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Challenges and Success

Dimension of Career Building

Highlights

Information on Social Media

Safety Management for Service

Discovering Thoughts, Inventing Future

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Safety Management for Service Delivery in Rivers State Secondary Schools

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Abstract- This study investigated safety management for service delivery in secondary schools in Rivers State. Three research questions and three hypotheses guided the study. The study was guided by Theory of Foundation for Safety Management. The study adopted a descriptive survey design comprising all the 247 government senior secondary schools in the state with 6,890 principals and teachers. A sample size of 2,100 respondents was drawn using stratified random sampling technique representing 30.5% of the population. This included 110 principals and 1,990 teaching staff. The instrument used was questionnaire titled "Safety Management of Secondary Schools' Questionnaire (SMSSQ)" developed by the researchers. The questionnaire was validated and the reliability calculated with Pearson's Product Moment Correlation yielded an index of 0.81. Mean scores and standard deviation were used to answer the research questions.

Keywords: *management of safety, service delivery, secondary schools.*

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Safety Management for Service Delivery in Rivers State Secondary Schools

Asodike, Juliana. D.[α] & Nwabueze, Akachukwu[σ]

Abstract- This study investigated safety management for service delivery in secondary schools in Rivers State. Three research questions and three hypotheses guided the study. The study was guided by Theory of Foundation for Safety Management. The study adopted a descriptive survey design comprising all the 247 government senior secondary schools in the state with 6,890 principals and teachers. A sample size of 2,100 respondents was drawn using stratified random sampling technique representing 30.5% of the population. This included 110 principals and 1,990 teaching staff. The instrument used was questionnaire titled "Safety Management of Secondary Schools' Questionnaire (SMSSQ)" developed by the researchers. The questionnaire was validated and the reliability calculated with Pearson's Product Moment Correlation yielded an index of 0.81. Mean scores and standard deviation were used to answer the research questions. The findings revealed among others that the techniques needed for safety management of secondary schools include: establishment of clear safety objectives, transparency in the management of safety, senior management's commitment to improve safety in schools, accountability of safety management system for educational service delivery, establishment of defined methods needed to meet safety goals in schools, building upon the existing procedures to create new knowledge on safety management, and continuous process of improvement in the safety level among staff. Based on the findings, it was recommended that secondary school management should adopt the safety management objectives to protect the health and safety of staff and students. School managers should establish defined methods needed to meet the health and safety goals in secondary schools.

Keywords: management of safety, service delivery, secondary schools.

I. Introduction

A visit to most public schools from primary to tertiary institutions in Nigeria show unkempt environment associated with filth and dirt, which affect the health conditions of staff and students. Unlike most private schools, public schools are often unkempt having poor sanitary and waste disposal systems. Such environment is responsible for school related diseases like diarrhea, dysentery, cholera, injury and so on.

School safety could be defined as a situation in which the teachers and learners feel at home, develop confidence, maintain a positive state of mind, and do not show any signs of withdrawal from the school, but work towards the achievement of their personal goals. Schools have to develop an active safety strategies that focus on overall school climate as well as emergency preparedness, and management of the school system. School safety encompasses prevention/mitigation, early intervention (which is part of ongoing school safety), immediate response/intervention and long-term recovery. Safety management have to involve active participation of principals, school mental health professionals, school security personnel, appropriate community stakeholders (such as representatives from local law enforcement and emergency personnel), and other school staff to help sustain efforts over time for service delivery.

Safety management indicates how best to prevent, eliminate or reduce the damage which may be caused by any particular hazard using the resources available. However, the schools are supposed to be among the safest places for our children to be without victimizations occurring. It is the duty of school management to ensure that relevant act on establishing safety policies is implemented to achieve desired results. Armstrong (2009) states that health and safety policies and programmes are concerned with protecting employees and other people affected by what the institution produces. Safety in schools involves the protection and management of administrators, teachers, students and other visitors in an institution for service delivery.

Successful safety management in schools is necessary and essential educational investment for service delivery. Research increasingly shows that there is a clear link between the safety of schools and educational service delivery such as: safety management system which determines environmental quality in schools; quality of the school environment which shapes attitudes of students, teachers and staff; and safety management influences teaching and learning behaviour positively (Nwabueze, 2016). Proper safety management of secondary schools enhances education service delivery and production of students for national development.

II. Theoretical Framework

The theory guiding this study is the Theory of Foundation for Safety Management propounded by Heinrch Domino in 1931. He presented a set of theory known as the axioms of industrial safety stating that the

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occurrence of an injury invariably results from a complicated sequence of factors (accidents). He linked the accident sequence to a row of dominions knocking each other down in a row. The sequence is injury caused by an accident due to an unsafe act and or mechanical or physical hazard due to the fault of the person caused by their ancestry and social environment. This theory provided the foundation for accident preventive measure aimed at preventing unsafe acts or unsafe conditions in secondary schools. Heinrch's work is the basis for the theory of behavior-based safety which holds that as 95% of all work-place accidents are caused by unsafe acts; While Heinrch's figure is that 88% of all workplace accidents, injuries and illness are caused by man's failure. Therefore, there is need for proper safety management in secondary schools to promote service delivery. This is done through proper introduction of safety practices in secondary schools in Rivers State. When this is done, it will help to limit the injuries and health problems among staff (teaching and non teaching staff), students and visitors. Safety in educational institutions will promote educational service delivery.

III. Safety Management in Schools

Safety is a state of being protected, uninjured, out of danger, secured, not involving risk. All safety directed to the child is to keep him/her alive and secured. In a school environment, every student is entitled to safety from harm, safety from abuse (e.g. rape), safety from disease, safety from malnutrition, safety from hazardous activities, safety from substance abuse and safety from road accidents. A safe school is a place where students can receive a high quality education without the threat of violence (Idoko, 2013). A number of schools are developing plans and strategies to implement safe school environment for quality productivity (Oragwu & Nwabueze, 2014). These plans work best when they are generated not only by school staff, but also by parents and representatives from community groups and agencies. School insecurity can lead to a disruptive and threatening environment, physical injury, and emotional stress, all of which can be obstacles to student achievement (Isiugo-Abanihe & Labo-Popoola, 2004). Educators have responded to the perceived threat of school violence by implementing programs designed to prevent, deter, and respond to the potential for violence in schools (Adebayo, 2001). In addition, the No Child Left Behind Act of 2001 (P.L. 107-110), emphasizes the importance of safe learning environments by requiring schools to have a safety plan in place and fund programmes and practices intended to prevent and reduce violence in schools.

Safety is described as a condition which provides a suitable arrangement for protecting participants against hazards (Ugwueze & Anyanwu (1998). Safety can also be seen as the freedom from danger, hazards and unnecessary risks. Aluko, (2012) sees safety is deliberate plans and organisation of environment, man and materials to reduce or eliminate danger, injury and risks. Lack of safety is created by unsafe conditions, behaviour, disasters or emergencies, which a school needs to be prepared for in order to maintain safety in schools (Kipngeno & Kyalo, 2009). The duo stress further that it is the responsibility of school administrators to ensure that the school environment is conducive for learning, and this can be achieved by establishing clear rules and policies.

IV. Statement of the Problem

A cursory look at the schools in the State shows that the level of safety activities is declining. In some schools, classrooms have no doors, windows and burglary proof while the roofs have leakages. Some of the classroom floors are very rough, with broken desks and seats. With no electricity supply, light and fans installed are constantly vandalized. Some of the school compounds have no fence and the laboratories spaces are not enough to accommodate students for practical applications. The libraries have no good seats and tables and some are also poorly ventilated. It is the expectation of staff, students and parents that government shows interest in making sure that the environment of the school system is safe for effective teaching and learning. These scenarios have made school security and safety for quality teaching delivery become an issue in the nation. The secondary school system seems not to be functioning efficiently as expected when compared with the inputs injected and outputs received. This study therefore seeks to investigate the safety management in Rivers State secondary schools for improve the educational service delivery.

V. AIM/Objectives of the Study

The aim of this study is to investigate the safety management in Rivers State secondary schools for improve the educational service delivery. Specifically, the objectives of the study are to:

1. find out various ways of managing safety in Rivers State secondary schools;
2. determine the strategies for ensuring school safety for education service delivery in Rivers State secondary schools; and
3. ascertain the extent to which safety management of schools can improve the education service delivery in Rivers State secondary schools;

VI. Research Questions

1. What are the various ways of managing safety in Rivers State secondary schools?

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2. What are the strategies for ensuring school safety for education service delivery in Rivers State secondary schools?
3. To what extent can safety management of schools improve the education service delivery in Rivers State secondary schools?

VII. Methodology

This study adopted a descriptive survey design comprising all the 247 government senior secondary schools in the state with 6,890 principals and teachers. A sample size of 2,100 respondents was drawn using stratified random sampling technique representing 30.5% of the population. This included 110 principals and 1,990 teaching staff. The instrument used was questionnaire titled "Safety Management of Secondary Schools' Questionnaire (SMSSQ)" developed by the researchers. The questionnaire was validated and the reliability was tested test retest method, calculated with Pearson's product moment correlation. This yielded a reliability index of 0.81. Mean scores and standard deviation were used to answer the research questions.

VIII. Results

a) Research Questions

1. *Research Question One:* What are the various ways of managing safety in Rivers State secondary schools?

Table 1: Mean Scores and Standard Deviation of Principals and Teachers on the various ways of Managing Safety in Rivers State Secondary Schools.

S/N	Various ways of managing safety include:	Principals		Teachers		Mean Set	Remarks
		$\bar{x}_1$	SD	$\bar{x}_2$	SD		
1	Establishment of clear safety objectives	3.11	0.37	3.01	0.23	3.06	Agreed
2	Transparency in the management of safety	3.02	0.38	2.98	0.25	3.00	Agreed
3	Senior management's commitment to improve safety	3.22	0.34	3.10	0.20	3.16	Agreed
4	Accountability of safety management system	2.96	0.42	3.06	0.22	3.01	Agreed
5	Establishment of defined methods needed to meet safety goals	3.08	0.37	3.02	0.23	3.05	Agreed
6	Building upon the existing procedures to create new knowledge on safety management	2.88	0.50	2.92	0.28	2.90	Agreed
7	Continuous process of improvement in the safety level among staff	3.02	0.38	2.92	0.28	2.97	Agreed
	Aggregate Mean	3.04	0.39	3.00	0.24	3.02	Agreed

Data in table 1 presented the mean scores and standard deviation of principals and teachers on the various ways of safety management of schools for service delivery in Rivers State Secondary School. The respondents agreed on the items (1-7) in the table with mean scores above the criterion mean of 2.5. The aggregate mean score of 3.02 in the table showed that the respondents agreed on all the items in the table. Therefore, the various ways of managing safety in secondary schools in Rivers State include: establishment of clear safety objectives, transparency in the management of safety, senior management's commitment to improve safety, accountability of safety management system, establishment of defined methods needed to meet safety goals, building upon the existing procedures to create new knowledge on safety management, and continuous process of improvement in the safety level among staff.

Research Question Two: What are the strategies for ensuring school safety for education service delivery in Rivers State secondary schools?

Table 2: Mean Scores and Standard Deviation of Principals and Teachers on the Strategies for Ensuring School Safety for Service Delivery in Rivers State Secondary Schools

S/N	Strategies for ensuring school safety for education service delivery include:	Principals		Teachers		Mean Set	Remarks
		$\bar{x}_1$	SD	$\bar{x}_2$	SD		
8	Provision of activities that create a positive safety culture within all levels of the workforce	1.27	1.01	1.17	1.09	1.22	Disagreed
9	Providing safety management training for staff and students to create positive school environment	3.18	0.35	3.14	0.19	3.16	Agreed
10	Advocating a positive safety culture in schools	3.32	0.24	3.18	0.18	3.25	Agreed
11	Strengthening a positive safety culture for positive involvement of staff and students in school development	3.16	0.35	3.04	0.23	3.10	Agreed

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12	Creating safety awareness in schools to enhance positive environment for teaching and learning	3.13	0.36	3.21	0.17	3.17	Agreed
13	Creating safety communication at all levels of the school system	3.38	0.20	3.22	0.17	3.30	Agreed
14	Creating safety preparedness among staff and students for instructional effectiveness	3.12	0.36	3.02	0.23	3.07	Agreed
15	Ensuring that everyone has a role in promoting safety in the school environment for effective instructional competitiveness	3.42	0.19	3.28	0.15	3.35	Agreed
	Aggregate Mean	3.00	0.38	2.91	0.30	2.96	Agreed

Data in table 2 presented the mean scores and standard deviation of principals and teachers on the strategies for ensuring school safety for education service delivery. The respondents agreed on items 9-15 in the table with mean scores above the mean criterion of 2.5, and disagreed on item 8 with mean score of 1.22, which is below the mean criterion of 2.5. The aggregate mean score of 2.96 in the table showed that the respondents agreed on the items in the table. Therefore, the strategies for ensuring school safety for education service delivery include: provision of activities that create a positive safety culture within all levels of the workforce, provision of safety management training for staff and students to create positive school environment, advocating a positive safety culture in schools, strengthening a positive safety culture for positive involvement of staff and students in school development, creating safety awareness in schools to enhance positive environment for teaching and learning, creating safety communication at all levels of the school system, creating safety preparedness among staff and students for instructional effectiveness, and ensuring that everyone has a role in managing safety in the school environment for education service delivery.

Research Question Three: To what extent can safety management of schools improve the education service delivery in Rivers State secondary schools?

Table 3: Mean Scores and Standard Deviation of Principals and Teachers on the Extent to which Safety Management of Schools can Improves the Education Service Delivery in Rivers State Secondary Schools

S/N	The extent to which safety management of schools improves the educational service delivery include:	Principals		Teachers		Mean Set	Remarks
		$\bar{x}_1$	SD	$\bar{x}_2$	SD		
16	Evaluating the continued effectiveness of implemented safety control strategies	3.17	0.35	3.13	0.19	3.15	High extent
17	Supporting the identification of new hazards	2.77	0.57	2.81	0.37	2.79	Mod extent
18	Providing confidence that school output meet safety requirements	3.14	0.36	3.06	0.22	3.10	High extent
19	Ensuring compliance with safety requirements	3.06	0.38	3.02	0.23	3.04	High extent
20	Acquisition of information needed for continuous improvement on safety management	3.29	0.29	3.17	0.18	3.23	High extent
21	Employee reporting safety matters to the management on time	3.10	0.37	3.06	0.22	3.08	High Extent
22	Providing insight regarding opportunities for improving safety in schools	3.04	0.39	3.00	0.24	3.02	High extent
23	Providing insight regarding methods for minimizing risks can improve educational service delivery	3.09	0.37	3.01	0.24	3.05	High extent
	Aggregate Mean	3.08	0.39	3.03	0.24	3.06	High Extent

Data in table 3 presented the mean scores and standard deviation of principals and teachers on the extent to which safety management of schools improves the education service delivery. The aggregate mean score of 3.06 in the table showed that all the safety management items (16, 18, 19, 20, 21, 22, & 23)to a high extent improve the educational service delivery except item 17 with moderate extent value of 2.79. Therefore, the extent to which safety management of schools improves the education service delivery include: evaluating the continued effectiveness of implemented safety control strategies, supporting the identification of new hazards, providing confidence that school output meet safety requirements, ensuring compliance with safety requirements, acquisition of information needed for continuous improvement on safety management, employee reporting safety matters to the management on time, providing insight regarding opportunities for improving safety in schools, and providing insight regarding methods for minimizing risks can improve educational service delivery.

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IX. Discussion

a) Various Ways of Managing Safety in Schools

The findings of this study revealed that the various ways safety management in Rivers State secondary schools to include : establishment of clear safety objectives, transparency in the management of safety, senior management's commitment to improve safety, accountability of safety management system, establishment of defined methods needed to meet safety goals, building upon the existing procedures to create new knowledge on safety management, and continuous process of improvement in the safety level among staff. With appropriate adoption of these ways safety management for education service is assured. These ways would help to promote good working/learning environment, safety of teachers and students, and appropriate security checks/management of the school facilities. The findings agreed with that of Oragwu and Nwabueze (2016) which state that safety management is a systematic approach to improve the safety of an organization or institution through the establishment of clear safety objectives and being transparent in the management of safety and that it is a business-like approach to safety that has a systematic, explicit and comprehensive process for managing safety risks.

Both principals and teachers agreed on the stated ways of managing safety in the school system as they would contribute maximally in the achievement of educational set goals and objectives on safety. Safety management in schools indicates how best to prevent, eliminate or reduce the damage which may be caused by any particular hazard using or misusing the resources available in the system. However, school as place of training is supposed to be among the safest environments for students to be without victimizations injuries occurring. It is the duty of school management to ensure that relevant act on establishing safety policies is implemented to achieve desired results.

b) Strategies for Ensuring School Safety

The findings of this study revealed that the strategies for ensuring school safety for education service delivery include: provision of activities that create a positive safety culture within all levels of the workforce, provision of safety management training for staff and students to create positive school environment, advocating a positive safety culture in schools, strengthening a positive safety culture for positive involvement of staff and students in school development, creating safety awareness in schools to enhance positive environment for teaching and learning, creating safety communication at all levels of the school system, creating safety preparedness among staff and students for instructional effectiveness, and ensuring that everyone has a role in promoting safety in the school environment for effective instructional competitiveness. These strategies can work best when they are generated not only by school staff, but also by parents and representatives from community groups and agencies. The findings agreed with Nwabueze (2016) when he explains that there is a clear link between the safety of schools and education service delivery such as: safety management system which determines environmental quality in schools; quality of the school environment which shapes attitudes of students, teachers and staff; and safety management of schools which influences teaching and learning behaviour positively. The respondents agreed that safety management strategies as presented in this study would help in the administration of secondary schools for education delivery system.

c) Safety Management of Schools and Education Service Delivery

The findings of the study also revealed that the extent to which safety management of schools improves the education service delivery include: evaluating the continued effectiveness of implemented safety control strategies, supporting the identification of new hazards, providing confidence that school output meet safety requirements, ensuring compliance with safety requirements, acquisition of information needed for continuous improvement on safety management, employee reporting safety matters to the management on time, providing insight regarding opportunities for improving safety in schools, and providing insight regarding methods for minimizing risks can improve educational service delivery. This implies that safety management of schools enhances teaching, learning and research among staff and students. It provides insight on the various opportunities needed for safety management and enhanced productivity. Armstrong (2009) states that safety policies and programmes are concerned with protecting school administrators, teaching and non-teaching staff and students the institution towards the achievement of educational set goals and objectives.

Principals are of the opinion that proper management of safety in secondary schools makes the students concentrate on their academic activities for achievement of good academic records. Successful management of school safety is a necessary and essential educational investment and service delivery.

X. Conclusion

The need for the establishment of proper of ways managing safety in schools cannot be overstressed if educational goals and objectives are to achieved in this present dispensation where the issues of safety has been the subject of discussion in most fora globally. All hands must be on deck to ensure that

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provision of safety in our educational institutions is given the attention it requires. Our children and staff in the system deserve to be protected both in the classroom and during the schools' outdoor activities. Therefore, it is paramount that provision of series of activities that can create positive safety culture within all levels of the workforce, safety management training for staff and students to create positive school environment, as well as advocating a positive safety culture in schools for education service delivery should become part of school safety awareness programmes. Emphatically, Asodike (2012) notes that, the school service environment contribute to quality teaching and learning, which invariably tantamount to productive citizens of the education industry.

XI. Recommendations

1. Educational managers and administrators should establish clear safety objectives and make provision for transparency in the management of safety in secondary schools to enhance the quality of service delivery and students' productivity.
2. Educational administrators and teachers should ensure serious management's commitment to improve safety in schools and establish defined methods needed to meet the safety goals of secondary schools in Rivers State.
3. Secondary school administrators should build upon the existing procedures to create new knowledge on safety management and continuous process of improvement on the safety level among staff. With appropriate adoption of these ways to safety management, quality improvement in the education system is assured. These ways would help to promote good working/learning environment, safety of teachers and students, and appropriate security checks/management of the school facilities.
4. School administrators should evaluate the continued effectiveness of implemented safety control strategies to ensure compliance with safety requirements and provide insight regarding the methods for minimizing risks for enhanced education service delivery.
5. Educational administrators should provide activities that can create a positive safety culture within all levels of the workforce as well as provide safety management training for staff and students to create positive school environment.
6. Educational administrators and teachers should create positive safety awareness, safety communication at all levels of the school system as well as safety preparedness among staff and students in schools to enhance positive environment for teaching and learning.
7. School administrators should ensure that everyone has a role in ensuring safety in the school environment for education service delivery.

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Government Efforts to Resolve the Warri Crisis of 1997 – 2004

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Abstract- Many people (including non Nigerians) are aware that there was a serious crisis between the Ijo and Itsekiri of the Warri area of the Western Niger Delta region of Nigeria. Some of these people may also be aware that the crisis was caused mainly by the relocation of the headquarters of the then newly created Warri South (later Warri South-West) Local Government Area from Ogbe-Ijoh, an Ijo town, to Ogidigben, an Itsekiri town, by the General SaniAbacha – led Federal Military Government of the time. What many may not be aware of, is how the crisis was resolved. This article examines the efforts made by the Delta State and Federal Governments of Nigeria to end the crisis.

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Government Efforts to Resolve the Warri Crisis of 1997 – 2004

Henchard B. Erezene

Abstract- **Many people (including non Nigerians) are aware that there was a serious crisis between the Ijo and Itsekiri of the Warri area of the Western Niger Delta region of Nigeria. Some of these people may also be aware that the crisis was caused mainly by the relocation of the headquarters of the then newly created Warri South (later Warri South-West) Local Government Area from Ogbe-Ijoh, an Ijo town, to Ogidigben, an Itsekiri town, by the General SaniAbacha – led Federal Military Government of the time. What many may not be aware of, is how the crisis was resolved. This article examines the efforts made by the Delta State and Federal Governments of Nigeria to end the crisis.**

I. Introduction

The ethnic conflicts between the Ijo and the Itsekiri in the Warri area of the Western Niger Delta region of Nigeria blew open in March/April 1997, and continued till 2004. Apart from the destruction of lives, property and businesses, these conflicts also created security problems in the Niger Delta, which adversely affected the crude oil based economy of the country, as the activities of oil companies operating in the area were frequently disrupted.

The violent conflicts between the two groups became a source of concern to all well-meaning Nigerians, including people in government. As a result, both the Delta State and Federal Governments made concerted efforts to end the conflicts. This article is a critical examination of these efforts.

Efforts by the Military Administrations of Colonel John David Dungs and Navy Captain Walter Feghabo in Delta State

Delta State was created out of the defunct Bendel State on 27 August, 1991.The state initially consisted of twelve local government areas, namely, Aniocha, Bomadi, Burutu, Ethiope, Ika, Isoko, Ndokwa, Okpe, Oshimili, Sapele, Ughelli and Warri. The number of local government areas increased to nineteen with the nation-wide creation of additional local government areas on 27 September, 1991. The nineteen local government areas then were Aniocha North, Aniocha South, Bomadi, Burutu, Ethiope East, Ethiope West, Ika North – East, Ika South, Isoko North, Isoko South, Ndokwa East, Ndokwa West, Okpe, Oshimili, Sapele, Ughelli North, Ughelli South, Warri North and Warri South. The state is, at present, made up of twenty-five local government areas, namely, Aniocha North, Aniocha South, Bomadi, Burutu, Ethiope East, Ethiope West, Ika North-East, Ika South, Isoko North, Isoko South, Ndokwa East, Ndokwa West, Okpe, Oshimili North, Oshimili South, Patani, Sapele, Udu, Ughelli North, Ughelli South, Ukwuani, Uvwie, Warri North, Warri South and Warri South – West.

The state which was created by the Federal Military Government of General Ibrahim Badamasi Babangida, had Group Captain Luke Chijuba Ochulor, an Air Force Officer, as its Military Governor. He was succeeded by Chief Felix Ovuodoroyelbru, who won the December 1991 gubernatorial election son the platform of the Social Democratic Party, SDP, as the first civilian Executive Governor of the state on 2 January, 1992. With the return of the country to military rule in November 1993, Colonel Bassey Asuquo was appointed the new Military Administrator of the state. He handed over to Group Captain Ibrahim Kefas, another Air Force Officer, on26 September, 1994.

Group Captain Ibrahim Kefas governed Delta State for about two years and handed over to Colonel John David Dungs on 15 August, 1996. It was during the military administrator ship of Colonel J.D. Dungs (August 1996 —August 1998) that the conflicts between the Ijo and the Itsekirierupted.

Colonel J.D. Dungs worked very hard to manage the crisis between the two groups and was, indeed, commended for his efforts by the Military High Command in Abuja (The Pointer, 9/10/97). The first thing he focused his attention on was to ensure that the crisis did not escalate. To this end, he had constant dialogue, separately and jointly, with the elders and leaders of thought of the Ijo and the Itsekiri. The Military Administrator also tried his best to alleviate the sufferings of persons who were displaced from their homes during the crisis by providing relief materials. He soon realised from his discussions with the elders and leaders of thought of the two groups, however, that any attempt to resolve the crisis without getting to the root of the problem would only be a waste of time and resources. He, therefore, set up a high powered Judicial Commission of Inquiry, composed of renowned serving judges from other states of the federation headed by Justice AlhassanIdoko. Justice Idoko hailed from Kogi State but was at the time of his appointment as Chairman of the Commission, the Chief Justice of

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Benue State (Concerned Delta Citizens, 1997). The second member (Commissioner), Hon. Justice Abubakar Wada, hailed from Kano and was at the time of his appointment as a member of the Commission, a High Court Judge there. The third member, Alhaji Hassan Gimba, was a legal practitioner in his home state, Niger (Concerned Delta Citizens, 1997).

The Federal Military Government gave legal backing to the Commission by issuing Decree No.14 of 1997, and it started sitting on 2 June, 1997. Not long after the Commission started sitting, however, the Itsekiri accused it of "prejudice and bias" towards them and pulled out (Mabiaku, Jemide and Ayomike, 2003). They sought legal redress and accused the Military Administrator himself of taking sides with the Ijo against them. But the Commission continued to work and submitted its report in 1998.

Among other things, the Justice Idoko Commission of Inquiry recommended the creation of separate local government areas for the three ethnic groups in the Warri area-the Ijo, the Itsekiri and the Urhobo. But because of the Itsekiri protests, the Delta State Government could not issue a *white paper* on the report of the Commission. This was the situation of things when Colonel J.D. Dungs handed over the administration of the state to Navy Captain Walter Feghabo in August 1998.

Navy Captain Walter Feghabo did not do much. Being an Ijo, though of Nembe extraction from the Eastern Niger Delta, he was very cautious in his actions and pronouncements concerning the crisis. This situation could be easily understood by any careful and impartial observer or stakeholder. His predecessor in office, Colonel J.D. Dungs, from far away Plateau State in the Middle Belt, had been accused by the Itsekiri of taking sides with the Ijo. He (Feghabo) did not want to be caught in this web of Itsekiri criticisms. He, therefore, played safe by just making reports to Abuja, visiting devastated places with relief materials, and holding meetings with the elders and leaders of thought of the two groups; admonishing them to keep the peace until he handed over to Chief James Onanefelborion29May, 1999 (Erezene, 2008).

Efforts by the Civilian Government of Chief James Onanefelbori in Delta State

Chief James Onanefelbori, an Urhobo from Oghara, headquarters of the present Ethiope West Local Government Area in the Delta Central Senatorial District, became the second civilian Executive Governor of Delta State on 29 May, 1999. Chief Ibori had promised during his electioneering campaigns that he would bring the Ijo — Itsekiri crisis to an end, if he was elected governor. True to his promise, Chief Ibori tackled the problem immediately he was sworn in as governor. He consulted widely and held several meetings with the elders and leaders of thought of both groups. He also sought the co-operation of members of the Delta State House of Assembly as well as the Federal Government. Chief Ibori's efforts paid off, and in just a few months after his inauguration as governor, the headquarters of Warri South-West Local Government Area (whose relocation from Ogbe-Ijoh to Ogidigben was the immediate cause of the conflicts) was returned from Ogidigben to Ogbe-Ijoh.

The above development brought some peace to the area. It, however, did not go down well with the Itsekiri. The Ijo, though happy that the headquarters of the local government area had been returned to Ogbe-Ijoh, discovered another problem – the "lopsided" delineation of electoral wards in favour of the Itsekiri. This issue generated another round of crisis between the two groups (Erezene, 2011). Unfortunately, ChiefIbori was unable to solve this problem until he left office on 29 May, 2007.

That Ibori could not resolve this problem before leaving office has beenat tributed to selfish economic and political undertones in some quarters (Erezene, 2008, 2011).For instance, in its exclusive edition of 10 November, 2003, the Insider Weekly Magazine exposed the alleged financial gains Chief Ibori derived from the continued fighting between the Ijo and the Itsekiri in Warri. In a sort of abstract to the main story, the magazine lamented:

> The once lively Oil City of Warri, Delta State, has become notorious for its unending wars. And the violence is spreading like cancer. But while the city bleeds, the Chief Security Officer of the State, Governor James Ibori, and the Commanders of the numerous security agencies and task forces in the area are making a fortune, milking the state to its marrows through security votes.

The magazine went on to reveal that since the resurgence of hostilities in Warri towards the close of 2002 (early 2003), as a result of attempts by the Delta State Independent Electoral Commission (DSIEC) to create new electoral wards in the Warri Local Governments, the State Governor, Chief James Onanefelbori, had collected N750 million monthly from the state's treasury to manage the crisis. From this amount, the magazine alleged, he disbursed N200 million to the then Commander of the military outfit deployed to the area to keep the peace by the Federal Government (Operation Restore Hope), Brigadier-General Elias Zamani. Zamani in turn released less than ₦5 million to his soldiers for their upkeep and pocketed the balance with other top members of the outfit. The ordinary soldiers and their colleagues in the Police Mobile Force who were short-changed in the distribution of the windfall, helped themselves by mounting numerous checkpoints from where they extorted money from motorists and other innocent citizens. For these

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soldiers, it was at least better than staying idle in the barracks or facing fire in the Bakassi Peninsula, where Nigeria had boundary problems with Cameroon, or being in Liberia or some other crises-torn West African countries as part of the ECOWAS Monitoring Group, ECOMOG.

The magazine further alleged that the sums of money Governor JamesIbori collected under the guise of maintaining security were not static, but increased as the hostilities intensified. It reported that in just one swoop, one night, the Governor and his cousin, the then Secretary to the State Government (SSG), Dr. Emmanuel EwetanOduaghan, collected ₦3 million in two cheques of ₦1.5 million each from the state's coffers under the "omnibus heading of Warri crisis."

The above situation of things would have continued, from all indications, but for the Federal Government's declaration of emergency rule in Plateau State on18 May, 2004, following the ethno-religious conflicts in Yelwa-Shandam Local Government Area of the state (Erezene, 2008, 2011). Before that incident, the Delta State Governor, Chief James Onanefelbori seemed unwilling to take firm actions concerning the Warri crisis. His usual reply to suggestions that he was slow in dealing with the situation was:

> We are in a democratic regime, where everything will sort out itself systematically. People should remember that we are not under a military regime where things are done by military fiat (Vanguard, 21/8/03:1).

But barely three months after the proclamation of emergency rule in Plateau State by the Federal Government, Governor James Ibori presented his famous "The Road Map to Peace" to the Delta State House of Assembly, seeking the creation of Community Development Committees across the three Warri Local Government Areas. This bill was quickly passed and signed into law as the Development Administration Committee Law 2004 on 7 March, 2005, creating a total of twelve Community Development Committees. These developments clearly indicate that Chief Ibori could have done better than what he did about the Warri crisis before leaving office in May 2007.

II. Efforts by the Federal Government of Nigeria

General SaniAbacha was the Military Head of State of Nigeria when the disagreements between the Ijo and Itsekiri became violent in March/April 1997. His government did not waste time in tackling the problem. Its first reaction was to send in the police. When the conventional police could not contain the situation, the specially trained anti-riot police unit, the Mobile Police Force, was mobilised to Warri. When these specially trained policemen too could not cope, military personnel were deployed (Imobighe, 2002). Finally, a Joint Military Task Force code-named Operation Restore Hope was permanently stationed in the area. This military outfit was established in 2003 during the first term in office of Chief Olusegun Obasanjo who took over from General Abdulsalami Abubakar on 29 May, 1999 as civilian president. The scope of responsibility of this military outfit was later expanded to cover all the trouble spots of the entire Niger Delta region.

Chief Olusegun Obasanjo, one would say, tried his best to help the Delta State Government to resolve the crisis. Apart from establishing the Joint Military Task Force, he held series of meetings with the Ijo, Itsekiri and other stakeholders in the Warri area of the Western Niger Delta. His government also set up a Presidential Committee headed by retired Lieutenant-General The ophilusDanjuma in 2003 to "investigate the remote and immediate causes of the crisis and recommend ways and means of restoring peace in the war torn zone." Unfortunately, the report of this committee has not been made public uptil now.

III. Evaluation of the Efforts

There is no doubt that all the governments (military and civilian) that ruled between March/April 1997 and July 2004 in Delta State and at the Federal level, did their utmost to resolve the crisis between the Ijo and the Itsekiri. Their efforts could not, however, completely reconcile the two groups until 2004. This was because the fundamental desires and demands of the people were not met. The Ijo who felt that they were being oppressed by the Itsekiri had persistently requested government to create a separate local government area for them. It needs to be pointed out, that all commissions of inquiry set up by the Delta State Government to find lasting solutions to the ethnic conflicts in Warri; the Justice Philip Nnaemeka — Agu Judicial Commission of Inquiry of 1993 (before the crisis), and the Justice AlhassanIdoko Judicial Commission of Inquiry of 1998 (during the crisis), had always recommended the creation of separate local government areas for the three contending ethnic groups — the Ijo, the Itsekiri and the Urhobo. But the Itsekiri had insisted that the Ijo cannot get a separate local government area out of Warri and its environs which they call their "home land" (Ayomike, 1990).

In addition to the frustrations of not being able to get a separate local government area, the Ijo were also aggrieved that in the local government areas they shared with the Itsekiri, they (Itsekiri) had more electoral wards than themselves. The implication of this situation is that the Ijo cannot produce the Chairman of Local Government except by consensus arrangement. This could ordinarily have been a relatively simple problem to solve, since government itself had declared that the

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Itsekiri were a minority group in the local government areas they shared with the Ijo (Delta State Government, 2004). All that needed to have been done was for the Delta State Independent Electoral Commission (DSIEC) to reverse the in balance or work out an arrangement that would have put the two groups at par. In fact, DSIEC attempted to solve the problem but its proposals could not see the light of day because of Itsekiri protests.

As the conflicts between the two groups intensified and the fear of emergency rule loomed in the air, the Delta State Government was compelled to do something as already stated. It divided the area covered by the three Warri Local Government Areas, namely, Warri North, Warri South, and Warri South-West, into a total of twelve Community Development Committees in 2004. These are: Egbema with headquarters at Opuama; Toru-Ebe with headquarters at Ogboinbiri; Koko/Abigborodo with headquarters at Abigborodo; Benin River Itsekiri with headquarters at Ogheye; Ode-Itsekiri with headquarters at Ode-Itsekiri; Okere with headquarters at Ugbuwangue; Okere-Urhobo with headquarters at Oto-Orere; Agbarha with headquarters at Otovwodo-Agbarha Gbaramatu with headquarters at Oporoza ;Ogbe-Ijoh/Isaba/Diebiri with headquarters at Isaba; Ogidigben/Ugborodo with headquarters at Ogidigben; and Orere with headquarters at Deghele.

But even in the creation of these Community Development Committees, it can be easily observed that the Itsekiri were clearly favoured. The Itsekiri had six of the Committees, namely, Koko/Abigborodo with headquarters at Abigborodo; Benin River Itsekiri with headquarters at Ogheye; Ode-Itsekiri with headquarters at Ode-Itsekiri; Okere with headquarters at Ugbuwangue; Ogidigben/Ugborodo with headquarters at Ogidigben; and Orere with headquarters at Deghele. The Ijo hadfour – Egbema with headquarters at Opuama; Toru-Ebe with headquarters at Ogboinbiri; Gbaramatu with headquarters at Oporoza; and Ogbe-Ijoh/Isaba/Diebiri with headquarters at Isaba, while the Urhobo had, just two, namely, Okere-Urhobo with headquarters at Oto-Orere, and Agbarha with headquarters at Otovwodo-Agbarha. This lopsided distribution of the Development Committees in favour of the minority Itsekiri did not escape the notice of the Ijo and Urhobo.

A part from the lopsided distribution of the Community Development Committees in favour of the Itsekiri, the Ijo were aggrieved that their presence in Warri Urban had been undermined. While the Urhobo were given Agbarha and Okere — Urhobo Development Committees, and the Itsekiri, Okere (or Okere — Itsekiri); all in Warri South Local Government Area, the Ijo had been totally left out. The political implication of this development is that the Ijo have been denied their indigene status in Warri and Warri South Local Government Area (Erezene, 2008).

The annoyance of the Ijo in this matter is quite understandable. In 1955 when the Warri Urban District Council was created by the Action Group-led Government of the Western Region, it consisted of twenty-one wards: Alders Town I, Alders Town 2, Alders Town 3, Alders Town 4, Alders Town 5, Alders Town 6, Ogbe-Ijoh 1, Ogbe-Ijoh 2, Agbassa 1, Agbassa 2, Agbassa 3, Agbassa 4, Okere-Ajamimogha 1, Okere-Ajamimogha 2, Okere-Ajamimogha 3, Okere Ajamimogha 4, Okere-Ajanilmogha 5, Government Reservation Area, Odion1, Odion 2 and Odion 3. Without raising complex arguments, it can be easily observed by anyone that is familiar with Warri and its environs, that Ogbe-Ijoh I and 2 were Ijo wards. It is also known that the area covered by Alders Town 1 to 6 and the Government Reservation Area were owned by the Ijo (Olabrakompre Community, 2003). These places were all part of the lease (B5) that was made to the British in 1908 by Chief DoghoNuma. The land covered by this lease was owned by the Ogbe-Ijoh (Sagay, n.d.; Ikime, 2011). But with the new Community Development Committees created by the Ibori Administration, the Ijo have been completely eliminated from Warri Urban which mainly constitutes the present Warri South Local Government Area of Delta State. This local government is made up of twelve electoral wards: Obodo/Omadino, Ode-Itsekiri, Ogunu/Ekurede (Urhobo), Ugbuwangue/ Ekurede (Itsekiri), G.R.A., Bowen, Pessu, Okere, Igbudu, Edjeba, Okumagba I and Okumagba II (INEC, 1998). The only Ijo ward retained in the local government area is the Warri (Government) Reservation Area (GRA). It is, however, not viewed as such by the Itsekiri, who presently own almost all the property in the place. This implies that the Ijo do not have even a single ward in Warri South Local Government Area at present (Erezene, 2008).

On the other side, some of the Itsekiri and their supporters such as EvangelistMukoro had asked the Federal Government of Nigeria to make Warri a Federal Territory like Lagos of old, and Abuja. This, according to them, was to make the place an ethnic-sentiments-free zone or territory for all Nigerians to live in. But government has not responded to this suggestion either. Because of this and other unresolved issues, some people feel that the hostile relations between the Ijo and the Itsekiri are still far from being settled. The truth is that genuine reconciliation and lasting peace between the Ijo and the Itsekiri can only come from mutual understanding between the two groups. It is not something that can be decreed from Asaba or Abuja. It is interesting to note that some of the elder statesmen in the area have started to understand this situation. For example, in an open letter to Professor ItseSagay on the subject of the political control of Warri (Vanguard, 23/5/03:33), Chief J.E. Ukueku, a renowned Urhobopharmacist pleaded: “Dear Itse, let us come

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together to further a lasting settlement. It is not in Abuja. It is right here with you and me."

In a similar publication (Vanguard, 4/8/03:26), Chief E.K. Clark is said to have pleaded as follows:

> …Wemust give peace a chance. Let us have peace because a majority of the Ijaw, Urhobo and Itsekiri, who are suffering today, do not understand why we are fighting and what we are fighting for. Itsekiri, Ijaw and Urhobo should forget the past and meet together to find a solution to these problems without involving the government. Such a meeting will be our mini National Conference, and we must be prepared with the spirit of give and take. Enough is enough. (Ofogbor, 2004: 79)

The truth is that the two groups know everything about themselves, and can continue to live peacefully together, if they so desire. All that is needed is a little sincerity, and "the spirit of give and take" as suggested by Chief E. K. Clark.

IV. Conclusion

There is no doubt that both the Delta State and Federal Governments made spirited efforts to resolve the Warri crisis. These efforts did not quickly succeed because some of the highly placed individuals in the reconciliation process were not very sincere. For instance, as revealed by the Insider Weekly Magazine, it is possible that some officials of government initially wanted the crisis to continue for their selfish economic and political gains. But for certain developments outside the state, such as the declaration of a state of emergency in Plateau State, these officials would perhaps have continued to exploit the crisis for personal gains!

In spite of all the accusations, however, credit must still be given to whom it is due. Despite the allegations of self-enrichment against Chief James Onanefelbori, the then Governor of Delta State, by the Insider Weekly Magazine, it cannot be denied that he played the greatest role in the reconciliation process. Being a Deltan, he, no doubt, understood the complexities of the crisis more than the Military Administrators before him, and even the officials of the Federal Government of Nigeria, military and civillian. He was, therefore, able to produce a political solution to the major problem. The federal administrations, military and civilian, initiated more of military actions which could not resolve the crisis.

For lasting reconciliation and healing to take place, the people, especially the Ijo and the Itsekiri must be sincere to themselves, and embrace "the spirit of give and take" as suggested by Chief E.K. Clark. They alone know the true history and other developments about themselves, and are in a better position to tell the truth concerning themselves. It is a matter of conscience.

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Challenges and Success from Globalization Perspectives: Exploring Global Dimension of Career Building through Internationalization in Higher Education: A Deconstructive Reading

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Abstract- Two parallel articulated discourses on internationalization, and on higher education are currently involved in a dynamic process. The factors that shape this dimension of internationalizing education in higher education have got its inspiration from the evolving concept, ‗Globalization' particularly. This essay, however, aims at exploring those dimensions in terms of the rise of new economic powers; regional state alliances; multi-cultural tastes in a given environment; and the accelerating use of academic, and non academic information through accessing more advanced communication technologies. Higher education, as the essay progresses, states that it makes a bridge between a particular entity, and global knowledge sphere. The context of higher education particularizes globalization as being the most important factor that observes challenges and success being greatly visible among many nations.

Keywords: higher education, globalization, inter-nationalization, professionalism, opportunity.

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Challenges and Success from Globalization Perspectives: Exploring Global Dimension of Career Building through Internationalization in Higher Education: A Deconstructive Reading

Rashid Akm Aminur

Abstract- Two parallel articulated discourses on internationalization, and on higher education are currently involved in a dynamic process. The factors that shape this dimension of internationalizing education in higher education have got its inspiration from the evolving concept, _Globalization' particularly. This essay, however, aims at exploring those dimensions in terms of the rise of new economic powers; regional state alliances; multi-cultural tastes in a given environment; and the accelerating use of academic, and non academic information through accessing more advanced communication technologies. Higher education, as the essay progresses, states that it makes a bridge between a particular entity, and global knowledge sphere. The context of higher education particularizes globalization as being the most important factor that observes challenges and success being greatly visible among many nations. The specializations of higher education reflects on interdisciplinary subjects; academic, and professional knowledge; multilingual learning; research and intercultural skill and attitudes. Exploring these areas of specializations mean responding to the impact of globalization because study resources, and integrating international learning dimension as central to the globalization are set making an infusion that contributes to the making of professionals building careers in teaching, research, service to society, and the like. In this process, I pursue a different approach - deconstructive approach - to illustrate importance of higher education in its focus on students 'pathways strategically. Literally, the greater opportunity in higher education is to get acquainted with students from different parts of the world. This opportunity could, properly, be experienced through being introduced with others' cultures, languages, group works, varied brainstorming, independent, and critical perspectives on any singular topic area though broad discussion can also take place. As a result, rooms for new information, and conceptual ideas in the delivery of education can certainly develop a relationship between students' target, and their desired outcomes.

Keywords: higher education, globalization, internationalization, professionalism, opportunity.

I. Introduction

Much has been articulated as discourses are available to define higher education in this global sphere of educational process. A number of critics has plainly defined higher education in three levels of study- Bachelor, Masters, and PhDs while focusing on a theoretical underpinning that higher education helps students being professional in relevant fields. This essay is of the same opinion as placed above, but the process that starts enforcing young talents to give substantial contribution to self, and the society is significantly required to know.

Having the same direction to substantiality of higher education, this paper argues when the term, *higher education* is concerned, *internationalization*, a parallel term should be articulated as same. Internationalization in education is literally a dimension that aims at creating a bridge between an individual entity, and a global step to knowledge. Both higher education, and internationalization are infused as they are made particularized into a single entity through the evolving concept of *Globalization*.

Globalization is the reason that expands the dimension of education in terms of deconstruction of thoughts, language, knowledge, and research. The context of globalization through the process of higher education in cooperation with internationalization literally aims at orienting challenges for learners to succeed to their fullest. From this point of view, this paper will explore internationalization as being a dynamic process of reflection, and action that is core to higher education to embark on a career with advanced knowledge, and competence.

Such career, as integrated in international learning dimension, advances a guarantee of a sustainable development. In fact, this paper considers internationalization as fundamental to professional knowledge, multilingualism, social, and intercultural skills. In this process of argument, I plan to present the case with a different perspective – a deconstructive perspective – to show potential career building triggered by a remarkable diversity of internationalization in higher education. During the making of this case, I see certain potential teachings that a multicultural environment helps learners from different parts of the world to choose pathways in a shared environment.

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Many scholars, and critics might have different opinions on the increasing importance of the degree of internationalization, but I think that it would be logical to say that internationalization in higher education system fueled by globalization can contribute to penetrate, widen, and accelerate worldwide interconnectedness. The purpose of using the deconstructive approach in this case is to redefine viewpoints towards higher education, and endeavor to explain success through higher education with internationalization.

This redefined understanding is central to the concept of globalization as it promotes the exploration of international, and intercultural dimension in a university. The exploration of different slants of internationalization significantly marks the key notion of cultural identities. In short, a particular country's unique history, resources, indigenous culture can be introduced to others. In this way, globalization is working as being a catalyst while internationalization, as a process of response.

II. The Deconstructive Reading of Globalization

Both are the two major thought processes since the late 1980ies. Like different historical, and literary eras, the concept, _Globalization 'does literally concern the whole infrastructure of a country. Globalization is itself a deconstruction that has deconstructed the established world order designed under fascism with USA's victory. What is the purpose of breaking old world order? Could the new world order bring balance in every sphere of a country's infrastructure? Answers to such question is paradox, but globalization, being a revolutionary phenomenon, brings home interconnectedness around the globe combining changes in societal development, economy, politics, and culture. So, globalization is a kind of a creative destruction through deconstruction to redistribute the common public interests in the ground of social, economical, political, cultural, and educational debates. In certain respects, the development in education sector concentrating on interconnectedness is considered to be one of the central steps to reorder the whole process. According to Marginson and van der Wende (2007), ―In global knowledge economies, higher education institutions are more important than ever as mediums for a wide range of cross-border relationships and continuous global flows of people, information, knowledge, technologies, products and financial capital‖ (p. 4).

Now why globalization should be read from deconstruction perspective is because globalization is an ideology as well as a set of policy decisions. At first, ideology generates itself from creativity, and then creativity generates policies speaking to that ideology as the source. I read globalization as being the rebellion against the constriction that fascism offered to the people under it. Critics are of different opinions with regard to the consequences of globalization as Alain-Marc Rieu (2009) points out that ―Globalization is considered by some as the source of the sickness and by others as its cure‖ (p. 12). I do not want to place any debate here giving full support to globalization as being a *Political theory*, or criticizing by branding it as *Balkanization*. My aim is to deconstruct globalization to show how globalization is different from the time before Second World War. Globalization is the process that encourages international relations around the world, believes in reordering a new world that brings home an idea of *globalizing the world* , meaning all countries shall be into one whole. Alain-Marc Rieu (2009) speaks that ―Globalization supposes ―something‖, a being or an entity, which assembles, encompasses and encloses all phenomena into one whole‖ (p. 13).

Not only that, globalization is an initiating motto that prefers knowledge as being the defining key to social progress; an aspiration to make education to go beyond national boundaries. When racism, and nationalism issues make hostile units of different states, particularly, failed state, rogue state, weak state, globalization comes offering a well-formed state, meaning a state with social stability. Such stability creates opportunities to get to know different nations to reduce hostility, and racial problems. Indeed, globalization, as I have studied, is sheer opposite to fascism, and other capitalistic policy governments. It is, in fact, a market-oriented activity that believes in cross-border higher education to avoid racial segregation, and state marginalization. Interracial marriages, cross-cultural programs, black people assuming higher positions in job, and the like are the key features of the world's getting globalized. At the same time, human rights departments can improve more, past traditions of governments, and bureaucracies, acts of divergence, and the like can operate more efficiently if globalization, a new trend of thought to think out of the frame, is practised by us.

To sum up, the concept of globalization, free from the military hegemony, capitalism, and the like, can be said satisfactory for a good number of reasons. It supports higher education fueled by multi-cultural assimilation, internationalization, cultural toleration, and so like that. In short, globalization is a teaching to make people, and countries united with reforming societies, shaping them into a new fashion, and creating awareness of human's proper rights. It is only a matter of consideration that a large number of people take higher education more seriously for self development while the concept of globalization that paves way to the source concept of such new trend of education, global economic trading system, creative knowledge society, democratic policy, and so like that are getting less importance. UTeichler (2004) remarks that ―it is

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surprising to note how much the debate on global phenomena in higher education suddenly focuses on marketisation, competition, and management in higher education. Other terms, such as knowledge society, global village, global understanding, or global learning, are hardly taken into consideration
(p. 23)‖.

III. The Deconstructive Reading of Higher Education

Before presenting the core analysis of my hypothesis, it is important to be apprised of the defining aspects of deconstruction, and the critical relation that internationalization, and higher education has with the interpretation of deconstruction. What it critically means to be deconstruction is literally a style of interpretation developed by the French philosopher, Jacques Derrida. The core understanding was to throw a critical outlook on the relationship between the text, and the meaning. Later, in this post modern era, deconstruction is understood to set language, thought, and meaning free to take on various approaches, explanation, and definition. In the 1980's, deconstruction is being used to reflect on discourse in a range of theoretical enterprises in the humanities, and social sciences. In fact, what deconstruction speaks about is that there will always take place new knowledge, and interpretation. JD Caputo (1997:31), who was in a Roundtable discussion at Villanova University on October 2, 1994, claims that — ... the very meaning of, and mission of deconstruction, is to show that things — texts, institutions, traditions, societies, beliefs and practices of whatever size and sort you need — do not have definable meanings ... that they exceed the boundaries they currently occupy‖ (Caputo, 1997). Likewise, this paper understands deconstruction to substantiate the interpretation of necessitating internationalization as being a tool of train to the young learners in the sphere of higher education. So, in this process, both higher education, and internationalization shall be read in the light of deconstruction below.

Higher education is, primarily, thought to be a training program to achieve an academic degree to provoke oneself thriving for a job. To be a graduate is expected to be the outcome of taking higher education, and the purpose is achieved in this sheer process of educating oneself in the university level. Higher education can rather be realized as an outcome of a processed thought, and practice of squeezing out the real practitioner out of a learner through this higher training I am continuously speaking of. It is possible when the sense of higher education shall be appreciated properly, and the traditional structuralist's view of higher education must be stopped.

In opposition to, since higher education is purposefully modeled on possibilities of creating career paths, such possibilities - that I think - are to be worked on from perspectives of Derridian text of connecting deconstruction to educational discourse. From Derridian text, I present the idea that higher education is to produce graduates not by giving degrees only; but bringing profound change in understanding higher education as a structure to build a desired career. In this way, it is a continuous flow of success tips to pass to next learners to understand higher education as formerly stated. Thus a significant degree of development, upon true understanding of higher education, and application, shall be observed in the sphere of society, economy, politics, and culture.

Literally by education, we understand knowledge, or competency achieved through a learning process, but the application of that earned knowledge for social development determines the practitioner's achievement. So, education has a direct connection with development project. It starts from individual development, and then it moves to collective development what I can term *a knowledge society*. Andrew Thomson in his article, *Exploring the Relationship Between Higher Education and Development: A Review and Report* argues that —Development is not a stage to be attained or a goal to aim for. Rather, it is a constant process of improvement in which education, research, and service play prominent roles in creating positive change in the self, the people around us, our communities, and the institutions and structures that support us‖ (Thomson, 2008). So, I reasonably think that the context of higher education speaks about standardizing, empowering, and raising life to an upper grade by people through progressing their knowledge, and competence. In addition to this, it is about learning for a social change as a whole as Edgar Faure sums up, —learning to know, learning to do, learning to be, and learning to live together‖ (Faure 1972). Such contribution of higher education to societal change can be termed as a deconstructive overview of the provision of higher education.

Now, how higher education helps a country's economy shall be concentrated on. Firstly, to initiate an economic development, education is one of the most important tools. A conscious person can clearly be aware of the fact that higher education is the central to the mainstream economy; and UN also views higher education as being fundamental to all aspects of a country's economy. Higher education is such a system of processed learning that brings about scope, values, and perception issues that inevitably expedites awareness, and sustainable economy. How this process of learning works towards creating economic growth might be subjected to different perceptions. In one perception, universities, in particular, are the places where researches, trainings on use of technologies, leadership skills, knowledge, and the like turn a general

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learner into, what in economic terms, a human capital. To be more precise, universities install competency as well as capacity development in a learner's mind that can surely help increase the economic growth of his/her country. In this respect, to support this above argument from deconstructive viewpoint, three mechanisms of education that may prove it's influence on economic growth; the quotes are given below:

> First, education can increase the human capital inherent in the labor force, which increases labor productivity and thus transitional growth toward a higher equilibrium level of output (as in augmented neoclassical growth theories, cf. Mankiw et al. (1992)).
>
> Second, education can increase the innovative capacity of the economy, and the new knowledge on new technologies, products, and processes promotes growth (as in theories of endogenous growth, cf., e.g., Lucas (1988), Romer (1990), Aghion and Howitt (1998)).
>
> Third, education can facilitate the diffusion and transmission of knowledge needed to understand and process new information and to successfully implement new technologies devised by others, which again promotes economic growth (cf., e.g., Nelson and Phelps, 1966; Benhabib and Spiegel, 1994).

In fact, I present my opinion that the larger the number of population is engaged to higher education, the greater the chances for economic growth to thrive.

After deconstructive reading of economic development, it is time now to throw a critical light onto the discussion of how higher education powerfully increase political participation, political knowledge, and so forth. It is widely considered that education is a powerful explanatory variable that is badly needed to run a state. A question may arise how education can play such a strong role to control, and rectify democratic behavior. If studies on the link between higher education, and political development are read carefully, explicit analyses of democratic facets in politics, various characteristics of democratic laws, and behavior shall be found that are unmistakably influenced by the engagement of higher education. D. Sunshine Hillygus is of the opinion below:

> The most prominent explanation for the link between education and political participation can be called the civic education theory. The civic education hypothesis is rooted in the belief that education provides both the skills necessary to become politically engaged and the knowledge to understand and accept democratic principles‖ (Hillygus2005).

In addition to this, people might understand that politics is the matter of creating skilled people, better bureaucratic affairs, good democratic behavior, and the like to participate in bringing harmony in a country. In this process, they need higher education to make such a difference in politics, and also participate in any political turnout. Philip Converse describes the overwhelming significance of formal education on political participation by concluding that education is everywhere the universal solvent, and the relationship is always in the same direction''(Converse 1972). In the same tone of agreement, Warren E. Miller, and J. Merril Shanks lament by saying We simply need a better understanding of the many ways in which education makes such a difference to rates of turnout on Election Day‖ (Miller and Shanks 1996).

One of the most attractive features in higher education is to be introduced with diversified cultures, and traditions. Universities, having a cross-cultural environment, foster a cultural assimilation that can be a unique experience for the learners' studying in a multi-cultural classroom. For many, multi-cultural classrooms may have less importance on developing minds of the learners; but I think if the universities, their policies, and their body of students are diversified, a genuine connectivity as well as interaction among students shall be fostered. This is very important for the university beginners as this is their first experience to work with diverse peers. There are two common terms popular in many of our communities – cultured', and uncultured'. Literally these two terms mean two different contexts of thoughts- the former indicating a person's being too socially identified while the later carries thought in opposition to the former. So, the discussion does not end here; rather it is crucial to the growth of students to be socially developed. This should not be erroneous to say that a student in higher education level must be informative culturally to live a life rich in wisdom. This is possible, in most cases, in higher education cross-culturally assimilated, because a greater degree of opportunities students can avail in the institutes. In Diversity and Higher Education: Theory and Educational Outcomes, Patricia Gurin, Eric L.Dey, Sylvia Hurtado, and Gerald Gurin support various racial and ethnic interactions in universities while opining that students should have experiences with diverse peers to get good learning outcome in return. They place their opinion as given below: Higher education is especially influential when it's social milieu is different from students' home and community background and when it is diverse and complex enough to encourage intellectual experimentation and recognition of varied future possibilities‖ (p. 335).

In fact, higher education from Derrida's program of deconstruction can be said to communicate the possibilities for a great deal of pathways to be created. At the same time, it has to be understood that higher education system is designed to be a philosophical framework for academic discourse. Such sophisticated system to provide quality, and capacity to the students to overcome complex situations in any environment is not an easy reality to face. Speaking

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clearly, such structured level of education to be engaged into is a concept to figure out, but the point is that this higher educational concept is like Caputo's use of a metaphor - like a nutshell- that has a firm boundary around. If a student has to take the true taste of higher education, he/she has to break the hard cover like one has to break the shell to eat the nut inside. Here I quote Caputo (1997) again with one of his metaphorical expressions about nutshell that —It is a gathering into a unity, a presence, a logo-centrism. Deconstruction is an effort to crack open the nut, to go beyond the boundary, to disrupt the presence and allow the other as difference to come about‖ (p. 170). To sum up here, the deconstructive reading of higher education, how he/she can take the maximum benefit, and enrich his/her career shall be elucidated in the analysis part in detail.

IV. The Deconstructive Reading of Internationalization

Like I previously have said that in deconstruction, meaning cannot be defined; it is rather socially constructed. Similarly, in the case of *internationalization* from general point of view, it might have many different understandings, and facets to describe. From a specific standpoint, *internationalization* is next to being considered when we talk about higher education because it is a keyword that defines policies of universities throughout Europe. I think that internationalization should be a priority because universities are badly in need of a global flow of education, and research for to walk with the post modern era. From the deconstructive perspective, it should not be wrong to opine that internationalization is a strategy powered by globalization. It is necessary in the sense that internationalization is an opportunity to create assimilation throughout a learning environment while becoming a part of the whole process of higher education system. The context is identified different in the current scenario after finding a good number of educational environments not being internationalized to a considerable extent. So, the underlying claim of universities' not being properly internationalized, to some, can be a paradox; but the degree of expected internationalization in some parts of Asia, Europe, and in some other parts, as I experienced, reality talks otherwise. Why I emphasize on internationalization is because it is a processed framework that should have three particular aspects to work on - pluralism, intercultural connectivity, and understanding as well as competitiveness.

To make sure of these three aspects, state governments must be aspiring to be ambitious to bring quality graduates home. Through creating higher education internationalized, mobility will take place that is closely linked to internationalization, and shall obviously unleash personal development, and ability to the students' knowledge to be highly employable. In this regard, the following quote from a conference of European ministers in 2009 on —The Bologna Process 2020—The European Higher Education Area in the new decade‖ can be a precise illustration that supports arguments I have placed above:

> We believe that mobility of students, early stage researchers and staff enhances the quality of programmes and excellence in research; it strengthens the academic and cultural internationalization of European higher education. Mobility is important for personal development and employability, it fosters respect for diversity and a capacity to deal with other cultures. It encourages linguistic pluralism, thus underpinning the multilingual tradition of the European Higher Education Area and it increases cooperation and competition between higher education institutions. Therefore, mobility shall be the hallmark of the European Higher Education Area. (Communique´ of the Conference of European Ministers Responsible for Higher Education, Leuven and Louvain-la-Neuve, 28–29 April 2009)

In practice, however, the current picture is effective what it is said in the conference. Actually, the globalization has already taken place, and that is why there should have a sharp distance from what has been believed about higher education in the past. I support the movement of such progressive thought of creating real young professionals enriched with knowledge socially, economically, politically, and culturally through internationalization in higher education. Breaking the old forms of getting locally, and regionally diversified, it is essential to head to be harmonized internationally because it paves more pathways, and capacity to deal with other cultures. In fact, it is widely accepted that knowledge has no bound to be limited to; rather how much knowledge a student can hold of is the matter of concern. That is why, room for learning is a must so that with resources possessed by universities, linguistic pluralism, technological knowledge, and so other facilities may not be in vain to achieve it's purpose to turn students to manpower.

Finally, the idea of internationalization is a subjective experience, but for an objective contribution. My research shall extend this matter of fact in the later part of the paper by refereeing four specific factors as mentioned next. These factors are, in particular, as recognized multicultural diversity by (Barkema and Vermeulen, 1998), international experience by (Barkema et al., 1997), absorptive capacity and motivation by (Gupta and Govinda rajan, 2000), and finally cultural distance by (Simonin, 1999). I have found a clear match between these four factors, and the connection with what I have already discussed - the necessity of the emergence of internationalization to turn students marketable professionally. These factors are crucial to

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the mainstream analyses. In the light of deconstruction, such factors are central to higher educational discourse, and the mechanism of globalization. However, internationalization can be elucidated from many angles, interpretations, and perspectives; but what I see is that each delivery of idea son internationalization is discourse that has various social contexts as well as meanings. Since the meaning is indefinite, I sum up deconstruction reading of internationalization with the following as Philip Higgs lets the readers know that understanding of any piece of writing is literally a constant process, and it can get contextualized differently from how one pays attention to the writing(s):

> To place a word under erasure, therefore, is to say that the meaning signified by the words which we use cannot easily be pinned down. Meaning and essence can never be fully present in any one sign. This implies that meanings have histories of textual relations. All meanings are necessarily occupied by residual traces of other meanings. No meaning is ever simply present or present; every meaning is derived from and owes its significance to meanings that exceed the immediacy of any setting. With the question of meaning there is, therefore, always a difference, an occurrence of *différance*. (p.170-171)

V. The Theoretical Interpretation of Globalization

One of the known facts of globalization is it's refashioning of what have been the fashioned socially, politically, economically, and culturally before the end of the Second World War. Globalization has revolutionized as a transitional process of what William I. Robinson (2007) identifies - that is- four particular characteristics which are as follows:

> One was the emergence of a globalized economy involving new systems of production, finance and consumption and worldwide economic integration. A second was new transnational or global cultural patterns, practices and flows, and the idea of global culture(s)'. A third was global political processes, the rise of new transnational institutions and, concomitantly, the spread of global governance and authority structures of diverse sorts. A fourth was the unprecedented multidirectional movement of peoples around the world involving new patterns of transnational migration, identities and communities. (p. 125).

Although I. Robinson speaks about the new order of globalization in the society, and so on, he also finds problems of new social hierarchies, forms of inequality, and, relation of domination (p.125), which I shall investigate, and approach to fix. Hierarchies, inequality, power relation are literally problems originated of social ego, and not practicing socialization. Globalization, on a global scale, is structured by a new economy plan through producing a knowledge based community; global networks of interaction; and globalization of science; and technology. Today, higher education is the significant feature of excellence that can turn any society, economy, politics, and culture into what M. Castells (1996) defines as *networked enterprise*. When interaction among people takes place, opportunities also take place to create mass development. Thus a community is designed for personal as well as collective development.

Governmental policy is very important in this regard. To sustain a sound social bonds through globalization, government has to work being in the same community by agreeing to treaties, acceptance of norms, and traditions, a networked whole. In this case, Christopher Marsh and Daniel P. Payne (2007) have the following remarks:

> Although these agreements are significant because they for a nation-state to formally accept human rights as the norm, and for the citizenry to socialize the norm, the true globalization of human rights is a proliferation of the idea that human rights exist, that government must not infringe upon the rights of their citizens, and that governments must protect these rights from other members of society. (p. 665-6)

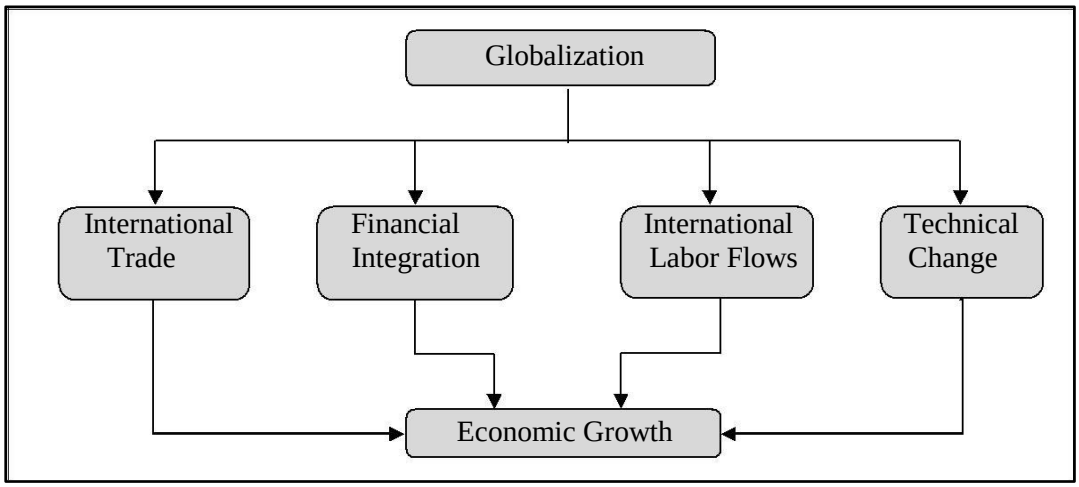
So, it becomes clear that agreeing on, and application of the process should come under same umbrella to avoid conflicting worldviews, and ultimately lead to a better career building. It has to be understood that globalization is not a concrete shaped thing to see; rather it is a curricula to run all states together in harmony. In the words of Aleya Abdel-Hadi (2012), it is a focus on the rich diversity and plurality of the world and how to interact with others‖ (p. 12). Actually, interaction is great quality to achieve balanced thought while aggressive criticism breeds aloofness, and conflict what we see in the time before Second World War under fascism. Interaction helps growing scientific knowledge, motivation, and then prioritizes a sustainable development. Therefore, despite of some negative critical understanding of globalization, a great number of research shows respect to this new form of thinking with believing that such new changes, and challenges within the current pattern of global architecture triggered societies to get into a new sustainable development.

Theorizing globalization, the concept of culture has also a great significance upon understanding it in it's wide ethnographic sense. It is a body of process that combines custom, habits, morals, knowledge, art, and belief that define the whole way of life. From globalization perspectives, in certain respects, culture gets two meanings of civilizations, and the way mass behaves, thinks, and acts to signify ethnic, and cross-cultural harmony in action while teaching collectivism to be emphasized on. Moreover, collective cultural identity

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does, certainly, reduce the debate on masculine, and feminine issues to increase cultural tolerance. Frankly speaking, globalization reforms culture with it's whole governing spirit to fill the gaps within that means the nature of globalization is to prioritize culture to be inevitable also. Emery and Tian (2009) note that —if the globalization is an inevitable process, then the cross-culturalization will also be inevitable‖ (para. 3). They are also of the opinion that —It provides a learned, shared, and interrelated set of symbols, codes, and values that direct and justify human behavior‖ (para. 8).

To talk about economic development, at first, it is necessary to know that globalization being a multi-dimensional concept, economical development is crucially central to the core of this concept. It is not possible to define exactly how many areas globalization covers through it's multi-dimensional components. A well-formed state does thoroughly depend on it's economy that has direct effect upon the infrastructure to the core development of the country. However, after globalization has come into operation, the effects it has on a country's economy can be observed more clearly. Researches show that the economic growth is influenced by globalization through the medium of different channels. The following figure is going to show this relation:



Source: Husain (2000, pp.2)

Fig.1: Relation between globalization and economic growth.

Now, from the information above, the four channels are international trade, financial trade, international labor force, and technology change respectively through which the economic growth of a country runs. So, these four channels have one thing in common, that is, all of them mean a congregation, and business beyond national boundaries. This is the benefit of globalization that brings home unity if really worked on.

The rise of popular interest in globalization has a very clear influence on politics today. If observed closely, the rise, and popularity of democracy - the particular system of government inspired by globalization - is remarkably felt throughout the world. Migration, racial assimilation, cross-border trade, and business, transportation, and communication have undergone a crucial transformation since the birth of globalization movement. Moreover, for a large public readership, globalization has become a buzzword to write on for sure, but it's effect on politics is less realized throughout. A number of critics of liberal-peace theory believe that territorial conflicts get gradually lessened due to the global interdependence that brings contentment, and prosperity in the community. In today's politics, as higher education, and internationalization being popular, people are more aware of their fundamental as well as democratic rights. In fact, people are now transforming into the political animals. In stronger sense, civil societies are now doing free association without any infringement from the government's side.

Literally, the influence of globalization through higher education is creating a greater degree of interconnectivity that politics are now becoming *networked politics*. Besides, identity politics are paving way to more that considerable amount of possibilities for a communication based global democracy. The popularity of the theory of capitalism, though some capitalistic businesses are still operating, is getting reduced to a greater extent. Overall, governments are now formed through a process of debate, interview, and a selection round. Ambitious politicians are coming into politics through the process of higher education that opens up knowledge with unlimited bounds. To sum up, globalization is a transitional process that promotes peace, and social integration empowering common people, and the same time, favoring good governance.

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In short, globalization is a shift from wars, and conflicts that the world experienced in the past.

VI. A Critical Interpretation of the Benefits of Higher Education

Education is to be the backbone of a nation. From a general perspective, if one has a degree, can he be said to have a backbone in their back? I think self development through education is very important to achieve. It can be achieved through a process of earning social, economic, political, and cultural knowledge going beyond the established frame of nationality. Now, the first question that may come to a student's mind is why does he/she need higher education? What is the use of it? Finally, how does higher education help him/her? I would like to conclude my first answer in one sentence, that is, higher education is not only an education known by achieving a higher degree; it is an education one learns through processing ideas to better knowledge. Then, it creates better employment opportunities, higher salaries, and a sense of responsibilities to serve one's own country. Finally, technological, cultural, research capacity and leadership skills after getting trained through higher education shall intact him/her productive till the rest.

A critical reading explores one of the most striking characteristics of higher education, that is to say, *networking* among students from various cultures that help them building capacity of knowledge dissemination to facilitate economic, and social development of their own. The next attractive feature of higher education, as I experience, is to learn creativity through exploration, and critical interpretation. Precisely speaking, creativity is an art that has to be realized by the learners through a continuous knock of inspiration, and patrolling motivation. At the same time, environment designed for learning is also a prerequisite. What I want to mean here is only university, recognized by multi-cultural assimilation, can surely pursue creativity in students because they can be able to exchange knowledge, research, and accept new visions. Students shall spontaneously come out to participate in creative learning being inspired by others' endeavors.

Following, higher education is an engagement in three facets of professional dimension. They are *knowledge creation*, *knowledge transfer*, and *community development*. In fact, any development trend starts from individual to collective. So, the math is clear; one can contribute to the better forming of a society when one has the capacity to bring changes. University does not construct social orders - an important point to consider - directly; it provides resources, motivates, and initiates standard-setting activities to the learners with a purpose to help country's development through the active participation of the learners. What I claim here that higher education is a clear call to get involved to learn, and use effectively to serve the community. Knowledge, in political engagement, is another important characteristic in higher education to learn. Higher education offers skills, knowledge, and diplomatic competency so that one can navigate policies in the realm of politics. Clearly speaking, such knowledge in politics is inevitable for political preferences, debate for change in politics, and participation in politics. Herrnstein and Murray (1994) from an American politics perspective argue that __Why does education matter so much [in explaining political participation]?.. .education predicts political involvement in America because it is primarily a proxy for cognitive ability''(p. 253).

One of the demanding expectations from university graduates is that he/she should be culturally educated, and has culture fostering disposition. This is a great chance to grab in higher education. It is directly connected to one's historical knowledge development being apprised of particular art, music, local, and regional histories, and behavioral pattern. The vision of higher education project is to pursue an inclusive learning, and teaching different cultures to create minds that can understand potentials with regard to achieve professionalism.

To sum up, new social, and economical structures are always replaced by a new ideal. Information, knowledge, and education are the driving forces that can reform, break, and reconstruct societies. Today, many people are taking education, but their roles to improve their communities are less observed throughout. Higher education is useless in this sense that it cannot force learners to take it in their mind, start developing others. Higher education is like globalization being *a catalyst*, and we have to *respond* to it. Knowledge is something that cannot be inherited; it can rather be earned. My purpose is to tell the readers to create career to create jobs; not just getting a jobs for themselves only. In this case, to make career, higher education is a must to enrich human faculties through creating, and applying.

VII. A Critical Interpretation of the Benefits of Internationalization

We have a set of assumption that internationalization is a core of the higher education; and universities have to foster it. I must say that it is not a paradox; it should be in the heart of higher education philosophy to mobilize students to mobilize the world in balance. *Mobility*, an integral part of internationalization, gives international standard to increase academic excellence, and cultural internationalization. It gives student strength for personal development. Literally, racial knowledge is so important that it reduces

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possibilities of clash, and conflicts. Globalization has made this easier for us because we can now transmit, and accept various personal stories, cultures, and have intercultural understanding. In this way, confusions, misunderstanding, ignorance can be eradicated.

Moreover, another significant aspect of internationalization is the open door to discussion. It is a great opportunity to brainstorm various ideas, concepts, place ways of thinking, and sharpen knowledge. It is widely accepted that innovativeness, and productive individuals can always provide the foundation of success. In addition to this, such experience in internationalization gives one ability to function in any international environment. Research is matter of thinking critically, discuss logically in a text. It is a skill that gets the root in extensive amount of discussion channeled through establishing link with mobilized concept. Not only that, international mobility renders with providing opportunities to work, and connects to experts in relevant subject field. It also helps learners to participate in higher seminars, to be introduced with highly classified ideologies, ideas, and methodologies. Studying in internationalization gives learners immense chances to improve debating, and other language skills, and get solid understanding of global responsibility, and at the same time, solve global problems. In short, it is an ideological process that can help learners understand, and work with local, regional, national, and international communities.

VIII. Conclusion

Today's world needs experts to lead from the front. It needs mobility to powerfully turn society, economy, politics, and culture to the end of prosperity. Only higher education, if internationalized multi-culturally, can make that mobility with proper training. In this paper, I have endeavored to show how universities, being properly internationalized, can create professionals socially, culturally, politically informed, and occupied. I feel that challenges are everywhere, but the location of success is a bit ahead of the challenge. To reach that point where success lies, merely education is not enough; we have to assume the role of what it really means to be responsibility. I mean that —‗yearn to learn, and interested to serve'‖ should be the ultimate urge of one's career. So, I am drawing a veil over my discourse by noting that along with subject knowledge, scope of internationalization in universities is inevitable to make distance from racial conflicts, promoting new knowledge, increase general, and global knowledge, grow tolerance, and finally, a moral understanding among nations. This is what I term, *challenge*, and, *success* is not utopia to reach to in this period of globalization. Higher education is the only policy that has to create a sphere to transmit, and share knowledge among nations from various nationalities. Only being successful creating that sphere can be the sign of a new dimension of education.

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Benefits of Accessing Health Information on Social Media among Female Students: A Study in a Nigerian Public University

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Abstract- The importance of social networking sites can never be over emphasized as it has been put to diverse use by different people and groups for different purposes.It is as a result that the researchersinvestigate the use of social networking among the female students of Taraba state University and how best it has been used to access and diffuse information on health related matters.A quantitative approach was employed with the help of questionnaires administered to the female students in Faculty of Arts And Social Sciences of the Taraba State University, which has the largest population of all other Faculties. The questionnairewas designed and divided into three sections, encompassing section 'A'Demography, section 'B' research questions and section 'C' Likert scale questions. Results revealed that Facebook is the most commonest of all the social networking sites used by Taraba State University female students in accessing information on health related issues.

Keywords: social media, health, women , diffusion, empowerment.

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Benefits of Accessing Health Information on Social Media among Female Students: A Study in a Nigerian Public University

Sarah Gambo[α] & Oberiri Destiny Apuke[σ]

Abstract- The importance of social networking sites can never be over emphasized as it has been put to diverse use by different people and groups for different purposes.It is as a result that the researchersinvestigate the use of social networking among the female students of Taraba state University and how best it has been used to access and diffuse information on health related matters.A quantitative approach was employed with the help of questionnaires administered to the female students in Faculty of Arts And Social Sciences of the Taraba State University, which has the largest population of all other Faculties. The questionnairewas designed and divided into three sections, encompassing section 'A'Demography, section 'B' research questions and section 'C' Likert scale questions. Results revealed that Facebook is the most commonest of all the social networking sites used by Taraba State University female students in accessing information on health related issues. The study further revealed that social networking site is an effective means of communicating health-related matters. The study recommends among other things that, students should employ the use of social networking site to avert the spread of sicknesses and diseases so as to control, manage and avoid becoming a victim.

Keywords: social media, health, women, diffusion, empowerment.

I. Background to the Study

A lot of criticism has been leveled at social media and the effect it has on the way students process and retain information, as well as how distracting it can be. However, social media offers plenty of opportunities for learning and interactivity, and if you take a moment to think about it, it's not too hard to see how students benefit from using social media. As younger generations use such technology, they remake the educational landscape. Students are experiencing the world through more than just books and assignments; they are learning and adapting to the world using a relatively new form of communication (Baker, 2013; www.edudemic.com).

It is clear that the role social media play in the lives of people at all facets of life cannot be overemphasized. Social media has become so important that some people feel not comfortable when they don't put it to use. It's companionship and the interactivity nature makes it so important that people think they cannot do without it. This goes with the word 'knowledge is power' because all and sundry employ the use of social media in the market school, communication and even in transportation.

Social media today is seen as the latest form of communication that allows individual and group to witness another level of communication among themselves which enables collaborative and co-operative work.Although the term social media seems to be complex, Fuchs(2014), puts it as a tool for collaborative work which involve three level of sociality, which are cognition, communication and community, which covers the process of mental knowledge, and the use of diverse forms of sociality on the internet in the context of the society as an integrated platform which permits the the flow of the media and its information in another way.

Cacioppo (2009), points out that craving for social network may be as a result of loneliness and also the feelings of insensitivity to disconnection, therefore, adding that there is need for adding the right social network which will profit the person and by so doing avoiding any form of danger it may present to the person.This implies that social networking for aspecific purpose can be profitable than when used for general purpose.

Social networking has been of great assistance to students, schools and university programs and the social networking differs based on states and educational levels. While some nations restrict its use by banning social networks sites, the emphasis is made on it that it can as well enhance opportunities for formal learning across geographical context. Hence it can be referred to as the collective online communication channels which are dedicated to community-based input,which help in interaction, content sharing and collaboration which has earlier been mention.

It is a new communication form that offers opportunities for health promotion which could increase the quality of life and decrease healthcare cost. 3.5 billion pieces of content were estimated to be shared on

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Face book every week in 2010 when the site had 600 million registered users (searchenginge journal, 2010)

"Social media provide health care professionals the tools to share information, to debate health care policy and practice issues, to promote health behaviors, to engage with the public, and to educate and interact with patients, caregivers, students, and colleagues. They can also use social media to potentially improve health outcomes, develop a professional network, increase personal awareness of news and discoveries, motivate patients, and provide health information to the community" (Ventola, 2014).

This implies that through social media people get educated as well as acquainted to certain health related issues. It is, therefore, a means of educating the educated and the uneducated. Rishante and Gambo (2012),stress that social networking has overtaken other means of communication, such as radio, television, and print.This implies that attention has been shifted from the mainstream to this latest means of communication.

It is on this premise that the researchers examine the benefits of employing social media in accessing health related matters by female students of Taraba State University. Burrowing into how agroup of persons, individual can have access to information not necessary consulting their physician or meeting face to face before handling health-related issues.

II. Statement of the Problem

Over the years people only go to the hospital for consultation but with the advent of modern technology, consultation is now readily available online. People now have access to health information which has served as an alternative to face to face consultation with a Physician or a Doctor. The level, method and platform of social media to be used for accessing health-related matters by female students of tertiary institutions still remain a pertinent problem. Although social media has come to stay, the way and manner in which it can be used for accessing health issues still remain an issue of concern among female youths today.

III. Aim and Objectives of the Study

The work is aimed at considering the benefits of using social media as a tool for effective accessing of health information. The study is guided by the following objectives:

1. To find out the platforms the female students of Taraba State University employ in accessing social media
2. To ascertain how credible female students regard the health-relatedinformation received through the social media
3. To examine the benefits of using social media for health information

IV. Scope and Limitation of the Study

The study is restricted to only female students of Taraba State University, students population is 5000. In the Faculty of Arts and Social Science, we have1500 students and out of which 752 are female, which is the population, being the largest of all the Faculties in the University.

V. Review of Related Studies

The social media which earlier was mentioned on how it worked has presented alot of reasons why some people depend on it for their day to day information and reliability, the Health affairs Organisation(2016) posits that " Social media tools bring the advantages of 'flatter', more democratic, and presumably more effective communication networks to healthcare". In Africa we believe that health is wealth, this implies that when you are healthy, you will be able to accomplish alot of things which include the chatting and even holding the gadgets use for communication. And so our health needs to be taken into consideration of managing it or controlling of sicknesses and diseases before they go out of hand and some related information for healthy leaving which may include our dieting and the exercise which we may engage in for healthy physical fitness.

Health when discussed, is the level of metabolic efficiency of a living organism, this present itself as one of the important aspect of, life. that is, when you are healthy you function mentally and otherwise can surf the net.

Social networking as earlier mentioned came with its dynamics which enable the different aspects of life to be touched. The integration of social network can be seen in the world and in developing countries of the world. It encompasses academic, trans-portation,business, and even restaurant employ its use to meet up with the trend of the 21st century way of life.

Women are considered as focus in this study because the institute for women and research reveals that women have died of some certain ailment which they don't have enough information on, between 2001 to 2013, so the need to proffer solution to these problems like cancer, heart disease and the need to look into that which concerns women and girls in their communities is paramount. Marzuki, (2015)noticed that since1990, other developing countries of the world have also realized the role Information and Communication Technology plays in Health information, adding that it strengthens communication.

Marzuki pointed that thefollowing health related Ministries were introduced in Malaysia Ministries of health to carter for their people's online health need, referred to as (TELEHEALTH), which was introduced as Multimedia Super-corridor (MSC), Lifetime Health Plan

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(LHP), Teleconsultation(TC), Mass Customised Personalised Health Information and Education . (MCPH IE) and Continuing Medical Education (CME)part oftheir Federal Government's project all geared towards encouraging the people to participate with health care professionals in managing people's health and sickness.

It is to this point that Nigerian Government also wants to improve on their use of social networking on health related matters. No wonder the[Health Affairs 28, no.2 (2009):361-363;10.1377/hltaff.28.2.361]recorded in Brooklyn New York, has a special online services which they can attend to people online via website which they can stay in touch with their patient through the instant messaging platform, these are as a result of advancement in technology.

The Nigerian Government have realized the need to forge ahead with the present technological erato enable it to manage its Health sector well. No wonder on the 15th of September, 2016 the Health Minister Isaac Adewoleinaugurates a committee to strategize on e-Health,supporting the advancement of technology in the aspect of health, Heemphasize on the need to move along with technology. He asserts that:

We see technology playing a critical role in achieving government's target of making 10,000 primary Healthcare centers functional across the country in the next 2 years.The world is changing, and we cannot afford to lag behind; let's take a giant step forward to transform our health sector; and let's use ICT to advance telemedicine (Enejeta , 2016)

In a related development, Phan et .al (2016), adds that the internet is seen as an important means through source of Health Information are gotten. It is also seen to be an appropriate channel stressing that the prevalence of health activity online is credible which can easily cover large number of persons that are not willing to participate in public exercise, pointing that the advancement in mobile technology, has given another opportunity to which it can support healthy behaviour through lifestyle of monitoring and online communities.

VI. Theoretical Framework

a) Health Belief Model

This was propounded by Rosen Stock (1977). This theory postulates that individuals are motivated to take positive action and promote their health due to a desire to avoid negative health outcomes (Jerome, 2013). Relating this theory to this work, students who use social media for health related information/matters take positive action to promote their health. If they see the benefits derive from taking precautionary measures as stipulated on social media they will be moved to carry out certain actions to promote their health. For example during the Ebola virus, different social media platforms sensitize the masses on how to safeguard themselves and many of them abided by such precautionary measures because it is beneficial to them. As the theory postulates, individuals are moved to carry or abide by certain information on media (Social media) if it will help them health wise.

VII. Methodology

Quantitative survey research was used for the work. According to Nwodu (2006:67) "survey is are search method, which focuses on a representative sample derived from the entire population of study. A researcher who employs this method, therefore, goes into the field and selects samples out of the entire population. It has to do with administering questionnaires personally to gather data and collect them back from the various respondents in order to analyze the data for a better result".

The area of the study is Taraba State University located at Jalingo metropolis of Nigeria which has four faculties namely, Arts and social sciences, Education, Sciences and Agric which has 5000 population.

Data were entered on SPSS " Statistical Package for the Social Sciences"version 21 . The missing value is minimal as only two out of the 100 questionnaires were not duly filled .The analysis of survey respondents are presented based on descriptive statistics with tools such as simple percentages and frequency counts and was presented in tables.

VIII. Results Analysis and Discussion

From the 100 copies of the questionnaires that were distributed,only 98 copies were properly filled and returned.This shows that the response rate is highat 98%. The results revealed that there are more undergraduate female students than the graduate students which represents 94.9% .

The target sample for the study is female users of social networking sites in Taraba State University Jalingo. The students for the sample were drawn from the Faculty of Arts and Social Science which were randomly selected from the Eight Departments; Mass communication, Geography, Languages and Linguistics, Christian Religious Studies, others are Islamic Religious studies, Political Science, History and Sociology and Anthropology. The researchers used this faculty because it houses the highest number of students in the institution.

From the conducted survey, out of 98 Respondents, (n=93)making 94.9% are singles and (n=5) 5.1% are married. Virtually half of the respondents (n=58) with about 59.2% are between the age limit of 16-24 , while 25-33 of age, respondents (n= 35) with 35.7% ,while 34-42years, (n=4) 4.1% and 43 and above with (n= 1) 1%. On Academic Status, (n=93) 94.9% are undergraduate students , (n=5) 5.1% of the respondents are post graduate students.

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Table 1: Demographic information of respondents

Categories	Frequency	Percentage	Valid percentage	Cumulative percentage
Marital status				
Married	5	5.1	5.1	94.9
Single	93	94.9	94.9	100.00
Age Difference				
16-24	58	59.2	59.2	59.2
25-33	35	35.7	35.7	94.9
34-42	4	4.1	4.1	99.0
43 above	1	1.0	1.0	
Academic Status				
Undergraduate	93	94.9	94.9	94.9
Post graduate	5	5.1	5.1	100.00

Source: Field Survey 2016.

Demography encompasses marital status, age, and the academic status because the research is on female students so the researchers did not ask for gender.

Table 1 shows that5 respondents, representing 5.1% were married,while 94.9 were single representing 94.9%. This implies that singles respondents responded more or the singles are more in school than the married. Hence may be as result of some factors that may militatetheir going to school as married women saddled with some responsibilities at home.

And on the age, from the table above, 58 respondents representing 59.2% are between the age range of 16-24, 35 respondents ,representing 35.7% are between the age range of 25-33, while 4 of the respondents representing 4.1% are in the age range of 34-42, and just one person is represented to be above 43years with 1 representing 1.0%.

Based on the table, 93 of the respondents representing 94.9 % are undergraduate while 5 of the respondents are post graduate represented by 5.1% as seen above, meaning the undergraduate outnumbered the post graduate as this rightly agrees with the age difference.

Table 2: Networking platforms used by the respondents

Platforms	Frequencies	percentage
Facebook	53	54.1
WhatsApp	14	14.3
Snapchat	5	5.1
All of the above	28	26.5
Total	98	100

Source: Field Survey 2016.

Table 2 shows the different networking platforms the respondent make use of , 53respondents representing 54.1% uses facebook, as 14 of the respondents uses WhatsApp representing 14.3%, 5 of the respondent uses snapchat representing 5.1% and 28 of the respondents representing 26.5 % make use of the 3 platforms.

Table 3: Years of using the Internet

Duration	Frequencies	Percentage
Less than 1year	3	3.1
1 year	3	3.1
2-5 years	58	59.2
6-9 years	28	28.6
10 years above	6	1.1%
Total	98	6.1%

Source: Field Survey 2016.

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Table 3 shows the duration at which the respondents have exposed themselves to internet/social media. 3 respondents have used social media for less than 1year representing 3.1%, 3 respondents responded that they have used the social network for 1 year representing 3.1%. While 58 of the respondents which represent 59.2% says they have been using it for about 2-5 years, while 28 of the respondents representing 28.6% have been using the internet for 6-9 years and 6 of the respondents representing 6.1% have been using it for 10 years

Table 4: Hours spent on social networks

Hours	Frequencies	Percentage
Less than 1 hour	32	32.7
1 hour to 4 hours	52	53.1
5 hours to 8 hours	6	6.1
9 hours and above	8	8.2
Total	98	100

Source: Field Survey 2016.

Table 4 above shows the number of hours the respondents expose themselves to the social network. 32 of the respondents representing 32.7% uses social network for less than 1 hour a day, 52 of the respondents representing 53.1% use social networks for 1 to 4 hours daily, it was also revealed that just 6 of the respondent use the social network representing 6.1%, and 8 of the respondent use the social network for 9 hours representing 8.2 %.

Table 5: Social network is a credible source of health information

Variables	Frequencies	Percentage
Strongly agreed	34	34.7
Agree	37	37.8
Undecided	6	6.1
Disagree	10	10.2
Strongly disagree	11	11.2
Total	98	100

Source: Field Survey 2016.

Table 5 above ascertain the credibility of social media on providing health information. 34 of the respondents representing 34.7% strongly agree that social media is credible, while 37 of the respondents which represent 37.8 % agree, 6 respondents representing 6.1% remained undecided. Source: Field Survey 2016. 10 respondents, representing 10.2 % disagree while 11 respondents making 11.2 strongly disagree. This implies that information on health diffused through the social networking sites are credible. This means Health related information online are credible.

Table 6: There is a high benefit of using social media to diffuse Health-related Information.

Variables	Frequencies	Percentage
Strongly agree	35	35.7
Agree	38	38.8
Undecided	4	4.1
Disagree	14	14.3
Strongly disagree	7	7.1
Total	98	100

Source: Field Survey 2016.

Table 6 shows that there is a high benefit of using social media to diffuse health related information. 35 of the respondents representing 35.7% strongly agree that they benefit from the health matters on thesocial network, while 38 respondent representing 38.8% agree that they derive benefits on health matters on social media, 4 respondents remained undecidedrepresenting 4.1%. 14 respondents representing 14.3% disagree as to whether there is any benefit derived from social media on health matters, 7 respondents representing 7.1 % strongly disagree that there is a benefit derived on social media on health

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matters. This implies that there is health information that female users have benefited from on social media. This means that social media provides health-related information and the respondents have benefitted from it.

What are the gains derived in using social media for accessing health issues ?

The study enquired from the respondents to narrate the benefits they derive from social media in terms of information on health. Majority of the respondents 65% opine that social media platform such as Face book and Twitter has increased their awareness on the certain outbreak of diseases in their society. They postulated that when Ebola came into the country at some point in time, social media was so much utilized by health care professionals as well as students on campuses; displaying preventive and precautionary measures on walls and blogs. This sensitizes them on the need to be very hygienic and careful in order to prevent and control diseases.

Other sets of the respondents were with the view that social media has increased their knowledge on certain diseases and viruses such as HIV, Diabetes, Hypertension etc. Through social media platforms, they get updates on recent drugs that could be used to combat different ailment in the society.

The respondents also pointed out that through social media they get health tips; this enables them to leave a healthy life, thereby, stopping intakes of certain diets that could be harmful to the body. As far as these crops of respondents are, social media provides them with balance diet information that would improve their health.

Other section of the respondents submit that through social media they have been able to share and tailor information on health matters for others to benefit from, some agree to have different blogs on Face book through which millions have been enlightened and sensitized on the need to take precautionary measures in order to develop mentally and physically and to improve the hygiene of one's environment.

This comment shows that social media is a tool in the hands of not only the female gender but all who are willing to harness its relative advantages.

IX. Discussion of Results/Conclusion

Deducing from the data gathered, presented and analyzedin this study is it glaring that social media networks have animpacton the lives of female users of Taraba State University on health related issues.This shows that the female users benefitfrom using social media when it comes to health related matters. This can be seen in *Table 1,* which reveals that the undergraduate students benefit more than the graduate students as the age shows that female students at the age of 16 to 24 are more active users of the networking sites than students above that age group. And thetrue reflection of what is obtainable in schools, female students at the age of 16-24 represented by 94.9% are more active against the married ones which usually are fewer.

As revealed by the study, facebook is the commonest of the entire platform used by the respondents as seen in *Table 2*, 54.1% of the respondents' uses that platform which is half of the population. Nowadays there is no one even in ahouse that does not make use of the social networking siteseither for family communication , business or even hospital consultation.

Going by the outcome of the results, it was gathered on the level of exposure, 58 respondents agreed that they have been exposingthemselves to social media messages on health issues for about 2-5 years as it is seen in *Table 3.*

On grounds of credibility, results reveal that female users are dependent on social media because it is credible, 34.7% agreed that it is credible and can be use to empower the female students to manage , control sicknesses and diseases. This is seen on *Table 5* above, the strongly agree and the agree havea little difference which is believed that it is credible. This is in agreement with the word of Phan et.al that (2016), that the internet is seen as an important means through which it provides source of Health Information as it is also seen to be an appropriate channel stressing that the prevalence of health activity online is credible which can easily cover large number of persons that are not willing to participate in public exercise, pointing that the advancement in mobile technology, has given another opportunity through which people can access information to help solve problems.

The study also reveals that there is a high benefit of using social media to diffuse Health-related Information.As a related study revealed social media "is a new communication form that offers opportunities for health promotion which could increase the quality of life and decrease healthcare cost. 3.5 billion pieces of content were estimated to be shared on Facebook every week in 2010 when the site had 600 million registered users" (searchengingejournal, 2010).

The study reveals that social media platform such as Facebook and Twitter has increased female students of Taraba state University's awareness on the certain outbreak of diseases. For instance, the outbreak of Ebola and Lassa fever was matched by different social media blogs that show precautionary and preventive measures. As the study reveals, health care professionals as well as students on campuses utilized this medium, thereby, displaying preventive and precautionary measures on walls and blogs.

Social media as revealed has broadened the knowledge of students on certain diseases and viruses such as HIV, Diabetes, and Hypertension etc. Through social media platforms, they get updates on recent

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drugs that could be used to combat different ailment in the society. This is related to Bailey et-al (2010) who submits that "numerous Internet-based health interventions have been developed, with several reviews concluding that such interventions generally have positive effects for a range of behaviors"

It is a new communication form that offers opportunities for health promotion which could increase the quality of life and decrease healthcare cost. 3.5 billion pieces of content were estimated to be shared on Facebook every week in 2010 when the site had 600 million registered users (searchengingejournal, 2010). "Social media provide health care professionals the tools to share information, to debate health care policy and practice issues, to promote health behaviors, to engage with the public, and to educate and interact with patients, caregivers, students, and colleagues. They can also use social media to potentially improve health outcomes, develop a professional network, increase personal awareness of news and discoveries, motivate patients, and provide health information to the community." (Ventola, 2014).

The study further reveals that through social media, female students get health tips; this enables them to leave a healthy life, thereby, stopping the intake of certain diets that could be harmful to the body.

X. Recommendations

Having explicated the benefits of using social media in accessing health related matters, this study recommends among others things that:

1) Women and girls can do themselves good if they have access to social media, try as much to get information through it that are of benefit to them in managing their health and controlling their body system before seeing a consultant.
2) Women and girls are encouraged based on the report of Status For Women Data to exercise the more, eat more of fruits and vegetables to ensure prevention of these diseases, since they hardly have access o information, this way they can prevent sicknesses that they areeasily prone to like cancer, and heart attack.
3) Students should employ the use of social networking site to avert the spread of sicknesses and diseases so as to control, manage and avoid becoming a victim.

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Attitude, Preparation, and Physical Self-Concept as Factors Influencing Emotional Expectation of Menarche among Premenarcheal School Girls in Yewketfana Primary school

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Abstract- This study investigated the influence of attitude, preparation, and physical self concept on the emotional expectations of menarche among premenarcheal school girls. For the study, 97 premenarcheal school girls were randomly selected from grades of three to seven at YewketFana primary school. Questionnaire on menstrual attitudes, physical self concept, and menarcheal preparation were adapted and distributed among the sample participants. Correlation and regression analysis were used to know the influence of attitude, preparation and physical self concept on emotional expectation of menarche. Results showed that, though premenarcheal school girls prepared themselves by getting the menstrual information mainly from their mother, it was found inadequate. Majority of the premenarcheal school girls had negative emotional expectations of their menarche, and also influenced by different variables. Findings of hierarchical regression analyses revealed that menstrual attitude, physical self concept, and menarcheal preparation were factors influencing emotional expectations of menarche among premenarcheal school girls in YewketFanaPrimry School.

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Attitude, Preparation, and Physical Self-Concept as Factors Influencing Emotional Expectation of Menarche among Premenarcheal School Girls in Yewketfana Primary school

Yekoyealem Desie[α] & Kidist Tesfaye[σ]

Abstract- This study investigated the influence of attitude, preparation, and physical self-concept on the emotional expectations of menarche among premenarcheal school girls. For the study, 97 premenarcheal school girls were randomly selected from grades of three to seven at YewketFana primary school. Questionnaire on menstrual attitudes, physical self concept, and menarcheal preparation were adapted and distributed among the sample participants. Correlation and regression analysis were used to know the influence of attitude, preparation and physical self concept on emotional expectation of menarche. Results showed that, though premenarcheal school girls prepared themselves by getting the menstrual information mainly from their mother, it was found inadequate. Majority of the premenarcheal school girls had negative emotional expectations of their menarche, and also influenced by different variables. Findings of hierarchical regression analyses revealed that menstrual attitude, physical self concept, and menarcheal preparation were factors influencing emotional expectations of menarche among premenarcheal school girls in YewketFanaPrimry School.

I. Introduction

During the whole period of adolescence, menarche is the most important event in the life of an adolescent girl. Menarche signifies the beginning of reproductive capabilities and the time when secondary sexual characteristics develop. According to Aimol and Nagar (2010), menarche is the first menstrual period generally occurring between the ages of 12 to 15 years and is an important milestone of puberty for most women. Due to increasing Socioeconomic status and better nutritional intake among a population, the average age of menarche has decreased in industrialized countries by 3 to 4 months per decade in the 20th century (Chung, Straatman, Córdova & Reynag, 2001).

Pre-menarcheal girls hold certain beliefs and expectations about how women feel in para-menstruum. These expectations appear to alter in some way the menstrual cycle experiences reported by the same adolescents when they become post-menarcheal. Literatures, particularly from the late 1970s and early 1980s, suggested that as menarche and menstruation perceived mainly in negative way by girls (Marvan, Vacio, Espinosa-Hernandez, 2001). Koff and Rierdan (1996) also explored both negative and positive pre-menarcheal expectations and found that as girls tend to focus on negative changes, signs, or symptoms, though they also expect some positive changes. According to Yeung, Tang, and Lee (2005), women's expectations of their first menstruation is influenced by various factors such as menstrual attitudes, religion, physical self-concept and preparedness for menarche.

II. Purpose of this Study

Adolescence in girls has been recognized as a special period which signifies the transition from girlhood to womanhood. This transitional period is marked with the onset of menarche, and it is therefore a milestone in the lives of young girls, with great effect on their feelings about their bodies and their sexuality (Aimol& Nagar, 2010; Zalcberg, 2009). According to Golub*et al*, cited in (Yeung, *et al*, 2005) unlike other gradual pubertal changes, such as breast development and pubic hair growth, menarche usually occurs suddenly and without precise predictability.

In Ethiopia, there are few studies generally on menstruation. Tilaye (2005) conducted a research which assessed girl's emotional reactions towards menarche, but, the study was retrospective and did not assessed the association between various factors (e.g., menstrual attitude, religion. preparation, physical self concept) and emotional expectation of girl's menarche. Yared (2004) also conducted a research on menstruation focusing on the health aspect of it rather than the psychological one. Thus, recognizing the gap, this study examined how menstrual attitudes, religion, physical self-concept, and preparedness for menarche influence premenarcheal school girls expectations of their first menstruation.

III. Objetives

The general objective of this study is to examine the emotional expectations of menarche and their influencing factors among premenarcheal school girls in YewketFana Primary School. Specifically, the study has the following objectives

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- To determine the dominant emotional expectations of premenarcheal school girls towards their menarche.
- To assess the extent and ways of preparation among premenarcheal school girls for their menarche
- To examine the influence of menstrual attitude of premenarcheal school girls on the emotional expectations of their menarche.
- To examine the influence of pre-menarcheal preparations on the emotional expectations of school girls towards their menarche
- To assess the influence of physical self-concept of premenarcheal school girls on the emotional expectation of their menarche.

IV. Method

a) Population and Sampling

The target population of the study was those premenarcheal school girls who were in the age range of 9 to 13. These girls are assumed to be found in grade level staring from three to seven. However, with in this grade levels, those school girls who were above 13 and did not experienced their menarche, were included as well. Thus, the target populations of this study were 3rd, 4th, 5th, 6th and 7th grade premenarcheal school girls in YewketFana Primary School which is located in Kirkos Sub city. Though there are 730 Primary schools in Addis Ababa city, YewketFana was selected because it was convenience to the researcher.

In order to select premenarcheal school girls for this study, local and international average age of menarche was first considered. According to Population Council (2010), the national average age of menarche in Ethiopia is 14.5 and 14.8 for urban and rural areas respectively. However, the average age of menarche for Addis Ababa in 2004 was 13.72 (Yared, 2004). Furthermore Mexican-American girls, who have one of the fastest rates of decline in age at menarche, have an average age of menarche 11.54 (Jean, Wilkinson, Spitz, Prokhorov, Bondy, and Forman, 2011). Recognizing the above ages of menarche, '13', which is found in between, is taken as the maximum age that could be inculcated. On the other hand, Ulmer & Marthers (2000) found that nine was the minimal age of menarche. Considering this, the study, used the above maximum average age minimum age of menarche and selected premenarcheal school girls for the purpose of the study. However, those girls with in this age range 9-13 and experienced menarche are excluded since they are not the target population of the study.

After determining the required number of premenarcheal school girls in each section, simple random sampling technique specifically lottery system was used to select them from each section, and in general, using the above procedures, 132 premenarcheal school girls were selected. But 24 of the participants were discarded later due to their experience of menstruation, and another 11 were also discarded for they were inappropriately filled. Generally 35 participants were discarded from further analysis.

b) Instruments

i. *Measure of Menarcheal Preparation*

In order to rate the degree to which premenarcheal school girls felt that they are knowledgeable about menstruation, a 4-point scale ranging from 1 (*very adequate*) to 4 (*very inadequate)* and whether they thought they had enough information about menstruation on a 4-point scale ranging from 1 (*very inadequate*) to 4 (*very adequate*) were adapted from the study of Yeung et al (2005). Two items which are used in the study of Yared (2004) were also included. In addition self constructed items which asses the ways and extent of preparation to menarche were included as well. Over all eight items were used to assess premenarcheal preparation among premenarcheal school girls.

ii. *Measure of Physical self-Concept*

A 9-item scale which was developed by Leung & Lau (1989) was adapted and used for this study. This scale was developed in China and has shown satisfactory reliability of alpha=.87 (Leung & Lau, 1989). The scale included items on perceptions of the physical attractiveness of facial features and body figure, and it was also used by other researchers in china. For example Yeung et al, (2005) used the scale for their study and the reliability for that study was (alpha = .91). This study also used the scale, but in addition to the 9-item scale, 5 self-constructed items were included considering the culture of Ethiopia on the concept of beauties, and over all 14 items were used to assess physical self-concept of premenarcheal school girls. The reliability of the total 14 items which was done on Dill Chora Primary School was found to be Cronbach alpha value of 0.741. Participants were asked to rate these items on a 4-point scale ranging from 1 = *strongly disagree* to 4 = *strongly agree*. Higher scores represented more positive physical self –concept.

c) Procedures

After the instruments were screened and the samples identified, the following steps were followed to collect the data. Firstly, after taking permission from the school authorities, a rapport was built up with the girl students and their verbal consents were obtained from their parent and guardians. The purpose of the study was explained to them. Then on the first day, the girls who are found in grade of 5 to 7 were gathered together in the library and the Amharic version of the questionnaire was distributed for them. On the next day girls of grade 3 and 4 were also gathered together in the same place and filled the questionnaire. In order to

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avoid response biases because of poor reading and to avoid misunderstandings, all instructions and items were read aloud to the students by the trained Data collectors

d) Method of Data Analysis

For the purpose of analyzing the collected data from premenarcheal school girls, the following methods were used.

The analysis mainly involved multiple regression. The independent variables were preparation (menstrual information) and physical self-concept. The dependent variable was emotional expectations of menarche. Beta coefficient is also used to identify the order of independent variables in terms of their importance in accounting variance in emotional expectations of menarche. Independent Sample t test is also used to compare differences in emotional expectations of menarche between premenarcheal school girls based on their menstrual knowledge. In addition, ideal mean score of emotional expectation is used to determine the number of premenarcheal school girls' status in relation to their emotional expectation. Finally Percentage was also used in order to know the way and extent of preparation of premenarcheal school girls. The mean and standard deviations and correlation coefficients of all predictor variables and criterion variable were also determined.

V. Result

a) Emotional Expectation of Menarche

Before exploring the influence of various factors on the emotional expectations of menarche, Firstly, Emotional expectations of premenarcheal school girls was examined. Participants who scored below the ideal mean for positive emotional expectations and above the ideal mean for negative emotional expectations are considered as those who have negative emotional expectations, on the contrary, those premenarcheal school girls who scored above the ideal mean for positive emotional expectations and below mean for negative emotional expectations are considered as they have positive emotional expectations. Finally those premenarcheal school girls who scored the mean for both the positive and negative emotional expectations are considered as they have vague emotional expectations. The summary of premenarcheal school girls with their emotional expectation is summarized in Table1.

Table 1: Emotional expectations of menarche

	F	%
Negative emotional expectations	42	43.30
Positive emotional expectations	31	31.96
Excluded (vague expectations)	24	24.74
Total	97	100

As Table 1, depicted, majority (43.30%) of premenarcheal school girls have negative emotional expectations for the onset of their first menstruation. On the other hand while slightly less than half (31.96%) of premenarcheal school girls had positive emotional expectations toward their menarche, (24.74) % of them had a vague emotional expectation.

b) Menarcheal Preparation

In this section, result of menarcheal preparation i, e, how premenarcheal school girls prepare themselves (source of information, discussion with parents about menstruation, to whom to tell if menstruation occur), and the extent of their menarcheal preparation (whether they thought they had enough information about menstruation, and using the information whether they had knowledge about menstruation or not, and finally adequacy of knowledge about menstruation) are presented in the following Table.

Table 2: Ways of Menarcheal Preparation

Items	Responses	F	%
Do you have information about menstruation?	Yes	97	100
	No	0	0
	Total	97	100
Who told you about menstruation?	Mother	22	22.68
	Sister	10	10.31
	Friends	9	9.28

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	School	7	7.23
	Media	8	8.25
	Father	1	1.03
	Brother	0	0
	More than one sources	40	41.24
	Total	**97**	**100**
Do you openly discuss about menstruation with your family?	Yes	46	47.42
	No	51	52.58
	Total	**97**	**100**
For whom are you going to tell if your menstruation occurs?	mother	61	62.89
	sister	13	13.40
	friend	5	5.15
	father	2	2.1
	aunt	1	1.03
	more than one answer	12	12.37
	not tell anybody	3	3.09
	Total	**97**	**100**

As it is seen in Table 2, all premenarcheal school girls said that they had menstrual information in which many of them mentioned their mother as major source of information (22.68%). Sisters, Friends, School, Media and Fathers were also mentioned as source of information having a percentage of (10.31%), (9.28%), (7.23%), (8.25%) and (1.03%) respectively. On the other hand while 41.24% of them mentioned more than one source, all participants did not mentioned brothers as source of menstrual information. Regarding to the question whether school girls openly discuss about menstruation with their parents or not, majority of the participants (52.58%) responded as they do not have the trend of discussing on issues related to menstruation. The rest, slightly less than half of the participants (47.42%) have been openly discussed about menstruation. Furthermore, while most participants (62.89%) would like to tell the onset of menarche to their mother, (3.09 %) of the participants reported that they would not tell to anybody, and very few participants (2.1%) would like to tell the onset of menarche to their father.

Table 3 : Extent of Menarcheal Preparation

Items	Responses	F	%
How adequate do you think that you had enough information about menstruation?	Very adequate	22	22.7
	Adequate	21	21.6
	Inadequate	31	32.00
	Very inadequate	23	23.7
	Total	**97**	**100**
Do you think that you had knowledge about menstruation	Yes	37	38.14
	No	60	61.86
	Total	**97**	**100**
If you think that you had knowledge about menstruation, then how adequate is that?	Very adequate	19	51.4
	Adequate	9	24.3
	Inadequate	5	13.5
	Very inadequate	4	10.8
	Total	**37**	**100**

Table 3 shows the responses to the question, "how adequate they thought they had enough information about menstruation, a majority of the premenarcheal girls said that the information was inadequate (32.00 %), followed by very inadequate (23.7%), very adequate (22.7%) and adequate (21.6%).

Regarding to menstrual knowledge, as it seen in the Table, majority of the participants 60(61.86%) of them thought that they did not have knowledge about menstruation, but the rest 37(38.14%) said that they had knowledge about menstruation in which more than half of them (51.4%) thought that the knowledge they

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had is very adequate. But from those 37 premenarcheal school girls (those who have knowledge about menstruation), 13.5% and 10.8% of them thought that they had inadequate and very inadequate knowledge respectively.

c) The Strength of the overall relationship between Independent variables and Dependent variable

Emotional expectations of premenarcheal school girls that could be accounted for by the independent variables (menstrual attitudes, religion, preparation and PSC) considered together were explored using multiple regression analysis. In this regard the F value, beta coefficients and the test of significance for each regression coefficients have been summarized. The corresponding beta coefficients may be used to provide comparison among regression coefficients. Using F test, the significance of the value of each regression coefficients has been determined.

Table 4: Model summary on predictor variables and emotional expectations

Source	R	R^2	Adjusted R^2	Std, error of the estimate
1	.532	.283	.252	6.07822

Predictors: (Constant), preparation, r physical self-concept, attitude

As it is seen in Table 4, the four predictor variables (attitude, religion, preparation and PSC) accounted for 28.3 % variability of the emotional expectations of premenarcheal school girls (adjusted R^2 =0.283). This is to mean that 71.7 % of the variability in current emotional expectations of the participants is unaccounted for, which means that there are other variables which influenced the emotional expectations of the girls other than the above listed domain of factors.

Table 5: Coefficients on predictor variables and emotional expectation

Source	td.error		Beta	t	sig.
Menstrual attitude	.257	.083	.288	3.089	.003
Physical self concept	.160	.052	.279	3.071	.003
Religion	. 309	.718	.039	.430	.668
Preparation (MI)	1.391	.548	.231	2.537	.013

Dependent Variable: emotional expectation

Note:

* MI- menstrual information

This section of the result of multiple regression which is shown in the above table, details the analysis of each predictor variable individually. Accordingly, attitude, PSC and preparation are significant predictors since they have p value of 0.003, 0.003, and 0.013 respectively. For all the above four listed sets of variables, p< 0.05. But religion is not a significant predictor since it has a p value of 0 .668 which is, P>0.05

The rank order of influence is known by the beta-values. Attitude with β=0.288 has by far the greatest influenceon the emotional expectations of premenarcheal school girls, followed by Physical self concept (PSC) with β=0.279, and finally menarcheal preparation with β=0.231. However, beta coefficient did not show the contribution of each of the predictor variables in percent, it only show the order of influence. Accordingly, stepwise multiple regression is further utilized to investigate the variation of each of the predictor variables in percent.

d) Predictor Variables more Important in Explaining Differences in Emotional Expectation of Menarche

The result of stepwise multiple regression analysis in which the predictor variables were identified in terms of the order of their importance in percent, explaining the variation in emotional expectation are presented in Table11

Table 6: Stepwise multiple regression in analysis of the predictor variables more important in explaining variation in emotional expectation

Variables entered	R	adjusted R squared	R^2	ΔR^2	F change	Sig f change
Attitude	.395	.156	.147	.156	17.603	.000
Physical self concept	.481	.232	.215	.075	9.209	.003
Preparation(MI)	.531	.281	.258	.050	6.448	.013

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The result in Table 6 reveals that, attitude of premenarcheal school girls was found to be the first important variable in explaining the highest variation in emotional expectations of menarche which explains (15.6 %) of the total variation in emotional expectation of menarche .The second important variable that explains the highest variation in the emotional expectations of menarche is physical self concept (7.5%), followed by preparation (menstrual information) which holds a percentage of 5.

On the whole, the result of stepwise multiple regression analysis revealed that the predictor variables (attitude, physical self concept and preparation which is menstrual information) jointly accounted for by 28.1% of the total variation in emotional expectation of menarche. The remaining 71.9 % is explained by other predictor variables which were not explored in this study.

In general as the result of multiple and step wise multiple regression confirmed, all the variables, except religion were found to a significant predictors on the emotional expectations of menarche. Furthermore, the positive sign of beta coefficients indicate that as there is increment in score of menstrual attitude, preparation and PSC, there is also increment in score of emotional expectations. On the other hand, whenever there is decrement in score of menstrual attitude, preparation and PSC, there is also decrement in score of emotional expectations.

e) Diferentes in Emotional Expectations of Menarche due to Differences in Menstrual Knowledge

As it is already stated before, from the total 97 premenarcheal school girls, 37(38.14%) of them had knowledge about menstruation, and the rest 60 (61.86 %) of them said that they did not have knowledge about menstruation. In order to compare the mean differences in scores of emotional expectations between those premenarcheal school girls with and without knowledge, independent sample t test is utilized.

Table 7: Group Statistics on emotional expectations of menarche based on menstrual knowledge

	Group	N mean	SD	Std.error mean
EE*	Possession of knowledge	37 30.68	6.28	1.03182
	Absence of knowledge	60 27.57	7.44	.96033

Note

***** EE- emotional expectations

As Table7 shows, there is mean difference in score of emotional expectations among premenarcheal school girls, mean score for those who have menstrual knowledge is 30.68, and for that of premenarcheal school that do not have menstrual knowledge is 27.57. This shows that premenarcheal school girls with menstrual knowledge have more positive emotional expectations than those who do not have menstrual knowledge. But in order to see this difference is significant or not the following independent t test Table will show.

Table 8: Independent Samples Test on emotional expectations

	Levine's test for equality of variance		t test for equality of means						
	F	sig	t	Df	Sig (2 tailed)	Mean differences	Std.error differencs	Lower	upper
Equal variance	2.612	.109	2.118	95		2.37	3.10	.19549	6.0225
Equal variance not assumed			2.206	86.005	.030	2.37	3.40	.30688	5.9111

As Table 8 revealed there is significant difference in emotional expectations of menarche between premenarcheal schools girls who have menstrual knowledge and those who do not have menstrual knowledge, so according to the result , premenarcheal school girls who had menstrual knowledge have more positive emotional expectations (t=-2.118, p value 0.037 , which is p<.05).

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In general, an independent-samples t-test was conducted to compare the emotional expectation scores in premenarcheal school girls for those with menstrual knowledge and those who are without menstrual knowledge. There was significant difference in scores for those premenarcheal school girls with menstrual knowledge (M=30.68, SD=6.28) and those premenarcheal school girls without menstrual knowledge [M= 27.57, SD=7.44; t=2.118, p= 0.037].

VI. Discussion

a) Emotional expectations of Premenarcheal School girls

Most premenarcheal girls anticipated experiencing a diversity of paramenstrual changes, with negative expectations being more frequently reported than the positive ones. In line with other studies who found in general that premenarcheal girls expect their menarche more in a negative way than the positive one (Brooks-Gunn & Ruble, 1982; Koff & Rierdan, 1996; Yeung*et al*, 2005), in this study most premenarcheal school girls also have negative emotional expectations than the positive one.

According to Brooks- Gunn & Ruble (1982) premenarcheal Girls enter menarche with mostly negative expectations. In addition during the 1970's and 1980's more premenarcheal American girls expect enter to menarche with negative emotional expectations. Koff and Rierdan (1996) also found that American girls explored both negative and positive emotional expectations, but according to the finding of the researchers, negative emotional expectations were the dominant one comparing to the positive emotional expectations. Similarly, in China, though premenarcheal girls expect both negative and positive emotional expectations, they were largely negative in their expectations (Yeung*et al*, 2005)

b) Menarcheal preparation and its Influence on the Emotional expectations of Menarche

Research was done on how premenarcheal school girls prepare themselves for their menarche and most of the research findings revealed that mothers were the major sources of information about menstruation for premenarcheal girls (Aniebue1 et al, 2009; Koff and Rierdan's, 1996). Similarly, in this study, majority (62.89 % of premenarcheal school girls mentioned their mothers as the major source of information for their preparation. According to (Aniebue1 et al, 2009), in Nigeria, 74.7% of girls mentioned their mothers as their major source of menstrual information. Koff and Rierdan's (1996) found that as mothers were the major source of information for premenarcheal girls ahead of menarche; but the researchers also identified that friends and female teacher's were another source of information in addition to mothers.

However, other researchers found that there are other major sources of menstrual information other than mothers For instance according to the study of Population Council on the nine regions of Ethiopia , the most common source of information on menstruation were teachers (42%), grandmothers (26%), friends (24%). Only (8 %) percents of mothers gave their daughters information on menstruation. In Egypt also 92.2% of the girls accessed menstrual information primarily from the mass media (Aniebue1 et al, 2009). In addition, in India girl's major sources of information about menstruation were friends, while the source of information for others was T.V, magazines, movies, and relatives (Dhingra.R, Kumar.A. & Kour.M, 2009). Mothers were not only major source of menstruation for premenarcheal school girls, but they are also preferred by premenarcheal school girls while they mentioned persons for whom they would to tell the onset of their first menstruation. This finding is consistent with that of the study which was done in China (Yeung et al, 2005), in which majority of the study participants would like to tell their menarche to their mother.

In relation of extent of premenarcheal preparation, researchers mentioned as premenarcheal girls did not prepared adequately for their menarche (Chang, Y .T., Hayter, M. & Wu, S.-C., 2010; Yared, 2004; Yeung, 2005). According to Chang et al (2010), many of premenarcheal girls felt unprepared since, they did not receive much or accurate or positive education about menstruation. Yeung et al (2005) also found that only5.4% of the participants were completely prepared, 39% felt somewhat prepared, 30.6% were not prepared enough, and 25% reported being completely unprepared. In addition, according to Yared (2004), 67% of girls in the study felt unprepared for their menarche. Similarly in this study, majority (32.0%) of the premenarcheal school girls said that they do not have adequate menstrual information which implies their inadequate menstrual preparation. In addition majority (61.86%) of them also said that they did not have menstrual knowledge. furthermore, majority (52.58%) of them did not discuss about menstruation with their family, which implies again their inadequate menarcheal preparation.

Significant relationships have repeatedly been found between preparation for menarche and emotional expectations of menarche. In cross-sectional and prospective studies of early adolescents (Brooks-Gunn Ruble, 1982), as well as in retrospective studies of late adolescents Koff*etaL,* 1982; better prepared individuals have reported more positive menarcheal experiences than less well-prepared individuals. Rierdan, & Koff(1996) also found more positive emotional

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expectations in girls who felt better prepared for menarche than in those who felt less well prepared or unprepared. Furthermore Chang et al, (2010), suggested that adequate preparation, knowledge about menstrual physiology and hygiene, and information about both the positive and negative aspects of menstruation allow girls to feel more in control of their bodies and thus make the experience of menarche more positive. Much of the uncertainty, fear, and even trauma that have been associated with menarche can be traced to the lack of adequate informational and emotional preparation found that those who were unprepared for menarche appraised the event negatively, described it as appalling or horrifying, and reported experiencing menstrual pain more frequently than those who were prepared. The women who were prepared for menarche appraised the event more positively. Similarly in this study, the result of multiple regression and independent sample t test shows that as menstrual information and knowledge about menstruation influence the emotional expectations of menarche. To conclude in consistent to previous findings, this study shows the influence of menarcheal preparation (menstrual information and knowledge) on the emotional expectations of menarche such as more grown up, feeling of more feminine, happiness , proud of oneself, confusion, worried, angry, feeling of embarrassment etc.

c) Influence of Menstrual attitude on the Emotional expectations of Menarche

Attitude is one of an influencing factor of premenarcheal girl's expectations of menarche. Similar to previous studies in this area (Rierdan & Koff, 1990; Yeung et al, 2005), the present results indicated that, menstrual attitude predicts emotional expectations of menarche among premenarcheal school girls.

Rierdan & Koff (1990) conduct a research related to the relationship between menstrual attitude and emotional expectations of menarche. When premenarcheal menstrual attitudes and personality attributes were examined independently, results revealed that affirmation, a menstrual attitude, and depression significantly predicted emotional response to menarche.

According to Yeung et al, (2005), Chinese premenarcheal girls with positive menstrual attitude expect their menstruation positively, and those premenarcheal girls with menstruation as a debilitating and bothersome event tend to expect more negative emotional expectations; furthermore, according to Yeung et al, (2005) found that as attitude was the most influencial variable in predicting emotional expectations of menarche. To add, Anson et al, (cited Yeung et al, 2005), also found the associations between menstrual attitudes and menarcheal related expectations and experiences in western girls. These studies confirmed that American girls with positive attitude towards menstruation expect more positive emotional expectations such as feeling of more grown up and more feminine.

In general research findings confirmed as menstrual attitude is the most salient predictor of premenarcheal girls emotional expectations of menarche.i.e. Positive attitude toward menstruation predicts positive emotional expectation of menarche and negative attitude toward menstruation predicts negative emotional expectation of menarche (Rierdan & Koff, 1990;Yeung et al, 2005). In this study also menstrual attitude is the most salient predictor accounting (15.6%) of total variation in emotional expectations of menarche.

This study is inconsistent with previous studies. In this study religion did not predict emotional expectations of menarche. This could be the reason that girls may not give too much attention to their religion, though premenarcheal girls have a religious affiliation which their parents follow, they may not know the rules, beliefs and the taboos of their religion.

d) Physical self-concept as Factor Influencing Emotional expectations of Menarche

Other salient predictor of emotional expectations of menarche included in the study was premenarcheal school girls' physical self-concept. Researchers have suggested that body image concerns often arise around the time of menarche, when girls try to cope with menstruation and other pubertal changes, such as weight gain and changes in body shape. They also added that due to criticisms from their peer groups, physical self-concept become to decline during adolescences period (Chrisler & Johnston-Robledo cited in Yeung et al, 2005). Consistent with previous findings (Teitelman, 2004; (Yeung*et al*, 2005), the present study shows that premenarcheal school girls' emotional expectations of menarche is also predicted by physical self-concept. According to (Teitelman, 2004), there is association between physical self-concept and emotional expectation of menarche. Yeung*et al*, (2005) also confirmed the relationship between emotional expectations of menarche and physical self-concept on Chinese premenarcheal teenage girls. According to the result of the study, Chinese premenarcheal teenage girls' menarche was predicted by physical self-concept.

VII. Conclusion

The purpose of this study was to assess the influence of attitude, religion, preparation and physical self-concept on the emotional expectations of menarche among premenarcheal school girls in YewketFana Primary school. Depending on the obtained result, it is possible to reach on the following conclusions.

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- The finding of the study confirmed that as premenarcheal school girls prepare themselves by obtaining menstrual information mainly from their mother, but their preparation was in adequte as long as majority of the paritipants did not have adequte menstrual information and knowledge.
- The result of this study also signifies that majority of premenarcheal school girls have negative emotional expectations of menarche.
- The present finding further illustrates that variables (attitude, menarcheal preparation, and physical self concept were significant predictors for premenarcheal school girls' emotional expectation of menarche. In terms of their importance in influencing the emotional expectations of menarche among premenarcheal school girls, menstrual attitude was found to be the most salient predictor factor, followed by physical self concept and menarcheal preparation.

Therefore, it is possible to conclude as premenarcheal school girl's emotional expectation of menarche is influenced by factors such as menstrual attitude, physical self-concept and menarcheal preparation; which implies the need to focus on the above variables in order to help girls to expect their menarche positively.

VIII. Recommendations

Based on the findings of the study, the following recommendations are put forwarded.

- The majority of the respondents said that they did not have a trend of discussing on issues related menstruation with their parents, do not have menstrual knowledge, and are not adequately prepared for menarche. The majority of premenarcheal school girls' emotional response to menarche was also predominantly negative. So, parents and the school environment are expected to work hand in hand in preparing the girls ahead of menarche.
- The finding of this research also revealed that menstrual attitude, preparation and physical self-concept were influencing factors for the emotional expectations of menarche. So, an effort has to be done in promoting premenarcheal school girls to have the positive aspect of the above variables, which inurn would lead them to expect their menarche positively.
- This study is limited on only one school in Addis Ababa city. So, conducting additional research using the same predictors is recommended which includes more schools, and can be generalized to larger population.
- This study is limited on few variables to investigate the influencing factors for the emotional expectations of menarche among premenarcheal school girls, so, further research is recommended which could be inclusive of more variables.

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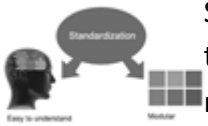


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21. Arrangement of information: Each section of the main body should start with an opening sentence and there should be a changeover at the end of the section. Give only valid and powerful arguments to your topic. You may also maintain your arguments with records.

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24. Never copy others' work: Never copy others' work and give it your name because if evaluator has seen it anywhere you will be in trouble.

25. Take proper rest and food: No matter how many hours you spend for your research activity, if you are not taking care of your health then all your efforts will be in vain. For a quality research, study is must, and this can be done by taking proper rest and food.

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



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27. Refresh your mind after intervals: Try to give rest to your mind by listening to soft music or by sleeping in intervals. This will also improve your memory.

28. Make colleagues: Always try to make colleagues. No matter how sharper or intelligent you are, if you make colleagues you can have several ideas, which will be helpful for your research.

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.

32. Never oversimplify everything: To add material in your research paper, never go for oversimplification. This will definitely irritate the evaluator. Be more or less specific. Also too, by no means, ever use rhythmic redundancies. Contractions aren't essential and shouldn't be there used. Comparisons are as terrible as clichés. Give up ampersands and abbreviations, and so on. Remove commas, that are, not necessary. Parenthetical words however should be together with this in commas. Understatement is all the time the complete best way to put onward earth-shaking thoughts. Give a detailed literary review.

33. Report concluded results: Use concluded results. From raw data, filter the results and then conclude your studies based on measurements and observations taken. Significant figures and appropriate number of decimal places should be used. Parenthetical remarks are prohibitive. Proofread carefully at final stage. In the end give outline to your arguments. Spot out perspectives of further study of this subject. Justify your conclusion by at the bottom of them with sufficient justifications and examples.

34. After conclusion: Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium though which your research is going to be in print to the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects in your research.

Informal Guidelines of Research Paper Writing

Key points to remember:

- Submit all work in its final form.
- Write your paper in the form, which is presented in the guidelines using the template.
- Please note the criterion for grading the final paper by peer-reviewers.

Final Points:

A purpose of organizing a research paper is to let people to interpret your effort selectively. The journal requires the following sections, submitted in the order listed, each section to start on a new page.

The introduction will be compiled from reference matter and will reflect the design processes or outline of basis that direct you to make study. As you will carry out the process of study, the method and process section will be constructed as like that. The result segment will show related statistics in nearly sequential order and will direct the reviewers next to the similar intellectual paths throughout the data that you took to carry out your study. The discussion section will provide understanding of the data and projections as to the implication of the results. The use of good quality references all through the paper will give the effort trustworthiness by representing an alertness of prior workings.

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Mistakes to evade

- Insertion a title at the foot of a page with the subsequent text on the next page
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- Submitting a manuscript with pages out of sequence

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· Keep on paying attention on the research topic of the paper

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

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· Present your points in sound order

· Use present tense to report well accepted

· Use past tense to describe specific results

· Shun familiar wording, don't address the reviewer directly, and don't use slang, slang language, or superlatives

· Shun use of extra pictures - include only those figures essential to presenting results

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An abstract is a brief distinct paragraph summary of finished work or work in development. In a minute or less a reviewer can be taught the foundation behind the study, common approach to the problem, relevant results, and significant conclusions or new questions.

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- Fundamental goal
- To the point depiction of the research
- Consequences, including definite statistics - 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:

- Single section, and succinct
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- A conceptual should situate on its own, and not submit to any other part of the paper such as a form or table
- 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
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- Explain the value (significance) of the study
- Shield the model - why did you employ this particular system or method? What is its compensation? You strength remark on its appropriateness from a abstract point of vision as well as point out sensible reasons for using it.
- Present a justification. Status your particular theory (es) or aim(s), and describe the logic that led you to choose them.
- Very for a short time explain the tentative propose and how it skilled the declared objectives.

Approach:

- Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done.
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Materials:

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- Do not take in frequently found.
- If use of a definite type of tools.
- Materials may be reported in a part section or else they may be recognized along with your measures.

Methods:

- Report the method (not particulars of each process that engaged the same methodology)
- Describe the method entirely
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures
- Simplify - details how procedures were completed not how they were exclusively performed on a particular day.
- If well known procedures were used, account the procedure by name, possibly with reference, and that's all.

Approach:

- It is embarrassed or not possible to use vigorous voice when documenting methods with no using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result when script up the methods most authors use third person passive voice.
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What to keep away from

- Resources and methods are not a set of information.
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Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part a entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Carry on to be to the point, by means of statistics and tables, if suitable, to present consequences most efficiently.You must obviously differentiate material that would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matter should not be submitted at all except requested by the instructor.



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Content

- Sum up your conclusion in text and demonstrate them, if suitable, with figures and tables.
- In manuscript, explain each of your consequences, point the reader to remarks that are most appropriate.
- 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.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or in manuscript form.

What to stay away from

- Do not discuss or infer your outcome, report surroundings information, or try to explain anything.
- Not at all, take in raw data or intermediate calculations in a research manuscript.
- Do not present the similar data more than once.
- Manuscript should complement any figures or tables, not duplicate the identical information.
- Never confuse figures with tables - there is a difference.

Approach

- As forever, use past tense when you submit to your results, and put the whole thing in a reasonable order.
- Put figures and tables, appropriately numbered, in order at the end of the report
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- Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work
- You may propose future guidelines, such as how the experiment might be personalized to accomplish a new idea.
- 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.
- Try to present substitute explanations if sensible alternatives be present.
- One research will not counter an overall question, so maintain the large picture in mind, where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

- When you refer to information, differentiate data generated by your own studies from available information
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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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