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Study of Educational Aspiration

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}{ Highlights }{

Corruption on Educational System

Predictor of Psychological Wellbeing

Discovering Thoughts, Inventing Future

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A Study of Educational Aspiration of Special Needs Students in Relation to Some Factors

By Dr. Samir Kumar Lenka & Dr. Ravi Kant

North Orissa University

Abstract- Introduction: Special needs students are also a part of our society. According to an estimation of Rehabilitation council of India (1995) approximately 16,651 visually impaired children are enrolled in different school programs. Due to their physical problem they remain leg behind form the mainstream. By arranging some special circumstances they could also be a part of mainstream.

Objective: The primary objective of this study was to explore the level of educational aspiration of visually challenged students and role of special school in their development of educational aspiration.

Keywords: educational aspiration, partial vision students, blind students, special schools.

GJHSS-A Classification : FOR Code: 139999

ASTUDYOFEDUCATIONALASPIRATIONOFSPECIALNEEDSSTUDENTSINRELATIONTOSOMEFACTORS

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A Study of Educational Aspiration of Special Needs Students in Relation to Some Factors

Dr. Samir Kumar Lenka α & Dr. Ravi Kant σ

Abstract- Introduction: Special needs students are also a part of our society. According to an estimation of Rehabilitation council of India (1995) approximately 16,651 visually impaired children are enrolled in different school programs. Due to their physical problem they remain leg behind form the mainstream. By arranging some special circumstances they could also be a part of mainstream.

Objective: The primary objective of this study was to explore the level of educational aspiration of visually challenged students and role of special school in their development of educational aspiration.

Method: The present study was conducted to evaluate the Level of Aspiration of Visually Challenged School Children of Orissa. The data were collected from a sample of 200 visually impaired children consisting 100 with partial vision and 100 blind by using simple random technique. The descriptive survey method was used for data collection using The Educational Aspiration Scale (EAS) (Hindi) prepared by Sharma & Gupta (1987) and personal information blank.

Results: This study found that educational aspiration was low of entire sample. Male students were more aspirated in comparison to female students. Students who were studying in special school were superior to their counterpart studying in regular school.

Conclusions: It can be concluded on the basis of result that educational aspiration was low in those students who were studying in regular school but was higher in special school case. So it is clear that special schools are playing a vital and positive role in enhancement of educational aspiration of visually challenged children.

Keywords: educational aspiration, partial vision students, blind students, special schools.

I. Conceptual Framework

India is the second largest country in the world in terms of total population. In this country more than 80% of population lives in the rural areas with varied social, cultural, geographical and economic background. United Nations (UN) has estimated that, at least one person out of the ten of the population of any country is affected by some kind of disability. National Sample Survey Organization (NSSO, 1991), the visually handicapped in India are nearly 4.005 million in chronological age of 0-14 which constitutes 0.3 percent of school children.

Everyone aims at reaching a definite goal, he seats a desire for distinction which has inner structure known as, "Level of Aspiration". According to Quaglia and Cobb (1996), the term aspiration has the following meanings: goals, expectations, dreams, intentions and performance motivation. Ball and Wiley, (2005) state that aspirations of children are "a reflection of what they wish to become and subsequently guide a number of factors that impact what they will eventually do in life." The importance of aspirations is highlighted by Sherwood (1989), who associates aspiration with goals and states that aspirations develop a will in students to "invest time, effort or money to attain a goal". The way of Visually Challenged Children is brought up is responsible for the type of personality he develops. The type of personality required for successful living in a culture can be consciously shaped developed. The problems of academic underachievement among the Visually Challenged Children are due to environ mental and personal factors. Environmental factors include parental, ambition, social expectations, peer pressure, competition, group cohesiveness, culture, social value and interest, sex, socio-economic status, self-concept, study habits and racial background.

Education differentiates a human being from the beast, prepares an individual to encounter the challenges in battle of life. School is the specialized institution which takes care of child's education. The level of educational aspiration is directly affected by the degree of visual impairment. The blind students are unable to see anything what is happening, what had happened and what will happen under the sun? Generally they are facing so many problems in their day to day life. So, their level of educational aspiration is also likely to be affected due to their impairment and placement/educational setting. So such factors affect the students to attain their ambitions and goals in their educational life.

According to an estimation of Rehabilitation council of India (1995) approximately 16,651 visually impaired children are enrolled in different school programs. Most of these school programs are located in the metropolises and other urban centers. Rural areas were about 80% of these children are located remain practically un-served by educational facilities. (Rupa Vohra, Nov.1998: Disability and Impairment, Vol.12).

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Mohanty (1998) in his study found that level of educational aspirations of blind students in relation to socio-physiological determinants of academic under achievement among tribal blind students and found the socio-economic status, educational aspirations, locus of control and personality factors are very much responsible for academic under achievement among the tribal blind students. In another study of Kanagala, Uma (2000) namely "perception of parental behavior and its impact on academic achievement of visually impaired" results were found that interpreted cautiously considering the small size of the sample. However, the general patterns of some of the findings were as expected some were new and can be considered important. Parental attitudes as loving, rejection and protection were considered. The subjects perceived their parents as loving 88.75% and protecting 87.30%.

Minshew (2002) found that the visually challenged children are less well-adjusted than partially seeing and that adjustment of blind children is better in special classes than in regular classes. Agarwal (2002) conducted a study entitled "A comparative study of academic skills of visually impaired students studying in various educational settings" and reported that visually impaired students going to mainstream schools both in integrated as well as semi- integrated setting were good at problem solving and reasoning skills due to greater exposure to the subjects like Mathematics and science. The investigator concluded that visually impaired children should be admitted to mainstream schools in large numbers. Integrated setting should be promoted and strengthened. Special schools should be utilized to provide resource services as a supplement to integrated setting. Last but not the least important finding from the analysis of hypotheses was remarkable uniformity between visually impaired boys and visually impaired girls in academic skills. Both were equal in their performance. The investigator concluded that uniform education policy an procedures shall hold good for both. Gardner (2003) studied the educational and vocational aspirations of blind children. He found that these two levels are influenced by their learning environment. Research studies have demonstrated the effectiveness of inclusion in education practice, the positive effects on the educational outcomes of children with disabilities in inclusive settings (Katz & Mirenda, 2002) and the lack of any significant difference in the development of children with special needs in inclusive and special settings (Lal, 2005). Hefziba Lifshitz, Irit Hen and Izhak Weisse (2006) conducted a study on "self-concept, adjustment to blindness and quality of friendship among adolescent with visual impairments". The self-concept and quality of friendship of 40 adolescents with visual impairments (20 in public schools and 20 in residential schools) were compared to those of 41 sighted adolescents. The findings indicate a similar self-concept profile for sighted adolescents and adolescents with visual impairments, although the scores of the participants with visual impairments were higher in all domains except their fathers' concept of them. Chandra Rakish and Koul Kabire (2006) revealed that no significant difference was found with respect to level of aspiration and level of education of visually impaired and orthopedic children and result also showed that no significant difference was found with respect to academic performance of visually impaired and orthopedically impaired children. Narimani Mohammad & Mousazadeh Tavakko (2010) Results indicated that impaired children had significantly less academic achievement as compared to the non-handicapped. The significant difference was also found, between the academic achievement of males and females. Siba (2010) conducted study on educational practical for low vision children in Garo hills of Meghalaya and found that besides their regular study they have other interests also which they are practicing such as reading stories, singing interacting with others which reflect their interest in co-curricular activities. Ahmed, Aqueel (2011) in his M.Phill dissertation found that the two groups of students i.e. physically challenged and normal secondary school students have been found to be significantly different on real self - dimension of self -concept inventory. The mean differences favors the normal group of secondary school students, which clearly indicates that normal group of secondary school students, have a high real self – concept as compared to physically challenged secondary school students

The findings of the study of Dinçyürek, Sibel etal. (2011) emphasize the importance of computer use by orthopedically impaired individuals for enhanced improvement of their condition. In addition, the findings stress the need for training well-educated experts who can use technology effectively to enable adaptations for individuals who need special education in the European Union. The study of Pradhan and Soni (2011) on adjustment and anxiety in visually handicapped male and female adolescents was based on a sample of 400 visually handicapped adolescents, 200 male and 200 female. The tools used for adjustment were adjustment inventory by S.P. Kulshrestha and anxiety scale by D.N Sinha. Findings reported that there is no significant difference in the adjustment of visually handicapped male and female adolescents studying in Bhim Bhoi School for Blind, Bhubaneswar. The study confirmed that there is no significant interaction effect of visually handicapped adolescents and sex on adjustment in Bhim Bhoi School for Blind, Bhubaneswar. Jena (2012) in his study found that School setting and educational level do not have significant effect on orthopedically handicapped adolescents perceived control, self-esteem and academic performance. However, integrated school students showed higher perceived control, self-esteem and academic performance than

their counterparts in non-integrated school setting. Kumar, Y and Pal, S (2012) in their study found that students are aware about the facilities provides by the Government to them and 53.26% physically challenged students were not aware about the facilities provided by the Government of them. Duttaet al., (2014) "A Study of Adjustment, Level of Aspiration, Self-Concept and Academic Achievement of Visually Handicapped School Children of Assam"The study was based on a sample of 400 visually handicapped children 200 boys and 200 girls who were studying in the classes VI to X (age 12 to 16 years) in six visually handicapped schools of lower and upper Assam selected by using simple random technique. The descriptive survey method was used for data collection using (i) Adjustment Inventory standardized by A.K.P Sinha and R.P.Singh; (ii) Self - Concept Inventory standardized by Raj Kumar Saraswat; (iii) Level of Educational Aspiration constructed by J.C.Soni and (iv) Academic Achievement from School Record. The study reported that the adjustment of visually handicapped boys and girls was found similar on overall adjustment. It also revealed that there existed no relationship between (a) adjustment and level of educational aspirations; (b) adjustment and self-concept and (c) adjustment and academic achievement of visually handicapped children.

All of above studies indicated the different problem and status regarding visually impaired student's academic achievement, self-esteem and other psychological and social aspect. After finding lack of researches on educational aspiration of visually impaired students this investigation specially undertake to explore the relationship of educational aspiration of visually impaired students.

a) Statement of the problem
A study of Educational Aspiration of special needs students in relation to some factors.

b) Operational Definitions of the Terms Used
i. *Educational Aspirations*
The term Educational aspirations mean the estimation of an individual's ability for his future performance of the strength of his past experience his ability and capacity, the efforts that he can make towards attaining the goal.

c) Visual Imparity
Generally, visual status refers to visual efficiency which is influenced by two factors i.e. acuity and peripheral vision. Then it is subdivided into two major group i.e. Partial vision and totally blind.

d) Special School
Special schools are hose schools which impart individual instruction to the children with disabilities. Such schools provide instruction and techniques of

special educations for severally disabled children or one or another type. These schools are residential in nature. Most of the special schools cater the need of children with single disability.

e) Regular/Integrated Schools
Integrated education emerged out of compulsion rather than option. Integration emerged as the cost effective approach and therefore, the general education system started accepting the special needs children in general schools. Integrated education program adopts various models such as resource model, itinerant models, combined model, co-operative model and dual teaching model.

f) Objectives of the study
The objectives of the present investigation are stated below:-
1. To find out the level of educational aspiration of visually impaired children.
2. To compare the level of educational aspirations of partial vision students and blind students on the basis of types of school, locality and gender.

i. *Hypotheses*
1. There exists a significance difference between the levels of educational Aspirations of partial vision students and blind students.
2. There exists a significant difference between the level of educational aspirations of visually impaired students studying in regular and special schools.
3. There exists a significant difference between the level of educational aspirations of the visually impaired students belongs to rural and urban areas.
4. There exists a significant difference between the level of educational aspirations of male and female visually impaired students.

II. Research Methodology

a) Research Method
Descripted survey method and inferential technique was used in this investigation.

b) Sample
Keeping in view, the researchers has taken 200 secondary school students of both special and regular schools of four districts of Orissa State for the present study. The students were in the age range of 12 years to 18 years. 100 blind and 100 partially sighted students comprised of this study. The researcher has taken two special and two regular schools from four districts of Orissa state and 90 rural and 110 urban students and 89 male and 111 female students of 8th to 10th class level for the present study.

c) Instrument Used
i. *Educational Aspiration Scale*
The Educational Aspiration Scale (EAS) From – P (Hindi) prepared by Sharma & Gupta (1987) is

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specially designed for secondary school pupils. It is an essential dimension of scientific measurement and necessary to develop specific test for measuring the Educational Aspirations of students of different grades.

ii. *Personal Information Blank*

Personal information blank was used for gathering data from students regarding their gender, locality and type of imparity.

III. Analysis and Interpretation

Table 1 : Showing overall scores of EAS of visual impaired students

Type of visual Impairments	N	Mean	SD
Partial vision & Blind	200	39.44	10.07

As evident from the table1 that the mean score is 39.44 and the S.D. score is 10.07. It shows the level of educational aspirations of visually impaired students is low.

Table 2 : Showing difference between scores of EAS of Students having partial vision and blind students

Type of Visual Impairment	N	Mean	SD	't'	Level of Significance
Partial vision	100	36.11	10.25	3.49	0.01
Blind	100	43.16	9.40		

As evident from the table 4.2 that the mean difference of educational aspirations of partial vision children i.e. 36.11 is greater than the mean value of totally blind i.e. 43.16, so it shows that the t-value i.e. 3.49 is significant at .01 level of significance. So, the hypothesis is accepted. Thus, there is a significant difference in the educational aspirations of partial seeing children and totally blind children.

Table 3 : Showing difference between scores of EAS of visually impaired students studying in different schools

Types of School	N	Mean	SD	't'	Level of Significance
Regular School	100	34.59	10.59	8.45	0.01
Special School	100	43.15	8.51		

Glimpses of the table 3 that the mean difference of educational aspirations of children studying in regular and special school are 34.59 and 43.15 respectively and SD are 10.59 and 8.51 respectively. Estimated t value is 8.45 which is significant on 0.01 level of significance. So, the hypothesis is accepted. Thus, there is a significant difference in the educational aspirations of visually impaired students studying in Regular and Special school.

Table 4 : Showing difference between scores of EAS of visually impaired students on the basis of locality

Types of Area	N	Mean	SD	't'	Level of Significance
Rural	110	42.49	8.77	3.42	0.01
Urban	90	35.53	11.67		

Table 4 is indicating the estimated data of educational aspiration scores of visually impaired children belongs to rural and urban locality. Mean values are 42.49 & 35.53 and SD are 8.77 & 11.67 of rural and urban belonging children respectively. Derived t value is 3.42 which is significant at 0.01 level of significance. So null hypothesis stands accepted that There exists a significant difference between the level of educational aspirations of the visually impaired students belongs to rural and urban areas.

Table 5 : Showing difference between scores of EAS of visually impaired students on the basis of gender

Gender	N	Mean	SD	't'	Level of Significance
Male	89	45.28	7.11	7.19	0.01
Female	111	42.57	10.51		

Table 5 is indicating the mean value of visually impaired male and female children. There are 45.28 and 42.57 respectively and SD are 7.11 and 10.51 respectively. Obtained t value is 7.19 which is significant at 0.01 level of significance. Hence hypothesis no. 4 there exists a significant difference between the level of educational aspirations of male and female visually impaired students, stands accepted.

IV. Findings

The present study investigates the differences existing between the educational aspirations of the partially sighted and totally blind children in both general and special schools in urban & rural areas also. On the basis of the data, its analysis and interpretations, the following findings have been drawn.

- An overview of the results indicates that the level of educational aspirations of the visually challenged children is low.
- The level of educational aspirations of partially vision children is higher than the totally blind children.
- The level of educational aspirations is higher in case of visually challenged children who are studying in regular schools than in special schools.
- The level of educational aspirations is higher in case of urban visually challenged children than rural visually challenged children.
- The level of educational aspirations is higher in case of male visually challenged children than female visually challenged children.

This study gives a helicopter view about the educational aspiration of visually impaired children. Blindness is a major obstacle for the completely blind children. Teachers needs to provide psychological support to develop aspiration in these children.

V. Conclusions

On the basis of this study it can be concluded that overall educational aspiration of special need student is below average. It is due to their physical disability which make them little frustrated. Blind students suffer more problems in comparison to children having partial vision. Special schools are beneficial for the visually impaired students because they provide a special environment and using special teaching techniques. It is recommended that more schools should be run for special need students.

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Influence of Western Films on Students' Dressing Pattern at Taraba State University, Jalingo

By Apuke Destiny Oberiri

Taraba State University

Abstract- This research focuses on the influence of western films on students' dressing pattern at Taraba State University, Jalingo. The study explores fashion trends among students of the institution and finds that styles like hip hop/hippies, corporate/cocktail and make up/hairstyle, which are common in American films, are the most imitated forms/styles of dressing by the students. Incidentally, such dressing patterns are considered an aberration in the African society. Survey method was used to gather data for the study in which 220 questionnaire copies were administered to the students of the university across all levels of study. Findings of this research seem to suggest a correlation between students' exposure to western films and their choice of dressing, even though this postulate is not statistically tested in the study. The study recommends proper parenting and counseling, uncompromising religious teaching and strict implementation of dress code by tertiary institutions as panacea to the social challenge.

Keywords: students, american films, dressing pattern, influence, taraba state university.

GJHSS-A Classification : FOR Code: 190404

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I. Introduction

Communication, according to Lucas (2014), is fundamentally a human attribute that involves the generation, packaging and transmission of ideas or symbols by a source to a receiver with an expected impact or feedback. Amoruwa (2008) elaborates on this stating that communication could be said to be a process whereby the ideas, feelings, emotions, perceptions, images and opinions of a person are transmitted to another. In these submissions, the source brings to bear on the decoder some impact which he (source) purposefully or unknowingly intends. Here the source transmits stimuli to modify the behaviour of others. The stimuli transmitted may be ideas, feelings, and images among others. When the stimuli is in image form, then one of the two forms of communication is applied, namely the non-verbal communication.

The non-verbal communication is usually perceived visually and emotionally. According to Lucas (2014), this form of communication which is also called "visual communication" is hinged on sight and symbols. Amoruwa (2008) notes that one of the most obvious forms of visual communication is dressing and that dressing conveys various signals in the visual perception level of both the *dresser* and those who observe them. The adage which states "the way you dress is the way you will be addressed" becomes effective here. Jennifer and Molly (2002) have observed that costumes convey messages that point to an era, stages, status, and profession, among others. They see costume as a technical term for dress in the performing arts as in the stage (theatre) film and television.

Wilson and Goldfarb (2002) see dressing or costume as having vital role in the art of communication. They identify six (6) objectives of dressing/costumes among which are these three: a) indicating historical period of a play and the locale in which it is set; b) indicating the nature of individual character or group in a play; their stations in life, their occupations, their personalities (their age, their perspective to life); and c) showing relationship among characters, separating major characters from minor ones, contrasting one group from another.

Stressing the role of costumes or dress, Wilson and Goldfarb (2002) further submit that:

> costume (dress) play a significant role in daily life. People wear cloths not only for comfort but to convey information about themselves. If we look around us, we are actually surrounded by costumes; the formal, subdued uniform of a police officer, the sparkling outfit of marching at a football game; sports gear, such as hockey and baseball uniforms; caps and gowns at a graduation; a priest's cassock; brightly colored bathing suits at a swimming pool….

One of the channels used for transmitting visual stimuli is the film. Dress or costume on stage, film and television is a necessary complementary adjunct (Wilson and Goldfarb, 2002). It is a fact that the costumes worn by actors and actresses in films are copied by people of various ages and professions across the globe. Therefore, this study is set to investigate the influence the costumes worn by actors/actresses in western films have on the dressing patterns of students of Taraba State University, Jalingo.

II. Operational Definition of Terms

- *Western films:* This is defined as motion pictures produced by the western world, used in this

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research to imply American films such as horror, romance, thriller, drama, etc.

- *Students:* Youth between the ages of 18 to 39 who have penchant for change and are undergraduates in Taraba state university, Jalingo.

- *Pattern:* This is the way in which a person performs his/her activities or functions in life. It can also be seen as the repeated or regular way in which something happens or is done like in dressing in a peculiar manner.

- *Corporate/Cocktail dressing:* in this study implies Suits, Skirts and Blouse, long frock/gown, shirts, trousers and tie, safari jacket

- *Hip Hop/Hippies:* this ranges from – Ass down, spaghetti dress, mini skirt, body hug, sleeveless tops, jeans, jacket and trousers, T- shirts, combat trousers, baggy shorts.

- *Hairstyles/Makeup:* In this study implies eyes shadows, rouge, Rastafarian, rosy chicks, skin cut, waves/jerry curls, Afro hairstyles, ponk, wigs/ attachment earrings/bangles/neckless, and hand band

III. Statement of the Problem

It has been noted in recent times that there has been a change as regards the mode of dressing of young people. Omede (2011) observes that indecent appearance has come to characterize the dress pattern of many students on the campuses of higher institutions in Nigeria. There is hardly any higher institution of learning in this country that is not faced with this nausea. The way students on campuses of learning, particularly the female ones, dress seductively leaves much to be desired. What the girls call skirts that they wear is just "one inch" longer than their pants. When they put on such dresses, they struggle to sit down, mount a motorbike, cross gutters or even pick anything from the ground.

These students copy foreign fashion from the screen and such dressing styles are often at variance with the students' cultural orientation. Therefore, this research intends to identify the various dressing patterns usually portrayed in the western films and which students of Taraba State University are imitating in their fashion outlook.

IV. Objectives of the Study

The objectives of the study are to:

- Ascertain the level of exposure of Taraba State University students to American Films
- To ascertain the American film genre students of Taraba State University expose themselves to the most.

- Identify the various dressing patterns students of Taraba State University copy from their exposure to western films.
- Evaluate reasons for the students' adoption of foreign dressing patterns portrayed in western films
- Suggest ways by which students could be dissuaded from imitating foreign dressing patterns that are not in consonance with their cultural values.

V. Research Questions

Based on the problem and the objectives of the study, the following research questions have been drawn to guide the study.

- To what extent are students of Taraba State University exposed to western films?
- What are the American film genre students of Taraba State University expose themselves to the most?
- What are the various dressing patterns students of Taraba State University copy from their exposure to western films?
- What are the reasons for students' adoption of foreign dressing patterns portrayed in western films?
- In what ways could students be dissuaded from imitating foreign dressing patterns that do not align with their cultural values?

VI. Literature Review

Film is a powerful instrument that can build or destroy people's culture due to its conversational nature. It also plays a role in the daily lives of men and women in the way they perceive issues and conduct their own lives (Aldana 2004, p.1). A lot of research, especially in developed countries, suggests that visual media e.g Television/Film influence a range of attitudes and behaviors among youths. Huesmann & Taylor (2003) are of the view that television/film have authority over young people's decision. They assert that youth just accept what the television /film tells them without question. Keyes (2000, p.1) raised fears about the negative influence that films have on youth culture that "Students are particularly vulnerable to outside influence from their films sets because their values and ideals have not yet fully developed". Thus, they are prone to alteration by any slightest means. Chari (2005) adds that their world is erected by the stories they hear, see and tell. TV/Film, as a medium, has influence on the dressing of students (Nelson, and McLeod. 2005).

Films play a significant role in this process which gives credence to the fact that who should determine what should shape people's perception and how this is done in any society is an issue of significance. Therefore, film, in terms of fashion, has influenced the students to believe in a particular way of dressing. The kind of clothes used in acting, music

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performance and advertisement are presented to the society as the best dressing to make one look good.

Hoffner and Buchanan (2005) found that attractiveness of the movie character associated with the rating of female character with their wishful identification could lead to modeling effect in terms of the appearance of women. Therefore, women are more likely to consciously model their own appearance after the model character. This leads to making TV character appealing as role models to young adults, especially women. This in turn gives an emphasis on the unique connection between audience and media figures. According to Dominick (2005, p 8) "throughout history, films have been collectors, producers and distributors of social knowledge". He emphasized this notion by explaining that "the three defining features of films are that first, they attract the most specialized group of audience, and second, films are the most in tune with demographic, economic and social trends. Finally, films can influence social trends".

VII. Indecent (Informal) Dressing Shown in American Films

The following are some types of indecent dressing depicted in the Western films.
(1). Sleeveless tops, (2). Body hugs (3). Knickers (4). Transparent clothes (6). Bogus fashion jewelry (7). Spaghetti tops (8). Off shoulders (9). Wicket Straps (10). Mono Straps (11). Mini Skirts (12). Dress and Skirt with slit above the knees (13). Tight trousers and dresses (14) T-Shirts and jean which carry immoral embossed messages. (15). All clothes that reveal sensitive parts of the body such as the back, chest, belly, upper arms and buttocks. (16). Rosy Chicks (17). Eye Shadow (18). Excessive Lipsticks (19). Rastafarian hairstyles (20). Nail attachments.

American informal dressing projected on movies are seen as indecent because when students wear them they appear half nude; the trousers and shirts are skimpy which reveals their tummy, body hug which shows all the contours in their body frames or mini-skirt with a see – through tops. Although male students wear shirts and trousers, the trousers are bigger in sizes compared to their nominal sizes, and are pushed down almost below their buttocks in what they call 'ass-down'.

VIII. Theoretical Framework

Theories are of great relevance in every academic work. This study is anchored on Social Learning theory. The theory was propounded by Albert Bandura who was a psychologist at Stanford University. The theory suggests that much learning takes place through observing the behaviour of others (Anaeto,

Onabanjo, & Osifeso, 2008, p.). Bandura (1986) has proposed that:

> Individuals develop general behaviour and attitudes by modeling the behaviour of others. Individuals learn or model behaviour, values, attitudes, and skills through the observation of other individuals, or through observations of electronic or print media. This coincides with the effect of mass media on its audience, not only confined to the behaviour of others in the vicinity.

Based on this theory, people learn from observation first before they actually carry out certain actions. Therefore, through exposure to films, students acquire knowledge on fashion/styles worn by actors and actresses in films; as such they chose role models who influence their perception, attitude and behavioral patterns and desires in terms of dressing.

IX. Methodology

The researcher used survey method. Two hundred and twenty questionnaire copies were distributed to undergraduate students of Taraba State University. The purposive and simple random sampling techniques were used. Purposively, eight departments (Mass Communication, Economics, Physics, Geography, Biological Sciences, Sociology, Administration and Planning) were selected from four faculties namely science, education, arts/social sciences and agriculture respectively. These departments were chosen based on certain characteristics observed by the researcher. The researcher observed practically that students from the selected departments have more flair for dressing patterns than students from any other department in the institution. Simple random sampling was used to select two hundred and twenty (220) respondents. The researcher distributed 27 questionnaire copies to students in each of the aforementioned departments. Students were met after lectures and given the questionnaire to fill. The researcher waited for the respondents to fill the questionnaire and retrieved them. Pie chart was employed for presentation of data while SPSS version 20 was used for the analysis of data which consists of frequency counts and simple percentages.

Presentation and analysis of findings
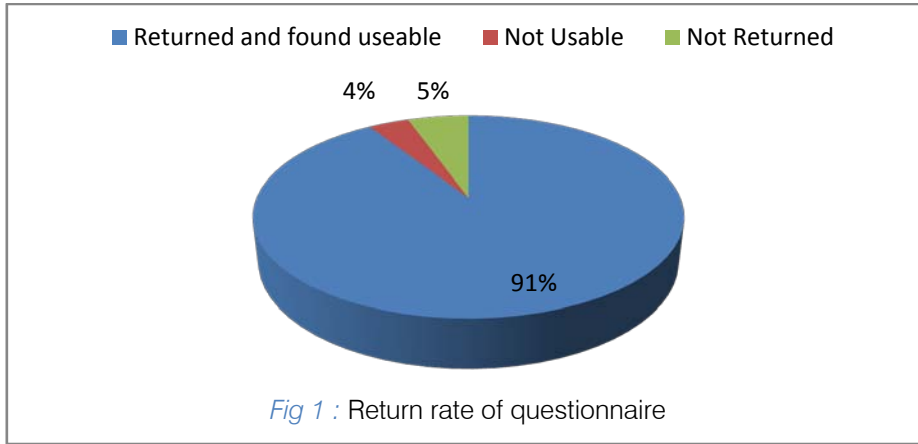
Fig 1 : Return rate of questionnaire

Figure 1 above shows that the return rate of the questionnaire is 91% while the mortality rate is 10%. This implies that, 220 questionnaire copies were distributed and 200 were duly filled and retrieved. This is appreciable because the copies returned are considered adequate to represent the population. Therefore, the presentation and analysis of data that were obtained from the questionnaire was based on the two hundred copies that were returned and found usable.

Answers to research questions

Research question one: To what extent are students of Taraba State University exposed to American films?
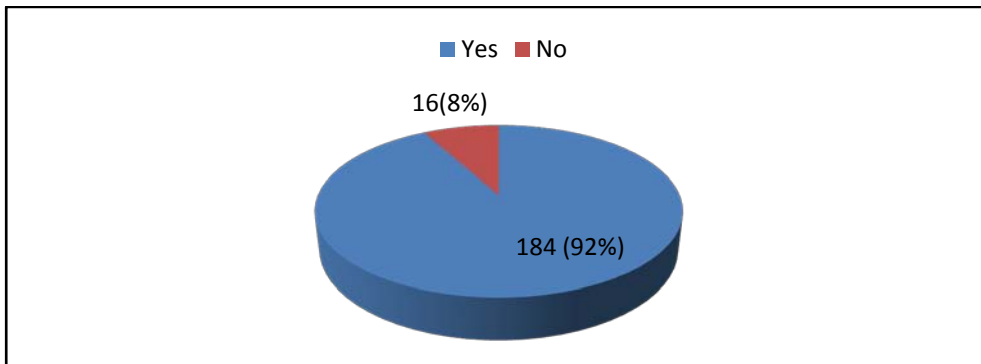
Fig 2 : Do you have access to American films?

Figure 1 above shows the information gathered on whether students of Taraba State University have access to American films. Based on the responses, 184 respondents representing 92% have access to American films, whereas, 16 respondents representing 8% do not have access to American films. This implies that most students of Taraba State University have access to American films at one point or the other.
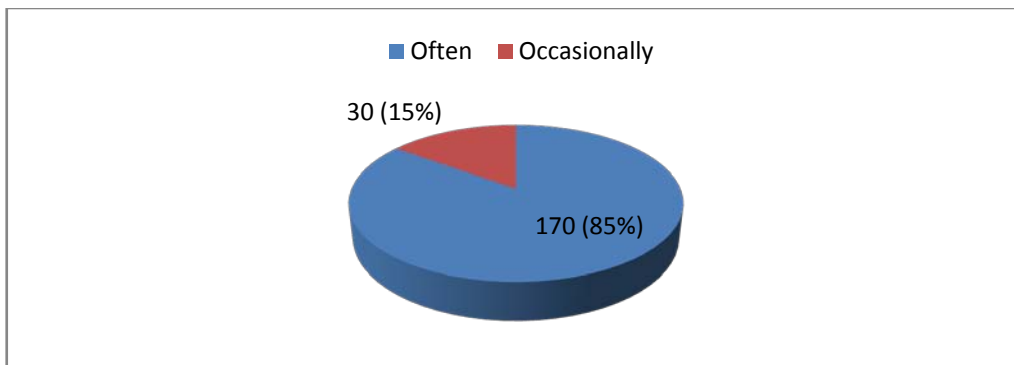
Fig 3 : How regular do you watch American films?

Fig 3 above shows the frequency of exposure of respondents to American films. Eighty-five per cent (170 respondents) consented that they watch American films often, while 30 respondents representing 15% agreed that they watch American films occasionally. This means that most of the respondents watch American films often which could be the reason for the massive influence of the films on the respondents.

Research Question 2 : What are the American film genre students of Taraba State University expose themselves to the most?
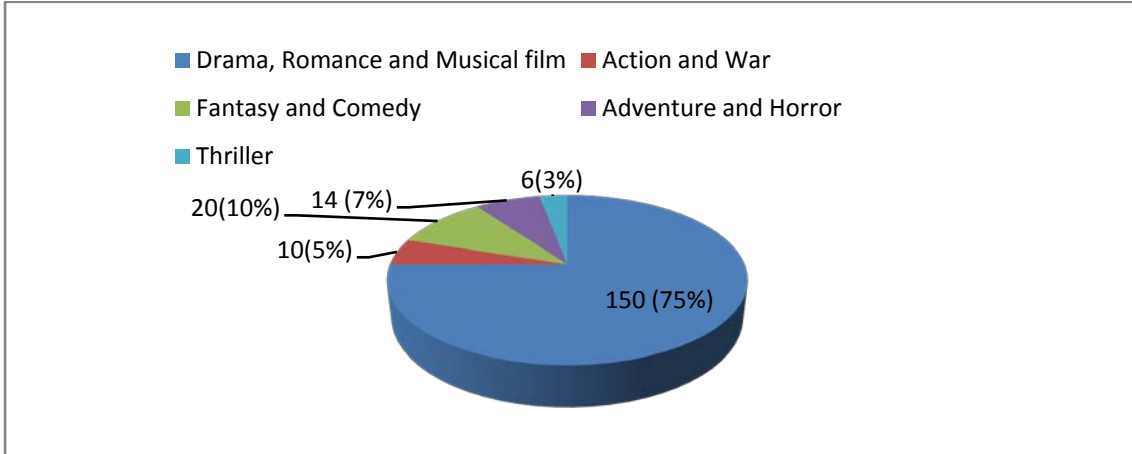
Fig 4 : Which American film genre do you expose yourself to the most?

Fig 4 above shows the genre of American films that the respondents expose themselves to. A hundred and fifty respondents representing 75% opined that they watch romance, drama and musical films more than any other forms of American films. This could be due to the kind of costumes used in such movies that captivate the hearts and minds of the youths. Twenty respondents representing 10% agreed they watch Fantasy and Comedy, 14 respondents representing 7% indicated adventure and horror, 10 respondents making 5% concurred to action and war, whereas 6 respondents agreed they watch thriller films the most. This implies that Romance, Drama and Musical films are most preferred film by the respondents. Therefore, they expose themselves to such types of American films than any other.

Research question three: What are the various dressing patterns students of Taraba State University copy from their exposure to western films?
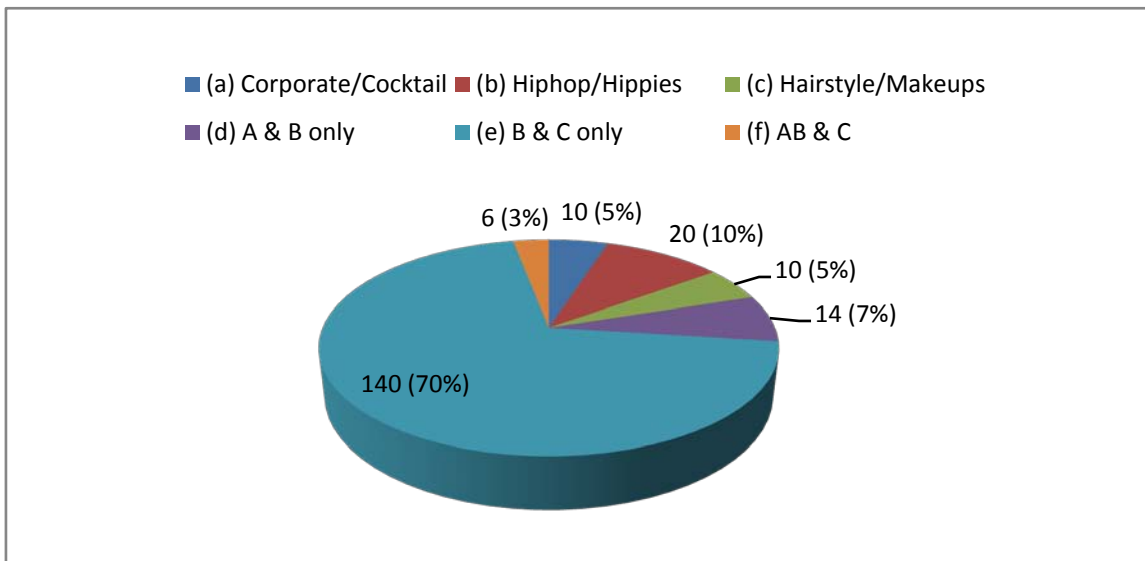
Fig 5 : What categories of American dressing do youths imitate the most?

The chart above shows the pattern of dressing in American films students imitate the most. One hundred and forty respondents representing 70% opined that the hairstyles/ make ups and hip hop/ hippies are the most imitated form of dressing by students who watch American films. Twenty respondents representing 10% agreed to Hip hop/ Hippies, 14 respondents representing 7% agreed to corporate/cocktail and hip hop/hippies only while 10 respondents representing 5% agreed to corporate/ cocktail only, and 6 respondents representing 3% agreed that corporate/cocktail, hip hop/hippies and hairstyles/make-up are being imitated by students the most. From the foregoing, it could be deduced that hairstyles/make ups and hip hop/hippies are the most imitated forms of dressing by students who watch American films. This could be as a result of the ever changing fashionable nature of these kinds of dressing.
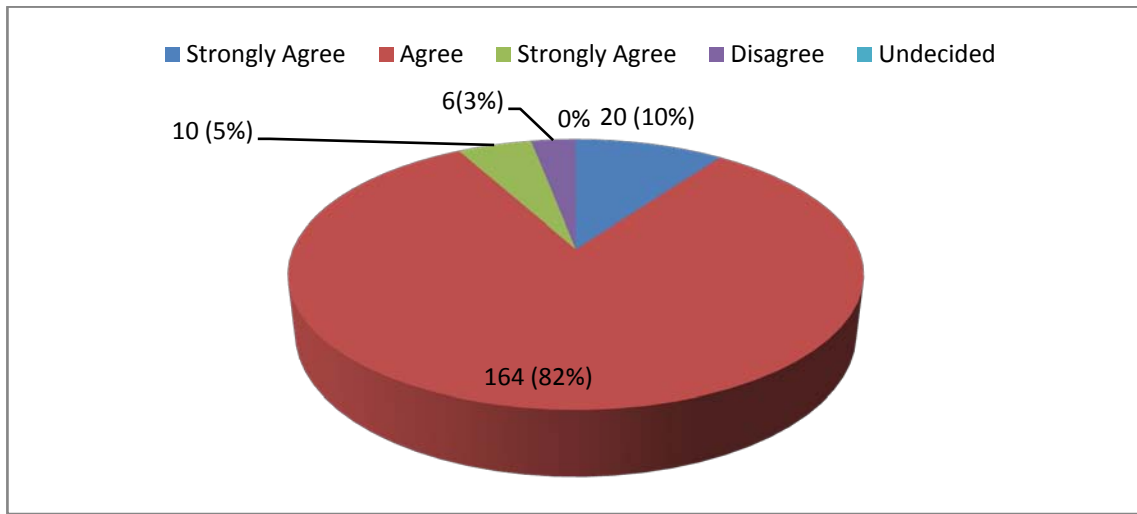
Fig 6 : What you see on American films influences your dressing mode?

Figure 6 above shows the influence of American films on youth dressing. A hundred and sixty four respondents (82%) agreed that American film influences their dressing. Twenty respondents (10%) strongly agreed that American films influence their dressing, while 10 (5%) respondents strongly disagreed that their dressing is influenced by American films, and 6 (3%) respondents disagreed with the assertion that American films influence youth dressing. This implies that to a large extent American films influence the dressing style/pattern of students in tertiary institutions like Taraba State University.

Research question four: What are the reasons for students' adoption of foreign dressing patterns portrayed in western films?
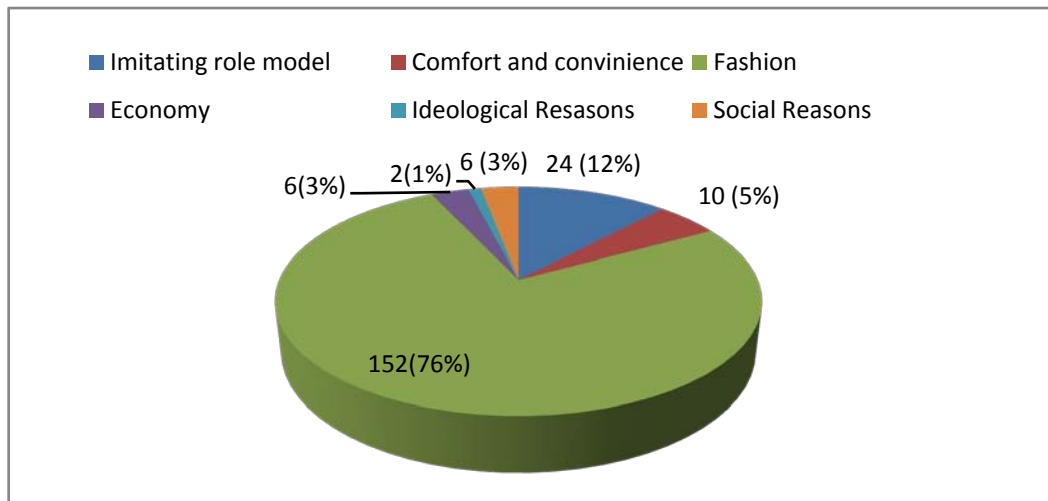
Fig 7 : What are your reasons for the preferred dress style?

Figure 7 above shows the reasons for respondent's preferred dress style. One hundred and fifty-two of the respondents representing 76% gave fashion as the reasons behind their preferred dress style. Twenty four respondents representing 15% agreed to imitating role model, 10 respondents making 5% opined to comfort/convenience, 6 respondents representing 3% agreed to economic reasons and 6 other respondents representing 3% agreed to social reasons as to why they preferred the dress styles. This implies that most youth's preference for dressing style in American films is due to fashion. Some of them also do so to imitate role model/movie stars.

Research question five: In what ways could students be dissuaded from imitating foreign dressing patterns that do not align with their cultural values?

The following are suggestions given by the respondents on how youth dressings can be changed especially from copying foreign patterns.

1. Setting and enforcing strict dressing code in tertiary institutions like Taraba State University.
2. Proper Parenting and Counseling
3. Uncompromising religious teachings through regular sermons or preaching as well as counseling; Pastors and Imams should insist on the need for decent dressing.
4. Formation of campus brigade to stand against indecent dressing by sensitizing and promoting good moral values among students.
5. Making judicious use of the mass media via jingles that promote moral values and the sanctity of sex and produce programmes that sample opinions of Nigerians on indecent dressing.

X. Discussions of Findings

Findings of this study clearly show that western films (American films) influence youth dressing style and preference. Findings further reveal that most of the students in Taraba state University are exposed to American films and they regularly watch them. Exploring the most viewed forms of American movies by the respondents; the study reveals that the drama, romance and musical movies are most preferred by students than any other one. Findings further reveal that students imitate the hip hop/hippies and the hairstyles/makes ups more than any other forms of dressing projected in American films. This is because the different forms of costumes and dressing used in these kinds of movies are appealing to the students who watch them. Weitzer & Kubrin (2004) have noted that films are able to provide knowledge on fashion/dressing to the audience because films are highly visual and seeing something in a film may have an impact on them. According to Mohammed, 2006 and Saodah (2006), films affect not only the knowledge of the audience, but also the attitudes such as the desire for products and brand preferences. This study reveals that films, to some extent, are very influential on youth clothes shopping behaviour especially for the adolescents and the young adult group.

Findings further indicate that students imitate these forms of dressing due to the trends in fashion as well as imitation of a role model. Hoffner and Buchanan (2005) found that attractiveness of the movie character associated with the rating of female character with their wishful identification could lead to modeling effect in terms of the appearance of the women. Therefore, women are more likely to consciously model their own appearance after the model character. This study has proved that students, irrespective of sex, do dress to imitate role models they watch in films.

Findings further reveal that it is possible for students to be dissuaded from indecent dressing they are exposed to in western films and these could be done through setting and enforcing strict dressing code in tertiary institutions, proper parenting and counseling, and formation of campus brigade to curb indecent dressing.

XI. Conclusion

American films exert great influence on the dressing pattern of students in tertiary institutions in Nigeria as this study shows. The hip hop/hippies and makeup/hairstyles have become the order of the day as students see these forms of dressing as the best fashion without paying any regard to their cultural norms, thereby imitating whatever they see on screen which mostly contradicts their cultural values and norms.

Recommendations

Against this backdrop, this paper proffers the following recommendations.

(i) Universities and other tertiary institutions should take the issue of dress code seriously by penalizing students who are found wanting.

(ii) As it is often said, "charity begins at home". Parents should take time to teach their wards good morals relating to dressing as emphasized in African society. Parents and guardians should openly frown at indecent dressing projected on television before their children.

(iii) Programmes that sample opinions of Nigerians on indecent dressing should be regularly featured in the mass media in addition to debate on the issue by students in institutions of learning as a means of effective sensitization.

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The Reflection of the Epos "Kitabi-Dada Gorgud" in K. Abdulla's Postmodernist Novel "The Incomplete Manuscript"

By Ismayilova Yegana

Baku State University

Abstract- In the Azerbaijani prose the postmodern interpretation of the epos "Kitabi-Dada Gorgud", is connected with the creative work of the outstanding Azerbaijani scientist, writer, poet, public figure Kamal Abdulla. The writer's creative work connected with this ancient Turkic epos is a result of the longstanding work, including his scientific works. K. Abdulla's creative work which is remarkable for the close connection of the subject motives that logically continue one another, is very complicated. Thus, this scientist-writer's artistic and scientific works is a unique and original phenomenon that has no analog in the Azerbaijani literary-scientific environment. K. Abdulla does not adhere to previous traditions, but there is a pronounced tradition in his creation that is difficult to appreciate. This tradition was created by K. Abdulla himself. Developing the traditions of interpretation of the epos "Kitabi-Dada Gorgud" in his artistic creation, he spreads confusion in the modern Azerbaijani criticism. Thus, since the beginning of the III millennium there has not been such an artistic work which has been written and which has provoked such excited discussions as K. Abdulla's novel "The incomplete manuscript" published in 2004. Actually this novel disturbed the literary and scientific environment.

Keywords: "kitabi-dada gorgud", novel, k. abdulla, "the incomplete manuscript".

GJHSS-A Classification : FOR Code: 190599

THEREFLECTIONOFTHEEPOSKITABIDADAGORGUDIN KABDULLASPOSTMODERNISTNOVELTHEINCOMPLETEMANUSCRIPT

Strictly as per the compliance and regulations of:

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Abstract- In the Azerbaijani prose the postmodern interpretation of the epos "Kitabi-Dada Gorgud", is connected with the creative work of the outstanding Azerbaijani scientist, writer, poet, public figure Kamal Abdulla. The writer's creative work connected with this ancient Turkic epos is a result of the longstanding work, including his scientific works. K. Abdulla's creative work which is remarkable for the close connection of the subject motives that logically continue one another, is very complicated. Thus, this scientist-writer's artistic and scientific works is a unique and original phenomenon that has no analog in the Azerbaijani literary-scientific environment. K. Abdulla does not adhere to previous traditions, but there is a pronounced tradition in his creation that is difficult to appreciate. This tradition was created by K. Abdulla himself. Developing the traditions of interpretation of the epos "Kitabi-Dada Gorgud" in his artistic creation, he spreads confusion in the modern Azerbaijani criticism. Thus, since the beginning of the III millennium there has not been such an artistic work which has been written and which has provoked such excited discussions as K. Abdulla's novel "The incomplete manuscript" published in 2004. Actually this novel disturbed the literary and scientific environment. This novel was much written about and all written about it was very emotional.

Keywords: "kitabi-dada gorgud", novel, k. abdulla, "the incomplete manuscript".

I. Introduction

Some people admired the novel; the others criticized and rejected it. The Azerbaijani literary criticism was busy with "The incomplete manuscript" for a long time. "The incomplete manuscript" would reveal incompleteness in the theoretical arsenal and methodology of the Azerbaijani literary criticism. It turned out that the modern Azerbaijani criticism formed on the basis of the old theoretical-methodological base (the method of the analysis of socialist realism) stayed on the same level. The main reason of it was literary creation itself. The Azerbaijani prose and literary thought was continuation of the literary thought of the XX century, and appraisal of this literary material was not difficult for the modern literary criticism from the point of the longstanding "usual" method. Suddenly "The incomplete manuscript" appeared: the motive is old – "Kitabi-Dada Gorgud", but its artistic interpretation is the newest.

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The first responses were very keen and went out of the sphere of literary criticism. On the whole, the intelligentsia took part in the "discussion" of the novel. The participation of literary subjects (writers and poets) was the most interesting. Soon the discussion went out of the literary analysis and became debate of literary generations about tastes, positions and literary methods. At last the publications that appreciated the novel from the standpoint of "the author's conception" appeared, too.

The novel was translated into the different world languages (English, French, Turkish, Kazakh, Kirghiz, Polish, Russian, Portuguese and others). After it the discussion was past the borders of Azerbaijan and came to the world scene. The Azerbaijani literary environment had to revise the novel "The incomplete manuscript" and criteria of its appraisal that had been main for the artistic creation and literary criticism for a long time. Thus, the novel "The incomplete manuscript" that had been under pressure sometimes motivated by non-literary factors provoked delight and criticism, hostility and anger of the literary criticism and literary environment in the whole. This novel made its artistic "contribution" not only to the Azerbaijani literary thought, but also to the literary environment – the potential of "revival".

The epos "Kitabi-Dada Gorgud" takes a central place in K.Abdulla's artistic and scientific creative activity. Actually, K. Abdulla's artistic creation on the motives of the "Kitabi-Dada Gorgud" is continuation or part of his scientific quest dealt with these motives. This unity in the scientist's artistic and scientific creation is his characteristic feature in the whole. His scientific works is a result of the intellectual quest, and his artistic works is continuation of this scientific quest on the poetic level. He expressed it evidently on the book cover by the following words: "The ways, roads, paths, traces, underground passages that led me to "The incomplete manuscript": "All written at last…", "The beginning and end of the way", "Nobody is to be forgotten…", "The mysterious Dada Gorgud", "The epos wrapped in mystery or mysterious Dada Gorgud – 2", "One, two…", "Who said that the bird Simurg existed ?!", "The mysterious songs", "The secrets of the Silver age", "Solution", "As if to fear…", "Sometimes I am called angel", "Ilish's return", "Beirek's fortune", "The spy",

"Everybody who loves you is here…", "The camel's rain", "The sad selections" and even "The theoretical fundamentals of syntax of the Azerbaijani language" [Abdulla, K. 2013].

The above-mentioned vast list consists of his scientific and artistic works. It includes his works that differ for their genres and forms (poems, story, essay, play, monograph etc.). The same subject unites them all: K. Abdulla's "Dada Gorgud" creative-activity.

K. Abdulla's creation on the motives of "Dada Gorgud" is earlier than his artistic creation. Actually, there is an explanation and "technological mechanisms" of creation of the novel "The incomplete manuscript". K. Abdulla is able to read the epos "Kitabi-Dada Gorgud" quite differently and catch "hidden" nuances that the others do not notice. He is immersed in the inner world of the text, in the depth called the implied space. In this sense the novel "The incomplete manuscript" is considered to be the invisible world of the epos "Dada Gorgud", underwater part of an iceberg. One can be immersed in this invisible world only by the points on the visible part of an iceberg that demands special ability and skill.

K. Abdulla has prepared for it for long years and his creative activity served this preparation. There is an interval of 25 years between his article "The language and mythological thought of the epos "Kitabi-Dada Gorgud" published in 1979 and his novel "The incomplete manuscript" published in 2004. But the "technology" of the contents of the novel that disturbed the literary environment is just in this article. The author shows the connection between this epos that amazes readers by its beauty and mythological views or rather subordination of functional formulas of the language to the functional logic of the myth in this article [Abdulla, K. 1979]. A quarter of a century separates this article from the novel "The incomplete manuscript" but no moment of this time was omitted by the author. According to K. Abdulla's chronology of his publications, he published the article dedicated to the peculiarities of the prosaic narration in 1980 [Abdulla, K. 1980; 1981]. The role of the epos "Kitabi-Dada Gorgud" in the systematic study of the Azerbaijani mythology is substantiated in his article published in 1983 [Abdulla, K. 1983]. According K. Abdulla the way leading to the implied "secrets" of the epos begins from its language. From this standpoint his next article published the next year dealt with the theoretical-methodological foundations of the problem of an investigator and epic language. When reading this scientific article one can see contours of K. Abdulla – writer through the image of Kamal Abdulla – scientist [Abdulla, K. 1984]. The same problem was elucidated in K. Abdulla's book "An author – work – reader" published in 1985 [Abdulla, K. 1985].

K. Abdulla's work "Beyrek's fortune" was published in 1986. It was quite a new and original work for Azerbaijani literary criticism. It was both a scientific and artistic work. In our opinion the author's transition from the scientific creation on the motives of "Dada Gorgud", to the artistic creation began from this article [Abdulla, K. 1986]. The author follows the same style in his work "The prophet-betrayer" published in 1989 [Abdulla, K. 1989]. His book "Mysterious Dada Gorgud" that united such notes was published in 1991. In this book K. Abdulla explains the bases of his scientific research. Actually he continued this method in his artistic creation. In this context the author's main thesis is the following: "on the one hand there is an expression plan in the epos that is on the surface where many questions may seem to be unclear… On the other hand besides the surface expression plan there is a deep, invisible essence plan, just in this plan all strangeness and illogicality disperse like fog and became exact and natural form, and logic of illogicality is seemed to be a basis" [Abdulla, K. 1999; 2004].

The sequel of this book was published nine years later. In his new book "The epos wrapped in mystery or mysterious Dada Gorgud – 2" K. Abdulla is absorbed in the depth – secret essence plan – in order to explain misunderstood and illogical moments of the surface plan" [Abdulla, K. 1999]. Then the author considers his scientific-artistic quests on motives of "Dada Gorgud" to be sufficient; and his play "The spy" and novel "The incomplete manuscript" appeared [Abdulla, K. 2004]. The plot and subject conception of this play and novel are the same. They are variants of drama and novel. The difference between these works is not to make the same plot in dramatic and epic styles artistic. The author's mastery consists of the following: these works having the same content, plot, subject, creating the different artistic notion are really the different artistic works (the play "A spy" is written in the comedy genre). When speaking about the dramatic interpretation of the motives "Dada Gorgud" we'll touch upon this work).

The novel "The incomplete manuscript" is formed on the contrasts and in a sence on strangeness. For example, this novel is voluminous enough – 28 pages. However the content of this novel goes in several sentences: the leader of the Oghuz people Bayindir khan found out that there was a spy among the Ohguz. Salur Qazan had caught him but then let him out of the prison by common consent and participation of the Oghuz beks (bek – a rich, noble man coming from a good stock – Ye. I) and let him go away. Bayandur khan and Dada Gorgud as his secretary held an investigation for several days, and the content of the novel consists of reiteration of investigatory plots. It turned out that spy's mother Paunchy Fatima visited each of the Oghuz beks, reminded them about the intimate relations that used to be in their youth with her and told each of them that her son was from him. Thus each of the Oghuz beks thought that the spy was his son. So all of them secretly

thought unanimously that the spy had to be let out of the prison.

This simple and brief content embraces a very wide and complicated system of relations. K.Abdulla's skill is on that these discrepant relations get mixed up. The simplicity of the plot in combination with the global content form the complication of the composition. The other vivid contrast in the novel is a very original combination of the comic and serious. The plot is comic outwardly: Paunchy Fatima cheated the Oghuz beks. But there is a hidden tragedy in this comic element: the unity of the Oghuz people – Ich Oghuz and Dish Oghuz was undermined; the cleavage became more sharply defined, the fratricidal war impended.

This main problem is expressed in Dada Gorgud's inner monologue: "Bayindir Khan stopped talking. Khan wants to know about it, doesn't he? Who is who among the Oghuz? Where is the Oghuz's wound? Why the Oghuz's centuries-old unity has been destroyed? Whose fault is it?" [Abdulla, K. 2013:281].

The Oghuz is divided into two branches in the epos that is connected into two branches in that is connected with the historical reality. Prof. E.Azizov writes that historical division of the Oghuz into two main branches Boz ok and Uch Ok and reflection of this fact in the "Kitabi-Dada Gorgud" confirms the origin of the ethnonym Oghuz according to the meaning "two tribes". 24 Oghuz tribes known in history come from these two branches. The word *ok* in *Boz ok* and *Uch ok* means "tribe" [Azizov, E. 2004: 252-253]. The people Galin Oghuz that consisted of 24 tribes [12-12] divided into two branches (Ich Oghuz and Dash Oguz) had internal mechanism of administration. The problem of "a spy" as an idea means breach of this mechanism.

Though the problem of "a spy" that is the base of the plot of the novel is rather comical and there is a very serious problem behind this. Academician T. I. Hajiyev wrote: "Only a spy was able to destroy the Oghuz. In Asia the Chineese espionage destroyed the Turki like a worm eating an oak-tree within. In the West Europe set the Oghuz against the Kipchak by the same way. Today spies setting the Oghuz's descendants against one another weaken them [Hajiyev, T. 2004:10].

Thus both in the novel and in the epos the problem of "a spy" is connected with the statehood – the basis of the national existence. In this context prof. G.Namazov explains the reason of K. Abdulla's repeated return to the theme of "a spy" in his scientific and artistic creation: "The study of the ancient Turkic people's eposes including the Azerbaijani people dedicated to the form of government formed on their lands during the ages is very urgent from the standpoint of return to the national history and roots" [Namazov, G. 2000:41].

"The incomplete manuscript" has a vast material and a lot of standpoints for an analysis, i.e. the novel can be studied thoroughly in the different aspects.

As we have limited opportunities within the article, it is advisable to consider the plan of artistry and expressiveness of the motives of "Dada Gorgud" in the novel. In the first place the characters draw attention. Bayindir Khan preserves his epic eminence in the novel, too. Bayindir Khan is even more majestic than his prototype in the epos. He takes part in the events very little. In the novel, he is a figure that unites the plot events. He is always in the center of attention in the novel: readers can see him on the poetic space of the novel from the beginning till the end.

Salur Qazan differs from his character in the epos. Academician T.Hajiyev wrote: "Qazan Khan who horrified the giaours was afraid of his wife Burla Khatun. Burla Khatun who agreed her son to be quartered for the sake of her honor is jealousness of her husband to Boghazja Fatma.

In the novel Salur Qazan unlike the epic character is described as a man living with real feelings, fighting, aspiring to a high rank, envying those who are stronger than him, taking part in the political intrigues. There was a very serious political conflict between him and the Oghuz brave men. He had a feud with his uncle Old Aruz. Old Aruz wanted to marry his son, Basat to Bayindir Khan's daughter Burla Khatun and to do him Bek of Beks of Qalin Oghuz. Though Basat had killed the cyclop Tepegoz and saved the Oghuz people from danger Bayindir Khan didn't take his daughter to the man who was associated with the liones Qogan. He gave his daughter to Salur Qazan that led to conflict.

In the novel Bakil is described as a brave, courageous and devoted man. Wise Bayindir Khan appreciates his devotion. But Salur Qazan doesn't like this bek from Alp Aruz's camp of Dish Oghuz, because Bakil is a skilled archer. He was unrivalled in archery. When galloping he could rivet a gazelle's foot to its ear with his arrow. Salur Qazan wasn't so deft and skilful so he offended this kind man: "Your courage and ability aren't thanks to you at all, only thanks to your horse" [Kitabi Dada Gorgud, 1999:90]. Beyrak supports Qazan and it intensities the conflict between Ich Oguz and Dish Oghuz. Salur Qazan on his wife's insistence Burla Khatun who hates Alp Aruz, and regards him as her enemy didn't invite Dish Oghuz to the Yaglamaga ceremony (yaglamaga) – giving a way property – Ye. I), though both branches of the Oghuz are to take part in it. It intensifies the enmity. The reason of enmity between Burla Khatun and Alp Aruz is very interesting in the novel. Sometimes Burla Khatun like all Oghuz girls fell in love with Basat who had killed cyclop Tepegoz. But her father didn't give her to Basat. As she didn't have Basat, she hated both him and her father. Her main ally is Beyrak. Burla and Beyrak met secretly, though both of them are married.

Beyrak who has a feud with Bekil and Alp Aruz is described as the most negative character in the novel. The Oghuz brave men having beheaded, shed one's

blood were named, but cowardly Beyrak put on a heroic act. Having sent his friends under the pretext of robbers to the merchants he jumped out of the place where he had hidden, broken up them as it had been negotiated beforehand and cut off one his friend's head perfidiously.

The reason of his conflict with Bakil is his wife. In young age Bakil's wife and Alp Aruz loved each other, and Beyrak loved her, too. But the girl came to him. Beyrak doesn't leave his wife alone and is eager to meet her in every way to amuse. Bakil knows about it, so they hate each other. When the people of Qalin Oghuz go to fight against the cyclop Tepegoz, he fakes own kidnapping in order not to be killed. Having lived sixteen years in clover in the fortress Baiburd he returns to Oghuz as a hero.

Where does K. Abdulla take these situations criticized by literary scholars from? The answer to this question is very significant from the standpoint of study of methods of artistic motives of Dada Gorgud" in the novel "The incomplete manuscript". The point is that K.Abdulla takes most of these situations from the epos and they all are dictated by the text. How and by which way does the author find them?

K. Abdulla presenting the epos "Kitabi Dede-Gorgud" as a system that consists of two plans – expression and essence-answers this question in his work "The mysterious Dada Gorgud": "The epos is organic unity of these two plans. Study of expression plan without penetration into the essence plan leads to one-sided and superficial conclusion. On the contrary revelation of the reasons "hidden' in the essence plan helps to understand alogisms of the expression plan. Undoubtedly these hidden motives make it possible to understand deeply the outword plot line, each situation. In which form do these reasons in other words motives show themselves?

"One-two words, a sentence, manners, a usual feature, nicety hint at the hidden tangle of strained relations or cause appearance of such a tangle. Though they are signs of the different levels (for example: a word and manners; a sentence and nicety etc.), they create a complete system" [Abdulla, K. 1991:11-12]. Actually the author's conception realized in the novel "The incomplete manuscript" – the principles of the model of the novel created by the author in his imagination are connected with these hidden moments, as K. Abdulla considers them to be main attributes them to the artistic plan: "Perhaps the system of hidden motives is a plan of artistic situation and strenuous dramatic moments as if live invisibly and sail as undercurrent" [Abdulla, K. 1991:11-12].

The novel "The incomplete manuscript" has a very original composition: three artistic texts, one scientific text and thus four expression plans:

- The first one is the main plot plan that tells of the Oghuz including the story-teller Gorgud;

- The second one is the plan of the story-teller Gorgud's attitude to all the events of the first plot plan (the second plan is given in branches in the text);
- The third one is the plot plan telling of Shah Ismail on the basis of the principle of the temporal synchronization (parallelism);
- The fourth one is the plan of the scientific interpretation with direct participation of K. Abdulla put in the special print in the novel.

The first level is the main line that unites all text elements in the novel. Dada Gorgud is one of the characters in this line. But Dada Gorgud has his own narrative layer that forms autonomous space in the plot. It is Dada Gorgud's thinking in the strenuous events of the plot that he doesn't say aloud. From the poetic standpoint it's valid to call it an inner monologue, from the beginning to the end. K. Abdulla even puts it in italics to distinguish it from the main plot plan, for example; "Bayindir Khan then turned to the ladies. "Daughters, who shall I talk about? I shall talk to you about the ruler of Trebizond. His envoy has come. You know our Ganturali? He complained about him. It is a long story. But the ruler of Trebizond chose the most marvelous silks and the most beautiful lace of Trebizond, and then he sent them. We shall have our talk, and then Gilbash will take you to see them. You will be able to choose whatever you like.What do you say to that?" he asked.

"Thank you, Father Khan!" Lady Burla exclaimed. "May your riches never end."

"Thank you, Khan of Khans. You have no compare in the whole of Oghuz—in this mortal coil, you know," Banuchichak said.

I have not forgotten this phrase: "You have no compare in the whole of Oghuz—in this mortal coil". Mortal coil. Just look at the woman's words" [Abdulla, K. 2013:116].

Though the plan of Gorgud's inner monologue is autonomous space, it is in the plan of the main plot. So the plan telling of Shah Ismail Khatai is quite independent. It is suddenly included in the main plot and has no plot-event connection with it. The brief content of this plot is the following: Shah Ismail Khatai finds his double named Khizir with the aid of Lele Huseyn. Khiziris so instructed that he copies Shah Ismail's style, manners, voice and becomes his double. Having been defeated in the Chaldiran battle Shah Ismail loses meaning of his life and leaving Khizir instead of himself disappears forever.

This event described in the novel has no connection with real Shah Ismail Khatai. There are no hints at this event in the historical sources, so scientists accuse K. Abdulla of venturesome falsification of history and insulting of Shah Ismail Khatai. But such positing can't explain the author's artistic conception realized in the novel.

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The author creates two characters of Shah Ismail. The first of them is real Shah Ismail whose body is in this world but whose soul is in the heavens. The second Shah Ismail – Khizir – was born for this world: both his body and soul are on the ground. He can't live aloof from the mortal world and in the end becomes a victim of the connection with this world. Shahi – Mardan invites him to the heavens. There is a dialogue between Shah and Khizir before the real shah disappears in Chaldiran:

"– Don't interrupt me.... Look! I couldn't keep this large country from calamity. I am leaving. Do not ask me why. You know, I heard a voice speaking to me from the heavens.

"Everyone who loves you is here," – the voice said. It was the voice of the Shah of Chivalrous Men.

I asked resentfully. 'Boy, what have you seen there? You, whose work there is already finished, come here! They are waiting for you here. Everyone who loves you is here!" [Abdulla, K. 2013:171].

The essence of the problem is connected with the voice from the non – existence – Shahi – Mardan's concept – cult of Khazrat Ali in Shiite sects – takes the character created by K. Abdulla out of the real relations and raises it on the level of theosophical thinking, i.e. the criterion of appreciation of characters of "Shah Ismail" created by K. Abdulla is quite different. The historical – realistic approach doesn't prove to be correct. He is invited to the heavens: Khatai has completed his mission in this world. Having left his body he becomes an immortal spirit. His body was left in this world. He left Khizir as a body instead of him. There is no event connection between the main plot and Khatai plot. But two tenses are synchronized here. The author leading a reader from one tense to the other one actually depicts timelessness. In the plot Khatai the model of comparison of the earth and heavens that is usual and sacred explains to a reader the essence of the events taking place in the plot connected with the Oghuz. The writer forms the plot of the novel connected with the Oghuz on the basis of the essential plan under the expression plan of the epos "Kitabi Dada Gorgud". On the basis if the model of relations between the expression and essensial plans the author also forms connection between the layers "expression – Khizir" and "essence – Shah Ismail" that is invisible at first sight but is perceivable spiritually.

Thus two main plot plans in the novel (the plot "Dada Gorgud" and the plot Khatai) are interwoven on the basis of the model "expression – essence" taken from the epos.

The fourth plan is the plan of the scientific interpretation with direct participation of K. Abdulla put in italics in the novel. The method of "incomplete manuscript" has been planned by K. Abdulla for it. The novel is presented as a text of manuscript with the lost or torn pages that are impossible to read. We see the author's "interference" where the pages are "lost". In other words the loss of pages is a method of author's interference in the text. The author intervenes in the text not as an artistic character but as a scientist, expositor, researcher, for example: *"The manuscript is cut off here, and we will never know why Gorgud failed to comply with the Khan's orders, and why the conversation between the Khan and his daughters found its way into the manuscript. An interesting conversation has, therefore, been included in the manuscript for reasons unknown to the reader"* [Abdulla, K. 2013:116-117].

Actually the author's character explains the composition that has rather complicated elements of construction. But it is a visible aspect of the problem. In our opinion, this fourth expression plan in the novel can be interpreted in two aspects:

- firstly, K.Abdulla is true to the tradition created and developed by him in the creation of "Dada Gorgud". His scientific works has a plan of artistic expression. This style begins from his works "Beyrak's fortune". Two styles – the scientific and artistic ones – are interwoven in the odd form. But the artistic style submits to the scientific one. Such correlation of the scientific and artistic styles in favor for the first one is preserved in his work "The mysterious Dada Gorgud" (1991) and "The epos wrapped in mystery or secret Dada Gorgud –2". Later the artistic style subordinates the scientific one: the author's interference presents the scientific style in "The incomplete manuscript". Not being voluminous in the general text it supports K.Abdulla's style – tradition of combination of the scientific and artistic styles;

- secondly, the fourth expression plan in the novel forming the author's interference serves for the conception of temporal synchronization. There are two synchronic tenses in the novel outwardly: narrative about the Oghuz and narrative about Khatai. But actually there are four (2-2) pair synchronous tenses here. The plan of Gorgud's inner monologue and plan of K.Abdulla's interference in the text are the "author" tenses virtually. Thus the spatial – temporal structure of the novel consists of four temporal layers:

1. Tense of narrative about the Oghuz;
2. Tense of narrative about Khatai;
3. Tense of Gorgud's author narrative;
4. Tense of K. Abdulla's narrative as an author-scientist.

Such a complicated composition turned the plot into the system of the most complicated signs or according to the literary critic T. Salamoglu's words into the "original structure" that expresses "the real creation". "A plot is one of the most significant components of an artistic work. A plot takes an exceptional place in the

structure of an artistic work. An artistic content generates an original structure in the real model of creation. The innovation in the plot, composition, individual style and language serves for revelation of aesthetic ideal. Thus a plot (and other composition elements, artistic language etc.) that seems to be a component of form becomes one of the main conditions of the artistic expression of content" [Salamoglu, T. 2006a:98].

T. Salamoglu appreciating the conception of time realized in K. Abdulla's novel from the standpoint of the postmodernist novel writes that "K. Abdulla presents to readers the big truth (or perhaps the bitterest truth) about Time in the novel. The whole novel consists of agonizing birth of truth. K.Abdulla plays a role of mediator in this process; he doesn't interfere in the course of the process at all" [Salamoglu, T. 2006b:101].

The same problem is explained by A. Jahangir: "The temporal difference is obliterated in K.Abdulla's consciousness as a postmodernist writer: so there is no special colour peculiar to traditional historical novels expect the language of the novel in this work" [Jahangir, A. 2005:251].

Thus the modern literary criticism assumes the artistic reality in K. Abdulla' s novel "The incomplete manuscript" to be postmodernist texture. Postmodernism is a creative style that has already taken its place in the modern Azerbaijani literature. But there is no simple approach to it. Though postmodernism is accepted by a number of young writers and literary men, the Azerbaijani literary thought living by traditional values doesn't accept postmodernism in the whole.

There are a lot of views about the novel "The incomplete manuscript" in the modern literary criticism. Two above-mentioned points of view that reflect postmodernist aesthetics are evidence of the following fact: the author's conception raises and will raise the different opinions. These views show that K Abdulla's novel has imbibed postmodernist aesthetics is a more complicated phenomenon. We agree with T. Salamoglu's opinion: time is necessary to understand "The incomplete manuscript" comprehensively. When citing the writer Anar's words about Y. Samedoglu's novel "The day of execution" one can say that "The incomplete manuscript" is a novel that can't be understood during one reading. Specially polyphony in the novel language, dialogic character of the artistic speech cause the different understanding of the "texts". To understand the novel it is necessary to take into consideration postmodernism and Bakhtin's theory of polyphonic novel of the world literature and writer's chance to use these aesthetic conceptions and literary experience, demands placed upon writer and reader "dictated by time" [Salamoglu, T. 2006:102].

Thus, truth is revealed with an overall look at the influence of "Dada Gorgud" motives on the modern Azerbaijani prose: the epos "Kitabi Dada Gorgud" preserves its truth during all the times, on all spaces in all transformations of its content and form. This power changes its content neither in the "mental direction" traced by M. Rzagulizade and A. Muganli in the direction of the "national self-affirmation' traced by Anar nor in the direction traced by K.Abdulla and still characterized as "postmodernism". Two centuries (the XX and XXI centuries) experience of the Azerbaijani prose confirms the eternity and immortality of the spirit of "Dada Gorgud" in the Azerbaijani national existance.

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Relationship between Emotional Intelligence, Self-Esteem, Anxiety and Academic Stress of the Gifted Children in Oyo State, Nigeria

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Abstract- This study investigated the relationship between emotional intelligence, self-esteem, anxiety and academic stress of gifted children in Oyo State, Nigeria. Descriptive research design of ex-post-facto was used in the study. One hundred and twenty (120) gifted children were selected from public secondary schools in Oyo State, Nigeria. The respondents were measured with five standardized scales including; (i) Self –esteem Scale (ii) Student Academic Stress Scale,(iii) Emotional intelligence Scale, (iv) Giftedness Scale and (v) State and Trait Anxiety Inventory. Three research Questions were raised and answered in the study. The data obtained were analyzed using Pearson's Product Moment Correlation (PPMC) and Multiple Regression analysis. The result showed that there was significant relationship among all the independent variables (emotional intelligence, self- esteem and anxiety) and academic stress. There was joint contribution of emotional intelligence, self- esteem and anxiety on academic stress among gifted students in Oyo state. Also there was relative contribution of emotional intelligence, self- esteem and anxiety on academic stress among gifted students in Oyo state.

Keywords: emotional intelligence, self- esteem, anxiety, academic stress.

GJHSS-A Classification : FOR Code: 930599

RELATIONSHIPBETWEENEMOTIONALINTELLIGENCESELFESTEEMANXIETYANDACADEMICSTRESSOFTHEGIFTED CHILDRENINOYOSTATENIGERIA

Strictly as per the compliance and regulations of:

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Dr. Afusat Olanike Busari

Abstract- This study investigated the relationship between emotional intelligence, self-esteem, anxiety and academic stress of gifted children in Oyo State, Nigeria. Descriptive research design of ex-post-facto was used in the study. One hundred and twenty (120) gifted children were selected from public secondary schools in Oyo State, Nigeria. The respondents were measured with five standardized scales including; (i) Self –esteem Scale (ii) Student Academic Stress Scale,(iii) Emotional intelligence Scale, (iv) Giftedness Scale and (v) State and Trait Anxiety Inventory. Three research Questions were raised and answered in the study. The data obtained were analyzed using Pearson's Product Moment Correlation (PPMC) and Multiple Regression analysis. The result showed that there was significant relationship among all the independent variables (emotional intelligence, self- esteem and anxiety) and academic stress. There was joint contribution of emotional intelligence, self- esteem and anxiety on academic stress among gifted students in Oyo state. Also there was relative contribution of emotional intelligence, self- esteem and anxiety on academic stress among gifted students in Oyo state. In view of these findings, the study advocated that the students need to be trained on how to improve their self-esteem and emotional intelligence, ameliorate anxiety because these have significant influence on their academic stress in the school system. Recommendations were made on how the gifted learners could be assisted to reduce stress in their environment and academic work.

Keywords: emotional intelligence, self- esteem, anxiety, academic stress.

I. Introduction

Giftedness is defined as high-IQ (usually, Full Scale IQ [FSIQ] above 130), is an adaptive advantage for problem-solving, and an ingredient of educational and professional achievement, but some authors suggest that it may also be a burden, leading to a series of difficulties in the emotional, behavioral and social domains. Indeed, it has previously been suggested that high intelligence is associated with a variety of negative emotional outcomes in children and adults, including depression and anxiety symptoms (Blaas, 2014; Harrison & Haneghan, 2011) attentional difficulties (Guénoléetal.,2015)and a range of relational difficulties (Cross & Cross, 2015). These results are frequently interpreted in light of Dąbrowski's theory (Dąbrowski, 1972), which links high intelligence with over excitability. Following Dąbrowski, some authors have suggested that high intelligence children may lead to a feeling of being different and to problems of emotional and social adjustment (Piechowski, 2009). However, the scientific literature on this topic remains largely inconsistent.

This is particularly obvious in the case of anxiety. Even gifted children get anxious contrary to popular belief, that giftedness does not necessarily endow children with the confidence to sail through academic work without a worry. Many gifted children, adolescents and college students suffer from disabling anxiety that affects performance, achievement and self-esteem. Anxiety pops up at the most inopportune times, and can be completely unexpected, an occasional nuisance, or a chronic obstacle. Some authors have reported increased anxiety among gifted children (Harrison & Haneghan, 2011). However, most researchers found either no link (Chuderski, 2015; Guénolé et al., 2013) or a reduced anxiety level among the gifted (Shechtman & Silektor, 2012; Zeidner & Shani-Zinovich, 2011).

In a recent meta-analysis, Martin, Burns, and Schonlau (2010) concluded that symptoms of anxiety (as well as depression) were less frequent among gifted children and adolescents than among the non-gifted (Martinetal.,2010).They also identified two main limitations of previous studies: (1) variability in definitions of giftedness and (2) sampling biases. Definitions of giftedness vary widely from one study to another. Although the most widespread definition is based on a Full Scale IQ [FSIQ] score, many authors include creativity, school performance, leadership or any combination of these in their definition. A gifted child is then defined as one with either a verbal IQ or a performance IQ above 130, irrespective of the FSIQ. This definition prevents psychologists from discarding highly intelligent children with a specific learning disorder that would only impair one of the two scores.

The National Association for Gifted Children (NAGC; 2010) defined gifted students as those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains

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include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, sports).

The American Psychological Association (2013) defined anxiety as an emotion characterized by feelings of tension, worried thoughts, and physical changes. People with anxiety disorders usually have recurring intrusive thoughts or concerns. They may avoid certain situations out of worry. They may also have physical symptoms such as sweating, trembling, dizziness or a rapid heartbeat. Anxiety has been "associated with an increased influence of the stimulus-driven attentional system and a decreased influence of the goal-directed attentional system" (Eysenck, Derakshan, Santos, & Calvo, 2007) in which "information processing is geared toward identifying potential threats and minimizing potential negative outcomes (Blanchette & Richards, 2010). If not effectively managed, the impact of anxiety can be significant.

Research on anxiety and giftedness has presented conflicting findings. On one hand, qualitative research and clinical observations have suggested that gifted youth experience anxiety more acutely and with greater intensity based on their exceptional characteristics (Hébert, 2011; Mendaglio, 2007), and that the unique stressors related to the gifted experience make them more susceptible to anxiety (Moon, 2007; Silverman, 1993). For these youth, the interactions between their distinctive needs, demands, and anxiety require better understanding to create meaningful supports and effective treatment options, thereby enabling them to maximize their greatest potentials.

The issue of anxiety and high potential students is yet to be fully understood and research in this area has been limited. Anxiety creates a state of mental uneasiness or concern that causes physical and psychological discomfort (American Psychological Association [APA], 2013). Extreme anxiety has been found to disrupt cognitive flow impeding concentration, unsettling behaviour, and interfering with perception (Beilock & Gray, 2007; Bishop, 2007; Nieuwenhuys & Oudejans, 2011; Eysenck, Derakshan, Santos, & Calvo, 2007). Qualitative research and clinical observations have indicated that some high potential youth may experience anxiety differently and more intensely based on their unique characteristics (Hébert, 2011; Mendaglio, 2007). Quantitative examination has been less prevalent and suggested that high potential youth do not experience anxiety in greater numbers than the general population (Cross, Cassady, Dixon & Adams, 2008; Martin, Burns & Schonlau, 2010; Moon, 2007). Differentiating between unique characteristic and impairing anxiety high potential youth have a variety of unique social and emotional needs (Hébert, 2011; Mendaglio, 2007; Moon, 2007). These differences can

be a source of strength that enhance their motivation and task commitment or stress that impede their creative productivity and emotional well-being (Moon, 2007). Hébert (2011) examined the social and emotional experience of gifted youth and found that the school environment can be one experience that highlights asynchrony and exacerbates anxiety. Lack of challenge and meaningful stimulation, as well as a lack of understanding by school personnel about the unique needs and characteristics of the gifted child, can result in increased internal discord, a deficit of adequate supports for high ability students, and further aggravate stress and anxiety.

Keen intellect being seen as highly desirable, but too much intellectual or emotional intensity then evaluated negatively, and gifted students being seen as unique, but being different then judged as bad (Hébert, 2011). Silverman (1993) suggested that a synchronistic development and unique personality traits make some gifted students more susceptible to affective stressors associated with anxiety including: loneliness, feeling they need to hide pressures, perfectionism, and bullying from peers when they attempt to meet high expectations. Gifted children often have a greater awareness and perception of their environment and are more likely to actively question inconsistencies. Acute self-awareness can become debilitating. Roeper (2009) noted that gifted youth's ability to see the nuances, gray areas, exceptions, and complex interrelationships contributed to their sense of being out of sync with those around them. They can see through the hypocrisies and hidden agendas and are often more aware of a number of global concerns (Peterson et al., 2009). Mendaglio (2007) defined this as Heightened Multifaceted Sensitivity (HMS) characterized by "enhanced awareness of behavior, emotions, and cognitions pertaining to self or others". When supported, it can lead to motivation towards personal growth; however, unmitigated, heightened self-criticism can lead to anxiety (Mendaglio, 2007).

There is a popular myth and a general misconception that gifted children are more adept at handling stressful situations and emotional unstable when compared to other children. People also tend to believe that gifted children are happier and better acclimated to their surroundings. Surprisingly, in many cases the opposite is true and even gifted children can face severe emotional disturbances in their life. For most gifted children, their childhood is one good mix of pleasure, thrill, enjoyment, contentment and rewards. In fact, such children derive maximum pleasure and enjoyment from life challenges as well as school work. However, it is the essence of childhood that is supposed to be more painful, challenging as well as stressful; it is a well known fact that gifted children may feel that they are left out from their peers because of their high expectations and hopes.

Gifted children own and master unique perceptions and feelings that are entirely different from to those exhibited by other children. Gifted children tend to make their own connections with the surrounding world; gifted children possess traces of abstract thinking and highly sophisticated and polished methods of conclusions at a very early age. In reality, such perceptions are unique, powerful and special. The way and manner in which a gifted child grows and develops are entirety different than his or her peers. Because of their specialty, most of the gifted children are often isolated and they feel left out of the group. Gifted children tend to perform well with those children who are emotionally near and intellectually similar. In fact, gifted children need peers to feel better, safe and emotionally secure.

While the feeling of isolation is an added advantage to gifted children, sudden emotional loneliness and feelings of desolation may actually hinder their normal emotional development. On the flipside, gifted children can perform exceedingly well when they get enough encouragement by their parents, teachers and peers. People attribute very poor social skills with gifted children. In many case, a gifted child may be completely impervious to his or her immediate social circle because of a blind screen erected in the process of emotional development. In other words, gifted children may feel their intellectual capacities are so strong and robust that they need not develop emotional intelligences.

The emotional intelligence has been defined as an ability to understand and comprehend the emotions in order for assessing thoughts, manners and to put them in a way that makes emotion and intelligent growth and elevation (Goleman, 1995). The concept of emotional intelligence gives a new depth to the man's intelligence, this intelligence is a tactical competency (personal performance), whilst the recognition intelligence is a strategic capability (long term capability). The emotional intelligence makes it possible to predict the achievement because it demonstrates how a person apply a knowledge in an immediately success. It is a form of social intelligence which is a suitable predictor in special areas such as job and educational performances. In the other word, it has an ability to control feelings and excitements by oneself and others (Hosseini, Mahmood & Jila, 2007).

Emotional intelligence points to the ability to recognize and differentiate feelings, excitements, meanings and concepts, the relations between them, to reason about them and to solve problems by them. Emotional intelligence includes the ability to receive emotions, and coordinate them to understand the information related to them, it also manage them. Another definition of the emotional intelligence is as follow: A series of unrecognizable abilities, powers and skills that have an effect on the ability to encounter wills, necessities and environmental pressures successfully (Nabi, Ghasim, & Beirami, 2010).

Intelligence Quotient (IQ) in its best form causes only 20 percent of life successes and all 80 percent remaining depends on another factor and the human's fate in the most cases depends on the skills that link to the emotional intelligence to provide person adaptability with the environment and is a better predictor of success in university, work and home than the analytic intelligence. The other factor which is effective in academic advancement is self-esteem. It is personal self-satisfaction and his sense of being valuable (Khanjani, Ashrafyan, & Montaze, 2010).

Self-esteem means how people think about themselves ,how much they like themselves and if they are satisfy of their performance, especially how they feel about society, education and family and to what extent their ideal self and actual self are close to each other. Most authorities believe that self-esteem is a central factor and a base to people social and emotional compatibility. This belief has been extended and it has a long history. At first, psychologists and socialists such as Parker, Summerfeldt, Hogan and Majeski (2004) insisted on the self-esteem positive importance. A collection of characteristics that a person uses to describe himself is known as a person "self-imagination". Self-esteem is defined as the extension of values which the information within self-imagination has for a person and it comes from person beliefs about all the attributes and features presented in him.

Self- imagination has a particular importance for mental health experts because the person imagination about his personality to high degree determines his image about environment, and these two elements plan his behaviour forms. Self- esteem is the rate of validity, approval, acceptance and worthiness that a person feels about himself. A sense of self –valuation and self –esteem is a basic need to mental relief and is a need on which our life satisfaction is depended extremely (Nabi, Ghasim, & Beirami, 2010). Self –esteem is defined as a value that has information within self –imagination to a person and it caused by a person beliefs about all attributes and characteristics within him. One of the most important concerns of masters, the university education authorities, and student parents is students' academic achievement and to prevent them from academic falling (Sheykhol, Ali, Ebrahimi, Soghra & Farokhi, 2010). Contrary to the academic achievement is academic falling, various studies showed that it has a great influence on person's fate and it also exerts much cost on the family and society. In Nigeria, this issue is one of the main problems in educational system and great amount of national funds are lost annually and society's potential forces and capitals remain fruitless, which are just men forces.

Self-esteem is not only a part of mental health, but also it associates with academic success. Many

researchers have found a relationship between positive self-esteem and high scores at school (Lalifaz & Abbas, 2008). Feelings and opinions about the abilities, competencies and own features determine self-esteem. Laport and Sevigny (2015) believe that having a good self-esteem means: to be aware of own strengths and weaknesses and to accept oneself with what is more personal and valuable. It means that taking own responsibilities confirms oneself by responding to the needs, setting the purposes and choosing ways to achieve those purposes. A good self-esteem can bring up personal uniformity and makes person to pay attention to the other people.

A person needs to grants values and respects to himself as a form of self-esteem and also he needs to be respected by others. Satisfying the self-esteem, one can ensure that he has competences, values and capabilities. This helps him to be deserved in all aspects of life and in the absence of self-esteem. He feels contempt, failure and hopelessness and he is not sure he can cope with them. Academic achievements depend on a set of complex elements, each require a body of research. Personal elements includes: purposes, motivation, methodology, intelligence, physical elements, behaviour and compatibility and mental or emotional conditions. All these elements play a role in academic achievement or failure (Laport & Sevigny, 2015). The mental and emotional conditions serve as the main element the role of exciting intelligence and demographic factors in self-esteem and social, family, exciting and physical compatibility of students in Tabriz showed that there is a positive correlation between the emotional intelligence and all five elements of self-esteem.

Two studies taking next to the self-esteem is self-study. Dolton, Marcenaro and Navarro (2001) analyzing a sample of 3,722 first and final year students from the University of Malaga, find that time allocated to lectures is between twice and four times as productive than time allocated to self-study. Bratti and Staffolani (2002) estimate an academic performance regression for first year undergraduate students of economics at the University. Even in cases such as the economic programs at Maastricht University, where students are officially required to attend up to 100% of all meetings, students have a backdoor option and can trade the attendance for an additional written assignment. They find evidence that once they control for time allocated to self-study, the positive and significant effect of lecture attendance for some courses disappears.

The scarce availability of literature addressing directly the relationship between the self- study and students' academic stress itself can be seen as a rational for further empirical studies that attempt to shed more light on this aspect. Moreover, what is generally omitted in the previous research is the impact the learning environment might have on the student time allocation. In other words, studies investigating the impact of self study on educational outcomes without explicitly addressing the didactic teaching methods used, time allocation with respect to the learning environment.

The focus of the present study lies on the way in which self study transforms into academic achievement, departing from the existing literature in three aspects. First, the self study is analyzed for the whole group of undergraduate students in several fields of study at different universities. Furthermore, six different types of student time use are distinguished. Second, the relatively large sample size facilitates the estimation of the effect of self study for different subgroups, namely men and women, below and above-average ability students (measured by their final high school grade), and students of different fields of study.

Regarding that the emotional intelligence is the most recent transformation to understand the relationship between thinking and excitement and self – esteem is the person self- satisfaction and to feel being valuable ,it is hoped that considering this study results and outcomes there will be several methods to identify the effective factors in the emotional intelligence and self-esteem and also their barriers ,actions and behaviours can be formed intelligently to eliminate the higher educational system problems and help students to have a health life. Thus, this study investigated the relationship between emotional intelligence, self-esteem, anxiety and academic stress of gifted children in Oyo State, Nigeria.

II. Statement of the Problem

Over the years, the investigations of the factors that influence academic stress of students have attracted the interest and concern of teachers, counsellors, psychologists, researchers and school administrators in Nigeria. This is because of the public outcries concerning the low standard of education in the country. However, there is significant debate in the higher education literature concerning the most effective way for students to manage academic stress and improve their learning processes. In view of this, the present study concentrates on relationship between emotional intelligence, self-esteem, anxiety and academic stress of gifted children in Oyo State, Nigeria.

III. Objectives of the Study

The general objective of this study was to investigate the relationship between emotional intelligence, self-esteem, anxiety and academic stress of gifted children in Oyo State, Nigeria. The specific objectives of the study include to;

1. Determine the relationship between emotional intelligence, self-esteem and anxiety on academic stress of gifted children.

2. Find out the joint contribution of emotional intelligence, self-esteem and anxiety on academic stress of gifted children.

3. Examine the relative contribution of emotional intelligence, self-esteem and anxiety on academic stress of gifted children.

Research Questions

The following research questions were formulated to guide this study.

1. What is the relationship between emotional intelligence, self-esteem and anxiety on academic stress of gifted children?

2. What is the joint contribution of emotional intelligence, self-esteem and anxiety on academic stress of gifted children?

3. What is the relative contribution of emotional intelligence, self-esteem and anxiety on academic stress of gifted children?

IV. Method

a) Research Design

The descriptive survey design of ex-post-facto type was used in the study. This approach does not involve the manipulation of variables in the study. It is therefore, after the fact study. It neither adds to nor subtracts from the existing fact. However, it is carefully observe and record information as it naturally occurred at the time the study was conducted.

b) Population

The population for the study comprised all gifted children in secondary schools in Oyo State, Nigeria.

c) Sample and Sampling Techniques

The sample for this study comprises of one hundred and twenty (120) respondents, the researchers targeted this audience at Oyo State. The respondents were gathered from four secondary schools. Purposive sampling method was adopted in selecting respondents for this study after screened for giftedness. The study adopted purposive sampling in the sense that only students who were adjudged gifted after screening were selected for the study. On the whole, total numbers of respondents were one hundred and twenty (120).

d) Instrumentation

The following five instruments were utilized to collect information in this study

e) Emotional Intelligence Scale

Emotional Intelligence scale developed by Law and Wong (2002) was adapted to measure the emotional intelligence based on self-report responses to 16 items tapping the appraisal and expression of emotion in self and others, and utilization of emotion in solving academic problems. Participants responded by indicating their agreement to each of the 16 items using a five point rating scale ranging from 1 (Not much at all), 2 (Not much), 3 (Not sure), 4 (very much), 5 (very, very much). The instrument had an internal consistency alpha of .91.When re-validated for use in this study a Cronbach alpha value of .89 was obtained.

f) Self-Esteem Scale

In an attempt to measure self esteem of the students, the Rosenberg's self-esteem scale (1965) was used. This instrument consists of ten (10) short questions. Responses were anchored on four rating points (Strongly Agree = 3, Agree = 2, Disagree = 1 and Strongly disagree = 0) and had an internal consistency alpha of .75.Items with asterisk are reversed. The score of the items are summed up. The higher the score, the higher the self –esteem. The reliability of Rosenberg's Self esteem Scale has been found with test-retest correlations in the range of .82 to.88 and Cronbach's alpha for various samples in the range of .77. For the purpose of this study the scale was revalidated and yielded a cronbach alpha value of .75

g) The State-Trait Anxiety Inventory (STAI)

Another instrument used to elicit information in this study was the State-Trait Anxiety Inventory (STAI) is a commonly used measure of trait and state anxiety (Spielberger, Gorsuch, Lushene, Vagg, & Jacobs, 1983). It can be used in clinical settings to diagnose anxiety and to distinguish it from depressive syndromes. It also is often used in research as an indicator of caregiver distress. Form Y, its most popular version, has 20 items for assessing trait anxiety and 20 for state anxiety. State anxiety items include: "I am tense; I am worried" and "I feel calm; I feel secure." Trait anxiety items include: "I worry too much over something that really doesn't matter" and "I am content; I am a steady person." All items are rated on a 4-point scale (e.g., from "Almost Never" to "Almost Always"). Higher scores indicate greater anxiety. Internal consistency coefficients for the scale have ranged from .86 to .95; test-retest reliability coefficients have ranged from .65 to .75 over a 2-month interval (Spielberger et al., 1983). Test-retest coefficients for this measure in the present study ranged from .76 to .87. A pilot study was carried out to assure the validity of this scale, the result obtained was .81 using Cronbach alpha coefficient. Considerable evidence attests to the construct and concurrent validity of the scale (Spielberger, 1989). Gifted learners with high scores in this instrument were the respondents of this study.

h) Student Academic Stress Scale

Student Academic Stress Scale developed by Busari (2011) was used as a measure of academic stress of participants. It has two parts with part 'A' consisting of the demographic data such as age, sex, marital status etc. It is a (66) items scale with responses anchored base on the five likert rating points of (5=

very much like me, 4= like me, 3=sometimes like me ,2=unlike me ,1==very much unlike me).High score in any of the sub- section indicates high level of academic stress. As indicated by author, the instrument has a Cronbach's Alpha of .78.

i) *Giftedness Scale*

Two giftedness scales were utilized in this study. They are; Gifted Screening Test and Pearson Gifted Rating Scale. The gifted screening test was developed by Tali Shenfield in collaboration with the department of psychology, university of California, Los Angeles. It was developed to determine a formal gifted assessment for children. It consists of 45 items that assess specific traits common in highly gifted students. Pearson Gifted Rating Scale was use to measure level of giftedness in students so identified. Cronbach alpha value of .79 was obtained when the scale was subjected to re- validation.

j) *Procedure for Data Collection*

The instruments were administered to the respondent on the day approved by the school authorities for the exercise. The researcher screened the students with Gifted Screening Test while Pearson Gifted Rating Scale was use in eliciting information from the respondents. The researcher was assisted by research assistants in administration and collection of the instruments. In each of the selected school, the administration and collection of instruments were done on the same day of administration. On the whole, data collection lasted for three weeks.

k) *Method of Data Analysis*

Pearson Product Moment Correlation (PPMC) and Multiple Regression Analysis were used to analyze the data collected.

V. RESULTS

RQ 1: What is the relationship between emotional intelligence, self- esteem and self- study and academic stress among gifted students in Oyo state?

Table 1 : Relationship between Emotional Intelligence, Self- Esteem , Anxiety and Academic Stress

Variables	1	2	3	4
Academic Stress	1			
Emotional Intelligence	.387	1		
Self- Esteem	.279	.308	1	I
Anxiety	.189	.167	.168	.417
Mean	29.0765	38.5753	25.4311	19.319
Std. Deviation	6.46	7.3312	5.1915	4.1432

Table 1 shows significant relationships among all the independent variables (emotional intelligence, self-esteem and anxiety) on academic stress. The result as presented in table 1 shows that emotional intelligence, self- esteem, anxiety have significant relationships with academic stress of the gifted students at .05 level of significant.

RQ 2: What is the joint effect of emotional intelligence, self- esteem and anxiety on academic stress among gifted students in Oyo state?

Table 2 : Joint Contribution of Emotional Intelligence, Self- Esteem and Anxiety on Academic Stress among Gifted Students

R=.47
$R^2 = .23$
$ADJR^2 = .21$
STD. Error Estimate = 6.93

Source Of Variation	Df	Sum Of Square	Means Squares	F.Ratio	P
Regression	3	2156. 68	539.17		
Residual	115	5700.55	49.57	13.17	0.000
Total	119	7857.23			

The result presented in table 2, indicated that there was joint contribution of emotional intelligence, self-esteem and anxiety on academic stress among gifted students in Oyo state. This shows that 21% of the total variance of academic stress as revealed by this study accounted for by the combination of the three predictive variables studied. The table also indicates that the analysis of variance of multiple regression data produced an F-ratio value significant at 0.05 level $F_{(4,115)} = 13.17; < 0.05$.

RQ 3: What is the relative effect of emotional intelligence, self-esteem and anxiety on academic stress among gifted students in Oyo State

Table 3 : Relative Contribution of Academic Stress among Gifted Students

	Unstandardized Coefficient		Standardized Coefficient	t-ratio	Sig
Predictor	P	SEB	BETA		
Emotional Intelligence	.27	.05	.32	4.49	.00
Self- Esteem	.22	.06	.21	2.53	.02
Anxiety	.19	.06	.18	2.40	.02

The result presented in table 3, revealed that there was relative contribution of emotional intelligence, self-esteem and anxiety on academic stress among gifted students in Oyo state. In terms of magnitude of contribution, emotional intelligence made the most significant contribution (Beta= .32; t= 4.49; p<0.05) to the prediction. Other variables made significant contributions in the following order: self-esteem (Beta= .21; t= 2.53; p<0.05) and anxiety (Beta= .18; t= 2.40; p<0.05).

VI. Discussion of Findings

There was significant relationship among all the independent variables (emotional intelligence, self-esteem and anxiety) and academic stress. This result is not surprising considering the fact that many gifted youngsters have a heightened sensitivity to their surroundings, to events, to ideas, and to expectations. Some experience their own high expectations for achievement as a relentless pressure to excel. Constant striving to live up to self-expectations--or those of others-- to be first, best, or both can be very stressful. With every new course, new teacher, or new school questions arise about achievement and performance, since every new situation carries with it the frightening risk of being mediocre. Striving becomes even more stressful when unrealistic or unclear expectations are imposed by adults or peers. The pressure to excel, accompanied by other concerns such as feeling different, self-doubt (the "imposter" syndrome), and the need to prove their giftedness can drain the energy of gifted students and result in additional stress. This corroborates the finding of Parker, Summerfeldt, Hogan and Majeski (2004) when they insisted on the self-esteem positive importance. A collection of characteristics that a person uses to describe himself is known as a person "self-imagination" according to them. Self-esteem is defined as the extension of values which the information within self-imagination has for a person and it comes from person beliefs about all the attributes and features presented in him. They also assert that self-imagination has a particular importance for mental health experts because the person imagination about his personality to high degree determines his image about environment, and these two elements plan his behaviour forms. Self-esteem is the rate of validity, approval, acceptance and worthiness that a person feels about him/herself. A sense of self-valuation and self-esteem is a basic need to mental relief and is a need on which individual life satisfaction is depended extremely (Nabi, Ghasim, & Beirami, 2010).

There was joint contribution of emotional intelligence, self-esteem and anxiety on academic stress among gifted students in Oyo state. This shows that 21% of the total variance of academic stress as revealed by this study accounted for by the combination of the three predictive variables studied. This is in agreement with the finding of Laport and Sevigny (2015) who believe that having a good self-esteem means: to be aware of own strengths and weaknesses and to accept oneself with what is more personal and valuable. It means that taking own responsibilities confirms oneself by responding to the needs, setting the purposes and choosing ways to achieve those purposes. It follows that a high self-esteem can bring up personal uniformity and makes person to pay attention to the other people.

There was relative contribution of emotional intelligence, self-esteem and anxiety on academic stress among gifted students in Oyo state. In terms of magnitude of contribution, emotional intelligence made the most significant contribution to the prediction. This was followed by self-esteem and anxiety in that order. It means that during the early years, school may be easy, with minimum effort required for success. If students are not challenged, they conclude that "giftedness" means instant learning, comprehension, and mastery, and that outstanding achievement follows naturally. As years pass, however, schoolwork becomes more difficult. Some students discover that they must work harder to earn top grades and that they have not developed productive study habits. Many suspect they are no longer gifted, and their sense of self-worth is undermined. Stress can hamper the very abilities that make these students gifted. Stress clouds thinking, reduces concentration, and impairs decision making. It leads to forgetfulness and a loss of ability to focus keenly on a task, and it makes students overly sensitive to criticism. Under these conditions, they perform less

well and are more upset by their failures. In support of this finding Laport and Sevigny (2015) found that academic achievements depend on a set of complex elements, each require a body of research. According to them personal elements includes: purposes, motivation, methodology, intelligence, physical elements, behaviour and compatibility and mental or emotional conditions, all these elements play a role in academic achievement or failure. It follows therefore that the mental and emotional conditions serve as the main element the role of exciting intelligence and demographic factors in self-esteem and social, family, exciting and physical compatibility of students showed that there is a positive correlation between the emotional intelligence and self-esteem.

The result also reveals significant relationship between anxiety and academic stress among the gifted learners. This implies that some high potential adolescents may experience anxiety differently and more intensely based on their unique characteristics. Gifted students need intellectual challenge. Boring, monotonous busy-work is very stressful for individuals who prefer thinking and reasoning activities. Boredom may result in anger, resentment, or, in some cases, setting personal goals for achievement and success that significantly exceed those of parents or school. Some gifted students value independence and leadership, yet the separation they feel from their peers results in loneliness and fewer opportunities to relieve stress. Finding a peer group can be difficult, particularly for adolescents. Some experience a conflict between belonging to a group and using their extraordinary abilities. This finding corroborates that of Hébert (2011) who examined the social and emotional experience of gifted youth and found that the school environment can be one experience that highlights asynchrony and exacerbates anxiety. Lack of challenge and meaningful stimulation, as well as a lack of understanding by school personnel about the unique needs and characteristics of the gifted child, can result in increased internal discord, a deficit of adequate supports for high ability students, and further aggravate stress and anxiety. Again Silverman (1993) suggested that a synchronistic development and unique personality traits make some gifted students more susceptible to affective stressors associated with anxiety including: loneliness, feeling they need to hide pressures, perfectionism, and bullying from peers when they attempt to meet high expectations. Gifted children often have a greater awareness and perception of their environment and are more likely to actively question inconsistencies. It follows therefore that it is important for educators and mental health providers to better understand the unique attributes of gifted youth, how they are affected by stress and anxiety, and effective stress management skills to assist them when needed. It is observed that gifted youth have a variety of unique academic, social, and emotional needs. These differences can be a source of strength that enhances their motivation and task commitment or stress and anxiety that impedes their creative productivity and emotional well-being.

VII. Conclusion

Base on the findings of this study, persistent academic stress of Nigerian gifted and talented children need not to continue indefinitely. It is a common believe that the gifted children do not go through academic stress, this study has shown that they have their own area of intellectual stress. There is hope that with the improvement of some factors (e.g. emotional intelligence, self-esteem and self-study among others) the situation can be changed for the better. The study discovered that emotional intelligence, self-esteem and self-study influence the academic stress of students in the school. By and large, emotional intelligence, self-esteem and self-study have great influence on the students' academic stress. Academic stress is mental distress with respect to some anticipated frustration associated with academic failure or even unawareness to the possibility of such failure. Students have to face many academic demands, for example, school examination, answering questions in the class, showing progress in school subjects. Understanding what the teacher is teaching, competing with other class mates, fulfilling teachers and parents academic expectations. These demands may tax or exceed available resources of the students. As a consequence, they can be under stress, since the demand is related to achievement of academic goals.

a) *Recommendation for Reduction of Stress on Gifted Students*

The teachers should help each gifted student understand and cope with his or her intellectual, social, and emotional needs during each stage of development.

In some ways, the needs of gifted students mirror those of more typical children. Giftedness, however, adds a special dimension to self-understanding and self-acceptance. If gifted youngsters are to develop into self-fulfilled adults, the following differential needs must be addressed: (a) the need to understand the ways in which they are different from others and the ways in which they are the same; (b) the need to accept their abilities, talents, and limitations; (c) the need to develop social skills; (d) the need to feel understood and accepted by others; and (e) the need to develop an understanding of the distinction between "pursuit of excellence" and "pursuit of perfection."

The stakeholders should help each gifted student develop a realistic and accurate self-concept

Giftedness does not mean instant mastery or winning awards. Parents and teachers need to set realistic expectations for efforts and achievements and

help the student choose appropriate goals. It is important to recognize and appreciate efforts and improvement. On the other hand, giftedness permits people to learn and use information in unusual ways. Given parental support and encouragement, personal motivation, and opportunities to learn and apply their knowledge, gifted students may enjoy the process of creating new ideas, especially if they believe that it is all right to think differently than age-mates.

The teachers and parents should help each gifted student be a whole person

Gifted youngsters are children first and gifted second. While their learning styles may be special, they are individuals with emotions, likes and dislikes, and unique personalities. They will not wake up one day and be "not gifted." They should not feel responsible for solving world problems, nor does the world owe them tribute. It is up to each student to make life meaningful. Understanding these realistic limits to the bounty of giftedness can reduce stress on confused students. Gifted students have strong emotions that give personal meaning to each experience. Emotions should be recognized, understood, and used as a valid basis for appropriate behaviors.

Parents and teachers should show acceptance and encouragement

Encourage students to work purposefully, thoughtfully, and thoroughly and do the best they can. It is not necessary to excel in every situation. Help them develop priorities to decide which tasks require the best efforts and which require simply "good enough." Accept and reward efforts and the process of working on tasks. Sincere effort is valuable in itself and deserves reinforcement. The means may be more deserving of merit than the ends. Efforts are within the gifted students' control; the outcomes (high grades, prizes, honors, etc.) are not. Show love and acceptance, regardless of the outcome. These youngsters need to be cherished as individuals, not simply for their accomplishments. They must know that they can go home and be loved-- and continue to love themselves-- even when they do not finish first or best.

Encouraging flexibility and appropriate behavior Curiosity is frequently mentioned as a characteristic of gifted learners. Many individuals agree that gifted students seem to question rules automatically. Concerned adults can reduce stress on gifted students by helping them distinguish between hard-and-fast rules that should be followed and those that can safely be questioned or altered and helping them understand why rules sometimes change from time to time. Many people recognize that new ideas come from reshaping and discarding old notions of right and wrong and want students to be inquiring, creative, and resourceful thinkers. But society, schools, teachers, and academic subjects have rules. In our society, flagrant rule breakers

may be penalized and shut out of opportunities for further growth and enrichment. Our students will become better thinkers by learning that rules are man-made guides to behavior, not perfect or divine, but they are to be learned, understood, and followed appropriately in certain situations. For instance, not every student will like every teacher, but showing respect is appropriate behavior even if the student privately thinks otherwise. Wise adults can model problem-solving methods that result in workable solutions and help gifted students learn when and how to use their novel perceptions, creativity, and independent thoughts appropriately and effectively.

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Perfectionism as Predictor of Psychological Wellbeing among College Students

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Abstract- India is a collectivistic society that places considerable amount of importance on its members to strive for the best as every action, desire, accomplishment and failure has social connotations for family and other close members of society. There are social pressures to achieve and to be perfect. This has a direct implication on the wellbeing of an individual especially college students since they are in the transition phase wherein they are looking for meaning in life in terms of right career choices and making their parents proud. The present study explored perfectionism and psychological wellbeing among college students and their interrelationship. A total of 281 college students (Males=174, Females= 107) in the age range of 18-24 years, participated in the study. They were administered Multidimensional Perfectionism Scale and Ryff's Scale of Psychological Wellbeing. Results revealed that all the three dimensions of perfectionism show significant relationship with all the six dimensions of psychological wellbeing. Perfectionism, both self oriented and socially prescribed, accounted for a large variance in many dimensions of psychological wellbeing.

Keywords: perfectionism, psychological wellbeing, college student.

GJHSS-A Classification : FOR Code: 170199

PERFECTIONISMASPREDICTOROFPSYCHOLOGICALWELLBEINGAMONGCOLLEGESTUDENTS

Strictly as per the compliance and regulations of:

Perfectionism as Predictor of Psychological Wellbeing among College Students

Kalpna Anand α & YK Nagle σ

Abstract- India is a collectivistic society that places considerable amount of importance on its members to strive for the best as every action, desire, accomplishment and failure has social connotations for family and other close members of society. There are social pressures to achieve and to be perfect. This has a direct implication on the wellbeing of an individual especially college students since they are in the transition phase wherein they are looking for meaning in life in terms of right career choices and making their parents proud. The present study explored perfectionism and psychological wellbeing among college students and their interrelationship. A total of 281 college students (Males=174, Females= 107) in the age range of 18-24 years, participated in the study. They were administered Multidimensional Perfectionism Scale and Ryff's Scale of Psychological Wellbeing. Results revealed that all the three dimensions of perfectionism show significant relationship with all the six dimensions of psychological wellbeing. Perfectionism, both self oriented and socially prescribed, accounted for a large variance in many dimensions of psychological wellbeing. Others Oriented Perfectionism did not come out to be contributing to psychological wellbeing. Perfectionism emerged to be one of the major contributors to psychological health and wellbeing.

Keywords: perfectionism, psychological wellbeing, college student.

I. Introduction

Perfectionism can be defined as striving for flawlessness (Flett & Hewitt, 2002) or the tendency to maintain or to reach unreasonably high standards (Hill, Zrull, & Turlington, 1997). Slaney et al. (2001) differentiated between adaptive and maladaptive perfectionism in term of individual's characteristics by the setting of high personal standards for one's work or behaviour. Adaptive perfectionists perceive a low level of distress resulting from the discrepancy between their personal standards and their performance, while maladaptive perfectionists perceive a high level of distress, resulting from discrepancy of the perceived inability to meet high standards set for the self. Similarly, Gilman and Ashby (2006) suggested that adaptive perfectionists are described as individuals who set high standards for themselves and gain a sense of satisfaction from pursuing their goals. Further, they proposed that adaptive perfectionists seek to stretch their limits, whereas maladaptive perfectionists are on a mission to outperform and surpass goal after goal.

Many researchers found that maladaptive forms of perfectionism were consistently linked with negative outcome variables such as higher levels of perceived stress (Chang, Watkins, & Banks, 2004), psychological distress (Aldea & Rice, 2006; Bieling, Israeli, & Antony, 2004; Rice, Leever, Christopher, & Porter, 2006).

Psychological Wellbeing is the dynamic and active process that gives a sense of knowledge to the people about how their lives are enduring the interaction between their circumstances, activities and psychological resources or 'mental capital'. It is about lives going well. It is the combination of feeling good and functioning effectively." (Huppert, 2009). Feelings of wellbeing are vital to the overall health of individuals, enable them to successfully overcome difficulties and achieve what they want out of life. Well-being is associated with numerous health, job, family, and economically-related benefits. Individuals with high levels of well-being are considered to be more productive at work and are more likely to contribute to their communities.

The current has been taken up to assess the relationship between perfectionism and psychological wellbeing among college students studying in various colleges across six cities (Jaipur, Delhi, Ambala, Chandigarh, Bangalore and Bhopal) in six states of India. The years of college life are highly demanding and stressful. It is important to study the wellbeing as experienced by the students as well as the effect of perfectionism on it. Perfectionism can affect the psychological wellbeing and how it affects the students is the major endeavour of this study.

II. Method

a) Participants

296 college students from six locations across India participated in this study. Responses from 15 students were incomplete; hence they were rejected from this study. Final sample consisted of 281 participants and their age ranged from 18- 24 years with a mean of 21.37. The total years of education ranged from 15-20 years with a mean of 18.26 years.

b) Measures

i. The Perfectionism Scale (Kalpna & Nagle)

It was used to measure the magnitude of self oriented perfectionism; socially prescribed perfectionism and others oriented perfectionism. It consists of 41 items, representing *Self oriented perfectionism* (16

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items), *Socially prescribed perfectionism,* (13 items), *Others oriented perfectionism* (12 items) which are to be rated on a 5-point rating scale ranging from strongly disagree to strongly agree. The reliability was established at 0.82- 0.89 which is high. It takes about 20 minutes to complete the test. Standard scoring procedure is adopted.

ii. *The Ryff's Scales of Psychological Well-Being (Ryff, 1989)*

It has 54 items which consists of six subscales: (a) Positive Relations with Others, Self-Acceptance, Autonomy, Environmental Mastery, Personal Growth and Purpose in Life which are to be rated on a 6- point scale that ranges from "strongly disagree" to "strongly agree". Test – retest reliability coefficients range from 0.81 to 0.85.

c) Procedure

The students were instructed in groups. Each group had 20-25 participants and they were administered the questionnaire. Average time taken to complete the questionnaires was 25 minutes. Data were scored manually and fed into excel sheet. The survey data obtained were analyzed descriptively, zero order correlation and Stepwise Multiple Regression was carried out to infer the perfectionism predictors of psychological wellbeing among college students.

III. Results & Discussion

Table 1 gives an overview of the scores and standard deviation of three dimensions of perfectionism and six dimensions of psychological wellbeing.

Variables	Min	Max	Mean	Std. Dev.
Autonomy (AU)	28.0	54.0	40.833	5.3282
Environmental Mastery (EM)	29.0	54.0	42.146	4.7453
Personal Growth (PG)	30.0	54.0	45.737	4.4177
Positive Relations (PR)	25.0	54.0	44.801	5.6495
Purpose in Life (PL)	27.0	54.0	43.637	4.7611
Self Acceptance (SA)	24.0	54.0	43.046	4.9318
Psychological WB (Total)	194.0	319.0	260.199	22.6150
Self Oriented Perfectionism (SOP)	35.0	78.0	59.555	8.1809
Others Oriented Perfectionism (OOP)	14.0	55.0	33.228	7.0669
Socially Prescribed Perfectionism (SPP)	12.0	46.0	27.509	5.9408
Age	18	24	21.37	1.518
Years of Education	15	20	18.26	1.231

The participants were in the age range of 18-24 years (M=21.37, SD= 1.518) with 90% of the participants between the age group of 19-23 years. The mean score on the dimension of Self oriented perfectionism (KSOP) came out to be 59.555 (SD= 8.1809) which can be considered as high perfectionism as the total scores range for this dimension is 16-80. The mean score of the sample on Socially prescribed perfectionism (KSPP) was 33.228 (SD= 7.0669), which is within average ranges considering the total score range of 13-65. Their mean score on Others oriented perfectionism (KOOP) came out to be 27.509 (SD=

5.9408), which is within average ranges considering the total score range of 12-60. Psychological well being has six dimension, each one's scores ranging from 9-54; positive relations with other (M= 44.801, SD= 5.6495), autonomy (M= 40.833, SD= 5.3282), environmental mastery (M= 42.146, SD= 4.7453), positive growth (M= 45.737, SD= 4.4177), purpose in life (M= 43.637, SD= 4.7611), self acceptance (M= 43.046, SD= 4.9318) and overall psychological wellbeing (M= 260.199, SD= 22.6150) indicating overall above average psychological wellbeing of the participants.

Table 2 : Showing correlations among Perfectionism and psychological wellbeing

	PR	AU	EM	PG	PL	SA
PR	1	.387**	.571**	.527**	.496**	.549**
AU	.387**	1	.497**	.394**	.417**	.385**
EM	.571**	.497**	1	.505**	.483**	.588**
PG	.527**	.394**	.505**	1	.522**	.563**
PL	.496**	.417**	.483**	.522**	1	.479**
SA	.549**	.385**	.588**	.563**	.479**	1
SOP	.159**	.123*	.298**	.210**	.247**	.218**
SPP	-.428**	-.333**	-.375**	-.349**	-.311**	-.408**
OOP	-.314**	-.209**	-.163**	-.268**	-.192**	-.217**

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Self Oriented Perfectionism has significant positive relation with Positive Relation with others (r = .159, p < .01), Autonomy (r = .123, p < .05), Environmental Mastery (r = .298, p < .01), Personal Growth (r = .210, p < .01), Purpose in Life (r = .247, p < .01) and Self Acceptance (r = .218, p < .01), Socially Prescribed Perfectionism has significant negative relation with Positive Relation with others (r = -.428, p < .01), Autonomy (r = -.333, p < .01), Environmental Mastery (r = -.375, p < .01), Personal Growth (r = -

.349, p < .01), Purpose in Life (r = -.311, p < .01) and Self Acceptance (r = -.408, p < .01), whereas Others Oriented Perfectionism has significant negative relation with Positive Relation with others (r = -.314, p < .01), Autonomy (r = -.209, p < .01), Environmental Mastery (r = -.163, p < .01), Personal Growth (r = -.268, p < .01), Purpose in Life (r = -.192, p < .01) and Self Acceptance (r = -.217, p < .01).

Table 3 : Multiple Regression summaries of Psychological Wellbeing (total)

Model	Predictor	Adj R²	β	F-value	Significance
1	SPP	.234	-.487	86.701	.000
2	SPP	.371	-.560	83.742	.000
	SOP		.380		
3	SPP	.394	-.483	61.775	.000
	SOP		.410		
	OOP		-.181		

Dependent Variable: PWBtotal
Predictors: (Constant), SPP
Predictors: (Constant), SPP, SOP
Predictors: (Constant), SPP, SOP, OOP

Among the three dimensions of perfectionism, SPP accounts for 23.4% variance (sig, .000) in Psychological Wellbeing and SOP adds 13.7% to it making the total explained variance 37.1% (sig, .000). It shows that higher the score on SPP, the lower will be the score on psychological wellbeing. SPP is negatively related to the experience of psychological wellbeing. OPP added to this variance and increased it by 2.3% thus making it 39.4%. SPP an SOP came out to be the more significant predictor of psychological wellbeing whereas OPP though significant did not add substantially to this relationship.

IV. Discussion

Results indicate that students were high on self oriented perfectionism and low on others oriented perfectionism. Their overall psychological wellbeing was higher than the normal individuals.

Self oriented perfectionism shows significant positive relation with all the six dimensions of wellbeing, i.e. Environmental Mastery (EM), Personal Growth (PG), Purpose in Life (PL) and Self Acceptance (SA). Socially Prescribed Perfectionism shows significant negative relation with Autonomy (AU), Personal Growth (PG) and Purpose in Life (PL). This shows that the perfectionistic tendencies having social pressure as its genesis are counterproductive to the psychological wellbeing.

Perfectionism, both self oriented and socially prescribed, accounts for a large variance in many dimensions of psychological wellbeing like Environmental Mastery (EM), Personal Growth (PG), Purpose in Life (PL), Self Acceptance (SA) and Autonomy (AU). The ability to find meaning and direction

in life, and having goals and following them, despite setbacks is an important aspect of well-being. Psychological wellbeing is all about having self acceptance and striving for personal growth and having purpose in life. High SOP and low SPP makes for a very efficient combination making it conducive for wellbeing to flourish. The results are confirmed as in a study conducted with 200 South Korean students Adaptive perfectionism was found to be significantly related to environmental mastery dimension of psychological wellbeing (Park & Jeong, 2015). Further the finding of another study conducted with 323 university students elaborated that perfectionism was strongly linked to environmental mastery and purpose in life (Butt, 2010). Research findings provide evidence that adaptive perfectionism tends to promote positive outcomes including openness to learning new skills (Gould et al., 2002), completion of interpreter training programs (Bontempo & Napier, 2011), higher levels of self-esteem (Ashby & Rice, 2002), and greater life satisfaction (Wang et al., 2009). Positive and negative perfectionism is related with psychological well-being. Psychological well-being is defined as an individual's perception and assessment of their lives. In other words, it refers to some combination of feeling good or positive affective states and functioning effectively social life (Rasulzada, 2007; Huppert, 2009; Winefield et al., 2012).

The findings are in line with other studies wherein Positive perfectionism has been found to result in low levels of depression while negative perfectionism bring about psychological distress and stress (Chang, 2006; Chan, 2007; Butt, 2010; Cumming & Duda, 2012; Black & Reynolds, 2013; Kung & Chan, 2014). Various

studies have shown that perfectionists worry and ruminate more about work than non-perfectionists making it difficult for perfectionists to switch off and relax after work, and this may negatively affect their work-life balance, health, and well-being (Flaxman, Ménard, Bond, & Kinman, 2012; Mitchelson, 2009).

V. Limitations

This study was conducted on students attending college in urban areas which is one of the limitations. In order to understand the relationship between perfectionism and wellbeing it is important to include students from rural colleges as well. The convenient sampling has in built limitations that are associated with this study too. A more representative sample would help in better generalizations.

VI. Conclusion

Results indicated that all the three dimensions of perfectionism were found to be significantly related with psychological wellbeing. It becomes evident that Socially Prescribed Perfectionism is the most significant and potent factor that affects psychological wellbeing. Together Socially Prescribed Perfectionism and Self Oriented Perfectionism predict a large amount of variance in the experience of psychological wellbeing among college students. In view of the small sample size further study on large sample including more students with representation from rural colleges is suggested.

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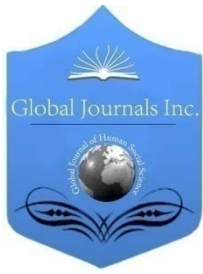
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Harnessing Diversity through Youth Sport for Sustainable Development

By Nwankwo Benedict Chimezie, Nweke Prince Onyemaechi, Okechi Benard Chibuike
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Strictly as per the compliance and regulations of:

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I. Introduction

Sport in Nigeria has grown from a humble beginning as an entertainment and recreational part time activity to a prominent phenomenon and a lucrative gold mine, braking cultural differences among tribes and regions through its impart; and harnessing our diversities by its influence felt in all spheres of lives of the citizenry Therefore, it is pertinent to acknowledge youth sports as a veritable tool indispensible for sustainable development in Nigeria as a nation-state. The enormous potential of sport, its global reach, its universal language, its impact on communities in general, and young people in particular, is a fact and is increasingly recognized around the world. The possibility to play and enjoy recreation and sport in a safe and healthy environment is a human right embedded in numerous international instruments such as the Convention on the Rights of the Child (CRC), the Convention on the Rights of Persons with Disabilities (CRDP) and the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW).

The fundamental role of Sport as a means to promote education, health, development and peace was re-emphasized in UN Resolution A/69/L.5 adopted by Member States on 16 October 2014. The resolution "encourages Member States to give sport due consideration in the context of the post-2015 development agenda".

The Synthesis Report of the UN Secretary General on the post-2015 Agenda also recognizes that sport plays a significant role in youth education and life-long learning and contributes to ensure healthier lives.

Nigerians are sports loving people with very high and enthusiastic appetite for sport participation at every level. Success at competitions creates a euphoric atmosphere with an injection of vibrancy and pride in the citizens. Conversely, poor performance by Nigerian athletes at international competitions results in a lingering sourness and a contagious sadness that envelope everybody with negative effect on their health, psyche and activities. Sport is therefore as important to Nigerians as the basic necessities of life, like food, clothing and shelter. Consequently, sport has become an important aspect of the Nigerian culture due to its popularity amongst the citizenry.

The Nigeria State recognizes the power of sports and had used it to pursue its foreign policy and diplomatic agenda as well as a pivot to foster national unity and socio-cultural integration. This is evidenced in cases such as:

- The boycott of the 1978 Commonwealth Games by Nigeria in protest against the apartheid regime in South Africa.

- The hosting of the 1973 All Africa Games after the Nigerian civil war to demonstrate to the world that Nigeria is united, safe and secure.

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- The introduction of the National Sports Festival in 1973 as a means of fostering unity and cultural integration after the Nigerian civil war and a host of others.

Sports has therefore contributed to the oneness of the geographical entity called Nigeria and has equally brought about our binding spirit harnessing our diversities, sports has detribalized Nigeria and buried ethnocentrism as implicated in selection of competent and skilled players from all parts of the country.

Several cultural benefits abound in sports. Sports generally help to develop a strong and positive community identity. Since cultural diversity is dependent on community, it is imperative to mention that youth sport contributes to the unification, integration or cohesion of the identity of any community. It is exciting to meet people from different ethnic groups and nations who speak different languages and yet brought together through sports. During sporting events like the Globacom, Olympics and world cup soccer, people display their national costumes and country colors in the form of flags, shirts and other visual things. This helps people to learn from and appreciate each other's culture and bring them together to harness cultural diversity for sustainable development.

Sport brings people from different cultural backgrounds together to put away all other differences and unanimously work towards a common developmental goal. During Nigeria Global com Premiere league, athletes come from diverse cultural backgrounds to participate; they are brought to live together as a team (family). During this process of living together in unity, a culturally diverse community is created where people are free to share their culture with other people. This show how powerful sport is in harnessing cultural diversity for peace, unity and sustainable development.

In an act of friendliness, sportsmen come together to play games in order to raise money for other worthy causes, mainly charities. An example of such event was a FIFA soccer game that helped to raise money for tsunami victims. The game brought soccer players from different countries as a sign of diversity to help other people in need. People who participated in the event would definitely have experienced a unique thing about someone else's culture.

During sport competitions, people travel from different communities even from different countries to cheer their teams irrespective of their cultural differences. For instance Nigerians at the stadium become a single family cheering the Eagles. Usually at the beginning of the world cup competition, the differences between countries are clearly marked but as time progresses the gap narrows down and differences fizzle away or almost do no longer exist. For instance, if five African teams qualify for the playoffs during a world cup and only one team advances to the next round,

people from the remaining countries would end up supporting the advancing team. It is also not surprising to see an African country cheering European or Asian teams. There have been many times when opponents exchange their jerseys as a sign of respect for their counterparts. Despite the entertainment values of sport, it is also a veritable indispensable tool in harnessing cultural diversity among people and communities for sustainable development. Sports help people to understand each other and live together in peace and harmony. Generally athletes' participation in sports contributes to holistic development where competence, autonomy and relatedness are achieved as key psychological factors that encourage sustainable development. Murray (1997) observed that the concern for applied sport psychology generally is how to improve sports performance, sustain interest of athletes and build capacity of athletes to achieve the global developmental role of sports.

II. Brief History of Sports in Nigeria

Informal competitive sports have their origin in villages and their ethnic groups. This humble beginning as entertainment and recreational part time activity subsequently advanced into prominent phenomenon that could no longer be ignored in the socio-political and economic life of the nation. Missionaries introduced formal sports in Nigeria and in the course of history both formal and traditional sports have evolved to be administered by management structures such as Sports Federations, Sports Councils and at the apex, the National Sports Commission. Formal sports organization started in Nigeria at about 1910 with the introduction of Empire Day competitions, which were organized on inter-schools basis. The establishment of Mission schools in different parts of Nigeria assisted in the development of sports and the introduction of new ones.

Though most of the sports were alien to Nigerians, they were welcomed because they served the common goal of recreation, entertainment, social mobilization and promotion of unity in diversity.

Nigeria's first participation in an international competition was in 1934, when the late Dr. Nnamdi Azikiwe represented Nigeria in the 440 yards (400m) at the Commonwealth Games and Empire day competitions in London. Nigeria presented teams for the first time during the 1950 Commonwealth Games in Hamilton, Canada, the 1952 Olympics in Helsinki, Finland, and the first edition of the All Africa Games in1965, Libreville, Congo. Nigeria has since then continued to participate in these Games except the 1976 Olympics in Montreal, Canada, and the 1986 Commonwealth Games in Edinburgh, Scotland, as well as the 1998 Commonwealth Games in Kuala Lumpur, Malaysia because of political reasons that were largely

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influenced by the Apartheid Regime in South Africa at that time. Nigeria did not participate in the 1976 Olympics and the 1986 Commonwealth Games because of the African boycott of the Games. In the same vein, Nigeria could not participate in the 1998 Commonwealth Games because she was under suspension by the Commonwealth.

Sports administration and practice in Nigeria have taken a new and great dimension, thereby becoming a big commercial venture and employer of labour.

The domination of the sporting world by the Russians and their allies coupled with their unique organizational structure of sports influenced the Federal Government of Nigeria to directly involve herself in the control, regulation and promotion of sports. The outcome of this decision was the establishment of the National Sports Council in 1962.

Administratively, Sports is administered at the State level through Sports Councils and at the National level through the National Sports Commission. Historical evolution of the National Sports Commission is as stated hereunder. The promulgation of Decree 34 of 1971 formalized and legalized the National Sports Commission (NSC) as the apex Federal Government agency to control, regulate and organize sports in Nigeria. In 1975, the National Sports Commission was elevated to the status of a Ministry with a Cabinet Minister.

However, the promulgation of Decree 7 of 1991 saw the reemergence of the National Sports Commission as a Parastatal under the Ministry of Youth and Sport. In 1995, the National Sports Commission was scrapped and the administration of sports was once again transferred to the Ministry. By December 2006, the Obasanjo Administration reverted the then Federal Ministry of Sports and Social Development (FMSSD) to the National Sports Commission. Prior to this development, the then Ministry had recognized 34 National Sports Federations. The oscillation of the administration of sports between the Federal Ministry of Sports and the National Sports Commission was a major factor militating against the desired growth and development of Sports in Nigeria. Sports management structure suffered some set back as a result of poor or non-implementation of the 1989 National Sports Policy, which was Nigeria's first Sports Policy.

Football in Nigeria was introduced by Missionaries and was played in schools and by traders. Clubs evolved thereafter culminating in the establishment of a regulatory body, the Nigeria Football Association (NFA) in 1945, with Mr Murlford as its Chairman. Decree 101 of 1991 gave legal backing to the NFA and the status of a parastatal under the then Federal Ministry of Youth, Sports & Social Development. The expansion of football activities in Nigeria brought about the establishment of the Nigeria Premier League

Board to administer football at professional club level. The National Institute of Sports (NIS) was established in 1974 and attained the status of a parastatal through Decree 31 of 1992 as an institution dedicated to training and research in all aspects of sports.

III. Concept of Sport

The concept of sport is varying both in its definitions. For instance, in a development context the definition of sport usually includes a broad and spectrum of activities suitable to people of all ages and abilities, with an emphasis on the positive values of sport. In 2003, the United Nations Inter-Agency Task Force on Sport for Development and Peace defined sport, for the purposes of sustainable development, as "all forms of physical activity that contribute to physical fitness, mental well-being and social interaction, such as play, recreation, organized or competitive sport, and indigenous sports and games." This definition has been accepted by many proponents of Sport for Development and Peace. It is the working definition of sport for the purposes of this research (UN-ATFSDP, 2013). To Ralph (2014) sport is an activity that involve physical exertion, skill or hand-eye coordination as the primary focus of the activity, with elements of competition where rules and patterns of behaviour governing the activity exist formally through organizations.

Lyon, Kenyon and Mcpherson (1999) explaining the nature of sport posit that sport is a game occurrence or event. A game is any playful activity from which the outcome is determined through physical skill, energy, strategy or chance employed singly or in combination. Sport is an institutionalized game, a social system, a competitive activity characterized by relatively persistent patterns of social organization which is not characterized by a universally accepted definition (Mixon, 1984). Singer (1976) also saw sports as a human activity loaded with specific administrative organization and historical background of rules and regulations. For the purpose of this research, the researchers defined sport a demonstration of physical fitness to improve personal enjoyment, health and physical satisfaction. It can be undertaken within the formal arrangements of sporting organizations and competitions, or as an informal social or recreational activity where rules are less important and outcomes may vary.

IV. Concept of Development

It is imperative to note that the phenomenon of development transcends economic growth, which was erroneously considered by classical economists to be synonymous to development, basically because of the major role of economic forces in engendering societal development. However, in recent years, a number of economists have come to acknowledge that gross

statistics sometimes obscure the essence of the problem of development, because development is essentially about people and their 'quality and quantity' of life (Abah, 2000). It is in this light that Agba referencing Cairncross as posited in Abah (2000), that "the key to development lies in the minds of the people, in the institutions in which their thinking finds expression and in the play of opportunity on ideas and institutions". This idealistic conception entails that the nature, quality, quantity, dimension and rate of development of any society is predicated on the nature of the ideas, values, norms, etc that constitute its non-material culture. Development, therefore, entails not only improvement in economic growth and/or material possession and favorable living conditions of a people, but also, an improvement in the knowledge/ideas, values, norm and the entire non-material culture of a people (Agba, 2012). That is to say that development, pertaining to culture, consist the activity of removing the cultural traits that impedes on efforts to a higher living standard and to adopt and improve on cultural traits that will gear towards higher living standard and good quality of life of a people.

V. Concept of Sustainable Development

The concept Sustainable development has been defined in many ways, but the most frequently quoted definition of sustainable development which may be useful in this research is that proposed by Brundtland Commission Report (1987) is defined as the *development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It contains within it two key concepts: the concept of needs, in particular the essential needs of the world's poor, to which overriding priority should be given; and the idea of limitations imposed by the state of technology and social organization on the environment's ability to meet present and future needs* (Cerin, 2006; Dernbach, 1998; Dernbach, 2003; Stoddart, 2011). This definition does not limit the scope of sustainability. The explanation does, however, touch on the importance of intergenerational equity. This concept of conserving resources for future generations is one of the major features that distinguish sustainable development policy from traditional environmental policy, which also seeks to internalize the externalities of environmental degradation. The overall goal of sustainable development is the long-term stability of the economy and environment; this is only achievable through the integration and acknowledgement of economic, environmental, and social concerns throughout the decision making process (Rachel, 2015).

In the application of this definition of sustainable development, one issue that is concerns is the substitutability of capital. There are several types of capital, such as: social, natural, and man-made capital.

The definition of weak sustainable development explains that only the aggregate level of capital matters: man-made, or manufactured, capital is an adequate alternative to natural capital. It is on this viewed that Stoddart (2011) opined that any strong sustainability, must recognizes and appreciate the unique features of natural resources that cannot be replaced by manufactured capital

Barbiar (1987), in his definition of sustainable development, is concerned with the plight of the populations of the third world. His focus is on combating the pervasive and deepening poverty and improving the quality of life. According to Barbier, the concept of sustainable economic development as applied to the third world… is therefore directly concerned with increasing the material standards of living of the poor at the grassroots level, which can be quantitatively measured in terms of increased flood, real income, education services, health-care, sanitation and water supply, emergency stocks and cash, etc, and only indirectly concerned with economic growth at the aggregate national level. In general terms, the primary objective is reducing the absolute poverty of the world's poor, through providing lasting and secure livelihoods that minimize resource depletion, environmental degradation, cultural disruption and social instability. To Goodland and Ledec (1987) Sustainable development is here defined as a pattern of social and structural economic transformation (i.e. development) which optimized the economic and social benefits available in the present, without jeopardizing the likely potential for similar benefits in the future.

A primary goal of sustainable development is to achieve a reasonable (however defined) and equitably distributed level of economic wellbeing that can be perpetuated continually for many generations. CIDA (1992) outlined five aspects to the concept of sustainability:

- *Economic sustainability* – appropriate economic policies, efficient resources allocation and a more equitable control over resource, and increased productive capacity among the poor.

- *Social sustainability* – equitable income distribution, participation of intended beneficiaries.

- *Cultural sustainability* – sensitivity to cultural factors including cultural diversity, recognition of values conductive to development.

- *Political sustainability* – premised on the assurance of human rights, promotion of democratic development and good governance.

- *Environmental sustainability* – managing and protecting ecosystem to maintain diversity of life in both human – managed and natural system and protecting the environment from pollution to maintain the quality of land, air and water. It would

be necessary to appraise or assess post-independence Africa in these core aspects of sustainable development (Nwakaire, 2013).

For the purpose of this research, the researchers hereby define sustainable development as developmental process which aimed at enhancing human life and expanding public and individual's well-being. It is development that enables us to understand ourselves and the world at large. However, the problems we face are complex and serious and we can't address them in the same way we created them because the future generations will meet their own needs and find means to redress them.

VI. Theoretical Framework

a) Functionalist theory

Emile Durkheim (1858-1917) conceived and developed functionalist theory (see Durkheim 1915, 1964); Durkheim was himself one of the first sociologists to make use of scientific and statistical techniques in sociological research (1951).

Functionalist theory focuses on the ways that sports contribute to the smooth operation of societies, communities, organizations, and groups enhancing integration. This is why a functionalist approach is popular among people interested in preserving the status quo in society for development. They want to understand how sports contribute to the smooth operation of the social systems in which they have been successful. Many people connected with organized competitive sports also prefer functionalist theory because it emphasizes the "functions" of sports and supports the conclusion that sports are a source of inspiration for integration of individuals and societies. The importance of youth sport is all encompassing therefore raising reasons to study it as a factor that can harness diversities in Nigeria for sustainable development. In application, Popularized forms of functionalist theory often are used when people in positions of power make decisions about sports and sport programmes at national and local levels. For example, a functionalist analysis of sports in society would support the following actions: promoting the development and growth of organized youth sports (to build values and integrate society's diversity), funding sports programmes in schools and communities (to promote organizational loyalty and attachments to schools and communities as a means of youth empowerment), developing sport opportunities for girls and women (to increase achievement motivation among girls and women), including sports in military training (to increase military preparedness and the fitness of soldiers), and staging sports festivals (to build national goodwill and unity). This theory is relevant to this research because it maintain the values that preserve stability and order in individual's social life for sustainable development in our societies.

b) Youth sports and sustainable development

A plethora of research show that all over the world, youth sports have become an important and integral part of sustainable development, youth empowerment and important part of social and cultural integration among youths (Coakley, 1998; Coakley, 2011). Research reveal that youth sport has been integrated into community schemes to tackle crime and drug abuse among youths and ensure sustainable development through proper implementation of good policies (Andy & Ivan, 2004). The growing concern about the future growth and development of today's youth all over the world has motivated researchers to increase their interest in positive youth development programs through sports as one of the fastest avenue for sustainable development (Fraser-thomas, Cote & Deakin, 2005). However, diversifying youth sports is critical in youth sports development to ensure carryover of values to adult life and adult sport participation as sustainable development (Hill, 1988; Hill & Hamsen, 1988).

c) Cultural diversity

Culture: Culture denotes a historically transmitted pattern of meanings embodied in symbols, a system of inherited conceptions, expressed in symbolic forms by means of which human beings communicate, perpetuate and develop their knowledge about life and attitudes to life. This assertion serves a clarification function because it presents culture as consisting of the non-material traits such as: ideas, norms, values and material traits such as: cloths, houses, etc. This underscores the fact that nonmaterial cultural traits determine not only the nature and quality of material cultural traits, but also, how material culture is utilized or handled.

Cultural diversity therefore is the variety of human societies or cultures in a specific region, or in the world as a whole. Culture itself is usually defined in two perspectives: a narrow viewpoint, which focuses on cultural products and expressions, such as traditional dance, theatre, sculptures or buildings, and a broader definition, which views culture as "the way we live". The latter, who applied in this study, is all inclusive of human endeavour. Culture is a constructed phenomenon, created through the human endeavours to transform nature and the environment in order to sustain and enrich life. Culture is transferred through human interaction, from trans-generational ones (e.g. through family and ethnic group) to inter-group ones (cultural interaction). In this transfer process, culture is often adapted to new circumstances or restructured, e.g. to address new beliefs, opportunities, a crisis or a threat.

Cultural identity defines people's cultural bonding, the group to which they belong. Within mobilization tactics, cultural identity is usually portrayed as a fixed characteristic, which must be defended against "others" who are generally viewed as competing for the same resources, power or status (Kaufman, 2006).

National governments tend to emphasize national identity to increase social cohesion, national consciousness and nation building. The challenge then is to make diverse cultural identities an integral part of the national one. This is particularly important in a country like Nigeria which has about 370 different ethnic groups (Alubo, 2006). Cultural identity implies freedom of association with groups, communities and ideologies which can go beyond national boundaries. People can and do have multiple identities that are complementary, e.g. ethnic, social, gender, religious, work. Acceptance of cultural identity within national identity prevents stifling of social relationships and promotes dynamic interactions, creativity, critical thinking and acceptance of history as a shared legacy and the future as shared aspirations (Edewor, 1993; Elbadawi & Sambanis, 2002). Suppression of cultural identity by national governments or inequity in recognition can lead to resistance, conflict and civil war. Recognition of cultural identities through proportional representation in institutional arrangements easily entrenches cultural identities and does not motivate for national integration. This may increase tensions, rather than resolve them (Kotze, 2002).

VII. Relationship between Sport and Culture

It is very crucial to acknowledge that, culture and sports share vital relationships. For instance, culture is created by man through the process of adjustment to life in the social setting. Sport was originally conceived in order to divert people's attention from rigors of daily life. Culture is universal and so found in any human society. Sport is also universal, found in any human society. This implies that, as culture is a house hold affair of every nation throughout the world, sport is also a household affair of every society. This is because, it cuts across all societies. These also attest to the reason why government spends millions of naira on culture and sports promotion through Sport events such as: Olympic Games, Nation's Cup, sports festivals and tournaments. Sports and culture are instruments of national and international unity and cohesion. According to Oyeneye and shorem (2000), culture does not only shape the personality of the members of a society, it also controls and directs their behaviours and relationships. The principle of sportsmanship in sports is similar to this. The principle of sportsmanship expresses an aspiration ethos that the activity be enjoyed for its

own sake, with proper concentration for fairness, ethics, respect and sense of fellowship with one competitor. Sportsmanship in basic sense may be taken as conforming to the rules of sport which is meant to control, shape and direct human conduct as culture does. Typically, sportsmanship is regarded as three related and perhaps overlapping concept: fair play, sportsmanship and character (Onifade, 2001).

Fair play refers to all participants having equitable chance to pursue victory and acting towards others in honest, straight forward, and firm in dignified manner, even when others do not play fairly. Character refers to those dispositions, values and habits that determine the way a person normally respond to decisions, fear challenges, opportunities, failure and success which are typically seen in polite behaviours especially towards others such as helping an opponent or shaking hands after a match or even exchange of sport vest (Onifade, 2001). The principle of sportsmanship is associated with interpersonal way of treating others and being treated fairly, maintaining self-control in dealing with others and having respect for both authority and opponents. There are facets of sportsmanship that are similar to culture. These are as listed below:

- Respect and concern for rules and officials
- Respect and concern for social convention (i.e. shaking hands)
- Respect and concern for the opponent (i.e., lending one's equipment to the opponent, agreeing to play even if the opponent is late and not taking advantage of an injured player).

Avoiding poor attitudes towards participation, e.g. "not adopting win – at – all cost" approach and not showing temper after a mistake (Akinsanmi & Oloyede, 2001). Culture is a value system. Cultural values imply those general orientations in socio cultural systems that are not always obvious to its members, but they are implicit in actual behaviour. The value system of any society often reflects in their sports participation. For instance, health is highly valued in the American culture. Athletes' cultural perspective may cause variations in their causal perception and subjective goals either positively or negatively. Research on impact of acculturation on adolescent athletes' motivation among Mexican Americans reveal that acculturation positively influenced their perception of competence within the competitive sports setting (Ryska, 2001) this implies that cultural consideration and acculturation are veritable tools for adolescent sports development and sustainable development.

Markus and Kilayama(1991) examined sports orientation across Eastern and western cultura perspectives of athletes, they observe that there exist variation in their sport orientation. Athletes with Eastern cultural perspective adopt task oriented approach in

their achievement setting while athletes with Western cultural perspective adopt an outcome-based approach within the achievement setting. Task-oriented approach is shown through group affiliation and striving for social acceptance to emphasize in-group harmony. While out come-base approach is shown by demonstrating high personal ability and individuality. A similar research on achievement motivation across culture reveals that there was significant cultural impact on the achievement motivation among Anglo American marathon runners and Japanese runners that makes significant difference (Hayashi& Weiss, 1994)

VIII. Cultural Contents in the Sports Policy and Administration in Nigeria

Cultural content refers to those aspects of the sports policy which directly or indirectly have to do with values, beliefs, ideas, attitudes and social institutions characteristic of the Nigerian people. The culture of an organization or a country is usually known through its policy or objectives. The National sports policy (NSP, 2009) has the following objectives:

- To develop sport to become the instrument of national unity
- To utilize achievements in sports to boost the country's image in the committee of nations
- Use sport as the avenue to minimize antisocial behaviour
- Attract major international sporting events to Nigeria and exploit their benefits for tourism and economy.

In the policy, government recognizes sports as the vehicle for culture. She appreciates the significance of sport to minimize antisocial behaviours such as human trafficking, kidnapping, alcohol abuse, school dropout, drugabuse, hooliganism, terrorism, stealing, violence, and fraud. All these vices are commonly found with idle young people. The policy also recognizes sports as the means of preserving national cultural value, which is unity. Sports are the unification instruments for people or peoples within the state so that it remains politically stable and viable at long run. It promotes sport in order to foster social harmony and economic growth. National unity is an essential part of national value system and is a component of nation building and integration.

Akinsanmi and Oloyede (2001) argued that, sports and culture contribute to character building, discipline, economy, ideology, patriotism, education, mental development, human communication, physical fitness and health. These attributes have been clearly stated in the national sports policy (2009). Another major advantage of sport is that it establishes the equality of all participants through the respect of a corpus of norms. Irrespective of a player's origin, religion, ethnicity or social background, the "rules of the game" apply to all, and in the same way. Thus, it can break down stereotypes pertaining to gender and disability, galvanizing positive change and drawing individuals together, building bridges and promoting peace and reconciliation, as well as providing facilities and access to community services. Importantly, sport also plays a significant role in promoting positive lifestyles among youth and offering constructive activities that can contribute to their integration in society. Sport programmes engaging youth can lead to a reduction in negative patterns of behavior by increasing self-confidence and self-respect which enhance integration and inclusion.

Furthermore, the functions of sports and culture today have also grown in economic and political dimensions and many countries now use them as the legitimate part of foreign policy and as the vehicle to show one country's mood towards another. For instance, Nigerian boycotted the Edinburgh 1986 Commonwealth Games of the British rugby team that went on playing tour of apartheid South Africa and used that to protest the apartheid policy perpetuated against the blacks of South Africa who actually owned the land of South Africa. Sports epitomize the ethical values in a country. A country whose athletes performed excellently in any international sports would be given an extensive media coverage, just like what has just happened to the under – sixteen junior world soccer champion and the female national team that attracted government attention for winning the female World Cup. This throws the country in a limelight, especially if the country is not relatively well known globally.

Onifade, (2001) explained that Nigeria experienced prestige, status and respectability, when her soccer team won the maiden edition of the under sixteen junior world soccer championship in China in 1985. The same thing happened when the under-sixteen soccer championship was won by Nigeria in September 2007, as a result of winning the championship, the players moved from the low income class rapidly into the high social class and become instant millionaires, while the name Nigeria was printed in the media all over the world. Onifade (2001) further explained that, sports competition, seminars and meetings of various types provide the opportunity for exchange and fertilize ideas and knowledge, which in turn would be of immense benefit, in educating the citizens of the country.

IX. Conclusion

Youth Sports obviously is a strong vector, a viable agent and a veritable tool in harnessing our diversities for a sustainable social, economic and political development. Sports have been used by different countries as legitimate instruments for foreign policy and a vehicle to show the country's mood and value system, unification instrument for the people or

peoples within the state so that they can remain politically, economically and culturally stable. Thus, sports harness culture to promote social harmony and development. The organization of culture also depends on its value system. Sport is an indispensable tool for social integration, cohesion and transformation. The sport sector is undeniably a key partner in the planning and implementation of the sustainable development agenda. It shall continue to be recognized as an important contributor to a better and more peaceful world, in close partnership with governments and other members of civil society.

X. RECOMMENDATION

The responsibility of sustaining the positive cultural values in their diversities is a collective function. From the family as the first unit of community to all stake holders in ministries of culture as well as the government must make sure all hands are set on deck to revive our cultural heritage and build sportsmanship in our youths to harnessing this rich diversity for national integration, foster unity and cohesion for sustainable development.

The government should sponsor cultural festivals with sport competitions at grand finale; encourage the inclusive participation of youths in sports and cultural activities right from the cradle at primary school level. Traditional rulers should encourage intercommunity sports competitions accompanied by cultural exhibitions by participating communities. Nigeria is blessed richly in cultural heritage, its diversity we must harness and youth sport is a veritable tool for this all important project of sustainable development.

The sport sector is undeniably a key partner in the planning and implementation of the next global development agenda. It shall continue to be recognized as an important contributor to a better and more peaceful world, in close partnership with governments and other members of civil society.

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The Nexus between Fatigue Indices and Coping Strategies in Sports among Oyo State Special Athletes

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Abstract- Disability sports have acquired an indispensable status in the life of many nations and the special athlete as a whole. Special athletes are exposed to a number of intense physical and psychosocial demand and they needed to make use of a set of cognitive and behavioural strategies in order to cope with these challenges and related fatigue. Hitherto, previous studies had focused largely on adaptive sports and effects of sporting activities on persons with disability without establishing a link between disabled athlete's use of coping strategies and their achievement motivation. Therefore, it is on this premise that this study harps on the relationship between fatigue indices and coping strategies among Oyo State special athletes. Descriptive survey design using purposive sampling technique was employed. Participants of the study include all the registered special athletes in Oyo State comprising of one hundred and twenty three (123) athletes. Two standardized instruments, thus, Modified fatigue impact scale (r=0.384) and Athletic coping skills inventory (r=0.514) were both employed.

Keywords: fatigue, coping strategies, physical dis- abilities, disables and sport.

THE NEXUS BETWEEN FATIGUE INDICES AND COPING STRATEGIES IN SPORTS AMONG OYO STATE SPECIAL ATHLETES

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Keywords: fatigue, coping strategies, physical disabilities, disables and sport.

I. Introduction

Disability sports especially at the elite level has acquired an indispensable status in the life of many nations and special athletes as a whole. The entertaining and business potentialities of sports cut across ages, sexes races, religious, cultural and socio-economic discriminations, able bodied and disabled (Lannem, Serenson, Lidal, Hjeltnees, 2009). Sports reflect an avenue for inculcating in the special athletes physical habits that would result in the attainment of higher character.

Sports, the world over, is a vehicle for recreation, mobilization, social integration and fostering of national and international understanding. Developing the human mind and physical wellbeing are two incontrovertible contributions of sports to human civilization. Without doubt, these two (developing human mind and physical well being) represent the critical forces, for the survival and rehabilitation of the persons with disability.

Sporting activities require a lot of energy to train everyday to keep in form. Special athletes train, most times from morning to evening. Their awkward movement interference of artificial on their bodies with their natural body, cause fatigue. Therefore, resting during the time of activities will occur.

A great deal of research work has been done to analyse the special athletes' fatigue and ways by which the persons with disabilities cope. For instance, Allianz, (2012); Richardson, Anderson and Morris (2008) all worked on reduction of fatigue. Lannem, et al., (2009) explained that when coping strategies are identified and put into practice, they are very useful in making disability sports an interesting one. A study conducted by Smith and Christiensen (1994) examined the influence of coachability, coping with adversity, concentration, confidence/achievement motivation, goal setting/mental preparation, peaking under pressure and freedom from worry as the antidotes to fatigue and disabled are at the highest benefit. Elite special athletes are exposed to a number of intense physical and psychosocial demands and they use a set of cognitive and behavioural strategies in order to cope with those challenges and related fatigue (Crocker, Alderman and Smith 1988; Gould, Finch and Jackson, 1993).

There is a growing body of literature, empirical and theoretical, that has investigated the effects of exercise on physical disability. Exercise is the "training of the body to improve its function and enhance its fitness (Biddle, 2001). It has many benefits. physically fit individuals are thought to be able to engage in everyday activities without feeling tired or exhausted and better able to withstand disease, infection and

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deterioration. However, to enjoy its benefits, people need to exercise with sufficient intensity for 30 minutes five times per week (British Heart Foundations 2013). Although, there is no conclusive evidence that exercise prolongs life, many epidemiological studies show that regular exercise is associated with reduced risk of many life-threatening illnesses (Odejide and Olatawuram, 2000).

The claim that exercise therapy improves health and well being has long history. There is widespread support for a positive and lasting relationship between participation in regular exercise and various indices of coping in fatigue. Several consensus documents and reviews have been published in this field (Abiodun, 2000; Biddle, 2001; Craft and Lauders, 2008).

Disability is any physical or mental condition that limits a person's moments, senses or activities. It occurs when a structure or organ of the body is damaged and there is restriction or inability to perform the functions requires of the organ (Komolafe, 2016). Disability could be caused by different factors among which are prenatal (before birth), including heredity, infectious diseases, blood incompatibility, malformation, drugs and mother's nutrition. Some of the perinatal (during birth) causes including, but not limited to premature, prolonged labour, birth injuries and anoxia. For some postnatal (after birth) causes are accident, diseases, poliomyelitis, measles and drugs. Disability covers a wide range of areas. Smith (2007) identified the 14 special Education categories as called out by the United States of America (USA), Federal Government as: Autism Spectrum Disorders, Deaf-blindness, Deafness, Developmental Delay, Emotional Disturbances, Hearing Impairment, Mental Retardation (now Intellectual disability), Multiple Disabilities. Others are speech or language impairment Traumatic Brain Injury and Visual Impairment. It is worthy to note that persons with disabilities can participate in sporting activities. Disability sports have grown from a small gathering to become one of the largest international sporting events. For instance, Komolafe (2016) submitted that over the years, great impetus is given to the sporting activities of persons with disability. He submitted further that sports for persons with disability are deliberately encouraged within national boundaries. Within this context, the Federal Government of Nigeria established in 1987, the Special Sports Federation of Nigeria (SSFN) formerly, Nigeria Sports Association for the Disabled (NSAD). It (SSFN) enjoys recognition and indeed affiliation to relevant international paralympic committee (IPC), International Sports Organisation for the Disable (ISON), International Blind Sports Association (IBSA), International Sports Federation for Persons with Mental Handicap Intellectual Disability (INAS-FMH), General Palsy International Sports and Recreation Association, African Sport Confederation for Disabled just to mention, but few.

Given the wide variety of disabilities, there are several categories in which the athletes compete. The allowable disabilities are broken down into six broad categories. The categories are computee, cerebral palsy, intellectual disability, wheel chair users and persons with visual impairment. Others are athletes with disabilities that do not fall into the other five categories; these include dwarfism, multiple sclerosis and congenital disorders (Ryan, 1995).

The disability sports comprise all the sport contested in the summer and Winter Disability Games. As of 2012, the summer disability sports include 21 sports and about 500 events. The winter disabled sports include 5 sports and disciplines and about 64 events (SSFN, 2014). Some years ago, the person with disability through SSFN has won laurel for the country at International level. For instance, in the year 2000 during the Paralympic Games held in Sydney 13 medals were won. Also in the 2010 during the commonwealth Games held in India, 1 medal was won. However, in the years 2012 and 2013, athletes participated in Paralympic Games in South Korea and Turkey respectively, no medal was won (SSFN, 2014).

The main thrust of this discourse is that fatigue may easily be experienced by persons with disabilities during these sporting activities. When there is fatigue, there will be overwhelming sense of tiredness, lack of energy and often, a feeling of total exhaustion (Herlofson and Larson, 2002). Fatigue is a feeling of extreme boredom accompanying hardwork or exercise. When an individual experiences fatigue, he/she may not want to continue with the activity any longer. Ursing and Erikson (2012) posited that fatigue is a lack of physical and or mental energy. This energy loss is interfered into the ability of the individual during an activity especially, sports. This is likely to be the case of athletes with disabilities. Fatigue limits functional activities or quality of life. Fatigue is an increased weakness with exercise or as the day progresses as an abnormal constant and persistent sense of tiredness or as a fatigable weakness exacerbated by activity. Fatigue can be chronic persistent and acute. It is chronic persistent when it is present for any amount of time on 50% of the days for more than 6 weeks. While acute fatigue is when there is a significant increase in feeling during the previous 6 weeks (Collins, 1997). It must be noted that, persons traumatized by the disabilities are already basking in the physical and emotional trauma as imposed in him/her by disabilities. One will not be surprised that when the same set of persons engage in sporting activities, fatigue may be envisaged. If fatigue sets in, there are some ways in which individuals can manage it. Managing fatigue in this study is refer to as coping strategies.

Coping strategies can be explained as any changes in thoughts or behaviours that are made to manage the perceived demands of a situation (Lazarus

and Folkman, 1987). Coping lies at the very heart of competitive sport. The way in which performers perceive the challenges, success and failure provides the human story that brings spectators to modern professional sport.

Coping has traditionally been studied using two major approaches: a style approach and a process situation approach (Carver, Scheier and Weintraub, 1989; Lazarus, 1993). The style approach claimed that certain personality characteristics can predict how an individual copes when facing adversity (Carver, 1987). However, the process oriented approach to coping according to Lazarus and Folkman (1987) posited that it is concerned with an individual's actual thoughts and behaviour. It focuses on the individual's thoughts and behaviour within a specific context. The most significant limitations is that process approach measures do not consider the whole person, who has certain belief systems, social connections and a particular goal hierarchy.

With measuring coping, both approaches are important. Lazarus (1999) was of the opinion that these perspectives complement each other and neither perspective can by itself provide enough understanding of emotion and adaptation within the coping process.

II. Statement of the Problem

Persons with disabilities in some societies are considered dependent and viewed as incapable. Observation is that about 85% of the disabled athletes are not very at ease when they are in motion. Sometimes, some will have to stop their actions to rest for some moments. This could be due to the awkward posture, weight of the artificial limbs or any part of the body fixed on the individual. Also, there could be pain due to the interference of the artificial with the natural body. Research on athletes' coping strategies as well as their achievement motivation in sport has received a lot of attention in sport psychology. For instance, Richards, (2004) and Roberts (2002). Research on coping in sport started with trying to clarify which coping responses athletes use across various sports settings. For example, Gould et al (1993). However, only a few studies have examined the link between disabled athlete's use of coping strategies and their achievement motivation. This study, therefore, investigated the relationship between fatigue indices and coping strategies in sports among Oyo State special athletes.

III. Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1) There is no significant relationship between physical fatigue index and coping strategies in sports and Oyo State special athletes;

2) There is no significant relationship between cognitive fatigue index and coping strategies in sports and Oyo State special athletes;

3) There is no significant relationship between psychosocial fatigue index and coping strategies and Oyo State special athletes

4) There is no significant relative effect between fatigue indices and coping strategies among Oyo State special athletes

5) There will be no significant joint effect between fatigue indices and coping strategies among Oyo State special athletes.

IV. Method

a) Participants

The participants in this study were 123 registered special athletes from 7 disabilities sports zones in Oyo State. These are: Ibadan City zone (21), Ibadan less city zone (15) Oyo zone (36), Ogbomoso zone (12), Saki zone (6) Ibarapa zone (12 and Okeho zone (6). These were purposively selected. Their mean age (mean= 23.62; SD 9.4).

b) Procedure for Data Collection

The ethical approval to conduct the study was obtained from the appropriate authority, while the consent of the special athletes to participate in the research were sought through the consent form filled and signed by the athlete that volunteered to participate in the research. The content of the instrument were explained to them before the data was collected.

c) Measures

Two standardized instruments were used for data collection. These instruments are: Athletic coping skills inventory and modified fatigue impact scale. The first instrument was the Athletic coping skills Inventory (A.C.S.I.) developed by Smith and Christensen (1994). This instrument contains 28 items of four point rating Likert format ranging from 0 to 3. Thus, 0 = Almost Never, 1 = sometimes, 2 = Often, and 3 = Almost Always. It has seven sub-scales ranging from: coping with Adversity, coach ability, concentration, confidence and Achievement Motivations, Good setting and Mental preparation, Peaking under pressure, and freedom from worry. This instrument has adequate psychometric properties with Cronbach alpha values ranging from 0.70 to (Smith and Christensen, 1994).

The second instrument was the Modified Fatigue Impact Scale (M.F.I.S.) developed by Kos, Dupertail, D'hooghe, Nagels and Kerckhofs (2003). This instrument contains 21-items of five point rating likert format ranging from 0 to 4. Thus, 0=Never, 1 = Rarely, 2 = Sometimes, 3 = often, and 4 = Almost Always. Items on MFIS can be aggregated into 3 subscales (physical, cognitive and psychosocial) as well as into total MFIS score. The psychometric properties are

Cronbach alpha values of 0.92 (Physical subscale), 0.88 (cognitive subscale), and 0.92 (psychosocial subscale) respectively (Kos, et al., 2003).

d) Data Analysis

The descriptive survey design of correlation was used because the variables involved in this study were not manipulated. Descriptive statistics of percentage and mean were used where appropriate, the parametric statistical of correlation and multiple regression models were also used for the relationship and prediction.

V. Results

Ho₁: There is no significant relationship between Athletic coping skills (A.C.S) and Modified fatigue Impact (M.F.I).

Table 1 : Correlation Table showing relationship between Athletic coping skills and Modified Fatigue Impact

Variables	Mean	Std. Dev	N	R	P	Remarks
Athletic coping skills	61.1382	9.3459				
			123	.384**	.000	Sig.
Modified Fatigue Impact	15.2114	5.6500				

*** significant at 0.05%*

Table 1 above shows that there exist a significant relationship between Athletic coping skills and Modified Fatigue Impact (r=.384**, P<0.05). Thus, the null hypothesis is rejected.

Ho₂: There is no significant relationship between Athletic coping skills and cognitive style.

Table 2 : Correlation Table showing the nature of relationship between Athletic coping skills and cognitive style.

Variables	Mean	Std. Dev	N	R	P	Remarks
Athletic coping skills	61.1382	9.3459				
			123	.514**	.000	Sig.
Cognitive style	13.7886	5.1379				

*** = significant at 0.05%*

The table above reveals that there was significant relationship between Athletic coping skills and cognitive style (r=0.514**, P<0.05). The null hypothesis is thereby rejected.

Ho₃: There is no significant relationship between Athletic coping skills and psychosocial factors.

Table 3 : Correlation showing relationship between Athletic coping skills and psychosocial factors

Variables	Mean	Std. Dev	N	R	P	Remarks
Athletic coping skills	61.1382	9.3459				
			123	.499**	.000	Sig.
Psychosocial factors	2.9919	1.5550				

It is shown in the table above that there was significant relationship between Athletic coping skills and psychosocial factor (r=0.499**, p <0.05). Thus, the null hypothesis is rejected.

Ho₄: There are no relative effects of independent variables (modified Fatigue Impact, cognitive style and psychosocial factors) on Athletic coping skills.

Table 4 : Multiple Regression showing relative effects independent variables (Modified Fatigue Impact, Cognitive style and Psychosocial Factors) on Athletic Coping skills

Model	Unstandardized Coefficient		Standardized coefficient	T	Sig.
	B	Std. Error			
Constant	47.638	2.315		25.500	.000
Modified fatigue impact	.121	.164	.073	.741	.460
Cognitive style	.536	.222	.294	2.416	0.017
Psychosocial factor	1.425	.726	.236	1.964	.052

Result of table 4 reveals that modified fatigue Impact does not have effect on the dependent variable, that is athletic coping skills (β=0.073, P>0.05). On the other hand, both cognitive style and psychosocial factors were found to have significant relative effects of the dependent variables cognitive style (β=0.294, P<0.05) psychosocial factor (β=0.236, P<0.05).

Ho₅: There is no joint significant effect of independent variables (Modified Fatigue Impact, Psychosocial Factors and Cognitive style) on Athletic Coping skills.

Table 5 : Joint effect of Independent Variables (Modified Fatigue Impact, Psychosocial Factor and Cognitive style) on Athletic coping skills

Model	Sum of square	Df	Mean square	F	Sig.
Regression	3187.675	3	1062.558	16.777	.000
Residual	7536.975	119	63.336		
Total	10724.650	122			

R = 0.545, R^2 = 0.297, Adj R^2=0.280

Results in table 5 reveals that there is significant joint effect of the independent variables (Modified Fatigue Impact, Psychosocial factor and cognitive style) on Athletic coping skills ($_{(F(3,119)}$=16.777. In investigating the goodness of fit of this result, about 28% of the variation was accounted for by the independent variables as reported by the adjusted R-square.

VI. Discussion

Exercise is the training of the body to improve its functions and enhance its fitness (Biddle, 2001). It has many benefits. physically fit individuals are thought to be able to engage in everyday activities without feeling tired or exhausted and better able to withstand disease, infection and any form of deterioration. The findings in this study shows a significant result justifying the assertion that there is significant relationship between physical fatigue indices and coping strategies in sports, among Oyo State athletes. Fatigue brings about total exhaustion, lack of energy, and overwhelming sense of tiredness which will be managed by using desired coping strategies (Chaudhuri and Behan, 2004).

Ursin and Erikson (2004) in their study on coping strategies, view that if an individual expect to handle the stressor/stimuli in a positive way, the arousal will be short and no harmful health consequences will occur. If, however, the individual do not expects to be able to handle that which causes fatigue, the arousal will persist and may result in hopelessness. Without coping strategies, fatigue fullness will reduce the psychological and physiological activities of an individual. It is on this premise that Kos et al. (2003) developed the modified fatigue impact scale to measure the impact of fatigue on a person's activities.

Our findings which shows positive relationship between cognitive style indexes and coping strategies lend credence to Lazarus (2000), which emphasized that coping is a cognitive analogue of action tendencies. The general non-specific fatigue responses can be viewed as an alarm to raise neurophysiologic activation to a higher level. The alarm is activated when something is missing or unexpected and which triggers cognition in the body. Whether the stressor is edifying or frightening, dependents upon the individual assessment of the situation.

Findings of this study also show a positively significant relationship between psychosocial fatigue indexes and coping strategies, among Oyo State special athletes. Richardson Anderson and Morris (2008) opined in their study that psychosocial factor such as good mood, positive emotions and acceptance are avenues for escape from fatigue. When positive coping strategies are adopted, fatigueable environment shall be ruled off in the lives of people with physical disabilities.

It was also revealed in our findings that there is significant relative on Oyo State special athletes. Lazarus and Folkman (1987), argued in their study that there is high cognitive value among the cerebral palsy athletes, even with their level of fatigue and stressful environment. Psychosocial and psychomotor abilities still remain the same. The higher the individuals rated their coping strategies caused by their disabilities, the lower they scored on fatigue experiences (Deci and Ryne, 1995).

VII. Conclusion

The objectives of this study can be summarized into: (a) exploring the relationship between fatigue indices and coping strategies; (b) whether or not special athletes use coping strategies to treat fatigue and (c) the level of fatigue the special athletes of Oyo State experience. The author, through the work, affirm the relationship between physical fatigue indices and coping strategies. Also, significant relationship existed between cognitive fatigue indices and coping strategies. Also, significant relationship existed between cognitive fatigue indices and coping strategies. There was significant relationship between psychosocial fatigue indices and coping strategies. The special athletes endeavoured to do well with the level of disabilities they have. It is important to equally note that, their cognitive values remain the source. The higher the individuals rated their coping with fatigue caused by their disability, the lower they scored on both fatigue coping strategies scales.

VIII. Recommendations

Special athletes experience some levels of fatigue from time to time. If adequate coping strategies are adopted, fatigue could be eliminated. Therefore, based on the findings, the author recommends that:

a) Goals should be set by the special athletes before commencement of play or competition;

b) The special athletes should worry less so that they can be freed from worries;

c) Athletes should maintain stable emotion regardless of situation in the game and

d) Driving services to ease troubles accompanying travelling to and from sport facilities should be provided for. This will ameliorate fatigue.

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Effects of Corruption on Educational System: A Focus on Private Secondary Schools in Nsukka Zone

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Abstract- This paper examines the level of corruption in educational system focusing on the private secondary schools in Nigeria. The paper argues that corruption is a general disease within the private school proprietors, policymakers, examination councils, teachers, supervisors and invigilators, and above all, leads to the abuse of teaching as a profession like other professional bodies in Nigeria. In all human societies, particularly the modern ones, education therefore remains one of the most powerful instruments for both the development of man and transformation of the human society. However, the efficacy and efficiency of education as an instrument of transformation depends entirely on how all the stakeholders, students as individual's, parents, teachers, proprietors of private schools, policymakers, examination council, ministry of education and the government manage, execute and implement policy on education meant for the upliftment of educational sector. In this study, the factors, types, costs, causes of corruption and challenges facing private secondary schools were examined. Solutions and strategies to tackle the challenges were also examined.

Keywords: corruption, education, private schools, examinational malpractice, moral character.

GJHSS-A Classification : FOR Code: 930599p

Strictly as per the compliance and regulations of:

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I. Introduction

Presently, there is no doubt to say that in Nigeria, Private Secondary Schools has been regarded as the most patronized sector by parents as a result. This perhaps may be due to the fact that it is the foundation of the whole educational pursuit, which is expected to provide literacy and enlightenment to the citizens. The importance of private secondary school education can therefore be seen in the sense that parents have chosen to send their children to private schools in other to pass examinations so as to meet up with their counterparts in the university (Oni, 2008). What this means is that private schools have become a special centre where parents can register their children in other to write their final examinations without stress and reading, which most of the private schools have been involved without respect to Policies on Education.

Corruption, as an ethical and social problem which varies from one private school to another, ministry to ministry, place to place, time to time, culture to culture

and with the level of economic development (Aluko,2008), is a global phenomenon that affects especially private secondary schools in Nigeria. Corruption is one of the major causes of examinational malpractices in private schools today using Nsukka Zone as a case study. It occurs at all levels of private schools in Nsukka both directly or indirectly. All over Nigeria, the perception of corruption especially in private schools is very high and uncontrollable. This is because, corruption undermines every aspect of the Educational System among which are, political development, economic development, social development and so on. It should be emphasized here that it is not just only in governance or educational system that corruption is found; it is equally noticeable in every human society today in Nigeria (Samson and John, 2012).It is on this note that Samson and John (2012) postulated that the issue of corruption leads to an extent whereby the common man will look at the trend and say, if the rich could do this, then my own child must survive too. So they will also emulate even if they don't have the money. The total effect is what we are experiencing today and the ministry of education and the policymakers are not helping matters concerning the issue of the ongoing level of corruption in private schools.

Today, some private schools are now been contracted by special centres or government official examiners to help deliver the school with sound results. On the other hand, as a result of unemployment in the educational system, unqualified teachers are been employed to teach in private school. For instance, a person who read Geography or Geology is employed to teach Business Studies or Christian Religious Knowledge as a result of unemployment without any little knowledge background of education system. These challenges have make teaching not to be recognized as a profession like every other discipline such as: Medicine, law, pharmacy or engineer. Also, in Nigeria, we toy around education thinking that we have gotten human resources and therefore we can do away with education with application of corruption as a shortcut for good results for our children (Samson, 2013). The question is; which type of human resource do we have in private school today? And who are the management and operators of Private Schools today in Nigeria? With what qualifications to qualify as a teacher? The

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proprietors we have today in private secondary schools are half-baked because the system itself and the policymakers are half-baked. The education that doesn't allow external and internal educators the tendency to get into the system will not get anywhere because we have to exchange ideas. For instance, government now says those who will teach in post-primary schools must be NCE or First Degree holders in education so that things will not be the same, of which this cannot stop corruption among private schools in the state (Samson, 2013).

Presently, government agencies in charge of educational system have neglected the regular funding of public secondary schools which is the bedrock of private schools.

II. Conceptualization of Some Major Concepts

In discussing the issue of this nature, it is imperative to conceptualize some fundamental concepts as they are very vital in this study. Among key concepts that need to be properly conceptualized are corruption and education.

a) Corruption

The wording of definitions of 'corruption' has proved problematic, particularly in formal and legal documents. The UNDP Anti-Corruption Practice Note of 2004, referring back to a policy paper approved by the Executive Committee in 1998, defines corruption as: "the misuse of public power, office or authority for private benefit through bribery, extortion, influence peddling, nepotism, fraud, speed money or embezzlement. Although corruption is often considered a sin of government and public servants, it also prevails in the private sector United Nations Development Programme (UNDP, 2010).

More recently, UNDP began to use the broader definition of corruption to accommodate corruption in the private education sector. For this reason, the concept Corruption is now commonly defined as the 'misuse of entrusted power for private gain' (UNDP Primer on Corruption and Development, 2008). Transparency International (2010) uses a simple definition to broadly cover its overall work as: "the abuse of entrusted power for private gain". Both of these definitions are adequate in relation to the happenings in private secondary schools. Corruption in the private education sectors takes many forms. For example corruption in the private secondary schools is defined as the systematic use of public office for private benefit whose impact is significant on access, quality or equity in education (Hallak and Poisson, 2002). The World Bank (2000) settled on a straightforward definition of corruption as the abuse of public office for private gain. This definition is not new rather was chosen because it is concise and broad enough to include most forms of

corruption that the Bank encounters, as well as being widely used in the literature of other researchers (Ghukasyan, 2003; Bajracharya, 2003; Altinyelken, 2004; Anderson, 2005; and Aluko, 2008).

Public secondary schools are also involved in corruption when a principal or teacher accepts, solicits, or extorts a bribe from the students or parents. It is also abused when private secondary schools proprietors or teachers also actively offer bribes to circumvent education policies and processes for competitive advantage and profit. Public schools can be abused for personal benefit even if bribery does not occur, through patronage and or nepotism. Of course, this should not be taken to mean that corruption cannot occur at other levels or its effects are only major in private secondary schools. Some parents also intend to send their children to private schools primarily to enable their children obtain excellent results and on the other hand support examination malpractices which have in turn degraded the quality and standard of education in Nigeria.

b) Education

Education in the broadest sense of the term is meant to aid the human being in his/her pursuit of wholeness. Wholeness here implies the harmonious development of all the potentialities God has given to a human person. To Parankimailil (2012), education is a systematic process through which a child or an adult acquires knowledge, experience and relevant skills from one generation to another. Fafunwa (1974) is of the opinion that "the end objective of education is to produce an individual who is honest, respectful, skilled, and cooperative and who would conform to the social order while, Scott and Marshall (2005), known as pioneers of Dictionary of Sociology sees education as a philosophical as well as a sociological concept, denoting ideologies, curricula techniques of the inculcation and management of knowledge and social reproduction of personalities and culture.

From the above explanations of education, one could see that any given definition of the term is contingent upon who is giving it. Notwithstanding, education can be said to be the whole process of the development of an independent and integrated personality. It entails training and acquisition of special skills, knowledge, attitudes and values needed by an individual to be responsible and which would enable him to contribute his own quota, to the growth of the society of which he is a member.

c) Forms of Corruption in Private Secondary Schools

Corruption can take place in private secondary schools in the following forms which may be applicable in some public secondary schools, such as follows:

Parents' Corrupt Practices: This form of corruption is been manipulated by parent and thereby using all various unorthodox means such as given out money to

influence their children's admission during any External Examination such as: JS1 Entrance Examination, Senior Secondary Examination Intake (SS1 Class), Junior School Certificate Examination (JSCE) or during Senior School Certificate Examinations (WAEC, NECO, GCE, A 'Level Examinations).

Students' Corrupt Practices: This is a situation by which students uses money to influence their teachers, invigilators or supervisors while some female students uses sex to influence their school principal or proprietor to enable them have access to expo-materials into the hall or using hired machinery that will assist them with a duplicate of their documents with money.

Examination Councils' Corrupt Practices: This form of corruption practice involves both the invigilators, supervisors, syndicates or examination officers especially during the external examinations ganging up with the proprietors to mobilize the students raise some fund for their transportations so as to allocate them what they refer as extra-time. Oyinlola (2009), postulated that the parents also upgrade JAMB score, which is very critical for admission into the university in Nigeria, syndicates now, route candidates to particular centers with the gain of cheating. It has also been observed relately that there are some expensive coaching centers which now charge exorbitant fees with the view of guarantying a minimum score of 300 in the candidate's UTME score or Post-UTME Examinations, which is being orchestrated by coaching centers through aiding and abetting of cheating in JAMB examination with the connivance of JAMB officials.

Teachers Corrupt Practices: This form of corrupt practice is dominant in the private schools even in the private university system. Lazy and incompetent students now result to sorting (finding ways of purchasing high and unmerited mark from unpatriotic teachers/lecturers in order to enhance their grades in their final examination. And such students will then say they have gone into the university and having what they not work for. Teachers/Lecturers and students print fake receipts, which they use in collecting school fees (Oyinlola, 2009). Another form of corruption is in a situation where an underpaid teacher, to make ends meet, charges students a "paper fee" in order for them to take the end of year national examination for their grade. Students must pass this test in order to progress to the next grade (David, 2002).

Police/Security Officer/Gatekeeper Corrupt Practices: This form of corrupt practices exist among the uniform officers, who when assigned, attached or posted to such schools or centres for official monitoring and investigation may reverse such assignment as a means of harassing the school or the students to settle them or be arrested for examination malpractices (Belloimman, 2005). Oyinloha (2009) further opined that the police are also alleged to be collecting an unauthorized fee before granting to arrested suspect and bail.

Other common forms of corruption in the educational system especially in private secondary schools as illustrated by David (2002) include:

a. Siphoning of school instructional material and other teaching aids to the black market especially the science teachers, principals and bursars;

b. Collecting of money for continuous assessment and inter-exams grades;

c. Collecting money for change of grade or producing fake result;

d. Selling admissions without entrance examinations (especially in higher institutions);

e. Creating the necessity for private lesson to the student and charging compulsory fees; and

f. Teachers' persistent absenteeism to accommodate other income outside their normal assigned duties.

David (2002), further cited other forms of corrupt practices in private educational sectors such as: ghost teachers, diversion of school fees by the bursar or principals, inflation of school enrollment data, imposition of unauthorized fees on the students, diversion scholarship allocated to the schools or to the students, diversion of monies in revolving textbook fund and diversion of community/parents contributions or supports to the school. Katharina (2004) in his opinion postulated forms of corruption as bribery; nepotism and embezzlement are similar to those found in other sectors. Forms of corruption outlined by Hallak and Poisson (2007) in their short glossary of terms include: Bribe, Bypass of criteria Non-use of legal criteria; Capture, leakage Illegal use of public resources; Diversion of funds Illegal use of public resources; Embezzlement, theft of public resources; Misappropriation Illegal use of public resources; Favouritism, Fraud, Ghost worker, and Nepotism.

In a similar study, Amundsen (2000) suggested five main forms of corruption, namely: embezzlement; bribery; fraud; extortion; and favouritism. He defines these various terms as follows:

Embezzlement: This involves the theft of public resources by public officials. One example in the education sector is the use of PTA funds aimed at school developmental projects or construction for private secondary school library;

Bribery: This involved payment (in money or in kind) given or taken in a corrupt relationship to be employed as a teacher or when such person does not have the appropriate credentials to be engaged into the system but been employed as a teacher;

Fraud: This has to do with economic crime that involves some kind of trickery, swindling or deceit. One manifestation in the education sector is the producing of extra-result or statement of result issued by the proprietor or school principals; another is the existence

of ghost teachers on payrolls especially when such school is being owned by a teacher who has little or no educational experience;

Extortion: money and other resources extracted by the use of coercion, violence or threats to use force. There may be fewer examples of violence or threats to use violence in the education sector compared to other sectors. However, sexual harassment of pupils by the teachers or the obligation for parents to pay illegal or unauthorized fees if they want their child to be admitted to school; and

Favouritism: This has to do with mechanism of power abuse implying 'privatization' and a highly biased selling of school resources or equipments. This includes cases of nepotism, where a public officer gives the priority to his or her family members or friends. There are many examples of favouritism in the educational field, including the recruitment of administrators based on their committee of friends, associations or family friend (Amundsen, 2000). Causes of corruption in educational sectors in Nigeria as highlighted by Oyinloha (2009) include the followings:

Poverty: This can take effect especially when teachers are poorly paid too assertive promotion or been motivated. This can also occurred as a result of exploitation from the principal to the students through sorting to upgrade their continuous assessment (CA) to get higher grade during or before the examination.

Unemployment: This may take effect in a situation whereby the applicant may find it difficult to secure a job in his profession and finally find himself in a teaching field which may not be his basic profession as a result of unemployment in the labour market.

Low wage workers: when teachers' salaries are low, staff may be compelled to use official position to collect bribes as a way of making ends meet.

Other causes of corruption as highlighted by Babatope (2008) includes: Weak government institutions; Poor remuneration and pay incentives; Lack of openness and transparency in public and private service; Absence of key anti corruption tools; Culture and acceptance of corruption by the populace; Absence of effective political financing, Poverty; Ethnic and religious difference; and Resource scramble. He further argued that the reasons why the fight against corruption in Nigeria has not been achieved include the following factors:

a. Insincerity of government;

b. Pre bargaining and Negotiation, highly placed officials caught in corrupt practices are made to part with some of their looted funds and are thereafter set free;

c. Low deterrent- the punitive measures for corrupt practices need to be strengthened

d. Lack of virile political and social movements to tackle corruption. The mass of the people are yet to be mobilized in the fight against corruption;

e. Lack of access to public information. A lot of secrecy still pervades government documents, and this underlies the need for the passage of the freedom of Information Bill presently before Nigeria's National Assembly;

f. Insecurity of Informants. There is a need to enact laws to protect informants as well as reward them;

g. Low public participation in governance; and

h. Corrupt electoral system and nepotism (Babatope, 2008)

d) The Effect of Corruption on Educational System

The effect of corruption on educational system is stated in a statement made by Nicholas (2001) at a European Commission (EC) meeting to support Nigeria's anti-poverty efforts. He was reported to have said, "Nigeria has enough money to tackle its poverty challenges. If the government can win this battle against corruption and mismanagement, the money will start to turn into functioning public schools system, health services and water supply, thus laying the foundation to eradicate poverty" (Dike, 2003). Also, It has been argued that the 'mismanagement of public funds' and not paucity of funds that the federal government often claims, is the main cause of the inability of the government to adequately fund the nation's tertiary institutions in Nigeria (Obasi, 2003).

The concept of corruption has adverse effect on our social and economic development and also in building a veritable nation especially in diversion of development resources for private gain; misallocation of talent; loss of value tax revenue of the nation; negative impact on quality of infrastructure and private services; retardation of economic growth. Oyinloha (2009) cited the extent loss corruption has brought on African countries in commonwealth meeting in London on June 12, 2002; it alleged that African countries have lost about 140 billion US dollars to corruption alone. Tanzi (1998) provides a useful summary of the adverse effects of corruption quantified in recent studies. These include:

a. Reducing investment and hence growth, by increasing costs and uncertainty;

b. Reducing spending on health and education, because these expenditures do not lend themselves easily to corrupt practices on the part of those who control the budget strings;

c. Reducing spending on operations and maintenance for reasons similar to the point above;

d. Increasing public investment because public projects are easier to manipulate by public officials and private bidders;

e. Reducing the productivity of public investment and infrastructure;

f. Reducing tax revenues due to corrupt tax and customs administration;

g. Reducing direct foreign investment because corruption acts as a tax - the less predictable the level of corruption (the higher its variance), the greater its impact on foreign investment. A higher variance makes corruption act like an unpredictable and random tax.

h. Bribes accepted for enrolling a child in a school (usually at the school proprietor level); and

i. Paying teachers for classes that were not conducted (usually at the school principal level with notice of the proprietor of such school) (Ogrodzinska, 2001).

Moreover, when corruption results in shoddy public schools, the poor have no options and cannot turn to the private school (e.g., private secondary schools or private institutions). Corruption not only hurts the poor disproportionately, but it is likely to increase income inequality because it allows particular individuals or groups of individuals to take advantage of state activities at the cost of the rest of the population. For example, Tanzi (1998) pointed out that there are strong indications that the changes in income distribution that have occurred in recent years in transition economies have partly been the result of corrupt actions such as non-transparent privatizations.

e) Costs and Consequences of Corruption

The consequences of corruption are universal both in private and public secondary schools even if there could be variations in the level of government and non-government secondary schools responses to these consequences. Simply put: Massive corruption in Nigeria has reduced the amount of money needed for development just as it does in any other sectors of the nation's economy.

Notwithstanding, the most direct and in some ways the most inconsequential, cost of corruption as cited by David (2002) is the waste of the financial resources that get misdirected. The more serious costs are incurred when (a) children unable to afford bribes are denied access to schooling or examinations, (b) talent is misallocated due to promotion being awarded on the basis of bribery rather than merit, and (c) a generation of children come to believe that personal effort and merit do not count and that success comes through manipulation, favoritism and bribery. When corruption is so pervasive that it comes to be viewed as a basic mechanism of social and economic interaction, it instills a value that is highly destructive to social and economic development of a country (David, 2002).

First, corruption promotes poverty. A simple example could be made with the corruption in the management of the private secondary schools in Nsukka Zone. The selfish proprietors of private schools means that teachers are not paid as at when due or receive their salaries as at when due. Some teachers eventually migrate from one school to another because of the poor monthly salaries offered that often end in frustrations. If education remains one of the main routes leading to a good life and national development, without education, what would be the future of these dependants and the country? (Kayode, 2013)

Another consequence of corruption is that it creates the condition for political instability. This is because unrestricted corruption makes the state an unlimited allocator of wealth to individuals and groups. This character of the state makes it possible for the politics of do-or-die to take root, with politicians struggling to out-compete one another sometimes in a most violent manner. It must be recalled that the various military regimes that took over power from democratically elected representatives of the people had always justified their intervention on the grounds of grand corruption and looting of state treasury by political state actors (Kayode, 2013).

Third, corruption contributes to the blanket criminalisation of teacher, proprietors, examiners and government agencies on educational system in Nigerians. With its capacity to generate poverty and instability, the youths have also been systematically hijacked for selfish ends by unscrupulous politicians and ideologies. Some of those that were not "hijacked" have found interest in advance fee fraud popularly known as online Yahoo business in local parlance. While corruption cannot, and should not, be the singular cause of this systematic criminalisation, it contributes to it (Kayode, 2013).

Four, corruption also has other social costs apart from poverty. As rightly noted by Myint (2000), "in any society, there are laws and regulations to serve social objectives and to protect the public interest, such as building codes, environmental controls, traffic laws and prudential banking regulations. Violating these laws for economic gain through corrupt means can cause serious social harm." The frequent use of substandard materials and violation of building regulations have led to numerous building collapses. Killing innocent students, teachers and occupiers have become a recurrent decimal in Nigeria even in the church where people worship (Kayode, 2013).

Lastly, and consequents upon the aforementioned is that corruption is anti-developmental to the extent that it reduces the amount of funds available to be used for developmental purposes. Funds that should have been used to better education, health, infrastructure and other items needed to encourage a good life of Nigerians at the grassroots are stolen by a microscopic few. But how has the EFCC responded? What has been done so far? (Kayode, 2013).

Possible weak Points and challenges that affect elimination of corruption in Educational System

a. Inadequate legal basis to prevent and fight corruption or, which is more widespread, the existing legal provisions are inadequately enforced;

b. Responsibilities, decision-making structures and procedures at federal, state and local levels are opaque and unnecessarily complex. This opens up new opportunities for those in charge to line their own pockets and abuse their discretionary powers; at the same time it becomes more difficult to monitor activities of private schools especially in the remote areas;

c. There are no independent (internal and external) technical and quality management, supervisory and Educational Inspectors, or regulatory body for complaints, or where such systems do exist they are inadequate or do not function satisfactorily.

d. Inadequate documentation, reporting and accountability requirements;

e. There are no adequate requirements to disclose information to students or parents. If students have limited or no access to relevant information, they have limited chances of understanding procedures and decisions, questioning these and uncovering corrupt practices in the school system;

f. Inadequate expertise, lack of technical educationists and human resource capacities;

g. The awareness of the rights and wrongs of corruption is not sufficiently well developed in private ownership of school system in Nigeria (Katharina, 2004).

In a similar study, a research conducted by Harutyun (2012) identifies the following challenges in fighting or eliminating corruption in secondary schools education system such as follows:

a. The lack of corruption control mechanisms in secondary schools;

b. The need to further improve admission examinations;

c. The need to change or improve the Junior and Senior Secondary Schools Examination setting system;

d. The poor and low salaries of private teaching staff by the proprietors;

e. The need to create an independent body of students, private school teachers and student's parents in each private secondary schools to monitor and report corruption cases to responsible bodies;

f. The lack of ethnic - related training courses for private school teachers and students; and

g. The lack of anticorruption campaigns in private education sector at all levels.

Possible Strategies to Tackle Corruption in Private Secondary Schools

Basically, one of the major ways by which the Nigerian Ministry of Education, Examination Councils, Policymakers and other agencies on education can tackle corruption in private secondary schools can be achieved through character and moral education. Corruption is a human behavior that has negatively affected the minds and hearts of the policymakers, proprietors of private secondary schools, parents, principals, teachers, and officials in implementing the laws and rendered them impotent. In other words, corruption has destroyed the morality of Educational Inspectors in private schools – those who coordinate, assess and implement the laws guiding private schools in Nigeria. Dike (2007) postulated that character and moral education should be made compulsory in Nigerian (private) school and it should become law-based. He further explained that through good character and moral education the society would help the young ones develop good judgment, integrity, trustworthiness, and other essential virtues.

Lickona (2004) is of the opinion that if the young ones are properly educated and if their minds and hearts are disabused of corruption they will grow up knowing what is right and wrong, and knowing their social responsibilities and limitations. The absence of good moral character could be the cause of greed, selfishness and corruption among proprietors of private schools. Good character and moral education goes beneath the symptoms of corruption to the root causes of the nation's social ills. Corruption is a moral problem; it is incompatible with ethical values of good citizens (Dike, 2007). It is not obvious to say that Nigerian System of Education can tackle corruption through managing and strictly supervising private secondary schools morality and integrity and mold them to be honest and trustworthy in their service delivery in the nation. As Douglas (1885) has rightly noted, "The life of the nation is secure only while the nation is honest, truthful, and virtuous."

Okoye (2013) suggested that an effective war on corruption has to be fought on, at least, the three axes of (a) Prevention, (b) Detection, and (c) Sanctions and Restitutions. While to date some efforts have been made in terms of the prevention (e.g. the Due Process mechanism) and sanctions of corruption offenders, present efforts being made to detect corruption are at best half-hearted. He further explained that a law should be enacted creating Federal Tribunals for Corruption offences (FTCO). The powers of such courts, sitting in Abuja and State capitals, and the form of sentences within their scope must be carefully spelt out, and the court or courts of final appeal specified.

David (2002) suggested that another possible strategy to tackle and minimize corruption whether in Private or Public Secondary Schools is that the ministry of educations, government agencies on education, policymakers, and association of private schools must provide a clear code of conduct. For example, in the United States, every state has a teachers' code of conduct. Teachers who violate it can lose their teaching license. At the same time, professional organizations have codes of conduct that apply to the specific activities promoted by those professions, such as Engineers, Medical Doctors, Lawyers etc. For instance, like Nigerian Bar Association has code of conduct for Lawyers; American Evaluation Association has code of ethics for conducting education evaluations. David further explains that there is need to establish a code of conduct for private schools in other to reduce corruption and examination malpractices. This is because when such school might run counter to social norms widely accepted outside of the education workplace, a code of conduct would, for example, clarify the proprietor or such teacher and as well sets limits on accepting gifts in return for professional actions, even though gift giving may be considered appropriate in other social settings. However, codes of conduct alone do little to reduce corruption unless there are effective means of communication, clear sanctions for violating the codes, consistent enforcement, and top level support by such body (David, 2002).

Training Nigerian students in sound morals, sense of civic duty and service to humanity is at the root of addressing a whole range of social ills, many of which go beyond corruption. Enhancing the participation of women in public life and in decision making in all spheres of human activity will also make a difference. Corruption is not an inevitable evil. It is something that will, in due course, yield to education and the inculcation of moral values, such as those that can be found at the foundation of most major Faiths (Augusto, 2014).

III. Recommendations

Based on the forging study, the following recommendations are suggested:

- The government should consider introducing a standard requirements, guidelines and principles that are reasonable for establishment of Private secondary Schools in Nigeria.
- Government should establish a telephone hot-line or code for school students, parents and all interested agencies who can anonymously talk about the corruption they have encountered at school. The information gathered through this hot-line or code can be transferred to the respective department of the Ministry of Education.
- Government and other responsible bodies should endorse the teaching of ethics, examinational

malpractices and corruption as a basic education at all levels of education for school teachers and the
- Economic and Financial Crimes Commission in Nigeria (EFCC) should collaborate local agencies to investigate all financial crimes including illegal fee frauds being charged by proprietors of private schools to reduce exploitations from parents especially in the rural areas.
- The role of civil society may be akin to being partners with government in the implementation and monitoring of anti-corruption in educational sectors.
- The state ministry of education and policymakers should provide additional guidance and policies to proprietors of private secondary schools who seek to employ teachers in their private schools on terms and conditions for employment of teachers in their various schools.
- The proprietors of private ownership of private schools must introduce an equitable wage, incentive system and improve other conditions of work so that the level of poverty can be reduced among their employed teachers. This will inevitably reduce people's vulnerability and susceptibility to corruption.
- There should be periodically conducted surveys among school students, with the assistance of non-governmental organizations, in order to find and prevent corruption practices in schools. I highly recommend involving members of the school Student's and PTA committees of private schools and school administration in the surveys.

IV. Conclusion

In other to curb and eventually eradicate corruption in any level of education, the students, teachers and proprietors need to be enriched with the power of distinguishing right from wrong. Private schools should return to the teaching of moral education, examination malpractices and corruption as basic education in order to empower students with the spirit of stewardship while we the teachers and proprietors live exemplary life, reflecting truth, kindness, dignity of labour and integrity in educational system in line with National Policy of Education. This study also discovered that all forms of corruption manifested in bribery, frauds, embezzlement, favouratism, nepotism, examination malpractice etc are noticeable not just only in private secondary schools but also in public schools even in higher institutions of the higher learning in Nigeria. The conclusion however, is that no matter the magnitude of natural resources present, advanced technology, the efficiency of labour and the availability of teaching aids in the educational system, development and moral standard of education cannot be sustained in private schools except corruption is eradicated by adopting the above strategies as stated above. I also

hope that the above mentioned suggested recommendations will contribute to private secondary school's anti-corruption fight and to support policymaker's changes in the educational system especially with that of private secondary schools in Nigeria.

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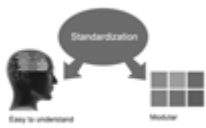
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A major linchpin in research work for the writing research paper is the keyword search, which one will employ to find both library and Internet resources.

One must be persistent and creative in using keywords. An effective keyword search requires a strategy and planning a list of possible keywords and phrases to try.

Search engines for most searches, use Boolean searching, which is somewhat different from Internet searches. The Boolean search uses "operators," words (and, or, not, and near) that enable you to expand or narrow your affords. Tips for research paper while preparing research paper are very helpful guideline of research paper.

Choice of key words is first tool of tips to write research paper. Research paper writing is an art.A few tips for deciding as strategically as possible about keyword search:

- One should start brainstorming lists of possible keywords before even begin searching. Think about the most important concepts related to research work. Ask, "What words would a source have to include to be truly valuable in research paper?" Then consider synonyms for the important words.
- It may take the discovery of only one relevant paper to let steer in the right keyword direction because in most databases, the keywords under which a research paper is abstracted are listed with the paper.
- One should avoid outdated words.

Keywords are the key that opens a door to research work sources. Keyword searching is an art in which researcher's skills are bound to improve with experience and time.

Numerical Methods: Numerical methods used should be clear and, where appropriate, supported by references.

Acknowledgements: Please make these as concise as possible.

References

References follow the Harvard scheme of referencing. References in the text should cite the authors' names followed by the time of their publication, unless there are three or more authors when simply the first author's name is quoted followed by et al. unpublished work has to only be cited where necessary, and only in the text. Copies of references in press in other journals have to be supplied with submitted typescripts. It is necessary that all citations and references be carefully checked before submission, as mistakes or omissions will cause delays.

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Figures: Figures are supposed to be submitted as separate files. Always take in a citation in the text for each figure using Arabic numbers, e.g. Fig. 4. Artwork must be submitted online in electronic form by e-mailing them.

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26. Go for seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.

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29. Think technically: Always think technically. If anything happens, then search its reasons, its benefits, and demerits.

30. Think and then print: When you will go to print your paper, notice that tables are not be split, headings are not detached from their descriptions, and page sequence is maintained.

31. Adding unnecessary information: Do not add unnecessary information, like, I have used MS Excel to draw graph. Do not add irrelevant and inappropriate material. These all will create superfluous. Foreign terminology and phrases are not apropos. One should NEVER take a broad view. Analogy in script is like feathers on a snake. Not at all use a large word when a very small one would be sufficient. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Amplification is a billion times of inferior quality than sarcasm.

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· Use paragraphs to split each significant point (excluding for the abstract)

· Align the primary line of each section

· Present your points in sound order

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· Use past tense to describe specific results

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- Reason of the study - theory, overall issue, purpose
- Fundamental goal
- To the point depiction of the research
- Consequences, including <u>definite statistics</u> - if the consequences are quantitative in nature, account quantitative data; results of any numerical analysis should be reported
- Significant conclusions or questions that track from the research(es)

Approach:

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- Center on shortening results - bound background information to a verdict or two, if completely necessary
- What you account in an conceptual must be regular with what you reported in the manuscript
- Exact spelling, clearness of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else

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- Present a justification. Status your particular theory (es) or aim(s), and describe the logic that led you to choose them.
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Approach:

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- Present a background, such as by describing the question that was addressed by creation an exacting study.
- Explain results of control experiments and comprise remarks that are not accessible in a prescribed figure or table, if appropriate.
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- Do not present the similar data more than once.
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- Never confuse figures with tables - there is a difference.

Approach

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- Put figures and tables, appropriately numbered, in order at the end of the report
- If you desire, you may place your figures and tables properly within the text of your results part.

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- In spite of position, each table must be titled, numbered one after the other and complete with heading
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- Give details all of your remarks as much as possible, focus on mechanisms.
- Make a decision if the tentative design sufficiently addressed the theory, and whether or not it was correctly restricted.
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	A-B	**C-D**	**E-F**
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Introduction	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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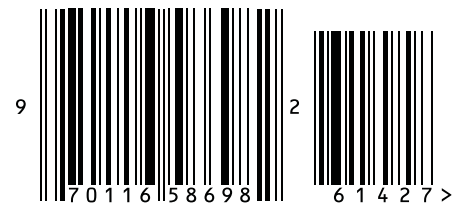## T

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