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NOTE TO CONTRIBUTORS

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EDITORIAL

Form the time of Plato, the hallmark of any intellectual luminary worldwide is his or her discourse, disseminated through varied means. Everything about the University system and programmes begins with and ends in a "discourse". It is an integral part of the University system.

The editorial board is proud to present the maiden issue of Bidiscourse. Articles herein are for your intellectual stimulation, academic digest, furtherance of research, reading pleasure and further discourse.

To all our consulting and associate editors, reviewers and scholars globally, who have given much of their time, energy and expertise, to say thank you is an understatement; for working at record time. You are all appreciated.

This maiden issue contains articles that you will find rich and refreshing.

Welcome aboard

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Appendix

Table 1: Underwriting Results and Loss-ratio of Fire Insurance Class of Insurance Business in Nigeria (1980 – 98).

YEAR	UR *	LR *
1980	10807	3.430
1981	15838	0.284
1982	20727	0.247
1983	20325	0.229
1984	23003	0.188
1985	35663	-0.0004
1986	34760	0.165
1987	58666	0.219
1988	66185	0.200
1989	107968	0.303
1990	132922	0.316
1991	153003	0.345
1992	724453	0.137
1993	-617538	-2.136
1994	268098	0.499
1995	587431	0.249
1996	1479495	0.188
1997	1719010	0.169
1998	1996932	0.163

* UR = Underwriting Result of Fire Insurance Class of Business in Nigeria.

LR = Loss Ratio of Fire Insurance Class of Business in Nigeria.

Source: Both UR and LR are constructed from Central Bank of Nigeria Statistical Bulletin – Vol: 13 December 2002.

PSYCHOLOGICAL FACTORS IN CURRICULUM INNOVATIONS IN NIGERIA

BY

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Abstract

Curriculum, when innovations are to be made in the curriculum Curriculum-Innovations can be said to be any change in the, many factors are to be considered. These include the psychological impact of what is to be in the curriculum on the recipients. The Nigerian policy makers tend to make innovations that tend to impair rather than enhance academic studies for students. This paper delves into this and how different innovations in the curriculum in Nigeria have been more of impediments rather than enhancers to the recipients.

Introduction

Curriculum innovations worldwide relate(s) to that which is a deviation in the curriculum. Curriculum innovation(s) pertains to new idea(s), method(s) and device(s) in the curriculum. It could be an improvement on ideas, methods and programmes. Many factors determine curriculum innovation(s). These include the purpose(s) of education in any given society. What the content of the curriculum should be, the natives of the society and the culture of the people.

The curriculum should reflect a society's goal(s), aspirations and ideals. It should be made to work towards the goals and ideals. This being so, every effort should be made to see that any innovation to be made must be properly planned and executed to bring about positive results.

The Need for a Curriculum Innovation in the Nigerian Educational System:

The Nigerian educational-system was patterned after the colonial master's educational system during the colonial period. The curriculum content of most subjects were therefore patterned after what obtained in Britain, without cognisance of differences in environmental learning situations, history of the nation or antecedents of students in the country. Thus for example, while many Nigerian students could recite poems that originated from the colonial masters own environment, indigenous poems were not taught.

In other subjects like geography, students were taught about the geography of Britain, they were virtually not taught that of Nigeria. In Biology, students were taught features of trees in summer and winters which had no relevance to the experience(s) of the students. In history, students were more conversant with British history than Nigerian history, literature books were foreign. After independence, changes were made on some aspects of the various subjects after the clamour for this. From thence, innovations and changes has continued to be made. However, in many respects, what obtained at colonial time still obtains now. For example, in most of the science subjects, the curriculum content was predominantly knowledge for knowledge's sake, rather than knowledge to solve practical problems. Experimental experience was not stressed while little emphasis was placed on acquisition of scientific skills. Till date, not much has taken place, to change this trend, for while some schools do have laboratories, where experimental experiences are expected to take place, limited experience or no experience at all may be what the students may face because of lack of necessary equipments and tools. Not only this, many students still tend to view the science subjects as end in themselves rather than means to an

end. This is inspite of the New National Policy on Education (1980) that has placed greater emphasis on the role of science in national development. Nigerians are yet to see science as a way of life. There is no doubt that before any significant stride can be made scientifically, the present trend among the government officials, the policy makers and the People of Nigeria must change and the practical value placed on science which ought to start from the primary school level.

As earlier noted, the former system of education before the 6-3-3-4 system of education, was a legacy of the colonial masters. The system was modelled after the British educational system. With the attainment of Nigeria's independence, came criticisms from different sectors of the Nigerian society. Critics of the system believed it to be too elitist and of purely literary education. A curriculum innovation that tends towards a scientific flavour was sought (Abdullahi, 1991). Many were of the opinion that Nigeria needed to seek avenues for scientific and technological advancement, for the nation to be self-reliant, and to catch up with the developed nations. The yearnings then are still pertinent in the present day Nigeria, for no major stride has been taken towards any scientific self-reliance of the nation. Not only this, though the different subject curriculum has witnessed varied changes and innovations, these have not been effectively planned and executed to bring about the desired positive effects.

Curriculum innovations in Nigerian System of Education

The Nigerian educational system has witnessed varied innovations since the colonial times. Such include that prior to 1859 when science was not included at all in the elementary and secondary school curriculum. When science was to be introduced, it started with nature study. With time, there were agitations for change and the change came with the introduction of general science in the

Secondary schools. In the 1950s, biology, chemistry and physics were introduced for the last three years of the secondary level. It is noteworthy that in this respect, not much change has occurred till date. These three subjects are still available for students to learn only at the last three years of secondary school. This may partly explain why science is yet to be part of the average Nigerian life.

As at independence in 1960, Nigeria was operating the legacy left behind by the colonial masters in form of the 8-6-2-3 System (Adeyinka, 1991) criticisms against the system prompted the government to put in the machinery for change and this change came with a policy paper on the 6-3-3-4 system of Education in 1981.

The 6-3-3-4 system of education could be said to be the major education policy innovation in Nigeria after independence. The mind of those who "birth" the system at the 1969 conference was to model the American System of education, which they thought, would take Nigeria to the "promised land" in science and technology. Pupils were to spend six years at the primary school system, three years each at the Junior Secondary School and Senior Secondary School respectively, before students proceed to the University for a four year programme minimum. Students were to be guided at the Junior Secondary School level (J.S.S) as to what subject choice they should make at the Senior Secondary level (S.S.S). The School Counsellors were to be majorly responsible for monitoring the students through the J.S.S. levels and guide them to their subject choice at the S.S.S. level as well as counsel them in other areas of life. Students who were not academically oriented were to be channelled to other vocations in which they are seen to be proficient, be it, vulganising, carpentry and the like. They would then be trained in such vocations to be experts and at the same time illiterate.

However, the implementation of the 6-3-3-4 system of education met with many hiccups. For starters, many students and parents/guardians were not aware of when the implementation would really start if they really knew of a change in the first instance. Many were therefore caught unawares when they learnt of the new policy implementation. Not only this, the implementation did not begin at the same time among the Nigerian states. While some had started few years after the policy was out in 1981, some did not start for many years after. While some even started, it was just a policy on paper, and announced by the State(s) to have started, there was nothing concrete on ground to show that the States were prepared. Further, many of the equipments and materials for the implementation, especially at the secondary school level were expensive and many States could not afford to import them, for example the introductory technology machines and the woodwork machines. Therefore, the Federal Government had to come to the aid of the States by buying and distributing these machines. However, not all States could get the machines and the number given to each States varied while some could not get of all (Mowiaye, 1994). It followed that not all schools could get the machines and materials, not only this, after the distribution, there were virtually no personnel to operate these machines, not to talk of knowing how to use it to teach the students. What happened thereafter was that many of the machines and materials were left at the ministries or schools to rust, while many were stolen and vandalised. It was even reported that at the ports, many had been stolen. Therefore, millions of naira invested for the machines went down the drain.

Furthermore, by the nature of the policy, there was no way school Counsellors would not be involved very much in the programme, but as at the time the programme took off, there were very few Counsellors for the schools. In

moves would compound the problems at hand rather than solve it.

At the early stage of the implementation in many states, the Government did not know what to do with those who failed the J.S.S. examinations, therefore, they became drop outs with no special programme in place for them. Many resorted to going in for menial jobs and the like. After the hue and cry at such surplus of students having nothing to do, many states resorted to just promoting the students to the S.S.S. levels after the examinations (either they pass or fail). Later, some modified this, and would give 'resit' examinations to the J.S.S. failures before allowing them proceed to the S.S.S. and usually, all students would pass the resit.

The channeling of students towards an appropriate career is virtually non-existent, students choose subjects as they like. Therefore, the primary purpose of the new policy in many respects could not be achieved. Furthermore, even at the primary school level, the foundational level for the 3-3 tier of the secondary school, the curriculum content(s) and method(s) did not change much from what it used to be before the new policy.

Many years after the implementation of the policy, some states did not know if they were supposed to cancel their School of Basic Studies or not. Some cancelled it, some did not. Till now, this status quo is still being maintained (Moiwaie 1994), while the programme has different names now.

Since an important aspect of the 6-3-3-4 system of education is to see to the nation's science and technological advancement, efforts ought to have been made to see that essential facilities for the teaching of science subjects such as laboratories and equipments were in place for students and teachers. Till now, many schools have no laboratories, and many of those who have, are poorly equipped. Whereas, science cannot be

... many Universities did not have guidance and counselling in their given curriculum, so there were very few institutions to train Counsellors for the schools. Even now, many schools do not have a single Counsellor, while many Counsellors in schools cannot operate effectively because of shortage of counselling personnel vis-a-vis the students population. Coupled with the paucity of counselling personnel, was the jealousy exhibited by other school teachers and the administrators towards the Counsellors because of the belief that they were just "loafers" by the nature of their work and so refused to co-operate with the Counsellors in their work. Many Counsellors were equally made to teach subjects in schools along with their counselling duties because of paucity of teachers in some areas, or out of jealousy. Some of the school Counsellors themselves were not really conversant with what their duties were nor how to go about it. Coupled with all these problems, was the general low morale of the teachers and school administrators generally because of poor remuneration and overload of work. Many were therefore not motivated to find innovative solutions to the problems at hand.

For many subjects, especially newly introduced subjects both at the Junior and Senior levels of the secondary school, there were no adequate number of teachers for these subjects, especially for subjects like metal work, wood work, introductory technology, e.t.c. In fact, many schools could not introduce some of the new subjects to their students because of this. At a time, some school administrators in some states toyed with the idea of getting personnel from the cream of professionals who had a thing or two to do with some of the subjects. For example, getting carpenters to teach woodwork-but the idea had to be jettisoned when it was realised that such

not surprising since females cannot teach what they have not learnt. It follows that the more females embrace science and technology based subjects in schools, the higher the probability of those who would be available in the teaching of such "masculine" subject (see tables iv & v and Mowaiye Fagbemi, 2000).

Table iv

Federal Polytechnic, Ilaro Teaching Staff: 1986-87

S/N	Departments	M	F	MF	%
1	Accountancy	6	-	6	0
2	Bus. Admin. & Management	8	-	8	0
3	Marketing	5	-	5	0
4	Secretarial Studies	5	-	5	0
5	Food Technology	8	2	10	0
6	Science Lab. Technology	21	1	22	0
7	Building Technology	10	-	10	0
8	Civil Engr. Technology	13	2	15	0
9	Electrical/Electronics Eng. Technology	17	-	17	0
10	Mechanical Engr. Technology	13	-	13	0
11	General Studies	6	2	8	0
	Total	112	8	120	

Source: *Digest of Digest of Statistics on Technological Education in Nigeria p.167*

Table v

Katsina Polytechnic Teaching Staff: 1985 - 86

S/No	Departments	M	F	MF	%
1	General Agriculture	6	-	6	0
2	Catering & Hotel Management	3	1	4	0
3	Electrical/Electronics Engineering Technology	4	-	4	0
4	Civil Engineering Technology	2	-	2	0
5	Mechanical Engr. Technology	4	-	4	0
6	Building Technology	3	-	3	0
7	Quantity Surveying	-	-	-	-
8	Statistics & Computer Studies	23	-	23	0
9	Business Administration and Management	10	1	11	0
10	Secretarial Studies	6	1	7	0
11	Public Administration	7	2	9	0
	Total	73	6	79	

Source: *Digest of statistics on Technical Education in Nigeria p.125*

A survey of academic staff at the University Ilorin, also observed a dearth of women academics in the sciences. (Mowaiye Fagbemi, 2000).

In another related research, the University of Ilorin, Nigeria was used as a case study. A random sample of twenty (20) males and twenty (20) females (T - 40) based in the faculties of Arts and Social Sciences participated in the study. The sample were given questionnaires made up of 80 items relating to gender traits and characteristics and they were required to indicate how desirable the generated items were to respondents' own sex in the Nigeria Society. The questionnaire was on a seven point scale; extremely desirable (7), most desirable, (6), desirable (5), not more desirable or undesirable to both males and females (4), undesirable (2) and extremely undesirable (1). Thereafter, the factor analytic procedure involving the weighting of the factors was carried out on the items. The items were generated from literature review as regards gender characteristics among Nigerians, opinions of civil servants in Kwara state as regards gender roles and review of studies on generally accepted gender roles especially the works of Sandra Bem. The average age of subjects was 18.

The percentage was used for the weighting of factors. This is an acceptable form of bringing out weight of factors and acceptable by measurement experts (Anastasi, 1976).

Results

The respondents were traditional in their views as regards gender roles. It was revealing to see males at the University level still having the traditional notions of that which is for their sex and likewise the females especially in this age, and all technological advancement. A high percentage of the males still feel that men like taking

leadership roles while just 45% of the females agree to this for their sex. Being self dependent and striving for achievement equally weighted high for males but not for females. It was interesting to find the female undergraduate not having much opinion of their own sense of judgment, or thinking of females as being not courageous, (items 18, 39 and 23) while the men felt dominant, courageous, takes risks, have quick judgment competitive and don't get easily discouraged. (items 52, 23, 29, 18, 13 and 29). The females actually simply were feminine and traditional in their response. For example, they were high on item 62 as to taking care of the body in feminine way, (80%), and being nurturant, (75%) being dependent on others (70%), being affectionate (80%), loving children and being conventional to feminine roles (95%).

Many of the male respondents felt they should be compassionate (50%), sensitive to other people's needs (50%) and understanding (50%) and that they could be helpful. In some instance, the ratio of female and male response to some items were almost at par, for example, the ratio of those who believe male and female should be tactful (items 12) and should be sensitive to other people's needs (item 19). Being warm was equally felt desirable by both sexes, so also was being sincere, being active, being calm and being trustworthy (item 37, 45, 60, and 80). The most weighted item by the females was being gentle and conventional in behaviour to feminine roles (95%) while the most weighted item for the males was taking leadership roles.

Conclusively, the results showed that the stereotype was still in vogue for the respondents, in thinking and traits, enrolment, choice of subjects and vocations. The results of the study is collaborated by a survey carried by the National Commission for Colleges of Education (2003) for as recent as 2001-2002.

Psychological Basis For Gender Differentiation

From an early age, even before children are aware of distinct differences in the sexes, assigned roles within the home and playthings given super-imposes on the mind expectations from one's sex and how "he" is different from "she" and vice-versa. He can play with mechanical toys which has the influence of opening up the scientific mind, while she plays with dolls, bathing and dressing them up. A boy is allowed to help his father at repair works; the girl can only help to cook, something which does not open up the scientific mind as does mechanical repairs. While the male is encouraged to explore the environment, to be adventurous, aggressive and inquisitive, the female is dissuaded from same. If she forms any of these habits of behaviour, she is labelled Tom-boy. For fear of an unwanted label that may suggest that there is something wrong with her behaviour; the female may relapse in her adventurous spirits. Further, the nurturant training given to females and encouraged in them does not in any way, align with the science – for, there is nothing nurturant about science – only inquisitiveness and exploration.

In school, the stereotype in the home follows. Different factors within the school system combine to put off the female psychologically from the sciences. Graphic design of textbooks, pictorial materials, literacy style, topics and examples of scientists of note, take on the masculine form. Characters for modeling for the female in science is rare. Excelling in the sciences raises eyebrows. Taking to it is tending towards taking the extreme of what is not given. The young girl who has a scientific flare, looks around her and rarely does she see a female science teacher. These coupled with overt comments of teachers and texts have a restrictive effect psychologically on the female. When experiences within the social milieu are imbibed, and the female makes her decision, the psychological reaction is not only that she moves far away.

from enrolment in sciences she encourages other sex mates to do the same.

Females need to internalize the awareness of how their situation came to be so, to be able to proffer solutions to them. Differentials in science enrolment is not so much the effect of biological make-up as much as it is the result of social – psychological make up. Courage and tenacity to uphold one's choice has to come in for the female who wants to excel in an area like the sciences.

Parents should encourage female wards to follow their talents through, in the effort to bridge the differentials in science enrolment. Teachers need to stop all forms of gender differentials in the curriculum and teaching that could endanger maximum female participation and enrolment in the sciences. Special training programmes to facilitate maximum female participation and enrolment in the sciences should be adopted.

Research that would focus specifically on ensuring maximum participation and enrolment of females in the sciences should not only be encouraged but should be aided in every way possible.

Bridging the differentials in science enrolment and career between the sexes would also entail a general encouragement for enrolment in the sciences by both males and females, for as succinctly put by Abdullahi (1991), students generally shy away from the science for fields, which is believed would give quick financial rewards like banking and finance. Such tendencies need to be tackled promptly to ensure a further higher percentage of female enrolment. If a new orientation of what it takes to succeed in a male domain is understood by females, thus leading to a greater understanding of gender relations, then females would be able to move in chosen professions; the sciences inclusive, and they would be able to gain the support of their male folks.

The differentials in education and professions between males and females is not only due to differentials in the socialization process but also to the orientation and attitude of mind of the females. Negativism such as the feeling of insecurity, body weakness and the dependency syndrome must be put off.

Conclusion- Trends in science enrolment in Nigeria have combined with other factors like societal perception of weakly females to restrict the aspiration and enrolment of females from the sciences. Differentiated motives, role concept and aspirations have been basis for the differentiation in science enrolment and career between the sexes. For gender differentials in science enrolment and career to be bridged, the psychological basis of the differentials ought to be tackled. These would entail multi-facet efforts on the part of parents, guardians, teachers and the Government.

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