

Vol. 54

Contents

Author:  **The Editors**

Year of publication: **2018** Source: The New Educational Review 2018 Vol. 54 Pages: **3-5**

DOI Address: - PDF: [Link](#)

Streszczenie:

Publikacja "The New Educational Review" w języku angielskim i udostępnienie wersji cyfrowej w wolnym dostępie to zadania finansowane w ramach umowy **525/P-DUNdem/2018** ze środków Ministra Nauki i Szkolnictwa Wyższego przeznaczonych na działalność upowszechniającą naukę.

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Year of publication: **2018** Source: The New Educational Review 2018 Vol. 54 Pages: **7-9**

DOI Address: - PDF: [Link](#)

Streszczenie:

Editor's Preface

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Year of publication: **2018** Source: The New Educational Review 2018 Vol. 54 Pages: **11-13**

DOI Address: - PDF: [Link](#)

Streszczenie:

Literacy Change as a Result of the Education Reform: Comparison Among the Post-Soviet Countries

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Year of publication: **2018** Source: The New Educational Review 2018 Vol. 54 Pages: **17-28**

DOI Address: <https://doi.org/10.15804/tner.2018.54.4.01> PDF: [Link](#)

Streszczenie:

In 1989 – 1991, after the collapse of the Soviet Union, it was an auspicious moment for structural changes in education systems in the new independent countries, which had been under control of the Soviet government for a long time. About three decades have passed since the beginning of the education reforms in the post-Soviet countries and several generations who studied within the framework of the reformed systems starting from the first grade have already grown up. Therefore, it is relevant to estimate the results of the reforms. One of the possible measures for estimating the results of the education system or education reform is the change in population literacy within certain education systems. The purpose of the article is to compare the results of education reforms of the post-Soviet countries based on the population literacy considered as a result of former learning. The data of the Programme for the International Assessment of Adult Competencies (PIAAC) organised by the Organisation for Economic Cooperation and Development (OECD) are used for literacy comparison. The OECD PIAAC survey databases of Lithuania, Estonia, Russia, Poland, the Czech Republic, Slovakia and Slovenia were used for comparison of the results of the reforms implemented in the post-Soviet countries. Data analysis showed that at the lower and upper secondary education levels, the most positive results of the education reform were observed in Lithuania, while in Russia, the results were negative.

POST-SOVIET COUNTRIES PIAAC LITERACY EDUCATION REFORM

[Kontynuuj czytanie](#)

Identity Behaviours of Australian and European Communities of Schools with Polish as the Teaching Language – a Comparative Study

Author:  **Ewa Ogrodzka-Mazur** Institution: **University of Silesia in Katowice**

Year of publication: **2018** Source: The New Educational Review 2018 Vol. 54 Pages: **29-40**

DOI Address: <https://doi.org/10.15804/tner.2018.54.4.02> PDF: [Link](#)

Streszczenie:

The study comprises the presentation of an authorial approach to cultural identity, viewed from the perspective of the communities (consisting of children, parents and teachers) of schools with Polish as the teaching language in Australia and some selected European countries (Austria, France, the Czech Republic). In reference to the culturalistic model of identity, the characteristics of the most frequent identity behaviours of these communities were provided in the ethnic, national, integrative and mixed dimension. The author also indicates the contemporary contexts of identity shaping, which are determined by migration processes and multiculturalism. By formulating the most important conclusions resulting from the research, the need is indicated for implementing intercultural education in schools with Polish as the teaching language. Among other things, this will enhance the shaping of a multidimensional feeling of identity.

SCHOOLS WITH POLISH AS THE TEACHING LANGUAGE
IDENTITY

IDENTITY BEHAVIOURS

FEELING OF IDENTITY

COMPARATIVE STUDY

Kontynuuj czytanie

Cyberbullying as a New Problematic Behaviour Presented by Polish Youth

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Year of publication: **2018** Source: The New Educational Review 2018 Vol. 54 Pages: **41-50**

DOI Address: <https://doi.org/10.15804/tner.2018.54.4.03> PDF: [Link](#)

Streszczenie:

The domination of new technologies in the lives of children and the youth leads to its consideration in the context of threats and a potential negative influence on adolescents' functioning. Considering various threats occurring in the virtual space, first of all it is indicated that the Internet, due to apparent anonymity, is often the space of mutual aggression, mocking and attempts to discredit other net users. The presented study refers to the analysis of behaviours being a demonstration of cyberbullying. The research was conducted in conformity with the quantity-quality paradigm. It involved a method of diagnostic survey using the technique of a questionnaire and documents analysis. As the conducted study showed, cyberbullying is a phenomenon which often occurs among contemporary teenagers. The examined persons were most often victims or witnesses of verbal aggression in the net.

CYBERBULLYING YOUTH INTERNET NEW TECHNOLOGIES

Kontynuuj czytanie

Study of the Effect of Chinese Confucian Ideas on Korean Youth Education and Culture and Teaching Method – Based on the Data of University Students

Author:  **Hyoung-Jin Moon** Institution: **DongDuk Women's University**

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Year of publication: **2018** Source: The New Educational Review 2018 Vol. 54 Pages: **51-61**

DOI Address: <https://doi.org/10.15804/tner.2018.54.4.04> PDF: [Link](#)

Streszczenie:

This study aims to examine the current status of Chinese Confucian ideas that have affected Korean youth culture and to draw up more effective education methods. A survey was conducted after teaching three different groups with the use of three teaching methods over two weeks. Before the experiment, Korean teenagers had preferred different teaching methods depending on their origins. However, after learning from the three teaching methods (cramming, mixed, and discussion teaching methods) for two weeks, the participants preferred the discussion method. Thus, the survey found that while Chinese Confucian ideas have a great influence on Korean youth, there is a possibility for change in preferred teaching methods.

DISCUSSION TEACHING METHOD MIXED TEACHING METHOD CRAMMING TEACHING METHOD CHINESE CONFUCIAN IDEAS

[Kontynuuj czytanie](#)

Publication Effectiveness of Academia Employees in Poland: A Case Study

Author:  **Katarzyna Kącka** Institution: **Nicolaus Copernicus University in Toruń**

Author:  **Joanna Piechowiak-Lamparska** Institution: **Nicolaus Copernicus University in Toruń**

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Year of publication: **2018** Source: The New Educational Review 2018 Vol. 54 Pages: **62-74**

DOI Address: <https://doi.org/10.15804/tner.2018.54.4.05> PDF: [Link](#)

Streszczenie:

Effectiveness in publishing is currently the most important criterion in the process of the evaluation of scientific and research units in Poland. In the national evaluations system for such units, this criterion has the largest relative impact on their final assessment and rating, on the basis of which, in turn, financial resources are allocated. The key question in this context was what factors are correlated with publication effectiveness of employees in the domain of science?

The aim of the analysis was to determine correlations between selected factors such as an employee's academic title and position in a scientific unit's hierarchy or their teaching load and their scientific effectiveness as measured by publications. The study was conducted on the entire staff population of the Faculty of Political Sciences and International Studies at Nicolaus Copernicus University in Toruń. As a result, it was found that the selected factors only to a marginal degree were correlated with publication effectiveness in the group studied.

EVALUATION OF SCIENTIFIC RESEARCH PUBLICATION IMPACT SOCIAL SCIENCES AND THE HUMANITIES

Kontynuuj czytanie

Sharenting – Why Do Parents Violate Their Children's Privacy?

Author:  **Anna Brosch** Institution: **University of Silesia in Katowice**

Year of publication: **2018** Source: The New Educational Review 2018 Vol. 54 Pages: **75-85**

DOI Address: <https://doi.org/10.15804/tner.2018.54.4.06> PDF: [Link](#)

Streszczenie:

This paper presents a theoretical analysis of the concept of sharenting, emphasizing its role in violating children's privacy. Mechanisms of online self-disclosure are also analyzed, especially regarding parents' activities consisting of posting information about their children online. Lack of legal regulations regarding the protection of children's privacy online was also pointed out. Finally, a model of sharenting was developed, which was the basis for establishing a framework of the conceptualization of a research project on sharenting.

CHILDREN'S PRIVACY SELF-DISCLOSURE SHARENTING

Kontynuuj czytanie

The Professional Consequences of Shaping a Sexual Image Among Girls in the Social and Educational Processes

Author:  **Joanna Smyła** Institution: **Jan Kochanowski University in Kielce**

Year of publication: **2018** Source: The New Educational Review 2018 Vol. 54 Pages: **86-97**

DOI Address: <https://doi.org/10.15804/tner.2018.54.4.07> PDF: [Link](#)

Streszczenie:

This article concerns a significant problem of developing a sexual image among girls during socialization and education as well as its consequences for their position in society and in the job market. Provided analyses deal with the differences between boys and girls with regard to the theory of social construction and they emphasise the role of environmental factors in shaping a sexual image on the part of an individual. The results of research on young females' situation in the job market conducted among young women and employers have also been discussed by the author with relation to this issue.

GENDER SOCIALIZATION EDUCATION THE JOB MARKET

Kontynuuj czytanie

Marginalisation of Culture and Aesthetics in the Polish School Seen through the Eyes of Its Students

Author:  Katarzyna Krasoń Institution: University of Silesia in Katowice

Year of publication: 2018 Source: The New Educational Review 2018 Vol. 54 Pages: 98-109

DOI Address: <https://doi.org/10.15804/tner.2018.54.4.08> PDF: [Link](#)

Streszczenie:

The article presents the results of an Internet questionnaire examining high school graduates' (general education high schools and technical high schools) perceptions on aesthetical and cultural education in the institutional context. The study was based on students' narratives gathered by means of a purpose- designed interview questionnaire using the methodology of interpretive anthropology in relation to the perspective of an 'insider' or a 'local'. The results were further organised accordingly with the strategy of horizontalisation, which made it possible to construct a model encompassing all the participants' contributions.

CULTURE EDUCATION QUALITATIVE RESEARCH

Kontynuuj czytanie

Professional Ethics as an Important Part of Engineer Training in Technical Higher Education Institutions

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Year of publication: **2018** Source: The New Educational Review 2018 Vol. 54 Pages: **110-121**

DOI Address: <https://doi.org/10.15804/tner.2018.54.4.09> PDF: [Link](#)

Streszczenie:

This article underscores the importance of professional ethics studies for future engineers in a modern education system. The purpose of the research was to show how university teachers could help future engineers acquire their skills in techno ethics, ecological ethics, computer ethics skills, etc., by teaching an interactive course "Professional Ethics for Engineers". The research was conducted using data obtained from 418 university students and 88 engineers. The results of the completion of the course made it possible to conclude that the case study method would become an effective tool to form future engineers' professional needs, interests, opinions, life values, and positive world outlook.

PROFESSIONAL ETHICS

TECHNO ETHICS

ECOLOGICAL ETHICS

COMPUTER ETHICS

MODERN ENGINEER TRAINING

HIGHER TECHNICAL EDUCATION

[Kontynuuj czytanie](#)

Causes and Management Strategies of Violent Activities in Tertiary Education Institutions in North-Central Nigeria

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Year of publication: **2018** Source: The New Educational Review 2018 Vol. 54 Pages: **122-134**

DOI Address: <https://doi.org/10.15804/tner.2018.54.4.10> PDF: [Link](#)

Streszczenie:

The presented descriptive study involved three hundred and sixty five (365) lecturers and one thousand one hundred and sixty two (1,162) students selected from twelve (12) tertiary education institutions spread across North-Central Nigeria, making a thousand five hundred and twenty seven (1,527) respondents for the study. The main instrument used to obtain data for this study was adapted questionnaire, two research questions and three hypotheses were formulated. The hypotheses were tested using the t-test statistical technique at 0.05 level of significance. Sociologists, religious leaders, the government, homes and school management should embark on enlightenment campaign programs.

TERTIARY EDUCATION INSTITUTIONS

CAUSES

VIOLENCE

MANAGEMENT STRATEGIES

Waldorf Approaches to Organization of the Pedagogical Process and Their Influence on the Quality of Education of Ukrainian Junior Schoolchildren

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Year of publication: **2018** Source: The New Educational Review 2018 Vol. 54 Pages: **135-145**

DOI Address: <https://doi.org/10.15804/tner.2018.54.4.11> PDF: [Link](#)

Streszczenie:

With the aim of determination of the influence of Waldorf approaches to the organization of the pedagogical process on the quality of education of Ukrainian junior schoolchildren, the presented experimental research was carried out over the period 2014 – 2016. Third grade schoolchildren of general educational institutions were involved in the experimental research. The organizational forms and methods of Waldorf school were implemented. They were: rhythmic organization of the pedagogical process, artistic teaching, limited use of standard textbooks and schoolchildren's work on drawing up their own work notebooks, involvement of art elements in the study of all subjects, differentiated exercises for children with different types of temperament, use of active-practical projects, active exercises and games. The positive influence of Waldorf approaches on the quality of schoolchildren's knowledge (fullness of knowledge and level of their assimilation) and development of their personal- motivational sphere (junior schoolchildren's attitude to learning, levels of their cognitive activity) was detected. An increase in the level of schoolchildren's activity and autonomy in educational-cognitive activity was found. The obtained data makes it possible to disseminate Waldorf educational experience for improving the quality of education of junior schoolchildren.

JUNIOR SCHOOLCHILDREN PEDAGOGICAL PROCESS ORGANIZATION QUALITY OF EDUCATION WALDORF APPROACHES

Students' Expectations of Higher Educational Experience in Public vs. Private Universities in Indonesia

Author:  **Nuri Wulandari** Institution: **Indonesia Banking School in Jakarta**

Author:  **Johan W de Jager** Institution: **Tshwane University of Technology in Pretoria**

Year of publication: **2018** Source: The New Educational Review 2018 Vol. 54 Pages: **146-156**

DOI Address: <https://doi.org/10.15804/tner.2018.54.4.12> PDF: [Link](#)

Streszczenie:

In the education industry, it is critical to understand the expectations of students concerning providing the best educational experience. Thus, in higher education institutions (HEI) the adoption of customer-oriented approaches in the management practice is widespread. The customer-oriented approach regarding students as customers has been discussed in academic literature from several perspectives. However, it has been rarely studied from the point of view of comparing public and private universities. The presented study tried to apply a student-customer orientation questionnaire (SCOQ) to investigate differences between student expectations of their educational experience in public vs. private universities. The sample consisted of 238 undergraduate students in Indonesia's higher education institutions. The study found interesting differences within the student-customer-oriented variables between university types in terms of graduation, curriculum design, communication with service staff, classroom studies, individual studies and course design.

MARKETING

HIGHER EDUCATION INSTITUTION

CONSUMER BEHAVIOUR

USTOMER-ORIENTED

UNIVERSITY

STUDY EXPERIENCE

[Kontynuuj czytanie](#)

Cyberspace in the Perspective of Cognitive Pedagogy

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Author:  **Bronisław Franciszek Siemieniecki** Institution: **Nicolaus Copernicus University in Toruń**

Year of publication: **2018** Source: The New Educational Review 2018 Vol. 54 Pages: **157-167**

DOI Address: <https://doi.org/10.15804/tner.2018.54.4.13> PDF: [Link](#)

Streszczenie:

The article discusses the problems of human functioning in cyberspace seen from the perspective of cognitive pedagogy. The focus was on the area of communication, information processing by people and problems related to the language of the media. The understanding of the concepts of cyberspace and virtual reality from the position of cognitive pedagogy has

been defined. A number of phenomena have been presented, such as: multitasking, cognitive load, sequencing mechanism, compression and addiction.

COGNITIVE PEDAGOGY CYBERSPACE VIRTUAL REALITY

Kontynuuj czytanie

Pictorial Preferences of Adults as Primary Intermediaries in the Contact Between a Child and an Illustration/Literary Illustration – Empirical Perspective

Author:  **Beata Mazepa-Domagała** Institution: **University of Silesia in Katowice**

Year of publication: **2018** Source: The New Educational Review 2018 Vol. 54 Pages: **171-181**

DOI Address: <https://doi.org/10.15804/tner.2018.54.4.14> PDF: [Link](#)

Streszczenie:

The presented text is the result of reflections on the issue of perceiving visual messages which are an illustration of the content of printed text by adults as primary recipients of book illustrations addressed to children of pre-reading age.

The article contains reflections on the pictorial character of our environment, it presents the underlying assumptions of the strategy of recognizing image preferences related to book illustration and trends in the preferences of adult intermediaries in the area of book illustration in the aspect of areas of image realization and artistic quality recognized as the dominant elements of imaging. The article concludes with final reflections focused on the quality and value of observations in the context of a visual image in the form of a book illustration.

IMAGE PREFERENCES VISUAL IMAGE BOOK ILLUSTRATION PRIMARY VIEWER

Kontynuuj czytanie

Should We Let Them Play or Not?

Author:  **Myeong Hwan Kim** Institution: **Purdue University Fort Wayne**

Author:  **Sang Hyun Han** Institution: **Namseoul University**

Author:  **Yongseung Han** Institution: **University of North Georgia**

Year of publication: **2018** Source: The New Educational Review 2018 Vol. 54 Pages: **182-192**

Streszczenie:

Video games have been around for more than four decades. The purpose of video games is to entertain. Over time, the ways in which video games entertain have changed. Recently, there has been an influx of video games with the intent to educate. These games were created to educate the player while keeping them entertained. The impact of video games on education has yet to be examined. The purpose of this study is to gauge the effect of video games and its correlation with college entrance-exam scores. We assert that one major variable affecting the outcome of education and college entrance-exam score is the sudden prominence of video games in the American culture. Thus, our research will be on the effects that video games have on education, whether positive or negative.

VIDEO GAMES TEST SCORE ACADEMIC ACHIEVEMENT TIME MANAGEMENT

[Kontynuuj czytanie](#)

Creating a 'Positive Environment' Through Drama in the EFL Classroom

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Author:  Magdalena Trinder Institution: **University of Rzeszow**

Year of publication: **2018** Source: The New Educational Review 2018 Vol. 54 Pages: **193-205**

DOI Address: <https://doi.org/10.15804/tner.2018.54.4.16> PDF: [Link](#)

Streszczenie:

We all learn best when we are in a state of rational and emotional balance, or what is referred to as 'flow'. We know that body and mind are linked physically, cognitively and emotionally and teachers need to recognise and support the integrated development of all the three areas within their teaching and to seek safe and positive ways of doing so.

The emotional environment improves students' self-awareness, motivation, empathy, recognition of choices and leads to strong and supportive communities. Drama provides a supportive forum for checking out that impact in a distanced way, with the teacher there to mediate the experience, often from within a role. Drama offers a stimulating and rich opportunity to discuss and understand our own emotions, attitudes and beliefs through observing, empathising with, feeling and exploring the emotions of characters both portrayed and interacted with in a role. Drama provides a safe emotional context and a sense of security for learners.

In the various fields of research into the factors influencing success in Second Language Acquisition (SLA), trends accentuating the importance of recognising the indicators of success based upon personality and psychology have been ascribed great significance. In the paper, the results of a pilot study to an ongoing research project will be presented. The main aim of the project is to establish the influence of drama on the creation of a positive educational environment, taking into consideration such variable factors as: feeling of security, feeling of identity, sense of belonging, sense of purpose, feeling of competence, and through this an improvement in language competence. The research is a theoretical-empirical investigation of a diagnostic-explanatory-verificatory nature. Results will be presented from the perspective of both quantitative and qualitative analysis.

Process Approach to Learning and Teaching Mathematics

Author:  **Amalija Žakelj** Institution: **University of Primorska**

Year of publication: **2018** Source: The New Educational Review 2018 Vol. 54 Pages: **206-215**

DOI Address: <https://doi.org/10.15804/tner.2018.54.4.17> PDF: [Link](#)

Streszczenie:

In the research, a quasi-experimental model was applied and the experimental group received the process approach to learning and teaching mathematics, which builds on the cognitive-constructivist findings of educational profession about learning and teaching mathematics. In the control group, the transmission approach prevailed.

In the research, the question was answered of what impact the implementation of the process approach to learning and teaching mathematics has on the learner's knowledge, which can be tested and assessed.

Students in the experimental group (EG) performed significantly better in basic and conceptual knowledge, in solving simple mathematical problems, and in complex knowledge than those in the control group. Results of the research have also shown that there are statistically significant correlations between individual areas of mathematical knowledge. The correlations between the areas of knowledge are from medium high to high, indicating that conceptual knowledge correlates significantly with solving simple mathematical problems and with complex knowledge.

COMPLEX KNOWLEDGE SOLVING SIMPLE MATHEMATICAL PROBLEMS BASIC AND CONCEPTUAL KNOWLEDGE MATHEMATICS
MATHEMATICS ACHIEVEMENT

Kontynuuj czytanie

Feeling of Professional Burnout in Teachers of Secondary Schools

Author:  **Jolanta Szempruch** Institution: **Jan Kochanowski University in Kielce**

Year of publication: **2018** Source: The New Educational Review 2018 Vol. 54 Pages: **219-230**

DOI Address: <https://doi.org/10.15804/tner.2018.54.4.18> PDF: [Link](#)

Streszczenie:

The paper presents the results of research on the feelings of professional burnout in teachers of secondary schools. In its first part, a professional burnout model is presented, as well as symptoms and consequences of the burnout process. Then, main sources of burnout, common prevention strategies, and main areas where signs of burnout can occur are discussed. An important part of the paper is formed by the analysis of the results of a survey conducted among 315 teachers in the Lublin and Starachowice districts. It is worrying that, according to the research, every fifth teacher is characterised by very high or high level of the professional burnout feeling. Therefore, the necessity to prepare future teachers – already at the stage of their education – to cope with unusual educational situations and apply strategies preventing professional burnout, turns out to be of particular significance. These issues are reflected on in the conclusions and recommendations for teachers, included in this paper.

PROFESSIONAL BURNOUT

STRESS

DEPERSONALISATION

EMOTIONAL EXHAUSTION

PREVENTION ACTIVITIES

LOW PERSONAL ACCOMPLISHMENT

Kontynuuj czytanie

The Effect of the Type of the Finished High School on the Nature Relatedness of Pre-service Primary Teachers

Author:  **Roman Kroufek** Institution: **University of J. E. Purkyně, Ústí nad Labem**

Author:  **Miriam Uhrinová** Institution: **Catholic university in Ružomberok**

Author:  **Vlastimil Chytrý** Institution: **University of J. E. Purkyně, Ústí nad Labem**

Year of publication: **2018** Source: The New Educational Review 2018 Vol. 54 Pages: **231-243**

DOI Address: <https://doi.org/10.15804/tner.2018.54.4.19> PDF: [Link](#)

Streszczenie:

The paper deals with an individual's nature relatedness and a selected significant variable which may have an effect on it; especially it researches the studied high school relation to nature relatedness in primary school teacher trainees. It is research in quantitative design, using a questionnaire to collect data. The questionnaire was based on the Nature Relatedness Scale. Results show a significant effect of the type of high school finished on students' nature relatedness. The highest scores in the construct analysed were obtained in nature and science- oriented branches, the lowest by graduates of social sciences and general grammar schools. Such results confirm the significance of education in natural science in forming a positive attitude to nature and disprove the cliché ideas of polytechnics producing environmentally insensitive graduates.

PRIMARY SCHOOL

NATURE RELATEDNESS

ENVIRONMENTAL LITERACY

Kontynuuj czytanie

Social Representations of Inclusive School from the Point of View of Slovak Education Actors

Author:  **Robert Sabo** Institution: **Slovakia**

Author:  **Denisa Šukolová** Institution: **Slovakia**

Author:  **Terézia Vaníková** Institution: **Slovakia**

Author:  **Katarína Vančíková** Institution: **Slovakia**

Year of publication: **2018** Source: The New Educational Review 2018 Vol. 54 Pages: **248-257**

DOI Address: <https://doi.org/10.15804/tner.2018.54.4.20> PDF: [Link](#)

Streszczenie:

The aim of the study was to identify social representations of inclusive school from the point of view of Slovak education actors. Q-methodology (Stephenson, 1953) was used for the purpose of mapping. A set of 57 items was compiled, representatively representing associations with the meaning "inclusive school". The items were sorted by 32 participants aged from 25 to 58. Five significant factors were identified, which represented various inclusive school representations linked to: 1) tradition of integration, 2) institutional processes of education quality assurance, 3) priority in declaration of pro-inclusive setting, 4) community co-existence, and 5) needs of a modern society. Preliminary interpretation of the representations from the viewpoint of participants' additional characteristics is described in the discussion.

SOCIAL REPRESENTATIONS INCLUSION EDUCATION ACTORS

[Kontynuuj czytanie](#)

A Role of Critical Questions in Preparing a Scientific Article

Author:  **Stanisław Juszczak** Institution: **University of Silesia in Katowice**

Year of publication: **2018** Source: The New Educational Review 2018 Vol. 54 Pages: **261-269**

DOI Address: <https://doi.org/10.15804/tner.2018.54.4.21> PDF: [Link](#)

Streszczenie:

The article discusses a hermeneutical analysis of academic texts related to the methodological criticism of individual elements of the structure of designed quantitative research, published in the form of articles, chapters in collective works and monographs. Dilemmas of researchers constructing research projects, asking themselves critical questions at each

stage of a research procedure, will be described, critical situations for the correctness of a research process, and also general methodological requirements of scientific publications will be indicated. Besides the description of a critical approach of chosen researchers, the work also includes the author's reflections on carrying out empirical research.

SCIENTIFIC CRITICISM CRITICAL QUESTIONS HERMENEUTICAL ANALYSIS

Kontynuuj czytanie

The Problem of Matching Rating Scales in Educational Measurement of Variables Modelled as Sets of Oppositional Pairs

Author:  **Slawomir Pasikowski** Institution: **University of Lodz**

Year of publication: **2018** Source: The New Educational Review 2018 Vol. 54 Pages: **271-282**

DOI Address: <https://doi.org/10.15804/tner.2018.54.4.22> PDF: [Link](#)

Streszczenie:

The validity of educational measurement of characteristics modelled in the structure of oppositional pairs is determined, among other things, on matching the rating scale to the properties of the operationalised variables. 270 people participated in the study of this issue. The results revealed the significance of the type of rating scale and its length in determining the results of characteristics measurement.

RATING SCALES SCALES OF MEASUREMENT VALIDITY OPPOSITIONS

Kontynuuj czytanie

Welfare State Support for Families: a Comparative Family Policies Analysis in Poland and Spain

Author:  **Montserrat Simó-Solsona** Institution: **University of Silesia in Katowice**

Author:  **Katarzyna Juszczyk-Frelkiewicz** Institution: **University of Barcelona**

Year of publication: **2018** Source: The New Educational Review 2018 Vol. 54 Pages: **285-297**

DOI Address: <https://doi.org/10.15804/tner.2018.54.4.23> PDF: [Link](#)

Streszczenie:

The paper focuses on the analysis of recent family policies on selected programs and actions in Poland and Spain. The analysis was made on the basis of a comparison of three spheres of supporting the families in both countries: financial support, institutional support and conditions of parental leaves. The main data sources came from the OECD and Ministries in Poland and Spain. Results show that there are differences between Poland and Spain in terms of funds assigned to the support of families and children, in terms of the length of maternity and paternity leaves, the level and types of financial support, and also the types of institutional support.

[FAMILY POLICY](#) [POLAND](#) [SPAIN](#) [PUBLIC EXPENDITURE ON FAMILIES](#) [FINANCIAL SUPPORT FOR FAMILIES](#)

[Kontynuuj czytanie](#)



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Nigeria

Causes and Management Strategies of Violent Activities in Tertiary Education Institutions in North-Central Nigeria

DOI: 10.15804/tner.2018.54.4.10

Abstract

The presented descriptive study involved three hundred and sixty five (365) lecturers and one thousand one hundred and sixty two (1,162) students selected from twelve (12) tertiary education institutions spread across North-Central Nigeria, making a thousand five hundred and twenty seven (1,527) respondents for the study. The main instrument used to obtain data for this study was adapted questionnaire, two research questions and three hypotheses were formulated. The hypotheses were tested using the t-test statistical technique at 0.05 level of significance. Sociologists, religious leaders, the government, homes and school management should embark on enlightenment campaign programs.

Keywords: *causes, management strategies, violence, tertiary education institutions*

Introduction

Background to the Study

Around the world, educators always strive to reduce violent activities in schools and improve students' conformity to the rules and regulations guiding the operations of Nigerian tertiary education institutions. However, in spite of these efforts, violation of rules still occurs. The school environment is a part of society that is not independent of what happens in the larger society (Daramola, 2012). It is a known fact that series of violence, crimes and killings of innocent students

witnessed in the larger society today occur in the tertiary education institutions of the Federation (Adobayero, 2015).

The act of violence is a behavioural disorder that manifests itself among students of tertiary education institutions. In Nigeria, e.g., there are reports of students engaging in raping of fellow students, stealing, kidnapping, cultism, terrorism and suicide bombing. Students also organize destructive activities such as riot, arson and theft. These are behaviors that do not conform to social norms, rules and regulations of schools and are perpetrated mostly by students (Osasuwa, 2010). *The Punch*, Sunday April 29, 2012, reported that two professors and 20 others were killed at Bayero University, Kano, as a result of a bomb blast which seriously affected the academic activities of the University for a period of time. Violence like this is the greatest social crime committed in tertiary education institutions in our country today. Cultism, e.g., is a social crime which is rampant in universities, colleges of education and polytechnics in our country. It is a social menace which is not restricted to higher education institutions alone. It is a common phenomenon that characterizes the entire levels of education, so much that secondary schools are not exempted (Jekayinfa, 2003). *The Nigeria Tribune Newspaper* of February 26, 2013, reported that four students of Nassarawa State University, Lafia, were allegedly shot dead during a violent protest over water scarcity and power cut in the institution. During the violent protest, the students barricaded the roads and the main entrance to the university, and trapped down the travelers who were coming from Abuja, Kano and Kaduna to the eastern part of the country.

In the past, the sound and sight of bomb explosions were alien to most adult Nigerians when they were growing up except the ones they heard from other countries and the ones they probably watched in movies. In those days, any time a bomb-related story was read in the newspapers, it was mostly from another country. Then, throwing bombs was attributed to countries at war, especially those in troubled spots in the Middle-East. Today, what used to be a foreign culture has been gradually domesticated in some areas of Nigeria (Yusuf, Amali, Bello and Isiaka, 2012).

The growth of insecurity in Nigeria manifests itself in the form of increasing rate of robbery, raping, maiming and killing of innocent people on the road, in their houses and even inside places of worship. Even killing for ritual purposes has continued to be on the rise despite the fact that the nation has embraced the computer age (Makinde, 2012). Political violence is on the increase, and many Nigerians have been mowed down by the bullets of assassins settling political scores. Kidnapping has become a lucrative business in the country; there are no exceptions, as people of high and low status are abducted daily for ransom by

armed youths. It is axiomatic to say that security is central to development, and the national transformation agenda of the current administration will come to naught if there is no solution to the menace of violence and insecurity ravaging the country. Nigeria has been caught in the web of violent crimes, and efforts to disentangle the nation from these social maladies have been futile. This has made the problems sink deeper into the recesses of the country and even now it affects school environments which were once peaceful and fully academic.

John and Osasuwa (2010) noted that violent crime can be a serious social problem enhanced by the intent of the perpetrator. Definitely, criminal offenders intend to harm others. They thereafter take away the properties that do not belong to them. Criminal intention and actions break social norms in school by violating the law of the school and they oppose government institutions such as the police and other paramilitary agencies. Crime against persons and properties in school is called violent school crime. They are crimes that lead to killing of innocent citizens in tertiary education institutions and destruction of a huge number of school properties without any tangible reason, e.g., the unlawful and intentional killings of school children and destruction of school properties in some parts of northern Nigeria by gunmen mostly under the name: Boko Haram sects, and the replication of such acts in the East by the Movement for the Emancipation of Niger Delta (MEND), which is associated with the kidnapping of innocent citizens, violence, militancy and insurgency in the Niger Delta, which are forms of school crime now experienced in Nigeria.

The Kwara State Polytechnic, Ilorin, lost two students including Abimbola, a final year student from the University of Ilorin, who visited his friends in the above-mentioned institution, who were shot dead in renewed violent activities which caused stampede in the academic community. These students could not be identified by the authorities. Eventually, the corpses of the shot students were deposited at the University of Ilorin Teaching Hospital (UTH), Ilorin, (Ashiru, 2003). *The Punch Newspaper Friday*, January 27, 2012, revealed that the authorities of the University of Ilorin had identified students who had been expelled for allegedly belonging to violent groups. This was in reaction to the increase in the number of deaths, shootings and threats to lives and properties of the students and university staff. Pemedede (2000) reported that the problem of violent activities like killing, rape, maiming, stealing and other social vices in our tertiary education institutions have permanently imprinted the issue of school insecurity in the mind of the average Nigerian. Ogunsaya (2000) reported that violence on campuses emerged as a result of socially unacceptable explosion of immorality in the media, importation of foreign culture, internet and junk magazines, which overwhelm

the youth so much that they fall prey to their effects. In view of this, Mohammed (2004) asserted that the level of hooliganism among students of tertiary education institutions has risen sharply. Osazuwa (2010), as cited in Wole Soyinka (1968), opined that cultism is a major factor responsible for the increasing rate of violence and crime in Nigeria. Sequel to its existence, the country has been thrown into a theatre of bloodletting and tension arising from concomitant armed robbery, assassination, ritual murder, arson, piracy, sexual harassment and rape and other crimes such as election malpractice, examination malpractice and prostitution. All these crimes wax stronger and stronger in our society due to the hydra-headed monster known as cultism. Daramola (2012) stated that armed robbery and hired killing are all the offspring of cultism.

Purpose of the Study

The general purpose of this study was to determine the causes and management strategies of violent activities among students of tertiary education institutions in North-Central Nigeria. Specifically, the purpose of this study was:

1. to find out the causes of violent activities among students of tertiary education institutions in North-Central Nigeria.
2. to find out lecturers' experience of the possible management strategies of violent activities in tertiary education institutions in North-Central, Nigeria.

Research Questions

The following research questions were addressed to guide the study:

1. What are the causes of violent activities among students of tertiary education institutions in North-Central Nigeria?
2. Is there any difference in lecturers' and students' experience of the availability of violence management strategies in tertiary education institutions in North-Central Nigeria?

Research Hypotheses

Based on the research purposes and research questions, the following hypotheses were formulated to guide the study:

- HO1: There is no significant difference in the causes of violence activities among students of tertiary education institutions in North-Central Nigeria.
- HO2: There is no significant difference in the experience of male and female students of the causes of violence in both federal and state-owned institutions in North-Central, Nigeria.
- HO3: There is no significant difference in violence management strategies available in federal and state institutions in North-Central, Nigeria.

Methodology

This study is a descriptive survey focused on the causes of violent activities and management strategies among students of tertiary education institutions in North-Central Nigeria.

The population for this study consisted of all students and lecturers of Nigerian tertiary education institutions, while the target population were all undergraduate students and lecturers of all the tertiary education institutions in the North-Central Zone of Nigeria. Twelve (12) tertiary education institutions were purposively selected because all the institutions selected are prone to violent activities. The purposively selected institutions were four universities, four polytechnics, and four colleges of education from the existing tertiary education institutions in North-Central, Nigeria. The institutions were located in the following states: Plateau, Nasarawa, Niger, Kogi, Benue and Kwara States.

One thousand five hundred and twenty seven (1,527) respondents were randomly selected from the institutions. From these twelve (12) tertiary education institutions selected, the simple random sampling technique was used to sample the respondents. The names of departments were written on some pieces of paper, wrapped, mixed together and put in a cap while the students were asked to pick the wrapped pieces at random. The students of the departments whose names were written on the drawn pieces of paper were to serve as sampled respondents in both the federal and state tertiary education institutions in North-Central Nigeria.

From the purposively selected institutions, the proportionate sampling technique was used to sample students and lecturers for this study. The numbers of sampled lecturers and students from each institutions are presented in Table 1. Consequently, private tertiary education institutions were not included in the study because violent activities are not so common in them, whereas violent activities in both federal and state institutions occur quite regularly.

Table 1. Sampling plan of institutions in North-Central Nigeria

S/N	States	Institutions	Lecturers' population	Students' Population	Sampled Lecturer	Sampled Students	Total sampled
1	Plateau	University of Jos, Jos	723	19,113	48	146	194
2	Kwara	Kwara State University, Malete.	251	9333	17	71	88
3	Nasarawa	Nassarawa State University, Lafia.	538	11,029	36	84	120
4	Niger	Ibrahim Babangida University, Lapai	337	8,875	24	68	92
5	Niger	Federal Polytechnic, Bida	627	13,311	42	102	144
6	Kwara	Kwara State Polytechnic, Ilorin	593	25,998	39	199	238
7	Nasarawa	Nassarawa State Polytechnic, Lafia	471	10,849	31	83	114
8	Benue	Benue State Polytechnic Ugbokolo, Otukpo.	321	9,707	21	74	95
9	Niger	Federal College of Education Kontagora	511	10,586	34	81	115
10	Kwara	Kwara State College of Education, Ilorin	201	9,011	13	69	82
11	Kogi	College of Education, Ankpa, Kogi State.	377	12,799	25	98	123
12	Plateau	College of Education, Gindiri	531	11,431	35	87	122
Total			5,481	152,036	365	1,162	1,527

The required sample size table (Appendix B) was used to select three hundred and sixty five (365) respondents, who were lecturers from these twelve (12) institutions for this study, while one thousand one hundred and sixty two (1,162) respondents, who were students, were also sampled. Altogether, one thousand five hundred and twenty seven (1,527) respondents were selected. The random sampling technique was used to select students from 300 and 400 levels. The choice of these levels of students is justified by the fact that they stayed and interacted with one another in the institutions (campuses) for a required period of time. The total number of students in all the tertiary education institutions located in

North-Central Nigeria is nine hundred and twenty five thousand two hundred and sixty one (925,261).

Data were collected with the use of a questionnaire. The questionnaire was adapted from Dickson, Anna and Diana (2008), with psychometric properties, such as face and content validity as well as the reliability index of 0.78. The first questionnaire was titled Causes of Violent Activities in Tertiary Education Institutions Questionnaire (CVATIQ). The second questionnaire was titled "Violent Activities and Management Strategies Questionnaire" (PMVAQ). The questionnaires were divided into four sections: A, B, C and D.

The data obtained were analyzed using SPSS 20.0 window version. Research question 1 was answered using mean score and standard deviation. Research questions 2 and 3 were answered using frequency count and percentage. Research questions 4 to 7, which had corresponding hypotheses, were tested using inferential statistics at the 0.05 level of significance.

Data analysis and results

Research Question 1.

The lecturers' and students' responses to items 1–12, which addressed causes of common violent activities in tertiary education institutions, were collated on statistical coding sheets. The set of data was subjected to descriptive statistics (mean and standard deviation).

Table 2. Mean rating and standard deviation of the causes of violent activities in tertiary education institutions

S/N	Items description	No	Mean	Std deviation	Rank
1	Violent activities are caused by the following: sudden increase in school fees by the school authority	1520	3.14	.92	1 st
2	Improper management of institution administration	1520	2.3	.91	11 th
3	Unstable public utility on campus.	1520	2.27	.94	8 th
4	Inadequate water supply on campus	1520	2.43	1.33	5 th
5	Unconducive learning environment	1520	2.31	1.08	7 th
6	Actions of security men toward students on campus	1520	2.38	1.04	6 th
7	Mismanagement of funds meant for development of campus	1520	2.82	1.06	4 th

S/N	Items description	No	Mean	Std deviation	Rank
8	Lecturers' negative attitudes towards students, i.e., victimization	1520	2.06	.88	10 th
9	Lecturers' nonchalant attitudes towards lectures	1520	1.59	.93	12 th
10	Influence of mass media such as home video, violent films, etc.	1520	2.95	.97	2 nd
11	Peer pressure in violent demonstrations/ activities	1520	2.95	.90	3 rd
12	Parental influence such as giving their wards arms and ammunition to engage in violent activities, such as guns and other dangerous weapons.	1520	2.29	1.02	9 th

Table 2 indicates the causes of violent activities in tertiary education institutions. Twelve items were prepared, which addressed the causes of violent activities in Nigerian tertiary education institutions. The statement that addressed the sudden increase in school fees by the school authority ranked 1st with the mean score of 3.14 and the standard deviation of 0.92. The influence of mass media such as home video and violent films ranked 2nd with the mean score of 2.95 and the standard deviation of 0.97. Peer pressure in violent demonstrations/ activities ranked 3rd with the mean score of 2.95 and the standard deviation of 0.90. Lecturers' nonchalant attitudes towards students (victimization of students) ranked 12th with the mean score of 1.59 and the standard deviation of 0.93.

Table 3. The availability of violent activity management strategies in tertiary education institutions in North-Central Nigeria

S/N	Items	Available	Not available
13	Presence of security agents (stop and search mechanism)	736(48.4%)	784(51.6%)
14	Strict control of admission policy	406(26.7%)	114(73.3%)
15	Defined punishment for violent groups (suspension, rustication and incarceration)	592(38.9%)	928(61.1%)
16	Improvement in media	751(49.4%)	769(50.6%)
17	Serious campaign through banners, billboards, conferences, workshops and symposiums	606(39.9%)	914(60.1%)
18	Discouraging godfatherism among lecturers, students and politicians	457(30.1%)	1063(69.9%)

S/N	Items	Available	Not available
19	Define rewards for intentional withdrawal from violent activities.	312(20.5%)	1208(79.5%)
20	Monitoring of unionism on campus by management	594(39.1%)	926(60.9%)
21	Involvement of judiciary in curbing violent activities and godfatherism in tertiary education institutions.	661(43.5%)	859(56.5%)
22	Constitution of students disciplinary committee	818(53.8%)	702(46.2%)
23	Anti-violent activity sensitization forum	632(41.6%)	888(58.4%)
24	Guidance and counseling unit	863(56.8%)	657(43.2%)
25	Implementation of dress code on campus	601(39.5%)	919(60.5%)
26	Violent activities and its implication as a course in general study courses in tertiary education institutions	274(18.0%)	1246(82.0%)
27	Identification of individuals (i.e., ID Card on campus)	956(62.9%)	564(37.1%)

Table 3 shows that out of the 358 lecturers and 1162 students that responded to item 13

(Presence of security agents, stop and search mechanism) 736 (48.4%) picked available while 784 (51.6%) picked Not Available (NA).

The reaction of the lecturers and students to item 14 (strict control of admission policy) shows that 406 (26.7%) picked available while the remaining 114 (73.3%) picked not available.

The reaction of the lecturers and students to item 15 (define punishment for violent groups, suspension, rustication and incarceration) shows that 592 (38.9%) picked available while the remaining 928 (61.1%) picked not available.

Finally, this section pointed out that the responses of the lecturers and students to item 27 (identification of individuals (i.e., using ID card on campus) shows that 956 (62.9%) picked available while the remaining 564 (37.1%) picked not available.

Hypotheses Testing

Table 4. The difference in the experience of lecturers and students of the causes of violent activities in tertiary education institutions

Variables	No	Mean	Std	df	Cal t-value	Sign2-tailed	Decision
Lecturers	358	32.86	9.72	1518	6.05	0.00	H ₀₁ rejected
Students	1162	28.99	10.84				

Critical level sig = 0.05

Table 4 shows the calculated t-value 6.05 with 1518 degree of freedom computed at the 0.05 alpha level of significance (0.05), hypothesis 1 is rejected, and this implies that there is a significant difference in the experience of the lecturers and students of the causes of violent activities in tertiary education institutions in North-Central Nigeria. This is in favour of the lecturers, with the mean score of 32.86, which is greater than the mean score of the students (28.99).

Table 5. The experience of male and female students of the causes of violent activities in tertiary education institutions

Variable	No	Mean	Std.	Df	Cal-t-value	Sig 2-tailed	Decision
Male	790	28.78	10.84	1160	0.97	0.33	Ho3 accepted
Female	372	29.44	10.84				

Critical level sig = 0.05

Table 5 reveals that the calculated t-value is 0.97 with 1160 degree of freedom computed at the 0.05 alpha level of significance. Since the calculated level of significance (0.33) is greater than the critical level of significance (0.05), the hypothesis is accepted. This implies that there is no significant difference in the experience of the male and female students of the causes of violent activities in both federal and state-owned tertiary education institutions in North-Central Nigeria.

Table 6. The difference in the experience of lecturers and students of both federal and state tertiary education institutions of the available management strategies of violent activities in North-Central Nigeria

Variables	No	Mean	Std	Df	Cal t-value	Sig 2-tailed	Decision
Lecturers	358	21.12	5.55	1518	0.09	0.93	H02
and Students	1162	21.08	6.23				Accepted

Critical level sig = 0.05

Table 6 shows that the calculated t-value is 0.09 with 1518 degree of freedom computed at the 0.05 alpha level of significance. Since the calculated level of significance (0.93) is greater than the critical level of significances (0.05), hypothesis 2 is accepted. This implies that there is no significant difference in the experience of the lecturers and students of tertiary education institutions of the availability of management strategies of violent activities in North-Central Nigeria

Discussion of the Findings.

The findings of this study reveal that the composition of the respondents in this study was proportionately sampled. The mean rating of 3.14 and the standard deviation of 0.92 of the total respondents ranked first while the mean score of 1.59 and the standard deviation of 0.93 ranked low. This shows that violent activities in Nigerian tertiary education institutions face numerous challenges, of which a sudden increase in school fees is one of the causes of violence in Nigerian schools.

This implies that both the lecturers and students had different views as far as the causes of violent activities in tertiary education institutions are concerned in North-Central Nigeria. Makinde (2012), Ogunsanya (2000) and Pemede (2010) expressed views similar to the ones in the presented study.

Conclusion

The following conclusions were based on the findings of this study:

Firstly, that the nature and causes of violent activities in our tertiary education institutions are: a sudden increase in school fees by the school management, improper management of school administration, unstable public utilities on campus, inadequate water supply on campus, unconducive learning environment, actions of security men towards students on campus, mismanagement of funds meant for the development of campus, lecturers' negative attitudes towards students, i.e., victimization, influence of mass media such as home video, violent films, peer pressure, involvement in violent demonstration/activities and parental influence such as giving their wards arms and ammunition to engage in violent activities such as guns and other dangerous weapons.

Secondly, the students' involvement in decision making could help in managing violent activities in tertiary education institutions. Presence of security agents, guidance and counseling unit, and defined serious punishment for violent groups so that students can be useful for one another and for society at large.

Recommendations

The following recommendations were based on the findings of this study:

A sociologist, being an expert in school crime analysis and control, should be involved in managing violent activities in Nigerian tertiary education institutions.

Sociologists can be employed as consultants in schools to be able to manage the affairs of the students in the school environment.

To reduce the rate of violent activities, focus should be on the home, which is the first agent of socialization. Parents should provide their children with both psychological and material support. By so doing, children will not be involved in any act of violence. Parents need to exhibit good behaviour to serve as role models to their children. Owing to the fact that students resort to violent activities as a result of their inability to cope with the tasks set by the school, the school curriculum should be readjusted to merge with the reality of economic planning in order to expand their skills and to demonstrate their talents apart from the academic aspect of school life. If this is done, it will help to reduce unemployment, which can lead to frustration, which in turn makes our youth take up immoral violent activities.

The government and school management should embark on enlightenment campaign programs to educate parents on the adequate ways of catering for their children, and to advise them to avoid any form of bad gang. It is, therefore, essential for the government to enact codes of conduct to deal with parents and students who violate the rule and regulations of society. Meanwhile, the government should sponsor the training of more counselors and social workers, for them to be able to effectively monitor and treat violent activities in tertiary education institutions. Likewise, more counsellors should be employed in tertiary education institutions in order to counsel the youth (students) to take up subjects they are good at, so as to prevent failure at the end of their school year. This could improve students' behaviour, which will prevent them from dropping out of school.

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