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Preface

The **South Africa International Conference on Education 2014 (SAICE 2014)** offered a platform for academics and researchers from all over the world to deliberate, network and presents a wide range of perspectives, scholarship, and expertise in the pursuit of excellence in education.

The 21 century learners are faced with a wide variety of opportunities and challenges which obviously are different from the challenges and opportunities face by learners of the previous century hence a need for rethinking teaching and learning in the 21st century.

SAICE is a scientific conference organised by African Academic Research Forum to address issues as seen by academics, researchers, and other professionals in education in order to promote ethical and best practices in teaching and research at all levels of education.

These proceedings contain the accepted full papers that were presented at the SAICE 2014. A total of 126 papers were received from participant from 21 countries which attests to the wide range of the nature and context of the presentations and the crossbreeding of ideas at the conference.

We welcome all the participants to Pretoria and especially the international participants that are visiting Africa for the first time. SAICE will continue to be an annual event, so, we look forward to seeing you and many more new participants next year at SAICE 2015.

We specially thank the keynote speakers, the reviewers of the full papers and the editors of proceedings who have worked tirelessly to make the conference a great success.

To each one of you, enjoy the conference as we ‘rethink Teaching and Learning in the 21st Century.

Prof. A. Mji
Conference Chair

Keynote Speakers



Prof. Sitwala Namwinji Imenda **University of Zululand, South Africa**

Prof. Sitwala Namwinji Imenda holds a Bachelor of Science (with Education) degree from the University of Zambia; a Master of Science degree (Advanced Classroom Teaching – Chemistry) from the State University of New York at Albany (USA); and a Doctor of Education degree from the University of British Columbia, Vancouver, Canada.

Prof. Imenda has previously held a number of teaching and management positions within a(n) University environment, and in different Divisions – spanning January 1, 1977 to-date. In particular, in his capacity as Executive Director: Academic, at the University of the North, he was in charge of all academic affairs, research and quality assurance on the Qwa-Qwa campus, as well as the functioning of the most immediate support services to academic affairs – such as the library; student admissions and registration; examinations and external partnerships / liaison. He also served as the Academic Planner for the Campus.

Before joining the University of the North, Prof. Imenda served as Director of two complementary divisions – the Bureau of Academic Support Services, and the Student Academic Support Centre, at the erstwhile University of Transkei. From these two activities his team contributed significantly towards redressing the past disparities in education for many students from previously disadvantaged educational backgrounds by enabling them to succeed in their studies so as to meaningfully participate in the economic activities of the country, and beyond. Thus, within his field of operation (i.e. education), he has undoubtedly made a very significant contribution to the transformation of the country.

With regard to strategic planning, Prof. Imenda was instrumental in the development of the first ever Three Year Rolling Strategic Plan for the University of Transkei in 1997 – and subsequently also for the Qwa-Qwa Campus of the University of the North in 1999. Furthermore, as Dean (Technikon Pretoria and later Tshwane University of Technology: 2002 – 2006) and Executive Dean (2007-2012, University of Zululand), Prof. Imenda became a notable academic strategic leader and manager. He has also previously worked at the Universities of Swaziland (1987-89) and Zambia (1977-87); and taught science at Senanga (1976) and David Kaunda (1977) secondary schools in Zambia.

As a Consultant, Prof. Imenda has run a series of capacity-building workshops for the Human Sciences Research Council interns on a number of topics, including (a) research proposal writing for research and fund-raising (resource mobilization); (b) writing for publications; (c) primary and secondary research, and (d) programme / project monitoring and evaluation.

Lastly, Prof. Imenda is an author / co-author of many scholarly / journal publications, nine books and has supervised many postgraduate masters and doctoral research projects. He currently serves as a Professor of Science Education at the University of Zululand.



Honorable José Evans
Black & Latin@ Policy Institute
Indianapolis, Indiana USA

José Evans is an author, internationally recognized education reformer and speaker, and city of Indianapolis and Marion County council member. He is the principal of Evans Enterprise Issues Management & Government Affairs, founder and executive director of the Indianapolis-based Black and Latino Policy Institute, and an active community member and philanthropist. Most of all, however, José is a man of strong morals and convictions.

José has spoken across the US, in Israel, Puerto Rico, and London on his ideas for education reform. Having represented the City of Indianapolis and Marion County District 1 as a democrat, and currently as a republican, José is in his second term as a representative, and was the RNC host to the momentous 50th March on Washington.

Through creating educational reform legislation, speaking to audiences internationally, serving on boards dedicated to equality, representing his city-county as a historically-elected official, and leading organizations that promote community advancement and support, José views integrity as not only a way he upholds his own life, but also the lives of his community.

Professor James Uhomoibhi *FBCS, CITP, CPhys,
MInstP, MIET, FHEA*

University of Ulster



Prof. Uhomoibhi, a native born of Nigeria is an academic of strong international standing in Physics, Computing and Engineering. He has a first degree in Physics from Nigeria, a BPhil degree from Italy and moved to the UK where he completed his MSc in Optoelectronics and Optical Information Processing and a PhD in Laser Physics. Following his initial appointment as lecturer in Queen's University Belfast he completed a PGCHET in Higher Education

Today he is at the University of Ulster as Faculty e-learning coordinator and a visiting Professor of Physics, Computer Science and IT in Nigerian Universities. Prof. Uhomoibhi is a Chartered Physicist and a member of the Institute of Physics; He is a Chartered IT Professional and a Fellow of BCS and also a Fellow of the UK Higher Education Academy.

Prof. Uhomoibhi is the African Laser Centre Representative in Europe and has served as Head of SEFI Task Force on European Cooperation with Africa. SEFI is the European Society for Engineering Education. He also sits on the Board of the International Network for Engineering Education and Research (iNEER). He is a member of Council of SEFI and of the BCS, the Chartered Institute for IT. Prof. Uhomoibhi is a member of the Diversity and Inclusion Committee (DIC) and the International of the Institute of Physics (IoP). He is the founder and current Chair of the BCS e-Learning Specialist Group. In 2011 Prof Uhomoibhi was appointed a LEADS Scholar by the Nigerian National Universities Commission (NUC), charged with the responsibility of linking experts and academics in the Diaspora to the country. Prof Uhomoibhi is a recipient several academic and community awards including amongst others, the iNEER Global Achievement Award in Engineering Education (2011), Belfast Ambassadors Award (2012), BCS Long Service Award and the Distinguished Service Award of the Powerlist All Ireland African Leadership Excellence Award Programme, which he received in 2012.

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*** Keynote Papers**

In search of a theory of teaching and learning for the 21st century

Sitwala Imenda
University of Zululand

This paper reviews three educational psychologies and their influences on the practice of education – namely behaviourism, cognitivism and constructivism. The basic assumptions and characteristics of the three psychologies are highlighted, and their individual contributions to teaching and learning outlined. The purpose of the review is to ascertain how far we have come, as educationalists, in understanding the various aspects of the ‘enterprise’ of education – and where we are on this journey. Subsequently, the paper addresses the question of whether or not these three educational psychologies have taken us to a comfortable space in guiding and enabling effective teaching and learning across the diversity of instructional environments and circumstances. Each of these theoretical perspectives or theories underlies a particular pedagogical orientation at the centre of which is the argument of whether or not direct instructional approaches, such as demonstrating, telling, describing and explaining are of equal value to students, in comparison to discovery and problem-based approaches which purport to tactfully lure the student to “the zone of proximal development” for optimal learning to take place. Furthermore, there appears to be more argument than agreement regarding whether behaviourism, cognitivism and constructivism are incompatible and mutually exclusive, or they can be thought of as complementary. Nonetheless, in consideration of the main arguments reviewed in this paper, I surmise that the search for a teaching and learning theory for the 21st Century must seriously consider the possibility of a blended instructional paradigm, which will put the complementarity of these three perspectives at the centre. Certainly, there is enough room and purpose in the classroom for behaviourism, cognitivism and constructionism to co-exist and reinforce each other for the benefit of the student. Spending further energy and intellectual capital into these turf wars just seems counter-productive and perhaps, to some extent, futile. Or, should we continue the search for a theory of teaching and learning for the 21st Century, outside behaviourism, cognitivism and constructivism?

“They say that we are prone to violence, but it's home sweet home”: The Praxis of Hip Hop, Self-Actualization, and Democratic Education for Addressing the Roots of Violence

John Harris Loflin & Jose Manuel Evans
Black & Latino Policy Institute Indianapolis, Indiana USA

The unmet need for recognition is at the root of human aggression and violence. Each person has a basic need for food, clothing, and shelter. We also have a personal need for respect and regard, and to reach our potential. For marginalized communities of low-

income urban youth of all colors, normal actions taken to meet such needs can become difficult. Efforts are stymied or blocked by society and individuals in the form of injustice and prejudice, as well as discrimination through social, economic, and political isolation. Having these needs unmet, leads to feelings of frustration, powerlessness, hopelessness, and eventually to apathy--the stage before violence. Thus, violence per se is not our problem, normalcy and indifference are. Situations which enable true human regard and respect will reduce the tendency to meet these needs in ways having anti-social consequences. Such genuine situations are characterized by actions toward meeting psychological-social needs through personal and cultural clarification, and self-actualization. The use of pedagogies of recognition and democratic education in our urban public schools, appreciating global Hip Hop culture via validating youths' search for authenticity, and an urban community enabling the uniqueness, self-determination, and human potential of each and every citizen are recommended.

Education, Culture and Technology for Development and Sustainability in Africa

J.O. Uhomoibhi
University of Ulster

In this keynote address we give an overview of education in Africa, that is, the philosophy, structure and mode of delivery. Education is a tool and a means for personal and community liberation. Its role and importance cannot be underestimated. Technology has been responsible for mammoth changes in the content of process of education delivered worldwide. In examining culture and history, in-depth consideration is given to emerging economy status of most African countries in relation to that of advanced nations, their roles and influence on life and business. An assessment is conducted on technology, information, communication and computing and the impact on people and society from the two perspectives of transition from being closed to being open and from access-on-the-move to people and resources outside the continent of Africa. In the light of the United Nation's eight millennium development goals (MDGs), the issue of sustainability and development is addressed, taking cognizance of the availability, use and maintenance of infrastructure. In conclusion we note that while technology has in no small measure assisted in addressing some of the challenges faced by many communities in Africa, it remains for these communities to explore and exploit them fully from the point of view of African Traditional Education and prevalent culture. We project ourselves forward to look at the African society of the future whilst attempting to unearth some of the priority issues for sustainable development and identifying how these issues affect people and society economically, socially and environmentally.

Investigating the possibility of implementing recognition of a prior learning (RPL) programme to evaluate the skills of seamstresses in the clothing manufacturing industry

E R Mathipa, J K N Karel & T Mann
University of South Africa

Since the inception of Recognition of Prior Learning (RPL) in the National Qualification Framework, no seamstresses have been certified through participation in a RPL programme. The research explores if the seamstresses in the clothing industry can be certified through recognising the skills gained through work experience. The research was conducted using a case study evaluative design approach. The case examined were seamstresses in a clothing manufacturing company in Doornfontein, Johannesburg. The research used skills self-evaluations, observation and interviews with seamstresses and management to collect data. The approach of RPL for credit exchange provided the best fit for seamstresses in the industry based on the low levels of education and lack of formal qualifications. This process requires practically matching of skills gained in the workplace and life experience against the assessment criteria and outcomes prescribed by the qualifications. Only one qualification was found to be relevant for seamstresses in the clothing industry this was the Level 2 National Certificate: Clothing, Textile, Footwear and Leather Manufacturing Processes and the Elective: Join Component Parts (US 243684). Lack of awareness of RPL is a contributing factor to the lack of implementation in the industry. The incongruence between skills gained in this workplace and the required outcomes of the qualification, the generic nature of the qualification and the division of labour in the production sector precludes seamstresses in the formal sector from certification on a full qualification through participation in a RPL programme. RPL still has a role to play in leading seamstresses to certification through an integrated training and RPL approach. RPL is not the magic solution that will transform the industry, but it has potential to be a part of a greater strategy to transform the lives of seamstresses, acknowledging their contribution in the workplace, in communities and in the economy.

Keywords: investigating, the possibility, implementing Recognition of a Prior Learning (RPL), programme to evaluate the skills of seamstresses, in the clothing manufacturing industry

Teaching English for adults in the framework of international project on the basis of Ural Federal

University in Russia

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UCLEX (Ural Federal University centre of language excellence) was founded in 2012 to create a Standard Curriculum of learning and teaching English which will be in accordance with the best world practices in the sphere and CEFR in particular. Before at the university there were 5 departments that coordinated English language teaching and students' assessment. The results of such teaching did not correspond to the universal working standards. Thus the aim of this project is engagement of the world leader in ESOL – Cambridge ESOL – to share experience and improve qualification of English language teachers as part of the university programme of excellence. In the framework of UrFU-Cambridge programme almost 40 teachers undertook CELTA courses. UCLEX involves highly qualified teachers into the English skills improvement courses for professors and employees of UrFU. About 300 UrFU employees are going to pass Cambridge exams of different

levels (KET, PET, FCE, and CAE) this summer. Cambridge exams preparation courses include a placement test, 4 hours of English per week (144 hours per academic year), a mock test and a final test. UCLEX teachers use special Cambridge course books and test preparatory materials. We have 5 groups of different levels (A1, A2, B1, B2 according to CEFR) aged 25-65, both males and females (females predominant). There is a big gap between teaching ESOL and preparing for the exams. The main problem is lack of time for improving the level of general English of the participants. Preference is given to the format of exam tasks though the teacher has to explain not only the form but also the tasks' logic. Teaching is based on the communicative approach. The main in-class activities are speaking and listening. Listening is the main obstacle for A1, A2 levels with reading being the easiest. B1 and B2 levels find it hard to do the writing paper and to deal with pictures in speaking paper. The results of Cambridge programme in UrFU will be obtained after the first exam session (May-June 2014). We expect 80 per cent of participant to pass exams (among them 20 per cent pass with merit). The main idea of this UrFU-Cambridge programme is to involve people of different fields. In case of success this programme will be introduced into the main Curriculum for students of the university. This Curriculum will help to lead the education in Russia to the world standards. The university employees will get an opportunity to share their experience and knowledge with the world's society.

Keywords: ESOL, CEFR, Cambridge exams, Russia

Adult learners Perception of The University of Lagos Literacy Programme for Excellence in

Adult Teaching and Learning

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Improving all aspects of quality education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all especially in literacy, numeracy and essential life skills is one of the six goals of Education for all (EFA). Adult Literacy programme occupies a central and important place in the realization of Education for all (EFA) goals. The National Policy on Education describes Mass Literacy, Adult and Non-Formal Education as the equivalent of basic education given to adults, children and youth of school age outside the formal school system. The aims as specified in the policy are to provide functional education for adults and youth who have never had the advantage of formal education or who left school too early. Thus this study was conceived to analyse participants' perception to the literacy programme of the University of Lagos Adult Literacy centre for excellence in teaching and learning. In carrying out the study the case study survey research design was adopted. Questionnaire was constructed and administered to 50 participants in the programme, after the face validity was established using experts. Data collected were analysed using simple descriptive statistics like frequency counts and percentages. The findings of the study include the following amongst others that the programme was a significant tool that provide them (i.e adult learners) education and life skills. The findings also revealed that the learners secured privacy in life, improved family conditions and developed growing interest in desire for further education. Also, it was revealed that the programme is of immense benefit to the learners owing to the fact that improved self-confidence, improved calculation skills and improved business skills were achieved.

Unity in diversity: Managing the Teaching and learning Transactions of Adult Learners from Diverse Backgrounds

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In Africa millions of adults never got the opportunity to attend school during their youth. Without basic education these adults cannot contribute to the development of their respective communities and nations. To ensure that all people get access to basic education the UN in 1990 requested its member states to make education to all their citizens. In heeding to this call of *Education For All* [EFA] progressive governments of the developing countries have started basic education programmes for all illiterate adult citizens. This has led to a situation where learners from diverse socio-cultural, religious, and geographical backgrounds enrol and study at the same level and are taught in the same classroom by the same educator. While some of the adult learners are very old, come from different ethnic, cultural and language background or have hearing problems there are others who have poor sight or physically disabled. This could make effective teaching of the diverse group quite daunting. The objective of this paper is use the relevant literature and the author's experience as adult educator for over three decades to explore appropriate teaching approaches that can enhance learning among adults from diverse backgrounds.

Keywords: diversity, unity, background, education, teaching approach

Visual Arts Teaching and Learning: Effects of Problem based learning and Traditional Teaching Methods on Pupils Artistic Process Skills in North-east Nigeria, West Africa

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This study determines the effects of PBL (Problem-Based Learning) and TTM (Traditional Teaching Method) on Pupils artistic process skills in Visual Arts in North-east, Nigeria. The objectives were to determine the artistic process skills and gender differences, hypotheses were raised and tested. Constructive Theory of teaching and learning provided support for the study. Quasi-experimental design of pre-test, post-test nonequivalent group made up of two experimental groups and one control group were used. The target Population was primary five pupils in registered private schools. Purposive and simple random sampling techniques were used to select four schools and three hundred and ninety nine (399) Pupils to participate in the study. The research instrument used was Artistic Process Skills on Creative work (APSC). Which was found to be valid and reliable with reliability coefficient 0.77, was ascertained using Cronbach Alpha. After twelve weeks of instruction by the researcher and some research assistants, the subjects were post-tested using the instrument. Inferential statistic of one way Analysis of Variance and Scheffe post - hoc comparison was used to test the hypotheses formulated. Decision on the result was taken at $P < 0.05$. The results showed that pupils taught visual arts using the PBL performed significantly better in acquiring artistic process skills than those taught using the TTM and showed no significant gender difference in acquisition of artistic process skills while using both methods. It was concluded that, PBL is more effective than TTM and recommended to be introduced in teaching and learning visual arts education to primary schools pupils in North-east part of Nigeria.

Keywords: Problem-based learning, Traditional teaching method, Artistic skills and Gender.

Towards improving quality of teaching and learning of Accounting Lejweleputswa District, in Free State Province

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Educators who specialises in teaching Accounting in rural areas' schools are not performing as their counterparts in urban areas' schools because they are not exposed to information and communications technology (ICT's) that assist them for acquiring more information and updates. The aims of the study was to investigate the underlying reason for less improvement on the performance of Accounting learners in rural area in Lejweleputswa ,in Free State Province and also to find ways in which the performance of Accounting learners can be improved . A cohort of ten teachers from secondary schools in Lejweleputswa, in Free State Province participated in the study. The respondents comprised of six female and four male teachers who are teaching Accounting in Grade ten. The qualitative research method were used in this study, the data were collected using the interview to individual and questionnaires. The qualitative study was designed to explore the underlying reason for less improvement on the performance of Accounting learners in Lejweleputswa in Free State Province and also to find ways in which the performance of Accounting learners can be improved. The findings show that language is one of the factors that contribute towards the teaching and learning of Accounting at secondary schools. The results showed that the transition in the curriculum was also as a contributory factor. The combination of subjects in Senior Phase as Economics and Management Science (EMS) also contribute, since learners go to .Grade eight without the basic of Accounting. The result showed that learners discipline and motivations contribute. The results show that some teachers are not competent enough in the teaching of the subject. The results showed that some teachers are comfortable to teach Business Economics and Economics. The results showed that teacher encounter a problem with learners who cannot read and write and lastly Accounting language and terminology is a challenge to most of the learners. The study recommended that teacher must improve their qualification and teaches development must be taken serious by all stakeholders. The study recommended that the first language of either the teachers or the learners must be accommodated at schools in order to improve the performance of Accounting learners. The Department of Basic Education need to be consistence in terms of the curriculum change in the country .The learners must be taught Accounting at the lowest Grade to lay the good foundation. The combination of three subjects as EMS must be reviewed. The ICT must be used at schools to improve the results. Lastly reading and writing must be address.

Keywords: Language, Curriculum, Accounting, EMS, Accounting language, .Teachers, ICT

Effect Psychodrama on increasing social skills in people suffering from drug abuse in Ahvaz

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The purpose of the present study was to investigate psychodrama effect on increasing social skills in people suffering from drug abuse. In this quasi-experimental study, 40 people suffering from drug abuse residing in mid-term residential addiction treatment centers in Ahvaz were assigned randomly into two experiment and control groups. The experiment group underwent psychodrama treatment for 12 sessions each 90 minutes and there was no intervention with the control group. All subjects at the start of experiment, after the completion of intervention and a month after the treatment (follow-up) completed the Riggio Social Skills inventory (SSI). One-way univariate covariance analysis

(ANCOVA) with $\alpha < 0.05$ level was used for data analysis. The results obtained indicated that psychodrama leads to an increase in social skills in people suffering from drug abuse. Follow-up studies analysis also suggested that psychodrama is effective in increasing social skills in people suffering from drug abuse.

Keywords: psychodrama, social skills, drug abuse.

The challenges of integrating entrepreneurship education in further education and training colleges' curriculum

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The study intends to examine the challenges of integrating Entrepreneurship Education in Further Education and Training Colleges. The study is couched in the Critical Emancipatory Research paradigm whose criteria for quality are determined on the basis of advancing the agenda for equity, social justice, freedom peace and hope. To achieve the objectives of the study entrepreneurship at Further Education and Training Colleges is examined in the context of the National Development Policy, Entrepreneurship Education and the rationale for its integration. It was revealed from the study that Entrepreneurship Education is still confronted with lack of funding, trained lecturers, infrastructure and teaching material. Consequently, the study concluded with recommends that Further Education and Training Colleges in South Africa should pay a special attention to entrepreneurship education.

Keywords: Entrepreneurship Education, Further Education and Training, Critical Emancipatory Research National Development Policy.

The Impacts of Micro Finance Banks on Economic Empowerment of Self-Employed Women in Lagos, Nigeria: Implications for Therapeutic Counselling and Training

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This research examined the impact of microfinance banks on economic empowerment of self-employed women in Lagos, Nigeria using survey method with consideration for provision of therapeutic counselling and training. A sample size of fifty respondents was drawn from two different micro finance banks. Non-probabilistic sampling approach was adopted while quota sampling techniques was implemented. Twenty five respondents were selected based on non-probability sampling technique from each of the selected micro finance banks. Chi-square (X²) analysis was used to test all hypotheses at a 0.05 level of significance. Results of analysis show a significant relationship between interest charge on loans by MFIs and the willingness of self-employed women to access loan, equally there was a significant difference in the profit generated by self-employed women when they have access to loan and when they do not. Results also show a significant relationship between mode of retrieval of loan by MFI and the willingness to access loan by the participants. However, there is a lack of or inadequate education and training for borrowers which hitherto are crucial components for the success of microfinance borrowers. The study

therefore concludes and recommends that government should ensure proper regulation of the activities of microfinance banks on loan interest. The MFIs should design appropriate loans based on needs of the self-employed women while the field staff should discontinue the overly strict repayment culture. Finally, education and training is recommended to be an integral part of the whole process of borrowing and repayment of loans from the MFIs. Guidance counselling intervention through educational services is seen as a tool to improve microfinance projects by increasing clients' knowledge for resource management, sustainable savings and family/business budgeting.

Keywords: Microfinance, Self-employed, Women, Guidance Counselling, Education/Training

Preparing business education graduates for the world of work, here and beyond

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Business Education is a skill oriented and competency based programme designed for equipping individuals with the requisite knowledge and skills for employment and job creation both at home and abroad. The premise of this article, therefore, is to examine the extent to which existing variables in the training of the business education graduate are cooperating to produce a global player who can feature favourably in borderless job competition. The paper concludes that the recommendations are made to accommodate observed deviations.

A narrative investigation into the distance learning experience: Findings from a South African University

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According to The South African Department of Education distance learning in South Africa is growing in popularity especially amongst the previously disadvantaged cohort of the population. This work seeks to investigate the popularity of distance learning amongst a sample of previously disadvantaged distance learners at a leading South African distance learning provider. To achieve this, a sample of 35 distance learners was solicited to narrate their experience of being a distance learner in South Africa. Thus, the paper hinges on a qualitative narrative and story-based inquiry in coming to an understanding of the distance learning experience from the lens of the individual. This methodology helped understand individual construction and sensemaking on the lived experience. The individuals interviewed in this research narrated a life of struggle and challenge as affecting not only their personal lives but also a sense of a career or the journey towards a desired career path. In this life of struggle, educational attainment through skills development and acquisition was prioritised. Thus, this paper advocates the individual experience of being a distance learner as found through participant stories to serve a pragmatic function that cannot be divorced from individual needs or the circumstances surrounding their disadvantage. Implications of these findings for vocational guidance and policy are explored in the paper.

Repositioning National Teachers' Institute in Nigeria for Optimum Open Distance Learning Service: Prospects and Challenges

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The Nigerian national policy on education has over the years recognized the place of open and distance learning in achieving lifelong education and affirms that lifelong education shall be the basis of the nation's education policy. Further, the policy states that at any stage of the educational process after junior secondary education, an individual shall be able to choose between continuing full-time studies, combining work with study, or embarking on full time employment without excluding the prospect of resuming studies later. A critical appraisal of the scope of open and distance learning practice at any level of education in Nigeria against the backdrop of the long-standing recognition of its potential for increasing access to education for all socio-cultural groups, unfortunately, reveals a glaring mismatch between policy and practice. The National Teachers' Institute (NTI) was setup in 1976 to serve as a Distant Learning Educational Institution in order to provide additional means of tackling the challenges facing Teacher Education in Nigeria. Also, through its most recent annual nation-wide MDG workshops, it has retrained over 800,000 teachers since 2006. The Institute has successfully trained a number of teachers in various programmes while many others are presently on. Six degree programmes are to start by January 2015 while more programmes will be introduced as the Institute progresses. Its plan is to also establish School of Educational Innovation and a National Centre for Teaching of English in 2015. The demands of these initiatives are high. This paper recommends that concerted efforts that would bring about improved finances leading to full on-line operations, expanding the band width of the website and radio station is urgently needed. It might be necessary to invite external observers/quality assurance assessors with a view to using their comments to rate NTI programme internationally. This is expected to be the beginning of wooing foreign students from far and near for her ODL programmes. It is envisaged that such inspection would be necessary only when the degree programmes have taken off successfully.

Keywords: Open and distance learning, National Teachers Institute (NTI), Nigeria, open educational resources (OERs), teacher training, prospects and challenges in teacher training.

Challenges Faced by students at Kroonstad Correctional Services in Distance Learning

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Distance learning has created new learning opportunities for students all over the world to study irrespective of distance. The distance learning is a challenge to most of the students who are doing distance learning at Kroonstad Correctional Services, in Free State. The purpose of the study was to investigate about the challenges faced by students who are doing distance learning at Kroonstad Correctional Services, in Free State. Province Ten students who are doing distance learning at Kroonstad Correctional Services, In Free State Province were selected to participate in the study. The respondents comprised of 6 female and 4 male who are working at Kroonstad Correctional Services, in Free State Province and doing Supply Chain Management, Education, Business Management, Human Resource and Psychology. The qualitative study was designed to explore the challenges faced by students who are doing distance learning at Kroonstad Correctional Services in Free State Province. The results showed that Information Communication and Technology (ICT) is one of the

challenges faced by Students who are doing distance. The results time management to most of the students is an obstacle, students cannot manage and plan their time accordingly. The study showed that lack of support to most of the students is a challenge, some are doing the course alone and with little support. The lack of motivation by some students has been identified as a challenge. Lastly the results showed that students suffer from sense of isolation, no interaction with other students. The study recommend that team work must be encouraged, students must be encouraged to work as a team and share the ideas. The study also recommended that students must be exposed to ICT at work, basic computer courses must be organized to assist the students with the computer skills and students must be motivated at work to study.

Keywords: Challenges, Students, Distance, Learning, ICT

Demographic variables, work-stimulated stressors and coping strategies of pre-school educators: A discussion paper

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This paper emerges from an on-going research. A descriptive mixed methods survey design is being adopted to investigate the effects of demographic variables on work stimulated stressors and coping strategies among pre-school educators in East London District. The motivation to embark on this study resonates from the researchers' initial findings on the paucity of stress research within the context of early childhood education (ECE). Preliminary literature review suggests: i) that information about the events of stress associated with the teachers' race, age, marital status, gender, qualifications and location of school remains very scanty; ii) that studies have singled out the effects of these demographic variables on work stimulated stressors. No empirical study was however, found to have jointly taken-up these variables in a single study. Most importantly, iii) the researchers found that no empirical study suggests that attention is being given to the events of stress among pre-school educators in South Africa. As a result, while it was found that plethora of literature exists on stress coping strategies among teachers in general no literature was found on coping strategies among preschool educators. The current researchers therefore contend that without investigating the association between stress and teachers' race, age, marital status, gender, qualifications and location of school in a single study, discussions on how these variables impact the psychosocial wellbeing of the teachers would remain speculative. We also argue that any generalisations from the findings of studies with such limited scope may appear inimical to intervention therapy for affected teachers and other individuals. In the absence of data from a single study on the association of stress and teachers' demographic variables of race, age, marital status, gender, qualifications and location of school, it would be difficult to reflect on how these variables put together impact on how particular teachers may be coping with stressful events at work. We then argue that studies that appear to have jointly taken up these demographic variables would offer more plausible intervention coping strategies to teachers. The researchers designed three research instruments namely: Teacher work stimulated stress questionnaire (TWSSQ); Coping strategies questionnaire (CSQ); and Semi-structured in-depth interviews to enable the collection of data from participating teachers. It is hoped that the current research would lead to empirically

generated evidence on the association between the demographic variables, work-stimulated stressors and coping strategies of pre-school educators in the East London Education District.

Child Abuse: How education can curb its effects

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Child abuse is a growing phenomenon especially in developing and under-developed nations where poverty, ignorance and corruption are also growing concern. The study examines the notion of child abuse as a contemporary world problem. It begins with an explanation of who is a child and proceeds to the definition of child abuse. As a global menace, the study considers what constitutes child abuse, causes of child abuse as well as effects of child abuse and prevention. The paper concludes by stating that poverty and ignorance, which are the springboards of child abuse, should be aggressively tackled by communities and governments alike. It recommends among other things that government should initiate policies to make education and economic empowerment opportunities available to greater number of people to eradicate or reduce poverty and ignorance; electronic and print media should regularly advertise subjects of child abuse, the causes, effects and signs and give tips on how to solve the problem; teachers should co-operate with parents through PTA to plan some activities that would involve parents and their children/ward so as to establish good relationship between them; the government and non-government agencies such as social welfare departments should organize prevention campaigns to help people to avoid abuse and also educate them to love and care for children.

The role of early childhood education in economic development

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The economic development impact of higher education is widely acknowledged, but the role of early childhood education is often given insufficient attention. At the basis of the role of early childhood education as an essential component of economic development lie two necessities: child care for children whose parents are in the paid labor force, and the increasing importance of well-developed cognitive and social/behavioral skills in the work force. Taken together, these necessities demands that high quality early childhood education is universally available. Beyond its direct role in economic development, early childhood education is important as a tool to move toward greater social equity. The evidence strongly indicates that children from low-income families benefit substantially, both cognitively and socially/behaviorally, from high quality early childhood education, thus helping to close the achievement and opportunity gap between income group.

Putting science into action for children under four in South Africa

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South Africa ranks 148/148 in the Global Competitive Index for Primary Education in 2014. We have the worst literacy & numeracy in the world. Africa does not have a parenting culture where parents see themselves as their child's primary educator. Most parents don't talk, read and play with their children. They are unaware that they should teach their children the basic foundations for future learning. They don't know 'what' or 'how'. Therefore most children enter school without a proper foundation. BrainBoosters and the Shanduka Foundation has done a Research project with 870 six and seven year-old children testing colours, shapes and counting numbers 0 -10 individually. On average they knew 5/10 colours, 2/10 shapes and they made more than 40 % mistakes in counting out the numbers. Colour, shape and numbers are the foundation for all future learning, especially mathematics. Children who learn these concepts earlier tend to do better at school. Everything in the environment is based on colors, shapes and numbers. Once a child has an understanding, the world starts to make sense. How is it then possible that some six year-olds can ride a bicycle and tie their shoelaces but they don't know their color, shape and number concepts? The first reason is that it is mostly the assumption that very young children should discover the world around them through play and not by being taught. Color, shape and number concepts however cannot be discovered - it should be taught. Let us use an example of a blue plate. A child can discover that the plate might break if it falls, that it is heavy or light, that it can or cannot roll. However a child cannot discover that it is actually a plate, that it is a blue plate, that the plate looks like a circle or that it is one, two or three plates. The second reason for children struggling to learn color, shape and number concepts is the existing method that is widely used throughout pre-schools in South Africa. The method is confusing to young children. E.g. Teaching colors by using concrete objects (such as a red ball or a blue car) or pictures of a red ball or a blue car (semi-concrete), confuses the young child and he will not easily understand what they are trying to teach him. If children touch a red ball, they will be touching the ball not the color. There is nothing wrong with the young child's brain, only with the method. Once we change the method by isolating the color (show the color on its own), very young children (4-48 months old) will learn and grasp these concepts easily. The properties or characteristics of color, shape and numbers are not tangible. The BrainBoosters methodology is to teach the concepts of colors, shapes and numbers in isolation no matter the age of the child. The latest brain development research shows that cognitive and language development is at its peak in the first three years of a child's life. So what do we do about this? What do we do differently? We teach children under four colour, shape and number concepts during the 'window of opportunity' when effortless learning can take place if the method is age appropriate. The BrainBoosters method shows remarkable results in a short period of time.

Attitudes of parents towards children with learning disability in Kaura – Namoda District, Zamfara State Nigeria: Implications for counselling

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This study investigated the attitudes of parents towards children with learning disabilities in Kaura-Namoda District, Zamfara State, Nigeria. The population of the study comprised all parents of children with learning disabilities. The study employed purposive sampling in selecting seventy five parents of the learning disabled children. The instrument was semi structured designed with 32

items which was vetted by experts from Usmanu Danfodiyo University Sokoto, Nigeria to ascertain its validity. A reliability co-efficient of 0.87 was obtained after test re -test method was used with an interval of four weeks. The instrument was statistically ascertained to be reliable, valid and consistent for the study. The study employed two sampled t-test procedures and one way analysis of variance. The result showed that parents have positive attitudes towards their children with learning disabilities. However, male parents tended to have shown more positive attitudes towards learning disabilities than female parents. The study also revealed that positive attitudes towards children with learning disabilities were high urban areas than in rural areas of the district. Finally, the study recommended that the local government area should give support and encouragement to the parents on their positive attitudes towards learning disabilities. More so, group and individual counselling for the female parents and other parents in the rural areas are highly recommended to be offered by the professional counsellors.

Keywords: Attitude, Parent, Children, Learning Disability and Counselling.

Single parenting and its effects on the psychosocial development of children in Swaziland

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The study used an exploratory design to examine how children who are raised by single parents develop cognitively, socially and emotionally. It employed a questionnaire instrument distributed to a purposive sample of N=397, FGD N=24 respondents and individual interviews N=4 respondents. Descriptive statistics were used to describe the demographic characteristics of the respondents. Chi square analysis helped to establish the relationship among demographic variables and major components among the items. Qualitative data were examined by dividing the data into segments that reflected themes and a development of a theory in the form of verbal statement or themes were offered to explain what happened in the phenomenon. Quantitative and qualitative research findings revealed that single parenting has negative effects on the psychosocial development of children. The study recommends that parents and teachers in Swaziland must be provided with information pertaining to the psychosocial development of the children. There is also the need for specific policy that compels all parents to take responsibility of their children.

Keywords: Swaziland, children, parenting style, single parenting, psychological development, consequences

Parents' Literacy level and child's education: its effects on educational sector of the Nigerian economy

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Evidence show that the Nigerian educational sector is not in proper shape, going by the challenges it's facing. The challenges ranges from inadequate funding of the sector, lack of infrastructures and educational materials, irrelevant curriculum, more so, the school on its own cannot bring about a balance in the education of children in the economy without reawakening the parents to their roles,

which necessitates this paper. The paper found out that parents' educational level has a significant role to play on children academic performance. Also the perception of parents on education also plays a substantial role in children academic excellence. However, parents' income level does not affect children attitude towards academic excellence. The school-parent partnership should be effectively implemented as this is needed to make our children get the best of education which will help the educational sector in Nigeria to forge ahead.

Keywords: Parent's Literacy, Child's Education, Socio-Economic Status and Nigerian Economy

Exploring food insecurity and socio-economic factors affecting academic performance: a case study of first year students on probation and at-risk of academic exclusion

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Since the democratic transition, South Africa has come a long way in paving a path that enables citizens to take advantage of education. Within universities, certain overlooked socio-economic and food security factors affect academic performance. The prevalence of food insecurity and factors affecting academic performance was investigated in the context of underperforming first year students. A mixed methodology was used where questionnaire, focus group discussions and key informant interviews were used to collect in depth information. The individual dietary diversity score (IDDS) and household food insecurity access scale (HFIAS) were used to assess the severity of food insecurity. Fifty-three per cent of students came from disadvantaged socio-economic backgrounds characterised by unemployed parents and a high dependency on government grants. Twenty per cent of students regularly send remittances home, diverted from their scholarships/ bursaries and study loans thus leaving little for students to survive on. HFIAS results showed majority of students were food insecure as 80% experienced anxiety about food availability and accessibility and 54% had periods of complete inaccessibility to food. The majority of students proved to lack skills in grocery listing and financial management skills. Affordability and storage facility challenges led to students consuming nutritionally poor foods which compromised their health status. The IDDS showed 92% of students consumed bread, rice and maize; 70% ate foods with high levels of sugar, 71% ate foods made with oil, fat or butter; 66% ate meat; 58% ate vegetables, 50% ate fruits. This showed students' diet is lacking in diversity as they resort to rich, energy-dense and cheap foods found at cheap prices. This robbed students of essential nutrients. Students who lived in university-owned residences were at higher risk of food insecurity. A significant proportion of study participants had substandard secondary school education. The shift in the Language of Learning and Teaching (LoLT) created challenges evident in lack of classroom engagement and lack of efficiency in communicating answers in tests and exams. Student accommodation and its proximity to learning facilities also affected performance negatively. The study therefore recommends, among other things, that university-owned residences reintroduce and/or subsidize dining halls to increase food accessibility, availability, quality, quantity and dietary diversity challenges. Food coupons could be introduced to low socio-economic students to purchase food from supporting grocery stores. Mandatory attendance of first year students to specialized programs organized by faculties and Student Counseling Centre to improve preparedness of students is needed. The UKZN LoLT policy needs to be implemented effectively so that the performance of second and third language speakers is improved. Translated material and academics who can speak the main local language is encouraged. The use code-switching techniques for the benefit of second and third language speakers are also encouraged when academics can use the main language.

Keywords: Food security, socio-economic factors; Individual Dietary Diversity Score, Household Food Insecurity Access Scale, undergraduate students, academic performance, inclusive education.

Education System of Muhammadiyah in Indonesia

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Muhammadiyah is an Islamic Organization which based on Dakwah Amar Ma'ruf Nahi Munkar (Call for Goodnes and Prohibit the badness) and Tajdid (Modernity). Muhammadiyah concerns in social and education field. Its early movement were building the Medical Houses and madrasah (school) for waifs and stray. Furthermore, the purpose of its education concerns in producing intellectual ulama (the expertise in sciences, social and islamic matters). Muhammadiyah has 4.623 kindergartens, 6.723 schools of early childhood education, 15 schools of Special education, 1.137 Elementary Schools, 1.079 Madrasah Ibtidaiyah, 347 Madrasah Diniyah, 1.178 Junior High Schools, 507 Madrasah Tsanawiyah, 158 Madrasah Aliyah, 589 Senior High Schools, 396 Vocational Schools, 7 Mu'allimiin/Mu'allimaat (Cadre Schools), 101 Islamic Boarding Schools, 3 Pharmacy Schools, and 40 Universities, 93 Higher Education, 32 Academies, and 7 Polytechnic which proved that it has great role to education in Indonesia. Muhammadiyah Education System is managed independently by Pimpinan Muhammadiyah (Muhammadiyah Chairmanship) from its branches to it's headquarter. This paper aimed to give a description how Muhammadiyah education system works for 101 years and gives great contribution to Indonesia.

Keyword: Muhammadiyah, Islamic Organization, Education System, Tajdid

Persistence, perseverance and success (PPS): A case study to describe motivational factors that encourage Zimbabwe Open University ODL students to enrol, persist and graduate with masters and doctorate credentials

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This purpose of our qualitative study was to describe motivational factors that increased ZOU ODL students' capacity to successfully graduate with masters' and doctoral credentials. Study background revealed that ZOU persistently experiences increased levels of student drop-out and competition from conventional universities that introduce ODL through 'block-release' programs. Findings will benefit ZOU tutors, leadership and policy-makers by increasing their understanding effective motivational strategies for reducing adult-student-dropout-rates and encouraging student-persistence. We used a descriptive qualitative research approach to collect and analyze data—hence data collection through audio-recorded open-ended semi-structured interviews helped to maintain accurate accounts of data. Throughout the study, our research methodology and methods were guided by grounded and interpretive theories in order to understand the phenomenon from the participants' perspectives. We presented data through themed reporting enhanced by direct quotes from participants and triangulated with findings from literature reviewed. Our research broadly concluded that once participants registered to study, perceived attention from various social angles created immense motivational factors ranging from institution motivators, personal factors and socially-generated motivators such as fear of what society would think of them all motivated candidates to persist and graduate with their proposed credentials.

Private universities in Nigeria and the challenges of academic quality

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The study examines the challenge of academic quality in private universities in Nigeria. Descriptive survey design will be adopted in the study and four research questions and hypotheses will be postulated as guide for the study. A total of 500 staff and students shall comprise the study sample, to be selected from nine private universities carefully sampled from the 20 private universities located in the South Western part of Nigeria. Descriptive and inferential statistics would be used to analyse the data obtained through a – 50 item researchers-designed and validated questionnaire. Based on the outcome of the analyses, conclusion will be drawn and appropriate recommendations will be made.

Issues in and impact of the use of daily lesson log (DII): the case of Lopez west district

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Lesson Plan as Web defines is A lesson plan is a teacher's detailed description of the course of instruction for one class. A daily lesson plan is developed by a teacher to guide class instruction. Details will vary depending on the preference of the teacher, subject being covered, and the need and/or curiosity of students. Lesson planning is a vital component of teaching-learning process. Proper classroom planning will keep teachers organized and on track while teaching, thus allowing them to teach more, helps students reach objectives more easy and manage less. The better prepared the teacher is, the more likely he/she will be able to handle whatever unexpectedly happens in the lesson. All teachers are required to make a Daily Lesson Plan which really consumes a lot of time for teachers and lessen the time in providing visual aids and materials in teaching. To make the work of teachers easier in making lesson plan and lessen the time in writing a Daily Lesson Plan, the Department of Education released a Department Order No. 70 which states that "Beginning School Year 2012-2013, teachers of all public elementary and secondary schools will have more time for the preparation of necessary support instructional materials and student centered activities as the DepEd adopts flexibility in the preparation of daily lessons." Teachers guide have been prepared for teachers of Grade 1 and 7 in the K12 curriculum and the same will be done for succeeding grades. Likewiss, there are available teachers manual, texbooks and supplementary materials for use by teachers in the different year levels. The researcher would like to know what the issues in and impact of the use of Daily Lesson Log in Lopez West District as compare to the old way of making Lesson Plan. This study might open the real situation in Lopez West District in regards with Department Order 70 s.2012 (and its impact on the teaching of teachers and learning outcomes of the pupils. Daily Lesson Log may be of help to teachers in providing more time in making instructional materials.

Educational innovation and research at the crossroads for clippings in Spanish universities

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The severe economic crisis affecting the European countries, especially the Mediterranean watershed ones, is changing behaviours and demeanour that in the near future will make us think over. The best college generation of a country is looking for work abroad, because they cannot find it in the country where they were formed. The budgets for research, engines of development, are trimmed dramatically. The ability to develop consolidated research groups and educational innovative groups to analyse the combined problem of education, absenteeism, desertion, rates of success and failure is weakened by the lack of funds to support our universities and the lack of support from the regions that dramatically reduce its annual budget. Alike, the university's faculty is becoming more loaded with classes, being able to spend less time on innovation and research, pillars of the XXI century university. The latest cuts in 2011, 2012 and coming up in this 2013, marked this article that analyses the evolution of educational innovation funds in the recent years, the types and number of projects developed, the teachers involved and the results obtained. Conclusions merge to a point where a reflexion period, surrounded by difficulties must end in creativity, through innovation and research, nowadays affected to a degree of absolute instability.

Right Brain Lessons in a Left Brain World

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In many Asian countries, language is taught from a left brain point of view. Students are given lists of words to memorize but not utilize, are taught test-taking strategies but not conversation skills, and are expected to avoid posing questions to or interacting with a teacher. Rather like the old saying, "Water, water everywhere, but not a drop to drink" English surrounds them, but they don't integrate and use it. The researcher has designed several assignments that require students to utilize the language that they have learned and to turn it into real-life for them. From making personal crests to 30 day challenges to bucket lists to storytelling with art, students have been encouraged to utilize their vast L2 vocabularies and make manifest what they know. That is, students are using artistic projects to bring English to life; they are expressing their own desires and interests, are naturally inclined to utilize the language which is most pertinent to their own lives. They are engaged with auditory, visual, and kinaesthetic learning. They tap into their passions... and it just happens to be in English. This paper explores the theory behind the philosophy of using creativity in language learning, presents the accumulated data of student response to a particular project, and gives participants the structure to create their own projects from several options.

Index Terms Creativity, Education, ESL, Right Brain

The impact of student support service on students' enrolled for national certificate vocation

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The Department of Higher Education and Training introduced the national certificate vocational (NCV) in Further Education and Training colleges in January 2007. The entry requirement for this qualification is Grade 9. However this qualification has attracted students with grades between Grade 9 and grade 12. Students enrolling for this qualification have different educational levels and therefore their needs are different. An appropriate student support system to accommodate these students is required. The focus of the study is to explore the present student support services provided at a further education training college campus and their contribution to the academic success of students. Data was collected from a random sample of 100 learners (60 girls and 40 boys). A structured questionnaire was used for data collection. Learners were requested to respond to twenty questions related to the support services offered at the campus. The results leads to the conclusion that students support services, if coordinated effectively can contribute to the academic success of students

Keywords: National certificate vocational, student support, enrolment, academic success.

Prison Education: Restorative Justice Programmes

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This study investigates the effect of restorative justice programmes offered to offenders in prison environment during their rehabilitation. The study looks specifically to programmes offered by a Non-Profit Organisation (NPO), Phoenix Zululand (PZ) in Zululand prisons. Document analysis, interviews and participant observation methods were used to test whether the restorative justice programmes can assist in the rehabilitation of offenders. The study findings discovered the importance of a full comprehension of what one is doing in order to be effective in rehabilitation. However, rehabilitation that is aimed at only changing the decision-making processes of offenders not to reoffend, does not serve as a total rehabilitation programme. Rehabilitation is only successful if ex-offenders, whilst still in prison, have developed market-related skills and become employed or self-employed. Restorative Justice Programmes offered by PZ, although they play a critical role, appears to be lacking in equipping offenders with skills for effective reintegration into society and, subsequently, self-reliance.

Influence of teacher's personality and instructional strategy on the academic performance of university students

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This study investigated the influence of teachers' personality and instructional strategy on the academic performance of students' in Universities within the African Continent. The stratified sampling technique was used to select a total of 413 respondents from seven Universities within

West Africa. The Regression Analysis and Pearson Product Moment Correlation statistics were used to test hypotheses at 0.05 alpha levels. Findings revealed amongst others, that a significant relationship exists between teacher's personality, instructional strategy and perceived academic performance of students of higher education. Based on the findings, it was recommended amongst others, that the issues of constant training and retraining of teachers at all levels of education should be given priority in Africa and other developing countries where Governments attitude towards Education is usually low. This will amongst others update their skills and knowledge required for the adoption of appropriate methods, and strategies in the course of teaching students of higher education.

Keywords: teacher's personality, instructional strategy, academic performance.

Accessibility of school library: The impact it carries to the educational development of Learners

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There has been a great deal of debate surrounding lack of infrastructure in school but very little research has addressed the accessibility of library's in schools. The current literature reveals that use of library's influences student performance and libraries are a source of information for the students. They learn how to read independently and how to research information. Library's supports school programs as well as the teaching and learning process. They serve students by providing materials to meet their various needs and encouraging reading. In urban arrears libraries are neglected, some libraries have as little as three books per student and these books are old and outdated. In absence of poverty, the quality of the school library is the best predictor of reading scores. This study investigates accessibility of school library in seven schools in Tshwane west district (D15). A quantitative research strategy to draw data was used. The findings reveal that even though we are in the 21st century, we still have students with limited access to a library, we still have schools with no libraries. Sadly many children in schools today have nearly no access to books, and no quiet and comfortable place to read.

Keywords: Accessibility, school library, educational development and learners.

Challenges and prospect of teacher education Policy evaluation in Nigeria

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The National Commission for colleges of Education (NCCE), was established by Act in 1989 as the third leg of the tripod of excellence in the supervision of tertiary education in Nigeria. Its mandate includes, inter alia, the laying down of minimum standards for all programmes of teacher education and academic awards. The argument is that, many ordinary Nigerians have begun to think that the frequent changes in policies in the Nigerian education sector are affecting the basic education. Quality education in its entire ramification can only be guaranteed if consistency is maintained in policy formulation especially when it concerns teacher education. What is teacher education situation in Nigeria today? More than 70% of Nigerian children have no access to basic education; average success rate of student in external examination is on the decline; tertiary education model is

ridden with what is technically known as “funnel syndrome”. This paper reviewed the issues and challenges in the education sectors in Nigeria policies and practices and proffered the way forward taking into consideration the various reforms initiated by government.

Well’ Graduates – How can Universities supply industry demands?

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Given the apparent, well documented importance of wellness, it would seem sensible for companies to demand wellness education and seek out well students as future employees (Roslender, Stevenson & Kahn 2006:62). Just as any business leader must provide an environment that promotes wellness, academia must cultivate wellness among its students (Horton & Snyder 2009:218). It has never been more important for Higher Education to engage employees and students in creating a culture that promotes health, wellness and personal accountability (Shalala 2010:9) as it is now in the 21st century. The Human Resource for Health for South Africa’s (HRH SA 2030) Consultation document (2011:9&10), indicated that a “workforce for new service strategies, insuring value for money and quality professional care”, are important when considering “upscaling and revitalizing education training and research for Health Professionals”. Value for money and quality professional care might only be possible when health care providers practice self-care strategies and are ‘well’ balanced individuals (Richter 2010). When wellness strategies are taught, there will be significant benefits to students including positive physical, emotional, mental, attitudinal and interpersonal changes (Wolf et al., 2012:166). It is incumbent upon educators to send more informed and responsible citizens, who perceive wellness as a lifetime commitment, into the workplace (Horton & Snyder 2009:219). Academia has to initiate and facilitate the internalization lifelong learning processes fundamental to wellness (Goss et al. 2010:35). Granting that students and educators value wellness programs, it may be challenging for administrators and curriculum committees to allocate faculty resources and time in the academic schedule for such programs (McGrady et al., 2012:259). Although wellness strategies can be taught, education alone, does not appear to promote the behavioural change need for optimal wellness strategies (Lockwood & Wohl 2012:630). This paper focusses on the usage of coaching (self-coaching and appreciative coaching) as a method to bridge some of the dilemma’s Health Professions Education might face in producing these ‘well’ graduates. The researcher drew on the experiences of the somatology curricula of the University of Johannesburg. Somatology student are a population who face a unique array of academic, financial and personal challenges (El-Ghoroury et al., 2012:123). Apart from being a female orientated industry (depression and anxiety is higher in female students), the majority of wellness interventions are not suitable in the context of somatology, due to the lack of post graduate students who can benefit from individual supervision, and the extreme limited number of experienced supervisors (Maritz & Jooste 2011:976). In the somatology workplace there is not enough man power to facilitate wellness programs as they are seen as small businesses. Shalala (2010:22) stated that individuals should be encouraged to seek wellness education and demonstrate active participation in and responsibility for their own wellbeing. Researcher used qualitative design-based research to develop an Appreciative Self-Management Coaching (ASMC) programme to facilitate the wellness of somatologists. This is a novel approach to wellness education and through design principles of the ASMC might be implementable in various other health education curricula with minor adjustments.

Keywords: Health Professions Education, Wellness, Individual Wellness, Self-management, Coaching, Somatology

Student Mentorship at Mangosuthu University of Technology: outcomes of the first phase of a pilot program for first year undergraduate students

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Mangosuthu University of Technology (MUT) is unique with respect to being established in the midst of a township. One of the main objectives of the University of Technology is to “empower talented but socially disadvantaged individuals, as an enactment of social redress.” MUT is currently celebrating its 35th anniversary and is on its way to enhance its operations and development. The establishment of the Teaching and Learning Development Centre (TLDC) within MUT was essential for this process of enhancement. One of the areas of priority set by TLDC is to enrich the ‘university experience’ for all students, in order to enable improved learning and understanding. A mentorship program called Mangosuthu Student Mentorship Program (MSMP) is currently being piloted within TLDC, and serves to address a number of factors that surround the development of quality graduates as well as the induction of students into the world of academia. The design of the program focuses on creating ‘scaffoldings’ for any student enrolled at MUT, at two of the most important points of their journey as a student, i.e. the point of entry (First year) and the point of exit (Final Year). This article serves as a method of discussing the mode of design that the program is structured on, as well as analysing the feedback from participants of the first phase of the program. Using the information extracted from the evaluation documentation it has been determined that the students had valued the program, as it allowed them to not only gain a better understanding of their course work and career path, but also a better understanding of themselves, their goals and values. In addition, it allowed for the development of important ‘soft’ skills such as time management and interpersonal skills. The first phase of the program seems to be a success, and has proved to be worthy of being formally established within MUT. MSMP is currently in its second phase of the pilot program with further developments and research underway.

Keywords: Mentorship, University Experience, Induction into world of academia, Evaluation, Undergraduate, Pilot program

An assessment of awareness and knowledge about environmental pollution: A study of students and teachers from a coal polluted environment

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For many years now, environmental pollution is one serious problem that has been threatening our environment and the health of mankind throughout the world. This has been as a result of human activities primarily by mining and combustion of fossil fuels such as coal. Unfortunately only few people are aware and knowledgeable about the environment and its allied problems. Infact several research studies have consistently reported a lack or low levels of environmental awareness and knowledge among students, teachers and the general populace. In South Africa, little have been reported about environmental awareness and knowledge of either students or teachers from a polluted environment. This paper therefore examines awareness and knowledge about environmental pollution of students and teachers form a coal mining vicinity. This was examined with respect to their demographic variables. Participants for this study were 423 students and 44 teachers from five (public and private) schools in Emalaheni Mpumalanga Province of South Africa.

They were 189 (44.7%) male and 234 (55.3%) female students from Grade 8 to Grade 12. There were also 15 (34.1 %) male and 29 (65.9 %) female teachers teaching different subjects and grade levels. All participants were from schools within a precinct of coal mines and combustion industries. They responded to a 24 - item AKA Questionnaire on issues relating to environmental pollution. Data were analysed through computing descriptive and differential statistics. Statistically significant differences were established for some of the variables tested. Proper awareness and adequate knowledge about the environment and its associated problem is very important especially for this younger generation who are going to be leaders of tomorrow. The role of teachers is very important in achieving this. Teachers' understanding and proper knowledge about environmental concepts they teach in the classrooms goes a long way in affecting and influencing their students' knowledge about those concepts. It is therefore very necessary for teachers themselves to be adequately and properly environmentally literate if not, it will be impossible for environmentally literate students to be produced. By educating children about environmental issues, we would be giving them the best legacy we can bestow on them.

Descriptive analysis: Appropriateness of teaching strategies in Foundation Phase Life Skills classroom

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The paper analyses the appropriateness of teaching strategies in Foundation phase Life skills classroom in Ngaka Molema district of Education; in North West Department of Education. Using evidence from questionnaires completed by 54 Life skills subject advisors, the paper examines whether teaching strategies in Foundation Phase Life skills classroom are appropriate to enhance the teaching of Life skills in schools in the district under study. Detailed description and analysis of support provided by Life skills subject advisors, teacher in-service training for teachers and provision of teaching resources underpin an investigation of how appropriate teaching strategies are linked to improvement of the teaching of Life skills in the Foundation Phase classroom.

Keywords: Life skills, Teaching strategies, Foundation phase.

Protecting children's rights in early childhood research in South Africa: what ethical measures are in place?

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This paper draws on previous research to explore some ethical issues in research involving children. The paper attempts to address the question: why do children as research participants pose special ethical issues, and what measures are there to prevent abuse? The inclusion of children as research participants is increasingly gaining momentum given the recent surge in attention on early childhood development in South Africa. Research on early childhood development (ECD) plays pivotal roles in more ways than one. It provides empirical evidence on which policy issues can be directed and allows government and other stakeholders on ECD to take decisions based on sound reasoning. Research on ECD also provides evidenced-based data that answers to the question on whether existing policies are working or not. Yet, there has been on-going debate on the ethical implications

of using children in research. What ethical measures must necessarily be observed to ensure that such research or its outcomes thereof do not pose injurious consequences to the child participant? This paper explores some ethical issues in research involving children. Why do children as research participants pose special ethical issues, and what measures are there to prevent abuse? It critically reviews recent studies on and with children with particular reference to South Africa. The paper argues that as enormous attention is necessarily shifting towards ECD research, it becomes imperative that appropriate policies that specifically address the children's rights as participants are put in place. The paper proposes that a formal national framework on ethical conduct for research involving children be formulated to guide researchers in South Africa.

Keywords: Early childhood research, South African children's rights act, uniqueness of children, research with children, ethical principles, ethical policy framework

The intersection of learning theories and the learning organisation

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In order to be sustainable, organisations should be learning ones. Senge's (1990) ground-breaking model of a learning organisation identifies the disciplines companies should practice in order to contribute to their sustainability. This concept of a learning organisation, which includes the five disciplines of personal mastery, mental models, building shared vision, team learning and systems thinking have learning theories embedded in them. These theories include individual learning theories as well as workplace or organisation theories of learning. If workplaces engage with these learning theories in their day-to-day operations and practices, they may be contributing to the development of the disciplines of a learning organisation, and as such its sustainability. This paper reveals an interesting blend of the business management concept of "the learning organisation" with adult education principles that give insight into developing a small company as a learning organisation. Small and medium enterprises (SMEs) are integral to the South African economy, accounting for 90% of formal businesses, 70% of employment, 80% of new job opportunities and 36% of the gross domestic product (GDP). However, they experience one of the highest failure rates in the world (approximately 75%). If these companies practise various learning theories, it can contribute to the development of the disciplines of a learning organisation and their sustainability.

Parents' perception of parental involvement in selected quintile five schools

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Parent involvement has been looked at from the teachers' and administrators perception but has not really been studied through the eyes of the parents. Research is absent on comparing and contrasting parents' and teachers' perception of parental involvement. (Ladner 2006:2). Ladners' statement forms a central part of the study. The purpose of this study is consequently to identify what the parents' perception of their involvement in the primary school environment is, what the teacher's perception of parents' involvement are and also where the two views met in order to

minimize, if so, conflict, should perceptions be different and needs not met. My research will involve a review of relevant literature accompanied by critical analysis and reflection on parental involvement and its meanings within the South African educational context. In addition I shall explore the current interaction between the parent and teacher. This exploration will involve the use of a semi structured interview. Sixteen parents of four primary schools are to be interviewed. The choice of schools are based on the schools' quintile five status as set out by the Minister of Basic Education. Grade six parents are interviewed. Two males and two females are to randomly be chosen from parents who are willing to be of assistance during the interview process. For this study I shall use Critical Theory. By far the most important dimension of critical inquiry is the fact that it is driven by emancipatory interest, that is, its purpose is to contribute to change in people's understanding of themselves and their practices, thus freeing them from societal constraints. A qualitative approach shall be utilized for this research project, and I will use interviews to collect substantive and relevant data. In addition, a questionnaire will explore what the perceptions of parents are. The justification for the methods arises from the perception that parents' roles are ever changing. The study I want to undertake is taking in considerations different role players opinions and voices. To get the best results both parties, schools and parents point of view, must be studied in combination with what is available in the literature. This study uses J Epstein's framework of Six Types of Parent involvement (2002) as a theoretical basis and starting point. Evaluating the roles of what types of involvement exists among parents. Revisiting the six types of involvement to use it as background to evaluate parents perception of their involvement, as set out by Epstein, in the primary school environment, will form a critically point of departure. The following types of involvement form the basis of the study. TYPE 1: PARENTING, Families establish home environments to support children as students. TYPE 2: COMMUNICATING, Design effective form of school to home and home-to-school communications about school programs and children's progress. TYPE 3: VOLUNTEERING, Recruit and organize parent help and support. TYPE 4: LEARNING AT HOME, Provide information and ideas to families about how to help students at home with homework and other curriculum - related activities, decision and planning. TYPE 5: DECISION MAKING, Include parents in school decisions, developing parent leaders and representatives. TYPE 6: COLLABORATING WITH COMMUNITY Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

Determinants of Maternal Health Care Services Utilization in Rural Communities of Osun State

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Maternal morbidities and mortalities in developing countries are often attributed to poor utilization of health care services and facilities. This study therefore determines the level of utilization of maternal health care services by women of reproductive age in selected rural communities of Osun State, Nigeria. Multi stage sampling technique was used to select 125 respondents interviewed for the study. A well-structured and validated interview schedule was used to collect the primary data, which was subjected to both descriptive and inferential statistics. The result shows that majority (76.0%) of the respondents were within the ages of 20-30 years, while 23.2% of the respondents fall between 31-41 years of age. About 46.4% of the respondents were secondary school leavers, tertiary education (32.0%), and primary education (11.2%) and very few (4.8%) had no formal education. A wide range of information sources were available to the respondents but prominent among these were radio (69.6%) and Television (67.2%). The result revealed that all respondents

considered observing and monitoring the health of the newborn and mothers has an important component of maternal health care services (MHCS). Substantial number (93.6%) showed a positive attitude for frequent antenatal visits during pregnancy while 92.8% showed that the use of trained health medical personnel during delivery was necessary. The response of the respondents to availability, accessibility and affordability of MHCS stood at (55.2%), (63.2%), (60.0%) respectively. The major constraint to the utilization of MHCS was long distance to health centres and financial incapacitation. The result from inferential shows that there exist a significant relationship between respondents' knowledge ($r=0.276$; $p\leq 0.05$), availability ($r=0.365$; $p\leq 0.05$), accessibility ($r=0.472$; $p\leq 0.05$) and affordability ($r=0.580$; $p\leq 0.05$) with MHCS utilization. Regression analysis reveals that family size, knowledge, accessibility, availability were the major determinant of the utilization of MHCS however, affordability ($\beta =0.40$) contributed most among other determinants. Hence, it becomes crucial that adequate knowledge and accessible health care service made available at reasonable cost will enhance its utilization.

Keywords: Maternal health, Health care services, Utilization, Rural communities

Education in Afghanistan: Private Higher Education Sector Contribution

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Afghanistan is among one of the poorest countries around the globe. Since the Russian invasion in 1979, it has been the panorama of a series of conflicts that have continued for more than three decades. This is the very reason the economy has not attained a self sustaining stage and consequently depending mostly on foreign aid. Incidentally population is also growing at a fast rate, an estimated 34.3 million people (2012 [1]). The large density of population is as low as 40 per sq. km [2]. GDP Per capita growth 5.7 (annual %) (2011) [2]. The fast growing rate of population with very low rate of growth in productivity has been putting the economy of Afghanistan in the whirlpool of poverty. Not to speak of the higher education, in spite of enormous efforts the overall literacy rate could not be increased beyond 34.1%. [3]. (Male 49% female, 18%) [3]. The towering rate of illiteracy in Afghanistan is appearing to be the first biggest obstacle to stability and civilization. Higher education in present day Afghanistan remains a delicate area, hugely dependent upon foreign assistance, having meager resources and weedy infrastructure. Importantly, the system of higher education being encouraged is not in conformity with the traditional and religious value system of the country. During the last decade, some serious efforts were made like, the name of the ministry has been changed from 'the Ministry of Higher Education and Vocational Training' to 'the Ministry of Higher Education'. The ministry devised a ten year (2005-2015) [4] plan for the growth of higher education and first, second and third phases of the plan span two years, three years and five years respectively. Clear objectives were set for each phase. However Private Higher Education institutes also play a very important role in changing the whole scenario of students who are willing to pursue their studies. Therefore, the number of students gaining admission in higher education institutes is increasing every year. At present total number of Government and private universities are 69 and total number of faculties are 285 all over the country in 2011-12. A number of government, universities students' are 77654 while the number of private university students are 34713 [5]. Consequently, the Afghan scholars, educationists and academicians need to plan upon the overall dynamics of today's Afghanistan, existing system and status of education in general and higher education in particular to devise a comprehensive education policy. They need to develop a practical and concrete action plan so that the people working for the cause of education reach a clear

understanding of educational goals and steps to be taken. The policy should also guide the government towards taking revolutionary steps, allocate most of its resources for this department, and employ the available resources wisely. In conclusion, nothing constructive can be fully realized as long as Afghanistan is in a state of war. Therefore, it is necessary to bring the war to an end and establish peace on a solid foundation so that growth and development of the educational system can be focused.

Keywords: Significance of education, Higher education in Afghanistan, Need for concerted efforts, Guide line towards revolutionary steps.

Intervention programmes: A Way to go or Not?

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This paper focuses on the longitudinal study that was motivated by a hypothesis that predicted a correlation between an intervention programme and test scores. It was launched to test the validity of this hypothesis by evaluating the effect of an academic literacy intervention programme on the Standardised Assessment Tests for Access and Placement (SATAP) English test scores. A sample of 120 participants from the Electrical, Civil, Building and Mechanical Engineering departments in the FSET were randomly selected to serve as an experimental group. The research design applied was quantitative methodology and data was collected using the (SATAP) English Test. This test was administered to the experimental group both as a pre-test and post-test measure at the beginning and at the end of the same year. The SPSS statistical programme with frequency tables and graphs was utilised to analyse the data obtained. The resulting outcomes indicated that the difference between the pre-test scores and the post-test scores is statistically significant, and that the post-test scores were in fact significantly higher than the pre-test ones. On the basis of these findings it has then been concluded that the academic literacy intervention programme has been effective in increasing the SATAP scores and therefore addressed some of the language needs of the participating students.

Keywords: academic support, academic literacy, first year university learners, SATAP, extended studies, academic failure.

The effects of computer and on-line gaming on the performance of students: basis for recommendation and plan of action

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Villanueva National High School, San Francisco, Quezon

The main purpose of this research is to determine the effects of playing computer games on the Grade 8 students of Marcial B. Villanueva National High School, San Francisco, Quezon. The exceptional growth in numbers of children playing computer games, the changing behavioural and academic performance among students have stimulated this study to be conducted. This study utilized the in-class confidence questionnaire consisting of factors which were psychological

condition, social skills, psychological well-being, and negative life outcomes associated with game playing. In conclusion, the findings of this study suggests some interesting yet ultimately weak associations between playing computer games and students' academic achievement. Nevertheless, caution is warranted in making any generalization as looking at the population as a whole will be different from its components. Even so, blaming computer games for the students' bad academic performance in school is unjustified as there are many more other factors to look into before finding computer games as the scapegoat.

Trainee Teachers use of ICT in teaching and learning: A Malaysian Case Study

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Universiti Sains Malaysia

This study aimed to investigate the trainee teachers' ability to use ICT tools for teaching and learning of Form Four History subject during their practicum in a Malaysian school. The SmartBoard was used as a main ICT tool for this study. It was a qualitative study by nature, using interviews and observation method for data collection. The study showed that trainee teachers were competent in using the SmartBoard for their teaching and learning session. They were exposed to using the SmartBoard prior to their practicum. Hence, the study showed that they had the knowledge in using the tool and could prepare their teaching materials with the SmartBoard. The teachers were also able to integrate the tool in their teaching and learning session. The study proved that the SmartBoard was effective in motivating the teachers in their teaching and learning as there was more response and interaction in the classroom.

From North America to Africa to Asia: The challenges and experiences of online instruction across three continents

B Thoka
University of South Africa

An increasingly used modality of instruction in English language learner classrooms is computer technology. This type of instruction and learning is commonly referred to as e-learning (Coryell and Chlup, 2008).

In 2011 The E-Centre for Professional Learning was launched by a group of Fulbright doctoral students at Southern Illinois University in the United States of America. The objective of this program was to run a series of online courses targeted towards Vietnamese English teachers living and working in various parts of Vietnam. As Bourne posits, "*online learning enables institutions and instructors to reach learners at a distance, increases convenience and expands educational opportunities*" (Bourne et al 1997). Thus this online programme was birthed and designed to assist in improving the language skills of these Vietnamese teachers. The idea was to empower and equip these teachers with the necessary English language tools they would need for their professional development. Using online instructional methods, the program was able to enroll hundreds of Vietnamese English language teachers, all of whom were teaching at schools in Vietnam and seeking to develop their own English language skills. As a former Fulbright scholar at Southern Illinois University, I was invited to join the program as one of the instructors. Based in Pretoria, South Africa I became a volunteer instructor conducting online skype classes from my living room in Pretoria to the homes of Vietnamese learners based all around Vietnam. The online classes were set up, co-

ordinated and moderated by the program manager based in Illinois, USA. This paper documents some of the challenges and experiences that the writer faced whilst participating in this innovative cross-continental programme. Anderson states that *“the online learning environment is a unique cultural context in itself”* (Anderson, 2005). This paper explores this ‘unique cultural context’ that saw a bridging of the gap between three continents. The writer also looks at how such bridges may be built nearer to home in Africa. The possibility of implementing a similar program in South Africa with a view to developing the English language skills of students studying at distance education Institutions, such as the University of South Africa, is also discussed.

Keywords: online learning, e-learning, distance education, English language teaching

Teacher motivation on ICT use in teaching and learning

**Termit Kaur & Siti Hawa Abdullah
Universiti Sains Malaysia**

In the last two decades of education reform, teachers have been viewed as central to both the problems of education and their solutions. Education researchers and school leaders have faced the challenge of motivating teachers to high levels of performance. This paper is an attempt to review literature on the uptake of ICT in teaching, including specific factors to do with teachers' perceptions about the value and use of ICT in their teaching. relating to The results have revealed a range of issues; teachers who are already regular users of ICT have confidence in using ICT, perceive it to be useful for their personal work and for their teaching and plan to extend their use further in the future. The factors which were found to be most important to these teachers in their teaching were: making the lessons more interesting, easier, more fun, more diverse, more motivating for the pupils and more enjoyable. Additional more personal factors were improving presentation of materials, allowing greater access to computers for personal use, giving more power to the teacher in the school, giving the teacher more prestige, making the teachers' administration more efficient and providing professional support through the Internet. This article concludes that there should be more professional courses to help teachers integrate technology with pedagogy issues for teachers who are convinced of the importance and benefits of using ICT in their teaching.

Increasing access to teacher education for persons living with disabilities: The role of Information Communication Technology (ICT)

**C. Mutseekwa, C.T.Borerwe & R. P. Karimanzira
Mutare Teachers' college, Zimbabwe**

Educational needs of people living with disabilities are extremely diverse (UNESCO, 2011). Persons living with disabilities must also acquire knowledge, skills and competences that will make them functional in societies they live. Many countries have put in place policy frameworks that enhance the educational and life opportunities for this group of people. It has been argued that Information Communication Technology (ICT) plays a pivotal role in supporting access to lifelong learning, new career and business opportunities. This study explores how some Teacher education institutions endeavour to increase access to higher education to persons living with disabilities through ICT tools. This report presents a systematic review of innovative practice of one Teacher Education (IE) institution. Interviews, questionnaires and observations are used to collect data that is presented

within four thematic areas namely; (i) supporting personal access to information and knowledge (ii) supporting learning and teaching situations (iii) supporting personal communication and interaction and (iv) career enhancement and interaction with society. Results show a high level awareness and use of various computer software for inclusive education. Particular software such as Job Access with Speech (JAWS) is used for some categories of learners. Other findings indicate high level ICT support for students living with disabilities in all the areas of student welfare, in-college curriculum and personal communication but student teaching practice. Recommendations on ways to surmount challenges in ICT use for inclusive education are made.

Promoting Active Learning in Higher Education through the use of Social Media: Experience of University of Venda

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University of Venda, South Africa**

Background – Academic institutions across the world are at a turning-point with regard to pedagogy. The current digital era students no longer accept purely face-to-face approach to teaching – they prefer active learning that promotes creativity, self-autonomy and flexibility of learning. Social media networks (SMN) have created a phenomenon in higher education learning landscape in which students spent a substantial amount of their time on social media. Therefore the lecturers should as well look to internet and social media networks to mediate and enhance their teaching. The harnessing of social media networks into traditional pedagogy has an advantage of extending lecturer-to-students contact hours beyond the normal class hours; seeking and giving assistance any time of the day. Social media networks can be used in higher education in four ways: firstly, for social interaction, problem solving and collaboration with other students; secondly as a learning platform for lecturers and students to share lecture notes, assignments and other course content; thirdly to increase students’ participation in the virtual classroom and; finally for student project supervision whilst off-campus. Given this background, the authors found it essential to outline the experience, gains and challenges of embracing social media in learning at the University of Venda.

Objectives – The purpose of this study is to examine social media networks use among university students and lecturers for educational purposes, critically paying attention to how social media is used, achievements made and challenges encountered by both students and lecturers. Furthermore, the study seeks to gain an understanding of how university policies on the use of ICT and internet promote or discourage the use of social media for educational purposes at the university.

Methodology – The study adopts a mixed model approach of research – utilizing both qualitative and quantitative data collection and analysis techniques. A mixed model approach intentionally integrates both qualitative and quantitative research in one study, taking advantage of the strengths of each approach to frame the investigation. The target population for the study is undergraduate students. Random sampling was used to select 85 students (42 male and 43 female) aged between eighteen and thirty-five years. A purposive sample of 10 lecturers involved in undergraduate teaching is incorporated for the study. The study is underpinned by the connectivism theory. This theory is relevant to this study as it offer eight key principles of comprehending and exploring learning dynamics of a networked digital platform. The study uses questionnaires and secondary sources for data collection. Data analysis caters for both qualitative and quantitative streams. Qualitative data collected using secondary sources is analyzed using “thematic analysis” and quantitative data collected using questionnaires is analyzed using SPSS.

Results – The empirical study found that more than 90% of the students under study use social media networks (mainly Facebook, WhatsApp and MySpace) for both social interaction with their colleagues and for educational purposes. Furthermore, the study found that the quality of education

in project supervision and in modules that has integrated social media into its pedagogy have achieved good pass rates because students found the course more interesting and socially connecting, especially in group assignments. The majority of the participating students indicated that the use of social media in project supervision and other technically challenging courses provided them with the opportunity to reach-out to their lecturers “anywhere-anytime” for advice and guidance on academic work. However, the study found that there is no clear university policy in place with regard to the use of social media networks for both social and academic purposes and as such, lecturers are undertaking self-initiatives to improve their teaching to suite the ever changing taste of the twenty-first century ‘socially-connected-students’. Moreover, the study found that lecturers who rely entirely on traditional lectures for their teaching without fusing the emerging social media into their pedagogy struggled to achieve the same results as their counterparts who incorporated social media. Students tended to develop greater interest in courses and lecturers who harnessed social media into their teaching as they found them more exciting and involving leading to attaining better pass rates. However, some lectures complained about the huge amount of time required for setting-up the learning environment on social media networks and uploading learning materials for the students.

Conclusion – Findings revealed that the fusion of social media networks into the traditional pedagogy is gaining popularity amongst the twenty-first century digital-oriented students, and lecturers in institutions of higher learning cannot afford to ignore the call any more. The study conclude by recommending that institutions of higher learning considering broadening their scope of delivery to student using online social media networks must ensure that they have designed proper learning material to assist the students to cope with the new changes in learning and the lecturers themselves should be prepared to commit themselves in setting up the learning platform. Furthermore, in order to maintain high quality standards and achieve the learning goals, universities should establish clear policy on the use of internet and social media networks for educational purposes so that all academic staff- members and students are in the same accord.

Keywords: Active learning, Connectivism theory, Higher education, Pedagogy, Social media networks.

The challenges on education and information management in Jigawa state college of education Gumel, Nigeria

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Education is recognized as the vital means for the development of any nation in the world. The paper is aimed at highlighting issues that relate to the application of management as a tool for the application of information technology for educational administrators and other school activities, from time to time. The educational managers need to make decision aimed at implementing the policies and programmes of government in the country as they affect educational institutions. The paper will also explore different types of educational management and information support system available for educational managers which can assist in decision making without time wastage. The challenges of management information in education are also reviewed.

Keywords: Education, Information Management, Challenges, Recommendations

Barriers to ICT utilization in basic education in Nigeria

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In this 21st century, information and communication technologies have taken the center stage in all human affairs. Nigeria is already taking giant strides towards integrating ICTs in its education system; this is evident by the number of IT policies, provision of facilities, capacity building efforts and infrastructural development that are in place. However, despite government effort to ensure the inclusiveness of ICT at all levels of the educational system in the country, sadly, certain factors stand as impediments to both integration and utilization of ICTs for instructional purpose, these factors range from school curriculum, administrative, technical, infrastructure and teacher factor. The Teacher-factor is the central focus to this discussion, these teacher specific factors are; teacher attitude, initial training, Technophobia syndrome and lack of appropriate ICT competencies. This paper, using available secondary sources of information provides significant evidences of how teacher factors contribute to non-utilization of ICTs in basic education classrooms. The paper also highlights some strategies to surmount the barriers imposed by teachers in using ICTs to teach in basic education classrooms, through correct implementation of all ICT policies, constant training and retraining of teachers to develop competencies in the use of ICTs for pedagogical renewal. The paper further recommends that, teacher training institutions and university faculties of education in the country should redesign and reorganize teacher education programmes (pre-service and in-service) to reflect the present need in this technology-driven society i.e. training should be tailored towards the use of educational technologies and procedures in the classrooms.

Keywords: Barriers, Basic education, Information and Communication Technologies, Teacher factors

ICT as succour to Teaching and Learning in Education Sector in Nigeria

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The use of the Internet and the web as well as the emerging of different communication channels using ICT have brought the classroom closer for learning and has contributed immensely to the concepts of global learning and the ties between the teachers and respondents (students). After considering the global and Nigeria higher education landscape, the study of ICT impact on education then provides a critical overview of the status of the integration of ICTs into teaching and learning activities worldwide, the demand for timely, efficient, qualitative and quantitative information by the society cannot be over emphasis which is only made possible through use of technology as a tool of change. The educational sector globally has been one of the beneficiaries of the use of information communication technology (ICT) tools and techniques. Information is a key resource for student teaching, learning, research, and publishing. This paper examines the use of emerging information communication technology tools in teaching, learning and research in education sector; the usefulness of technologically processed information at various levels by various users, identifying the reliable sources of such information as it affects all concerns, effectively accessing these sources of information, manipulating it and communicating the information to beneficiaries (various users) and the careful sourcing for effective methods of information processing with effectiveness in the use of necessary technologies in achieving set goals in education sector in Nigeria.

Keywords: Accounting, Education, Information Communication Technology, Information Processing, Teaching and Learning.

Mobile Cloud Application Architecture through J2ME application using Web Services in Education Institutes

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J2ME (Java Edition2) Mobiles are low cost energy efficient with long battery life. In this paper we discussed and developed future proposed Mobile Cloud Application Architecture through J2ME application using Web services and SOA (Service Oriented Architecture). Mobile Cloud Computing as a new paradigm for mobile application storage data. Mobile devices are physically constrained devices; low processor speed, limited memory, limited battery, and slow intermittent wireless connection. This implies to take in consideration these factors when implementing web services for mobile devices. In this Paper we examined mobile cloud application architecture the concept of storage, memory and managing data in a Centralized repository through mobile using web service applying J2ME technology can be accessed from anywhere.

Keywords: Java 2 Micro Edition, offloading, cloud web services, SOA, Mobile Computing, Mobile Devices

Evaluation of the implementation of computer education curriculum in junior secondary school in Abia State, Nigeria

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This evaluative study investigated the level of the implementation of computer education curriculum in the junior secondary schools in the three educational zones in Abia state. Research questions were formulated based on the comprehensiveness and adequacy of the curriculum, availability of computer hardware with required facilities; qualified and proficient teachers for effective teaching and learning with appropriate teaching methodology and evaluation techniques employed in teaching computer education. Four research questions were posed on the availability of basic computer laboratory and appropriate teaching/evaluation techniques for effective implementation of computer education in the junior secondary schools in Abia State, Nigeria. Forty eight schools were used for the study which employed simple random sampling technique. A total of one thousand two hundred and fifty students were involved. Percentage was used to analyze the result of the three research questions while hypotheses and inventory list were analyzed using Chi-square (χ^2). Findings of analyses showed that computer education curriculum is adequate enough but the main objective of introducing this program in the junior secondary schools have not been fully achieved as a result of lack of computer hardware laboratory, incompetent teachers and poor teaching method.

Keywords: teachers, students, curriculum, implementation, facilities

My dream of an internet as a researcher

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The creation of World Wide Web has resulted in a change in technical and human relationships on all levels. “Highways and information parking lots”, large repositories and blogs are inexhaustible sources of knowledge that grow annually at full speed. Researchers in universities have a need “as essential as food” for this resource, which enables keeping up to date with current scientific and technological advances almost on a daily basis. However, web design and database search and access are pending tasks. This paper analyzes the deficiencies and problems that professors and researchers at the Technical University of Madrid face, reviewing the practical use and applications of contents. For this purpose the following study items have been selected: ease of access, search by topic and keyword, search in official organisms, universities and technological research centers, books and paper’s search (both open access and payment), etc. The authors propose a likely methodology of content access and distribution, by means of universal filtering databases and procedures of materials arrangement and distribution. Its application at a higher level remains to be done, an association of countries being a key factor for its start-up.

The role of ICT Education in Enhancing Teaching and Learning Techniques in Schools

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ICTs provide knowledge and resources that hold potential for both the teachers and their students to promote the level of understanding and skills empowerment. Access to technology is not only the availability of hardware, but a training approach that facilitates computer adoption. The use of information and communication technologies in education makes teaching – learning process effective and interesting. The realization of information and communication technology (ICT) literacy is a global and complex objective. Information and communication technology (ICT) has become, within a very short time, one of the basic building blocks of modern society. Many countries now understanding the importance of ICT and mastering the basic skills and concepts of it as part of the core of education. Organizations, experts and practitioners in the education sector are increasingly recognizing the importance of ICT in supporting educational improvement and reform. This paper addresses the convergence of ICT and education. When two technologies are converging to each other, together they will generate some great opportunities and challenges. This paper focuses on ICT-enhanced education, need of ICT in education, relationship between ICT skills and education, and opportunities and challenges in integrating ICT in education.

Keywords: Education, Information and Communication Technology, Learning, Teaching, primary and secondary schools

The West's epistemological colonization of education in the global South and the role of indigenous knowledges as a supplement or an alternative to the global architecture of education: The case of education in Africa and Latin America

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Oslo and Akershus University College

The paper discusses the hegemonic role of Western epistemology on learning and educational research globally, with a particular reference to Africa and Latin America. Drawing on case-study research in South Africa, Chile and Cuba, the paper explores the pervasiveness of the global architecture of education (Jones, 325, Breidlid, 2013) and how it impacts on learning and education. Moreover, the paper discusses indigenous knowledges as a possible supplement or alternative to the global architecture in the education system in the global South. The paper is based on field work in South Africa, Cuba and Chile where primarily qualitative data collection techniques were used to interview the various stakeholders in the education systems, viz. education, officers, community leaders, teachers, parents and students. The interviews were based on interview guides with open-ended and semi-structured questions. Moreover, documentary analyses of the relevant policy papers on education were conducted in the various countries. The paper queries the sustainability of the hegemonic epistemology both in the schools and academic institutions in the global South as well as in the face of the global ecological challenges, and discusses whether indigenous knowledges would better serve the pupils, students and researchers in the global South and thus help promote sustainable development. In the paper I discuss the introduction of Curriculum 2005 (C2005) in South African schools in 1996 and later revisions and question to what extent the education system and the curriculum address the culture, world views and epistemological orientation of the majority of the students (Breidlid, 2003). In the case of Chile I discuss the educational situation of the Mapuche, the biggest ethnic group in the country. My findings suggest that the indigenous population is completely marginalized epistemologically in the school curriculum. The government in Chile has never seriously questioned the privileged position of Western epistemology in the curriculum, with disastrous consequences for learning among the Mapuches. Cuba's education system is recognized by UNESCO (2011) and even the World Bank to be among the best in the global South. In the paper I explore briefly the reasons why Cuba's education system is so well reputed. Moreover, the paper discusses if Cubans experience the strong influence of Western educational ideas, i.e the global architecture of education, or whether Cuba has managed to steer a more independent, domestic course educationally. By way of conclusion I discuss the fact that the Cuban education system has to a large extent been indigenized, and is thus very different from the discourse in South Africa and Chile discussed above, and the global architecture of education.

Perceptions of secondary schools students towards the inclusive education in oyo state

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The field of special education has witnessed tremendous changes. The trend now is towards inclusion of persons with disabilities in the same classroom with persons without disabilities. This study aims at investigating the attitude of students towards inclusion of special needs students in some secondary schools in Oyo State. The research design for the study is descriptive survey. One hundred and forty eight students in inclusive classrooms were purposively selected for the study. Regular and special needs students participated in the study. The major research instrument used in

the study is a structured questionnaire. Pearson Correlation Coefficient was used to analyze the data. The study revealed that students would not possibly accommodate the special needs students, though they want to be integrated with regular students. The study further revealed that the relationship between the regular students and special students is weak. The findings of this study revealed the negative attitude of the regular students towards inclusion of special needs students which can seriously impede the progress of their inclusion in regular schools. There is need for monitoring of changing social and negative attitude towards special needs students to identify and circumvent any return to segregation and eugenic as the norm in the society.

Rethinking Rural Education: Making use of Indigenous and local knowledge to make mathematics education context appropriate

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This paper reports and reflects on a three year action research project based in rural Cofimvaba in the Eastern Cape, attempting to integrate indigenous and local knowledge in mathematics education practice. Traditional mathematics education philosophy, which underpins numerous current mathematics teacher education programmes, education policy, learner teacher support materials (LTSMs) and practices, often nurtures conventions that are not applicable to rural settings. Analysis of research on rural education suggests that identity, place and community should be a high priority when developing rural education programmes. Rurality intersects in troublesome ways with social class, and schools tend to reproduce long-standing community power relations by classifying, stereotyping and ultimately disabling underprivileged students. I argue that there is a need to anchor the teaching and learning of mathematics in the students' experiential habitat; thus, bridging the gap between children's local knowledge and classroom knowledge. This can be done through the integration of Indigenous Knowledge Systems (IKS) into school curricula. Incorporating IKS into mathematics education considers the distinctive history, geography, culture, and community of a place to be valuable resources for improving, and being enhanced by students' learning of mathematics. It has the potential to engage students with the mathematics inherent in the local land, community and culture therefore increasing relevancy for students and helping to sustain the local place. The paper reflects on the lessons learned while working in several schools in the Cofimvaba area and highlights the importance of context, reflection and interaction in rural mathematics pedagogy.

Greening the School Curricula with Mandela Legacies: Needs Assessment for Inclusion of Nelson Mandela Legacies in School Curricula in Africa

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Tshwane University of Technology, South Africa

Histories are bound to be made and easily forgotten when not passed from generation to generation most especially to the unborn ones. When a man has lived and worked wholeheartedly to become a celebrity and one of the world's greatest icons through his political intellect, wisdom, selflessness and unrelenting commitment to make the world a better place and Africa in particular, his legacies and what he lived for should not be forgotten. Those legacies be preserved and passed on to generations yet unborn as his qualities are hard to come by in African where corruption and other

vices are pronounced among leaders. It is believed that teaching Mandela legacies will promote values, culture, ideology, natural interest and common interest of South Africans, African nations and the world at large. Hopefully, it will help to make students have positive feelings by making them become accustomed to the idea that there are many life styles, languages, cultures and point of views and thereby building understanding among racial and cultural groups while boosting the appreciation of forgiveness and equity. It would make the curricula relevant to the experience of the students' cultural traditions and historical contributions of the nation's diverse population.

Primary level: Life and Times of Nelson Mandela, Who is Nelson Mandela?

Secondary level: Mandela's ideas should be taught. What he lived for and his achievement as manifested in the following: Inculcating spirit of hard work, pressing hard to achieve, endurance, forgiveness, selflessness, equal opportunities, ideas of democratic and free society and embracing all nations (How do we acquire these virtues, Lessons to be learnt)

Tertiary level: Philosophy of Mandela should be taught. Like other philosophers in education e.g Dewey, Bandura, Kurt etc the application of his philosophy to real life and present situation and education 'Mandela's philosophy of education' etc.

The scientific overview and linkages

Research questions

- 1) What is the general perception of the respondents on the needs for the inclusion of Nelson Mandela legacies in the school curricula?
- 2) Is there a difference in the perception of male and female teachers on the need for inclusion of Mandela's legacies in the school curricula?
- 3) To what extent will inclusion of Nelson Mandela's legacies in school curricula inculcate in students virtues of justice, equality, freedom, peace, compassion and forgiveness?
- 4) Is there any relationship between teaching Mandela's legacies in school curricula and helping schools to successfully meet the challenges of and benefit from the diversity that characterises South Africa and Nigeria?

Scope of the study: The study focused on the assessment of the need to include the teaching of Nelson Mandela's legacies in schools curricula through grades 1-12 (primary and secondary) in Nigeria and South Africa.

Theoretical frame work: Theory of social integration of Emile Durkheim (1858-1917), the relevance of the theory to the study.

Design: Descriptive survey method

Instruments: Questionnaire on curriculum needs assessment for inclusion of the teaching of Nelson Mandela's legacies in schools' curricula and Focus group discussion guide.

Data analysis: the collected data were analysed using descriptive statistics.

Having analysed the responses gathered for this study, the findings of the study clearly showed that the teaching and inclusion of Mandela legacies in the school curriculum will go along way not only preserving the memory but acquiring knowledge, skills and values essential for functioning in cross-cultural situation, as well as developing spirit of oneness, forgiveness and equity.

Realization of pragmatic aspect in interchange and Top Notch series

**Mohammad Naghavi, Abdullah Rezavi & Mahboube Nakhle
Islamic Azad University of Bandar Abbas**

The present study endeavors to investigate the frequency of occurrences and proportions of speech acts of complaints, compliments and requests in the four volumes of Interchange Series (4th edition) by Jack C. Richards (2013), published by Cambridge University Press (CUP) and Top Notch Series by John Soars (2012), published by Longman. This investigation is totally based on complaint model by

(Olshtain & Weinback, 1987), compliment model by (Wolfson and Manes, 1981), and request model by (Trosborg, 1999). The study depicted that the three series were rich in presenting these types of speech acts; however, in presenting them, there were one or two dominant responses. Afterwards, a Chi-Square analysis demonstrated that there was a significant difference in the proportion of complaint, compliments and requests strategies throughout the eight books. On the whole, the series provided learners with adequate amount of complaints, and compliments and requests, but with low variations in strategy types, which may result in learners not having sufficient pragmatic, conceptual, and practical knowledge of speech acts to utilize them appropriately in different contexts. In pertinent to the findings, it seems mandatory to incorporate more authentic and helpful instruction of speech acts parallel to the course books to improve the learners performance in real life communications and encounters.

Keywords: Chi-Square, Speech act complaint, Speech act of compliment, Speech act of request

The Influence of Home Environment on Secondary School Students' Academic Performance in French in Obudu Local Government Area of Cross River State, Nigeria

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This study examined the influence of home environment on academic performance of secondary school students in French language using some selected schools in Obudu Local Government Area of Cross River State, Nigeria. One hundred and thirty (130) students and parents were randomly selected from the study area. Questionnaires were used to gather data on gender, age, educational background of parents, socio-economic status of parents and family description. Data was analysed using simple percentage. Also, as hypothesized, academic performance of students is influenced by home environment. The research contends that parental involvement at all grade levels can assist in the academic and behavioural performance of students. Hence, it is suggested that similar research with relevant research methodology should be used in carrying out research in other states of the federation to ascertain the degree of conformity which this research have on the relationship between home environment and academic performance of students in French. Keywords: Home Environment, Academic Performance, Students, French, School.

Reflective and Creative Approach in Language Education

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Modern pedagogical technologies of teaching academic subjects, the rules of pedagogical communication of a teacher and the students, recommendations for the development of a student's personal and professional qualities occupy a significant place in a university's educational process. All these technologies, rules and recommendations require creative usage and taking into account the certain conditions and personal features of the participants of pedagogical process. 'Mechanical' usage of these technologies doesn't give the result expected, that's why we consider the usage of creative and reflective approach worked out by us to be advisable for stepping up the process of teaching the students and forming their creative skills. Creative skills of a medical student can be developed in the process of studying English (it is a compulsory subject in Russian universities), the

students study the professionally oriented course of English. Reflective and creative approach presupposes the presence of creative and personally oriented educational environment at the establishment of higher education. Studying at such an environment a student can become a person who is not only creative, but also responsible for the results of his future professional activity. Reflective and creative approach uses the elements of the system of balanced indexes (Norton, Kaplan, 2003). Unmanageable creative approach leads us to the edge of chaos, but the approach integrated with reflection helps to harmonize the process. The teacher should apply the aspects of knowledge management while teaching English for the medical students. The students can know the vocabulary (medical terms in English) and grammar rules, but their communicative competences are not developed. The reflective and creative approach helps to turn the information obtained at the classes into knowledge. Role plays, business games and didactic dramas worked out by us taking into consideration the specific features of the students' future occupation promote the development of the students' personal competences and the skills of verbal creativity. The system of knowledge management increases the effectiveness of teaching and transfer of the skills of professional communication to the students. The students learn to evaluate each other's opinions, try to understand each other, the academic group acts as a team.

Practical experience of using pedagogical technologies based on the reflective and creative approach while teaching the students of Kursk State Medical University English has allowed us to reveal some positive items:

- motivation and interest to studying English and attending the classes in it increases;
- the students' interest to the problems of the professional sphere modeled and performed at the classes in English increases;
- the experience obtained in the process of staging didactic dramas and taking part in role plays allows the proper evaluation of the possible real situations.

Keywords: language education, reflection, creativity, personal competences

Practicing what I teach: creative writing teaching innovations using blended learning

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'Equipping educators to address the current and future challenges of education in South Africa' is a core goal of the Stellenbosch University Education Faculty curriculum revision, in line with recent national changes to teacher training requirements (Minimum Standards for Teacher Education Qualifications promulgated in 2011). One of these challenges is literacy, including writing, while another is creative and critical thinking. In addition, there are increasing demands for creative digital literacy, required in the 21st Century workplace (Antonaci & O'Callaghan, 2011) and increasingly in schools. According to McWilliam and Dawson (2006: 9), there is a strong scholastic movement to 'unhook creativity from 'artiness', individual genius and idiosyncrasy, and to render it economically valuable, team- or community-based, observable and learnable, shift the focus to creative ways of thinking and doing that are observable and replicable processes and practices within daily economic, social and educational life', in other words to bring creativity within the realm of teachable and learnable skills, knowledge and values. The research project addressed in this paper is situated within these international, national and institutional scholarly and administrative challenges for language teacher educators. According to Esquivel (1995), teachers who have developed their own creative competency are more effective in enhancing students' creative abilities than teachers that follow a more traditional, rigid instructional approach, and thus one has to practice what one teaches. As a teacher trainer, I most wish to demonstrate to students that creative teaching and

enriching, engaging learning can be achieved efficiently and need not be excessively expensive or time consuming in a pressured teaching environment. This research constituted an experiment with a variety of blended learning methods in two language teaching modules: a compulsory B Ed undergraduate module and an elective B Ed Honours module. My methods were theoretically aiming to stimulate flow experiences (Csikszentmihlayi 1996, 1997 and Perry, 1999, 2009) in individual, paired and group activities designed to stretch students' Zone of Proximal Development (Vygotsky, in Woolfolk, 2010), enlist multiple intelligences (Gardiner, in Woolfolk, 2010), and utilize multimodal, multimedia 21st century skills for effective, engaged learning experiences. For blended learning to be effective, particularly with regards to creative writing teaching, an optimum balance of 'high touch' learning management systems technology and hands-on contact sessions needed to be struck. What my experimentation over the past 5 years, and documentation and theorization of my methods this year, has indicated, is that this balance needs to be maintained not only between face to face and online learning, but also between excellent planning and organization and flexibility, spontaneity and responsive teaching. Examples of success stories and challenges experienced will be discussed in the presentation. As the project was experimental, it involved mixed methods of gathering qualitative data. In this presentation, evidence to support my conclusions is presented in the form of photographs, teaching journal and student (electronic and hard copy) journal entries, online discussion posts, mobile phone clicker survey comments and recordings of a focus group interview and a class discussion. Ethical clearance and informed consent were obtained for the sharing of this data. While the focus of the research project was somewhat larger, for the purposes of this presentation the focus will be narrowed to the B Ed Honours module, which due to its small size allowed for more in-depth study. However, where apposite, parallel or contrasting experiences from the larger undergraduate module will be provided, as the two were interconnected in this project.

Factors contribute towards the absenteeism in rural Schools in Thaba Nchu, Motheo District in Free State Province

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The absenteeism at school is a challenge in most of the schools in South Africa and it affects academic performance of the learners especially in rural schools and it is a concern to the Department of Education (DoE), parents and educators. The learners who do attend school regularly perform bad in their studies because if they are absent they miss a lot at school and it is not easy to catch up alone at home. The purpose of the study was to evaluate the factors contribute towards absenteeism in rural schools in Thaba Nchu, Motheo District in Free State. Three rural schools in Thaba Nchu, Motheo District, Free State Province were selected to participate in the study. From the chosen school it was Grade 1-12 learners were selected to participate in the study and the daily attendance register were used. The respondents comprised of Grade 1-12 learners, male and female from rural schools in Thaba Nchu, in Free State. The qualitative study was designed to explore the factors contribute to the absenteeism in rural schools and questionnaires and interviews were used to collect the data. The results showed that teenage pregnancy contribute towards the absenteeism in rural schools, the poverty, unemployment and illness contribute also. The results showed that parents involvement has been identified as a contributory factor, since parents are not involve in the education of their children in terms of attending meetings at school and help them with school work. The study showed that learners transport contribute towards the absenteeism in rural schools since some of the learners had to travel from home to school without transport and

some are using the bicycles and if it is raining is not possible to use them. Lastly the results showed that health status of learners and teachers contribute towards the absenteeism at schools. The study recommended that the school must draw up the clear policy on absenteeism. Secondly the study recommended that learners must be provided with two meals per day and the school must start the agriculture project to alleviate poverty. The study recommend that transport must be provided to leaners that deserve it, the social worker and nurse must be allocated to the schools to address issues related to absenteeism. Lastly the study recommended that boarding school must be built at school to remedy the problem of absenteeism

Keywords: Absenteeism, Poverty, Unemployment, Transport, Parents involvement, illness

Mentor Maketh the Change

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NIIT University

In the midst of challenging times where learners constantly face emotive and learning risks, the need for having a strong, reliable and inspirational presence around oneself has become necessary. With mutation in the teaching-learning model from 'being lecture-centric' to 'becoming learner-centric' a definitive understanding has to be established in describing 'a mentor'. Etymologically, the word 'mentor' indicates different origins, 'as "wise advisor" from Greek mythology to numerous other sources in different cultures. In the context of present times, 'a mentor' can be defined as an indispensable positive presence that directs an individual's abilities in the right direction. Mentor-mentee association is thus a covenant bond of trust and constructive change that becomes the life-defining force for an individual. The mentor in her/his bonding with the protégée then becomes an enabler of thought and action- the catalyst for metamorphosis and the torchbearer of change. The primary aim of this research is to identify the contributory factors that create processes for individual development thru mentorship, the challenges of firming a mentor-mentee association in the contemporary context, the strategies to strengthen the association with a focus on specific value outcomes and elucidates specific instances where the mentoring process has created resounding success for individuals. Finally, the paper shares a leading-edge 21st century Mentoring Model based on the information processing approach that sets the movement for innovation and change.

Keywords: Leadership, teaching, learning, mentor, mentee, change, development

Obtaining Student Feedback through NGT for course delivery redesign: A case for Botho University, Maun (Botswana)

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Feedback is a very essential tool in achieving quality management in all kinds and forms of business (Hattie and Timpely, 2007). Tertiary institutions worldwide have adopted various ways of collecting student views about their learning and educational experiences. This study explored the use of NGT to provide new ideas that would make students grasp concepts deeper in CSA module in the Faculty of Computing at Botho University. A cohort of 120 students enrolled in a 2nd year computing degree at undergraduate level, participated in the activity. The technique explored both qualitative and

quantitative components in a structured interaction. Idea generation is very crucial in the course delivery redesign. It is a new idea which can help students to become more knowledgeable and grasp module concepts in order to succeed in their examinations. The NGT involved individual participants working alone though in formal group settings. This study investigated how NGT is used to extract a pool of views to redesign course delivery based on the input from students. The study further discussed the methodology of implementing the technique to gather ideas on how best to tackle and understand the topics in the CSA module, in preparation for the final examination. Finally, the findings were used to redesign module delivery techniques that best suited the different types of learners amongst the cohort.

KeyWords: NGT, Feedback, Module, NSSE, CSA, Structured Interaction, Course Delivery.

Reducing Examination Malpractices in Nigerian Schools through Effective Continuous Assessment (C.A) Techniques as an Alternative to One-Shot Examination in Osun State, Nigeria

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The study assessed the usage of effective Continuous Assessment Techniques in reducing examination malpractices in Nigerian schools rather than the use of one shot examination in Ilesa East Local Government Area of Osun State, Nigeria. The population for the study consisted 160 participants, consisting 80 males and 80 females drawn through stratified random sampling technique. The study used descriptive survey design. They were Year II students-teacher in training from Osun state College of Education Ilesa and teachers in service in secondary schools. The instruments used were Students' Questionnaire on Effective Continuous Assessment Techniques (SQECAT) and the Secondary School Teachers Questionnaire on Effective Continuous Assessment Techniques (SSTQECAT). Two research hypotheses were formulated to guide the study. The hypotheses were tested using simple percentage and independent T-test statistical techniques. The result of the analysis showed that there is a significant difference in students' and teachers' attitude to Continuous Assessment as an alternative effective technique in reducing examination malpractices in Nigerian schools. On the basis of the results it was recommended among others that it would be better to adopt the effective and proper implementation of the techniques of Continuous Assessment in Schools as an alternative to one shot examination in Nigerian Schools which would help in reducing examination malpractices, make students work harder and make teachers become more innovative.

Keywords: Examination Malpractices, Continuous Assessment, One Shot Examination

Leadership Style of Public Elementary School Administrators in Selected Schools of Quezon Fourth Congressional District

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The study was conducted to identify the effective leadership styles of the public elementary school administration to avail high performance of their duties on the educational performance of their

duties educational development of their pupils and teachers using different types of power such as Reward Power, Coercive Power, Legitimate Power, Expert Power and Referent Power. The study employed the descriptive method through quantitative research approach. Majority of the respondents were female with the total number of 73 out of 102 public school administrators respondents compare to the rate of male with the total number of 29. It has revealed the abstract of the respondents' responses regarding the styles of leadership they had in performing their duties as school administrator's shows that referent type of power obtained an average of 4.608% belongs to the interpretation scale of "strongly agree". The Reward type of Power took the second places with the 4.074% average interpreted as "agree". The Expert type of power obtained by its administrators.

Perceived Challenges of Implementing the Performance Management System in Zimbabwean High Schools

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Teaching quality is generally believed to be one of the most important in-school factors that influences student learning as well as quality of education at both organisational and individual level. Consequently, educational leaders and managers now direct a lot of focus on the management of teachers' performance and their development. Managing teachers' performance is critical as it helps them continuously improve their skills, which ultimately is regarded as a pre-requisite for student learning success irrespective of the level of study. Therefore, the need for proper monitoring, measurement and appraisal of teaching performance has become a focal point of many conversations and practices around the improvement of student learning outcomes. Through this process, areas in which teachers need further support and development will come to the fore and will inform institutional professional development programmes for teachers. Acknowledging the key role that teaching quality plays in improving classroom practices and student learning outcomes, many governments have adopted the performance management system (PMS) as an instrument of improving educational standards. While the performance management system offers a lot of hope on how to improve educational quality, very few educational organisations have been able to really implement and effectively utilise its potential. Although the PMS has gained widespread usage in the corporate world, its effectiveness in Zimbabwean high schools has generated a lot of controversy amongst teachers, school heads and educational managers. This study therefore seeks to examine challenges experienced in the design, implementation and functional use of the performance management system in a cluster of high schools in Zimbabwe. A qualitative case study design was used. The study used the goal setting theory as the lens with which to explore the problem. The sample for the study was drawn from five high schools which were purposively selected from one cluster of schools in Masvingo province of Zimbabwe. The sample comprised forty school teachers who were randomly selected on the basis of seniority and five school heads from the five schools. Data for the study were collected using questionnaires and unstructured interviews. The study established that lack of or insufficient training on the performance management system (PMS), misuse of the system by school heads, failure by school management to provide staff development programmes, lack of meaningful reward as well as shortage of resources were the major obstacles affecting the successful implementation of the performance management system. Recommendations thus mainly focused at ways of alleviating these impediments so as to revitalise the PMS.

Perception of Educators on Provisioning of Infrastructure in Rural and Urban Schools: A Comparative Study

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The paper compares the perceived views of rural and urban schools' educators regarding the infrastructure in their work environment. One-on-one interviews were used to collect data. The interviews were conducted with two women and five men purposefully selected from the study site. The results show that educators identified a number of issues that they felt plays a role in the learning and teaching environment. In most cases, rural educators painted a bleak picture regarding poor infrastructure compared to their counterparts in urban areas. The results suggest that there is much to be done to improve infrastructure provisioning in rural schools, if they are to be on the same level with urban schools. Conclusions and recommendations are advanced.

Keywords: Rural schools, Urban schools, Infrastructure, Resources, Educators

Ingredients to effective leadership and change in South African schools

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Ngobeni (2009) is convinced that any transformation that may result in improvement of the safe schools will depend on bold leadership and new ways of doing things (change) brought about by the school personnel. Such conviction therefore leads to taking a close look at leadership and change which underpin the development of effective schools. Effective leadership is necessary for the development and continuing improvement of any educational institution (Foster, Agnes and Rahinet, 2007:506). It promotes excellence, communicates progress, actualizes the vision, allocates resources properly and supports people. A successful school has a principal with a driving vision who imbues decision and practices with meaning, placing powerful emphasis on why and how things are done. The principals of such schools see their major function as instructional leadership to sustain commitment, set standards for performance and establish norms and taboos for adult-learner relationships. Successful schools have leaders who:

- Make decisions based on achieving positive best results for learners, rather than maintaining an established order of the system
- Recognize individual differences in learners and educators to meet their needs
- Use a mix of top-down and bottom-up decision making processes
- Promote high staff morale, parent participation, continuous learner-educator development supported by improvement plans that are regularly reviewed, updated and discussed openly with the School Governing Body (SGB)
- Stay abreast of current educational trends
- Articulate the school vision and mission
- Demonstrate flexibility in dealing with change and willingness to experiment
- Respond to needs of culturally and linguistically diverse learners
- Remain focused on the possibilities and opportunities instead of barriers (Prew, 2007:450).

Gusky and Peterson (1996:11) state how several studies have disclosed that successful schools provide training to an array of school level participants including parents and community members to help them become more capable participants in the schools' efforts to gain a common understanding of where the school is and where it wants to be. Those involved in these efforts are

always helped to speak the same language. Leadership remains the key to all successful efforts in this regard.

Keywords: Effective leadership, change, norms and standards, Integrated School, Improvement Plan and recruitment and selection

Adapting strategic marketing management methodologies into career planning processes: An interdisciplinary and comparative study

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Heuristics, otherwise known as mental shortcuts, are experience-based techniques used to learn, discover or solve problems. They usually offer a solution which is not guaranteed to be optimal. Heuristics are used to speed up the process of finding a solution through mental shortcuts to ease the cognitive load of decision making. A rule of thumb, an educated guess, an intuitive judgment, stereotyping, and common sense are some examples for heuristics. Career-related decision making processes pursued by many people are observed to contain various heuristics. Any career decision taken by shortcuts instead of pursuing comprehensive data gathering, analysis and synthesis processes are very likely to end up with drastic opportunity cost forgone. The New Oxford American Dictionary defines opportunity cost as "the loss of potential gain from other alternatives when one alternative is chosen". While making a career decision, a person is very likely to be confused among the alternatives or s/he may tend to feel that s/he is restricted by very few alternative career paths. In either case, instead of a data or market-oriented approach, people tend to base their decisions on heuristics. The most frequent and misleading one is to develop an idea about something without having sufficient data or information, carefully gathered from a variety of true, updated and trustworthy sources. While a random or quick decision made in rush and by poor data end up with a wrong career choice and thus severe opportunity cost forgone, people who build their careers on elaborate data about the micro and macro environment they exist are able to overcome the drawbacks of information asymmetry so that they minimize any likely opportunity cost. Information asymmetry assumes that at least one party in a transaction owns relevant information whereas the other(s) do not. In short, to gain a competitive superiority over the rivals in the job market and to maximize the probability of finding the optimal career path, information is the power. In this presentation audiences will be offered a strategic thinking model, systems thinking, that will enable you follow a proactive, systematic and well-organized data gathering methodology, which will be followed by an implementation stage. Although having a comprehensive data gathering seems to occupy a lot of energy and time, any action built on weak pillars is very likely to end up with failures or high opportunity cost forgone. A proactive approach will enable to foresee the outside reality, take the necessary actions to close the gap between the specific expectations of the job market and a person's competencies and thus, start building the future right now. In that sense, career planning process has many resemblances with environmental scanning units of companies. In order to excel in competition, a person should heavily invest on researching the constantly-changing external parameters and develop him/herself through the dynamic needs of the developing world. This study finds out myriad similarities between strategic marketing management methodologies used to build future of a corporation and career planning processes of an individual. In that sense this action research study instills an interdisciplinary and comparative mindset and vantage point.

Empowering Students to Lead the Learning Journey

Abdou Ndoye
Qatar University

This presentation is grounded in social learning theory that stipulates that learning is socially constructed (Bandura, 1971). Social interaction during learning is crucial for the development of appropriate, durable and transferrable knowledge since we learn best from our peers. Further social interaction allows learners to take leadership of their learning, and gives them the power they need to adapt learning to their social, cultural and environmental contexts as well as their previous experiences in order to develop durable and meaning knowledge and skills. One of the main outcomes of social interaction remains the opportunity to bring their own perspectives into the learning journey so that it best suited to their prior experiences and contexts, facilitated by feedback gathered from peers. Through feedback, learners self-regulate their own learning (Liu & Carless, 2006), and able to monitor their own learning. This session will present how self and peer assessment techniques have been used to allow students to take leadership of their own learning by making each one of us a facilitator of and also contributor of his or her own learning as well as the learning of others. The presentation will also highlight how using peer and self-assessment can help foster a collaborative and cooperative learning environment, as well as promoting the adaptation of new learning to prior experiences and also context of potential application whether social or cultural etc.

Standards and Quality Optimization of Higher Education Programmes in Developing Countries: Methods and Strategies

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This paper examines the issue of standards and quality of education in developing countries with specific reference to West Africa. It recognizes quality education in any country as an important ingredients in meeting with the world global educational standards, however, its been observed that most outputs of higher education programs in some developing nations lack the competitive ability to positively prove themselves in the global market in terms of standard and quality delivery. This is essentially true when we observe that most developing countries has over the years remain technologically undeveloped despite the massive progress made on their educational programs and policies over the years. In most developing countries today, there is mounting concern about the state of schooling at all levels. This is rooted in the realization that literacy levels and academic achievement will determine individual's job attainment and earning as well as the general economic well-being of the society. Moreover, the quality of life in the society will be affected by the level and quality of social skills acquired in schools. It is in line with this that the paper looks at the various issues bordering on standards and quality of higher education in developing Countries with specific reference to West Africa and suggests different options and strategies which can be used to further improve it especially, at the tertiary level.

A study of challenges of school safety acts and procedures in North West province in republic of South Africa

**E.T Ngobeni
Northwest University, South Africa**

School safety is the educational right of every learner. Every learner has the right to receive education in a safe and orderly environment. It is the responsibility of every educator to be aware of constitutional laws regarding school safety to avoid legal liability for any damage or injury to the children under their care. The main purpose of the study was to investigate school safety issues and challenges facing schools in the North-West province. Out of the 410 secondary schools in the province, 50 schools were randomly selected for the study. The tool used for the empirical study was questionnaires. From each of the 50 schools selected, 10 respondents were requested to complete the questionnaire. The respondents were the principals, deputy principals, heads of departments and educators. The research design used in the study was a mixed mode approach, both quantitative and qualitative. Data was collected from the randomly selected sample of the population using a questionnaire. Analysis of collected data through questionnaires was done on a Chi-square test of independence. Chi-square test of independence was used to determine the statistically significant difference between different categories of the population. From the findings of the empirical study and literature review, a guideline for school safety was developed which could be used in schools to improve safety and security of learners and educators.

Keywords: School safety, abuse, harassment, racism, weapons in schools, vandalism and bullying

Reframing learning as democratic practice: Aligning astute leadership, humanity and morality

**Fay Patel
Monash University Malaysia**

It is time to reframe learning as democratic practice: practice that is liberating, inspiring and empowering and which aligns wisdom in leadership to humanity and morality. Learning as democratic practice liberates learners, teachers and administrators from oppressive power relationships to mobilize them as learners and situates knowledge at the core so that it is respectfully and intellectually contested at every opportunity. Contestation ensures that oppressive behaviours, policies and practices are challenged and paves the way for negotiating equity, inclusivity and diversity as foundational pillars of democratic learning practice. In this framework, leadership is perceptive, learning and teaching is humanized, and morality is upheld. This framework ensures the revitalization and reshaping of learning design and practice on an ongoing basis through transformative reflection. It ensures that learners (includes students, teachers and administrators) are empowered to act on their convictions bringing meaningful and sustainable change that benefits both local and global (glocal) communities. The paper identifies critical areas of administrative and academic practice that require realignment of perceptive leadership with compassion and integrity. The author highlights the apparent contradictions and disconnect between the vision and mission statements adopted by higher education institutions and their learning design agendas. In a critical reflective review of the international learning and teaching landscape, pertinent questions are raised. It is through critical self- reflection on our transformative reflective journey that we come to assess our value in contributing to the common good. In this respect, we must take responsibility and be accountable for our actions and non-actions because we are expected to lead with integrity those who place their trust in us. In aspiring to uphold the

tenets of a democratic society in which humanity is the guiding principle, learning and teaching as democratic practice challenges the status quo and requires leadership that is wise, moral and humane.

Factors affecting grade 12 learners' performance in mathematics at Nzhelele East circuit: Vhembe district in Limpopo

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The quality of education in South Africa has come increasingly under the spotlight due to many reasons. Learners' performance in mathematics is one of the concerns. Learners in secondary schools in Nzhelele East Circuit in Limpopo province, South Africa are not performing well in mathematics. Learners who want to pursue career such as civil engineering, doctors and other qualification where mathematics is a prerequisite find it difficult to follow these careers. The study used focus group discussions with twenty grade 12 learners and semi- structured interviews with six teachers to investigate factors affecting grade 12 learners performance in mathematics in secondary schools in Nzhelele East Circuit in Limpopo province, South Africa. The study highlighted socio-cultural and psychological factors that are seen to be barrier in mathematics performance.

Keywords: Psychological factors, learner performance, grade 12, mathematics

Mathematics teaching and learning in South African rural schools: challenges and required support

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From recent statistics, the challenges of teaching and learning mathematics is still real and cannot be ignored because of the role of mathematics in the education and development of any nation. South Africa as an emerging economy cannot afford the long term implications of not finding a solution to the teaching and learning of mathematics in schools. In-service teacher training programmes have to be implemented on a regular basis. Teachers must be supported keep abreast of curriculum changes and new developments in their field. The study employed a qualitative case study design to investigate the support required by teachers to optimally teach mathematics (conduct their teaching responsibilities in Mathematics). The participants were five teachers in rural schools in Mpumalanga. The data collection methods included observations, focus group discussions and semi-structured interviews. The results/findings indicated that the teachers considered language as significant barrier to their teaching and their learners' comprehension and achievement in mathematics. The language of instruction and lack of corresponding Mathematical terminologies in the local languages featured prominently as barriers to the learning of Mathematics. The long term teaching staff stated that there was no adequate support for them with the topics they found challenging in the CAPS document. This translated to little or no change in their pedagogy.

Keywords: Mathematics, teaching and learning, teacher training, teacher support, barriers to learning

The circular model for sharing the blame for students' underperformance in mathematics

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The students' performance in mathematics is cause for concerns for parents and the state alike. This subject is the one which everyone in the spectrum of any educational system takes in primary and secondary school. There is no doubt of the importance of mathematics in life. Most people would agree that they use daily in their work place either one or some of the many topics of mathematics including the Phytagorean theorem, fractions, decimals , percentages, ratio, properties of angles, continuity, probabilities, frequency, distribution statistical inference. This paper is aiming at the manner the blame for the students underperformance should be shared among the stakeholders. A linear model of blame assumes there is one party on top of the chain and blame is just pushed down until it gets to the bottom of the chain. In a constructive fashion, success or failure in our education system results from a collective action; thus a circular model of sharing blame among stakeholders.

Those who engage: Learners' mathematical reasoning when generalizing from number patterns in the general education and training phase in one South African high school

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This article explores the learners' mathematical (algebraic) reasoning when generalizing from number patterns in the general education and training phase. Data was collected from a school in greater Johannesburg urban area by means of a questionnaire based task involving number patterns. The mathematical reasoning of the grade 9 participants when generalizing from number patterns was examined within a commognitive framework (Sfard, 2008). According to this perspective, thinking is a special activity of communication in which a participant of a discourse engages. The participants' responses to questions in the questionnaire based task were examined and qualitatively categorized according to particular aspects of the discourse they used, specifically routines (strategies) and visual mediators. The participants' generalization routines were further classified into one of the following three main categories; numeric, figural and pragmatic generalizations. The participants' use of visual mediators within or across generalization routines was also analyzed. The analysis focused on how learners derived rules for the n th term and what kind of justifications they gave for their responses. The results strongly support the notion that students' algebraic reasoning when generalizing in number patterns is intertwined with their choices of routines and mediators. Most learners used recursive routines while a few used explicit routines (which in the study are classified and categorized as numeric routines) and number-mediators dominated when generalizing in mathematical patterns.

What knowledge of learners' learning difficulties do mathematics teachers have and demonstrate during classroom practice

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Pedagogical content knowledge (PCK) comprises of subject matter content knowledge, knowledge of instructional skills and strategies, conceptions in statistics teaching, and learners' learning difficulties. This study focuses on the knowledge of learners' learning difficulties for teaching statistics. Data was collected from six mathematics teachers using teacher conceptual knowledge exercise (CKE) in statistics, senior certificate results in mathematics for at least two years, reports from subject advisers at the department of education, peers and Principals of secondary schools where these teachers are teaching. This study adopted a qualitative research method. The data on teachers' knowledge of learners' learning difficulties were collected through a teacher CKE, lesson observation, questionnaire, teachers' written reports and document analysis. The result shows that the mathematics teachers possess varieties of specific mathematical knowledge (instructional skills and strategies) which they use to identify and address the learning difficulties in statistics teaching. The implications for mathematics teacher education programmes are also discussed.

Investigating teacher code switching consistency and precision in a multilingual Mathematics classroom

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This study investigated teacher code switching consistency and precision in a secondary school multilingual Mathematics classroom in South Africa. Data were obtained through observations and interviews from three Mathematics teachers purposively selected from three schools in the Eastern Cape Province. Data were analysed using the works of Gumperz (1982), Mercer (1995) and Dowling (1998). Results showed that code switching frequency was inconsistent across teachers. Code switching frequency by these teachers was consistent during questioning-TQ and explaining-TE when teaching. Teachers consistently operated most in the public domain and least in the esoteric domain. Some IsiXhosa teacher translations of mathematical terms were consistent and precise and some were not. This study concludes that best practices for code switching need to be established to promote code switching that is systematic and beneficial to the conceptual understanding of Mathematics in secondary schools.

Keywords: Code Switching, Consistency, Precision, Multilingual

An Investigation of Difficult Topics in the Senior Secondary School Mathematics Curriculum as Perceived by Student Teachers

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This study investigates difficult topics in the senior secondary school Mathematics curriculum as perceived by student teachers. The study also investigated the influence of teachers teaching

experience and gender differences on their perception of Mathematics topics. The participants consisted of 30 male and 30 female students drawn from two tertiary institutions in Lagos state through stratified random sampling procedure. The relevant data were generated using Mathematics Topic Difficulty Assessment Questionnaire (MTDQA). The instrument has a reliability coefficient of 0.87 when tested during the pilot study. Five hypotheses were formulated and tested all at 0.05 level of significance. Results obtained indicated that there exist a significant difference of teachers teaching experience and there were no significant gender differences on their perception of Mathematics topics. Based on the findings of this study, some conclusions were drawn and recommendations were made.

Keywords: Difficult Topics, Student Teachers, Gender.

Metamorphosing Instruction in Mathematics Education at tertiary levels to attain 21st Century Scholarship in Nigeria

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Transforming mathematics into a scholarly enterprise means not only transmitting knowledge, but extending it as well. Numerous characteristics have been shown to impact positively on learning outcomes in students. These include maximizing the time available for learning through good organization and rule setting, presenting information in a clear and well-structured way, engaging in meaningful sophisticated discourse, teaching learning strategies, and offering a supportive learning environment. These characteristics which are indicative of learning experiences of students transform into scholarship. The area of importance for scholarships in mathematics instruction is in the mathematics teachers' diagnostic skills which have to gauge their students' learning motivation and prior knowledge. Mathematical scholarships involve tasks that play a dominant role in mathematics instruction than in other courses. In spite of the importance of mathematics in nation building stressed over the years at various levels of education in Nigeria, there are numerous challenges in mathematics instruction. Most researchers have been focusing on students' characteristics and provision of infrastructural facilities, thereby neglecting the teachers who are involved in the teaching process. This study looks at the constraints in mathematics instruction at the various levels of education in Nigeria. The design for this study was Ex post facto. A total of one hundred and ninety eight students on mathematics education project works were investigated from three tertiary institutions in Rivers state of Nigeria. Random sampling was used to select data based on some criteria. Data were collected using a questionnaire (based on making teaching and learning public, accessible and evaluated) that was developed by the researchers. The research questions were answered using mean and standard deviation while the hypotheses were tested using t-test statistics and analysis of variance at 5% level of significance. The result of the study revealed that teaching and learning of mathematics consistently generates interest among scholars over the years. There was a significant difference on the instructions made public than those that were not. There was significant difference on the accessibility of research-based instruction on mathematics teachers. There was significant difference in the levels of mathematics instructions on teaching and learning. In the light of the findings, it was recommended among others that teachers should be encouraged to adopt metamorphosing instruction in mathematics education to facilitate students' achievement of mathematics concept. Based on the findings, it was also recommended that workshops, seminars, and conference should be organized regularly for these teachers to help them improve on their skill levels. The study recommended among others that researchers on classroom

instructions in mathematics education should be made accessible by teachers for utilization in teaching for improvement in student enthusiasm and achievement in mathematics.

Keywords: Mathematics education, instruction, Teaching and Learning, scholarship, metamorphosing, 21st century

Effect of computer assisted instructional strategy on senior secondary school students' attitude towards latitude and longitude in Ogun State, Nigeria

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In spite of the compulsory status of mathematics and its uniqueness in scientific and technological discoveries, it is evident that Nigeria Senior Secondary School Students often exhibit poor disposition towards latitude and longitude. It is a topic in mathematics associated with mensuration. Various stakeholders in mathematics education have made efforts over the years to improve the teaching and learning of the topic with little or no improvement as revealed by the Chief Examiners' reports. This study sought to investigate if Computer Assisted Instructional strategy could be used to positively change the attitudes of 316 second year Senior Secondary School Students towards the learning of Latitude and longitude in Ogun State, Nigeria. Pre-Test and Post-test control group quasi-experimental design was adopted for the study. Questionnaire on Students' Attitude towards Latitude and Longitude (QSALL) was administered on the sample and the post treatment scores were subjected to Analysis of Covariance (ANCOVA) using the pre-treatment attitude scores as covariates. The independent-samples t-test at 0.05 confidence levels was used to compare means of the two groups at two levels, namely gender and subject categorisation for possible significance difference. The results indicated significant main effect of treatment in which the participants exposed to CAI had the higher post treatment attitude mean scores towards the learning of Latitude and Longitude than those that were not exposed to CAI. However, there was no significant main effect of gender and subject categorization on students' attitude towards the learning of latitude and longitude. Findings revealed that CAI was more effective in promoting students attitude toward latitude and longitude. Thus, it is recommended that this instructional strategy be used to positively change students' attitude toward the topic.

Keywords: Computer Assisted Instructional Strategy, Attitude, Ogun State, Latitude and Longitude.

Effects of Problem Solving Heuristics in the Learning of Mathematics

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The goal of the study is to explain the relationship between real world problem solving and mathematics concept development and explore ways in which findings can be translated into main stream classroom practice. The paper identifies teachers role as one dimensional to a multidimensional factor through which learners can construct mathematical knowledge as real world problem solving is integrated into the development of mathematical concepts. The research explains multidimensional concepts identified through which learners develop mathematical

concepts as they work through real world problems using the method of heuristics. Mathematical modelling is identified as a powerful problem solving heuristics that treats mathematical conceptual development as an integral part problem solving. The study was investigated through empirical study and literature study. The results suggest that Integration of real world problems with mathematical concepts improve learner's mathematics concepts developments.

Constructing a Psychometric Framework for Test Use in schools

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Objective: The study investigated the structure and content of a psychometric framework for use of tests in Botswana primary and secondary schools. Two-thousand and ninety-nine educational consumers, educationists (= 162), parents (n=382) and children (n=1555) participated.

Method: The participants completed a survey on developmentally appropriate considerations for the use of tests in schools, including preferences for accessing the tests, domains for assessment and use to which test results could be put. Data were analyzed using Multidimensional Scaling and Hierarchical Cluster Analysis.

Results: Participants' data suggested a psychometric framework spanning the following clusters: guidance and counseling, learning readiness, personal development, societal influence and socialization. Students across developmental stages preferred to access psychometric services through their class teachers and counselors. Parents perceived a role for the school administration in supporting student access to psychometric tests.

Conclusion: A demand driven psychometric framework prioritizes the learning support needs of parents and students.

Factors contributing towards academic effectiveness of schools in ngaka modiri molema district, North West Province: what are they doing right?

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This study is aimed at examining factors that contribute to academic effectiveness of schools in Ngaka Modiri Molema district of the North West Province, South Africa. Literature gave clarity on the aspects such as academic effectiveness and those factors that contribute to effective learning in schools. Participants were 63 in all comprising 3 School Governing Body members 15 principals, 45 educators. There were 34 women and 29 men with ages ranging between 25 years and 44 years. Qualitative and quantitative research methods were used. Questionnaires were used to gather information from respondents. To corroborate the information in the questionnaire, interviews were also used. A literature study was done to compare how different books addressed school academic effectiveness. From the data analysis, results indicated the following themes (a) effective schools (b), characteristics of effective schools and (c) learning in effective schools. The qualitative variable consisted of reasons for effective schools, namely (a) the need for strong leadership (b), educator qualification (c) availability of resources and (d) safety in schools.

Investigating the Relationship between emotional intelligence and metacognition in male and female students of Payame Noor University Shadegan.

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The desire to know and attempt to know and understand the characteristics of human existence is inseparable. Hence, the human mind has always involved a lot of questions. In the meantime, the basic question about knowing what the person knows, and knows how and how far has its own place. Questions of this kind lead us to the conceptual that today's psychology of learning is called metacognition. The Idiom metacognition is used by favul for first time in 1976.then can obtain the self-knowledge in cognition product or other things related on it There are many definition of metacognition: awareness of the person of process and strategic cognitive (masters1981; quoted Flavl, 1985), Thinking about thinking (Brown, 1984, quoted by Glover and Browning, 1990), Knowledge and control about thinking and applied learning activities (cross and Paris, 1988), knowledge about knowing (Miller, 2002; quoted by Tarkhamh, 1388) and individual knowledge about how their own learning (Slavin, 2006, quoted Saif, 1386). Metacognition is the key for cognitive ability, which allowing people to control their ideas and reconstruction and plays the basic role in learning (Gass and Wiley, 2007; quoted by Tarkhamh, 1388). The start date of intelligence is same time as studies as almost the independence of the psychology. Research in this area can be pointed Galton in 1869 and 1883. But if the basis of the beginning of intelligence Askyrvl Studies (1838 AD), and even the date construction of the first intelligence test (1800) is placed, the history of began the study of psychology dates back to before independence and the formalization. The main aim of the research was to explore the relationship between emotional intelligence and metacognition in male and female students of Payam Noor University Shadegan. Findings show that there is significant relationship between emotional intelligence and metacognition in female students, there is a significant relationship between emotional intelligence and metacognition in male students, and there is a significant difference between male and female students in emotional intelligence and metacognition

The zone of academic development in the digital age: Mobility, connectedness, and ecological approaches to learning and teaching

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What is the nature and purpose of academic development in a contemporary university? The answer entails a journey across the multiple meanings and variation in conceptions of academic development work. It is proposed that a transformative conception of academic development that is aligned with the emerging paradigm of ecological postmodernism (Spretnak, 1997) is an appropriate pretext for academic development in the digital era of the 21st century. While various philosophical perspectives have been suggested as a basis for then development of academic development theory, the particular ideas of ecological postmodernism have not yet been addressed in the scholarship of academic development. The theory of academic development is for the most part concerned with the teaching and learning implications of the deep/surface metaphor emerging from research into student learning in the late 1970s and 1980s. An integrated perspective on this research points towards an ecological understanding of teaching and learning. Wider debates about the nature of knowledge and critiques of the research university also point towards ecological understandings as a counter to the imbalances and excesses of modernity. The zone of academic development (Frielick,

2004) is a concept that integrates, or at least establishes a dialogue between these two areas of thought, and in the process provides a coherent definition of transformative academic development work in the contemporary university. The zone of academic development is also a metaphor for the processes of individual and organisational learning that manifest in a transformative approach to academic development. This is primarily aimed at epistemological change in conceptions of teaching and learning. This epistemological change is essentially a paradigm shift from dualism to ecological thinking that is informed by the emergence of a unified philosophical framework for understanding biological and social phenomena (Davis, 2004). The primary academic development process for facilitating this paradigm shift is an ecological approach to teaching/learning that is underpinned by the concept of enactive coherence. This concept is a step beyond the model of constructive alignment that informs many understandings of learning design (Biggs, 1999). Recent theoretical developments such as connectivism (Kropf, 2013), and the rapidly increasing uptake of mobile devices and social media in learning (Traxler, 2010), place further emphasis on the importance of ecological approaches. In the current era the concepts of networks, connectedness and digital ecosystems are becoming more prevalent as theorists and practitioners grapple with the challenges of 'disruptive innovations', massive open online courses, and open educational resources. The presentation will draw together the emerging threads of theory that are beginning to connect the more technical discourses of educational technology with biological and ecological understandings of cognition and learning. Examples from practice in a range of New Zealand research projects will illustrate the theoretical approaches.

Text competence and meta-consciousness in Norwegian RE (RLE)

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According to Gee, "literacy" is basically "mastery of a secondary discourse", making such mastery one of the main objectives for the school. In RE quite a few students are crossing cultural and epistemological borders whenever moving between home and school. If not handled appropriately, the disconnection between the epistemology at home and at school may alienate many students in the classroom, limiting understanding and learning. This is also related to awareness of the inner diversity of various religions. Through a qualitative study, I have explored whether students in grade 10 develop text-competence and meta-consciousness in RE. Through analysis and observation I found that awareness of secondary discourses was practically absent from the teaching units and that consequently most students were operating through their primary discourses, resulting in a focus on feelings and opinions, more than on knowledge and reflections. Only few of the students managed to see various perspectives in the texts and understand how conflicting texts were based on different discourses. These students were mainly students coming from homes with a certain familiarity with the "school discourse" and a cultural capital corresponding to that in school. The paper presents and discusses the level of text-competence in RE in two grade 10 classrooms as well as the level of meta-consciousness about the inner diversity of the various religions, underscoring the importance of teachers having literacy competence on the various representations of religion, in text and in religious practice.

The Change Laboratory as a research intervention at a Cape school

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This paper outlines a research in progress in which a form of research intervention known as the Change Laboratory is used to examine processes of organisational change within an educational context. Tracing the application of this research methodology, the paper describes the theoretical framework on which the Change Laboratory is based, and relates this with its practical application in a school setting. Thus, it looks at the ways in which the teachers and management at a high school in Cape Town make use of the specific setup of the Change Laboratory to engage with each other in order to develop tools to improve their work activity, namely teaching, and their organization, the school. In terms of findings, the paper briefly presents the initial individual interviews and observations together with the first Change Laboratory session to show how the starting point of the research intervention was arrived at using the principles of developmental work research. The analysis of this data then identifies some of the contradictions experienced by the teachers in relation to their shared object of establishing a conducive learning and working environment, and the dissonance existing within the school. These contradictions are shown to be the driving force of the Change Laboratory where new forms of activity can be developed in accordance with the cultural-historical activity theory (CHAT) principles of expansive learning. Thus the paper describes how the teachers, with the aid of the researcher, would relate past, present and future scenarios of their professional practice, to similarly historically evolving theoretical models and recorded empirical data in an effort to re-design the educational praxis at the school. It shows how, at this stage of the research, a relational conceptualization of teacher professionalism is being explored through the theoretical and empirical components of the Vygotskyian method of double stimulation employed by the Change Laboratory.

Pupils' Difficulties and Errors in Learning Science

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This study considers the results of a diagnostic test of pupil's difficulty and contrast the difference in academic achievement between the lower attaining percentile and the higher percentile. This illustrates a difference in qualitative thinking between those who pass and those who fail Elementary Science at the primary school level of education. Methods developed by Newman (1977), for analyzing errors made by children attempting science tasks were used. The results of the study proffer answers to research questions such as do pupils have difficulties in science? Do Gender influence pupils difference in learning science? What errors do pupils commit when learning science? Is there a statistically significant difference in errors of public and private school pupils? Is there a statistically significant among category of errors? Is there a statistically significant difference between errors and difficulties of pupils?

Effect of diagnostic remedial teaching strategy on students' gender and achievement in Biology

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The study investigated the effect of diagnostic remedial teaching strategy on students' gender and achievement in biology. The purpose of the study was to diagnose and remedy identified students' weaknesses in biology by comparing the achievement of female and male students exposed to Conventional Teaching Method (CTM) and Diagnostic Remedial Teaching (DRT) strategy on the retention test. A sample of 12 teachers and 427 randomly selected SS2 biology students was drawn from three secondary schools in each of the four selected Local Government Areas in Osun and Oyo States of Nigeria. A pretest-posttest control group design with students randomly assigned into experimental, conventional teaching and control groups was adopted to expose them to Test of Achievement in Biology (TAB). After identifying students' weaknesses, TAB was administered separately on all the subjects while emerging data were analysed using t-test to verify the hypotheses. The findings of this study showed that the use of DRT is more effective in progressive remediation of identified students' weaknesses for greater academic achievement and retention of biological concepts than the CTM in biology classroom work. Hence, concerted efforts to identify and remedy students' weaknesses with DRT by biology teachers can correct learning problems, stimulate academic interests, sustain active class participation, and equalize increased achievement for all students irrespective of their gender.

Keywords: diagnosis, remediation, achievement, gender, diagnostic remedial teaching

Effect of Jigsaw Cooperative Learning Teaching Style on Students' Achievement in Organic Chemistry

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The purpose of this research was to investigate the effect of cooperative learning on achievements of first year chemistry students' learning outcomes in organic chemistry at Haramaya University. 105 students (14 females and 91 males) participated in the study. The study made use of a Static group control design having 51 students in the Intervention group and 54 students in the control group based on their sessions. All the students in both the treatment and control groups were exposed to the same study unit that covered during organic chemistry 1. For the former group the contents of the unit were treated with cooperative learning approach, while for the later, the same unit was treated using the traditional lecture method. To measure differences between Intervention and control group, identical pre-test, quiz, assignment, and post-test evaluations were administered. The results obtained indicated that, statistically significant difference was observed between Intervention and control groups with the two sample t-tests at $p < 0.05$ taken on the quiz and post-test achievement scores of students. The Intervention group students were found to have performed better than those in the control group. The responses to the questionnaires gathered from the Intervention group indicated that cooperative learning was effective in acquiring deeper understanding of Chemistry concepts as they worked together in their groups. This is also supported by Intervention group students' positive attitude as observed on some interviews made regarding the effectiveness of cooperative learning experiences in organic chemistry class.

Keywords: cooperative learning, lecture method, functional groups, Jigsaw Cooperative Learning, Organic Chemistry, stereochemistry and hybridization.

The effect of activity-based teaching method on students' achievement on Electric Circuits concepts

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This study examined the effectiveness of activity-based teaching method on electric circuits. The research population consisted of hundred (100) first year science education students enrolled at a South African university, both from South Africa's OBE-based curriculum (the NCS) and the Old school curriculum (OSC, the Nated 550). Changes in students' knowledge and the reasons they attributed for conceptual change were investigated. A single pre-test/post-test comparison group design was followed. Data analysis was carried out by the use of the "t" test statistic, as well as the average normalised gain <g> scores. The findings showed highly statistically significant gains between the pre-test and post-test scores for both NCS and OSC groups on all the measures ($p < 0,05$). The average normalised gain was larger than 0,3, thus indicating the effectiveness of the intervention). There was no significant difference in the performance of the two groups.

Keywords alternative/phrases: conceptions, change, electric circuits, activity-based instructional approaches

Gender and Sex-Role Stereotyping on Career Decision Making Self Efficacy of Science Students

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This study investigated the influence of gender and sex-role stereotyping on the career decision making self-efficacy of secondary school science students. The research sample consists of 110 senior secondary school class 2 students (68 female, 42 male) randomly selected from six secondary schools in Badagry Local Education District of Lagos State. The sex-role stereotype inventory by Salami (2001) and the Career Decision making self-efficacy by Adeyemo (1996) were administered on the sample. The data gathered were analysed using the 2 x 4 factorial ANOVA and Fisher's LSD test. The results reveal significant main effects for gender ($f = 8.498, P \leq 05$) and sex-role stereotyping ($f = 4.634, P \leq .05$). Also, the results reveal no significant interaction effects of gender and sex-role stereotyping on the career decision-making self-efficacy of these science students. This implicate the need to design intervention program to modify the self-view of these students to include the masculine and feminine sex-role characteristics in order to improve their career decision making self-efficacy.

Semiotic devices in physical science textbooks: Perspectives from learners and educators in selected High schools

Asaph Nkomo
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This study intends to explore the use of learners' photographs as a method for conducting science education research. The researcher is intending to use the schools that are located in North West province and are selected to represent the typical demographic variance of the province's population. The selected learners aged seventeen, eighteen and nineteen years, will be invited to participate as they reflected a range of cultural and socioeconomic backgrounds. The study will focus on the experiences of fifteen grade 12 learners with photographs that communicate physical science concepts. These learners will be asked to use their cell phones to photograph object or events that they consider to be communicating physical science concepts in their societies. The photographs will be used to provide insight into the types of experiences learners have with photographs that communicate physical science concepts in their society. It is intended that this exploratory proposed study will give a deeper insight into the strengths and weaknesses of using learner's photographs and photo elicitation as a research method with grade 12 learners. In this study I am intending to conduct the data analysis by following the principles of Interaction Analysis (Jordan & Henderson, 1995). According to Jordan and Henderson (1995), Interaction Analysis is an interdisciplinary method for the empirical investigation of the interaction of human beings with each other and with objects in their environment. It investigates human activities such as talk, nonverbal interaction, and the use of artifacts and technologies, identifying routine practices and problems and the resources for their solution. In addition to this a four-level framework for identifying and classifying student/learners conceptual and reasoning difficulties derived from Grayson, Anderson and Crossley (2001) will be adopted as an Analytical Framework that I am intending to use to provide a lens into the frame-work for identifying and classifying students/learners conceptual and reasoning difficulties as they as they reason with photographs.

Teachers' perception of factors that hinder students' achievement in Biology

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The study examined teachers' perceptions of factors that hinder students' achievement in Biology. A sample of 153 teachers responded to a 21-item questionnaire on correlates of language competence in biology. Using relative frequencies of biology teachers' responses, analysis of data identified nonchalant attitudes, declining reading culture and misinterpretation of questions, linguistic interference of mother tongue with English, visual illiteracy, wrong spellings, limited biological vocabulary and defective study habits as some of the factors that might impede students' performance and interest in biology classrooms. Hence, it is suggested that continuous exposure of students to effective reading culture, constructive English language skills, good teaching with multimedia devices, and remediation of emerging learning difficulties can enhance their language and communicative competence, comprehension and achievement in biology.

The effect of visual education on cost management dashboard

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Cost management system has various sub-systems. Improvement of cost management systems requires making an appropriate culture. For this reason, education has an important role in development of cost systems. In this paper, a visual education for cost management development is suggested where whole the sub-systems have to be integrated. The results shows the implantation process would be shorten.

Keywords: Visual education, cost management, development, learning curve

Towards a Better Understanding of Learning Achievement in English as a Foreign Language: Factors of English Usage on Facebook and Personality Traits

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The purpose of this study was to examine the impact of English usage on Facebook (EUF) and personality traits of Taiwan's university students on their learning achievement of English as a foreign language (EFL). The goal was to address the issue of how personality traits are related with EUF, and explore how well these two factors account for EFL achievement in Taiwan's university students. I used a survey method to collect data from 164 EFL students at a university in Taiwan. I employed the English Usage on Facebook Inventory for Language Learning (EUFILL), a modified version of the Big Five Inventory, and the high-intermediate level of the General English Proficiency Test (GEPT). Using Pearson product-moment correlation coefficient, it was found that EUF was positively associated with extraversion and conscientiousness, but negatively related to neuroticism. The results of simultaneous multiple regression analysis indicated that EUF, extraversion, and neuroticism accounted for a statistically significant variance in EFL achievement. Among these variables, EUF made the largest significant unique contribution to the prediction of the participants' EFL achievement. The findings of this study highlight the educational value of Facebook in foreign language learning and points to the advantage that using Facebook offers in facilitating EFL learning. In addition, this study helps contribute to the understanding of the roles of personality traits in EUF and EFL learning achievement. The findings of this study may also permit a better-focused research in the area of applied linguistic studies. It is hoped that increasing and extensive knowledge about the dynamics of personality traits, English usage on Facebook, and students' EFL achievement will offer useful information to educational policymakers, university students themselves, and foreign language lecturers.

Education and national unity in Nigeria: issues and prospects

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Between July 1967 and January 1970, the federal government of Nigeria was embroiled in a bloody civil war to keep Nigeria one following the attempted secession of the eastern region under the

name of republic of Biafra. On the understanding that national unity is the foundation for building a peaceful, harmonious, prosperous and powerful country, the federal government in the aftermath of the secession has placed the fostering of national unity in Nigeria at the front burner and mapped out a crucial role for education towards the end. Incidentally, the achievement of national unity in Nigeria seems to be progressively threatened, if not hindered, by the operation of some inherent and emergent centrifugal forces in the Nigerian polity whose potency continues to grow rather than abate. In fact there is the anxiety in some quarters that Nigeria may be embroiled in civil strife that could lead to the breakup of the country into many smaller countries by 2015. This paper as a contribution to the enhancement of the achievement of national unity in Nigeria, discusses the ramifications of national unity and its imperativeness for Nigeria. It also draws attention to the threats posed for national unity by the operation of some centrifugal forces that could lead to the destabilization and breakup of the country. Against this background, the paper reviews the prospects for the education system effectively contributing to the achievement of national unity in Nigeria.

Personal experiences of disabled women against violence in Zimbabwe and advocacy for change

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Violence against women is of major concern in many countries. Violence affects women of all races, ethnic groups and social classes. I will focus on the impact of these problems on poor and low-income black Zimbabwean disabled women. Schaller and Lagergren (1998) established that an alarming 33% to 83% of disabled women, depending on the type of disability and the definition of abuse have experienced some form of violence – far more than the percentage of non-disabled women. The prevalence might be higher when considering the cultural and traditional understanding of disability in most African countries. In this qualitative study I am using purposive sampling to document evidence of abuse among disabled women living in two low-income suburbs in the capital city of Harare in Zimbabwe; namely Hatcliffe and Epworth. I am investigating the incidence of, and factors related to violence against disabled women, utilising a narrative inquiry to document ten in-depth stories of women who have endured any form of violence either from their partners, immediate family members, services providers, or by the community. I am also collecting ten critical incidents from disabled women in order to establish the behaviours and skills necessary for promoting non-violence and conflict resolution strategies for this group. Data will be analysed using content thematic analysis, and the findings will assist in making recommendations to various stakeholders promoting non-violence against women, victims themselves and policy makers; with implications for policy and practice.

Keywords: disabled women, violence, abuse, conflict resolution, Zimbabwe and advocacy.

Teaching and learning through the use of ICT among students with special needs

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The use of information and communication technology (ICT) by persons with special needs has been advocated for over the years. The United Nations Convention on rights of persons with disabilities

also stipulated the rights of persons with disabilities to accessible information. The aim of this study is to provide a picture of how ICT is currently used in a typical special primary school in Ibadan, Oyo State, Nigeria. A research question was generated for this study. The descriptive research design was adopted. Ten teachers of students with special needs and five students with special needs responded to a ten item questionnaire used to interview the participants on the access and utilization of ICT in teaching and learning process. The findings of the study revealed that teachers of students with special needs have been trained in the use of ICT especially the computer but most of them still find it difficult to utilize it in the teaching and learning process due to lack of adequate computers in schools and the cost of purchasing personal ones. The students with special needs have been trained by a non-governmental organization on the utilization of ICT but they lack access. This has affected their ability to recall what they have learnt and utilization of computer devices. The researchers recommended the re training of teachers and students with special needs. It is also pertinent that major stakeholders should provide necessary ICT gadgets that will enhance teaching and learning among students with special needs.

Mentors' perceptions of mentoring student teachers during teaching practice session

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The purpose of this study was to shed light on mentors' perceptions on their roles and practices when mentoring student teachers during teaching practice session. Perceptions and practises of mentors during practice teaching might impede the learning discourse during mentoring and hinder student teachers' achievement. The study used nonexperimental descriptive research design. Purposive sampling was used to select two hundred (200) mentors who participated in the study. The study revealed that the majority of senior teachers (58%) had a positive perception of mentoring student teachers. The study further revealed that there was an agreement among ranks assigned by mentors to various instances of mentoring student teachers, which means there were basing their judgments of the mentoring practices on the same criterion or variable.

Keywords: Mentoring, senior teacher, student teacher

Essential characteristics of excellent teachers: What undergraduate students can learn from current research

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Discourse on the quality of education show incremental pressure pummeled on education for poor outcomes. Reacting to the pressure, policy makers introduced quality control measures ranging from qualifications audits to inspection of teachers in the classroom. A common characteristic of interventions at school level and in teacher training institutions by policy makers are revision of teacher education curriculum, excellence awards, and programme reviews, which are mainly focused on outputs. However, this research demonstrates that despite the interventions teachers continue to struggle to reach excellence levels benchmarked from scholarly research. At the centre of the thesis of this article is the argument that excellence can be learnt from undergraduate courses. Excellence should form part of the new teacher's learning. The article uses two cohorts of

teachers, first of teachers already in the field and second, of teacher trainees still learning to be teachers at a university of technology. The comparison of the sets of data reveal key elements of excellence can be learnt at undergraduate.

Teacher Empowerment through Pedagogical Renewal for Effective Implementation of Basic Education Curriculum in Nigeria

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Citing relevant literature on the subject, this paper makes the case that teachers in Nigeria's basic education sector, particularly those in primary schools, are generally ill-prepared for enacting learner-friendly approaches in their teaching. This is because of the poor initial training they received, low motivation and limited opportunities for regular in-service training, among other factors. The paper therefore examines the wider implications of these issues on the training and retraining of teachers for the UBE programme in Nigeria. The paper recommends for a thorough review of teacher education curricula, particularly the Nigeria Certificate in Education (NCE) programme, and enhancement of regulatory frameworks in line with the provisions of both the UBE implementation guidelines and the National Teacher Education Policy of 2009. These measures are necessary in order to guarantee the production of teachers of high quality for implementing basic education in Nigeria.

Differentiated Instruction at Work: The creation of a checklist for beginning and pre-service teachers

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Teacher education programs around the world often include periods of professional experience, or school placements. Such involvement in the training programs of practitioners is viewed as integral to shaping philosophy, imbibing practice and acquiring skills in the area of classroom teaching and management. However, classrooms have become complex places, with teaching staff often utilizing a varying repertoire of skill sets to accommodate academic, linguistic and cultural diversity. Many educators implement differentiated strategies to cater for the needs of student diversity. Pre-service teachers who observe these lessons often miss the essential elements, the nuances and the intuitive practice, as there is much to absorb during a typical observation session. Equipping them with a checklist refines this experience, giving them intentional and marked guidelines of what to watch for and how to build on their own emerging skill and ability. The current study, which employed Bandura's (1986) Social Cognitive Theory as its conceptual framework, utilized a qualitative ethnographic approach in order to gain a richer description of specific dynamics that impact on a pre-service teacher's professional experience. Pre-service teachers were observed during focus group discussions following a school practicum. Their responses and reactions were noted. Key statements were used as thematic codes and compared to pertinent literature in the field of differentiated instruction. The intersection of the data and the literature led to the creation of a checklist for use by beginning and pre-service teachers. The checklist may be used by teacher educators as an instrument to assist teachers in training, as it could potentially help with honing in

on key elements of observation of classroom practice and differentiated strategies. Further to this, the checklist may be utilized by pre-service teachers and their mentor teachers to facilitate productive and specific dialogue relating the justification for and choice of strategies to accommodate student diversity in contemporary classrooms.

Technical education: the bedrock for skills development, economic advancement and national growth

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Skills Development, Economic Advancement and National Growth through Technical Education is a crucial issue that needs to be redressed. The 21st century national trends now shows that the level of a Nation's Education does not have a significant effect on the nation's growth, rather the effects are pronounced on the level of skills possessed and the ability to apply them for economic advancement and National growth. The focus of this paper is on Technical Education as the Bedrock for Skills Development, Economic Advancement and National Growth. This paper looks critically at the concepts of Technical Education, Skills Acquisition/Development, Economic Advancement and National Growth. It further unveils the significance and importance of Technical Education and thereby brings to lime light the roles of Technical Education in skills acquisition/development, economic advancement and national growth. It is in the light of this that this paper makes a case and proves technical education as an integral and reliable instrument for skills acquisition/development, economic advancement and as well as national growth. This paper concludes by stating the ways through which Technical Education can be passed on to all for skills acquisition/development as well facilitate the advancement of a nation's economy and growth. Suggestions/recommendations were made based on the subject matter.

Keywords: Technical Education. Skills Development, Economic Advancement, National Growth.

Entrepreneurial traits required by electrical installation craftsmen in yobe state of Nigeria

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This study was carried out to identify entrepreneurial traits required by electrical installation craftsmen in yobe state. The population of the study was 50 comprising of 30 electrical installation teachers and 20 craftsmen and there was no sampling. A 48 skills item questionnaire was validated by three experts from university of Nigeria Nsukka. Cronbach alfa method was used to determine the internal consistency of the instrument with a coefficient value of 0.89. The instrument was administered to the respondents (electrical installation teachers and craftsmen) by three research assistants. The data analysis revealed that all the 49 items were required by craftsmen in electrical installation enterprise. Based on this findings, it was recommended that if the identified traits in the study are packaged into a training program especially in the entrepreneurship units established in our various tertiary institutions especially the universities for re-training of graduates it will help in acquiring the necessary entrepreneurial traits required to make a living from various enterprise especially electrical installation.

The use of the flipped classroom model as instructional design to enhance deep learning

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Students who adopt an approach that is focused on deep learning wish to develop a meaningful understanding of the learning material presented to them that creates a better understanding, comprehension, and a more spontaneous sharing of ideas, as well as constructing better-defined knowledge structures, and the resolving of discrepancies in knowledge. Through deep learning, students will also be able to explain cause-effect relationships or personal experiences. The questioning of explanations and causes will enable students to theorise better. These are characteristics that should form part of gradueness. Although Biggs (2003) is of the opinion that lecturers are in a powerful position to create deep learning opportunities for students in, for example, the design of the curriculum, assessment opportunities, and teaching methods, one can never underestimate the value of peer learning. Students need to engage cognitively in certain behaviours to guarantee the quality of set learning outcomes, and therefore learning environments must be constructed in a manner that will warrant adaptive responses to a curriculum that is consistent with pre-identified aims that will address public sector skills such as identified in the Standards of Excellence for Public Administration Education and Training (2008:11). These are:

- Flexibility;
- Life time learning;
- Applying practical, life experiences to both training and academic activities;
- Critical and analytical thinking;
- Involving society to achieve policy goals;
- The ability to operate within a political environment;
- Building of high performance organisations; and
- Dealing with complexity, uncertainty and ambiguity.

In 2014 the University of Pretoria's Public Administration Research Methodology module was altered significantly in the following way:

- Alignment with the new Economic and Management Sciences Teaching and Learning "Flipped Classroom Model: which includes Mazur's Just-in-Time-Methodology (before lecture); use of Eisenkraft's 7e Model during lectures; and consolidation exercises after the lecture;
- How lectures and tutorials can complement each other in a meaningful way.

This paper will report on the findings of this empirical project with a specific focus on the various distribution and instructional methods. Questions to be addressed would include the following:

- What are the new role(s) of the lecturer, student and tutor within the flipped classroom model?
- Will the attendance of tutors of the lecturers' lecture and the concomitant re-teaching of salient points contribute towards greater attendance during tutorials an in-depth understanding on the issues taught?
- Will the tutorials assist in the constant challenge of bringing theory and practice together?
- How can lectures and tutorials complement each other in a meaningful way?

Data will be collected and/or collated from various sources:

- i) Questionnaires taken at the start of the second semester;
- ii) Questionnaire at the end of the second semester (collected);
- iii) Frequent ten minute questionnaires on ClickUP.
- iv) Additional data will be collected through focus groups.

For any Public Administration degree to be considered of an excellent quality, a collaborative effort must be made between the curricula, the learning efforts of the students, and the teaching methods applied. This paper will attempt to evaluate the implementation of a so-called "flipped classroom model" as a method to create deep learning.

Technology is the Emperor's new clothes: connectivism as the eighth intelligence

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Technology has become an integral part of most people's daily lives. As such, more and more young people are utilizing it for their educational pursuits. This paper seeks to explain that connectivism, its own theory, is actually a natural outgrowth of multiple intelligences theory. We will explore the ease with which we can, as educators, integrate it into current teaching practices and pedagogy. We will also describe multiple intelligence from a learner based point of view, the importance of using technology in the classroom, and how to integrate technology both on a practical level and via theories that underpin current educational practice.

Keywords: EdTech, Technology, Multiple Intelligences, Learning Theory, E-Learning

Student's acceptance of technology in teaching delivery: A gender perspective

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Information Communication Technology (ICT) is widely being incorporated within educational institutions to aid the learning process. Most common are those systems that aim to meet the educational needs and goals in teaching delivering referred here as electronic learning (e-learning). The focus of this study is on understanding student utilization of e-learning systems at a rural university in the Eastern Province of South Africa. The rationale for this is motivated by four factors. First, empirical evidence exists showing that the success of an e-learning system is dependent on its full utilization. As academics we have been using ICTs such as e-learning in our teaching delivery we were interested in ascertaining the usage of such systems from the lens of the student. This can be beneficial in enhancing the student learning experience. Second, we are also interested in the role that gender plays in the utilisation of such e-learning systems. However, literature exists in South Africa detailing the existence of gender inequality in various economic and social sectors (Moletsane & Reddy, 2003). This has led to calls for research on the acceptance of technology utilisation especially within a higher education setting (South African Government Communications, 1996). Using a sample of 113 final year Business Management students we measured (quantitatively) student's responses to the e-learning acceptance questionnaire hinging on the Technology Acceptance Model (TAM). Our findings indicate a divide to exist by gender favouring mostly women than men in relation to constructs of the TAM. The implications of these findings for teaching practice are explored.

Assessment for learning using TETS with the aid of clicker mobile technology

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The purpose of the current study was to investigate whether assessment for learning using technology-engagement teaching strategy (TETS) with the aid of clicker mobile technology improves

pass rates. Data was collected by means of mixed method. Participants were 240 students registered for Mathematics II at a study university of technology in South Africa. This article reports on the efficacy of assessment for learning using TETS with the aid of clicker mobile technology to promote participation, engagement and interaction and to improve the pass rate. The results showed that the effective application of clickers with the incorporation of a TETS using clicker mobile technology improves pass rates among students. The results also showed an increase in the number of students who passed the tests from 73.4% to 91.6% where TETS was incorporated. It is recommended that higher education institutions support assessment for learning and provide appropriate technology for positive outcomes.

Keywords: Assessment for learning, technology-engagement teaching strategy, clicker mobile technology and pass rate.

Teaching as an intrinsically indefinite exercise: concept of reaction

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Teaching practice play a vital role in developing teachers in a teacher training programme. Teaching practice is developed in the assumption that students bridge the gap between theory and practice. The purpose of this study is to investigate students understanding on the concept of calculating reaction. This paper explored three cases of 3rd year mechanical technology student teachers at Tshwane University of Technology in South Africa. The data were collected through document analyses such as lesson plan. Lesson plan were used to measure learners' understanding on the concept of calculating reaction. The analyses of lesson plan were guided by the conceptual framework of Teachers Practical Knowledge (TPK) focusing on the aspects of Craft knowledge. The findings indicated that most students had difficulties on understanding some concept of lesson plan and presented mistakes when defining different terms. Firstly, students had difficulties in identifying lesson outcomes and writing logical, clear and understandable content knowledge in writing the lesson plan. Lastly, they made mistakes when defining terminologies. Consequently, student teachers' crafted lessons could pose problem and have a negative impact toward their classroom presentation. Therefore, it is very imperative that students must be given lesson preparation training in their specific specialisation subjects and be evaluated by the person who specialise in that field. The results could be useful for the training programme developer to relook at the impact of their programme i.e. content subject as well as subject didactics.

Keywords: Teaching practice; lesson planning; mechanical technology; technological content knowledge.

A creative approach to crafting skill, employment and sustainability

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India is a culturally and traditionally rich country and is well known for its exotic art skills legacy and customs. The creativity in India is as diverse as its topography. A wide range of Indian arts represents the diversity of tradition in India. These works signify ceremonies, customs, lifestyles and rituals

continued in a society from generation to generation and can be passed on through written materials, art forms, and shapes or through an oral narration. These art forms provide employment to many millions of people, majority of whom belong to the weaker sections of society.

In the present era of globalization where capital, technology, high skill and productivity play a major role in the market. Low quality of jobs and low productivity is directly attributable to low level of skills. By creating interest and improving skills will help large number of people to shift from informal or unorganized sector to formal or organized sector and ensure income. The most crucial component to ensure employment is to develop the skills according to the demand of the market. To achieve this goal sustainable training in the form of VOCATIONAL EDUCATION has to be worked out. Vocational Education is learning of a skill or a range of skills through study of technologies or other practical work. It intends at increasing the employment potential of the people through training programs for self-employment with special emphasis on certain skill or skill based occupations.

This paper investigates the role that vocational education plays in the improvement of productivity and living standards of the people with a particular focus on the textile education. It throws light upon the fact that textile education has a significant role to play in the improvement of livelihood by introducing skill training that lead to greater sustainability. Now with the globalization and opening up of the textile sector, increased opportunities have opened up. Noticeably, textile education has proven to be a stepping-stone for the students with creative mind, as they become aware of their inner creative powers. Textile Education provide pathways to gain a deep insight into the hands on skill and ability to make use of appropriate technologies to produce required and also the creative products for the market. They become fully equipped with the understanding and knowledge about all the aspects related to textiles from aesthetics to the range of their application. Through Textile Education one can build up skills towards experimentation, critical analysis and fair selection of textiles for specific end uses thus passing on the age-old traditions and heritage to the present day generation with the best possible creative ways. It is essential to search for and recognize the skills and the potential for development and provide necessary improvements to make a person marketable and also concrete efforts are needed to upgrade the slow nature of production. To achieve this goal Textile Education has to be worked out as Vocational Education in India and has vast potential to improve livelihood opportunities.

Vocational education with international know-how

Bert Evers, Ivan Steenkamp & Robert Gore

Evers Xcellence Management Consulting (, expect more. & Don Bosco Mondo, Switzerland

Don Bosco Mondo has built a Vocational Education Centre in Ennerdale, SA, in 2011 for at least 600 children and teenagers. At this Vocational Education Centre, school and education lessons are being offered. The focus is on practical education for different skills and crafts professions. To enable learners a good start in a job, teenagers are supported throughout the whole process. This also includes amongst others, learning as to how to set up a successful small business. The program is not only focused on the technical training as a component of the education programs, but it also includes HIV / AIDS education, waste ad environmental management, responsibility for nature and society and joy in life as part of the overall curriculum. This approach by Don Bosco Mondo creates an opportunity and a chance for the young people from the township to have a better future. Don Bosco Mondo particularly supports disadvantaged children and teenagers to live an independent life through integral professional education with schools in Africa, Asia, Latin America and Eastern Europe. They particularly impart knowledge, know-how and orientation to young people at more than 7000 children- and youth- centres in over 130 countries. The "Don Bosco Education" stands for

loving care and professional mentoring. It also offers values like creativity, team spirit, tolerance and respect for the teenagers besides the faith that they should have in their own abilities. Countries like Switzerland and Germany are prime examples of a dual-track, vocational education system. At senior Secondary / High School level, learning at a vocationally-oriented or vocational education school is combined with apprenticeship training at a host company. The success of several world-famous companies is partly attributed to this partnership between education and industry. It is notable to mention about the Swiss dual-track system and its success, given that most of the host companies are small enterprises employing fewer than 10 people. A related point of note is that public funding of vocationally-oriented and vocational education amounts to only about 55% of all funding of this sector, while private funding makes up the balance. There is considerable business confidence in the education provided. Successful countries achieve a high degree of collaboration between government and industry at the planning stage. They also require different, but involved Government Departments to help each other in both policy development, and the design and delivery of Educational Programmes. Qualifications awarded through vocationally-oriented and vocational education, and other qualifications have a clear exchange rate. These arrangements are normally supported by agreed criteria and well-functioning effective management information systems. Good vocationally-oriented education has been developed through education-industry partnerships. Effective partnerships combine the required mix of knowledge and skills, drawing on general education as well as vocationally-oriented and vocational education. Success follows where funding is shared between government and industry. Internationally effective vocationally-oriented and vocational education relies on high quality educators. The system also ensures that such teachers have adequate knowledge and orientation of the workplace and its demands.

An assessment of the vocational skill training programme for women empowerment in mid-western Nigeria: implication for the programme planning and implementation

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In Nigeria, the efforts to empower women economically through appropriate education and vocational skill training have continued to gather momentum. In fact, the interest in women empowerment and emancipation recently has become unprecedented. This is attributed to the dramatic changes that have been taking place since the 1980s in relation to women's status and role in the society. The most worthwhile of all the efforts was the institution of vocational skill training programme designed to help women acquire skills that would empower them economically by developing in them the ability to earn income independently. This paper assessed the vocational skill training programme for women empowerment in mid western Nigeria. The investigation focused on ascertaining the extent to which the programme has helped to empower women economically, the women's perception/attitude towards the programme and the relevance of the programme in meeting the needs and aspiration of the women beneficiaries. Data for the study was obtained from 460 women beneficiaries in the programme selected at random from 20 vocational and skill training centres in Edo and Delta States of Nigeria. The data obtained were analyzed using descriptive statistics. The results revealed among other things, that the women participants considered the programme very useful and worthwhile, as well as relevant to their felt-needs and aspirations. Many of those who benefitted from the programme revealed that they have become more useful to themselves and their immediate families following their increased impactful contributions to the welfare of their families as a result of their involvement in the programme. The implications of the results for the programme planning and implementation are also highlighted.

Keywords: Vocational Skill Training, Women Empowerment, Implications, Programme Planning and Implementation.

Utilization of mode types of computer graphics in the teaching of computer studies in Ogun State, Nigeria

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Throughout the world there is awareness of the fundamental role of computer as tool in the field of education for complementing the process of teaching and learning. This paper examines the level of utilization of mode of computer graphics for teaching and learning among the computer studies teachers in Ogun State. The data for the study were collected through the use of questionnaire. 120 computer studies teachers comprising of 82 male and 38 female were used for the sample. Two research questions and two hypotheses were raised and answered. The findings of the study revealed that, teachers have not been using graphic presentation for their teaching. It also revealed that majority of the teachers don't have personal computer and have low level of graphic presentation for classroom teaching. The results showed that there is significant difference between the qualified computer studies teacher in 5 of the 10 items on graphic presentation while the remaining 5 showed there is no significance in their level of utilization. It is therefore, suggested that government should organize workshop for all secondary school teachers on utilization of computer software most especially the computer studies teachers and they should also endeavour to get a set of computer system for personal use.

Keywords: Computer Studies, Computer Graphics, Utilization of Graphics.

Grade 12 Learners Problem Solving Skills in Probability

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The purpose of this paper will include but not limited to analysing the level of the problem solving skills as exhibited by grade 12 learners in probability. In the course of doing this, various errors and misconceptions grade 12 learners do in solving probability questions would be identified. The strategies these learners use in solving probability problems would be identified and also the extent to which teachers influence affect the problem solving of these learners in probability would also be looked into. Probability has been added to Curriculum and Assessment Policy Statement (CAPS) and all learners who will write the Mathematics paper would be examined in 2014 Matriculation examinations. The problem now is, Probability was introduced for the first time in South African syllabus in 1992 (Iraden1995).it was taught as enrichment in schools in Western Cape (Bennie, 1998). It is most likely teachers teaching mathematics at school level now might not have studied it before and are likely to have less or no knowledge at all in the topic. Various writers have documented that Teachers consider these topics to be among the most instructionally and conceptually problematic in mathematics (Atagana, Mogari, Kriek, Ochonogor, Ogbonnaya, Dhlamini & Makwakwa, 2010, 2011). It is also well-documented in the literature that traditional teaching,

results in the lack of transfer of knowledge and problem solving skills to learners. This has prompted debate and research into more effective approaches to dealing with problems. Different approaches have been recommended to help learners to transfer acquired knowledge and skills in school to deal with the real world. One of the most talked about ways is equipping the learner with problem solving skills (Wessels & Kwari 2003:69) thus the need to ensure that grade 12 learners have this skills before they leave the secondary school. The research has been structured on the theory of the following pioneers in problem solving namely George Poyla and Schofield. The research seeks to adopt the mixed method approach as its research design. The sequential exploratory strategy of mixed method would be used. Despite the weakness of this method in taking too much time due to the two phase data collection it is straight forward and easy to implement. The sampling technique would be survey data collection in the form of written test on the concept of probability structured on the basis of Blooms taxonomy. This would be followed by a descriptive and inferential data analysis. The qualitative data would be in the form questionnaire. This intends to have more insights into the results of the quantitative data.

An exploratory study of how creativity in adult learners can be facilitated in higher education in Gauteng Province

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The research describes how creativity in higher education can be introduced as a concept that could enhance the creative thinking of adult learners enrolled in the Advertising Management Diploma. A number of different routes were attempted in order to answer the research question 'can creativity be taught? While adult learners should be allowed to practice their skills and prior knowledge, and that the learning material should promote generic workplace skills, it is still important to find ways to enhance their imagination and creativity acumen and repertoire. The research discovered that the learning material for the Advertising Management diploma does little to enhance or even cater for imagination and creative application. It is vital for accurate application to take place, as this will enhance creativity. The problem of this paper centers on the lack of sufficient skills in using one's imagination to generate creative ideas. This research study included five research activities that employed a semi-structured interview that involved sessions spanning over a period of six months, aligned to the course material's learning outcomes, and creative application of such acquired knowledge. It was established that, in order to further the creative application of young adults, it is important that they are able to link theory to practical and so be able to create concrete examples of what they are capable of doing.

Keywords: Exploratory study, Creativity in Adult learners, Facilitated in Higher Education, and Gauteng Province

Environmental Practices of Student-Teachers in Abia State Nigeria

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People's poor environmental practices have been the major cause of Nigeria's vulnerability to environmental disasters over the years. In its effort to salvage our environment the federal

government joined the other nations of world to develop and implement Environmental Education (EE) programmes both at the formal and non-formal education levels. This study therefore attempts to investigate the current level of Environmental Practices (EP) of the Student-Teachers specifically due to their anticipated central role in the implementation of the nation's EE programmes at the classroom levels. One hundred (100) student-teachers comprising fifty-three (53) females and forty-seven (47) males were randomly selected from the five class levels of the Bachelor of Education (B.Ed) programme of the Abia State University, Uturu (ABSU). The findings of the study reveal a significantly high level of EP for both female and the male student-teachers. This is an indication of improvement on the earlier studies which had revealed significantly poor Environmental Practices of Nigerians.

An “informed” religious education can curb social ills at learning institutions and in the society

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This article argues that school violence, all forms of abuse, bullying, fear, crime and criminal activities, including murder, attempted murder, dealing with drugs, theft, fraud, corruption, satanic rituals, abduction, kidnapping, teenage pregnancy, illegal abortions, absenteeism, lack of respect and lawlessness are just few examples that our society is in crisis. Although religious intervention has been part of the programme in most learning institutions, the approach seemed inefficient, unbalanced, biased or undermined. This article further examines the surveys and study undertaken by various institutions, bodies, and individuals in South Africa and in other countries. Religion on its own is “innocent”; however, the manners in which people perceive and practice it remain a serious challenge. History has proved that religion has played a significant role in all aspects of societies, such as development, education, medication, political, morally and social order. On the other extreme, however, misinformation, misrepresentation, prejudices and intolerance have a negative influence on the notion of religion. This article further argues that an “informed” religious education could address the social ills at learning institutions and in the community at large. Religious Education in the learning institutions curriculum supposed to cater for the spiritual, moral and social development of the learner and society as a whole. To achieve this goal, all stakeholders in the community such as parents, learning institutions, faith-based institutions and the government, should be actively involved in the process.

Keywords: Religion(s), religious, religion education, learners, morality, tolerance, freedom