork, and failure to read maps or locate places.

The teacher trainees have the knowledge and skills of doing research as evidenced above, what they need is continuous practice to perfect their skills. They have pedagogical knowledge according to the kind of critic they made about the teacher quality, quality of students, methods of teaching, etc. They also stated clearly what they learnt out of the exercise they did in the three weeks.

RECOMMENDATIONS

Geography teachers in secondary schools of Uganda need to be exposed to continuous professional development to upgrade their content knowledge and pedagogical skills by the government, through collaboration with teacher training colleges or other schools in the region where they are located. Continuous professional development of teachers should be on the agenda of the Ministry of Education Sports science and technology. This should be accompanied by close monitoring/inspection of schools, with the headteacher being on- the-ground office in charge of monitoring teaching

Society today needs youths who are flexible, creative and proactive who can solve problems, think critically, make decisions, communicate ideas effectively and work efficiently within teams and groups. Students need to have opportunities to develop personal capabilities through well rounded education. For this matter a variety of interactive methods of teaching must be used by geography teachers.

Networking with other teachers in other schools, collaboration with communities around the schools, parents participations, and regular inspection of schools are other pathways to improving school geography in Uganda.

Up to date textbooks and other teaching materials should be acquired for schools by government and the parents.

Teacher training colleges, proprietors of schools and government of Uganda should endeavour to provide adequate equipment, facilities and amenities for teaching and learning geography.

Research and fieldwork should be compulsory in all teacher training colleges, empowering the teachers with skills of reflection and action research.

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Cabotage Act and the Challenges of Nigerian Shipping Lines in Sub-Sahara Africa

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Abstract

This article is set to investigate the factors militating against the utilization of the Nigerian Cabotage Act 2003 to revamping the ailing shipping industry, which is the fulcrum of the Nigerian major oil and gas sector of the economy. Secondary data, generated through document reading, were used for the analysis. A critical study of both the Act and shipping lines revealed inherent structural defects (poor administration and technology respectively), which are dissonant with the primary aims of developing and protecting local content in shipping industry. The complexities of this resulted to foreign re-infiltration of the Nigerian shipping industry with consequent capital loss. With the existing scenario and the ultimate necessity to overhaul the industry to full benefits of Nigeria and her entire citizenry, there is need to review the Act in order to accommodate the dynamism and interdependence of the modern global market. Also, efforts should be made to create an enabling ground for Nigerians to adequately adjust and take advantage of the Act. These, unarguably, are the way forward to repositioning and guaranteeing a viable, competitive and profitable world class national shipping industry .

INTRODUCTION

Prior to the Cabotage Act, which was enacted to address the prevalent challenges of the Nigerian Shipping lines, the industry was in precarious state of ineffectiveness. Foreign shipping lines dominated shipping business to the tune of over 75 per cent. The Cabotage Act was introduced to stimulate, empower and reposition the indigenous shipping lines for active participation in the Sub-Saharan shipping transactions. Unfortunately however, during the implementation of the Cabotage law, the Nigerian Shipping lines still get stuck in the dilemma – like a vicious cycle that informs the re-examination of the industry in the context of the interventionist Cabotage Act. As the case will always be, such persistent and unusual circumstances seem irresolvable mainly as a result of peculiar nature of the industry in a developing economy, such as, Nigeria.

It is important to note that shipping industry is highly technologically based among others, and Nigeria is still lacking in those areas. It is also noteworthy to state that technology is a critical element for transforming a nation into a leading economy – meaning that, without technology, no meaningful mark will be made in terms of development and self sustenance. Hence, the technologically backward countries will always depend on the technological know-how of the leading economies and such dependence can pose a serious threat to their national security bargaining power in the contemporary international trade and relations as well.

In Sub Sahara Africa, Nigeria is one of the countries whose economy depends largely on her substantial maritime resources. Therefore, the idea of solidifying the sector around local content to engage the ever increasing population in maritime shipping and thus guaranteeing employment and economic sustainability becomes the greatest aim of the government. To that effect, government became worried when Nigeria was rated as one of the poorest countries in the world with a majority of her citizens living below poverty level (World Bank, 2014]. This is an unbearable situation considering the amount of natural resources, which efforts have been made so far through maritime reforms (Cabotage Act, 2003) to harness.

However, the coast is still not quite clear for the cabotage ships as the government is still worried about the situation. Issues relating to that invariably demand thorough examination of both the Cabotage Act and the activities of the Nigerian shipping lines though it is really disappointing to do that considering the amount of resources already invested both in the shipping industry and in the formulation and implementation of the Cabotage Act. By this arrangement, the Cabotage Act should be a hinge upon which the Nigeria Shipping lines would evolve into advancement to withstand external competitions, while maximizing employment opportunities and projecting the economy generally.

WHAT IS CABOTAGE?

The word 'cabotage' as Usoro (2003:3) notes originates from Spanish root "Cabo" or "Cab", which simply means short distant coastal sailing or movement (see http://www.duhaime.org/LegalDictionary/C/Cabotage.aspx). On the other hand, Ajiye (2013:11) toes the view that the word 'cabotage' is a French word caboter - meaning coastal sailing (cf. http//www.merriam-webster.com/dictionary/cabotage). A quick examination of both views shows a nexus in the meaning, which is the focal point of this essay, but differs in origin. Thus, 'cabotage' as a word means activities on the coast and I can quickly add that the difference in origin here accounts for its meaning and application across state boundaries.

Also, the Merriam-Webster dictionary defines 'cabotage' as transportation or trading activities in coastal waters or airspace or between two places in a country (http//www.merriamwebster.com/dictionary/cabotage). Extensively, the Wikipedia encyclopedia believes that cabotage traditionally refers to port shipping along coastal lines of the same country "by a vessels or an aircraft registered in another country". The clause "registered in another country" here implies more or less acquiring "Cabotage rights" to participate in foreign land. However, the same Wikipedia further defines Cabotage as a "trade or navigation in coastal waters. Or, the exclusive right of a country to operate the air traffic within its territory" (http//en.wikipedia.org/wiki/Cabotage).

The two reference books commonly assess territorial control and management of all coastal as well as aviation activities by individual country as fundamental to cabotage or cabotage Act, which is the legal framework backing 'cabotage'. But additionally, there is evidence of conceptual digression between "Cabotage rights" and "Cabotage Act". Whereas the "Cabotage Act" excludes foreign participation in any host country; "Cabotage rights" grants such participation based on "waiver" relativity (emergency and non availability) subject to the approval of the Minister of Transport granting it in Nigeria context (Ajiye, 2013:15).

It is important, at this juncture, to note that by granting such waiver, "Cabotage Rights" is therefore secured by foreign shippers. The main analysis here is that, "Cabotage Act" protects local content from foreign competitors and as well grant waivers, which qualifies for "Cabotage

Rights". This shows that both are interdependently indispensable for complete cabotage system although with possibility of some difficulties and interferences in application.

From the international law perspective, Cabotage is when there is a trade conducted from port to port by ship in a given country regulated by local law of the said country (Duhaime, 2003). Still, Cabotage is also seen as "a term of maritime law" or movement of vessels for trade purposes along the coastal waters of a nation (http://definitions.uslegal.com/c/cabotage). It can go on and on pointing to the direction of the same road. But one good confirmation here is the linkage between 'cabotage' and "maritime law' or Cabotage Act.

 Another interesting element embedded in the cabotage Act is that it relates to the Law of the Sea extending state's sovereignty and exclusive rights beyond 200 miles of her territorial coastal borders where activities of cabotage actually take place (Shaw,2003:490-92). Shaw (2003:507) further opines that Cabotage reflects a situation whereby a coastal state may legislate against foreigners from shipping, fishing and trading in her territorial waters to protect local interests.

He also believes that such activities will include "extensive power of control relating to, amongst others, security and customs matters" (ibid). In line with this affirmation, Garner (1999:230) adds that cabotage involves transportation of goods and passengers from one port to another within the same country, and trading along its coast. Here, Garner did not actually emphasize on the exclusionism unlike Shaw. But in all, the views imply total control of all the transport and trading activities by the local authority and this is not far from a policy aimed at developing and protecting local content.

Many countries have keyed into building this local content in shipping industry. The 198 New Zealand Marine Transport Act of 1994 maintains that "no ship shall carry coastal cargo, unless the ship is (a) a New Zealand ship; or (b) a foreign ship on demise charter to a new Zealand-based operator who employs or engages a crew to work on board the ship under an employment agreement or contract for services governed by New Zealand law". Canada also acknowledged Coasting Trade Act as "no foreign ship or non-duty paid ship shall, except under and in accordance with a licence engage in the coasting trade" (http://www.duhaime.org/legalDictionary/c/Cabotage.aspx). One striking thing about these countries is that they really share relaxed protectionist principle in their cabotage system, that is, integrating both 'Cabotage Act' and 'Cabotage Rights'; and this can be managed by their relative technological and administrative competences.

Among the world leading economy, such as, the United States of America (the US), Cabotage Act implementation reflects concerns of the policy makers who are divided between annulment and sustenance of the 1920 Jones Act, which strictly protects the U.S. shipping industry from competitions by preventing foreign ships from helping even when disasters strikes like that of BP oil spill in the Gulf, after Hurricane Katrina, and after Storm Sandy etc. Analytically, the obvious truth about the Jones Act goes beyond non foreign participation to total denial of waiver concession and those legislators who posit for a reform always incline to fear that the extreme protectionist measures could be counterproductive especially in the context of the dynamic nature of contemporary global market and socio-economic interdependence among states in times of mishaps and emergencies. (http://capitalresearch.org/2013/04/the-sinking-ship-of-cabotage-how-the-jones-act-lets-unions-and-a-few-companies-hold-the-economy-host)

The point of emphasis now is that the US strict protectionism is hinged on her high technological background though she (the US) did not quickly realize that such a state could administratively manage a waiver regime based on emergency and even on non availability without much encroachment on her extreme cabotage protectionism. In other words, cabotage waiver, henceforth, permeates state boundaries, initiating a relaxed protectionism trend even in the US now (Ubakire, 2008:36).

But for developing economies, it will always be a different ball game because encroachment will be inevitable as their technologies, most certainly, cannot protect the cabotage and administratively withstand the influx of the waivered ships (Cabotage Rights) although a necessary predicament that can only salvage the situation. Importantly, state's prospects still rely largely on the level of her administrative and technological know-how. Hence, such states could propel the cabotage to comparative advantage and economy of scale having nothing to worry much about inasmuch as productivity is competitively and progressively secured in sequence with an effective cost of production (Mattew etal: 2000:52,229).

In all, the overwhelming cabotage practice among states is integrated cabotage system or relaxed protectionism of 'cabotage Act' and 'cabotage rights' (waiver regimes). That is, protectionism (Cabotage Act) and liberalism (Cabotage Rights or waivers). This established system will augur well with highly or even semi highly technological and administrative countries. But a country whose technology is structurally backward and administration questionable, this type of cabotage system will definitely pose a challenge.

Nigeria being a developing country and the first to venture into cabotage in Sub Sahara Africa, it will be pertinent to examine her challenges so far encountered considering the level of her technology and administrative competency in adoption of the cabotage system. In the light of the above, examination of the Nigerian Cabotage Act becomes necessary.

THE NIGERIAN CABOTAGE ACT

The Nigeria Cabotage Act 2003 has fifty five (55) Sections divided into Nine (9) parts appearing in the skeletal form below:

Part I. (1. Short Title and 2. Interpretation)
This part comprises sections one and two, which defines Cabotage Act: its entailment and scope; and the legislative focus in detailing a new dimension for the regulation of the oil and gas industry in Nigeria by covering all the aspects of exploration, production and development activities.

Part II. (Restriction of Vessels in Domestic Coastal Trade
It has sections 3.Prohibition; 4.Restriction of Towage; 5.Carriage of Petroleum Products and Ancillary Services; 6.Navigation in inland Waters; 7.Rebuilt Vessels; 8.Application to Foreign Vessels. The above sections stipulate that a vessel other than a vessel wholly owned and manned by a Nigerian citizen, built and registered in Nigeria shall not engage in the inland and coastal shipping (cabotage), which extends up to 200 nautical miles of Exclusive Economic Zone ssss(EEZ) of the Nigerian coastlines, except vessels attending to distress or emergency call in Nigerian waters.

Part III. (Waivers)
9. Waiver for wholly Nigerian ownership; 10.Waiver on manning requirements; 11.Waiver on Nigerian built vessels; 12.Order for granting of waiver; 13.Duration of a waiver; 14.Ministers to

issue guidelines on waivers. The entire part deals with waivers, duration, procedure and conditions for granting them and requires the Minister of Transport to publicize waiver guideline

Part IV. (Licence To Foreign Vessels)
These Sections include: 15.Grant of licence to foreign vessels and conditions; 16.Terms and conditions of Licence; 17.Duration of Licence; 18.Suspension, cancellation and variation of licence; 19Tariff on Licence; 20.Minister to issue guidelines on Licence; 21.Operating without Licence. These sections establish the modalities, conditions, guidelines applicable for granting of licence to foreign flagged ships wishing to engage in cabotage in Nigeria; and requisite penalties associated with defaulters of each section.

Part V. (Registration)
In sections 22.Registration; 23.Ownership Requirements; 24.Proof of Ownership; 25.Deletion from Register; 26.citizenship requirement for ship financing; 27.Temporary Registration; 28.Age of Vessels. This part provides for registration requirements as well as other matters and procedures associated with it.

Part VI. (Enforcement)
This part has sections 29.Special Register; 30.Enforcement Unit and Officers; 31.Power of enforcement officers; 32.Detention order; 33.Port Clearance to Vessels; 34.Publishing Requirements for employment of vessels. One notable importance of this section is the establishment of the Nigerian Maritime Administration and Safety Agency (NIMASA) to ensure that the Cabotge Act is implemented and regulated with powers to arrest and detain any defaulter.

Part VII. (Offences)
The sections are: 35.Offences against this Act; 36.Failure to comply with a requirement etc. of an enforcement officer; 37.False misleading statements; 38.Deemed separate Offence; 39.Liability of ship owners, companies and officers; 40.Strict liability and general penalty; 41.Jurisdiction. This part x-rays all the criminal activities and commensurate penalties related to cabotage.

Part VIII. (Cabotage Vessels Financing fund)
Sections 42.Cabotage Vessels Financing Fund; 43.Funding; 44.Collection, etc of the Fund; 45.Beneficiaries. This part sees the creation of the Cabotage Vessels Financing Fund to alleviate the financial burden on the citizens wishing to venture into coastal trading. There is also additional 2% tax on all the contract sum of any contract done by any contractor.

Part IX. (Miscellaneous)
In this part, sections 46.Regulation; 47.Licences, waivers on Board; 48.Requisition of Vessels by Minister; 49.Powers of Delegation; 50.Units of Account; 51.Transitional Provisions; 52.Vessels with valid Licence; 53.Repeals and Amendments; 54.Savings; 55.Savings as to Court Proceedings. All the components of this part are miscellaneous issues and conditions relating to transitional to the full implementation and repealing of the Act including that of the Minister's waivers and so on. (cf. Coastal and Inland Shipping (Cabotage) Act, No 5 of 2003, Law of the Federation of Nigeria)

From the above excerpt, it is understood that the Nigeria Cabotage Act is largely focused on stimulating and developing indigenous capacity competitively in the Maritime Industry with exclusion of foreign rivals (except on Waivers conditions of emergency and non availability). It should also be reasoned that such conflicting targets alongside pressures of economic interests from waivered foreign competitors in the shipping industry is not achievable with laxity. Hence, NIMASA was established as an administrative organ of the Cabotage Act 2003 of a developing economy - Nigeria.

THE NIGERIAN MARITIME ADMINISTRATION AND SAFETY AGENCY (NIMASA)

The law establishing Cabotage in Nigeria invokes Section 30 of Part 6 of the Act to authorize and empower the Nigerian Maritime Administration and Safety Agency (NIMASA), formally the Nigerian Maritime Authority (NMA), to regulate, enforce and implement the compliance of the Cabotage in Nigeria. Section 31 grants enforcement officer powers to arrest and detain defaulter vessel in the conduct of his duties. Also, registration procedures as outlined in Part 5 are to be enforced by guidelines in Part 6 by NIMASA. Still, NIMASA should enforce Section 3, which spells out vessels manning, ownership, building etc.

Sections 22 and 29 specify the roles NIMASA plays in registration procedures. Collection of monies for and operation of the Cabotage Vessels Financial Fund are vital mandate of the NIMASA. As Ajiye (2013:13) noted, "The Minister may request the secondment of any officer to NIMASA from government enforcement agencies such as, Nigeria Ports Authority (NPA), Nigerian Inland Waterways Authority (NIWA), Joint Maritime Labour Industrial Council (JOMALIC), Nigerian Navy, Nigerian Immigration Services and the Nigerian Customs Services to the Cabotage Enforcement Unit".

In fact, the NIMASA enforces compliance of the entire Cabotage Act in alliance with cognate bodies listed above. In the words of Okoroji (2013:2) "NIMASA is germane to the successful enforcement of the law (Cabotage Act) and the development of the cabotage policy in Nigeria. The measure of the impact of cabotage Law implementation in the maritime industry has revealed the significant role of NIMASA and inter-agencies interactions". The above roles qualify NIMASA as an administrative organ of the Cabotage regime.

Now, the big question is: How could the Nigerian Shipping Lines still be struggling irrespective of the extensive and pragmatic ingenuity being injected in the Act? Why has the Nigerian shipping industry yet to compete favourably with its foreign counterparts despite the implementation of the Cabotage Act? Is it structural, technological or administrative incompetence? There are many unanswered questions so far on the stunted cabotage system generating issues of policy concerns largely across different efforts in enforcement. This ugly situation makes it imperative to make a critical analysis of the main cabotage policy and the challenges faced by the shipping industry in Nigeria.

CHALLENGES FOR IMPLEMENTATION OF CABOTAGE ACT IN NIGERIA

The challenges against smooth implementation of the Cabotage Act for sustainable shipping industry development in Nigeria include, but not limited to the following:

Policy Contradictions [Protectionism v. Liberalism]

With these dual opposite mandates, the Cabotage Act 2003 is practically contradictory. It is noted that Nigeria adopts both protectionism and liberalism policies, which are very hard to achieve by NIMASA. A review of these incompatible policies lacks clear-cut objectivity with conflicting implementations. When policies are not well configured in-line with the prevailing

circumstances, the system suffers. As a developing country, Nigeria's two opposite set-goals in protectionism and liberalism policies create a scenario of possible derailments and overlaps administratively and otherwise. For instance, the differentiation in staff capacity building, among others, can create administrative divide, and when there is relative coordination, it is prone to breeding incompetence with inestimable costs to worsen the situation.

With Nigeria's relative poor technology to protect her infant shipping industry from fierce competition of the foreign shippers, one can deduce a disconnection from economics concept of healthy competition. Against its ultimate goal, protectionism as a policy has underlying disadvantage of retarding the expected developmental ingenuity in shipping lines. To that effect, it will to a larger extent protect mediocrity and keep recycling laxity, indolence and of course unproductiveness in the industry. There is immeasurable gain in healthy competition, which defines actual advancement in what one can argue as a sine qua non for comparative advantage and economy of scale. It is discouraging to note that the policy of protectionism as captured in Part IV Sections 15 – 21, which provide for rules, terms, regulations, duration, guidelines regarding foreign vessels, of the Cabotage Act will indirectly shield the shipping industry from useful technological transfer needed from the foreign competitors. What that simply implies is shortage of ship constructing yards and repairs, which invariably affect shipping lines. Generally, this will in no small scale impede the ascension of Nigeria to 20 20 20 economic agenda and other macro-economic gains and benefits.

Estimably, the prize of Cabotage Act that encompasses local content development could be structurally jeopardized in a wave of protracted liberalized external influences by mal-administration. By extension, the inter-play of this potential administrative sabotaging could well engulf the country in a cycle of economic dependence spreading under human development. Hence: "some people therefore find it difficult to reconcile cabotage policy with the current worldwide trend of liberalization and opening up markets to foreign investors" (Usoro, 2003:14).

This is really a tough coast for Nigerian Shipping lines to sail. Obviously, Nigerian ships will be sailing thro and fro not having a destination to berth. Conversely, with the dynamic nature of international system couple with Nigerian low bargaining power in a competitive global economy, policy incompatibility will only result to goal incompatibility and consequent collateral inadequacies. Policy drives every economy. It should draw a line and set out targets in a temporal framework as defined in a budget. Otherwise, budget discordance is likely to amount to resource wastages and hence undermines priorities in national development. In all, the adaptation of both protectionism and liberalism in the cabotage Act prongs the country into dilemma with inconsistent opposite policies. The effect of this is prevalent confused state of purpose possible of souring international relationships in terms of modus operandi for disengaging and engaging foreign entrepreneurs.

Lack of Relevant Infrastructural Facilities
Lack of vessels and other facilities are among the obstacles confronting efficient operations of the Cabotage Act. It has been acknowledged that poor infrastructural development in Nigeria has produced negative effects on the Cabotage system based on this clause: "A vessel other than a vessel wholly owned and manned by Nigerian citizens, built and registered in Nigeria shall not engage in the coastal carriage of cargo and passengers within...exclusive economic zone of Nigeria". (Emphasis mine; Part 11, Section 3, 2003 Cabotage Act of Nigeria). Now, let us

examine these four cardinal conditions one after the other and see how the Cabotage Act has fared in context of Nigerian Situation.

Ship Building

By all standards, technology builds and repairs ships and of course creates jobs by chain reaction. The parameters set in the Cabotage Act succinctly lack this foundation to succeed. As a third world country, Nigeria largely depends on foreign technology to power her shipping industry. The giant step in protecting the local ship manufacturing plant is simply an inducement to harness and stimulate indigenous capacity. But how far will this go and what are the primary conditions that shape the system? It is seemingly unrealistic to target all Vessels exclusively built in Nigeria for Cabotage trading (Part 11, Section 3 of the Nigeria Cabotage Act). Such prohibitions created alongside indigenous deficiencies will obviously corrode the entire objectives of Part 11 Section 3, which is mandatory for Cabotage Act.

Here, the question of availability of this prohibition index is not only critical but also evaluative, and perchance where it is available, the focus on its competitive nature to the foreign counterparts becomes another concern (Akpobolokemi:2012). After all, the main aim of the Cabotage Act is to protectively develop indigenous capacity competitively. But in the case of Nigeria today, it is technologically evident that the major ship building company, Niger-Dock, cannot even build any ship to compete with any foreign counterparts. Also to worry about is the comfort zone the Niger Dock has permanently found itself in ship repairs (Ubadire, 2008:105). It is certain that such repairs will not be predominantly done by Nigerians. Obviously, a Cabotage Act that cannot relatively manufacture can also not relatively repair at least. We have two devastating scenarios of scarcity and incompetence. The sure bet to these are sinking cabotage vessels, which must call for and atone to the dictates of foreign rescuers.

Ship Ownership

It is categorically clear that the only yardstick that can guarantee appropriate local commercial fleet for cabotage role is local capacity to build ships. The argument is that there will be possibility of government subvention to fulfill the Cabotage and local content objectives in ship ownership. But there is a problem here insofar that the biggest Nigerian ship building company, Niger-Dock, has resorted to only ship repairs creating shortage of number of ships available for purchase. This circumstance coupled with expensive nature of ships, corruption and parallel poverty level make Nigerians lack the wherewithal to acquire foreign ships; and even when those foreign ships are eventually acquired, they face the danger of administratively being blacklisted simply because they are not built in Nigeria!

The Nigeria Cabotage Act truly betrays its incongruous ambition as enshrined in Part 11, Section 3, of the Act stipulating that the vessels for cabotage must be wholly owned by Nigerians whose financial handicap is a big factor. For the Cabotage Act to be successfully implemented, NIMASA needs to expend more efforts to address both the financial and technological challenges so that more ships could be built by Nigerians and for Nigerians.

Ship Manning

Nonetheless, vessels manning in the Cabotage system has been bedeviled by gross inadequacies. It is unjustifiable to discover that professional training of seafarers has been quite latent over a decade now (Akpobolokemi,2012). This is casting aspersions on the Maritime Academy of Nigeria (MAN) over incompetence requiring the Nigerian Seafarers Development Programme (NSDP) as a short term interventionist measure. Professional seafaring should focus on complete maritime education and standard training involving IT

based management procedures akin to international best practices. At this point, an reassessment of the already existing Maritimes Academies should be done for upgrades to standard maritime certificate awarding institutions in conjunction with other similar institutions.

Disappointingly, seafarers' trainees often constitute problems attributing stance to lack of incentives, poor training and other residual complexities resulting to lack of interests. Ubakire (2008) has alleged "over age" 'cadets' as major source of indiscipline among cadets. But before admonishing the unruly cadets for any reason, the maritime management (NIMASA etc) should bear much of the blame of this unwelcome development because of poor planning, failure to define and implement age criterion intake and consequent punishment regime for defaulters.

Seaferers are meant to be indigenous professional who are supposed to replace foreign competitors for a successful cabotage system. But when this is not the case, the system is predisposed to seeking for foreigners to cushion up the gap amidst demoralized handful seafarers. Ship manning is a business that requires both government and seafarer's commitment in order to achieve the aims of restricting competition by building local content that can go a long way even in moments of assisting coastal security needs.

Ship Registration
The draconian nature of vessels registration in the Cabotage Act generates a spill-over of issues. Vessels registrations for cabotage participation are unarguably predicated upon "wholly owned and manned by Nigerian citizens…built and registered in Nigeria" otherwise such vessels shall not engage in cabotage except on the premise of distress assistance to any persons, vessels or aircraft in danger in Nigerian waters as enshrined in the Part 11 section 4 (2) of the Cabotage Act. In Nigerian context, what that connotes is constant inevitability of such a distress call which will permeate and eventually undermine the entire system. Imagine a foreign rescuer bearing grudge and malice against the cabotage Act, the shocking consequence is better untold. By the way, how many vessels have been registered and how many are to be registered upon the laid-down conditionality?

This can be chaotic administratively and Nigeria might then end up registering no new vessels further and the after effect is simply poor shipping business! The Part V of Section 22.(1) of the Cabotage Act stipulates that vessels "shall meet all the requirements for eligibility as set forth under this Act (Cabotage Act) and the Merchant Shipping Act" to qualify to engage in Cabotage. It is our contation that apart from being too strict, it will amount to double standard creating barriers in that regard. The Cabotage Act should review its goals and objectives and fashion out more pragmatic regime.

Waivers
Another salient matter to consider about Nigeria Cabotage Act is the issue of waiver. Technically, the waiver granting procedure and objective of the Cabotage Act is totally a misconstruction and administratively erroneous. Firstly, Cabotage Act bears the notion of developing local content, at least in ship acquisition, and at the same time granting waiver though only based "on grounds of non availability" and 'emergency'. This liberal policy is a potential risk to the four cardinal points of the Cabotage Act. The argument being that the issue of availability in Nigerian cabotage regime is immensely improbable (Usoro, 2003:5).

Also, there are criticisms over the weakness and less challenging conditionality for the granting of the waiver to foreign ships as a result of insufficient cabotage vessels. With the situation on ground, it is difficult to project the reversal of this backwardness, which drastically distorts both the cabotage Act and the Nigerian shipping industry. To compound issues the more, there is a grave concern over unilateralism of the Minister of transport effecting waiver regime especially with the exclusion of such an important Indigenous Ship-Owners Association of Nigeria (ISAN), which supposed to actually assist with professional and privy information and criteria qualifying "wholly owned", (Part 111, Section 9), Nigerian vessels for coastal trading (Ajiye, 2013:16).

The whole analysis boils down to the fact that the process of waiver consideration and approval will be subjective and thus undermines standard. Additionally, with the background knowledge of the dearth of Nigerian vessels and resultant desperation for foreign supports, there is every tendency that innumerable foreign shippers with 'juicy' application files will influence the Minister to compromise standard. Symbolically, this is poor administration. It should also be stated that a combine waiver approval regime will definitely limit indulgences thereby protecting the Cabotage Act to an extent. In fact, the whole flaw about waiver system is a potential ground for breeding foreign content instead of local content in shipping industry. It is our believe that concerted efforts of both the Minister of transport and professional organizations like ISAN will enthrone yardstick that guarantees wholesome, competitive and productive waiver regime.

Corruption and lack of Transparency
Human society is crippled with excessive possessive instinct that has played out in resource mismanagement of the Nigerian Cabotage administration. From the inception, meager resource in the tune of $25 Million officially allotted for shipping development was astonishingly either embezzled or diverted to private coffers (Ajiye, 2013). Disgracefully, some of these perpetrators could be top government officials whose culture of service lacks complete transparency and patriotism. With capitalist tendency and 'get-rich' fast syndrome that has permeated the Nigerian system; a new phase of challenge has emerged.

Economic inter-dependence and trade liberalization have the possibility of making many indigenous shippers prone to be locked in the web of the global shipping racketeering evident in the fact that most Nigerians who claim to have ships do not have anyone at all! (Ubakire, 2008:93). What that implies is much of deceitful dealings, which might involve document falsification or even hiring foreign ships in a deal of mutual returns. This does not in any way reflect a positive future in view of distorting the statistics of the Nigerian shipping industry and consequently affecting government plan in the sector. It is a difficult issue to approach in such a situation where those deceitful indigenous shippers would again seek for government empowerment thereby complicating local content.

No wonder government in consideration of this gross unpatriotic phenomena suspended the "Ship Acquisition and Ship Building Fund" as a result of misconduct in the course of its appropriation (Ubakire,2008 :71). However, it will not be unwarranted to claim that the Cabotage Vessel Financing Fund (CVFF) might have equally suffered same fate in the hand of misappropriations. It is also important to know that such suspension, together with the manipulative attitudes of some major stakeholders, yields nothing but stagnation in the Nigeria shipping industry. This culminates in the loss of about four trillion naira (N4 trillion) annually to foreign investors whose shipping lines practically explored the loopholes created by

corruption and lack of transparency in Nigeria coastal trading and administration (Airahuobhor, 2014).

Inadequate Capital

Adequate finance is the life-line of every project. When projects that require strong capital base are under financed, such projects are always either abandoned or poorly dragged to a finish without required result. World over, shipping is known to be a very capital intensive enterprise and reasons for this is not far fetched in the level of technology involved in both ship construction and repairs. It follows the economics dictum of high profit return in solid capital investment. In Nigeria, the case is otherwise. And to compound issues, Part V111, Section 42(1) lacks specification of designated amount meant for the Cabotage Vessels Finance Fund (CVFF) as captured in "the Fund". This gives room for gross administrative anomaly. Thus, the weak and inadequate financial starting point for the CVFF by the government actually reveals some fault lines. In this modern and competitive market of the emerging economies of the globe, how could Nigeria deem it fit, as captured by Ajiye (2013), to apportion mere twenty five million dollars ($25 Million) for development of shipping industry? It is simply a bad beginning for local content especially when there is still problem of misappropriation! To this end, the possibilities of accessing loans to support genuine stakeholders in the industry have been drastically made impossible by inadequate collaterals and other factors.

To worsen the situation, commercial banks, which are the depositories to the Cabotage Vessels Finance Fund (see Part V111 Section 44) lack proper understanding of shipping industry and thus incapacitated to providing investment and financial advice for the investors; and foreign bankers on their part always still cite inadequate collaterals (Ekpo, 2012:109), together with socio-political instabilities, as impediments to loaning Nigerian shippers.

That is not all; one can argue that other cognate institutions like insurance is detracted financially to render specialized services to the Cabotage system. The end result of these will be handicapped shipping industry with negative effects on employment and economy generally. Nigeria really needs both institutional and capital reviews and upgrading in this area if Cabotage Act, in reality, is aimed at developing and enhancing local shipping competitively.

Poor Enforcement of the Cabotage Act

From all indications, one can point that the Cabotage Act enforcement malady is self inflicting. A critical consideration of the Part VI Section 30.(1) of the Act exclusively empowers the Minister to "create an enforcement unit within the National Maritime Authority with appropriate operational guidelines…". These provisions and position, as it may well be, could be abused and we end up having an enforcement unit that reflects and operates on personal dictates and manipulations. Somehow, it is prone to administrative and political-will imbalances affecting full implementation of the Cabotage Act. In a rather carefree, nonchalant and lackadaisical attitude to service, there could be existence of cabotage ineffectiveness. Ineffective implementation of policy is tantamount to, if not worse than, not formulating that policy in the first place. At this point, it becomes an issue that measures to protect cabotage Act are in nature a regime of compromise and concession. As strongly noted by Ajiye (2013:17), "that none of the many foreign violators of the Act have been fined or sanctioned to deter others…."

This assertion entails cleverly renewal of foreign flagged ships in Nigeria as well as possibility of a designed channel, on the side of the Minister, for some selfish financial irregularities at the

expense of the Act that actually established its loopholes. Enforcement of the Act should engage systematic formation of experts whose experiences drawn from various fields would standardize enforcement protocol and procedure. The advantage of this is a possibility of eliminating any form of undue or bias measures or treatment to any cabotage shipping line including foreign rescuers operating on Cabotage rights or liberalization.

Surcharge System
It is important to mention that the 2% surcharge (see Part V111, Section 43(a)), for the Cabotage Vessels Finance Fund is to a large extent anti local content. No matter the degree of the percentage, surcharge is surcharge and it implies a kind of punitive measure, which is entirely inconsistent with the aims and objectives of the Cabotage Act. Administratively, the focus should be on developing local content with tax and surcharge reprieve for reasonable period of time in order to accommodate the developmental challenges innate in such a huge project like coastal industry. But here, the Act created some financial difficulties to those indigent indigenous participants it (the Act) completely failed to empower financially. This practice, if not reviewed and reversed, will certainly drag the whole cabotage system to a halt. Surcharge of any kind should not be for now and if expediently necessary should be below 1%.

The Cabotage Act and the Powers of the Minister of Transport
Generally, one often unnoticed challenge hampering the Nigerian Shipping lines in the Cabotage regime is the over concentration of the Act's principles on the office of the Minister of Transport without any strong Part and Section of the Act committed to check imminent abuses, which can affect indigenous participation. Although cabotage mainly resides with the transport portfolio, yet a good practice should inculcate a legislative mechanism to administratively and practically interpret the overriding powers of the Minister as captured in "where the Minister is satisfied that…"(Part 1V, Section 15 (1)), "as the Minister may deem necessary" (Part 1V, Section 15 (2)) etc. Or it can be arguably declared that the Cabotage Act's implementation is as the Minister of Transport may deem it necessary, which may not reflect constructive public opinion and concerns.

Restrictions of all Vessels Type and Size
The Nigerian cabotage Act 2003 is overreached with restrictions evident in Part 11, Section 6 of the Act. The worst contributing factor is the absence of technology to handle ship type and size and the accompanying disruptive effects on both the shipping lines and the oil and gas sector of the economy. If ships of all types and sizes bound for coastal trading must be wholly owned by Nigerians, the question then is: does Nigeria have, for now, the capacity to build and own such ships especially the ones required for oil and gas sector? The answer is obviously no! Even when there is capacity to build, most Nigerians do not have the financial capability to acquire the number of such ship types and sizes appropriate for oil and gas transportation. This being the case, Nigeria definitely resorts to foreign flagged ships and consequently looses about $6.57bn annually as recently noted by Aluko (2013) To continue transporting her main cash products considering their indispensability to the economy it is advisable that ship type and size should be revisited to accommodate the situation on ground.

CONCLUSION
At the onset, the record breaking Cabotage Act was a welcome development among every Nigerian. It was a giant stride driven by monumental will-power of a nation of great minds. The projections were high and especially the landmark economy of scale and massive employment opportunity the Act could generate. It is a certainty that Nigerians started savouring a kind of jingoistic aura and could stand on top of the coastal waters without fear of being drown! This is

very encouraging and given the obvious massive support and, most importantly, the Cabotage Act's promising frontiers in the shipping industry via local content programmes. These factors revived the hope of Nigerians in the industry until the point of implementations.

Devastatingly, so many concerns emanating from the Cabotage Act itself began to engulf the already relished euphoria. There, it was discovered that the Act is, in reality, a product of self-destruction! How? First of all, it is discovered that there are neither enough cabotage vessels to carry the weight of the Cabotage Act nor enough technology to build vessels. Even when very few vessels brave it out, they are always being sunk and thus at the mercy of the foreign rescuers who incidentally are the competitors precluded from taking part in normal coastal trading but for emergency. The rescuers could strike a balance here inasmuch as emergency is inevitable in Nigerian maritime industry. Overall, the focal aim of Cabotage Act world-over is to develop indigenous shipping industry.

Essentially, cabotage offers protectionism weaved around engaging local potentials for competitive output. It is not out of share ambition for states to implement cabotage Act, after all, there could be optimum technology to support it. But cases abound where relatively less developing economies embark on the cabotage, leaving its implementation underutilized productively. Some of these countries may lack either administrative competence or adequate technology among others to actually achieve cabotage system.

Nevertheless, it does reflect a commitment to integrate the local resources in the quest for nation building. A lot of measures obtainable in this regard are not without stiff challenges. But, at times, it takes a bold step to venture into reforms irrespective of apparent difficulties in the process. It is imperative to note that the task of nation building requires large heart to embark on projects of daunting risks; caution and transparency should be the watch word. It is a bold attempt, in all consideration, for Nigeria to key into cabotage system given her obvious peculiar situations. It is also encouraging to see her meander the thorny paths of learning process as a journey of many miles starts with a step though such a journey is obliged to inscribe a learner sign on her system so that the entire traffic of international shipping industry and technology would coordinate with her, when needs be, and help her learn to sail safely on the dangerous shipping waterways.

All in all, the problems of the Nigerian shipping industry are lack of technological and administrative competence to carter for the two opposing cabotage policies of protectionism and liberalism, respectively.

RECOMMENDATIONS

1. As the main administrative organ of the Cabotage Act, NIMASA and the Parts and Sections of the Act establishing her functions should be reviewed to be able to administer the content of the Act very well

2. It is strongly advised that the Federal government of Nigeria should first of all implement policy content built on acquisition of relevant maritime technology before embarking on protecting shipping lines especially based on Part 11 Sections 3 &4 of the 2003 Cabotage Act.

3. Government should in that direction focus on building and sustaining more docks exclusively for ship constructions to complement the existing Niger-Dock and others, which have concentrated on repairs hitherto.

4. Therefore, Nigeria should neutralize the Cabotage Act, not only on the basis of emergency needs as captured in Part 11 Section 4(2) but also on the point of mutual cooperation and coordination between Local shipping lines and foreign counterparts to facilitate speedy technology transfer. This will also eliminate corruption imminent in over classified protectionism.

5. In-line with that, specialized banking system and adaptation of cognate institutions like insurance should be established to render specialized services to the sector.

6. Government should not only increase funding and incentives to the sector in order to create and facilitate maritime interests among Nigerians but also establish measures for proper appropriation of such funds and incentives.

7. In addition to MAN and other related institutions for maritime education, training etc, government should establish maritime resource centres and programmes, which will be anchored by the national media to sensitize the public on the opportunities the sector proffers.

8. Nigeria should review Part 11 Section 6 of the Act, which stipulates that a vessel of any type and size shall not engage in cabotage trading. This is rather too broad and over ambitious especially when the system lacks the capacity to build any vessels for now

9. There should be strategic coordination between NIMASA and other government institutions for harmonization and utilization of frameworks necessary for achieving cabotage objectives.

10. There should be strong legislation guiding waiver and enforcement regimes as they are often the points of interest diversions and focuses hampering the cabotage Act and local content.(10)

11. Patriotism is the key word for the Nigerian flagged ships as well as actualization of the local content dreams. Here, government should reward any patriotic act especially in the maritime sector. This process will shun corruption and sharp practices that can disrupt the Cabotage project.

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Contraceptive Knowledge and Usage among women famers' in Yewa Division of Ogun State, Nigeria.

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Abstract

The study assessed contraceptives knowledge and usage among women farmers in Yewa Division of Ogun State. Multistage sampling technique was used to select on hundred and twenty respondents for the study. Both descriptive and inferential statistics were used in analyzing the collected data on contraceptives use, information source, awareness and personal characteristics. Most of the women (70.0%) were age between 30-49 years, married (71.7%) having between 6-10 household size. Of all the respondents 82.5% have high level of awareness toward contraceptives. The contraceptive use includes condom, abstinence and pills. There is significant relationship between contraceptive use and age (r= 0.206; P=0.025) of women farmers in the study area. Women farmers' awareness level was high with low usage of contraceptive. It is therefore recommended that adult literacy programme and sexual education should be encouraged and there should be proper information on the importance of contraceptives.

Key Words: Women, Farmer, Knowledge, Usage, Contraceptives.

INTRODUCTION

Nigeria's fertility rate has remained high; from 6.0 children per women in 1990 it recorded only a minimal drop to 5.7 in 2008 National Population Commission and ORC Macro (2008). Although the use of modern contraceptives is an important factor in controlling fertility through prevention of unintended and unwanted pregnancies, contraceptive use is still very low in sub-Saharan African (SSA), where the level of fertility and unmet need for family planning is high Brou et al (2009).

The World Health Organization (2007) reported that pregnant adolescents aged 15-19 years are twice as likely to die in child birth and those under 15 are five times more likely to die in child birth than women in their twenties and that infant and child mortality is also higher among children born to adolescent mothers. Family planning is a significant aspect of reproductive health that concerns women to a great extent. Family planning is used as a synonym for birth control. It is utilized by couples that wish to limit their number of children, to control the timing of pregnancy (also known as child spacing) or both. The idea about family planning is that couple does have at least one child, i.e. they use birth control to plan, not to prevent a family (WHO, 2006).

According to (Olaitan 2009) family planning is the planning of when to have and use birth techniques to implement such plans. Other techniques commonly used include sexual education, prevention and management of sexually transmitted diseases, pre- conception counseling, management and infertility management. Family planning is a step towards better living and development of individuals' family and the nation. This is also a means of handling one of the twenty-one problems in marriage (Nkwocha and Jossy, 2002).

The demand for family planning is low in Nigeria the 2008 Nigeria Demographic and Health survey reported that majority of married Nigeria women have no intention of ever using modern contraceptives National Population Commission and ORC Macro (2008). There is high level of awareness about contraception but very low level of use have been established in studies in Nigeria Obisesan et al (1998) and Okonofua et al (1999). However evidence from the recent Nigeria demographic and health survey (2008) indicates that only 15 percent of sexually active Nigeria women currently practice effective contraceptive though the figure varies from region to region being higher in the southern part of the country with a prevalence of modern contraceptive use of 12.5% among married women compare to a prevalence rate of 5.3% among married women in the Northern part of the country.

Several reports have associated unwanted pregnancy high fertility rates and high parity with the high material mortality rate (MMR) in Nigeria Etuk and Ekanem (2003). Fortunately, contraception when accepted and used by majority of women in any given community has been shown to reduce unwanted pregnancy, high parity and consequently matenal mortality Abasiattai et al (2008) and Oye-Adeniran et al (2005). In view of all these, this study intends to investigate the knowledge and use of contraceptives among women farmers' in Yewa division of Ogun State, Nigeria.

The general objective of the study is to determine the knowledge and use of contraceptives among women farmers' in Yewa Division of Ogun State, Nigeria.

The specific objectives are to
   i.   determine the selected personal characteristics of women farmers in Yewa Division of Ogun State.
  ii.   ascertain the contraceptives practices use by women farmers in the study area.
 iii.   assess women farmers knowledge towards the use of contraceptives.
  iv.   identify women farmers sources of information on contraceptives use.
   v.   assess women farmers awareness towards the use of contraceptives.

HYPOTHESIS TESTING
There is no significant relationship between selected personal characteristics of the women farmers and contraceptives usage.

METHODOLOGY
The study area is Yewa Area of Ogun State which comprises Yewa North, Yewa south and Imeko/Afon Local Government Areas. The focus of the study was Yewa North and Imeko Afon due to the nature of the area. The target population comprises women farmers in the two Local government areas .Mulit stage sampling technique was employed. Yewa North Local government Area is made up of 11wards and four wards were randomly selected for the study. From each wards 15 women farmers were selected through systematic sampling procedure on the basis of household to give a sample size of 60 while Imeko Afon local government made up of 10 wards and four wards were randomly selected. From each wards 15 women farmers were selected through systematic sampling procedure. A total of 120 respondents were selected. The major instrument for the collection of the data was by the use of a well-structured questionnaire which was administered to the respondents (Primary data). Secondary data was by use of journals, internets books, bulletins e.t.c.

The dependent variable for the study is contraceptives usage. This was measured based on three points rating scale on the frequency of usage of the practices. There are always = 3, sometimes = 2 and Never =1. These give mean average of 2.0 Usage was then categorized into high, low, using the mean score.

The independent variables include personal characteristics of respondents, sources of information, awareness and knowledge about contraceptives.

RESULT AND DISCUSSION

Table 1 shows that majority (70.0%) of the respondents were between the age of 30 and 49 years implying that respondents were still in their productive and reproductive age. It is belief that these age groups are responsive to changes. This findings is in line with Akinbile (2007) who reported that population within this age group are productive energetic and constitutes active work force in any community engagement. The table further reveals that majority (71.7%) of the respondents were married, 10% were widowed and 12.5% were separated. Only 5.8 percent were single. This implies that most of the women farmers are married. This shows that women farmers will have additional responsibilities toward their children and spouses.

The results in table 1 further reveals that (52.5%) of the respondents had no formal education, 9.2% had primary education, 37.5% had secondary education. This implies that half of the respondents had no form education. This finding may have negative effect on the use contraceptives since education is one of important factor in determining farmers' ability to understand and use new technology. Majority (62.6%) of the respondents have household size of 6-10, this implies that large family size overtime may lead to poverty since dependency ratio will be high, Half (52.5%) of the respondents were Christians and (53.3%) of them earned more than N61,000 per annum.

Awareness of contraceptives in the study Area
Table 2 Shows that majority (82.5%) of the respondents were aware that there is contraceptives, while only 17.5% of the respondents claimed they are not aware. This percentage may be single among the women farmers. This finding implies high level of awareness about contraceptives.

Knowledge of Respondents about contraceptives practices
Table 3 shows knowledge of respondents about contraceptives practices. Majority (71.7%) of the respondents understood contraception to mean prevention of sexually transmitted diseases when use condom, 62.5% of the respondents understood contraception to mean prevention of unwanted pregnancy while only 46.7% of the respondents believe it is for child spacing. Half (55.3%) of respondents believe contraceptives use will make a women barren. This finding shows that despite high level of awareness there is still myths and misinformation about contraceptives practices.

Sources of Information to women farmers
The results in Table 4 shows that most important sources of information to women farmers on use of contraceptives is Health centre (80.8%), Radio (71.7%) friends/neighbors (66.7%). The result shows that spouses should be part of information dissemination i.e. spousal communication.

Contraceptives Practices use/adopted by women farmers
Table 5 shows the mean score of contraceptives use. Use of male condom is x= 2.52 used by women farmers this is closely followed by withdrawal method x=2.20 and injectable x=1.80, abstinence (x = 2.42), pills (x=1.80) while IUD is x = 0.70 and Norplant (x = 0.00).

Despite the high level of awareness of contraceptives there is low level usage of some of these contraceptives among women farmers. This result implies that women farmers need to be enlightened on the importance of contraceptive usage. However use of male condom, abstinence and pills has high level usage among women farmers based on the mean score. The use of male condom has also been reported from other studies to be the most popular method probably due to the frequent advertisement on the media as regards both family planning and prevention of sexually transmitted diseases Olugbenga Bello et al (2011).

HYPOTHESIS OF THE STUDY
The hypothesis was analyzed using the Pearson correlation analysis. Results of the analysis shows significant relationship between contraceptive use with age (r = 0.206; P = 0.05). The implies that the older the women farmers the more the usage of contraceptives.

CONCLUSION
Based on the findings of this study the following conclusions were made; women farmers' awareness level is high, with different knowledge about contraceptives practices and also low usage of contraceptives. The study revealed that age has significant relationship between contraceptive use in view of the findings from this study the following recommendations are made.
   i.   There should be proper information on the importance of contraceptive use.
  ii.   Interpersonal communication should be encouraged.
 iii.   Family planning education should be aggressively disseminated through different medium of communication.
  iv.   Health education on importance of use contraceptives should be encouraged among rural dwellers.
   v.   Adult literacy and sexual education programme should be encouraged.

Table 1: Distribution of respondents Personal Characteristics

Variable	Frequency	Percentage
Age		
20-29	7	5.8
30-49	37	30.8
40-49	47	39.2
Above 50	29	24.1
Marital Status		
Married	7	71.7
Widowed	86	10.0
Separated	15	12.5

Level of education		
No formal education	63	52.5
Primary Education	11	9.2
Secondary Education	45	37.5
Tertiary	1	0.8
House hold Size		
1-5	39	32.5
6-10	75	62.6
≥ 11	6	4.9
Religion		
Christianity	63	52.5
Islam	49	40.2
Traditional	18	15.3
Annual income ₦		
$\leq 20,000.00$	19	15.5
21,000 - 40,000	13	10.8
$41,000 – 60,000$	22	18.3
$\leq 61,000$	66	55.3

Source: Field survey 2014

Table 2 Frequency distribution of women farmers' awareness of contraceptives use

Awareness	Frequency	Percentage
Yes	99	82.5
No	21	17.5
Total	120	100.0

Source: Field survey 2014

Table 3: Frequency distribution of women farmers about knowledge about contraceptives

Knowledge about contraceptive	Frequency	Percentage
Limit family Size	63	52.5
Prevent Sexually transmitted diseases	86	71.7
Prevention of unwanted pregnancy	75	62.6
For child spacing	56	46.7
For making women barren	66	55.3
For mothers health	45	37.5

Source: Field survey 2014
Multiple responses recorded.

Table 4: Frequency distribution of respondents Sources of information

Sources of information	Frequency	Percentage
Friends/ Neighbors	80	66.7
Health Centers	86	71.7
Radio	97	80.8
Television	38	31.7
Bill Board/ Hand bills	30	25.0

Sources Field survey 2014
Multiple responses recorded

Table 5 Frequency distribution of women farmers by contraceptives used/ adopted

Contraceptives Use	Mean Score
Injectable Contraceptive	1.80
Use of male condom	2.52
Abstinence	2.42
Intrauterine device	0.70
Norplant	0.00
Pills	2.10
Withdrawal	2.20

Source Field Survey 2014
Average Mean Score 2.00

Table 6: Pearson's Correlation between selected personal characteristics and level of use of contraceptives

Variables	R valve	P valve
Age	0.2.6	0.025
Household size	0.176	0.859
Education	0.056	0.603
Annual Income	0.008	0.559

Correlation is significant at the 0.05 level/ 2 tailed.

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Organizational Factors and Employees Commitment

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Abstract

For an organization to survive in this century, leaders of the organization must offer a greater sense of meaning and purpose for their employees to enjoy working in the organization. In today's highly competitive environment, employees don't only look up for increment in pay to be committed but issues such as good leadership style, well structured organizational culture and other factors also have an influence on their level of commitment. Based on previous studies, the researchers develop a conceptual framework to suggest a relationship between organizational commitment and five organizational factors i.e., organizational culture, organizational structure, leadership style and rewards as the constructs. Questionnaire is proposed to be used as a data collection tool and multiple regressions as the statistical technique that would be used to analyze the data.

Keywords: Organizational Commitment, Organizational Culture, Organizational Structure, Pay and Reward, Management Style, Work Environment,

INTRODUCTION

Organizational commitment is denoted as the level of employees' enthusiasm shown towards work and the adherence to the core values for the organizations success. Wright, McMahan and McWilliams (1994) posited that, HRM policies are the methods used by organizations to shape employees' behavior, perception and attitude. This means that with a well structured deployment of HR policies coupled with committed employees would work assiduously towards achieving set targets.

Managing human capital needs a steady and dynamic approach towards the management of employees who are considered as treasured assets to the organization. Again managing resourceful manpower needs invariable balance between meeting the aspirations of the people and achieving the strategic needs of the organization. Thus, partnership between HRM and the strategic goals of the business evolve innovation and flexibility; hence it serves as the overall purpose of the business. Carefully, application of this strategy i.e., forging HRM and the overall business objective would encourage employee commitment which would lead to better performance, positive employee attitude and low turnover. Oorganisations' cannot withstand today's competitive market unless the employees are highly committed to the its mission, vision and work as a citizen of the organisational community. Time has far past where committed employees are seen as those who come to work every day and do their job

independently. Employees now have to be team players and "intrapreneurs" to prove their worth.

The essence of employees commitment come into play when one considers prior studies that examines the relationship between commitment and job satisfaction (Bateman & Organ, 1983), workplace justice (Moorman, Niehoff & Organ, 1992). Trust in and loyalty to the leader (Deluga, 1994) and perceptions of supervisor fairness (Niehoff & Moorman 1993).

Previous studies that examined factors influencing employees' commitment indicated several major variables such as demographics, satisfaction, organizational engagement and HRM practices such as employee development, performance management and compensation. Most of these studies have confirmed that employees are not currently committed to their work. Employees keep moving from one organization to the other notwithstanding the amount earnings make out of the organization. The fact that turnover does not depend on employees earnings then the need to conduct a study to examine the main cause of current trend of turnover. The effect of employee satisfaction and organizational commitment on turnover intention has been discussed and the findings indicated that these variables have significant influence on turnover intention. It seems that to predict turnover, organizational commitment must be part of the model. Therefore, the need to study factors that influence employees' commitment is pertinent because the findings would provide a clearer understanding on what would make an employee feel committed to his or her work.

THEORETICAL BACKGROUND

Organizational Commitment

According to Northcraft and Neale (1996), commitment is an attitude reflecting employees' loyalty to the organization, and an ongoing process through which members of the organization express their concern. In another definition, Beckeri, Randal, and Riegel (1995) categorized the term commitment into three dimensions i.e., a strong desire to remain a member of a particular organization; a willingness to exert high levels of effort on behalf of the organization and a defined belief in and acceptability of the values and goals of the organization. According to Mowday et al., (1982), commitment is simply defined as an attachment and loyalty to one's organization and they also categorized commitment in three dimension i.e., An identification with the goals and values of the organization, the desire to belong to the organization; and the willingness to display effort on behalf of the organization.

Looking at it from the psychological purview, Salancik (1977) defined commitment as a state of being, in which an individual becomes bound by his actions and these actions support future action and involvement. This definition implied that, commitment can be increased through employee engagement and collective decision making

Types of Commitment

Commitment is thought of simply in terms of feelings of obligation or emotional attachment. However, in the last 15 years, a growing consensus has emerged that commitment should be viewed as a multi-dimensional construct. Allen & Meyer (1990) developed an early model that received considerable attention. The three-component model they advocated was based on their observation that existing definitions of commitment at that time reflected at least three distinct themes: an affective emotional attachment towards an organisation (Affective Commitment), the recognition of costs associated with leaving an organisation (Continuance Commitment), and a moral obligation to remain with an organisation (Normative

Commitment). It is necessary to note that, not all forms of employee commitment are positively associated with superior performance (Meyer & Allen, 1997). For example, an employee who has low affective and normative commitment, but has a high continuance commitment is unlikely to yield performance benefits. The main reason why such an employee remains with an organisation is that, the costs associated with leaving are too great but not necessarily that he or she enjoy working in that organization. Currently, this model has been further explored and refined to incorporated the extent to which organizational social environment makes employees developed a sense of belongingness, and identity. O'Malley (2000) contends five general factors of employee commitment which was deduced from previous literatures. The factors are discussed as follows:

Affiliative Commitment
An organization's interest and values are compatible with those of the employee, and the employee feels accepted by the social environment of the organisation. Therefore the employee may not want to leave the organization.

Associative Commitment:
Organisational membership increases employees' self-esteem and status. The employee feels privileged to be associated with the organisation. The employees develop sense of identity and would feel reluctant to quit the organization.

Moral Commitment:
Employees perceive the organisation to be on their side and the organisation evokes a sense of mutual obligation in which both the organisation and the employee feel a sense of responsibility to each other. This type of commitment is also frequently referred to in the literature as Normative Commitment.

Affective commitment:
Employees derive satisfaction from their work and their colleagues, and their work environment is supportive of that satisfaction. Some researchers (eg Allen & Meyer, 1991) suggest that this is the most important form of commitment as it has the most potential benefits for organizations. Employees who have high affective commitment are those who will go beyond the call of duty for the good of the organisation. In recent literature this form of commitment has also been referred to as 'engagement' and is the form of commitment that is most usually measured by organizations.

Structural commitment:
Employees believe they are involved in a fair economic exchange in which they benefit from the relationship in material ways. There are enticements to enter and remain in the organization and there are barriers to leaving. This type of commitment is also frequently referred to in the literature as Continuance Commitment. With reference to the above typology, when an organization is considering assessing the commitment of its workforce, not only should it ask how much commitment exists, but also what types of commitment exist.

Organizational commitment is determined by a number of factors, including personal factors (e.g., age, tenure in the organization, disposition, internal or external control attributions); organizational factors (job design and the leadership style of one's supervisor); non-organizational factors (availability of alternatives).

HYPOTHESIS

Organizational Structure

Organizational structure plays an important role in organizational commitment. Bureaucratic structures tend to have a negative effect on organizational commitment. Zeffanne (1994) indicates that "the removal of bureaucratic barriers and the creation of more flexible structure are more likely to contribute to the enhancement of employee commitment both in terms of their loyalty and attachment to the organization". The management can increase the level of commitment by providing the employees with greater direction and influence (storey, 1995). Thus, the first hypothesis is stated:

H1: Organisational structure has a positive significant relationship with employees commitment.

Organisational Culture

Organisational culture is the personality of the organisation, the manner in which things in the organisation (Schein, 1975). Ravasi and Schultz (2006) state that organisational culture is a set of shared mental assumptions that guide interpretation and action in the organisation by defining appropriate behaviour for various situations. However, a company may have its' own unique culture especially in larger organisations ,sometimes issues emanents due to conflicting cultures that co-exist due to different characteristics of the management team who are managing the units. These issues would result in discrimination, conflicts and other acrimonious situations which will culminate in declining employees commitment. Therefore it can be deduce that organisational culture may have a negative or positive effect on employees' commitment. The above discussion leads to the second hypothesis.

H2: Organisational culture has a positive significant relationship with organisational commitment

Management Style

Zeffanne (1994) posits that "the answer to the question of employee commitment, morale, loyalty and attachment may consist not only in providing motivators, but also to remove demotivators such as styles of management not suited to their context and to contemporary employee aspirations". For instance, bad management prowess of a first line supervisor in an organisation could result in higher turnover of employees. A management style that encourages employee involvement can help to satisfy employee's desire for empowerment and demand for a commitment to organizational goals. Gaertner (1999) argues that "more flexible and participatory management styles can strongly and positively enhance organizational commitment". Organizations need to ensure that their management strategies are aimed at improving employee commitment rather than compliance (William & Anderson, 1991). The third hypothesis is stated:

H3: Management style has a positive relationship with employee commitment

Work Environment

The working environment is also identified as another factor that affects organizational commitment. One of the common working environmental conditions that may influence organizational commitment positively is partial ownership of a company. Ownership of any kind gives employees a sense of importance and they feel part of the decision-making process (Klein, 1987). This concept of ownership which includes participation in decision making on a

new development and changes in the working practices, creates a sense of belongingness (Armstrong, 1995). A study conducted by Subramaniam and Mia (2001) also indicates that managers who participate in budget decision-making tend to have a high level of organizational commitment. Another factor within the work environment that may affect organizational commitment is work practices in relation to recruitment and selection, performance appraisal, promotions and management style (Meyer and Allen 1997). A study conducted by Metcalfe and Dick (2001) concluded that inappropriate selection and promotional method could be the reason for the low level of organizational commitment shown in the behaviour of constables.

H3: Work environment has a positive relationship with employee commitment.

Positive Relationships

The organization as a workplace environment is built up of working relationships; one of which is the supervisory relationship. According to Randall (1990, p 370) "the supervisory relationship can affect organizational commitment either positively or negatively". a positive supervisory relationship depends on how work-related practices such as performance management are being implemented in the organization (Randall, 1990). When individuals find the supervisory relationship to be fair in its practices, they tend to be more committed to the organization (Benkhoff, 1997). Other work relationships such as teams or groups which exist in the workplace can affect organizational commitment. Organizational members can demonstrate commitment when they are able to find value through work relationships (Mathieu & Zajac 1990). Brooke, Russell, and Price (1988) state that "employee commitment and attachment to the organization can be increased through efforts made to improve the organizations social atmosphere and sense of purpose". in essence, when work relationship reflect mutual respect to individuals, they are able to commit themselves to the organization.

H4: Positive Employees Relationship has a positive significant relationship with organizational commitment.

Pay and Reward

Its no news that employees may remain with an organization because there are constraints against leaving and incentives for staying. Organizations have to provide a succinate environment that increase commitment. One of the major reasons why people within an organization is because staying the organization makes sense economically. Compensation or pay establishes perpetuation of the employment relationship because it is the only credence of the relationship. Organizations' that add on benefits are establishing the foundation for richer forms of commitment by producing a need for the relationship (i.e.creating dependence). A Study conducted by Grover & Crooker (1995) examined the relationship between the availability of family responsive benefits and affective organizational commitment. They found a positive correlation between the availability of family responsive benefits and commitment. Similarly, Cohen & Gattiker (1994) investigated the connection between organizational commitment and rewards, operationalised as actual income and satisfaction. They concluded that commitment was more strongly related to pay satisfaction than to actual income. In summary, it can be conclude that pay and reward has a strong tenacity to increase organizational commitment. The last hypothesis is stated:

H5: Pay and reward has a positive significant relationship with organizational commitment.

RESEARCH MODEL

Drawing from related literatures, a research model has been designed to represent the relationship between knowledge sharing and self motivation, self efficacy, self worth, self concept .
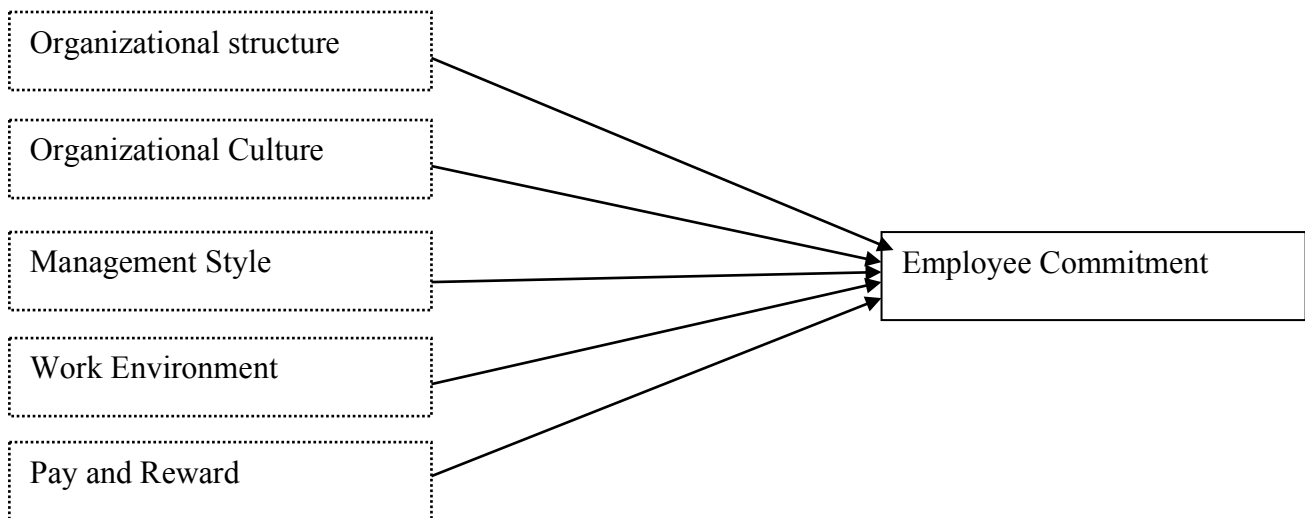

Fig. 2.1 Relationship between organizational factors and employee commitment

METHODOLOGY

Proposed Empirical Test

The researcher proposed an empirical study to test the suggested hypotheses. A questionnaire can be used to collect data on organizational variables i.e., Management style, reward and pay, organizational structure, work environment, positive relationship and dependent variable i.e., organizational commitment. Each item used to measure the construct will be on the 5 points Likert scale ranging from strongly agree to strongly disagree. The questionnaire consists of part A and part B. The part A may capture the respondent's demographic variables, which include: Age, Gender, Tenure, and Level of education and Position. These would be closed ended questions where a respondent only has to choose from the list of categories attributed to them. Part B would consist of 25 Likert scale questions, 5 questions for each of the variables. That is the independent variables and the dependent variable i.e., Management style, reward and pay, organizational structure, work environment, positive relationship and the dependent variable which is organizational commitment. Multiple regression is proposed as the statistical technique that would be used to test the relationships.

CONCLUSION

Individual employees would be committed only when managers begin to create a friendly working environment, good leadership style, reward and recognized employees as they deserve. Practical implication of the study's result would be discussed in further studies.

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Information and Communication Technology in Technical Education

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Abstract

Technical education is sine qua non to the economic and industrial growth and development of any nation, Nigeria inclusive. Its primary objective is to provide its recipients functional and employable skills required in the world of work. Today's world of work is experiencing innovations as a result of technological advancement through the emergence of information and communication technologies (ICTs). These changes brought by ICTs have cut across all spheres of life including social interaction, business practices, healthcare, political engagement, media, education and knowledge dissemination. It is in light of the above that this paper examined. To tackle the issue of this innovation, this paper proposes the integration of ICT into technical education programmes in Nigeria. For technical education to take its rightful place in the era of information age, ICT should be enshrined effectively in the technical education curriculum. Constraints hindering the effective integration of ICT in technical education programmes were highlighted. The paper concluded that ICT skills are the key things that will enable technical education graduates face the challenges of the 21st century workplace. It was recommended that government should provide enough funds to equip schools with ICT tools, equipment and facilities for better delivery of instruction.

Keywords: information communication technology, technical education, curriculum

INTRODUCTION

One of the social problems faced by the Nigerian government is the large scale unemployment. Daily experiences reveal that a large percentage of Nigerian graduates are unemployed. This unemployment is to some extent traceable to the type of education students receive in schools. The nature of education which was operated in Nigeria up till 1960 when Nigeria got her independence never accorded the individuals any functional skills for self-reliance. Students generally received little or no training in skills useful for employment in the world of work. This was the reason for the revitalization of Nigeria educational system with the introduction of the national policy on education to give training and impact the necessary skills to individuals who shall be self-reliant economically (Federal Republic of Nigeria (FRN), 2013). To this end, Ifedi (2008) stated that one of the main causes of unemployment among school leavers is lack of employable skills. Many do not possess the necessary skills and competencies which the modern economy demands. Thus, the nation is faced with critical shortage of competent applicants and burdensome surpluses in terms of unemployable manpower. A sure way out of this unemployment and joblessness is the integration of information and communication technologies (ICTs) into technical education programmes.

The Federal Government of Nigeria for over three decades now set up one programme or the other aimed at increasing productivity, combating unemployment and improving the health

and well being of the population (Ekpenyong, 2004). The government has since 2002 either discarded the previous poverty eradication programmes, except the National Directorate of Employment or subsumed them under the National Poverty Eradication Programme (NAPEP). The most recent commendable stride to the government is the birth of National Economic Empowerment and Development Strategy (NEEDS) whose goal include employment generation, poverty reduction and value re-orientation. However, indications reveal that so far, the impact of these programmes is yet to be felt as social status; health and employment of most people in Nigeria still remain depressed. Tell Magazine March 21 (2014) reported that about 2,891,395 Nigerians (youths and adults) were unemployed as at January, 2014. The future is likely to rise even higher than this report. This scenario therefore shows that Nigeria's placement as the 26th poorest nation on the Human Development Index (HDI)

Employability in both public and private sectors of the Nigerian economy has grown tremendously and this has made the manpower production to be far in excess to demand. The problem faced by employers now is too many well qualified job applicants chasing very few job vacancies. The increasing complexity of competition in the Nigerian labour market requires greater efficiency of workforce. Technical Education has become very relevant in the Nigeria of today, where massive unemployment of both youths and adults is on the increase.

One of the objectives of Technical Education is to prepare individuals for gainful employment. Whether paid employment or self-employment, the emphasis is on exposure to and acquisition of knowledge, skills and attitudes relevant and adequate for employment in specific occupations. Thus, the value of any Technical Education programme could be determined in its ability to adequately prepare and equip appropriate individuals in such a manner that they could fit into specific jobs or establish their own business after graduation. The specific objectives of technical education at the tertiary level (Universities, Polytechnics, Monotechnics and Colleges of Education (Technical)) as stated by FRN (2013) in her national policy on education are:

1. Provide courses of instruction and training in engineering, other technologies, applied science, business and management, leading to the production of trained manpower;
2. Provide the technical knowledge and skills necessary for agricultural, industrial, commercial, and economic development of Nigeria;
3. Give training that impact the necessary skills for the production of technicians, technologists and other skilled personnel who shall be enterprising and self-reliant;
4. Train people who can apply scientific knowledge to solve environmental problems for the convenience of man; and
5. Give exposure on professional studies in the technologies.

Despite these laudable objectives of technical education in Nigeria, presently, Technical Education can be said to be at a cross road and described as a 'disaster' due to inadequate funding, chronic dearth of qualified teachers, inadequate facilities, inappropriate curriculum and students' population explosion. With the alarming of advancement in technology and the clarion call by experts for a change in Technical Education curriculum, there seems to be some attempts to remedy the ugly situation. Unfortunately, what is needed is a replacement of the existing structure and a summit to reposition Technical Education delivery system. According to Nwosu (2003), the already fast deteriorating state of Technical Education in by unprecedented advances in technology. Technical Education in almost all the institutions in Nigeria is indisputably very highly challenging. The need thus arises for a change in pattern of delivery of instruction in this form of educational programme. The resources and methods

chosen for instruction will bring about the intended learning outcomes in students (Nwachukwu, 2006). Such instructional resources are the ICTs which is currently a driving force economically, scientifically and technologically all over the world.

Nwosu (2003) opined that national growth and development is hinged on the acquisition of ICT skills and utilization of ICT opportunities. Presently, we are in an information society where those who can create, process, manipulate and manage these vast varieties of information will continue to dominate the economy and dictate the entire pace of development. ICT according to Tinio (2003) cited in Adomi & Kpangban (2010) is a diverse set of technological tools and resources used to communicate, create, disseminate, store and manage information. These technologies include radio and television (broadcasting technologies), computer and internet (digital technologies) and telephony. According to Ayelaagbe & Abidoye (2007), the most current ICTs can be grouped into: information techno logy, telecommunication technology, and networking technologies. (i) information technology: uses computers, which have become indispensable to modern societies to process data, save time and effort; (ii) telecommunication technology includes: telephony (with fax), televisions, often through satellites; (iii) networking technologies of which the best known is the internet, but which has extended to mobile phone technology, voice Over IP Telephony, satellite communications, and other forms of communication that are still in their infancy.

These arrays of technologies have been flaunted as potentially powerful enabling tools for educational change and reform when appropriately used. The purpose of ICT is to increase productivity and efficiency and speed up information processing for wealth creation. Therefore, its integration into Technical Education programmes will enable learners to possess relevant skills and competencies necessary for effective performance in the world of work.

Information and Communication Technology and the Curriculum
The needs, values, aspirations, trends and problems of any nation should be reflected in her curriculum. Curriculum changes can be approached by trying to give and receive advice and cooperation from other curriculum experts, by providing different visions, experiences, findings from researches and training strategies. Curriculum is the nucleus of all educational changes as it encompasses contents, process, and outcomes that imply permanent connections between the goals of education and everyday learning experiences in schools, colleges and universities.

Gavin (2006) in Adomi & Kpangban (2010) stated that ICT is committed to helping men and women develop skills and knowledge to pursue many opportunities on fields involving technology. ICT knowledge and skills can be used on some today's fast growing career fields such as electronics, web development, computer programming, networking and computer drafting and design. ICT tools enable students to work independently and collaboratively. As such, the role of ICT within the school curriculum is not only to enhance the learning experiences of students, but also to help them develop the essential skills needed to participate effectively in the 21st century workplace.

The Need for Information and Communication Technology in Technical Education
Technical education is one which is skill-based, work focused, and prepares its recipient for the world of work by equipping them with the necessary skills, attitudes and knowledge required to fit into the workplace for today and the future. The current situation in Nigeria is that technical education has no implicit focus (Adeniji, 2002) and curriculum specifications are inadequate and inappropriate (Nwosu, 2003). The programme is being faced with issues of inadequate funding (Aina, 2002), gross inadequacy of functional equipment and facilities

(Unwin, 2009); chronic dearth of qualified teachers (Aina, 2002). Lack of the required instructional equipment and facilities in schools implies that students will not have ample opportunities to see and manipulate them in order to acquire the needed skills and knowledge (Unwin, 2009) required in the 21st century work place. It therefore becomes imperative for these issues to addressed in order to enhance the quality of teaching and learning technical education programmes.

The conventional method of teaching in schools in many nations including Nigeria has failed to prepare recipients to adequately function and participate fully in this era of technologically driven society. The delivery system of implementing technical education undergraduate programmes seem no to meet the required standards of today's workplace. To this end, Aina (2002) asserted that the inability of technical education to achieve its objectives is due to poor implementation. Collaborating this view, Adeniji (2002) posited that many programmes and policies including technical education have fallen short of expectation in meeting the realities of our working environment, in reducing unemployment and moving Nigeria forward. To this end, Aina (2002) described the current status of technical education programmes as appalling and a disaster. This is as a result of the emergence of advancement in ICTs.

In almost every aspect of life information processing is used to increase productivity and improve efficiency. As new technology emerges, several skills are required to be successfully employed in the labour market for wealth creation. Such skills, according to O'Neil (1995), are technology related skills, interpersonal and communication skills. For instance, computer literacy is yardstick for employment opportunities in both public and private sectors of the economy. Technology related skills include: keyboarding, and document formatting, proof-reading, transcription, mechanical aptitude and computer knowledge. Interpersonal and communication skills include language, critical thinking and decision making, dependability, relating to others, maturity, ability to start and complete project, ability to keep an open mind and go with the flow.

The office environment has witnessed a great change and it will continue to change as a result of innovations occasioned by the ICTs (Okereke & Ndinechi, 2005). They added that the era of ICT has made it imperative that a hard look be taken at the Vocational education curriculum. It is disheartening to see vocational education graduates roaming the streets in search of jobs while the employers unsuccessfully look for ICT competencies from workers. Ejeka (2005) cited in Adomi & Kpangban (2010) lamented that in the present age the illiterates are no longer those who cannot read and write but those who cannot use the computer and harness the tools provided by ICT. In fact, technical education has been unmatched for the required technological breakthrough.

Therefore, there is urgent need for the effective inclusion of ICT related courses in the technical education curriculum. This is important because according to Oyedele (2001), the power centres have shifted from land and capital to data, information, judgments and decision making. ICT is the central nervous system of the society. To be able to produce teachers who are ICT compliant, there is urgent need to review the vocational education curriculum to adequately include ICT related courses and to provide the necessary equipment for the teaching and learning of the courses. The maximum use of ICT can foster the shift to a learner-centred environment. ICT transforms this environment by:

i. Facilitating the acquisition of skills: through drill and practice, the transmission of basic skills and concepts, and the foundation of higher order thinking skills and creativity can be facilitated.

ii. Motivating the students to learn: this can be achieved through the utilization of radios, video programmes that sing, dramatize and display comic performances. The interactions via gadgets compel students to pay attention and become involved in the on-going lessons.

iii. Enhancing teacher training: the production and retention of skilled and effective teachers is very vital in Technical Education. ICT plays the role of improving teacher effectiveness through provision of recorded instruction.

iv. Micro-learning: this is suitable for teacher training programmes and self improvement. Here, the student engages in relatively small units of learning activities, interacts with ICT facilities such as computers, televisions, and recorded tutorials to study and practice specific and small units of learning experiences. The purpose is to allow the teacher and students to rehearse, analyze and master such activities. It assists the teacher to sharpen his/her focus on performance objectives (Tino, 2002 in Nwosu, 2003).

Technical education is therefore faced with the challenge of keeping up with the changes taking place in the world of work. The real of ICT is one that is growing limitlessly. It becomes imperative for technical teachers and students to focus on making technological learning part of their own lives so that it can be integrated into their instructional delivery competencies. They need to learn how to think, create, work, and collaborate with new ideas and techniques in order to properly integrate the use of ICTs into the teaching and learning process to avoid being left behind.

Characteristics of Learner-centred Technical Education Environment

The learner-centred environment according to Thijs (2002) cited in Eze & Obeta (2008) has the following characteristics:

i. Active learning: learners learn as they do and wherever appropriate work on real life problems in-depth, making learning less abstract and more relevant to the learner's life situation. In this way and in contrast to memorization or rote-learning, ICT enhances learning and promotes increased learner engagement. The learner can choose what to learn and when to learn it.

ii. Collaborative learning: there is cooperation among students, teachers and experts regardless of individual differences and class. Apart from real-world interactions, ICT supported learning provides learners the opportunity to work with people from different cultures, thereby helping to enhance learners teaming and communicative skills as well as their global awareness.

iii. Creative learning: ICT supported learning promotes the manipulation of existing information and the creation of real world products rather than the regurgitation of received information. Technical Education is best nourished in a creative setting where learners are encouraged to innovate and invent ideas and concepts, as well as new utility programmes.

iv. Integrative learning: integrative learning is an approach that facilitates thematic, integrative and holistic approach to teaching and learning. It eliminates the artificial separation between the different disciplines and between theory and practice that characterizes the traditional settings.

v. Evaluative learning: learning in this setting is diagnostic. Since the setting is learner-centred, the learner is capable of discovering his/her strengths and weaknesses and

allowing him/her to choose between alternative approaches to solutions to learning problems.

Information and Communication Technology in Technical Education

ICT has made the world a global village. Every activity of man is driven by technology. For Technical Education to meet up with challenge of today or tomorrow there is need for a reform of the programme content that will incorporate new and interesting courses such as ICT. ICT will equip the programme beneficiaries' better to meet the challenge of our time. The impacts of ICT are manifested in all works of life and have changed activities of man. Ojukwu & Ojukwu (2002) in Okereke & Ndinechi (2005) posited that ICT is accelerating at very high rate and this demands a consistent monitoring by Technical Education educators with a view of restructuring Technical Education curricula to meet the challenges. Dimowo (1999) & Aluenyi (2000) supporting this view called for reform in Technical Education that will integrate information technology innovations.

In the world of work where new equipment and machines are constantly being introduced and developed, there is need for organizations to employ those having relevant skills and competencies required for performance in the labour market. There should be a reasonable degree of correlation between the knowledge and skills required by employers and the curriculum in use. This implies that whatever is taught in the classroom should be a replica of what is required in the labour market.

Integrating ICT into Technical Education programmes will therefore require a thorough training in the use of modern technology that will add new dimension to the equipment and facilities for Technical Education programme. It is sad to note that most of the institutions which offer Technical Education programmes do not have equipment that could compete favourably with those available in the world of work. For instance, Chuke (2003) posited that the computer remains the most widely used electronic device today. But surprisingly, this vital piece of instrument that has turned our world for the better is still a luxury in some schools offering Technical Education programmes. As such, many Technical Education educators and their students are not abreast with the technological development of their profession. They are therefore ill-equipped to face the challenges of the world. As large numbers of data are created, processed, stored, retrieved and disseminated daily as a result of technological innovations, there is need for new methods, new skills and concepts to be learned. Integrating ICT into Technical Education programmes will provide opportunity for individualized learning and instills confidence in the learners. The use of ICT in education and Technical Education particularly could be highly beneficial to students and the nation at large in the following ways:
1. Increases performance when interactivity is prominent. It enhances teacher-learner communication.
2. Improves attitude and confidence
3. Time is saved running from one classroom to the other. Teachers and students can also for books and other teaching and learning materials without moving from one place to another. It enables technical teachers to process information and performs specific tasks more quickly.
4. Provides instructional opportunities otherwise not available
5. Increase opportunities for students-constructed learning
6. It exposes technical teachers to new methodologies of subject delivery so as to improve quality instruction and reposition the students to the current trends of globalization
7. Increases mastery of technical and work force skills

8. It encourages a network research among technical educators
9. Prepare students for work when emphasized as a problem-solving tool.
10. Improves students problem-solving skills
11. Increases the preparation of students for most careers and vacations
12. Increase emphasis on individual instruction.

Other benefits as identified by Ohakwe (2001) are:

1. Records can be managed and accounting functions performed using electronic document. Information is now being processed, stored, retrieved and outputted at a far greater speed than the manual method. The secretarial student is able to carry out his/her duties with ease and at a faster rate than it is in the traditional office. Also, the technical or industrial students are able to perform their technical or engineering drawing activities using AUTOCAD faster than in the usual classroom arrangement.
2. ICT creates opportunities for learner to have access to libraries and database of other universities, research institutions, or government agencies to consult stored files of Technical Education papers, studies or reports. For example, users could subscribe to any of several electronic Technical Education journals, newsletter and periodicals published on internet.
3. It is used for communication between individuals. For example, through video conferencing, audio conferencing, voice mail, etc, technicians can dialogue over various issues without being in the same location.

ICT in Technical Education programmes can also promote gainful employment. Integrating ICT into Technical Education will provide the necessary tools and skills for gainful employment to its graduates if they are properly trained in school. Indispensable skills which are basic to the needs of the society are provided to its recipients who can avail themselves of the opportunities of setting up their own business centres and earn a living. Also, Technical Education graduates can be self-reliant by establishing and offering consultancy services to firms or the public at large.

Technical Education graduates who are ICT compliant can function effectively in any type of office because their horizon is widened through the skills acquired in the ICT compliant Technical Education programme. Their job opportunities are enhanced. They can now stay longer at his/her workplace as information and messages can easily be keyed and assessed. ICT complaint Technical Education graduates can use technology to enhance his/her ability to learn about the world of work. Technical Education graduates who are well trained can fit into any work environment. This is as a result of the fact that they are well trained and have acquired ICT skills.

Constraints to Entrenching ICT in Technical Education
There are a number of problems that hinder the effective integration of ICT in Technical Education programmes. They include:

1. Inadequate equipment and infrastructures: most educational institutions that offer Technical Education programmes do not have the relevant equipment to enable students to be conversant with the use of these equipment. Basic infrastructure such as electric power, appropriate school buildings and telecommunication lines are still needed in many districts in Nigeria. Internet is accessed through telephone lines requiring that all educational institutions have at least a telephone line. Most classroom blocks are still the very old and with leaking roofs. Classrooms to be used for ICT should be well equipped, properly ventilated with air-condition in a nation such as Nigeria

which is in the tropics. Most schools are not adequately furnished to house ICT tools and facilities.

2. Language: English language is a second and official language in Nigeria. ICT software and programmes are adequately available in English language but these are predominantly alien to the Nigerian culture and do not consider local languages and culture. There is need for software that would facilitate the teaching and learning of Nigerian cultural arts and technology using local languages. This can be done by establishing interconnected school network as is obtainable in nations like Paraguay, Ghana, South Africa, Thailand and so on. This will result in inter-language interaction, capacity sharing and cooperation among schools and learners.

3. Scarcity of curriculum developers: Etuk (2005) stated that Nigeria lacks curriculum experts in the various areas of Technical Education and information technology. As such, most of the curricular in Technical Education programmes are not based on Nigeria experience. Thus, it becomes a challenge to technical teacher educators to learn to develop Technical Education curricula that can meet the needs of the society. There is need to develop curriculum that will be technically standard in content, utility oriented and work focused.

4. Educational policy and planning: developing nations Nigeria inclusive, need to look at the extent to which their educational curricular is ICT adaptable and assess the need to shift their programmes to functional, utility and work focused programmes so as to tap the resources provided by the ICT paradigm. Technical Education is well suited for work focused programmes, as such; developing countries need to increase the population of citizens opting for Technical Education. These nations should also assess the status of their teachers in terms of training and retention, which are the functions of motivation, funding and living wages.

5. Impediments of power sector: the power (electricity) sector in Nigeria is highly epileptic in the supply of power and Technical Education programmes are actually in dire need of power for efficiency.

6. Inadequate manpower/personnel: this constraint applies to both secondary and tertiary institutions. The technical teacher according to Etuk (2005), should not only possess the knowledge, skills and attitudes that will make him/her a successful educator, he/she should also possess competencies required in one or more areas of Technical Education and management. This is usually not the case in Nigeria. It is not unusual to see interlopers who claim to be Technical Education educators deployed to teach specialized Technical Education subjects and courses.

7. Inadequate printed and non-printed instructional materials: there is scarcity of quality Technical Education and information technology textbooks and other teaching materials and this is hindering the development of Technical Education and information technology.

8. Resistance to change from traditional pedagogical methods of teaching technical education to more innovative and technology-based teaching and learning methods

Implications for Technical Education

Despite the challenges facing technical education in Nigeria, there is still copious room for improvement; as technical education is the surest way for sustainable economic emancipation and development. The production of employable and skilled human resources for the world of work is essential to a sound economic development and growth. The following suggestion if duly implemented will foster the future of technical education programmes in Nigeria:

i. **Funding:** Funding is fundamental if the use of ICTs in all ramifications and in the real sense of it, is to succeed (Adomi and Kpangban, 2010). Thus, there should be adequate and sustainable funding in a holistic manner for technical education programmes.

ii. **Policies:** the three tiers of government should adopt policies that would avail technical teachers and students easy and cheap access to ICT tools, packages and equipment. To this end, Thom-Otuya and Ubulom (2007) opined that the curriculum has to be redesigned to incorporate e-learning and e-teaching.

iii. **Infrastructure and facilities:** ICT tools, facilities, packages and equipment should be provided in sufficient number and quality. Government should ensure that there is regular supply of electricity in schools, offices and residential buildings to foster teaching, learning, administration and research in technical education.

iv. **Training:** the use of ICTs in all spheres of life technical education inclusive can only be possible if there is available and sufficient human resources in the right number, quality and mix, and they have to be trained and retrained to keep them abreast with current trends and technologies in technical education.

CONCLUSION AND RECOMMENDATIONS

For Technical Education to take its rightful place in this era of information age, ICT should be effectively integrated in the Technical Education curriculum. This is important because it will enable the Technical Education graduates to be well trained to face the challenges of this information age. This paper recommends that:

1. Government should allocate a sizeable part of her annual budget to ICT projects and equip the technical education workshops/laboratories in educational institutions, in order to hasten the pace of ICT development and enable the students to be conversant with the various modern office and industrial equipment being used in the world of work.

2. Educational programmes should be restructured to make it utility oriented and work focused so that students/learners may be attracted and retrained.

3. Technical educators should be sponsored to attend workshops, seminars, and conferences both locally and internationally. This will enable them to acquire skills needed in developing and implementing adequate curriculum for Technical Education programmes.

4. The government should endeavour to do a serious reform in the power (electricity) sector to enable them improve their services. This will go a long way in helping technical educators to make effective use of the gadgets available to them.

5. Government should develop ICT software that will be applicable to their indigenous cultures so as to make ICT more relevant to the local needs of the people.

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The impact of internationalization policies on Chinese State-owned Enterprises performance: A case study of Jianghuai Automobile (JAC) in Anhui province of China.

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Abstract
The importance of SOEs performance in economic development cannot be overemphasized. The role of SOEs is assumed to be the key element of the Chinese economic performance. Recently Chinese economic development is on its booming stage and in this era of development SOEs consider being key partner. However, the earlier studies done on Chinese organizations were mostly aimed to highlight the SOEs financial performance, only few of them focused on government support and reforms towards SOEs. The Aim of this study was to utilize the framework of various prospects, for instance internationalization strategy, government support, outward foreign direct investment and strategic alliance etc. This study comprised on the brief and comprehensive case study of Anhui Jianghuai Automobile (JAC) in Hefei, Anhui province. The result from this study clearly indicates that by defining the contributing factors for the SOEs development in China, which enables the government to improve the performance of SOEs and give the best policies and future prospective reforms.

Key Words: State-owned enterprises; government policies; outward foreign direct investment; internationalization, strategic alliance; International technology transfer

INTRODUCTION
The Chinese economy had been a standout amongst the most quickly developing economies on the planet in the most recent too many years of the twentieth century. Numerous financial experts trust that state owned enterprises are on a very basic level wasteful and have gone about as a delay monetary advancement. By financial experts, because of uncertain property

rights, delicate spending plan limitations, and government intercession, state owned enterprises are definitely less effective than private ventures and have a tendency to advance development less vivaciously. Along these lines, privatization ought to have offered countries to become quicker by some assistance with allowing them to improve utilization of accessible assets and to advance more fast development. Between the 1930s and the 1970s, state owned enterprises had assumed a critical part in the financial advancement of previous state communist countries and numerous developing courtiers. In the early post WWII years, state-owned enterprises were a generous part of the national economy in a few West European countries. Following the 1980s, large portions of the state claimed endeavors in cutting edge entrepreneur countries have been privatized. China's accomplishment in financial change is broadly known. Starting with agrarian change in the late 1970s and continuing to market change and openness in the 1980s, and particularly the 1990s, China has made awesome steps in changing its economy from the Maoist time. By 1993, development of the non-state division had changed China's economy, without shutting any state-owned companies (SOEs). Between 1978 and 1993, the offer of SOE livelihood was down from 75% to under 60% in the urban territories and from 60% to about 30%with the consideration of non-farm employment in the country ranges. Amid the same period the state offer of modern yield declined from 78% to 43% (China Statistical Yearbook, 1994).

LITERATURE OVERVIEW

It was in the mid 1990s, when the huge bankruptcy of SOEs debilitated the very support ability of SOEs and the national economy, that possession change was at long last unleashed with the goal of "strengthening the extensive SOEs while discharging the little ones (zhuada fangxiao)." The solid measures of this ownership reform at first included money related imbuement, tremendous cutbacks, obligation diminishment, obligation value swaps, non-government buyouts (Junyeop Lee,2009) The development of the Chinese SOE interior administration framework can be isolated into three noteworthy periods. The initially, from 1950 to 1984, is the traditional planned economy period, amid which state proprietorship was the main legal form of possession. SOE administrators were named and released by the government and typically regarded as government officials. The second period, enduring from 1984 to 1993, is the primary phase of the reform time of SOEs. Amid this period the government gave SOEs obligation regarding managing their own particular additions and misfortunes in the business sector. Moreover, the utilization of motivator contracts to represent the relationship between the State and SOE supervisors was exceptionally prominent amid this period. The third period began in 1993 and is progressing; it is portrayed by the transformation of SOE administration into that of an advanced corporate administration structure. So as to give a more refined corporate administration and property rights structure, the Chinese government embraced an arrangement of Corporate Law in 1993 in its mission to change over SOEs into advanced companies. This classification of corporate law separated SOEs into two classifications: that of firmly held enterprises, including completely state-owned corporations and foreign-invested organizations, and publicly held corporations, including listed and non-listed companies.

Later studies have analyzed the effect of Chinese SOE privatization activities by means of offer issue privatization (SIP) programs. Wei et al. (2003) analyzed the effect of SIP on the money related and working execution of 208 firms in China amid the period 1990–1997. They recorded noteworthy development in genuine yield, genuine resources and deals proficiency after privatization. Sun and Tong (2003) have additionally discovered changes in the profit, deals, and laborers' profitability for 634 SOEs that were privatized through SIP amid the period 1994–1998. Besides, they exhibit that state possession was truth be told connected with poor

SOE execution, giving backing to an approach of further lessening of state proprietorship in these organizations. While surviving studies have examined a few imperative parts of Chinese SOE reforms, an assessment of one basic segment of SOE reform is absent from the literature: the corporatization of Chinese SOEs without privatization. This is a noteworthy exclusion given the significance of corporatization to the SOE change process. Zaheer (2015a,b) mentioned that marketing is one one of aspect of public sector performance in Anhui Province which can lead the public sector firms providing better service and help to help their performance in that region,

INTERNATIONALIZATION STRATEGY

With a specific end goal to make internationalization productive, firms ought to painstakingly pick and utilize their Internationalization systems. The realm of international business research depends on the principal presumption that organizations will profit by international business, and global development will enhance firm's performance (Contractor, 2007). Organizations have a tendency to go into business sectors abroad as exporters and/or as remote speculators (Reynolds, 1997). In this manner Export and (FDI) are regular methodologies utilized by firms as a part of their worldwide behavior. In the mean time, it is additionally demonstrated that there is an expanding fame for firms to utilize strategic alliance to take part in worldwide markets (Lu and Beamish, 2001).

The diverse worldview created by Dunning (1981; 2001) draws together components of past speculations to distinguish proprietorship, area and disguise points of interest that rouse internationalization. Proprietorship points of interest are firm-particular elements, for example, unrivaled restrictive assets or administrative capacities that can be connected intensely in a remote nation (Barney, 1991). Area focal points can represent choices to put resources into outside countries that offer better market or generation opportunities than those accessible somewhere else and/or chances to secure esteemed inputs. Disguise points of interest accumulate to firms that can lessen exchange costs by contributing abroad in order to attempt change or supporting procedures more successfully than can be accomplished through business sector exchanges (Buckley and Casson, 1976; Safarian, 2003). Disguise may offer clear productivity focal points in the administration of inter-dependencies concerning know-how, notoriety, the worth chain, and advertising, and these focal points offer an intense clarification for the ascent of the multinational endeavor (Hennert, 2001).

Creating and move economies are commonly portrayed by a dynamic administrative inclusion in business, both through possession and through regulation (Peng, 2000). This is surely the case in China, which in the strict sense remains a political economy regardless of the improvement of a business sector framework (Child and Tse, 2001). The results for the internationalization of Chinese firms could be critical. Case in point, it will be seen that huge numbers of the bigger Chinese firms, which have been singled out as 'national champions', get money related backing and security from the Chinese powers. On the off chance that a late-coming hindered firm is to gain resources that empower it to contend on the planet market, it might to be sure require immediate or circuitous legislative financing to make the buys. Along these lines, China may give a decent case of the need to extend worldwide business hypothesis to make more prominent note of the political and sociological components that work through a nation's foundations (Toyne and Nigh, 1998). These distinctions can offer ascent to costs connected with a need to adjust to neighborhood settings or with issues of control over remote associates. Psychic separation may along these lines expand the 'obligation of foreignness', which has been characterized as 'the expenses of working together abroad that outcome in an

aggressive inconvenience for a multinational undertaking (MNE) (Zaheer, 1995,). China's unmistakable social and institutional legacy, including the propensity to depend on close individual connections in business executing (Chen and Chen, 2004), might be required to build the risk of foreignness confronted by its organizations as they look to internationalize. Particular Chinese styles of administration (Chen, 2004) could in this manner demonstrate impairment for the administration of abroad offshoots.

Nolan (2001) has contended that 'the focused capacity of China's extensive firms following two many years of change is still agonizingly feeble in connection to the worldwide goliaths'. He indicates elements, for example, their shortcoming in R&D, their restricted advertising capacity, their absence of brand advancement, and the regulatory requirements that administration organizations keep on imposing on them. While Nolan's attention is on expansive state-claimed undertakings that have been prepared to be national champions, he additionally communicates incredulity about the capacity of driving non-state endeavors to contend universally with the major multinationals In this manner Boisot (2004) has contended that, rather than the suppositions of routine universal business hypothesis, 'numerous Chinese firms won't be moving to another country to misuse an upper hand that was created in the household market, however to maintain a strategic distance from various focused impediments brought about by working solely in the residential business sector. This opposition together with over limit is driving overall revenues down to wafer thin extents (Fang, 2002). Government obstruction additionally proceeds in different structures and at various levels. For instance, the focal powers have mediated to compel residential mergers and acquisitions, while expenses and other exchange expenses are forced in a self-assertive and frequently unlawful style by neighborhood powers (Huang, 2003; Meyer and Lu, 2004; Nolan, 2001). Exchange expenses are additionally raised by the proceeding with many-sided quality and instabilities in the way the Chinese lawful framework works (Peerenboom, 2001).Numerous Chinese firms as of now appreciate a cost advantage because of their low wages and to the creation upgrades accomplished as of late, frequently by gaining from associations with multinationals (Guthrie, 2005). The elevated amounts of rivalry in a significant number of China's local markets have additionally encouraged cost adequacy. Be that as it may, as Zhang (2003) calls attention to, while a cost point of preference is a moderately critical focused element for straightforward items and lower salary markets, with a specific end goal to contend in other higher worth including markets, separation and brand favorable circumstances are additionally required

Institutional level has been a standard for scientists to study association practices under the power of applicable foundations (Scott, 1995; Tolbert and Zucker, 1996). Institutional level watches the impacts of different financial, social, and political strengths apply by an association's applicable organizations inside of which a firm works (Scott, 1995). Formal institutional components incorporate variables, for example, a nation's lawmaking body, legal, organization, government structure, and market system (North, 1990).These formal institution components are pivotal elements in molding the country's economy, particularly developing countries (Oliver 1997; Peng 2003; Meyer and Nguyen, 2005), and subsequently they decide the standards for all business behavior (North, 1990) which clearly incorporate internationalization. Peng (2003, 2006) contended another measurement of vital management; an institution based perspective of procedure, which considers that company's business vital decisions are impacted by the dynamic communication in the middle of foundations and associations, and are the result of such collaboration. The previous studies indicating that the starting rationale in firms to grow internationally started from the outlook that organizations

own specific impalpable resources, for example, learning which shape focused or monopolistic points of interest that can balance the extra costs identified with conquering the liabilities of foreignness (Westhead, Wright, and Ucbasaran, 2001; Rugman& Verbeke, 2007). The point of convergence that firm-particular immaterial resources drive the start of internationalization has really established in the crucial resources based perspective of the firm, in light of the fact that most financial methodologies utilized for internationalization are resources based(Steen and Liesch, 2007).In the resource based perspective, resources are significant, uncommon, defectively imitable and incompletely substitutable (Barney, 1991; Amit and Shoemaker, 1993) which induce an association's competitive advantage, and are the primary hotspot for firm to continue performing reasonable results (Peteraf, 1993; Conner, 1991). The resource based perspective has turned into a noteworthy stream in internationalization research field which is utilized by various scientists while breaking down internationalization marvel as of late (Hitt et al, 2006; Tseng et al, 2007).

Outward foreign direct investment (OFDI) by developing business sector undertakings has turned out to be progressively critical and common as of late. As indicated by WIR (2008), OFDI from rising and creating economies came to $304 billion in 2007, the most abnormal amount ever recorded, constituting a 36.51% expansion from 2006. While a little number of source economies are in charge of a vast offer of such OFDI, organizations from an expanding number of countries are attempted OFDI to venture into the worldwide business sector. Case in point, in 2005, outside deals and remote work of the main 100 transnational organizations from creating economies expanded by 48% and 73% separately. These undertakings likewise work in a more extensive scope of businesses than the biggest multinationals from created countries, effectively taking part in countless outskirt mergers and acquisitions. This surge has originated from the quick pace of monetary improvement and liberal business sector strategies actualized by home governments, alongside seaward accessibility of business sector opportunities, entrepreneurial craving to hit key worldwide markets, and key plan to abuse upper hands in savvy gigantic assembling (Luo and Tung, 2007; Mathews, 2002; Rui and Yip, 2008). This surge is likewise due, to a limited extent, to progressively positive measures embraced by home governments in rising economies.

Despite the fact that China's OFDI goes back to the 1980s, it accounted just for a little extent of overall OFDI. Somewhere around 2002 and 2007, Chinese OFDI achieved 118 billion dollars in different commercial enterprises (15 billion in 2007 alone) (MOC, 2008). As indicated by the as of late discharged Statistical Bulletin of China's Outward Foreign Direct Investment (MOC, 2008), by December of 2007, about 7000 Chinese undertakings had occupied with OFDI in 173 countries, building up more than 10,000 abroad endeavors in both created and creating countries. Eighty-six percent (86%) of this figure was put resources into non-money parts and created 338 billion dollars in deals income.

A few researchers that we inspected (Perlmutter and Sagafi-Nejad, 1981; Contractor and Sagafi-Nejad, 1981; Simon, 1982 and 1991; Stobaugh and Wells, 1984; Agmon and von Glinow, 1991) perceive international technology transfer as an intricate procedure that needs time to develop, i.e. this is not a "one-demonstration" wonder. Authors contrast from each other with respect to the substance and arrangement of related exercises that constitute the transfer process. A few (Zakariya, 1982; Pugel, 1982; Vickery, 1986) concentrate only on the obtaining of foreign technology.

Also, beneficiaries are, it is expected, regularly obliged to commit generous innovative assets with a specific end goal to secure, adjust, and in the end enhance the original technology (Rosenberg and Frischtak, 1985). Baranson and Roak (1985) specifically have singled out three vital sorts of assets that associations need to absorb technology from abroad: operational, duplicative, and creative. Firms which are tested with obliged assets and abilities are stood up to with interior shortcomings of information, capital, administration time and experience, and outer compels ascending from their weakness to the impact of environment (Buckley, 1989). Such essential deficiencies in assets and abilities force restrictions on the development of firms (Zacharakis, 1997). In this way the utilization of strategic alliance has been recommended as one of the key procedures for a firm to conquer the obliged asset and capacity, which improves the odds of progress for the firm's future development (Lu and Beamish, 2001). Past studies showed a few advantages of embracing partnership as Internationalization strategy which incorporate minimizing exchange costs, expanding market power, sharing risks and better access to essential assets, for example, capital and learning (Kogut, 1988). Principal among these advantages is the entrance to the accomplice's assets, or 'network resources' (Gulati, 1998). All the more altogether, organization together accomplices speak to a key wellspring of their countries' knowledge to firms (Gulati et al., 2000). Firms could acquire other countries' learning and grow new interior authoritative abilities through aggregated involvement in collaborating with organization alliance partners (Makino and Beamish, 1998).
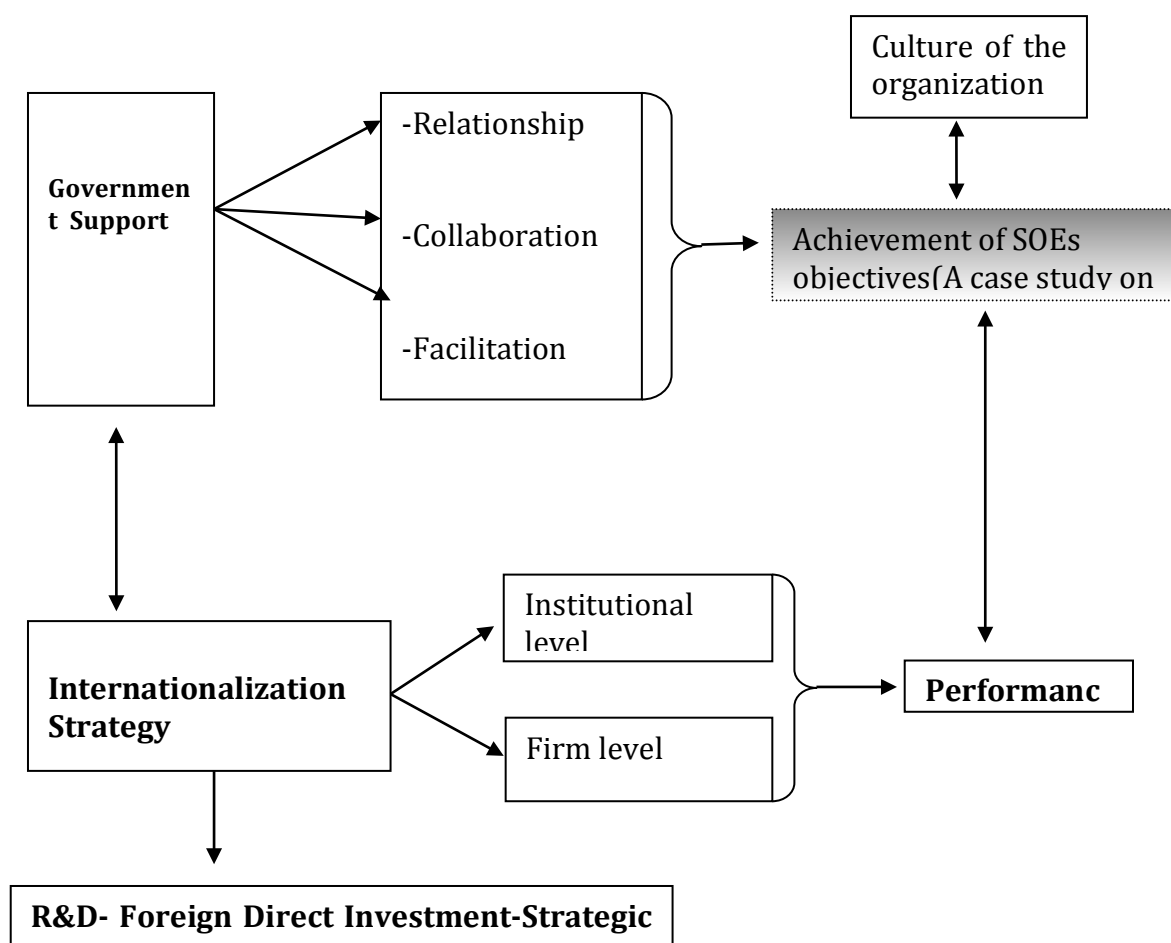

Figure: 1 Conceptual framework

According to the literature review above, internationalization strategies are fundamental and essential to firm's internationalization, the factor indicated in above conceptual framework

could influence these internationalization strategies, and the outcomes of successful internationalization strategies are able to enhance firm's overall performances

RESEARCH METHODOLOGY

Reason to choose qualitative study:

There are six common research strategies accessible to the analyst. Recognizing these procedures and the choice procedure to choose the most suitable approach was produced by (Yin 1989).Three conditions distinguished as key determinants for procedure were: the kind of examination inquiry represented; the level of control an agent has over behavioral occasions; and whether the attention is on contemporary or recorded occasions. These conditions and research philosophy are outlined in Table below.

Table Conditions for choice of different research methodologies			
Methodology	Conditions		
	The type of research question posed	Control and investigator has over behavioral events	Focus on contemporary events as opposed to historical events
Experiment	How, why and what	Great	Contemporary
Survey	Who, what, where, how many and how much	Little	Contemporary
Archival Analysis	Who, what, where, how many and how much	Little	Contemporary and or Historical
History	How and why	Little	Historical
Case Study	How and why	Little	Contemporary
Action Research	How can work group processes be involved	Little	Contemporary
Source: Adapted from Yin (1989, p. 16 - table 3.1)			

In table above, lines 3 to 8 delineate the option research systems while the sections 2 to 4 distinguish the three determinants of technique determination. The determination of the most applicable exploration system can be found by first recognizing the conditions correlative to the research issue and suggestions and second by perusing from right to left on above table, to choose the correct approach. The three conditions for decision of research methodology are considered. In this audit, different techniques will be barred from significance to this examination.

Taking everything into account, the choice of the research paradigm and approach for this exploration was in view of the exploration issue and destinations and the hypothetical advancement supporting the exploration issue. Thus, the chose research paradigm was authenticity while the exploration system was Yin's form of contextual analysis technique. At last, with contextual investigation examination, thought of the effect that this philosophy has on affecting the choice of exploration strategies is required, and this is tended to in the following segment. Data collection in view of contextual analysis examinations which in light of

arrangement of a few profundity interviews with senior management, investigations of extra essential and accessible optional information.

DATA COLLECTION

In the light of triangulation methodology (Cheng, 2005; Stake, 1995), this study included two kinds of data: 1) primary and 2) secondary data. On one hand, meetings were directed with the chosen organization's top management, and email interchanges were done individually with administrators from main subsidiaries. Then again, auxiliary information were comprised by relative speculations and written works, data from broad communications, and the organization's regulatory records and archives, for example, yearly reports, official statements, and pamphlets.

The interviews were face to face interviews at the company's headquarter in Hefei city, Anhui Province. During the time of the interviews we did not interrupt the interviewees and let them share their knowledge; otherwise we might affect their response which would make the study somehow biased. We have informed all of them about the background of our study and all interviewees were aware about our objectives .The interview with the company's Vice- General Manager was conducted first. It was a structured interview with follow up questions. After listening to the recorded interview, a followed up interview was conducted with the firm's overseas department manager by the help of the CEO's assistant, since the CEO recommended the author to interview the Overseas department manager to seek more information for specific details in areas regarding export and company's internationalization where the CEO was uncertain or was not able to give concrete answers. After conducting the two interviews which aimed to collect information at management level, the author sent emails with questions to the four main subsidiaries' managers respectively to collect further information at subsidiary level.

DATA ANALYSIS

The accompanying moves had been made when it came to dissect the information. For the data from interviews, we first completely deciphered the several meetings and interpreted into the Chinese language, and afterward sent the interpretations to the interviewees office in company's headquarter in Hefei city, keeping in mind the end goal to ensure all the data were translated accurately, and get endorsement from the organization to utilize this information. Since if there were missteps in the translated information, affirming the interpretations with the organization would be a chance to right them. After affirmed the translated interviews, then we transcribed the collected data from interviews together with secondary data and the other collected data which incorporate the information regarding internationalization process and concepts by the state owned enterprise.

VALIDITY AND RELIABILITY

As Yin (1994) expressed, in all kind of studies, the validity and reliability must be given consideration. For validity, Yin recommended that in one case study, utilizing numerous kind of data was the best approach to guarantee build validity; the internal validity is given by the particular of the unit of analyses as the hypotheses are produced, and data collection and investigation test those speculations; external validity is more hard to achieve, and could be gotten from hypothetical connections, and from them speculations could be made. In this manner for this study, we joined both primary and secondary data which comprise previous literature, information through media, and reports, messages and meetings from the organization to affirm develop validity. As far as reliability is concerned, Yin contended that

for all studies dependability is given by the improvement of a formal case study convention. in this study we outlined the convention for this research to start with of the study, and afterward took after the convention for the whole process.

RESULT AND DISCUSSION
The internationalization: A case study On JAC
After the liberalization of monetary arrangement of China in the late of 1970s, the country planned to build up an open business sector to energize exchange and correspondences with remote nations keeping in mind the end goal to facilitate quicken the country's economy development (Söderman et al., 2008). The Chinese government has established a progression of arrangements and regulations to advance worldwide exchange. For instance, firms which trade their item can get Export tax diminishment, and for a few businesses like car industry, all the export tax is deducted and firms can trade their items with zero tax charge. Firms with universal business are likewise ready to get financing support from Chinese banks, for example, they can take credits just in light of their customers" orders. Then, the legislature additionally urges firms to tackle collaborating ventures with remote organizations, and firms doing as such can get money related backing from neighborhood government to a specific degree.

Local firms have solid linkages to residential foundations, for example, SOEs in China. They may create monopolistic positions in residential markets (Morck et al., 2008). These positions may incorporate underneath business sector credit rates accessible for state-possessed organizations and delicate advances. For sure, it is ordinarily contended that huge Chinese SOEs can embrace moderately high-chance speculation with less worry over credit reimbursements (Buckley et al., 2007; Child and Rodrigues, 2005). This may, for instance, help them secure normal assets or key resources (i.e., brands and advancements).

Government support and relationship
JAC is one of the leading state owned enterprises in china, invested by Anhui provincial government. It is one of top 10 automobile manufactures in China. During the interview process, the interviewee highlighted that government support strongly correlate to achieve the objectives of JAC , as well as the government objectives of enhancing and accelerating the internationalization of local SOEs . As a public listed company with most of the share owned by the state , JAC got the support from government in forms of purchase for public transportation (buses , taxis , military , police vehicles and ambulances) , also government purchase for donating to developing countries :
- JAC Vehicles of Chinese Government Donates to Azerbaijan
- Procurement of the Joint peacekeeping force in Afghanistan
- JAC Vehicles of Chinese Government Donates to Afghanistan

JAC Internationalization strategies
Since the main export to Bolivia in 1990, JAC vehicles are currently found in more than 130 nations in Africa, Asia, Europe, America and the Middle East. The organization had likewise settled 3 joint endeavor firms and 6 abroad showcasing administration focuses in Vietnam, Brazil, and Kenya ; KD gathering plants have been set up in nineteen countries to give worldwide clients effective and advantageous administrations.

JAC possesses more than 1000 clench hand level merchants, 1300 administration stations and 1000 extra parts suppliers in residential; and participates with more than 100 abroad

merchants round more than 130 countries and locales . JAC has set up about 100 4S shops and more than 300 administration and support outlets abroad, which has laid a sound and strong establishment for JAC in the worldwide business sector. JAC has been china's No. 1 light truck exporter for 14 sequential years, getting a charge out of high brand acknowledgment among overseas clients. No 2 in SUVs, and No 4 in trucks in 2015.

Institutional level:
Institutional level has been a standard for many research scholars to study organization practice under the power of applicable foundation , institutional level determined to look the impact of different financial , social , and political strength applied by an associations applicable organization inside of which a firm works . It can be a legal organization, government structure, and the market system. These above formal institution components are important elements in developing the countries' economy. During our interview process, we raised these questions with our interviewee, further he explained the institutional level has a very huge impact on JAC internationalization process. As JAC is one of top leading Automobile industry in China. So the company must get along on the basis on institutional level to achieve the internationalization objectives.

Firm level
As earlier , we discussed briefly in the literature review indicating that the starting rational in firms to grow internationally started from the outlook that organization own specific impalpable resources , for example ; learning which shaped focused or monopolistic point of interest that can balance the extra cost . During the interview process , the interviewee highlighted that JAC internationalization fundamental as a methodology by which the company can best adventure profitable and particular resources for example ; teleological innovation , brand management , learning and development from involving in overseas market. The International Technology transfer

(IIT) was very important for the development of JAC from the early stage till recent times, the following are the most influential cases that contributes to JAC's development : The Korean Hyundai automobile was the first partner . It was a good chance for JAC to develop its MPVs cars and create a new market for those kinds of vehicles in China, as those kind of vehicles weren't popular in China according to JAC top managers vision . It was also necessary for JAC at the early stages to get experience from the Korean company . Hyundai wasn't popular in the Chinese market that time, so it was a good chance for Hyundai as well to build a good image in China .Now MPVs is a major contribution for the revenue of domestic and international sale. Anhui Jianghuai Automobile Co., Ltd. (JAC) declared on 16 September , 2010 organizations with NC2 Global and Navistar International Corporation to create, assemble, and showcase substantial obligation trucks and diesel motors in China. Two working assentions were agreed upon. As indicated by the one with NC2, a joint endeavor of Navistar and Caterpillar Inc., another organization called "Anhui Jianghuai NC2 Heavy Duty Truck Co.,   Ltd." was shaped to make substantial obligation truck vehicles and parts. Similarly claimed by the two sides, it have an enrolled capital of 1.2 billion yuan, and make 3 billion yuan venture. Anticipated yearly limit is 80,000 vehicles a year. The arrangement came to with Navistar will set up Anhui Jianghuai Navistar Diesel Engine Co.,   Ltd, which expects to construct 250,000 units of diesel motors a year. Similarly claimed by JAC and Navistar, the joint endeavor will have an enlisted capital of 600 million yuan, and make 1.8 billion yuan speculation. The two new organizations, both to be situated in Hefei, Anhui, the main residence of JAC, will predominantly take off JAC brand items, particularly in the initial couple of years, despite the fact that Navistar Maxxforce motors

will likewise be assembled. In 2009 , Chinese offers of medium-and substantial obligation trucks achieved 0.894 million units, while JAC sold just somewhat more than 20,000 units. The two arrangements could help JAC make up for lost time with greater players in the field, for example, FAW, Dongfeng, Sinotruk, Foton, and Shaanxi Auto.

Strategic Alliance

JAC found it very important to develop it's network with various Strategic alliance , further the company expanded areas and depth of cooperation with many famous companies in designing ; Pennsylvania in Italy ,Lotus in UK , Vens in Korea , Hofer in Germany , AVL in Austria , Bosch, Delta Electronics, SINOEV Technologies. Strengthen the allocation of resources, to promote the recognition, evaluation and effectively fulfill the demand, so the sales get strong support from the variant changes in product development.

Research and development initiatives (R&D)

JAC contributed one hundred million U.S. dollars in building a top of the line global R&D base, which covers 49173 square meters, and incorporates a R&D Center, a Passenger Cars, Heavy-Duty Trucks and Light-Duty Trucks Authentication Center, and a Design Studio and so forth and possesses universally propelled test hardware, for example, K&C suspension execution test board and a transmission framework test board. The R&D base can suit 3,000 individuals from staff in the meantime and autonomously embrace the errands of planning, trial-fabricating, testing of complete vehicles and center segments, with its free R&D positioning first in China..The JAC R&D Center is state-claimed with five R&D levels, the acclaimed abroad improvement foundations and item advancement offices in business divisions, shaping a complete household and abroad emotionally supportive network for item improvement, and model, structure and power train outline and so on. By engrossing the embodiment of the R&D frameworks of universally propelled organizations, JAC has made a thorough, experimental and high-proficient NAM item advancement process, further reinforcing its center aggressiveness and driving edge in R&D. The organization likewise set up China's first abroad R&D Center in Turin, Italy, in June, 2005, and a second one in Tokyo, Japan, in October, 2006.

Increase the R & D Investment Continuously

To take care of the buyer demand always and react to the national call, JAC hold fast to the R&D rule of key innovation of "Vitality Saving, Environmental Protection,Safety First, Intelligent Diving" , and develop its own particular center intensity as the independent auto brand. JAC has been putting 3%~5% of its income in innovation advancement since 2006. Toward the end of 2012, the yearly R&D cost was RMB 951.6394 million yuan. In 2014 the yearly R&D cost achieved RMB 14.33 hundred million yuan .

JAC started as a chassis factory, and was the first to develop and provide bus chassis to all buses manufactures in China. Before JAC introduced the new bus chassis, all the buses manufactures in China used to use truck chassis as bus chassis. After introducing bus chassis, JAC launched its new generations of light trucks, MPVs , buses , heavy trucks , passenger cars and electric cars . After 50 years of development, JAC now has achieved an annual production capacity of more than 700,000 units completed vehicle and 500,000 units engine, and ranked the top 10 in Chinese automobile industry. As a mature and professional Chinese comprehensive auto maker, JAC's main products are occupying important positions in all market segments in China. Among which the sales of the bus chassis lead Chinese segment market. As a light commercial vehicle leading manufacturer in China, JAC has been No 1 in export sales of light duty trucks for 14 years. The sales of JAC heavy- duty trucks achieve the

fastest growth rate. JAC MPV has won the prize of "Best MPV of the year" and kept No. 1 sales for many years. The latest intelligent sedan independently developed by JAC-J4 has won the annual group champion of CRC (China Rally Championship).
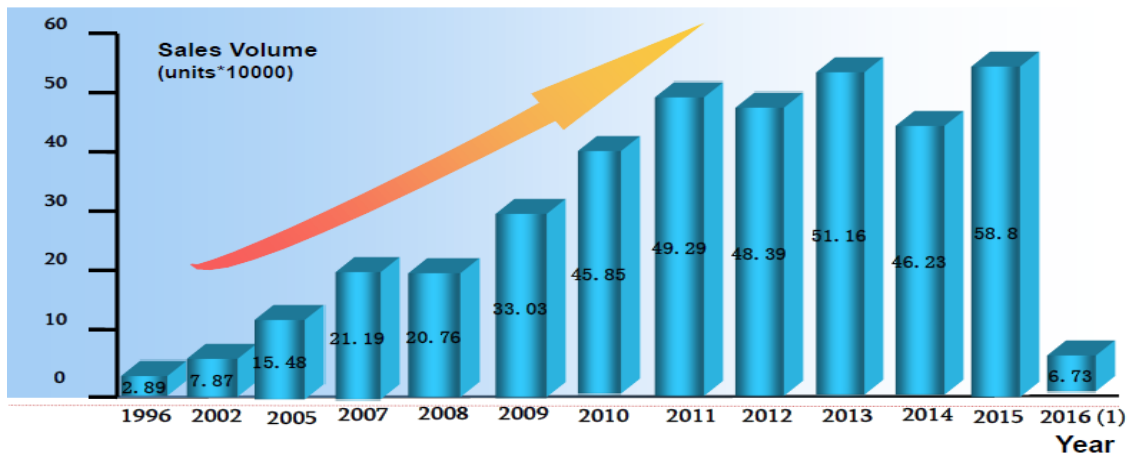

figure JAC Market performance in the past 20 years
Source : JAC company profile

The JAC J3 EV all-electric car was launched in China in 2010. It has a range of 130 km (81 mi). During 2010 and 2011 a total of 1,585 of the first and second generation models were sold in the country. A third generation model, called the JAC J3 iev, was launched in September 2012. During 2012 the J3 EV was the second best selling pure electric car in China, after the Chery QQ3 EV. In 2013 about 2,500 JAC iEV (J3 EV) were sold making it the highest selling pure electric vehicle in China of 2013.Cumulative sales reached 10,161 units through June 2015.

A big market share of electric vehicles in china helped JAC to develop faster. The company developed 6 generations of electric vehicles in 5 years , furthermore the interviewee mentioned that with the help with the technical feedback , and the smart online monitoring system company was able to develop and improve the car quality to reach from 100 km per hour (1st generation) to 300 km per hour (6th generation) .

The year 2014 is the year that JAC deepened its state-owned entrepreneur reform and also is the year in which JAC practiced its social responsibilities. Meantime, JAC celebrated its 50th birthday. Through the toughening of half a century, JAC has outgrown a simple auto parts company to be a comprehensive auto manufacturer synthesizing commercial vehicles, passenger vehicles, coaches, spare parts and auto service. JAC wouldn't have succeeded to become a group company that started from a small company and still sticks to its own brand without its development policy based on innovation. The initiative innovation is the life of JAC; moreover, it's the best way to practice the social responsibilities. JAC always drive the progress of the company with the technology innovation and develop our technology R&D lines with the keys of "power-saving, environment-protecting, safety and intelligence";

JAC upholds its popularization policy and accelerates power-saving and emission-reduction by increasing the amount as well as positively matches the resources environment to realize the three-layer demands of common people to the new-energy vehicles which are "affordable, convenient using and cheap-in-driving". Till the end of 2014, JAC has totally sold 8000 units new-energy vehicles and maintained the first position in promoting the electric family passenger cars as well as the biggest market share for five consecutive years in China.

Effect of government policies on organizations' performance
Government policies always change the way and the direction of how enterprises work , for examples after issuing policies in china's big cities to control the number of cars been driven on the road , also reduce the number of plate licenses issued every year , and national policies for reducing fuel consumption during vehicles production for 5L per 100 km which is impossible even for huge automobile manufactures .China subsidizes oil (an incentive for the State to encourage use and manufacture of electric cars), and Chinese automakers see opportunities in less mature electric cars as Western companies have yet to develop much of a lead in the technology. Since then Chinese auto manufacture started to produce and develop their electric cars . JAC was one of the earliest factories to do so and started to produce electric vehicles in 2010 with its first generation J3 EV.

CONCLUSION

One of the booming Economy Government for example, China no more has a negative mentality toward OFDI and rather, they are making an alluring atmosphere for SOEs contributing in the international market . They utilize their assets and institutional backing to offer assistance SOEs reinforce their focused position or make up for their aggressive inconveniences. From the policy-making viewpoint, these measures are supported in light of the fact that OFDI and Internationalization can reinforce the intensity of firms and countries and bring advantages, for example, innovative and administrative assets, to the home economy. The administration's view OFDI as another boulevard to get to business sectors, capital, innovation, and learning from cutting edge countries and to at last brace their national aggressiveness. From the discoveries of this contextual analysis, Chinese SOEs embraced the same international strategies as represented in the Literature framework which are export, Outward foreign direct invest and foreign direct invest , and vital partnership. The inspiration for Chinese SOEs to utilize FDI is somewhat not quite the same as the writings. Market-looking for reason continues as before. However proficiency looking for does not appear to fit on Chinese SOEs and asset looking for is utilized to look for basic and particular resources which couldn't be achieved in China, for example, propelled countries' capital business sector. Keeping in mind the end goal to enter these capital markets, Chinese SOEs embraced a unique OFDI strategy which is converse consolidation. Vital organization together is utilized by Chinese SOEs to beat the controls of lack on assets and capacities also. In any case, for Chinese SOEs, key organization together is an internal international strategy to secure profitable learning from remote accomplices. Policymakers can utilize Chinese government strategies and measures as a benchmark to think about and progress. By and large, China has been fruitful in both internal and outward FDI exercises. This would not be conceivable without powerful government strategies and measures. Such arrangements and measures differ among countries today. We concluded that each of the internationalization approaches is related to economic transition process, and Chinese government has played an important role for driving the firms' internationalization, e.g., by making the relevant regulations and the laws. Chinese firms' internationalization started from the state-owned enterprises, which are the lead of transferring the planned-economy to the market-oriented economy. The Chinese government support policy to the state-owned enterprises is one of the main reasons for Chinese firms' going abroad. In this paper, we also investigate how Chinese firms, to use strategic alliance and the world-class technologies through their R&D improvement during the integration with the global market These contributions of the study are related to policymakers that need to better understand how the Chinese case , and how strategies been shaped in China to reform and support the SOEs for better performance. Due to the fact this research approached an

international well-known company and, based on this data, the findings might assist other emerging economics and developing countries when shaping their internationalizing strategies and policies .Collecting data from a number of Chinese SOE that are operating internationally would enable future studies proving the revised model. Quantitative studies regarding this subject would assist to understand the important factors than driven SOEs internationally. Furthermore, as this study is limited to Chinese SOEs internationalizing overseas, it would be promising to include some private enterprises in order to develop an effective strategy model.

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The Strategies of Scavengers in Maintaining their Viability Based on Social Networks in Surabaya City

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Abstract
As a big city, Surabaya still becomes its own magnetic attraction for the urban to come and earn a livelihood. The informal sector is basically a form of response to the migrants and the poor people of the city towards the uneven development in many regions. The informal sector operationally growing or developing in urban areas generally includes the fields of trade, construction, services, and transportation. And one of the types of work that can be categorized important is trading rubbish/garbage. The front-liners in trading rubbish/garbage are scavengers. Social network has its leading role in their effort to maintain the survival. It is very important to fulfill the need of information concerning employment, food, clothing, housing and others. Social network is formed because basically humans have their limitations in dealing with other people and the social network is used by scavengers as a strategy to maintain their survival.
The study explored the ability of the scavengers in maintaining their viabilitybased approach to social network. This is a descriptive-qualitative research. The techniques applied were purposive and random samplings, data collection based on FGD, and in-depth interviews. After careful observation, it was known that the social network was formed due to the bond of kinship in the scavenger community. Besides the mechanical and organic ties of solidarity could develope a chain of trading to sell their scavenging goods. There was a mutual beneficial relationship between scavengers and collectors. They also developed their social interaction outside the communities. After some prudent observations were conducted, the strategies of scavengers in maintaining their viability based on social network were described.

Keywords: strategy to maintain viability, scavengers, social network

PREFACE
Scavengers community is a specific community with its own characteristics. Its presence, on the one hand, is rejected by the society because the scavengers are considered potentially committing a crime, not trustworthy and as an object of suspicion.(Twikromo ,2000) On the

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other hand, its presence is required because they can help minimize the garbage to be disposed of in the garbage disposal areas. They particularly selected the inorganic garbage which is needed by certain factories. Rubbish/garbage in this study was described as the ones having certain economic values, such as wastes of paper, plastic, metal, glass and animal bones. The front-liners in trading rubbish/garbage are scavengers. In this study they are described as: "someone who has a job of collecting garbage items which are no longer used by the owners and they are obtained free of charge or without having to buy and then those items (with the economic value) can be sold again and recycled and usefully be put as a livelihood that can support their daily lives."(Ferri,2000) Scavengers as a profession with its lower income can be handed down from generation to generation. Even they persuade other families, relatives or friends to be scavengers. It could happen because certainly they implemented the strategy based on the social network which played an important role in order to maintain their viability.(Todaro,2010)

STRATEGIES USED BY SCAVENGERS IN MAINTAINING THEIR VIABILITY IN THE CITY OF SURABAYA BASED ON THE SOCIAL NETWORKS

Rationale
1. The inequality or the gap in the development of rural and urban areas is the background of the massive flow of migration of the population from countries to cities. It results in the employment in the informal sector. It is the only choice in order to survive and improve their standard of living in the city of Surabaya. One form of the informal sectors is garbage/rubbish/waste trading and the front-liners of it is the scavenger community.
2. Up to now scavenger is a kind of jobs that has not been written. It has not got any recognition from the government. Consequently, the people who work as scavengers are not included in the parts of the policy of the State although they are citizens to be paid some attention.
3. There has not been any official legal protections such rules or regulations to protect the scavenger community.
4. The existence of social networks for the social interactions among members of the scavenger community resulted in the formation of a social group and social bond as a means to maintain the viability.

The purpose of The model of the strategy of the scavengers In maintaining the viability based on social networks
It is implemented in order to:
Social networks established are aimed to facilitate their social interactions, and communication. Through the interaction the primary and secondary needs are fulfilled in order to maintain the viability.

Targets of The model of the strategy of the scavengers In maintaining the viability based on social networks
The targets of the model are the people who come from other cities, counties, provinces, and islands.

The criteria
a. Having the principal job as scavengers and who lived in Surabaya for at least one year.
b. Having some limitations in meeting their basic and social needs.

Strategy and activity
Strategy
The strategy of the scavengers in maintaining their survival is a way which has been selected by using a group approach in which a person will experience an effective social learning process to develop their capacities, so that they meet all the needs. The concept focuses on emphasizing the utilization of social networks in which patterns of social relationships, social situations and social roles have an influence in the establishment of social networks in which the needs of primary and secondary can be fulfilled

Activity
Activities carried out by scavengers in order to maintain the viability based on the social network are developd through social bonds in the community. The social bonds are formed due to the bonds of kinship, solidarity, establishing a good trading system in selling scavenged goods and interaction with the community outside of the area of the scavengers.

Establishing a bond of kinship in the scavenger community
Most of the scavengers had the family ties, ranging from grandfather/ grandmother, father/mother, children/children in law, and so on. They had a high sense of brotherhood. The marital kinship of the scavenger families or relatives were included in the study. Thus it can be understood that the relationships among scavengers become closer – from a friendship to a family.

Fukuyama (2000) stated that the relationship in the families got closer and it improved the social capital in the family of the scavengers. In fact the number of the scavengers in the research area did not decline but it actually increased significantly due because they invited friends. or neighbors to be scavengers.The exist kinship of the scavenger community resulted in the high level of participation and proximity. They could relate directly or indirectly through another individual.

Establishing of Solidarity
Various ways were taken by the community of scavengers to survive. They formed a mechanical and organic bond of solidarity. The mechanical bond of solidarity could be observed through a social network sharing information about opportunities to work as scavengers (Effendi,Tadjjudin,Chrisr,2004). Besides, the existence of the association was very useful to overcome the problems in matters relating to the sale of scavenged goods, saving clubs, mutual cooperation in the form of moral and financial support, and friendship. The activities were usually done informally. When they were at rest, they helped the sick people. They also permitted the neighbors to watch television or listen to the radio in their homes.

The organic bond of solidarity was also found in the scavenger community because of the working division and interdependence resulting from the specialization of the work (Putnam ,1993). To maintain their viability with regard to how to overcome difficulties in terms of jobs, their style of communication was one-way, with the communication patterns of patron and client. The one who played a role as patron was the collector, while the client was the scavenger.The organic bond of solidarity can observed through the formation of social networks in determining the price of scavenged goods, and the social network when lending some money.

  ➢ Establishing the procedures of the commercial chain of the sale of the scavenged goods between Scavengers and Collectors

The social networks of the scavengers and the collectors could be described in the business chain of material/scavenged goods. It started from the scavengers to the factories or plants. It was such a long business chain because it involved a number of players with multiple levels. The bottom level were scavengers. The higher one was a number of small collectors. The next one was a number of big collectors who would be in touch with the factory or Final Manufacturer.

Developing a social interaction with people outside the scavenger.
Humans cannot live alone and they need other people for their social interaction. All human actions are reciprocal and they are called the social interaction(Suparlan ,1995). Basically humans have a kind of instinct to always be in touch with one another. The scavenger community living around the area of garbage disposal also establish their social relations with the citizens outside the garbage disposal area. Some female scavengers were sometimes invited for message, and the male scavengers with special skills were also hired to do some repairs or renovation and so on. Even some of them were builders. The social networks formed due to the social interaction could assist them to handle some matters of food, groceries, and health.

Several social networks are formed within the social bonds. They are used by the scavenger community as a means of fulfilling their needs including the primary and secondary needs. The social bonds here are more familial friendship. The social networks have an important role in the fulfllment of the secondary needs (except the needs of clothing, food, and house) such as the needs of health, entertainment, and education because within the community the members can have their social interaction, and meet the needs. In order to make the interaction effective in the social network, there should be a leader who has the guiding views and strong influences to the members of the community to acheive a certain decision. Besides the leader also has a role as a liaison among the social networks, because there are some needs which are not only met through the social networks, for example fund-raising for the medical expenses of one member of the social network. The funds can be raised from the existing social networks. In this case the roles of the leader and the collectors are very significant. The community members listen to their opinions.

In terms of the primary need related to the fulfillment of the needs of clothing, food, and house, the interaction between scavengers and collectors is very important. The social interaction here is more likely to act as intermediaries. Those collectors are the mediators connecting the scavengers as the bottom layer with the larger colletors who are at intermediate levels. Collectors are generally manipulative with the selling prices of scavenged goods. They purchase at a relatively cheaper price or lower than that of the great big collectors. In this case, the collectors gain the high profit.

The form of social networking communication is down-directed because the collectors have a position as a patron while the the scavengers are as clients. The patron –client relationship is a social exchange relation of two people or more leading toward an unequal relationship. One party clearly has a higher position than the other side. It is due to the existing positions of a superior and an inferior. The superior is considered to have a bigger ability and more powerful which causes the inferior to be dependent on them. The inferior provides assistance and support which includes personal services. Dependence which starts from a broad aspect of its dependence include other social life. (Robert ,1995)

CONCLUSIONS

1. Activities carried out by scavengers to maintain their viabilty based on the social networks was to build a social bond in the community. The forms of the social bond were the bonds of kinship and solidarity. Establishing a good chain of trading system in selling scavenged goods and interaction with the community outside of scavenging area were also other forms of their striving .

2. Within the social bonds several social networks were formed. They were used as a means of scavenger community to meet their needs which include primary and secondary needs, and the social bonds here were more familial-friendship.

3. The social networks have an important role in the fulfllment of the secondary needs (except the needs of clothing, food, and house) such as the needs of health, entertainment, and education because within the community the members could have their social interaction, and meet the needs. In order to make the interaction effective in the social network, there should be a leader who had the guiding views and strong influences to the members of the community to acheive a certain decision. Besides the leader also had a role as a liaison among the social networks, because there were some needs which were not only met through the social networks, for example, fund-raising for the medical expenses of one member of the social network. The funds could be raised from the existing social networks. In this case the roles of the leader and the collectors were very significant. The community members listened to their opinions.

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Effects of Family Size, Status and Taste on the Type of Domestic Fuel Utilization in Kano Metropolis, Kano State; Nigeria

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Abstract

The paper explores the effect of family size, status and taste on the adoption of domestic fuel energy utilization in the metropolitan Kano. As a typical Islamic culture; polygamy is widely accepted among the community irrespective of economic status (rich and poor), political class (leaders and followers) as well as religious affiliation (sectarian and secular). The culture accelerates conpetitiion between co-wives for more children, sex preferences and marrieg security which consequently lead to large family size. Reasons and major causes are envisaged from which recommendations were tendered in order to reduce/cushione the impact on the environment. Both quantitative and qualitative data are used as well simple random sampling technique is adopted in handling the households for administration of questionnaire and interviews in the area. Interstingly, the study discovered that both monogamous and polygamous families have higher fertility and in average each family consist of eight children excluding the parents. The volume of the food for the extended family system is high hence need bigger source of energy to save time and monetary cost. Some held cultural taboos that food cooked by fuelwood is better than on cooker gas. Other reasons such as risk of fire outbreak scare some household from gas cooker. To save our ecosystem, Kerozine stoves, solar and electric cookers should be made available, affordable and accessable to all.

KEYWORDS: Family, culture, polygamy, sampling, fertility and taboo

BACKGROUND TO THE PAPER

Family size, status and taste affect various decisions pertaining to the general upkeep of the family including food and feeding. Large and extended family set up of the northetn Nigeria are binded by culture of communal life style of togetherness known as Gandu system. Cooking from the same pot for a big or larger family require huge and enormous energy. Many smaller family start by smart, efficient and convenient source of energy such as cooking gas and kerozine but as the size of the family get larger the adage hold true where affordability/availability is better than desirability. Necessity forces many to adopt fuelwood as the energy source in domestic cooking. Fuelwood is a resource that provides the main source of domestic fuel for the rural and urban households. Its utilization as a mean of fuel is as historic as man's invention of the use of fire that is Neolithic period. In the past the source of fuelwood was simple and the ecological impacts were minimal due to low human population (Adebimpe 2008). When population increases rapidly, man's dependence on fuelwood as a

source of fuel become indespensable. Today the behaviour or culture of cooking with woods poses threat of deforestation as a result of man's attempt to have a regular supply of fuelwood and other vegetal resources.(Adebimpe 2008) in Bashir (2015). About two billion people (40%) of the total world population depend on fuelwood and charcoal as their primary source of energy (Haruna, 2006). Of this, three-quarter (1.5billion) do not have an adequate, affordable supply. And particularly many people are facing daily struggle to find enough fuel for heating and cooking. The cooking problem is intensifying because rapid growth of population in many developing countries create increasing demands for fuelwood and charcoal due to high cost of conventional source of energy.

In Africa fuelwood account for about 90% of the total energy use and two-third of this consumption is household energy for the most part procured by women (FAO, 2010). The major reason for deforestation in Africa is the fuelwood collection by the poorer section of the population. Fuelwood use exceeds 1.6 metric cubes per capita per year in Nigeria Kenya, Sudan, Tanzania, Serra Leone, Liberia and Cameroon (Ayuba, 2004) as quoted by Bashir (2015). In some countries particularly developing countries, fuelwood use per capita is on the increase. The story is not different in Nigeria where as high as 86% of low income earners are primarily dependent on fuelwood as their source of energy (Ayuba, 2004). A biomass fuel has remained the commonest source of household energy in Nigeria. In 1992 alone, firewood and charcoal production were estimated at 55 million tones (Obueh, 2000 quoted in Nura 2001). More than half of the 9.6 million hectares of rain forest belt in the south of Nigeria has been used to meet the demand for firewood in rural and urban areas. Studies on fuel wood supply in developing countries have concluded that firewood scarcities are real and will continue to exist, unless appropriate approaches to resource management are undertaken (Arnold 1991; SADCC, 1992 quoted in Nura, 2001). Increased efficiency of utilization through efficient technologies can therefore be considered as one of the major prerequisites for attaining sustainable development in developing countries.

AIM AND OBJECTIVES
The aim of the paper is to explain the effect of family size on the use of domestic energy in Kano metropolis with a view to understand the effect of culture on the livelihood options in term of energy utilization in the study area for proper social planning conservation principle, these are to be achieved through the following:
  i.   To identify the size of the family size and the type of energy used in their domestic activities.
  ii. To find out the level of preferences among different family sizes in the area
  iii. To ascertain the reasons for the use of fuelwood in the study area.
  iv. To offer some culturally feasible recommendations for the safety of the ecosystem.

JUSTIFICATION OF THE STUDY
The environmental impact of reckless felling of trees for fuelwood is spelling doom to the entire biomass.. In recent years there has been sharp increase in human population which led to commercialization of various renewable energy sources. High need of domestic energy especially in the metropolis of Kano, threatens environmental sustainability especially in areas where single source (fuel woods) is constantly used due to poverty and human lots. Various environmental degradation are accentuated by man's relation with resources such as pollution, deforestation and soil erosion, these have manifested many northern states including Kano, there is need for restrain to avoid bleaking the future.

THE STUDY AREA

The history of Kano metropolis as a state capital started in 1967 when it was formally established in 1968. Its real history remain a controversial issues but as a base line, Kano's existence started from 999 AD when Bagauda the grandson of Bayajidda founder of the Hausa dynasty became its first king. Kano State falls within the Sudan vegetation zone, the total land area of the State is 20,760 square kilometer. The minimum and maximum temperature ranges from 15 to 33 degrees Celsius. The predominant ethnic groups in Kano are Hausa and Fulani otherwise referred to as Hausa-Fulani. This reference is due to the indistinguishable features they bear arising from intermarriage. Other ethnic groups found in the State are Yoruba, Igbo, Nupe, etc. Hausa are however, the indigenous population.

The city of Kano experiences changes and transformations over time. It is a cosmopolitan and heterogeneous society as a result of its extensive and numerous commercial and industrial activities. Kano has many occupations and means of livelihood but was famous for its weaving, gold and blacksmith, dyeing and other handicraft activities. As a result of these, Kano has attracted people from far and wide. Kano State is made up of 44 local government areas, with a total population of 5,810,340 million by 1991 census figures. The indigenous population is homogenous in terms of culture, language, religion etc. This homogeneity is apparent especially in the rural areas.

The metropolis recent lost its dominant occupation that is agriculture with about 75 percent of the population directly or indirectly involved in agriculture or agro-related activities in the past due to massive urbanization that swallowed the farm lands from within the walled city to as far as 5km at all directions. This situation impacted serious on the people in the area thorugh aggravation of poverty. Currently, civil service, trade and commerce are the major activities. In fact Kano the capital city of the State has been known far and wide as an ancient and important center of commerce and trade. Kano was a major entry port in the Trans-Saharan trade. It is popular and known in the whole of West Africa, Maghreb and as far as Europe as a commercial center trading with Africa and Europe in local and manufactured goods, crafts and other items. This position is facilitated by the existence of modern communications (road network and rail line) which make Kano accessible.

POPULATION OF THE STUDY AREA

Kano is one of the most populated and urbanized states in northern Nigeria, as well as a dominant center of economic activity since the fourteenth century (Fika 1978) in Lambu (2014, 2015 and 2016). Consequently, commerce and industry in the urban areas and agricultural activities in the rural areas characterize the state.

The communities in this part of the country have been exposed to severe poverty due to lack of employment opportunities since 1987 resulting from the imposed structural adjustment program (SAP), together with razing urbanization, the urban poors are push to the bottom of poverty as the nearby cultivable land are built up.
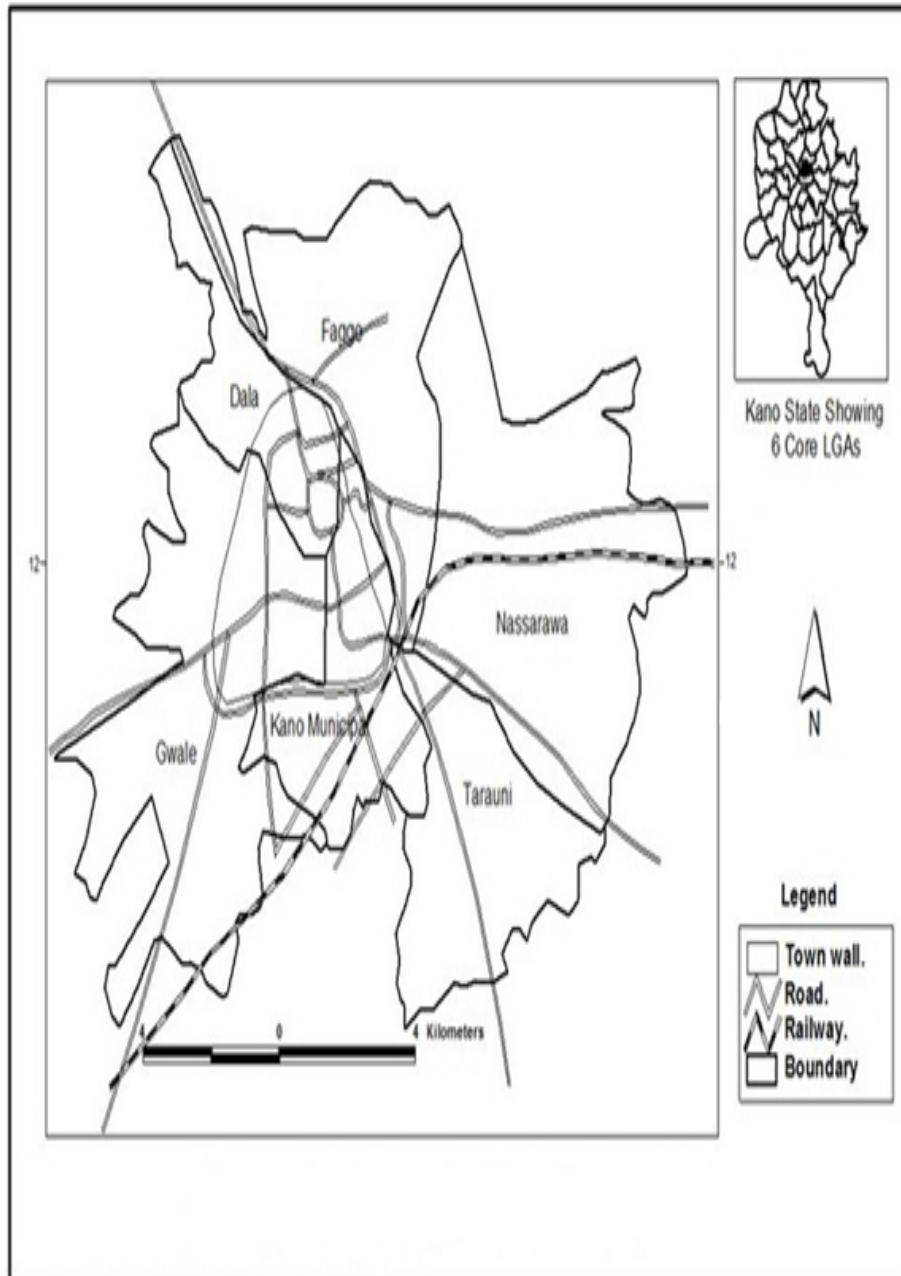
Map of Kano metropolis

MATERIALS AND METHODS

This section explain the types of data, the sources of data, data collection such as sampling and data analysis. The data in this study includes quantitative indices like number of children, age, and status etc. while the qualitative data in this study are the preferences, choices and decision on composition and adoption of energy types.

The main instruments of the study are the questionnaire and interviews. The questionnaires are to collect quantitative information while the interviews are meant to measure the

qualitative data. The two instruments can supplement one another and can serve as triangulation method where errors and mistakes can be detected and corrected

SAMPLE SIZE AND SAMPLING METHODS

The population of interest to this study consists of males and females who are married and fall within family set up. This is because the study is interested in assessing the preference of people for energy type over another and how the attitude affects the subsequent decision toward the utilization of energy in the households. The study concerns the Hausa people, a culturally dominant ethnic group in northern Nigeria. The choice of this ethnic group was largely predicated on the traditional character of this patriarchal group and its high fertility within extended family set up. The Hausa people constitute a significant proportion of the population in Nigeria, the largest country in Africa. The Hausa people are undergoing rapid socioeconomic changes manifesting various transformations especially in expansion of education and urbanization. Some samples of one hundred and sixty (160) households were drawn from the study area. The sample size was considered adequate due to the homogeneous nature of the population. Simple random sampling technique is adopted due to fact that the sampling frame is known. House numbering from Primary Health Care (PHC) water and electricity Boards have various numbering that can facilitates unbiased treatment of households. Six local government areas have been selected which include Kano Municipal, Dala, Gwale, Tarauni, Fagge and Nassarawa LGAs.

DATA COLLECTION

Both quantitative and qualitative data were gathered for this study. Retrospective and prospective data were gathered from the respondents regarding their energy use. Respondents were asked about number of children ever born, desire for more children, last use of other energy sources, current use, and future use where applicable. Likert scale was used to measure attitudes of respondents using a combination of negative and positive statements pertaining to practices related to family preferences. Respondents indicated their responses ranging from strongly agree to strongly disagree on a four-interval scale.

The main instruments for the data collection are questionnaire and interviews are administered to the respondents conducted in the Hausa language. The research assistants are indigenous Hausa people, familiar with the cultural norms and values of the respondents. The research assistants are trained in order to make them effective communicators and solicitors of information. The instrument was pre-tested to ensure it validity and reliability. Data were collected on important variables, which include: attitudes, contraceptive use, education, age, income, time or duration of marriage, religion and residence. Other variables are age at marriage, wife's breastfeeding, abstinence, children ever born, ideas about family planning, and contraceptive decision making.

MAJOR RESULTS AND FINDING OF THE STUDY

The findings of this research suggest that the cultural set up of the people exercise greater influences where large family are considered more of an asset than liability. Children preferences and religious sermons encourage togetherness hence most households become bigger and larger in size.

The family size and the type of energy used in their domestic activities

The family size (Grand parents, parents' children and grand children) determines the mode of energy required for cooking and other domestic uses. In nuclear families of large size using kerosene or cooking gas indicate expenses of money compared to local fuelwood. Likewise a

small household required only a small amount of fuelwood to cook a meal. The larger the family the higher the energy needs. Your family size determined the type of energy use in your house. If one has larger family he will find a simple, affordable and available form of energy. According to some respondents family size forces many to depend on fuelwood for energy requirement due to the lower cost of the product. Small family has more opportunity of inter-fuel substitution from one form to another (kerosene, electrical, charcoal, cooking gas and fuelwood) depending on the wealth or income of head of household.

SOCIO- CULTURAL REASONS

According to maany respondents the cultural perspectives attached to reasons for the use of fuelwood includes slow cooking rate allow the user for other household work to be done at the same time, the emission of smoke serves as a repellant for mosquitoes and for food preservation (fish smoking), the emission of heat by fuelwood can be use for warming of space during cool condition and the fuelwood also emit light to the surrounding which is good for vision before down and after sunset.

The level of preferences among different family sizes in the area

The study discovered that majority of people prefer smart, decent and effeicieent mode of cooking but necessity is the mother of invention as adage goes. Many expressed their view that they started by Gas cooker to kerozine and later to Woods. A respondents larmented that "I started with Gas when we were two in the house, but now 17 people eating from the same pot, how can we afford Gas?

Table 1: Level of preference on the choice of energy

S/No	Type of family	Response	%	Remarks
1	Low family	Kerozine/Gas	56	More than average
2	Medium family	Kerozine/woods	60	Above average
3	Large family	Wood/Electric	72	Larger
4	Institutional family	Wood	89	Highest
5	Recretional family	Electric/Gas	66	More than average
6	Commercial family	Wood/Gas	57	More than average

Source: Field work 2016

The reasons for the use of fuelwood in the study area

This section looks at the reasons behind using fuelwood as a source of energy in the study area. Since fuelwood are use for various purposes as such there will be different opinion behind the reason of the usage. Below are the reasons advanced by people for the use of fuelwood. One of the main reasons for this lack of inter-fuel substitution is that household choice, socio-economic status (income and wealth), demographic reasons (family size, life style and culture)

and location attributes (e.g. proximity to sources of modern and traditional fuels) and availability.

Availability of fuelwood resources is another factor determining the reasons for fuelwood consumption by households according to respondents. Fuelwood is the only form of energy that you can purchase at your door steps, unlike other energy sources (kerosene, cooking gas etc), in which one has to meet the suppliers at their sales point and sometimes form queues before purchasing the product at exorbitant prices.

Furthermore, access to woodfuels means having physical access to the source, the right to gather woodfuels from that source and having the necessary field labour available to collect and transport it. Such field labour is usually supplied by women and children in other part of the world but the story is different here at Gombe were the male dominate the business. It is the most available forms of energy that you can get free from natural forest reserves.

Fuelwood in action

Culturally feasible recommendations for the safety of the ecosystem
1. There is need for government to provide alternatives such as electric, solar and Kerosine stoves at affordable price to the common man in order to salvage our forest from further damage
2. Enlightenment campaign need to be intensified to educate the people on the importance of environmental quality so that all action detrimental are reduced, checked or avoided
3. People should be encourage to patronizes raw food and those that require small amount of heating as an energy saver.

4. Heat-preserving equipment need to be provided to avoid unnecessary reboiling and warming of water, food and so on.

CONCLUSION

The supply of fuelwood holds a great potential for income generation as it was found to be a very profitable business owing to an ever increasing demand for the product. While supply differs between the rainy and the dry seasons, the overall impression is that put together fuelwood exploitation in the study area which have been taking place for quite a long time and has been on the increase will result to severe damage to the natural forest in the State. With current dependence of the people on the forests for fuelwood and with the existing population growth rate this situation will worsen unless measures are taken to improve forest resources management and work both devise strategies for conserving fuelwood and to find alternatives for fuelwood in the domestic energy supply system.

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Drivers and Traits of Peri–Urbanization in Benin City, Nigeria: A Focus on Ekiadolor Community

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Abstract

Peri urban zones are areas capable of promoting urban and rural livelihoods and coping with the pressure and dynamics of population and land use changes. On the other hand, they constitute areas that lead to progressive degradation of the environment and collapse of institutions. This study examined the drivers of growth, characteristics and environmental challenges of the peri urban zones in Benin City, Nigeria using Ekiadolor as a case study. A sample size of 393 amounting to 30% of the total number of building stock in the area was chosen. For the survey, one household per building was selected. A random sampling approach was subsequently adopted to select any available head of household for interview. Some of the attributes investigated included occupation, family size, reasons for staying in the community, length of stay, buildings characteristics, infrastructures, road network and land related issues. The peculiar characteristics of a typical peri-urban community and its asscociated environmental problems were well amplified in Ekiadolor community. It was observed that the establishment of the College of Education and the accompanying employment opportunities was the major driver for the transformation of Ekiadolor to a peri-urban settlement. Other observed drivers include the relatively low housing rents and low cost of land in the community. The study concluded that the establishment of institutions such as universities, colleges of education and research institutes among others outside the immediate precinct of cities could trigger peri – urbanization and therefore recommends that adequate provision should be made in anticipation of the envisaged challenges that are associated with such development. The study further advocated for the creation of a specialized unit to plan and coordinate such settlements. It finally calls for a synergy between the peri – urban communities and the main cities through progressive integration.

Keywords: Benin City, Ekiadolor, haphazard growth, Peri-urbanization, urban growth

INTRODUCTION

Peri-urbanization refers to a process, often a highly dynamic one, in which rural areas that are located on the outskirt of established cities become more urban in character (Webster and Muller, 2004). This transformation occurs in physical, economic, and social terms, and often in piecemeal fashion. Peri-urban development usually involves rapid social change, as small agricultural communities are forced to adjust to an urban or industrial way of life in a very short time. High levels of in-migration are an important driver of such social change. Rapid environmental deterioration and infrastructure backlogs are usually another characteristic of the peri-urban landscape. Typically, peri-urbanization is stimulated by an infusion of new investment, generally from outside (Webster and Muller, 2004). Therefore, peri-urban area could be defined as the transition zone between fully urbanized land in cities and areas in predominantly agricultural use (Appiah, Bugri, Forkio and Boateng, 2014). Thus, it is characterized by mixed land uses and indeterminate inner and outer boundaries. In general, peri-urbanization often arises because effective land use guidance systems are virtually non-existent in many countries (Webster and Muller, 2004).

Key characteristics of the peri-urbanization process, particularly in developing countries include: changing economic structure, a shift from agriculturally based to manufacturing dominated economy; changing employment structure, rapid population growth and urbanization, changing spatial development patterns and rising land costs (Webster and Muller, 2004). The peri-urban (sometime also called the urban fringe) may be the dominant urban form and spatial planning challenge of the twenty-first century (Ravetz, Fertner and Nielsen, 2013). In older industrial or post-industrial countries, the peri-urban is a zone of social and economic change and spatial restructuring while in new industrializing countries, and most of the developing world, the peri-urban is often a zone of chaotic urbanization leading to sprawl (Ravetz, Fertner and Nielsen, 2013). Peri urban zone exhibits a relatively low population density by urban standards, scattered settlements, high dependence on transport for commuting, fragmented communities and lack of spatial governance (Ravetz, Fertner and Nielsen, 2013).

The term peri-urban is used frequently in the literature and in policy discussions, yet definitions are largely situational and case specific. They provide little basis for unified understanding of what constitutes peri-urban. Organization of Economic Co-operation and Development (OECD) (1979) therefore concludes that the term "peri-urban" cannot be easily defined or delimited through unambiguous criteria. It is a name given to the grey area which is neither entirely urban nor purely rural in the traditional sense; it is at most the partly urbanized rural area. Whatever definition may be given to it, it cannot eliminate some degree of arbitrariness.

The peri-urban areas have and continue to experience incessant push and pull tendencies from the cities and the rural areas due to their strategic locations, and multifunctional territorial nature (Ravetz, Fertner, and Nielsen, 2013).). According to Lawanson, Yadua, and Salako (2012) in their study of Lagos and Ibadan in Nigeria, the preference for the peri-urban areas for settlement and other commercial pursuits, is motivated by the fact that these fringes of cities have some of the relatively affordable rent in comparison to the main city and big towns.

Masanja (1999) identified two major driving forces for conversion and transformation of land use in the peri-urban peripheries. They include: demand for housing for the growing population and the deteriorating housing conditions and inadequate urban services. Webster (2002) however attribute the reason for conversion of land for urban development as being a result of higher economic gains from conversion and transformation to other land uses other than agriculture. With economic rationality of the land owners, they would opt for other activities with higher future earning returns on their land, against agriculture (Irwin and Geogeghan, 2001), in the end, subtly creating pressures on food security in the areas.

In general, peri –urban settlements are usually a reflection of the urban settlement. Urban population growth results to increased population densities within established urban areas as well as in the outward thrust of urban agglomeration, that is, peri-urban regions. It is therefore anticipated that the development of a peri-urban area is an inevitable consequence of urbanization and as cities in developing countries continue to grow, the peri-urban area moves outward in waves (DFID, 1998). This process is manifested primarily by an outward expansion of built-up areas and the conversion of prime agricultural lands for residential and industrial purposes (Brennan, 1999). As the cities expand, the main zone of direct impact is the peri-urban area.

Cities in Nigeria like other parts of the world are experiencing unprecedented rates of growth. According to the Nigeria National Economic Empowerment Development Strategy (NEEDS, 2004), the rate of urban growth in Nigeria is one of the fastest in the world. Since the emergence of ancient cities such as Benin, Kano and Zaria between the 14th and 17th century, there has been a steady evolution and multiplication of urban centres. The rate of multiplication however became greater from the 1960's with more urban centres emerging than before then. As at 1960 only four major administrative centres existed, these centres were Lagos, Ibadan, Enugu, and Kaduna. By 1967, the centres rose to 13, while it became 21 centres in 1987. The centres again rose to 30 administrative state headquarters in 1991. Similarly administrative changes were undertaken at the local level resulting in the emergence of towns which are now headquarters of local government areas (Onokerhoraye and Omuta, 1994a).

In the 1996 state and local government creation, the number of state administrative centres increased to 36 while local; government headquarters increased to 774. These administrative centres have over the years attracted commercial and industrial activities which have in turn encouraged immigration from rural areas to them thereby leading to rapid urbanization. The 1950 estimated percentage of Nigeria's population living in the urban areas was 15%. This rose to 23.4% in 1975 and 35% in 1991. By the 2006 estimates, Nigeria has a population of 140 million. By this figure, approximately 60.7 million Nigerians are currently living in the urban areas. The rate of urbanization is 5.5% while the annual population growth is 3.0%. Using the 140 million estimates of 2006 and the rate of urbanization, it is believed that more than half of Nigerian population will be living in urban centres by the year 2020 (Oluwasola, 2007).

Rapid urbanizations have changed the urban landscape of most Nigerian cities. This rapid rate of urbanization according to Organization for Economic Cooperation and Development (1979) has significant impacts on urban growth and population increase. These impacts of economic growth and physical expansion of the urban area are not confined within urban boundaries; they reach into much wider areas surrounding urban centres, creating so-called urban fringe areas, or peri-urban areas. There have been concentration and congestion in inner cities and the opposite process of suburbanization and dispersal at the urban fringes, the peri-urban areas.

Onibokun, Olokesusi and Egunjobi (1987) and Onibokun and Kumuyi (1999) assert that various political and socio-economic factors have mainly been responsible for the rapid growth of urban population. The economic opportunities offered by cities are strong drivers for rural-urban migration. Many of these rural migrants find it difficult to fit themselves in the urban centres and therefore settle in the urban fringes (peri-urban areas). Pasquini and Maconachie (2005) also pointed out that the Nigerian structural adjustment policies of the 1980s forced many people to the peri-urban areas for agricultural purposes to supplement their meager income. Large numbers of urban residents, pushed out by high housing costs in the city, look for cheap accommodations in the peri-urban areas.

Peri-urban areas in developing countries pose many problems including unintensive use of land, low level of services and infrastructure, few job opportunities, uncoordinated development and high cost of providing services, lack of clear jurisdictions and weak planning control, etc. They manifest the deep seated problems that face third world cities and societies. Some of these causal factors are unsustainable urbanization and urban growth, poor economic policies and poor management of available resources, etc. Challenges of peri-urban areas in

developing countries are similar in nature. Most of developing countries experience spontaneous development pattern rather than planned growth. Hence the challenge of peri-urban zones is development in informal way. Land development takes place without conforming to planning regulations. Due to high demand of land, marginal lands in low lying areas, hills and infrastructural setback are being filled up for development purpose, without considering any environmental impact. As corroborated by Onokerhoraye and Omuta (1994b), peri-urban area in Nigerian is characterized by incomplete range of penetration of urban utility services and uncoordinated zoning. The perception that the peri-urban area is no man's land accounts for environmental problems therein. Activities of land speculators who involve in indiscriminate subdivision of peri-urban land are also responsible for the environmental problems. Globally, peri-urban areas are often characterized by extremely vibrant mix of land uses, not as a result of deliberate planning, but because unregulated development has taken place within the specific peri-urban area. Thus in a single street, commercial uses in form of stores, residential apartment, educational institutions, light or small scale industries and agricultural uses can all be found. All these land uses are also often associated with problems of safety, pollution (air and noise) and general poor quality of life.

These peri-urban areas, on the other hand offer many positive opportunities by absolving the overspill populations and jobs from the cities and therefore relieving them of serious problems of congestion, overcrowding and pollution. They also offer land for agriculture for food production for the urban dwellers and a means of living for many of the urban poor, cheap land for housing, industry among others.

Like many other settlements in Nigeria, settlements in Edo State are also fast urbanizing. The rapid growth in population and socio-economic activities of major towns in the area in recent years indicates this trend. In this regard, there has been an unprecedented transformation of many rural settlements into urban centres. This scenario is most amplified in Benin City which is now enclosed with notable peri-urban communities. This study intends to investigate the characteristics and the drivers of this peri-urban zone in the city using Ekiadolor Community as a case study.

MATERIALS AND METHODS

Research site: The study area is Ekiadolor community in Benin City, Edo State, Nigeria. Benin City is a city in southern Nigeria, and capital of Edo State. It is located on the latitude 6o 30N and 6o 00E. The city lies in the Warm Humid Equatorial Region in the tropics with two dominant seasons, that is, the wet and dry season. The vegetation of the area falls within the rain forest belt. The predominant ethnic group is Bini which constitutes about 70% of the population. Other ethnic groups in this community include Igbo, Urhobo, Esan, Etsako, Ijaw, Isoko and Yoruba.

Ekiadolor community is about 18 km from Benin City. It is an ancient community. Prior to the establishment of the College of Education in the 1980s in the community, Ekiadolor could rather be described as a village. The establishment of the College of Education resulted into influx of people especially the staff of this College. Other ancillary workers especially traders and artisans also moved to this community. There was a general belief that the establishment of this College will herald rapid infrastructural development of the community. The high quality of life expected in this community led to the massive activities of land speculators and their indiscriminate land subdivision. At the inception of this College, house rent was rather too low in Ekiadolor. Thus, urban dwellers in Benin City who had been facing acute shortage of housing now found respite in Ekiadolor. This increase in the population of the community is

further enhanced by its strategic location along the Benin – Ore Expressway. Thus, residents of Ekiadolor could easily commune between the city and the community with ease.   This expressway also links Benin with other parts of Nigeria and also serves as connecting distributaries to major towns and roads that converge along its axis. .

The database: Ekiadolor is a community with a population of 5,593. It comprises of 32 streets with 1,350 buildings. Using the total number of buildings as sample frame and an assumption of one household per building, a sample size of 30% amounting to 393 buildings was used for this study. Based on this assumption, a total number of 393 questionnaires were distributed. Subsequently, random sampling approach was employed to select the 1st building, and every 3rd building was systematically selected in that order on each street from which any available head of household was interviewed. This appears plausible since there are traits of homogeneity in habitability in this study area. For the purpose of data analysis, descriptive statistics including tables, charts, frequencies and means were utilized. Pictures were also used to depict the nature of the environment.

RESULTS AND DISCUSSION

Findings revealed that the working class group (31 – 50 years) constitutes the dominant (67.3%) age group in the study area. This group is the active force of any settlement and will have positive effect on the economy of the residents. Among these two groups are those that are still in the civil service and self-employed (Table 1). This observation reinforces the fact that the inhabitants of Ekiadolor community are possibly workers who were originally living in Benin City.

About 30% of the inhabitants in the area are illiterates. 23.4% have only primary school leaving certificate, while 20% attempted secondary school and 25.3% have tertiary education (Table 1). The implication of the low level of education of the people in the area undermined the importance of healthy environment as significant proportion of the inhabitants live below the minimum environmental standards stipulated in the planning code of the country.

A greater percentage, that is 46.4% of the respondents are within the income range of N151,000 – N300,000. This implies that they receive the stipulated minimum wage which is N18,000 per month. While only 15.4% receives above the minimum range and 38.2% receives below (Table 1). This shows a high prevalence of poverty in the area. This observation attests to the fact that the immigrants from Benin City to this community might be relatively low income group who are in search of low rents.

It was observed that 47.1% of the respondents are civil servants. Some are engaged in the College of Education in the community while a greater percentage are those who work in the city centre but have either built or rent an apartment in Ekiadolor in a bid to move away from the crowd in the city centre and its associated problems. This is closely followed by traders (31.2%). These traders are found within and outside the school premises with their various kiosks, shops used for various businesses like canteen, business centres, phone booths etc. Other occupations are farming (12.7%) and artisanship (8%) (Table1). The community still has pockets of fairly large vacant land that is yet to be developed.

The implication of the foregoing is that the establishment of the College of Education was a major driver for the transformation of the community to peri-urban settlement. In addition, one could infer that the relatively low rents and cost of land in the community must have

informed other civil servants especially from Benin to build their own houses or rent apartments for living in this community. The data further revealed that the traditional occupation of this community is gradually waning as less than 12% are now into farming. The observed large pockets of vacant land in the community attests to weakness of physical planning instruments as buildings are arranged in haphazard manner.

Ekiadolor is essentially a Bini community. However, the study observed that the community is inhabited by different tribes. As informed by the Edionwere (the community head), apart from the Binis, others tribes in the community are Yorubas, Urhobos, Isokos, Ibos, Calabars, Kwales. Only 56% of the inhabitants are Binis. It could be inferred that a significant proportion of other tribes in this community might have been the College of Education workers and migrants from Benin City and other communities who have come to seek greener pasture and more comfortable accommodation.

Employment opportunities offered by the College of Education which also triggered trading opportunities among the inhabitants account largely (65.3%) for decision to reside in Ekiadolor (Table 1). Another significant reason (22.9%) is the prevailing low cost of land and rent in the community. Other identified reasons include safety (1.8%) and nativity (6.3%) (Table 1). Thus, it could be concluded that the most important drivers for the transformation of Ekiadolor into a peri-urban community are the establishment of the College of Education and the accompanying employment opportunities, low cost of land and low housing rent.

Table 1: Socio-Economic Characteristics

Variable		Frequency	Percent
Age Bracket			
	Below 20	2	0.5
	20 – 30	46	11.9
	31 – 40	163	42.4
	41 – 50	103	26.9
	Above 50	70	18.3
Nativity			
	Binis	220	56
	Yorubas	78	18
	Ishan	47	12
	Urhobos	39	10
	Others	16	4

Reason for residing in the community

Safety	7	1.8
Employment	158	41.1
Nearness to market	93	24.2
Place of birth	24	6.3
Family land	11	2.9
Others	3	0.8

Educational Level

Primary	90	23.4
Secondary	77	20.0
Tertiary	97	25.3
No Formal Education	120	31.3

Occupation

Trading	123	31.2
Civil Service	185	47.1
Artisanship	31	8.0
Farming	50	12.7
Others	4	1.0

Income Level

Below N50,000	9	2.3
N51,000- N150,000	138	35.9
N151,000- N300,000	178	46.4
N301,000-N500,000	42	11.0
N500,000 +	17	4.4

Source: Authors' Field Work (2013)

A greater percentage of the buildings sampled are used for residential purpose. Most of the buildings (94.8%) sampled in the study area are bungalows (Table 2). While some are flats which are preferred by private owners who reside therein with their families, others are

tenement buildings which are mostly preferred by developers who put the structures on rent because of their high rent yield. The pattern of building revealed in Ekiadolor is the informal type. It is obvious from these findings that Ekiadolor is essentially a residential corridor for the College of Education workers and the civil servants who commune daily between Benin City and the community.

The condition of housing in the study area is very poor due to the low quality of materials used for their construction, inadequate technology and poor planning standards of the building components.   Most houses in the study area have relatively low habitability, as they were not properly maintained by their users who are mostly tenants. The area lacks any evidence of physical planning and development control as about 80% of the landlords do not have any building permit for their buildings (Table 2). The buildings are scattered and do not conform to any building standard. They lack accesses. Setbacks and airspaces between buildings are rarely observed. These parameters are major determinants of the quality of an environment (Mabogunje, 1980). Thus, the quality of the environment in Ekiadolor community could be described as very low.

About 13% of the buildings are mud houses, 44.79% made with concrete, 26.83% plastered, and only 15.36% plastered and painted (Table 2). Roofing materials of the buildings in the community are 89.9% of zinc coated corrugated iron sheets types, only about 4.2% are made of PVC (Table 2). This depicts the different stages and years of development in the area.

In the assessment of general condition of the environment, about 50% of the respondents agreed that their environment is unkempt and overgrown with grasses. This was followed by the 28.5% who affirmed that the environment was dirty. Only 18.3% considered their environment as clean while 4.1% assessed theirs to be flooded (Table 2). Transect walks around the community further confirms this response.

Ekiadolor community has no approved layout. This implies that the community is unplanned while physical planning standards and regulations are compromised. This is a clear manifestation of lack of government presence in this community. Thus, buildings are indiscriminately built on drains, setback etc. In addition, there is no distinct road network pattern. Access to most buildings (51.7%) is by footpath while 48.3% has distinct access road. However, only 20.3% of the respondents access their buildings through tarred road (Table 2). This observation indicates that the Government failed to respond to the physical planning needs of this community irrespective of the envisaged increase in population following the development of the College of Education.

Most of the roads in the community are untarred (Table 2). However, due to constant use and lack of drainage the road is in a dilapidated state with potholes and flooded during the rainy seasons. There is no evidence of government intervention in the area of road construction and maintenance in the community.

Table 2: Building characteristics

Variables	Frequency	Percent
Building Type		
Bungalow	364	94.8
Storey Building	12	3.13
Duplex	8	2.07
Availability of building permit		
Without building permit	307	80
With building permit	47	20
Wall		
Mud	50	13.02
Concrete	172	44.79
Plastered	103	26.83
Plastered and painted	59	15.36
Roof Type		
Corrugated iron sheet	344	89.8
Clay tiles	24	6.0
PVC	16	4.2
Environmental Condition		
Clean	70	18.3
Dirty	109	28.5
Unkempt	189	49.1
Flooded	16	4.1
Accessibility to building site		
Footpath	198	51.7
Tarred road	78	20.3
Untarred road	108	28.0

Source: Authors' Field Work (2013)

Most households (65.7%) in this community depend on pit latrine (Table 3 and Fig. 1). As confirmed by some respondents, age of buildings, ignorance, lack of proper education and awareness on health and hygienic issues are largely responsible for this option. Again, latrines are easier and cheaper to construct. Only 10.4% used modern day water closet, while 23.9% depend on open defecation (Table 3). This category of respondents makes use plastic bags which are subsequently thrown into the nearby bush, dunghills, backyards, stream and drainage channels. Thus, the community appears aesthetically unpleasing as it is polluted with plastic bags and human wastes making it vulnerable to diseases such as diarrhea, typhoid and cholera. This scenario indicates the high level of prevailing poverty in Ekiadolor.

Table 3: Household Facilities

Facility		Frequency	Percent
Toilet Facility			
	Pit latrine	198	65.7
	Water Closet	78	10.4
	None	108	23.9
Disposal Method			
	Open Space	170	43.3
	Burning	97	24.7
	Roadside & Drainage	88	22.5
	Others	38	9.5
Source of Energy			
	Electricity (PHCN)	355	92.5
	Generator	7	1.7
	None (Kerosene Lamp)	22	5.8
	Natural Gas	-	-

Source: Authors' Field Work (2013)

Figure 1: A typical latrine in the community
Source: Authors' Field Work (2013)

A large proportion of the buildings examined have bathrooms and kitchen, only that they are substandard, inadequate or inconveniently located. Many of the bathrooms are just small enclosures, some of which are made of materials like bamboo, rusted iron sheets, or planks and located at the backyard. The use of firewood and charcoal for cooking is common; hence many of the buildings have their kitchens located at the backyard, residents of such areas cook food in the open rendering food items and utensils vulnerable to disease causing pathogens. Only the few ones that used kerosene stoves cook at the passage or right inside their rooms.

Water supply is not a serious challenge in the community. Most respondents revealed that adequate provision is made for supply of water as it has about twenty six (26) boreholes constructed in different years and located at various streets within the community among which twenty (20) are still functional. These bore holes were constructed by individuals, past governors and Federal government.

The state of waste disposal in the area is generally poor. There is no controlled method of waste disposal in the community (Table 3). Over 40% dispose their refuse in open spaces (Fig. 2); some through burning within residential environment (24.7%) thereby causing air pollution while others dispose theirs at road sides and drainages (22.5%).This hampers the free flow of run-off and constitutes comfortable breeding grounds for flies, mosquitoes other health-infected animals that could contribute to the spreading of diseases. In the rainy season flooding is also prominent in the area as a result of blocked drains.

Figure 2: Indiscriminate dumping of refuse
Source: Authors' Field Work (2013)

The main source of electricity supply to the area is through the Power Holding Company of Nigeria (PHCN), which accounts for 92.5% of the sampled households. About 1.7% used generating plant as supplements (Table 3). This is quite impressive as respondents were of the opinion that supply of electricity in the community is constant except for a situation where a fault is identified, then such area affected may be put in total darkness for weeks or sometimes months. To ensure adequate supply of electricity, the community is furnished with three (3) transformers which were facilitated by community members through the Ekiadolor Community Development Association. This association has also helped in other areas such as road maintenance, supplies of instruction materials to schools and security among others.

Other facilities investigated in this category include school, health and security facilities. Educational facilities available are limited in number. There are three (3) primary schools, three (3) secondary schools (one owned by the Government and two private owned) and a higher institution located in the community. The schools are poorly funded, managed, lack good structures, learning facilities and conducive environment (Figure 3). The students also do not have access to water and toilet facility. They make use of open field for defecation.

Figure 3: The existing schools is the community are in a state of disrepair
Source: Authors' Field Work (2013)

The community has three hospitals/ health centres. Two are owned by the government (Health Management Board and Primary Health care) while the third is owned by an individual. The surroundings of the Government health centres are unkempt as they are engulfed by weeds. A large number of the respondents complained of having the facilities either farther away from their dwellings or completely absent within their neighbourhoods. A large proportion of the inhabitants confirmed paucity of health facilities in this community (Figure 4). No doubt, in terms of infrastructure, there is a palpable neglect of Ekiadolor community by the government.

Figure 4: The Primary Health Centre in the community appears unused as it is overgrown with weeds
Source: Authors' Field Work (2013)

CONCLUSION

This study has investigated the characteristics and the drivers of a typical peri-urban zone in Benin City, Nigeria using Ekiadolor Community as a case study. It was observed that the establishment of the College of Education and the accompanying employment opportunities was the major driver for the transformation of Ekiadolor to a peri-urban settlement. In addition, the relatively low housing rents and low cost of land in the community must have informed civil servants from Benin City to build their own houses or rent apartments for living in this community. Thus, Ekiadolor is essentially a residential corridor for the College of Education workers and the civil servants who commune daily between Benin City and the community.It was further observed that the traditional occupation of Ekialdolor community which is farming has waned over the years as most inhabitants are now civil servants.

There was a clear evidence of poverty in Ekiadolor as manifested in all the indexes of quality of life including educational facilities, health facilities, water and sanitation facilities among others. In general, evidence of government intervention in the development process of this community is scanty as manifested in the poor quality of technical and social infrastructure. This situation is further amplified by the weak applications of appropriate physical planning standards to regulate land use thereby resulting into haphazard development of this community.   It could be concluded from this study that the establishment of institutions such as universities, colleges of education and research institutes among others outside the

immediate precinct of cities could trigger peri – urbanization. Such facilities have the potential of transforming their communities of abode to growth centres. Once this is envisaged, adequate provision should be made to meet the challenges that could be posed by such development.

In a bid to mitigate the anticipated effect of peri – urbanization especially with respect to checking the haphazard growth and expansion of the peri – urban community under focus and other communities in the developing countries and ensuring that developers adhere to planning standards for development, the creation of a specialized unit to plan and coordinate such settlements is advocated. This specialized unit should focus on the design and implementation of some planning strategies such as master planning, land use planning, development control that would curtail haphazard growth and ensure that developers adhere to planning standards for development. The sub-unit handling development control should be strengthened in terms of finance and manpower to be able to efficiently discharge its duties. Other issues to be addressed by this unit include upgrading programme through rehabilitation/renovation approach as well as provision of urban basic services. Specifically, this unit should give adequate attention to the provision of necessary facilities that would enhance habitability such as the provision of adequate supply of water and sanitation.

The cooperation of government and community is essential to achieving the goals of this specialized unit. The government should be prepared to facilitate development in peri – urban communities while community members should be encouraged to be willing to contribute towards community development. Specifically, there should be a synergy between the peri – urban communities and the main cities through progressive integration. This is desirable since these peri urban communities are the agents that usually absorb the pressure and dynamics of population and land use changes in cities.

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Video Captured Lectures with Salazar's Method of Grouping: Effects on Students' Achievement in Differential Calculus

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Abstract

This study aimed to raise the achievement level of students in Differential Calculus using Video Captured Lectures with Salazar's Method of Grouping. Using the quasi-experimental method of research, this study employed the qualitative and quantitative analysis relative to data generated by the Achievement Test and Math Journal with follow-up interview. Within the framework of the limitations of the study, the video captured lectures with enhanced groupings revealed a significant difference on the gain scores between the two groups and a significant difference within and between groups (control and experimental) on the student scores in the Achievement test. Although, the results revealed a failure mark on the pretest but a significant increase of the gain scores was achieved in the posttest. Specifically, an average increase was gained by the control group and a high increase was gained in the experimental group, credited to the actual video captured lectures. It is therefore possible to improve the student achievement level in Differential Calculus using the video captured lectures with Salazar's Method of Grouping. Moreover, qualitative assessments showed that Salazar's Method of Grouping creates and develops self-confidence, encourages effective communication and facilitates exchange of ideas towards a common goal. However, the students from the experimental group suggested in enhancing the actual video captured lectures in terms of audio and visual presentations.

Key words: Video Captured Lectures, Salazar's Grouping Method and Achievement in Differential Calculus

INTRODUCTION

Typically, students are interested in using new technology like mobile phones, tablet computer, game computers, iTunes, video recordings, iPhones,iPads,iPods, and social media programs like face book, twitter, instagram, you tube and flicker. Therefore, there is a demand for creation of tools that enable students to learn according to their current habits, at their own pace and time.

Video recorded lectures offer flexible education tailored for increasing academic success since the difficult course are recorded enabling anywhere, anytime access at any pace, time and place (Bagutakayo, 2011). Lecture capture means recording classroom-based activities in a digital format that students can then watch over the web, on a computer or their mobile device. Lecture capture technology records the presenter's audio and video, as well as any visual aids - laptop, tablet, whiteboard, document camera, visualize - synchronizes them, and webcasts the stream live or archives for on-demand playback (White, 2014).

Recently, Salazar's (2013) study revealed a no significant difference on the gain scores obtained by the students exposed to Salazar's Method of Grouping in a flipped classroom and Small Grouping Method. However, qualitative results revealed that Salazar's Method of Grouping in a flipped classroom   encouraged the students to solve problems by themselves, share and help others in the next stages. The incentives served as a driving force to solve the

problems on the seatwork stage. Furthermore, the students suggested to use actual video recorded lectures of the professor rather than using shared videos in the face book from the You tube. The video lectures from the You Tube were of different styles in differentiating functions compared to their professor method that made them confused. Furthermore, not all students watched the videos at home for some personal reasons.

Thus, the researcher in this study used videotaped of actual lectures (video captured lectures) of the teacher, then play the recorded video in the experimental group. Furthermore, the video captured lectures were posted in the researcher face book page created for the students in the experimental group only. It is a closed group where they are instructed not to share and download the video captured lectures. The experimental group was exposed to enhanced method of grouping.

STATEMENT OF THE PROBLEM
This study used actual video captured lectures with Salazar's Method of Grouping to determine the effects on students 'achievement level in Differential Calculus.
1. Specifically, this study answered the following questions;
2. What is the students 'achievement level in Differential Calculus?
3. Is there a difference in the achievement level of the students after exposing them to the traditional method (instructor based) and video captured lectures with Salazar's Method of Grouping?
4. What are the gain scores of the students' achievement level in Differential Calculus?
5. Is there a difference in the gain scores in the achievement test of students after exposing them to the traditional method (instructor based) and video captured lectures with Salazar's Method of Grouping?
6. What insights are drawn from the students 'journal/interview?

RESEARCH HYPOTHESIS
1. There is a significant difference in the mean scores (within and between groups) in the achievement test of students exposed to traditional method (Instructor based) and Salazar's method of grouping using video captured lectures.
2. There is a significant difference in the mean gain scores in the achievement test of students exposed traditional method (Instructor based) and Salazar's Method of grouping using video captured lectures.

SIGNIFICANCE OF THE STUDY
The main purpose of the study is to raise the achievement level of students in Differential Calculus.

Results of this study will encourage Calculus teachers to use lecture capture technology with enhanced method of grouping, if found effective.

This study is beneficial to students who valued sharing and helping others, exchange of ideas and effective communication among their classmates and in turn become fruitful citizens in this country.

Insights drawn from this study will guide mathematics teachers in teaching Calculus and inspire them to conduct researches on strategies in teaching mathematics.

This study will also encourage administrators to recommend to his teachers the possibility of using lecture capture technology with Salazar's method of grouping.

SCOPE AND LIMITATIONS OF THE STUDY

This study used the Video Captured Lectures with Enhanced Method of Groupings and the Traditional Method (Instructor Based) to raise the students' achievement level in Differential Calculus. The validated Achievement Test and Math Journal used by Salazar's (2012) were used in this study.

This study was conducted in an International University- Bahrain, first trimester, school year 2015-2016, to avoid the Ramadan Timing which is one of the factors of students' absences and low performance in class. The subjects of the study were the two (2) existing combined classes of second year Bachelor of Science in Mechatronics Engineering (BSME), Bachelor of Science in Computer Science (BSCS) and Bachelor of Science in Engineering Informatics (BSEI) students who were officially enrolled in Math 406 (Differential Calculus with Analytic Geometry). The experiment focused only on the differentiation of functions (algebraic and transcendental) which was part of the lessons for the midterm period. The researcher himself handled the experiment.

To ensure that the video captured lectures be viewed by the students in the experimental group only, a closed group in the face book was created. Only the students in the experimental group were accepted as friends and videos were set to friends only. Furthermore, they were instructed not to share and/or download the videos, otherwise they will earn minus points. Constant monitoring was conducted.

DEFINITION OF TERMS

The following important terms are operationally and/or conceptually defined as used in this study. Achievement in Differential Calculus - refers to the performance of the student respondents in the Achievement Test in Differential Calculus.Achievement Level- this is the interpretation of the student scores and gain scores based on the AMAIUB University grading system (Student Handbook)

Achievement Test – the test used by Salazar's (2012) study .
Control group – the group of students that were exposed to traditional method (Instructor Based).

Experimental group – the group that were exposed to Video Captured Lectures with Salazar's Method of Groupings.

Gain Scores – it refers to the increase in score of the control and experimental groups from pretest to post test.

Math Journals - refers to the written impressions, comments and suggestions of the students in regards to the method of teaching, use of video captured lectures and incentives given as used in this study. The same also serve as the guide questions for the interview.

Mechatronics/Informatics/Computer Science students - refers to the students officially enrolled in Math 406 (Differential Calculus with Analytic Geometry), first trimester, AY 2015-2016.

Video Captured Lectures –It refers to the actual lecture captured in the control group and were watched by the students in the experimental group. However, questions, clarifications and additional examples were given.

Salazar's Method of Grouping- On the seatwork stage in the experimental group, Salazar's Method of Grouping was used. That is, the first stage was Individual Learning. As soon as the student successfully defended his solution in class and earns the teacher signature, he was instructed to select a group member of his choice and proceed to the next problem. Whenever, the same group (with two members) was able to defend their solution in class successfully, each group member earned the teacher signature. Then they must select another group member of their choice and move to the next problem. Solving the problem was group effort. If again, the group with three (3) members successfully defended their solution, and each group member earned the teacher signature, and then returns to stage one. This cycle continued until the end of the experiment. However, membership of groups must not be the same on the next groupings. When all the students have belong to a group of two or three, the said group returned to stage one. The accumulated teacher's signature was counted as additional points and be added on the student's final project and/or class participation grade in the finals.

Traditional Method (Instructor Based): An actual lecture traditionally used by the researcher was used. The students solved the seatwork individually. The teacher moved around to assist or give hints and suggestions on how to solve a particular problem whenever necessary. Sometimes the students approached the teacher, show their work and ask for hints. The first students, who presented a correct solution and answer to the teacher, presents and defend his solution on the board and earned the teacher signature. However, a grace period of five (5) to ten (10) minutes were given to give chances to others who are still solving the problem before the solution was discussed on the board. The same earned the teacher signature. The accumulated teacher's signature was ranked and was counted as additional points in their final project and/or class participation grade in the finals.

The posttest was administered after the experiment. The math journal were given a day before the posttest. As soon as the students submitted their Math journal, follow-questions were asked (interview) to the subjects of the study.

METHODS

The research design employed the quasi-experimental method. This study is a qualitative and quantitative experimental research.

The research design of this study is shown in the diagram below:

$$E : O_{11} \text{-------x-------} O_{21}$$
$$C : O_{11} \text{--------------} O_{21}$$
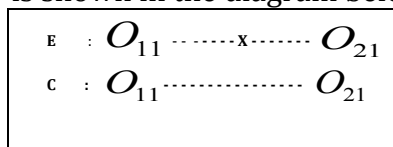
Figure2. The Research Design

In figure 2, E and C are the experimental and control groups, respectively. The two groups were given a pretest and a posttest. The symbol X represents the experimental treatment that was given to group E.The symbol   represents the pretest (Achievement Test in Differential Calculus) which was administered to the two groups prior to the intervention, while the symbols represent the posttest that was given after the intervention

SUBJECTS OF THE STUDY

This study utilized two (2) existing classes, first trimester, AY 2015-2016 in Math 406 (Differential Calculus with Analytic Geometry).

The overall groups mean (pretest score on the achievement test) was computed to ensure the comparability of the control and experimental groups at the start of the experiment.

Instrument Used

Qualitative and quantitative data were gathered using the following instruments:
Achievement Test in Differential Calculus. A validated Achievement Test (teacher-made test) lifted from The Calculus 7(Leithold, 1996) was used in this study. An item in the test represents a topic covered. It consists of algebraic and transcendental functions to be differentiated. The test consisted of ten (10) functions, two (2) marks each with twenty (20) as the highest possible score. This Achievement Test was used by Salazar's(2014) recent study.

The researcher made a scoring rubric written on the Achievement Test and answer key with corresponding marks was prepared by the researcher before marking. The test were checked and graded by the researcher using the University Grading System

Table 1: Achievement Test Scores Descriptions

University Grading System*			
Score	**Grade Ratings**	**Grade Range**	**Achievement Level Interpretations**
20	96-100	1.00	Excellent
18- 19	86-95	1.25-1.50	Very Good
14- 17	69-85	1.75-2.25	Good
10- 13	50-68	2.50 -3.00	Fair
Below 10	0-49	5.0	Failed

*AMAIUB Student Handbook SY 20-11-2012

With respect to the working description of the gain scores on the achievement test scores, the following correspondence was used.

Table 2: Gain Scores Descriptions

Gain Scores	Achievement Level Increase Descriptions
17-20	Very High Increase
13- 16	High Increase
9 - 12	Average Increase
5 - 8	Low Increase
1 - 4	Very Low Increase

Math Journals – this instrument was adapted from Salazar's (2012, 2013, 2014) studies which was the source of qualitative data to determine insights in regards to the method of teaching used by the researcher. Prompts focused on the method of teaching specifically on the teaching methods, grouping method used and the incentives given. The students were encouraged to answer the questions in paragraph or outline form in English. This was used to validate the results of the quantitative assessments.

Interviews. The interview was used to validate the results of the quantitative assessment of the students. This served as a source of qualitative data on the students. The interview was conducted informally by groups to increase the rapport in the discussion and minimize shyness among the interviewees. The interview questions focused on the method of teaching, grouping method and incentives given and follow-up questions. The Math journal served as the guide questions to confirm their answers and some follow-up questions.

DATA COLLECTION

Two (2) existing classes in Math 406 (Differential Calculus with analytic Geometry) as regular load of the researcher were the source of data collected. However, matching was done to ensure comparability in terms of the mathematical ability of the students based on the result of the pretest. By lottery, the control group and the experimental group was determined.

As soon as the treatments were assigned, the researcher conducted an orientation on the processes of the study. Then, the pretest was conducted after the orientation. The students were reminded that the result of the pretest has no bearing on their grades. The researcher himself handled the two classes.

Prior to the conduct of the experiment, a try-out was done for one(1) meeting, to familiarize and as much as possible make the students feel at ease with the new method.

The Math journal was given after the posttest. To motivate them to answer the questions on the journal, the researcher has given incentives, which are additional points for their class participation grade. The posttest was considered as a formative test, open notes.

To control other factors that might influence the outcomes of the study, the amount of time for conducting the two classes was two and one-half hours. Differentiations of algebraic and transcendental functions (explicit and implicit) were the coverage of the experiment. Both groups were provided with course specifications and instructional materials thru the moodle of the University. PowerPoint presentations were prepared and the methods of grouping differ.

THE INTERVENTION

Direct Method of Instruction was used to both groups .However, on the seatwork stage Salazar's Method of grouping was used in the experimental exposed to video captured lectures.

The actual lectures in the control group was recorded and been watched by the experimental group during class hours and were uploaded in the face book closed group page. The members of the closed group can view the video captured lectures anytime they like.

 The control group was exposed to a regular lecture and the experimental group was exposed to the video captured lectures from the control group with Salazar's Method of grouping.

The sequence of activities for both groups is outlined below:
  i.   Introduction/Review –setting the stage for learning.
  ii.   Development – explaining/deriving the formula and giving illustrative examples
  iii. Guided Practice- solving a problem with the student on the board, the teacher just acted as a secretary.
  iv.   Closure- making a summary on the lesson emphasizing the important points.

v.   Seatwork –a set of problems were given to the board where the students solve the problems (one problem at a time) using the following method of grouping.

Salazar's Method of Grouping. The first stage is the Individual Learning. As soon as the student successfully defended his solution in class and earned the teacher signatures, he was instructed to select a group member of his choice and then proceed to the next problem. Whenever, the same group (with two members) was able to defend their solution in class successfully, each group member earned the teacher signature. Then, they must select another group member of their choice and moved to the next problem. Solving the problem was a group effort .If again, the group with three (3) members successfully defended their solution, and each group member earned the teacher signature, and then returns to stage one. This cycle continued until the end of the experiment. However, membership of groups must not be the same on the next groupings. When all the students have belong to a group of two or three, the said group returned to stage one. The accumulated signatures were converted to additional points and added to students' final project raw scores and/or class participation raw scores.

The posttest was administered after the experiment. The math journal was given a day before the posttest. As soon as the students submitted their Math journal, follow-questions was asked (interview) to the subjects of the study.

DATA ANALYSIS

Both quantitative and qualitative analyses were done to determine the achievement level of the respondents who were exposed to the two groups. The quantitative data were derived from the math journals and follow-up interview results.

The pretest raw scores of the two groups were used to determine the comparability of the subjects. The t- test was used to test the significance difference between and within groups' pretest/ posttest results and also with gain scores.

The Vassar Stats: Website for Statistical Computations (http://faculty.vassar.edu) was used in the statistical computation.Hypothesis was tested using 0.05 level of significance.

RESULTS AND FINDINGS

The following discussion presents the results of the analysis of the student scores in the Achievement Test in Differential Calculus. It describes the effects actual video captured lectures on the student's achievement level. This result was supported by the qualitative data gathered from the math journal and follow-up interview

Achievement Level

Table 3 below presents the results of the pretest and posttest of the two groups.

It can be gleaned from the table below, that both groups (control and experimental) has a mean score in the pretest is 0.5 and 1.1 respectively with a grade equivalent of 5.0, a failure grade. 100% of the students in the control group failed, in fact six (6) students got a score of four (4) and below out of twenty (20), the rest zero. While in the experimental group, thirteen (13) students got a score of five (5) and below, the rest zero, a 100% failure. Therefore, the two groups are comparable at the very start of the study.

Table 3: Comparison of Raw Scores in the Achievement Test

Raw Score	PRETEST						POSTTEST					
	Control Group			Experimental Group			Control Group			Experimental Group		
	f	%	ITP	f	%	ITP	f	%	ITP	f	%	ITP
20												E
18-19							1	3		5	16	VG
14-17							5	16	G	19	59	G
10-13							16	50	F	8	25	F
Below 10	32	100	FL	32	100	FL	10	31	FL	0	0	FL
Total (Mean)	32	100	FL (0.5)	32	100	FL (1.1)	32	100	F (11)	32	100	G (14)
Grade Equivalent			5.0			5.0			2.75			1.75

Legend: ITP – Interpretation- Excellent:VG- Very Good ;G – Good ; F-Fair; : FL- Failed

Further, the posttest in the control group obtained a passing mark of (2.75) with a mean score of 11 and the experimental group obtained a passing grade (1.75– interpreted as Good) with a mean score of 14. A mean gain score of 11 (interpreted as average increase) was obtained by the control group while the experimental group achieved a high increase of 14 marks. This results is better than the obtained gain score increase in Salazar's (2014) study. Although the respondents and intervention used was different.

Student's math journal revealed some reasons on their performance on the achievement test followed by their answers during the interview.

A student in the control group commented:

> *"I am bothered with tripod in front of the class and the limited space on the white board used to accommodate the videotaping of the lesson".*

On the other hand, a student in the experimental group remarked:

> *"The video captured lecture was blurred and the sound was not clear. But the Doctor repeats and clarifies the lectures as needed".*

The teacher overheard a student saying: "No need with that video lecture, do it in the usual way!

However, one student commented:"The video captured lectures are very helpful, because it can be replayed many times until we understand. But, it would be better if video captured lectures were enhanced in terms of audio and visual presentations".

These observations confirm the advantages of using video captured lectures (Gorissen, 2012). Another student remarked that: "the grouping method was very helpful, it provides us an avenue to share our ideas, develop our communication skills and contributed to understanding the lesson'

Almost the same results were obtained in Salazar's (2014) study.

Difference in Scores in the Achievement Test

Table 4 presents the results on the test of significant difference of the scores in the achievement test within groups before and after exposing them to Video Captured Lectures.

Table 4: Difference of the Scores in the Achievement Test within Groups

GROUP		Pretest	Posttest	df	Computed t	p-value
Control (n = 32)						
	Mean	0.5	11.44			
	SD	1.05	2.84	31	-23.23	< 0.001*
Experimental(n =32)						
	Mean	1.125	14.75			
	SD	1.7	2.3	31	-24.01	< 0.001*

* Significant at p < 0.05 level of significance

Table 4 revealed that there is significant differences on the student mean scores in their achievement test within groups. That is both groups posted significantly better scores after the exposure to video captured lectures, since the p-values are less than 0.05.

Furthermore, Table 5 presents the results on the test of significant difference of the scores in the achievement test between groups before and after exposing them to Video Captured Lectures.

Table 5: Difference of the Scores in the Achievement Test between Groups

GROUP		Posttest	df	Computed t	p-value
Control (n = 32)					
	Mean	11.375			
	SD	2.83			
Experimental(n =32)			31	-3.46	< 0.0008*
	Mean	14			
	SD	2.87			

* Significant at p < 0.05 level of significance

Results of the posttest between groups revealed that there is a significant difference of the scores in the achievement test. This results shows that video captured lectures with Salazar's Method of grouping is effective in raising students scores in the achievement test in Differential Calculus. Thus, using technology in the classroom is an effective tool in improving students' performance in mathematics (http://sites.google.com/she/teachingcalculus/). Furthermore, this result confirmed that enhanced grouping is an effective way in raising students' achievement in Mathematics (Salazar, 2012;2013;2014).

Gain Scores within Groups
Table 6 exhibited an increase of scores in the Achievement test in both groups after exposing them to video captured lectures.

Table 6: Gain Scores by Group

Gain Scores Range	Control Group			Experimental Group		
	f	**%**	**ITP**	**f**	**%**	**ITP**
17-20	1	3	VH	5	16	VH
13-16	11	34	H	19	59	H
9-12	12	38	A	5	16	A
5-8	8	25	L	3	9	L
1-4	0	0	VL	0	0	VL
Total (Mean)	**32**	**100**	**A (11)**	**32**	**100**	**H (13.85)**

Legend: ITP – Interpretation ; VH – very high increase ; H – high increase ; A - average increase ; L – low increase ;

As seen in table 6 above, the control group obtained an average mean increase of 11.58, while the experimental group obtained a high increase of 13.85. This result shows that video captured lectures contributed to this high increase of gain scores on students achievement scores in Differential Calculus.

Only 3% (3 out of 32) obtained a very high increase within the range of 17-20 and 0% (0 out of 32) obtained a very low increase within the range of 1-4 in the control group, while in the experimental 16% (5 out of 32) got a very high increase (score range 17-20) and none got a very increase (score range of 1-4). This result indicates that using technology specifically video captured lectures is an effective method in improving students' performance (http://sites.google.com/she/teachingcalculus/).

Comparison of Gain Scores
Table 7 presents the results on the test of significant difference of the gain scores in the achievement test between groups before and after exposing them to Video Captured Lectures.

Table 7: Comparison of Gain Scores

GROUP		Gain Scores	df	Computed t	p-value
Control (n = 32)					
	Mean	11			
	SD	2.66	31	-3.75	< 0.0004*
Experimental (n =32)					
	Mean	13.85			
	SD	3.20			

* Significant at p < 0.05 level of significance

Results of the gain scores between groups revealed that there is a significant difference of the gain scores in the achievement test. This results shows that video captured lectures with enhanced groupings is effective in raising students scores in the achievement test in Differential Calculus. This results confirms the findings on the significant difference in scores between groups.

Insights Drawn from Students Math Journal and Interview
The following are insights drawn from students Math Journal and interview in terms of the researcher method of teaching, method of grouping and incentives given.

Method of Teaching Used

The students from the two groups (control and experimental) had written the following impressions and comments.

A student from the control group had written on his journal: "Video capturing of lectures must be done at the back of the classroom not in front. This process gives us an impression that the teacher is doing the lecture of for video purposes only"

Another student commented: "The doc uses only a very small space in solving problems. Only within the lights of the projector. We wait too long".

While from the experimental group, a student said in his math journal:"The visual and audio presentation is bad! Not clear. The doctor sounds different in the video. But the teacher repeats the lectures on the video. It consume much time. However, when I view the video on the face book, I understand already. The video helps me. I repeat and repeat until I understand. However, some solutions were cut and can't be read in the video. So, I need to review my notes!"

Another student commented on the method of grouping used:"The grouping method is excellent; we have the chances to be group with other classmates and to help them. Also, the turnout of grouping is fast which means more signatures for us. The videos in the face book were very helpful as review materials for us".

Some students commented on the incentives given:"The incentives given is a good idea, however, some of the students are just copying the solutions and answers in order to get the teacher signature".

This was controlled by the instruction by asking question before giving the incentives or asking them to explain their solutions in class.

One student was thankful of the incentives given: "Am very thankful because we can add more points in our project and class participation grade.. I will be very happy if these points will be added to our final exam score"

The incentives given served as a motivating factor to students to participate in class.
Most of the students considered the subject difficult, and one student wrote:"The teachers explains fast, he assumes that we are very good algebra, absorbs all what he explained in his presentations. He gives limited examples and the rest as seat works. We have worked doctor, wife and children! Good for you, you only work is same subject math. We just need to pass! Help us. We don't need calculus in our work!.

Lastly, here are some of the general comments:"I believe that Dr. Douglas is just doing his job .If I asked him, he repeats and discuss again the topic. He is very accommodating when a student asked a question or help on how and why? Most of my classmates do not attend the class regularly and some just affixed their signature and go. I always heard him saying: Am just following the criteria in giving grades. Give me a passing mark on the major exams, for sure you will pass. Everything is solved and given to you...I just change the given. Please study!
And lastly, a student wrote: "Many students failed in this subject, this is my 4th time, am graduating, so help me. I just need to pass".

The student responses to the Math Journal and Interview disclosed that they have tried their best to at least earn the teachers signature. They have developed the value of sharing and helping others during seat works. It promoted effective communication and exchange of ideas towards a common goal. The incentives made the seatwork enjoyable. This students comments were also revealed by the study of Salazar (2013). The findings of this study are presented below following the sequence of the research questions in the statement of the problem.

The pretest results of the two groups in the Achievement test showed mean scores of 0.5 and 1.1 for the control group and experimental groups, respectively. Both mean scores fall in the category of FAILURE. That is, they totally don't have any idea on how to differentiate functions even if the formulas are given. Most of the students scored below 10 out of 20. Majority got zero.

However, the Achievement Test mean score in the control group improved from 0.5 to 11. That is from a grade of 5.0 to 2.75, a passing grade. However, in the experimental group, the achievement test mean score improved from 1.1 to 14, that is from a grade of 5.0 to 1.75, a passing grade, interpreted as Good performance.

Comparing the test scores within and between groups (experimental and control groups) revealed that there is a significant difference between pretest scores and posttest scores in both groups.

In the gain scores obtained within groups, the control group obtained a mean gain score of 11 interpreted as average increase while the experimental group revealed 13.85 mean gain score which is interpreted as high increase.

A significant difference of the gain scores between the two groups was revealed by the t- test.

The following insights were drawn from the students' math journal and follow-up interview:

They felt that Differential Calculus is difficult even before the prelim period. .They had poor background in the prerequisite subjects (algebra, trigonometry). Both groups were in favor of the sequence of presentation of the lesson used in this study especially on the incentives given. But on the actual video captured lectures, the experimental group suggested to enhance the audio and visual presentations of recorded videos of the Doctor. The uploaded video captured lectured help them to understand better the subject because the can replay the video anytime and anywhere.

The enhanced grouping encouraged them to solve problems by themselves, share and help others in the next stages. The incentives served as a driving force to solve the problems on the seatwork stage.

While in the control group, the process of videotaping the actual lecture was an eyesore to them.

CONCLUSION

It is therefore possible to increase the gain scores of the students using video captured lectures with enhanced groupings as used in this study. Although, the result revealed a failure mark on the pretest but a significant increase of the scores and gain scores was achieved in the posttest.

Specifically, an average and high increase was gained which obtained a passing mark of 2.75 and 1.75 (control and experimental group, respectively). Insights drawn from the students' journal that can contribute more in raising students' achievement in Differential Calculus deserve an attention, which is an enhanced video captured lectures of the professor rather than the unedited actual video captured lectures.

RECOMMENDATIONS

On Poor Preparation in Differential Calculus. It is recommended that there must be strong foundations on students' pre-requisite skills, specifically on algebra. College Algebra must be five (5) units' subjects. Engineering and Computer science students must not be combined with business students in College Algebra. Remedial Math for engineering and computer science must be different with the business students. Strict implementation on the policy of accepting new students must be considered.

On Future Researches. For future researches, the following could be considered;
Use of homogeneous or heterogeneous small grouping according to ability levels, gender type, reverse order of grouping used in this study, or other types of grouping.
Use of large class method of teaching mathematics.
Development of enhanced video instructional materials in Calculus that can be uploaded in the moodle.
Researches in using Mathematical Software i.e MATLAB, MATHWAY, SYMBOLAB, etc.
Calculus is viewed by the students as the most difficult mathematics subjects by AMAIUB students. Unless a strong foundation on its pre-requisite skills is achieved, the students' performance in Differential Calculus will still be low. Our students are interested to learn, but they are NOT ready to learn.

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