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Dear Colleagues:

Welcome to the second issue of the Global Journal of Education. This Journal was created and designed by the Department of Education, University of Riverside. This issue contains professional papers as they relate to global issues in education. These papers were presented at the University of Riverside Education Conferences held in 2015. You will find that these papers are informative and very helpful to further understand global education issues. We are proud of the contributions made by our authors. All of them are well known both nationally and internationally in their field of expertise.

Dr. Tijani Olakunle Abdulgafar discusses the gaps that need to be bridged so that education can be used as a veritable instrument for achieving good economic order in the 21st century Nigerian society.

Dr. Yahya M. Alsher explains the academic and social impacts of living-learning communities on first-year college students.

Dr. Ruth Anyaogu presents a case study carried out in Imo State with the purpose to explore the management of critical challenging issues confronting Nigerian secondary schools.

Dr. Atalar Yusuf discusses the importance of using tablets in the Air Force Academy Education System and the improvement process observed.

Dr. Melih Asim Bas provides an analysis of the Multiple Intelligences Theory from the perspective of the pilot training field.

Dr. German Ulises Bula provides a systematic review of the organization cybernetics of positive emotions in academic organizations.

Dr. Janka Ferencova & Nedeza Krajcova discusses in detail a study on the higher education of the teachers of lower and upper secondary education in Slovakia.

Dr. Zahra Jabeen and colleagues present a study on Non-ELL Students Differences from ELL Students in their Perceptions towards Student-Teacher Relationships, Peer Relationships, Family Academic Expectations, and Academic Achievement.

Dr. Grace O. Otiji discusses the study on Women Education from a frontier for nation building in Nigeria.

Dr. Dipalben B. Patel presents a study of mental stress of the secondary school teachers of Ahmedabad.

Dr. Vinita Pimpale & Sikia Sudarshana explore the distance education programs of Indian Universities experiences from University of Mumbai.

Dr. Onur Tas presents an analysis of peer assisted learning in Turkish Air Force Academy English courses and its outcomes.

Dr. Joy Nonyelum O. Adaobi Chekwube Ugwu presents a study on a small scale business and explores a panacea for curbing unemployment problems among Nigerian youths.

I would like to extend my sincere thanks to our authors for their contribution towards a successful publication of this high quality journal.

Raj Singh, Ph.D.
Editor-in-Chief
Bridging the Gap in Educational Practices: An Imperative for the Attainment of Post-2015 Global Economic Order in the 21st Century Nigerian Society

By

Tijani Olakunle Abdulgafar

Introduction

Nigeria as a nation came into being as a result of the amalgamation of Southern and Northern protectorates by Sir, Federic Lugard in 1914. Akpachofo (2010) reflected that Nigeria is made up of about 450 ethnic nationalities and speaking over 350 languages and subscribing to different religions. Nigeria, a giant nation in West African sub-region is blessed with abundant human and mineral resources across her six geo-political zones. However, it is classified among poor African nations characterized by abject poverty because of low level of economic development. This without doubt is connected with the low level of educational development in the country.

Education in a broad sense is a process by which an individual acquires the many physical and social capabilities demanded by the society in which he/she is born to function. Uwadia, (in Ipem, Paul-cookey & Iroegbu, 2013). Education as a bed rock of socialization and a potent instrument of change plays significant role in economic viability of any nation in that it is the only key to technological advancement as the back bone of the world economy. Education can be referred to as a life-long process by which an individual is groomed for necessary skills and moral development that would assist him in solving his future challenges. Education is a multidimensional concept which can be described as the inculcation of adequate knowledge, skills and desirable attitudes cherished by the society and considered for harmonious living. Thus, the level of education of any given society is linked with the quality of skilled manpower available to drive the production and service delivery process as veritable instrument for socio-political and economic development in this ever changing world of mankind. This assertion therefore underscores the significance role of education in manpower development, poverty alleviation, eradication of diseases and wealth creation in any given nation.

Supporting this thought pattern, Ezikiel and Musa (2013) declared that education is a tool for change and development in terms of politics, economics and social life. Looking at the function of education from moral perspectives, Ino in Fagbemi cited in Tijani and Musa opined that education turns the individual into a well-adjusted, modest, refined, meticulous responsible and well organized person. However, Nigeria is bedeviled with a lot of educational problems that constitute major hindrance to her socio-economic development in the committee of nations. The world declaration in September 2000 of world developmental plan encapsulated in the Millennium Development Goals (MDGs) slated a time frame of 2015 for all nations to achieve human development objective covering all facets of social-economic activities. There is no doubt that Nigeria is among the nations far behind in the attainment of MDGs due to the existing gap in her educational system. This is why Bulama, Muhammed and Aderibigbe (2014) stated unequivocally that the attainment of sustainable development in Nigeria is predicted on educational quality and quantity which without doubt, lies on policy formulation and implementation anchored on the National Policy on Education.
There have been wide gap between policy formulation and the actual implementation so much that policy has become a “mere statement” in the sight of political leaders. Therefore, lack of political will coupled with high level of corrupt practices in the polity manifested in infrastructural deficiency and inadequate teaching and learning facilities that in turn metamorphoses into examination misconduct in Nigerian schools constitute major challenges facing the Nigerian educational system. In view of the above expositions, this paper is preoccupied with the discussion on the existing gaps that need to be bridged as imperative for the attainment of post-2015 global economic order in Nigeria.

**Economic Development**

Development actually means many things to many people depending on their background. As rightly observed by Vilanilam cited in Abdulganiyu in Tijani, Muhammed and Adebayo (2014) that development means different things to different people (and that) its meaning varies according to the changes occurring in the social, economic, political, cultural, ethical, scientific and technological value of a given society. Thus, political scientists see development from the perspective of improvement in resources through which power is equitably distributed. To the sociologists, it is a process achieved through structural differentiation, peace, order and social progress.

However, economic development which is the concern in this segment is seen by the economists as being concerned with the increase in production, GDP and per capita income. It embraces all facets of human activities be it social, economic, political and cultural. According to Musa in Tijani, Muhammed and Adebayo (2014), economic development is fostered by numerous entrepreneurial ventures that have the capacity to provide employment and growth in an unprecedented manner. Economic development is a process of raising real per capital income and entails an increase in the flow of goods and services which are made possible only by improved skills and knowledge provided by education.

Economic development in the opinion of this study connotes the ability of a given country to utilize the available resources to raise the living standard of its citizens. It implies industrial growth, productivity and the appreciable interaction between resources and human wants. Besides, in view of low level of development despite abundant resources, Nigeria is classified among poor African nations characterized by abject poverty. As a geopolitical entity, Nigeria desired unity based on her diversity to harness its resources for socio-economic and political development. However, Nigeria has become a nation that is eluded by peace and harmony, and a nation where no policy seems workable due to lack of commitment to national integration, security and education sector development by the government.

In this context, Ezegbe and Okam (2013) reflected that Nigeria has regrettably witnessed a clearly unfortunate downward trends of decay from developing to under developing nation and from a third world to a fourth world or amongst the poorest nation of the world, despite the abundant human and material resources. In their submission, Okam and Chukwu (2005) in Ezegbe et al (2013) recount that Nigeria is plagued by multidimensional problems which are antithetical to peace, problems of socio-economic imbalance, stability and inequality. The fact that there will be no economic growth and development without due consideration to the advancement in education underscores the need for quality education in Nigeria to enable it catch up with paradigm shift in the 21st century world economic order which is focused on knowledge driving as potent instrument for technological development in the world of mankind.
The Post-2015 Development Agenda

On May 30, 2013, the High Level Panel (HLP) of eminent persons on the Post-2015 Development Agenda set up by the United Nations launched its report, on A New Global Partnership: Poverty Eradication and Economic Transformation through Sustainable Development. The report sets 12 illustrative goals and 52 targets. Part of these targets are aimed at ending poverty in all its forms, ensuring “that no person regardless of his/her ethnic, gender, geography, physical ability, race or other status is denied universal human rights and basic economic opportunities”. The 12 goals include:-

1. Ending poverty
2. Empowering girls and women and pursuance of gender equality
3. Providing quality education and lifelong learning
4. Ensure healthy lives
5. Ensure food security and good nutrition
6. Achieve universal access to water and sanitation
7. Secure sustainable energy
8. Create jobs, sustainable livelihoods and equitable growth
9. Manage natural resource assets sustainably
10. Ensure good governance and effective institutions
11. Ensure stable and peaceful societies
12. Create a global enabling environment and catalyze long time finance.

The report ultimately sets out a universal agenda to eradicate poverty from the world by the year 2030 through its five strategic and transformative shifts for global development as follows:-

1. Leave No One Behind: After 2015
2. Put Sustainable Development at the Core.
3. Transform Economies for Jobs and Inclusive Growth.
4. Build Peace and Effective, Open and Accountable Institutions for All.
5. Forge a New Global Partnership

Achieving the above requires a move from reducing to ending extreme poverty in all its forms. Nigeria should ensure that no person, regardless of ethnicity, gender, geography, disability, race or other status is denied basic economic opportunities and human rights. Nigeria needs to integrate the social, economic and environmental dimensions of sustainability. There is need to act now to slow the alarming pace of climate change and environmental degradation, which pose unprecedented threats to humanity. A profound economic transformation can end extreme poverty and improve livelihoods by harnessing innovation, technology and the potential of business. More diversified economies, with equal opportunities for all, can drive social inclusion, especially for young people, and foster sustainable consumption and production patterns. (UNDP in Tijani, Muhammed and Adebayo 2014)

Freedom from conflict and violence is the most fundamental human entitlement and the essential foundation for building peaceful and prosperous societies. At the same time, people, the world over expect their governments to be honest, accountable, and responsive to their needs. There is a call for a fundamental shift to recognize peace and good governance as a core element of wellbeing, not an optional extra. A new spirit of solidarity, cooperation
and mutual accountability must underpin the post-2015 agenda. This new partnership should be based on a common understanding of our shared humanity, based on mutual respect and mutual benefit. It should be centered on people, including those affected by poverty and exclusion, women, youth, the aged, disabled persons and indigenous peoples. It should include civil society organizations, multilateral institutions, local and national governments, the scientific and academic community, businesses and private philanthropy. (UNDP, 2013)

Deducing from the above, the place of education cannot be underestimated as achieving economic prosperity objectives encapsulated in this global plan in Nigeria has to be placed on a solid foundation of educational accessibility and quality that attaches less emphasis on certification but rather, deeply rooted in capacity building of the citizens. Hence, human resource development remains the wheel that drives sustainable economic growth and poverty reduction through unprecedented creation of employment opportunities for the Nigerian youths who constitute substantial portion of the population. This is why all hands should be on deck to bridge gaps in educational practices for ultimate performance.

The term “Gap” could be regarded as a “Missing Link” that exists in the Nigerian educational system. In other words, the “Gap” in this context is a total disconnection between the ideal situation and the present educational reality. Failure of the government to implement the respective provisions of the National Policy on Education constitutes the gap that needs to be urgent bridged. Despite several reviewed policies geared towards quality education for the citizens, education sector has not provided the desired result. Nigerian education sector has not been able to meet up with the demands of the global best practice which bothers on qualitative and functional education for all citizens in this era of global economic competitiveness. This is due to the artificial gap created through insufficient funding, inadequate teaching facilities, dilapidated infrastructure and population explosion manifesting in un conductive learning environment. In view of the above scenario, Tinja, Bulama and Tijani (2013) commented as follows:

“the Nigerian educational system is fast losing its credibility. The school system has changed from what it used to be. Things have certainly fallen apart so much that education is no longer regarded as a means of securing self-esteem and job opportunities in the society. (p43)”

Some of the gaps in education sector are discussed below:

Policy Implementation

Policy can be seen as a principle that guides the existence of programs. It is a document that gives any program a sense of direction. It is an articulated plan of action geared towards successive accomplishment. According to Agina Obu (2014) in Tijani, Bulama and Musa (2014) policy is usually a document that spells out all official actions of a system. Hence, educational policies are initiatives of government that determines the directions of education. It is an obvious fact that formulation of any education policy prepares a ground for implementation of the programs. However, Tijani et al (2014) remarked that as articulated as the National Policy on Education from 1978 to 2008 edition has suffered element of non-implementation due to lack of Nigeria government’s commitment and sincere desire for educational development. Thus failure of implementation has really denied large population of the citizen’s right to functional education.

Poor Access to Education
The term access indicates opportunity to make use of something. Ayodele (2008) perceived it as opportunity or right to experience something; the something determines the nature of access. Hence, it is possible to talk of economic access, social access, psychological access and political access. However, Ayodele defined educational access as provision of opportunities to prospective learners to get entrance into educational institutions of their choice in order to acquire knowledge, skills and values relevant for their survival in the society now and in future. Inherent in the above, is the fact that access provides opportunity for the Nigerian citizens to be educated to any level of their choice based on their intellectual capacities. However, educational access in Nigeria seems to be very difficult to provide in view of sex, socio-economic realities of the citizenry and geographical locations and religious sentiments which play prominent role in determining who get what and how?. Supporting this assertion, UNICEF report of 2003 in Nwangwu (2011) revealed that in sub-Saharan Africa, the number of girls out for schools each year had risen from 20 Million in 1990 to 24 Million in 2012.

Similarly, Agbamuru in Oniye cited in Nwangwu (2011) stated that primary school net enrollment in Nigeria is 67 percent boys and 52 percent girls, while literacy rate for those aged 15 years and above was 67 percent and 43 percent for male and female respectively. Poor female access to education is not restricted to primary school level alone. According to UNICEF in Omiye in Nwangwu (2011) it was revealed that out of total number of about 500,000 students that were admitted into tertiary institutions in Nigeria, female accounted for only 34 percent. Inequitable access in education can also be noticed in the polytechnic and University in the following:

**Table 1:** Students’ Enrollment to Polytechnics and Universities and Female Participation

<table>
<thead>
<tr>
<th>Year</th>
<th>Polytechnic Enrollment</th>
<th>FPR</th>
<th>University Enrollment</th>
<th>FPR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>138,106</td>
<td>41.33</td>
<td>368,866</td>
<td>34.12</td>
</tr>
<tr>
<td>2002</td>
<td>113,931</td>
<td>39.72</td>
<td>444,949</td>
<td>38.41</td>
</tr>
<tr>
<td>2003</td>
<td>134,546</td>
<td>35.51</td>
<td>606,104</td>
<td>38.33</td>
</tr>
<tr>
<td>2004</td>
<td>N/A</td>
<td>N/A</td>
<td>727,408</td>
<td>32.22</td>
</tr>
<tr>
<td>2005</td>
<td>311,581</td>
<td>41.05</td>
<td>654,856</td>
<td>39.50</td>
</tr>
</tbody>
</table>

FPR: Female Participation Rate. N/A: Not available

Similarly, Bulus (2010) in Tijani, Bulama and Musa (2011) opined that there is disparity in the enrollment in school sub-sector. For example, the ECDE expected enrollment is 22 million but the actual is 2.02 million, leaving 19.98 million out of school. The expected enrollment for primary education is 34.92 million but the actual is 24.42 million leaving 10.5 million out of school. In junior secondary schools, the expected enrollment is 9.27 million but the actual is 3.27 million leaving 6.0 million un enrolled. For nomadic and migrant children, only 450, 00 are enrolled out of the 3.5 million school aged learners.

How does one justify the above scenario when Nigeria is in partnership with the world declaration on education for all and frame work for action to meet basic learning needs and improving all aspects of the quality of education? There is no doubt that educational access is a problem militating against the educational development and wellbeing of the Nigeria citizens, although it is not impossible for the situation to have been improved from 2005 to date. However, the improvement may not be remarkable in view of the insurgency and ethnic clashes across Nigeria especially in the North east zone where students attend classes in perpetual fear. At the same time,