

THE ECONOMICS OF MARRIAGE ENGAGEMENT IN KADANDANI TOWN OF KATSINA STATE OF NIGERIA.*Bilyaminu Idris Kadandani (PhD)***PERCEPTIONS ON THE RELATIONSHIP BETWEEN MATERNAL AND FEMALE EDUCATIONAL ATTAINMENT IN GWAGWALADA AREA, FCT.***Emelda I. Emmanuel***ISLAMIC TENETS ON GENDER ROLES IN BUSINESS AND ECONOMIC PRODUCTION.***Bello Sabo, (PhD).***POVERTY AND CHILDHOOD EXPERIENCIES IN NIGERIA, A SOCIOLOGICAL ANALYSIS.***Charles O. Okwuwa (PhD).***THE CHALLENGES OF INTERNAL SECURITY IN DEMOCRACY IN NIGERIA: 1999-2013.***Alabi, T. and Bahal, M. (PhD).***NIGERIAN STATE: AN INSTRUMENT OF NATIONAL DEVELOPMENT OR FOR EXPLOITATION AND OPPRESSION? A THEORETICAL EXPLANATION.***Mustapha Abdullahi Aliyu***FIGHT AGAINST CORRUPTION AS PANACEA FOR SUSTAINABLE DEMOCRACY IN NIGERIA***Dagaci Aliyu Mambe (PhD) and Ololo Kennedy***THE CAUSES AND EFFECTS OF CONFLICT BETWEEN NOMADIC PASTORALISTS AND SEDENTARY FARMERS IN KATSINA STATE- NIGERIA***Abubakar, Mohammed Bashir***SUSTAINABLE POLITICAL DEVELOPMENT IN NIGERIA: THE IMPERATIVE OF THE JUDICIARY***Mutiullah Adebayo Olasupo & Olusola Ezekiel Akintola***ANLYSING POTENTIAL CONFLICT AREAS IN DEMOCRATIC NIGERIA***Malam Mukhtar Abdullahi***THE CHALLENGES OF MADA WOMEN,IN AGRICULTURAL DEVELOPMENT OF KOKONA L.G.A NASARAWA STATE, NIGERIA***Ayuba D .Mgbegah Ph.D. and Mr. Joseph Dankaro***DISASTER AND CONFLICT MANAGEMENT IN NIGERIA: SUCCESSES AND CHALLENGES***Dr. J.E. Gyong***FUNDAMENTALS OF STAFF APPRAISAL AND REWARD SYSTEMS: THE CHALLENGES OF EQUITABILITY***Abdulhameed Ahmed Yahaya***CHANGES IN EDUCATIONAL POLICIES AND CULTURAL VALUES IN NIGERIAN HIGHER EDUCATION: A CRITICAL ANALYSIS***Abdulraheem, Issa PhD (East London), Mustapha Oladimeji Rahaman & Yusuf Ismail***HEALTH CARE PROBLEMS IN NIGERIA***Abdulkareem Simiat Bidemi**Reviews*

LJS

LAPAI JOURNAL OF SOCIOLOGY

Vol. 5, No. 1

September, 2014

Longough

Published by the Department of Sociology,
Ibragim Badamasi Babangida University,
P.M.B. 11, Lapai, Niger State, Nigeria.

(c) Department of Sociology,
Ibrahim Babangida University, Lapai 2014.

All rights reserved with due consideration to copyright rules. No part of this publication shall be reproduced, stored or introduced into a retrieval system or transmitted in any form by any means (electronic, mechanical, electrostatic, magnetic lope, photocopying, recording or otherwise) without the prior written permission of the copyright owner and publisher.

ISSN: 2141-0747

Printed by:
MANGUT PRINTING PRESS
No. 33 Club Street, Sabon Gari, Zaria
08038840688

SUBSCRIPTION

Lapai Journal of Sociology is published once in a year by the Department of Sociology, Faculty of Management and Social Sciences, Ibrahim Badamasi Babangida University, Lapai, Niger State, Nigeria.

Orders for specific volumes or issues should be sent to:

The Editor-in-Chief

Lapai Journal of Sociology,
Department of Sociology, Faculty of Management and Social Sciences,
Ibrahim Badaamasi Babangida University,
P.M.B. 11 Lapai, Niger State, Nigeria

EDITORIAL BOARD

Dr. C.O. Okwuwa
Editor-in-Chief

Mal. M.B. Bello
Associate Editor

Mal. Mohammed Usman
Managing Editor

Mrs. E.O. Owonibi – Akinbode
Secretary

Mr. K.O. Ololo
Business Editor

EDITORIAL ADVISERS

Professor E. M. Igbo
Former Dean, Faculty of Management and Social Sciences,
Department of Sociology, IBB University Lapai,
Niger State, Nigeria.

Professor V. A. Kolawole
Department of Political Science, IBBU, Lapai,
Niger State, Nigeria.

Professor Nuhu Obaje
Department of Geology and Mining, IBBU, Lapai,
Niger State, Nigeria.

Professor Salisu Abdullahi
Department of Sociology, Beyero University, Kano.

Associate Professor Femi R. Tinuola
Department of Sociology,
Kogi State University, Anyigba.

Dr. Obida Wafura
Department of Economics, University of Abuja,
Abuja.

H. A. Akuchie (LL.M, JD),
Department of Sociology, IBBU, Lapai.

CONTENTS

THE ECONOMICS OF MARRIAGE ENGAGEMENT IN KADANDANI TOWN OF KATSINA STATE OF NIGERIA.

Bilyaminu Idris Kadandani (PhD) - - - - -1

PERCEPTIONS ON THE RELATIONSHIP BETWEEN MATERNAL AND FEMALE EDUCATIONAL ATTAINMENT IN GWAGWALADA AREA, FCT.

Emelda I. Emmanuel - - - - -11

ISLAMIC TENETS ON GENDER ROLES IN BUSINESS AND ECONOMIC PRODUCTION.

Bello Sabo, (PhD) - - - - -21

POVERTY AND CHILDHOOD EXPERIENCIES IN NIGERIA, A SOCIOLOGICAL ANALYSIS.

Charles O. Okwuwa (PhD). - - - - -35

THE CHALLENGES OF INTERNAL SECURITY IN DEMOCRACY IN NIGERIA: 1999-2013.

Alabi, T. and Bahal, M. (PhD). - - - - -49

NIGERIAN STATE: AN INSTRUMENT OF NATIONAL DEVELOPMENT OR FOR EXPLOITATION AND OPPRESSION? A THEORETICAL EXPLANATION.

Mustapha Abdullahi Aliyu- - - - - -61

FIGHT AGAINST CORRUPTION AS PANACEA FOR SUSTAINABLE DEMOCRACY IN NIGERIA

Dagaci Aliyu Mambe (PhD) and Ololo Kennedy - - -75

THE CAUSES AND EFFECTS OF CONFLICT BETWEEN NOMADIC PASTORALISTS AND SEDENTARY FARMERS IN KATSINA STATE- NIGERIA

Abubakar, Mohammed Bashir- - - - -86

SUSTAINABLE POLITICAL DEVELOPMENT IN NIGERIA: THE IMPERATIVE OF THE JUDICIARY

Mutiullah Adebayo Olasupo & Olusola Ezekiel Akintola- -104

ANALYSING POTENTIAL CONFLICT AREAS IN DEMOCRATIC NIGERIA

Malam Mukhtar Abdullahi- - - - -115

THE CHALLENGES OF MADA WOMEN IN AGRICULTURAL DEVELOPMENT OF KOKONA L.G.A NASARAWA STATE, NIGERIA

Ayuba D .Mgbegah Ph.D. and Mr. Joseph Dankaro- -123

DISASTER AND CONFLICT MANAGEMENT IN NIGERIA: SUCCESSES AND CHALLENGES

Dr. J.E. Gyong- - - - -132

FUNDAMENTALS OF STAFF APPRAISAL AND REWARD SYSTEMS: THE CHALLENGES OF EQUITABILITY

Abdulhameed Ahmed Yahaya- - - -149

CHANGES IN EDUCATIONAL POLICIES AND CULTURAL VALUES IN NIGERIAN HIGHER EDUCATION: A CRITICAL ANALYSIS

Abdulraheem, Issa PhD (East London), Mustapha Oladimeji Rahaman & Yusuf Ismail- - - -162

HEALTH CARE PROBLEMS IN NIGERIA

Abdulkareem Simiat Bidemi- - - -176

CHANGES IN EDUCATIONAL POLICIES AND CULTURAL VALUES IN NIGERIAN HIGHER EDUCATION: A CRITICAL ANALYSIS

by

Abdulraheem Issa. PhD (East London)

Mustapha Oladimeji Rahaman

Yusuf Ismail

Department of Business and Entrepreneurship, College of Humanities,
Management and Social sciences,
Kwara State University,
Malete, Nigeria

Abstract

There were many educational reforms in Nigeria with a view to improving the quality of education with particular reference to Unified Tertiary Matriculation Examination (UTME). However, the concern is that despite various reforms by the federal government in Nigerian higher education, there has not been considerable improvement in the quality and standard of education in Nigeria. The main objective of this paper is therefore to critically examine cultural values of the society as they affect the reforms of the government and how they hinder the implementation of such policies. Using qualitative method, Kwara State University as a case study and adopting reflexivity, and interview, a total of twenty two respondents were interviewed from the University and Malete, the university host. It was discovered that government plans and programmes failed to take into cognisance organisational values and hence crises continue to erupt, leading to further or continuous change in educational policies and programmes. It was also found that implementations of policies became difficult because of different organisational values and cultures in Nigerian higher institutions.

Key words: *process of change, organisational values, higher education, government educational policies, Unified Tertiary Matriculation Examination (UTME).*

Introduction

Education is very important to both social and economic development of any nation. It is very important to the construction of a knowledge economy and society in all nations (Saint, et al., 2000). Education as a social institution is constructed in both structure and outcomes, by a variety of actors and ideas in national and international environments (Bradley, 2000). These actors strive to plan and implement various educational policies through reforms that will enhance standards of education in Nigeria. The objective of this paper is to

examine how cultural values hinder the effective implementation of federal government educational policies with particular reference to Unified Tertiary Matriculation Examination (UTME).

Nigerian higher education has witnessed many programmes with a view to enhancing the delivery of quality services and improving standards that will compete favourably with those of other countries of the world. The need for reforms is because organisations operate in an environment that is changing rapidly and unpredictable as a result of increasing competition, technological development and customer demands (Zorn, et al, 2000). The structure of education in Nigeria continues to change due to changing educational programmes. Yet, despite these changes in government's policies and programmes in Nigerian higher education, there has not been a corresponding improvement in the standards of education in Nigeria.

Changes in educational programmes aim to improve the standards of education and usually in the form of reforms. Reforms, according to Oniemayin (2008), consist of changes and improvements to a law, social system or institutions. These reforms have impacted on the structures and operations of higher education organisations forcing them to adjust to different reforms over time. Structure (Fasasi, 2008) implies arrangement of programmes, persons, positions or units in a specific manner with a view to achieving a specific objective.

Changes in Nigerian Higher Educational Policies

Apart from the structure of the higher education system in Nigeria, government instituted more policy and institutional reforms. They include the reconstitution of all the universities' governing councils with broader representations, granting universities autonomy, institutional audits of all universities, and licensing of private universities. Moreover, some polytechnics are now to award degrees and run some post graduate programmes. There was also a change in the admission processes to all Nigerian higher institutions. The Joint Admission and Matriculation Board (JAMB) now conducts the Unified Tertiary Matriculation Examination for all prospective students seeking admission to Nigerian higher institutions. The examination is of two types- Pencil-Based Test (PBT) and Computer-Based Test (CBT). However, from next year students will be writing only the CBT and the PBT will be cancelled.

Reasons for Changing Programmes

The former programmes have been criticised for inefficiency and ineffectiveness, thus making them irrelevant to the needs of the modern time. The system was blamed for problems peculiar to Nigerian higher education.

These problems include cultism, non-access to education, standards, funding, efficient and effective management, and governance. Former systems were not able to bring changes in policies that would enhance growth in the educational system.

The trends in the educational environment around the world have been adduced as the major reason for the continuous change in programmes (Moja, 2000). The changes in the programmes were geared towards achieving practical application of knowledge necessary for future employment and skill development for self employment. There was also a change of focus to social development within the system of education as part of strategies to address social problems such as poverty. Later, the programmes shifted towards the needs of what must become a technology-oriented nation. However, all these have not been achieved to date (Moja, 2000).

According to Tukur (1999) Public Service Reform (PSR) in Nigeria is one of the major domains of the government's reform agenda. The purpose of PRS is to build a public service that is performance and result, customer-driven, investor friendly, professionally, technologically sensitive, accountable, fostering partnerships, continuous improvements in government business and enhancement of overall national productivity. The overall vision is to have a Nigerian public service that works efficiently and effectively for the people. The reform also includes higher education system. Therefore, the government planned changes in the education sector with a view to improve productivity and competitiveness, obtainable with other educational systems in the world.

Planned Organisational Change

One of the central features of organisational strategies (Stoltzfus, et al, 2011) is planned organisational change efforts. Organisational change is constant (Zorn et al, 2000; Whelan-Berry and Somerville, 2010) and a practical necessity that allows organisations to provide effective and efficient services in modern environments. However, Judge and Douglas (2009) argue that 70 percent of planned organisational change initiatives fail. Whelan-Berrey and Somerville (2010) also claim that failed organisational change initiatives range from one third to as high as 80% of attempted change efforts.

Reliable and valid diagnostic instruments to assess and track an organisation's capacity for change have been identified as primary cause of planned change failure (Judge and Douglas, 2009). Armenakis and Harris (2009) also argue that change programmes fail because there was insufficient planning for unfreezing. The presence of many autonomous actors in higher education is a complicating factor when it comes to implementing planned change (Salmi, 1992). Amaele (2007) contends that organisational change is managed in terms of identity development of organisational actors. Organisational actors

therefore make sense of change and associated identity work based on their experiences and expectations for the future. Moreover, the changing nature of organisational values affects people in the organisation as they try to understand the values of the organisation, making planned change difficult to be implemented (Branson, 2008).

Therefore, policy makers face some challenges in the process of planned organisational change (Stoltzfus, et al, 2011). Brunton and Matheny (2000) also argue that strategic change may continue endlessly and become a ritual function if the uniqueness of organisational context is not recognised. This may result into conflict instead of achieving the goals of the change reform. Branson (2008) argues that for an organisation to succeed there is need to clarify its values and have a comprehensive alignment process. This clarification is necessary because (Parlais, 2011) every change brings out conflict. Therefore policy makers need to assess the degree of connectedness between divergent groups and be aware of the diversity that exists between them. Brunton and Matheny (2009) contend that “attempts to introduce significant change must accommodate existing assumptions and values and the way they colour the interpretation and enactment of change, even when agreement on superordinate objectives exist”.

The federal government is responsible for guiding and driving the Nigerian education reform, setting standards and ensuring that implementation is adhered to at all level (Geo-Jaja, 2004). Educational institutions or intermediate levels of government however take blame for poor implementation or poor quality education. Achieving reform objectives require an awareness of existing and current organisational culture within public sector organisations (Parker and Bradley, 2000). This will enable appropriate change strategies to be developed for organisational context. From a policy perspective, an awareness of the nature of public sector organisational culture provides a basis for both explaining and assessing the appropriateness and outcomes of the current reform process.

Culture and Values

There is a relationship between culture and organisational values. This is conceptualised (Halsall, 2008) by means of cultural dimensions of managerial values. Culture exists at three levels of abstraction: assumptions, values and artifact. According to Halsal (2008), to extol one organisational value than the other is a fact of culture. Culture is the system of such publicly and collectively accepted meanings operating for a given group at a given time (Pettigrew, 1997). Pettigrew regards culture as offspring of symbols, language, ideology, beliefs, rituals and myths which are interdependent. Culture is one of the ways by which groups, communities, organisations define themselves and

distinct themselves from others (Schein, 1993). Culture is a way of thinking about how things are done and it legitimises values and habits.

However, value is less abstract and represents standards or criteria for selecting from among alternatives (Howard, 1998). Different ethnic groups within an organisation differ considerably and so do changes in their identity (Reissner, 2010). Culture is central to the change process and to the attainment of strategic objectives. Organisational culture is the pattern of shared values, norms and practices that help to distinguish one organisation from another (Higgins, et al, 2006). Much culture research have focused on organisational values that are seen as being the clearest visible manifestation of culture. Therefore organisational culture is an adaptation mechanism (Whelan-Berry and Somerville, 2010) that helps organisations to adapt in a changing environment. However, organisational culture is difficult to change on the ground that culture is deeply ingrained in the underlying norms and values of an organisation and cannot be imposed from above (Parker and Bradley, 2000).

Value, according to Keeley (1983), reflects someone's arbitrary belief of what ought to be. Value is at the heart of organisation's culture (Wallace, et al, 1999; Padaki, 2000) and integral elements of culture. These values can be seen as forming the core of organisational culture. However, Keeley (1983) contends that a statement of values can be neither correct nor incorrect. An organisation's culture can be reliably represented by the values- preferences for means and ends-which drive its members' attitudes and activities. Organisational strategy, leadership style and structure reflect the identifiable value system, behavioural norms and practices of the organisation (Higgins, et al, 2006).

Values are effective choices and commitments regarding our assumptions about appropriate end-states and mean-ends relationships (Howard, 1998). Value may evolve or be deliberately determined, be articulated in mission statements and websites, and included in induction and training sessions (Abdallah, et al, 2011). Written statement of vision expresses previously implicit values about the mission and direction of the organisation although, vision is neither amenable to planning nor a collective activity (Genuss, 1998). Organisations have more to do with their values than with market forces. The perspective of value, according to Amaele (2007), with regard to education in Nigeria is interests and desires of those being educated. He asserts that "values are measured, relative to the individual's reactions to things and situations. They are, then, relative but change with place, time and people". What each educational institutions value, may therefore differ from one society to another and it will be difficult to impose the value of one on another.

However, Amaele (2007) contends that value which is relative is also

objective to certain extent because the nation's educational objectives must ensure the inculcation of values that will meet both national and international standards. Organisational values are very important and need to be identified, articulated and revisited periodically (Padaki, 2000). The organisational values therefore continue to change while implementing the educational directives from the government on the reforms. Educational reforms are usually innovations designed to improve the service delivery of the educational system (Innocent-Ene, 2008). However, one of the features of traditional public organisations is that they are subject to political rather than market controls.

Leadership, Cultural Values and Government Programmes

The future of an institution depends on the vision of the leader to get things done in the institution and therefore leadership is a change agent. Leadership transforms the institution (Anyamele, 2003). The pressure to improve the efficiency of public organisations and compete with private organisations (Schraeder, et al, 2005), will lead to changes in the culture of public organisations. Leadership in public organisations therefore face lots of challenges with the increase in public pressure and dwindling budgets (Valle, 1999). Public organisations leaders face many problems or obstacles in the management of public organisations because of the constraints, controls, processes of public management and uncertain regulatory environments (Valle, 1999). Leaders may not have required and relevant information about the input- output relationship, the connection between available resources and goals and what education standard should be (Fernandez-Alles and Llamas-sanchez, 2008).

Therefore reform programmes were always based on the intention and knowledge of the leaders and pressures from the stakeholders. The power of the political holder determines the types of reform programmes introduced. Changes in the reform can be attributed to the movement of power from one coalition to another because each seeks the introduction of new philosophies, approaches or ideas (Graetz and Smith, 2010). Power, according to Graetz and Smith (2010), is a source of exploitation instead of a means to achieve common goals.

The introduction of reforms and changes in the education sector were always influenced by the public and political agencies, including election of new representatives, amendments of constitutions and promulgating new laws and constitutional conventions (Scott, 2010). Political interventions in higher education system under a series of military governments imposed distortions and constraints on the system's development. Such interference by the government includes the direct appointment of vice chancellors and sole administrators. This practice is a major problem to the system because change

is a process that requires careful planning and deliberate execution through a proven methodology (Cunnen, 2008).

Reforms are aimed towards improving the efficiencies in the operation of public sector organisation but this may not be the only reason for reforms in the education sector in Nigeria. Adamu (1994) argues that the achievement of educational objectives in an efficient way may necessitate the search for a new way of doing things or reforming the existing practice which probably have been challenged by stakeholders. These reforms might be “governmental fashion statements with a highly superficial impact” (Fernandez-Alles and Llamas-sanchez, 2008).

Implementation of Change Programmes

Change is to achieve better results and if it is to mean anything of value, it must involve sustained actions i.e. altered behaviour and results (Ward, 1994). Implementation of a major change starts with a clear purpose, supported by a well defined strategy and the appropriate behaviour required to realise that strategy (Bauman, 1998). Implementations of the planned changes are often loaded with contradictions and paradox (Stoltzfus, et al, 2011) because of the complexity in balancing the benefits and costs of the change which are considered by diverse sets of organisational stakeholders.

There may be problems in implementing the reforms because the organisational actors responsible for the programmes might use a different institutional logic which might not be acceptable to other institutions. Duck (1993) argues that “...successful change programme reveal that large organisations connect with their people most directly through values-and that value, ultimately, are about beliefs and feelings”.

Methodology

Qualitative research is usually exploratory, in-depth and designed to achieve a holistic or systemic picture of the issue under study. The idea and theoretical contributions are generalisable to future work (Johnson and Harris, 2003). We used Kwara State University as case study. The importance of case study approach is that it gives the researcher the opportunity to have holistic view of a process and study many different aspects in detail (Chartwell-Bratt, 1998).

Open ended interviews were conducted. Three management staff and twelve staff randomly selected were interviewed. Seven people from Malate, a village where the institution was sited, were also interviewed. Interview enables the researchers to clarify questions that the respondents do not understand and follow up responses that the researchers do not understand. This is an asset in exploratory research (Mitchell and Jolley, 2010). Open ended interviews help in becoming sensitised to what is important to the informant (Partington,

2003).

It is an ethnographic study that is concerned with the higher education programmes and policy makers which need deeper explanation. Ethnography is the study of people especially their culture and we tried to discover the shared systems of meanings and interpretations deployed by a specific group of people (Gill, Johnson and Clark, 2010).

We used reflexivity. We attempted to understand our effect upon and role in the research setting and utilised the knowledge to elicit data. This enhanced the interpretation of the social processes under study (Gill, Johnson and Clark, 2010). Reflexivity has the greatest potential for personal learning and opening new doors for cognition (Keleman and Rumens, 2008).

Findings

Respondents have different opinions about the Unified Tertiary Matriculation examination for all prospective students seeking admissions to Nigerian higher institutions. One opinion was that it would maintain the same standard of education.

"There should not be discrimination in the entrance examination to Nigerian higher institution if standard and quality education is to be maintained", an academic staff

However, many respondents believed that students should not be subjected to the same entrance examination because the level of educational development in Nigeria differs across regions. Therefore some students may not make it up to cut off points and will be denied admission.

"The less advantaged states should have lower cut off marks or points, otherwise, they will continue to remain educationally backward. Most of these students are not even computer literate and it is therefore expected that majority might not pass. The practical application of computer training is very poor because there are few or no computers for the students to use for practice", a management staff

Similarly, another respondent argued that the cultural orientation of the community determines the priority or the nature of education to be pursued.

"Our hope is that the university will be able to train our people in modern agricultural farming and not subject them to rigorous examination. If they don't attain the cut off points, then they will not be offered admission and we will remain backward", a villager

"Even if they don't pass their examinations, they still have other skills. The university should discover these skills in our people and assist to develop them, rather than insisting on cut off

point", a villager.

Another lecturer puts it in another way "Government should recognize the values of the communities and design programmes that will be of benefit to the people. Most schools in the villages are not good enough because of inadequate facilities provided by the government and often neglected".

It was discovered that people respond to change differently. When values change, people often resist the change (Smollan and Sayers, 2009). There are many reasons that are responsible for organisational resistance. However, some respondents were of the opinion that conflict in government programme, organisational policies and the value of the society are major factors. "Organisational values and government programmes sometimes conflict, making implementation rather difficult". An academic staff.

Findings also reveal that people will resist government policies that will change their cultural values. People act to retain the status quo and thus avoid change. Some are protecting rational interests like status and job security and unconsciously protecting their psyches (Ward, 1994). The nature of the organisation and rules governing them are the most central values in organisations. Some of these values are tantamount to strategic imperatives or constraints (Howard, 1998).

"This is a university for community development. This is our value and we have been enjoying maximum cooperation from the surrounding communities", a management staff.

Therefore, if the policies of the government are in conflict with the values of Kwara State University, such policies will be difficult to implement and the objectives will not be realised.

It was found that some of the reform agenda are externally induced which were not helpful to societal values because of our peculiar needs which in some aspects, differ from those of advanced countries. For example, there are some major forces in the world that are responsible for the impingement on education and shaping its future in a different direction thereby distorting our cultural values. Some of these forces have only domestic roots while others are international in scope and have implications for education in many countries, including Nigeria. The changing world-wide environmental factors have left their mark on education (Coombs, 1985). Moreover, the turbulent political changes also left their marks on the educational system. Some of these changes were peaceful and positive, but a distressing number involved

tragic military conflicts. Higher educational institutions were in the middle of socio economic and political disruptions. They were often charged with being part of the problem or with having failed to avert it.

According to a member of the community, *"In this community, we have our peculiar needs which were informed from our culture and values. We hoped that any university to be sited here should share our values. Such is the case therefore of Kwara State University that respects our culture and it is contributing to the development of this community"*.

Another staff commented

"It is imperative that organisational values should conform to the reform agenda of the government. This is because it is the society that will benefit from the university. Therefore, the policies should be those that will address peculiar needs of the society. Uniformity in educational policies will be difficult to implement in our society with different cultural orientations and values"

Findings revealed that sometimes, some institutions might have their reforms goals and agenda. Their programmes are based on their organisational values which were adopted on the level of educational development in the immediate communities.

"Since the government categorised the states in Nigeria to educationally less advantaged and educationally advantaged states, there should be different policies that would enhance the development of education in the educationally less advantaged states. The government must understand the cultural background of such states as factors that are responsible for the stage of development".

This organisational culture has influence on the individuals' behaviour within the organisation. Some organisations proposing a change will only succeed if they can persuade the established power or government to endorse their reform goals. If the transition succeeds, the government then introduces the programmes of reforms to other institutions (Scott, 2010).

Recommendations

Government should take into cognisance the culture and values in some regions and design programmes that will be of benefit to the people. The UTME should be decentralised. JAMB could conduct examinations based on the categorisation of states to educationally advantaged and educationally less

advantaged states. Some communities have different cultures and values that can contribute to the development of our economy.

There is need to reinforce constantly new or existing cultural values, norms and practices. Moreover, value alignment (Smollan and Sayers, 2009) is the bedrock of successful organisational change. Some values of an organisation can play a constructive role in facilitating change in other values. Therefore there is the need (Wallace, et al, 1999) for the adoption of compatibility between organisational values and the management systems in resolving value conflicts. This compatibility can be achieved in two ways-matching prevailing organisational values or altering the values to match the system.

Conclusions

This paper has discussed the changing nature of educational policies in Nigerian higher institutions with particular reference to Unified Tertiary Matriculation (UTME). Qualitative method was used and relied on interview. It was found that the categorisation of the states into educationally advantaged and educationally less advantaged may not support fairness. It may run contrary to UTME's objectives of subjecting all prospective candidates to the same examination. Continuous changes in the educational programmes have not been able to achieve the objectives, not because these policies were not good, but because the desirability of these policies by different regions in Nigeria have not been properly analysed. Change is desirable and necessarily for educational development, yet change in some programmes can be counterproductive. This paper therefore examined organisational values with respect to societal cultural beliefs and as determinants of relevant programmes. The paper noted the divergence of organisational values in Nigeria because of the multi cultural nature of the country and a reflection of this in the educational policy. Objective analyses of those programmes are better than bias interpretation arising from political reasons.

References

- Abdallah, C. et al (2011) "Having your cake and eating it too. Discourses of transcendence and their role in organisational change dynamics" *Journal of Change Management*. 24(3), P. 333-348.
- Adamu, A. U. (1994) *Reform and Adaptation in Nigerian University Curricula, 1960-1992: Living on a Credit Line*, Lewinston, New York: The Edwin Mellen Press. African Studies Series Volume 33.
- Amaele, S. (2007) *Moral values in Nigerian education: Issues, problems and prospects*, Ibadan: Bounty Press Limited.
- Armenakis, A. A. and Harris, S. G. (2009) "Reflections: Our journey in

- organisational change research and practice", *Journal of Change Management*, 9 (2), Pp. 127-142.
- Bauman, R. P. (1998) "Five requisites for implementing change" in Hambrick, D. C., Nadler, D. A., and Tushman, M. L. (1998) *Navigating change*. Boston: Harvard Business School Press.
- Branson, C. M. (2008) "Achieving organisational change through values alignment", *Journal of Educational Administration*. 46 (3) P. 376-395.
- Brunton, M. and Matheny, J. (2009) "Divergent acceptance of change in a public health organization", *Journal of Organisational Change Management*. 22 (6), Pp. 600-619.
- Chartwell-Bratt, S. (1998) *Qualitative method in management research*. Bromley: Vhartwell-Bratt Ltd.
- Coombs, P. H. (1985) *The world crisis in education. The view from the Eighties*, New York: Oxford University.
- Cunnen, P. (2008) *Organisational structure: An essential lever in managing change*, Ireland: Blackwell Publishing.
- Duck, J. D. (1993) Managing change: The art of balancing. *Harvard Business Review*. 17(6), P. 109-118.
- Fasasi, Y. A. (2008) "From Six-Three-Three-Four to Nine-three-Four: Management implications of structural reforms in Nigerian Education System" in Lawal, A. R. et al (eds) *Education reforms in Nigeria: past, present and future*, Ibadan: Stirling-Horden Publishers Ltd.
- Fernandez-Alles, M. and Llamas-sanchez, R. (2008) "The neoinstitutional analysis of change in public services", *Journal of Change Management*. 8 (1) Pp. 3-20.
- Genus, A. (1998) *The management of change, perspectives and practice*, London: International Thomson Business Press.
- Geo-Jaja, M. A. (2004) "Decentralisation and privatisation of education in Africa: which option for Nigeria". *International Review of Education*. 50 (3/4) Pp. 307-323.
- Gill, J., Johnson, P. and Clark, M. (2010) *Research methods for managers*. 4th edn, London: SAGE Publication.
- Graetz, F. and Smith, A. C.T. (2010) "Managing organisational change: A philosophies of change approach", *Journal of Change Management*. 10 (2) P. 135-154.
- Halsall, R. (2008) "From 'business culture' to 'brand state': Conceptions of nation and culture in business literature on cultural difference", *Culture and Organisation*, 14(1), Pp. 15-30.
- Higgins, J. M., Mcallaster, C., Certo, C. and Gilbert, J. P. (2006) "Using cultural artifacts to change and perpetual strategy", *Journal of Change*

- Management*. 6(4) Pp. 397- 415.
- Howard, L. W. (1998) "Validating the competing values model as representation of organisational cultures". *International Journal of Organisational Analysis*. 6(3), Pp. 230-250.
- Innocent-Ene, E. O. (2008) "Diversification of educational reforms through entrepreneurship training" in Lawal, A. R. et al (eds.) *Education reforms in Nigeria: past, present and future*. Ibadan: Stirling-Horden Publishers Ltd.
- Johnson, P. and Harris, D. (2003) "Qualitative and quantitative issues in research design" in Judge, W. and Douglas, T. (2009) "Organisational change capacity: the systematic development of a scale", *Journal of Organisational Change Management*. 22 (6) P. 635-649.
- Kelemen, M. and Rumens, N. (2008) *An introduction to critical management research*. London: SAGE Publication.
- Mitchell, M. L. And Jolley, J. M. (2010) *Research design explained*. Seventh edn, Belmont: Wadsworth Cengage Learning.
- Moja, T. (2000) *Nigeria education sector analysis: An analytical synthesis of performance and main issues*. World Bank Report 2000.
- Oniemayin, F.E. (2008) "Prognosis for the current reforms in education with benefits of hindsight" in Lawal, A. R., Jimoh, S. A., Olorundare, S.A., and Ijaiya, N. Y. S. (eds.) *Education reforms in Nigeria, past, present and future*. Ibadan: Stirling-Horden Publishers Ltd.
- Padaki, V. (2000) "Coming to grips with organisational values", *Development in Practice*. 10 (3&4), Pp. 420-435.
- Parker, R. and Brandley, L. (2000) "Organisational culture in the public sector: evidence from six organizations", *International Journal of Public Sector Management*. 13 (2) Pp. 125-141.
- Parlalis, S. K. (2011) "Management of organisational change in a case of de-institutionalisation", *Journal of Health Organisation and Management*, 25 (4), Pp. 1-75.
- Partington, D. (2003) "Grounded theory" in Partington, D. (eds.) *Essential skills for management research*, London: SAGE Publications.
- Partington, D. (eds.) *Essential skills for management research*, London: SAGE Publications.
- Pettigrew, A. (1979) "On studying organisational cultures". *Administrative Science Quarterly*. 24, Pp. 570-581.
- Reisssner, S. C. (2010) "Change, meaning and identity at workplace", *Journal of Organisational Change Management*. 23 (30), Pp. 287-299.
- Saint, W. Hartnett, T. A. and Strassner, E. (2003) *Higher education in Nigeria: A status report*, Higher Education Policy, 16, Pp. 259-281.

- Salmi, J. (1992) "The higher education crisis in developing countries: issues, problems, constraints and reforms", *International Review of Education*. 38 (1), P. 19-33.
- Schein, E. H. (1992) *Organisation culture and leadership*. 2nd edn. San Francisco: Jossey-Bass Inc. Publishers, P. 371.
- Schraeder, M. Tears, R. S. and Jordan, M. H. (2004) "Organisational culture in public sector organizations: promoting change through training and leading by example", *Leadership and Organisation Development Journal*, 26 (6), Pp. 492-502.
- Scott, W. R. (2010) "Reflections: The past and future of research on institutions and institutional change", *Journal of Change Management*, 10 (1) Pp. 5-21.
- Smollan, R. K. and Sayers, J. G. (2009) "Organisational culture, change and emotions: a qualitative study", *Journal of Change Management*. 9 (4) Pp. 435-457.
- Stoltzfus, K., Stohl, C. and Seibold, D. R. (2011) "Managing organisational change: paradoxical problems, solutions, and consequences. *Journal of Organisational Change Management*. 24 (3), Pp. 349-364.
- Tukur, M. (1999) *Leadership and governance in Nigeria*. London: Hodder and Stoughton Education.
- Valle, M. (1999) "Crisis, culture and charisma: The new leader's work in public organizations", *Public Personnel Management*. 28 (2), Pp. 245-257.
- Wallace, J., Hunt, J. and Richards, C. (1999) "The relationship between organisational culture, organisational climate and managerial values", *International Journal of Public Sector Management*. 12(7), Pp. 548-564
- Wallace, M. (2003) Managing the unmanageable?: Coping with complex educational change. *Educational Management Administration and Leadership*. 31(1), Pp. 9-29.
- Ward, M. (1994) *Why your corporate culture change isn't working and what to do about it*, England: Gower Publishing Limited.
- Whelan-Berry, K.S. and Somerville, K. A. (2010) "Linking change drives and the organisational change process: A review of synthesis". *Journal of Change Management*. 10 (2), P. 175-193.
- Zorn, T. E., Page, D.J., and Cheney, G. (2000) "Nuts about change: Multiple perspectives on change-oriented communication in a public sector organization", *Management Communication Quarterly*, 13 (4), Pp. 515-566.