WHAT IS AN INNOVATIVE EDUCATIONAL COACH?

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ABSTRACT

Both teachers and administrators are looking for good role models or coaches to advise them on critical educational issues. The authors highlighted the key traits of an innovative educational coach and the skills needed to support creative decision making. The importance of speed, empathy, passion and other traits were discussed as key success factors in coaching support. By cultivating these specific traits, our future and existing educational administrators will find that that their confidence will be enhanced and their leadership respected. To the extent that our educational training institutions stress these leadership traits to their candidates will determine their success levels as innovative problem solvers and empathetic leaders. Each key trait was analyzed and tied to its importance and their impact on the stakeholders of their organization. The acronym "HELPPS" was used as a memory jogger for educators to keep in mind for their trait identification of heart, empathy, leadership passion and perseverance.

Keywords: 1. Coaching, 2. Innovative, 3. Leadership, 4. Skills, 5. Traits

STATEMENT OF THE ISSUE

Education in the 21st century is changing more rapidly than most experts would have ever imagined. Technology seems to advance almost on a daily basis. Social media touches every part of all our academic stakeholders. Academic instruction and student service delivery methods that did not exist a decade ago are now commonplace. Public support to education has eroded to alarming levels. Our school districts and institutions of higher education now face intensified scrutiny from the accrediting bodies. Assessment and accountability, which many in the education community hoped would be quick moving fads that would fade away, instead became a permanent part of the landscape.

Today's educational leader/coach is dealing with complex issues on a daily basis, and our economic realities are forcing the educational leadership to become more creative and innovative. Leadership is required at all levels of the Institution. Administrators and teachers should exhibit leadership traits with trustees, colleagues, deans, directors, parents and students that give them confidence in their leadership abilities. Today's leaders must demonstrate leadership to an incredibly large number of constituencies in the various departments and programs, including supervisors, fellow administrators and teachers, entry-level professional staff, and support staff to ensure that the needs of the students are being adequately serviced. For entry-level staff, there is a role modeling type of leadership that is needed for most interactions that occur with students. Leadership with fellow entry-level staff, supervisors and senior management should be viewed as a growing and maturing work in progress. It is important that the leadership growth and maturation be observable by the various constituencies through daily interactions.

There is a great deal of leadership that must be delivered on every educational campus on a daily basis. It doesn't matter that the issues are complex. It doesn't matter that the demographics are rapidly

changing. The leadership that is provided to a school, district, program, a department, a division, or the college itself should be strong and consistent throughout the Institution's organizational chart. Educational administrators are often asked to identify a personal individual leadership style. Perhaps the best answer to that question is that it depends on the situation. A very dogmatic style of leadership, no matter how inclusive it might be will not be as effective as understanding that each situation that requires leadership attention is unique.

Leadership does not stay the same for each individual interaction, administrative decision or crisis situation. People and policies change in education every day. The exceptional leader/coach understands this and has the ability and flexibility to shift leadership style to maximize effectiveness.

For any leadership style to be effective, there still needs to be an "Innovative Educational Leadership Skill Set" that serves as the foundation for an individual's leadership style. The skill set that the authors' feel will serve all educational administrators is a bit more personal than those that appear on most leadership characteristics lists.

The acronym "HELPSS" provides the reader with a simple guide to consider when addressing the skills and traits of an innovative leader.

HEART

Heart is a necessary leadership skill that is central to everything we do in education. It gives the leader a sense of compassion that comes into play every day on our campuses. This skill gives us pause to think for a few moments about individual situations and not lump everything together for the ease of dealing with it via institutional policies only. This is an area where reflection also comes into play.

Heart as a leadership skill allows us to give great meaning to the work that we do. It lets us enjoy a sense of celebration within the institutions. Heart lets us legitimately develop relationships and a caring attitude toward our fellow employees. Staff and faculty morale has a direct connection to our institutional heart. A good heart can be observed in attitude, work ethic and morale that are generated by the organizational leader, but is hard to define.

Leadership can have its impact on one's physical well-being as well. In order to be effective the leaders health must be maintained to provide the energy needed in the daily stresses that occur on a regular basis. It is important to "re-charge your batteries" on a regular basis as Stephan Covey might say to be critical since you are the source of motivation and inspiration of a wide variety of individuals, both personally and professionally. Suggestions for ways to address re-charging include running, yoga, meditation, reflection, prayer, walking and working out. Balance is important in being an effective leader. This includes to having quality time for family and friends, and finding time for your personal solitude to collect your thoughts and making certain you get enough rest each evening (Covey, 1990).

EMPATHY

When the author's integrated what they found in their best summation they could make concerning empathy was noted by the author Maya Angelou (1969) who said: "I've learned that people will forget what

you said, people will forget what you did, but people will never forget how you made them feel." How a leader treats people most likely determined how they felt both about the leader and the organization. The major finding of the literature review from the Hawthorne studies was that the greatest positive impact on the workers' productivity was increased attention from their leaders/management (Hawthorne Effect, 2011). This was supported by Peters (1985) who found that the leaders/managers in the more successful companies got out from behind their desks and "wandered" around engaging their staff and workers, asking for their input, and, in essence, giving them attention. General Zias (Peters, 1985, pp. 291) further supported this view by concluding that in order for a leader to have respect and obedience from soldiers, the leader must treat them with respect and dignity which can only be done by spending time with them. Superintendents and principals, in the authors experience and upon their observations, who were participative and consulted their staff and teachers on major decisions, to include informing them why popular or unpopular actions were being taken, always seemed to be better supported by their staff and were more successful with their boards and constituents.

LEARNING

Is learning knowledge a leadership skill? This authors answers that question with a resounding yes! People respect knowledge. Knowledge is power, and continuous learning in necessary to keep up with the developments in pedagogy and technology. People will follow leaders that they believe have the talent and knowledge to lead them. Did you enter teaching or administration because you thought you had the ability or the knowledge to be a good at it? Somewhere along the line did you discover you had a talent for dealing with people? With students? Did you improve your talent by preparing yourself professionally by learning through your graduate degree in Higher Education, Student Personnel or Educational Administration? Do colleagues or supervisors respect you for your knowledge base in various aspects of education? Do you attend conferences, workshops, seminars and stay up on the latest technological advances in the field? If you increase your knowledge base, you increase your learning. Are you the go-to person on your campus for any aspect of education? Do you remain humble about your talent, so others see it as a positive part of your leadership skill set? Your ability to learn and share your knowledge will earn the respect of others, and can be a powerful leadership tool.

PASSION

Passion is an extremely critical skill that cannot be overlooked in Education Administration. Remembering that we are discussing all educational administrators from Entry- level to Senior Management. There is no substitute for passion for the profession. Even as one rises further and further up the administrative ladder and daily contact with students diminishes, a passion for working with students should not be lost. Senior Administrators will have to create intentional opportunities to maintain interaction with students. It will not be the easiest thing in the world to carve out time for students, but it will be worth it. Colleagues, subordinates and students will note which administrators have retained a passion for working with students.

Another difficult aspect of being an innovative educational leader through our cycles of change is maintaining your passion for all the responsibilities within your department, school, district or division. As human beings, it is only natural that there would be parts of our jobs that we would lose our passion for. What is critical for the administrator is to not show that lack of passion to the various constituencies with which you interact. Try to find ways to revitalize your interest in whatever aspect of the job you no longer

care for. Never delegate tasks or assignments because you have lost your passion for the responsibility. Never publicly acknowledge that you don't enjoy budgeting, personnel matters, strategic planning, technology, assessment, or any other areas that you can grow weary of and lose the passion you once possessed. Passion fuels motivational drive, so it is an incredibly important leadership skill to possess throughout your career.

THE OTHER

Perseverance has emerged in the last five years as one of the most critical leadership skills an Innovative Educational Leader can possess. The condition of the economy, the drop in state public support for her Education at all levels, and the increased call for assessment and accountability have required administrators to make detailed plans on just how to persevere through the hard times. Leaders at all levels of administration are working with their teams on how to survive the crisis, while still moving forward. Innovative Educational leaders in this climate realize that growth is stalled and is not likely to return until the economy and public support rebound. Perseverance is seen in administrators just trying to hold onto resource levels for their program or department. Trying to replace retiring or departing staff members now requires long, drawn out search processes, persistent and often argumentative discussions, and perseverance unheard of a decade ago. Budgets must be checked and rechecked on almost a daily basis. Perseverance is a relevant leadership skill when expectations are to improve and grow a program, when at the same time resources are being cut to the bone.

STRATEGY

Strategy would be the first leadership characteristic that we would identify for the administrator: How well do you plan? Are your planning, organizing and implementation skills readily apparent to all of the college constituency groups that you interact with? What is your working knowledge of your institution's strategic plans? Do you understand how to move or maneuver projects to successful completion? Do both your sub-ordinates and your supervisors readily understand your strategy for resource allocation within your program, department, school or division? Are the strategies you employ always viewed as having integrity and not self-serving? Do your colleagues express faith in the strategies you put forth, particularly if it is impactful on their students, parents, program or department? Are the strategies developed in a transparent manner, with great inclusiveness from appropriate constituencies? Is maximum communication utilized up and down the organizational ladder as strategies are developed and implemented? Finally, are your strategies viewed as successful and most importantly seen as improving or bettering your program, department, division, institution and most important, the students? If you have answered yes to most of the questions above, then strategy is an important leadership tool you have as part of your Innovative Leadership skill set.

SPEED

Speed is a leadership skill that elicits applause from fellow Administrators. How do some Administrators seem to move at the speed of sound and accomplish tasks and projects in the shortest time possible? There is a sense that they just "get it done." Leaders who possess this skill excel at putting together and leading committees through their charge. As a leadership skill, speed is only relevant if quality work accompanies the speed. Many of us have had employees who have passed the speed test, but failed the quality control examination. There can sometimes be very distinct advantages to "speedy" leaders. Often items that are finished first are viewed in a superior manner. This may lead to some improved resource allocation for their department. "Speedy" leaders are perceived as very accomplished because whatever they submit to

the institution is on time and complete while others are still working on their committees, projects and tasks.

You gain your level of leadership confidence by developing your own skill set and the traits discussed in this article. Developing and exhibiting these will give confidence to your colleagues and to your team. People are assured at all levels of the administration that tasks will be accomplished with your innovative leadership. A reliance on your ability to succeed soon develops within others. Your belief in yourself can become inspiring for your employees, especially those looking to develop their own leadership skill set. Your other leadership skills will all be enhanced by your confidence. Confident leaders wish and want to take on more responsibility and usually the school, district, college or the university comes to rely on them.

By finding opportunities to use these traits and skills, the innovative leader will be perceived and strong and confident with the knowledge to lead the organization. In many cases they develop a sense that their career is going in the right direction and that they are part of a progressive organization where they can contribute to its success. People within the institution will seldom question strategy, passion, heart or discipline, but will quickly pounce on an opportunity to question a leader if he or she does not exhibit confidence and strength.

IDENTIFYING AN INNOVATIVE EDUCATIONAL LEADER/COACH

It is often mentioned, that you know an innovative educational leader or coach when you see one, but identifying their specific traits are often hidden in their daily problem solving activities. As stated in the textbook "Innovative Educational Leadership through the Cycle of Change", innovative leaders are individuals who inspire trust among their fellow workers, they have been effective team members and served well in past leadership roles as a collaborator and take the "extra step" to make certain that the team mission is accomplished (Cunniff, 2013). It is also clear that the innovative leader uses assessment data to make organizational decisions and strives for continuous improvement, providing credit where credit is due.

CONCLUSION

Development of the traits and skills presented in this paper is highly recommended for all levels of innovative educational leadership and coaching. Outstanding leadership in educational administration creates success for teachers and students both inside the classroom and outside the curriculum. Development is facilitated for both graduates and undergraduate students when administrators examine their own Personal Leadership Skill Set and expand their vision of how to best serve the multiple populations in today's schools, school districts, college and university campuses. By remembering how a true innovative leader/coach can implement the traits of having a good heart, empathy, passion, strategy and speed, (HELPPS), he or she can have successes beyond their own expectations. More research is needed to show how the aforementioned traits can be adopted to situational leadership.

BACKGROUND OF THE AUTHORS

Dr. Daniel T. Cunniff is the senior editor of the textbook "Innovative Educational Leadership Through the Cycle of Change," author of the textbook "Ethics for Visionary Leaders: Setting Your Ethical

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EMERGING TOURISM BETWEEN PAKISTAN AND CHINA VIA SILK ROAD

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ABSTRACT

The prime objective of the article is to shed light on the promotion of basic mutual understanding on the China's initiative for the revival of Silk Road. The main focus is to discuss the benefits and challenges in the tourism industry which Silk Road/route may bring for the neighboring countries spatially for Pakistan. Pakistan, being the first stop of the project of "silk road revival" and the heavy Chinese investment of $40 billion, the possibility of opening and revival of tourism industry between the two nationals would be proposed. The unique Silk Road connection between Pakistan and China, itself gives us primary novelty for this research and for future. The very old and strong friendship and very new project will give us enough space to design some innovative points to strongly improve the quality of services and overall tourist experience in these new tourist destinations. The markets of Kashgar, China will open new opportunities for Pakistani businessmen to extend their trade with China as well as to the Central Asia. Qualitative research and analysis through online research and data gathering; Study of the best practices in selected tourist site scenarios, focusing on the aspects of management, service and policies helpful to improve the tourism activities on both sides via silk road would be explored.

MANAGING EDUCATIONAL LEADERSHIP AND ONLINE TEACHING IN A CHANGING DIVERSE TECHNOLOGICAL SOCIETY

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ABSTRACT

Leadership is something that we know when we see it, yet when asked to define leadership we need to stop and think about leaders we have known or read about as well as our own experiences regarding this term. For the purpose of this paper, the author will narrow the scope to educational leadership in the area of teaching and administration. The discussion will include a description of leadership, when it occurs, where we can find it, why it happens and how does it happen. The managing and the training of leaders are the people and events that surround the leader providing support, guidance and oversight in the form of organizational parameters. The writer will show that research indicates there is a gap in the dissemination of information technology as a leadership tool and a challenge in communicating with the various cultures inclusive in our ever-changing educational environments. The notion of additional leadership training is needed in technology for school district staff development as well as the courses we teach in our educational administration programs in order to be competitive in this rapidly changing world

WHAT IS LEADERSHIP?

The role of a leader has had multiple definitions and connotations throughout history. The writer will use "influencing others to take action, recognizing the action and reporting on the results." Although this definition can include multiple organizations, the author will direct this paper toward the educational arena including the use of technology and dealing with cultural diversity.

Leadership is power. It inflates the ego, creates perceptions, and brings about expectations. It is a dynamic for bringing about change, as well as instilling confidence and security. Moreover, it is the ability to influence people and can alter the course of history personally, locally, nationally and internationally. It is central to the success of any institution.

Philosophers have discussed the concept of leadership for centuries. Dialogues on the topic can be found in works of Plato and Caesar. According to Bass (1981), leadership is a robust concept that "occurs universally among all people regardless of culture, whether they are isolated Indian villagers, Eurasian steppe nomads, or Polynesian fisher folk" (Bass, 1981, p.5).

There are multiple theories of leadership. Included are suggestions of the "Great Man" theory, saying, as an example without Moses, the Jewish nation would have remained in Egypt, and without Churchill, the British would have lost to the Germans in World War II. Some trait theories state that leaders are empowered with superior qualities and set them apart from followers. Environmental theories contend

that leaders emerge as a result of time, place, and circumstance. No matter what theory is used to explain it, leadership is strongly linked to the effective function of complex organizations throughout the centuries as well as more simplified endeavors undertaken by individuals (Marzano, 2005).

The Great Man theory is evident in today's business world with mixed public reaction. This popular leadership notion gained popularity in 1979 with Lee Iacocca leading Chrysler, Jack Welch the head of General Electric, Microsoft's Bill Gates, and Berkshire Hathaway's Warren Buffet who became celebrities and are among the world's richest men.

On the negative side of leadership, Bernie Madoff stands out. This former broker and investment advisor developed a $50 billion Ponzi scheme causing thousands of investors to lose large sums of money. According to Greg O. McCrary, a former special agent with the F.B.I., who spent years working with criminal behavioral profiles, Madoff has the characteristics of a psychopath who lies, manipulates, deceives, and has feelings of grandiosity and callousness toward his victims (Creswell, 2009). Jeffrey Skilling's criminality with Enron is now a classic case of lying about the company's profits and concealing debts causing the collapse of the corporation. Maurice "Hank" Greenberg left AIG floundering in 2005 and in need of a bailout. Many of the aforementioned leaders considered themselves irreplaceable. Perhaps these leaders of industry were unaware of France's Charles de Gaulle's statement "The graveyards are full of indispensable men" (Collingwood, 2009). In the business world, boards of directors usually manage the Chief Executive Officers. In education, it can be graduate councils, faculty senates, boards education, school site councils, and county, state and federal agencies.

TYPES OF LEADERSHIP

Educators are interested in leadership that pertains to schools and the teaching/learning process. School-based or site-based leadership empowers staff to create conditions in schools that facilitate improvement, innovation and continuous improvement (David, 1989). The activities and management of these leaders are monitored by individuals and groups such as school boards, principals, superintendents, parent teacher organizations and school-site councils.

Shared leadership distributes responsibilities, but accountability will often rest with the top administrator of the school, organization or district. A true school-based management (SBM) empowers the principal and professional staff members' with wide latitude in improving the effectiveness of the teaching/learning environment. According to Elmore (2000), teachers would be encouraged to introduce improvements that directly impact learning that in the past was the authority of upper administration. This includes budget responsibilities, personnel selection, curriculum, and program evaluations. This type of structure is a departure from the traditional leadership model and can have a positive or negative impact on the school depending on how the concept is approached (Elmore, 2000). Care must be taken to ensure that there is adequate information available to the staff and training for professional development included in order for the staff to make informed decisions. Additionally, a key part of this system is that a significant amount of time be provided to staff for planning and development, as well as a reward system set up to recognize improved performance (Odden & Wohlstetter, 1994). This does not mean that the administration can abdicate responsibility. On the contrary, it increases the need for effective leadership from those who serve in leadership roles.

The chances of success are increased when school-based management is used and the staff are given guidelines and the time to acquire new knowledge and share ideas as well and plan, implement, and report ideas on how to improve student learning. An important component of this system involves rewards such as money for professional development, materials, and reimbursements for extra time, recognition meals, plaques, reduced teaching loads and public recognition (Cunningham & Gresso, 1993).

In the September, 2009 Phi Delta Kappan article "It Can Be Don, It's Being Done, and Here's How", Karin Chenoweth wrote that many schools have broken through the pattern of low achievement for poor, black, and Hispanic students by getting their teacher out of isolation and giving them time to work together in collaborative teams, and teaching what they want students to know, not assuming that parents will fill in the gaps. (Cheoweth, 2009).

President Obama was quoted in a speech to the Hispanic Chamber of Commerce, "**From the moment students enter a school, the most important factor in their success in not the color of the skin or the income of their parents; it's the person standing at the front of the classroom**" (Bushaw & McNee, 2009).

The SBM system is in keeping with Thomas Friedman's contention in his book *The World is Flat,* stating "hierarchies are being challenged from below or transforming themselves from top-down structures into more horizontal and collaborative ones" (Friedman (2005). Extending this line of thinking, universities are being challenged by students who grew up with the computer and by new delivery programs that are based in distance programs such as online classes. This knowledge and these ideas are brought into school systems as these students become teachers and administrators, thus opening the door to new forms of communication and instant messaging. Couple this with our increasing foreign populations with their diverse cultures and we have both a challenge and an opportunity to educate and communicate wide segments of our population world-wide. Friedman believes that there is an emergence of completely new business and organizational models, and new social and political models as well. With this in mind, the universities and school districts must be able to reorganize and reconnect with a world that has become smaller and flatter. He goes on to say that greater use of distance learning is one possible way to reconnect to the new world (Friedman 2005, p.45).

ONLINE LEADERSHIP

As far as online technology leadership in education is concerned, there has been minimal research conducted on the effectiveness of complete online degree programs. Most findings have shown little or no differences in the effectiveness of the instruction be it online or face-to-face (Neuhauser, 2002).

Traditional methods of online instruction are constantly being modified with the advent of new technology. Integrating Internet video conferencing has emerged as well as the hybrid concept whereby classes are held both on site as well as online. These methods have also accelerated learning and condensed courses in what in the past was a semester course into a month long course. **The class leadership can be shared via online presentations via Skype or through traditional platforms such as Blackboard or E-College**. Learning theories, such as Howard Gardner's Multiple Intelligences (Gardner, 1993) advocate multimedia instructional approaches to enhance learning. Multimedia is the combination of the various types of media such as video, sound, text, graphics, and color to better communicate and display the characteristics of a thought, function, principle, or concept. Online lends itself to his ideas and affords a wide variety of ways to transmit learning.

Clicking on a word or phrase can now hyperlink a student to any place on earth. When teaching online, the instructional leaders must be aware of the need to translate where necessary, the time zones reached and the technology available to the learners. Many areas of the world lower socio-economic areas do not have internet available. In some cases, if it is available, people cannot afford the expense.

Online instruction opens the doors to a diverse population from a multitude of cultures. Limited English speaking students often gravitate to this format where there are limited speaking opportunities and it is easier for them to text and write assignments without oral presentations. The instructional leaders must be cognizant of this as they conduct their classes.

When the instructional leader puts in place an academic program at an accelerated pace working with adults, every possible proven instructional technique that enhances learning, and reduces time required, should be used. Presenting lessons to learners from a variety of cultures, who are working, many with families, have a finite amount of time to earn a living while taking classes, instructors have an obligation to expedite and enhance learning as much as possible (Beckwith & Cunniff, 2009).

Facing severe budget cuts have forced universities to look at more efficient ways to deliver instruction. In 2009, the University of California's 10 campuses discovered they could not educate as many students as before and proposed opening an 11th campus, online. Dean of the law school at Berkeley, Christopher Edley Jr., is very interested in hearing more about online programs and says, "In all seriousness, I feel some sense of urgency about this for fiscal reasons." (Chronicle, 2009).

LEADERSHIP THEORIES

Other popular theories of leadership with a focus on education include instructional leadership, situational leadership, servant leadership, transformational leadership, transactional leadership, and continuous improvement. Several of these have been a spinoff of business models used world-wide.

The instructional leadership model has been the most popular over the past two decades. It is one of the most frequently mentioned educational leadership concepts in America and yet not well defined (Leithwood, Jantzi, and Steinbach, 1999). This term is often used when defining the school principal's role and main function. Researchers have described this leadership role of one who is a resource provider, instructional resource, communicator and has a visible presence (Smith and Andrews, 1998). Some would also add availability to this list.

In 1991, Paul Hersey and Kenneth Blanchard coined the term "situational leadership". The concept focuses on the flexibility of leaders and their willingness and ability to adapt their style to the needs of the situation. Their concept included four styles involving telling, participating, selling, and delegating. They suggest that the effective leader is one who is skilled in all four styles and knows when they should be applied (Blanchard, Carew, & Parisi-Carew, 1991).

The desire to help others, or servant leadership was the motivation researcher Robert Greenleaf studied that became key components of other theorists such as Covey (1992); Elmore (2000); and Spillane, Halverson, & Diamond (2001). Here, the servant leader is in contact with all aspects of the organization and nurtures those within, understands personal needs, is an active listener, provides resources, and helps to develop skills within the organization (Greenleaf, 1970, 1977).

Transformational leadership is a term that has its roots in the work of James Burns in 1978, considered the founder of modern leadership theory and modified by Kenneth Leithwood in 1994. This concept states that the school leader must attend to the needs of individual staff members, help staff members think of old problems in new ways, communicate high expectations for students and teachers alike, and demonstrate through personal accomplishments--a model for the behavior of teachers. By doing this, the leader demonstrates individual consideration, intellectual stimulation, inspirational motivation, and becomes an idealized influence in his or her organization (Leithwood, 1994).

Transactional leadership is defined by Burns as "trading one thing for another (quid pro quo), whereas transformational leadership is more focused on change (Burns, 1978). In more detailed terms, Bass and Avolio (1994), outline three types of transactional leadership: management-by exception-passive, management-by exception-active, and constructive transactional. Other researchers have further explained the concept in that management-by exception-passive involves setting standards, then waiting for problems to arise before acting, thus keeping the status quo. Those who choose management-by-exception-active watch everything, pay attention to issues, set standards, and monitor behavior. Constructive transactional leadership sets goals, provides clarity, provides feedback, and gives rewards. A characteristic of this style is that followers are invited into the management process and followers generally focus on achieving expected organizational goals (Sosik and Dionne, 1997).

Continuous improvement and total quality management are closely related. Edward Deming (1986) is considered the founder of total quality management (TQM) because of his work after World War II in helping Japan restore its manufacturing foundation and in the United States, for working with Ford and Xerox to improve their overall product and service quality. Continuous improvement is a term that came from the Japanese word *kaizen*, meaning continual and incremental improvement in all aspects of the organization. Deming said "a leader must invite continuous improvement into the organization and keep it alive by keeping the goals of the organization up front in the minds of employees and judging the effectiveness of the organization in terms of these goals" (Deming, 1982). The Deming award is given to organizations in Japan for outstanding quality reflecting Edward Deming's beliefs. The Malcolm Baldridge award for quality products and services produced by organizations in the United States came about as a result of the work accomplished through programs of continuous improvement and total quality management.

TECHNOLOGY DIVERSITY AND CULTURE

Gutierrez and Rogoff (2003) contend that culture is dynamic, situational and historic. **Diversity and culture include an individual's ethnicity, as well at their geographic location, gender, generation, age, religion, group memberships, historical context , and level of education**. A key notion in any discussion of culture issues in school settings was described by Bensman (2000) who stated "cultural interchanges within the school setting and parental consciousness outside of the classroom provide the way to facilitate student success."

There are several barriers that parents and students from diverse backgrounds must overcome to increase communications. The lack of English is one of them as is the lack of confidence, past negative school experiences is another. Bermudez and Marques (1996) cite that work interference is another key barrier that can get in the way of good home-school partnerships.

Mark Prensky (2001) studies the students who were born into the digital age and lists a variety of digital toys and tools that have flooded the digital age student since birth. Toys, tools and gadgets such as music players, phones, games, video cams and thousands of related applications are second nature to those born in the computer age. Many of these same devices intimidate those born prior to the digital age. Prensky coined the terms "Digital Natives" and Digital Immigrants". He also wrote **about the biggest problem in education today is that our immigrant instructors fail to engage the digital natives in their classes**. Many bring this mentality to the creation of classes and programs that bore the natives. Prensky goes on to say that we need to confront this diversity issue of the native-immigrant gap or we should just forget about educating digital natives who in essence, will educate themselves (Prensky, 2001).

The digital natives are considered leaders as Internet experts, and in the early days of the dotcom boom, showed a bias toward the young over those with long experience in the organization. That bias for youth angered many mature adult leaders who thought that it was unfair that these young people were getting so rich so fast. Older administrators and instructors must get younger in spirit to fit in and in today's fast-paced era of technology, must be willing to take direction by those who are their juniors and adjust their leadership style (Kanter, 2001).

It is time for universities and educators at all levels to address this issue in our programs and staff development training. Educators need to work with students and parents in this process so that we can learn to talk to the digital age youth in their language. Timothy Van Slyke (2007) believes it is not necessary to change completely our traditional approach to teaching and administration, but we definitely need to incorporate digital age applications into our methods of teaching and communicating to our public (Van Slyke, 2007).

TECHNOLOGY AVAILABLE TO LEADERS

It is not possible to list all the technology that is available to today's educational leaders. By the time this is read, a new application and device will be on the market. Some common technologies are already embedded within our daily routines such as cell phones, computers and electronic calendars. **What seems common to the educator, may be a mystery to a parent or student from another culture**. It will be up to the educator to educate his or her public or student, in order to obtain the communication needed for a successful program. The following is a list of common technologies available to our educational leaders:

Email

Electronic mail is now common to both faculty and students. It is easy to send email, receive email, cut and paste, and forward email. Some school administrators use this as an effective communication vehicle by incorporating the following:

- o Communicate to students, staff and community
- o Respond to supervisor requests
- o Respond to a complaint, concern or issue
- o Request data, information, survey or input
- o By having students use email as a vehicle for the assignment, they can distribute it to other class members, forward email to mentors for response/editing, or role-play with other students in exchanges to be shared later with the class or instructor.

Blog

A blog is an abbreviate term for 'web log'. It is a text-based system and an ongoing commentary of information. Blog texts are displayed in reverse chronological order, and may include announcements, reports, shared reflections, and various discussion topics.

PowerPoint

PowerPoint is electronic presentation software that is commonly used in schools and online classes. It allows the presenter to visually display text, graphics and pictures. It can also include audio, video files, and live links to the Internet. Delivering presentations on a number of topics is common for school administrators. Online and onsite instructors can have students deliver their presentations in this format as well.

Podcast

A podcast is 'audio content' available to users on the Internet. Attendees can access the audio content at their convenience from their computers, iPods and MP3 players. They can do this at a time and a place convenient to them. There are several free podcast websites such as http://www.mypodcast.com. Some advantages include the ability to have audio communication to students, staff and community, send standard messages, directions or welcome announcements, have short staff development trainings, and have an audio summary of new policies impacting the audience.

Conference Call or Audio Conferences

Conference calls or audio conferences permit a number of people to share a single telephone line. This allows synchronous audio communications from a number of participants. These calls can be used to set agendas, introduce and host guest speakers, lead team activities, conduct calls to parents or community members on key issues, and have calls to superiors regarding difficult topics. One free Internet-based audio conference service is http://www.freeconferencecall.com.

Web/Video Conferencing

Web or video conferencing allows synchronous communication with both video and audio. This technology can be available free for computer users with access to a microphone, video cameras and the Internet. Video conferencing has been used to conduct interviews, team meetings across school sites and districts, and host guest speakers. Faculty can access web conferencing free by using http://www.skype.com. Some online programs offer Class Live Pro and Adobe Connect as video conferencing connections.

Websites and Instant Messaging

School districts often have their own websites available on the computer. Here is an area to share information about the school district or school. Calendars and schedules of events may be posted as well as information on the history and future district plans. Board meeting or school site council minutes may be posted here. Principals and Superintendents often use a website for general communication with the community. Some teachers or students may have their own websites. Texting, Facebook, Twitter, and Myspace are often used by students and staff alike for social networking and instant messaging. Many schools, districts, and universities have direct messages sent to land line and cell phones to alert recipients

to emergencies, and report or collect information. Often these communication devices, especially the district computers, are monitored for appropriate usage.

iPads and iPhones

Apple computer has taken the lead in developing creative communication techniques using applications that are voice controlled, have high megapixel cameras and video recorders, use touch screens, and incorporate GPS navigation. These products are initially expensive and in general not widely used by the parents of the average public school student. Google is another competitor is this market. Both are strong contenders in the PC and mobile market. As the price becomes more affordable and the technology more user friendly (such as voice activated and touch screens), these items will be accepted and used by students, parents, teachers and administrators. As of June, 2010, Apple's iPhones and iPod Touches have sold over 85 million. Microsoft continues to gain ground with their introduction of Windows 7, and soon to be released Windows Phone 7. There is much for our leaders to choose from in this dynamic, morphing world of technology.

Electronic Portfolio

Electronic portfolios are a means for storing student data and often used to chronicle activities performed during a certain period of time. Capstone courses are known to use this feature as a replacement for three-ringed binders. Portfolios can be stored on CD's or on the Internet through platforms such as Blackboard or E-college or a school or university website. Portfolios may include webpages, videos, PowerPoints, cover letters, resumes and other documents (Orozco, 2009).

Clouds

Clouds are online backups that involve downloading a company's software on your computer. The purpose of the software is to allow the user to easily restore the files on the computer if it crashes from hard drive failure, you accidently delete a file, or if the laptop or iPad is stolen. There is usually a charge for this service.

Educational administration credential courses have been taught online for decades. What has not been taught effectively is how to use technology for administrative use. Brooks-Young states that "In essence, the focus of educational technology preparation programs has long been on instructional technology and teacher education rather than technology for administrative use" (Brooks-Young, 2002). **There has not been enough focus on the development of pre-service and in-service administration programs**. Many colleges and university schools of education have not been keeping up-to-date with new technology available to our future administrative leaders and the challenges they will face, not the least of which is the digital divide. In many ways, the digital divide separates the haves and have not's when it comes to being educated and having the tools of technology. Our university administrative programs and school district staff development training can go a long way in closing this gap.

OVERCOMING BARRIERS WHEN WORKING WITH STUDENTS AND PARENT OF DIVERSE BACKGROUNDS

Apart from the tradition methods of pot lucks and international fair days, researchers have concluded that administrators must have a plan for communication with parents and students and should

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use both soft and hard skills in their approach. Technology is not enough. Diverse students and family members need to be made welcome and encouraged through positive interactions. Boethel (2003) suggests meeting families away from the physical school campus and use the multiple forms of communication described in this paper in the multiple languages of the school. They go on to say that administrators should use a variety of volunteers to talk with students and parents about what they believe about education and specifically, what they believe about their school and their particular teaching/learning environment.

NAVIGATING NEW WATERS

In many ways, history does repeat itself, in that we are all influenced by our environment, up-bringing, our religion, our politics, heroes, media, and customs. The fact is**, the change cycle has become much different and more intense**. Society is changing, and these changes are having a significant impact on teaching and learning. Children of today and tomorrow are and will grow up with a very different relationship to authority and self-control. Our children are overindulged and lack discipline. Young people today show less deference toward authority and more than nine out of ten Americans surveyed agreed that young people's lack of respect for adults is a problem: more than half see it as a significant problem (Johnson, 2003).

During and after World War II, there were a significant number of "latch key" kids who would come home after school to an empty house because bother parents were working for the war effort. Today, more and more children are growing up "home alone" for other reasons. **The two-parent single-wage earner family is fast becoming a thing of the past.** The down-turn of the economy and the high rates of divorce has curtailed the two-parent family. Large numbers of mothers now have full-time jobs outside the home. A landmark study of American adolescence by Mihaly Csikszentmihalyi and Reed Larson, found that teen agers spent only about 5 percent of their free time with their parents, and most of that time was spent with their mother (1984, Csikszentmihalyi & Larson).

Yesterday's children grew up with the radio and comic books. Today's and tomorrow's children are and will be growing up in an age of instant access to information, knowing more at an earlier age than their counterparts of a few decades ago, and they are more adept at and motivated to learn new technologies than most adults. Additionally**, they will be working at jobs that do not exist today** and will have global competition for those positions.

Thomas L. Friedman in his book "The World Is Flat" stated, "Clearly, it is now possible for more people than ever before to collaborate and compete in real time with more other people on more different kinds of work from more different corners of the planet and on a more equal footing than at any previous tie in the history of the world" (2005, Friedman). Computers ,I-Phones ,I -Pads, e-mail, networks, clouds, teleconferencing, and new software are all connecting the knowledge centers of the world together, opening the doors for new forms of leadership in the teaching/learning arena.

CONCLUSION

Increasing training in technology per se is not enough for an existing or future school administrator seeking to increase effective communication within his or her community. **There needs to be a greater understanding of state standards** and the opportunities in school leadership preparation programs, as well as staff development in school districts, to discuss diversity in general, and race, poverty, language, and class specifically. Students and staff need to be made more aware of the challenges currently

being faced by school administrators and how they can be an advocate for the needs of diverse groups in our changing demographics, including an understanding of students' and parents' values, beliefs, and practices in each individual culture. The advent of I-Phones and I-Pads have revolutionized the communications market. As they become more affordable and user friendly, they will become common place in our society. Using technology is one way to communicate, gaining the community trust through a shared vision, professional growth, and collaboration within each cultural context is the avenue to lasting and meaningful relationships. Managing educational leaders traditionally has been the responsibility of school boards.

Today's and tomorrow's leaders will have many more stakeholders observing and becoming involved to decision making. Technology had provided us with instant global communication, observations, and evaluations. In the end, it will be the educational leader who will be managing him or her-self, being held accountable for decisions made as they respond to the changing cycles that are and will impact the field of educational management.

Discussion Questions

1. Using your school or a school of which you are familiar, how do you see the educational leadership being managed?
2. How does an educational leader go about identifying the stakeholders necessary for collaboration?
3. How can the educational leader use technology in sharing the school's vision?
4. Integrating technology into the curriculum is proving to be a major problem in many school districts. How do you see this problem being resolved. What role does online instruction play in education?
5. When working with non-English speaking parents, what is the best way to gain their support and involvement?
6. Schools can be described and analyzed as social systems. How do you define a social system? Who are the major participants in this system? What are their roles, if any in planning and implementing programs?

Activity

Develop an Action Plan to bring a diverse parent population into the planning of an educational program. Consider the cultural population, their past experience with the system and those who are influential in the target community.

BACKGROUND OF THE AUTHOR

Dr. Dan Cunniff was the past interim chair of the Department of Educational Administration in the School of Education, at National University based in La Jolla, California. He holds a B.S. and M.S. from Northern Illinois University, and a Ph.D. from Walden University in Educational Administration. Dan has been a teacher at all grade levels, a principal, assistant superintendent in Fairbanks, Alaska, and an active superintendent of schools in the north county of San Diego. Dr. Cunniff has worked as an international business consultant and was an educational advisor to American Samoa's Educational Television System. Educational technology and Leadership have been a large part of Dr. Cunniff's research agenda and he has published and presented internationally. Currently, Dan is working at the headquarters of National University and was a coordinator for the online Educational Administrative courses. He was the State

Treasurer for the California Association of Professors of Educational Administration, and has been an active member for the past several years. He is also the recipient of National University's Professoriate Award from the Chancellor of the university, and has authored two textbooks on educational leadership.

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EXPLORATION OF AVABILITY OF ONLINE TOURSIOM SERVICES PROVIDERS IN PAKISTAN

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ABSTRACT

Travel and Tourism's impact on the economic and social development of a country can be enormous; opening it up for business, trade and capital investment, creating jobs and entrepreneurialism for the workforce and protecting heritage and cultural values. Pakistan is one of those few countries in the world that are blessed with a diverse inventory of tourism attractions. The country has oldest civilizations in the world, locations with attractive scenic beauty, splendid mountains and peaks, sacred religious and historic places, seasonal varieties, unique arts and crafts and rich culture and heritage. According to World Tourism Organization's Report, in 2012, on a global basis, there were 1035 million foreign tourists [1]. Pakistan's share of the global tourism market in 2012 was only 0.09%; which is below its potential. In South Asia, Pakistan's share out of a total of 14.37 million foreign tourists was 6.7%; compared to India's share of 46%.

The increasing competitiveness in the global tourism market spatially in the Asian region, encourages tourism operators to investment more in promotions, resources, knowledge and quality in order to achieve satisfactory growth. Based on the discussions of Pakistani tourism demand escalation, this article has made the explorations of online availability of online tourist service provider in Pakistan. Supply (business) model of several Pakistani online tourist services providers from different Pakistani online websites are analyzed. Some comparisons with US, UK, China and India's similar online tourism services providers have explained with hints of seeking discussion. For better developing such new supply (business) model, a cost structure of this model is offered based on interviews of the tourism industry in Pakistan.

Key words: Internet tourism service providers, Pakistan online tourist industry, business model

PATTERN OF SCIENTIFIC INTEREST INFERRED FROM PUPIL SIZE WHEN ELEMENTARY STUDENTS OBSERVE PHENOMENON OF LIFE

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ABSTRACT

This research for understanding tendency of pupil size when students are interested based on psychophysiology studies and data. Tasks of 5 set was designed; each set was comprised up of interest materials and normal materials of same contents. These tasks were verified and interest measures that 5th and 6th grades of 184 elementary students participated. Other 5th and 6th grades of 20 elementary students' pupil size was collected using eye-tracking and analyzed statistically. For triangulation data sources, semi-structured interview and interest measures were obtained as well. All procedures were approved by Institutional Review Board(IRB) in Korea. After statistically meaningful subjects and materials were selected, their pupil size was not only analyzed but also classified. Pupil size of more than half students in interest materials was larger than normal things on all meaningful tasks as well as position and time that pupil size changed were various. It is divided into 4 patterns according to tendency of pupil change; interest sustentation, interest recovery, interest rise, interest drop. Especially, interest rise type is subdivided into interest rise-sustentation and interest rise-peak.

Keyworks - eye-tracking, pupil size, science interest

EFL TEACHER BURN OUT: THE INDICATORS, COGNITIVE AND AFFECTIVE IMPAIRMENTS

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ABSTRACT

Burn out is a psychological term that refers to long-term exhaustion and diminished interest in work. Teacher burn out could be the consequence of a whole spectrum of parameters including intrapersonal, social, ethnic, and cultural. The intrapersonal factors encompass teachers' individual emotional characteristics such as motivation, risk taking, resilience, self-efficacy, self-esteem, etc. These are features ingrained in their personalities, and may have been inborn and quite irrelevant to their environment and educational atmosphere .These intrapersonal traits are the manifestations of teachers feelings, emotions and personal opinions which might not be vulnerable to social or other external influences. What's more, the external extrinsic concepts and forces like society, ethnicity and culture can tremendously affect the occurrence and intensity of teacher burn out. Happiness, sadness, satisfaction and dissatisfaction of the community in which a teacher lives can lead to different levels and severity of teacher burn out. Teachers as individuals can be susceptible to these negative or positive feelings as the main agents of teacher burn out. Furthermore, teachers' ethnic background cannot be ignored in the discussion on teacher burn out. Ethnic and racial characteristics have proved to be of paramount importance in teachers' feelings of fatigue, frustration, apathy, isolation and what not. Moreover, cultural issues and concepts such as values, norms, rites and ritual, etc, are inescapable phenomena when we are dealing with the concept of burn out. In this study the different factors leading to teacher burn out at some universities in Iran have been investigated.

Key terms: burn out, emotional exhaustion, motivation, alienation, cynicism

DEVELOPMENT OF DESCRIPTIVE PAPER TEST ITEMS AND COUNTING FORMULAS FOR EVALUATING ELEMENTARY SCHOOL STUDENTS' SCIENTIFIC KNOWLEDGE GENERATING ABILITY

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ABSTRACT

The purpose of this study is to develop descriptive paper test items which can evaluate elementary school students' KGA (scientific Knowledge Generating Ability) and to propose counting formulas that can easily assess student's KGA objectively and quantitatively. To make the test items can possibly evaluate all the students from 6th graders to 3rd graders who are study science from formal school education, the items are developed by analyzing 2009 revised Korean science curriculum. Developed test items were distributed to four different elementary schools in Seoul, Korea. Total 280 students' reponses to the items were analyzed. Based on the analyzed data evaluation factors and evaluation criteria were extracted to design six counting formulas that calculate each quotient of SOA (Scientific Observation Ability, SCA (Scientific Classification Ability), SQA (Scientific Questioning Ability), HGA (Scientific Hypothesis Generating Ability), EDA (Scientific Experimental Design Ability), and HEA (Scientific Hypothesis Evaluating Ability) which are typical elements of KGA. As a result, six different descriptive paper test items can effectively evaluate the elementary school students' scientific knowledge generating ability. And also the developed calculating formulas can change the qualitative data, that were generated knowledge by student, into quantitative data as a quotient. Furthermore newly designed evaluation factors and evaluation criteria assess KGA more in detail and reduce the scoring discordant through the markers. Lastly, developed counting formulas are much more simple than precedent equations, so it could help easily distinguish one student's scientific knowledge generating ability.

Keywords : counting formula, paper test item, scientific knowledge generating ability.

DUMAGATS AS ENVIRONMENTAL STEWARDS AND THEIR ROLE IN SUSTAINABLE DEVELOPMENT USING TRADITIONAL ECOLOGICAL KNOWLEDGE

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ABSTRACT

Many indigenous and local communities live in territories that are biologically outstanding on a global scale. Traditional indigenous territories have been estimated to cover up to 24 percent of the world's land surface and contain 80 percent of the earth's remaining healthy ecosystems and global biodiversity priority areas. A significant fraction of the world's protected areas is found within or overlaps with indigenous lands, territories and resources. This remarkable spatial convergence presents both an enormous opportunity as well as a challenge for conservation efforts in protected areas and in the larger production landscape. Indigenous communities have also been responsible for the preservation and maintenance of traditional knowledge and practices that are highly relevant for the use of biodiversity. This nexus makes it imperative that the rights, interest and livelihoods of indigenous communities are respected and reinforced in all relevant tourism planning projects (Global Environment Facility, 2007).

The Dumagat people are an indigenous group of Filipinos found along the coast of the Pacific ocean and in the hinterlands of the Sierra Madre mountains in the eastern part of the Luzon island, Philippines. They generally resemble the other Negrito groups such as the Aetas of Pinatubo mountain, Ati of Panay island and the Ata-Manobos of Davao and North Cotabato provinces. The Dumagats, however, are taller and of bigger built than the Ati and Aeta groups based on the study conducted by Blumentritt in 1980 and Eranista in 1994 respectively.

In this study, using ethnographic research method, the traditional ecological knowledge and practices of the Dumagats have been identified which play a pivotal role in ensuring sustainable development in their areas and also highlighted their roles as stewards of the environment.

Keywords Dumagat, Indigenous, Traditional Ecological Knowledge, Sustainable Development

INTRODUCTION

Many indigenous and local communities live in territories that are biologically outstanding on a global scale. Traditional indigenous territories have been estimated to cover up to 24 percent of the world's land surface and contain 80 percent of the earth's remaining healthy ecosystems and global biodiversity priority areas. A significant fraction of the world's protected areas is found within or overlaps with indigenous lands, territories and resources. This remarkable spatial convergence presents both an enormous opportunity as well as a challenge for conservation efforts in protected areas and in the larger production landscape. Indigenous communities have also been responsible for the preservation and maintenance of traditional knowledge and practices that are highly relevant for the use of biodiversity.

This nexus makes it imperative that the rights, interest and livelihoods of indigenous communities are respected and reinforced in all relevant tourism planning projects (Global Environment Facility, 2007).

In the Philippines, the indigenous people represent nearly 14 percent of the country's population. A vast majority of the 12 million population of indigenous peoples in the Philippines reside in the uplands which they claim as part of their traditional territories. Most of the remaining natural resources in the country are found within the traditional lands of the indigenous peoples. There are 110 major indigenous groups in the Philippines and amongst them are the Dumagats. Most of the indigenous peoples depend on traditional swidden agriculture utilizing available upland areas. However, most of these traditional cultivation sites and fallow areas have now been degraded and are further threatened by the influx of migrant farmers who have introduced unsustainable lowland-commercial farming practices. Furthermore, most indigenous communities do not have legal recognition over their traditional lands, thus limiting their ability to freely conduct their livelihood activities and are denied access to other natural resources in their communities (De Vera, 2007).

The Dumagat people are an indigenous group of Filipinos found along the coast of the Pacific ocean and in the hinterlands of the Sierra Madre mountains in the eastern part of the Luzon island, Philippines. They generally resemble the other Negrito groups such as the Aetas of Pinatubo mountain, Ati of Panay island and the Ata-Manobos of Davao and North Cotabato provinces. The Dumagats, however, are taller and of bigger built than the Ati and Aeta groups based on the study conducted by Blumentritt in 1980 and Eranista in 1994 respectively.

The Dumagat people may be divided into three subgroups: Tagibulos, Kabulowan, and Idimala. The subgroups are distinguished from each other by their languages. Majority of the Dumagats belong to the Tagibulos subgroup who are found along the shores of Aurora and Quezon and the mountains of Bulacan and Rizal. The Kabulowans are concentrated in the province of Nueva Ecija. The Idimala represent a small fraction of the total Dumagat population and are mostly found in Gabaldon town, Nueva Ecija (UPM Journal, 1998).

The Dumagats depend on the sea and the forest for subsistence. Fishing, hunting, and rattan gathering are the major economic activities. Some Dumagats (who are settled more or less permanently in an area) engage in farming (UPM Journal, 1998).

Like other indigenous peoples, the Dumagats regard land as their life. They believe that the Sierra Madre mountains belong to their race but should be shared by everybody. They also believe that they have the responsibility to preserve the resources that the mountains provide. To them, forest, rivers and sea ought to be protected from any form of detriment because it is Makedepat's or God's gift to mankind (UPM Journal, 1998).

Although indigenous peoples and local communities have made enormous contributions to the maintenance of some of the Earth's most fragile ecosystems, today, they are challenged by many of the same forces that threaten nature, such as pressures from extractive industries and infrastructure development. Climate change and other global trends are likely to accelerate the loss of the natural habitats and resources upon which people depend (WWF, 2008).

Due to the abovementioned threats and challenges that these indigenous people currently face, it is inevitable to conduct a study that would stress the importance on the role of the indigenous people, particularly the Dumagats of the Philippines, as environmental stewards in ensuring sustainable development on their territories.

Environmental stewardship refers to the protection of the environment through different processes such as recycling, conservation, regeneration and restoration.

Given this pivotal role of the Dumagats in our environment, it is of great importance that this group of indigenous people be recognized as catalysts for sustainable development by sharing their traditional ecological knowledge.

RESEARCH OBJECTIVE

The main research objective of this research was to determine the roles of the Dumagats as stewards of the environment and their contribution to sustainable development using their traditional ecological knowledge.

STATEMENT OF THE PROBLEM

1. What are the roles and responsibilities of the Dumagats in the environment?
2. Why do Dumagats give high regard on the environment?
3. What are the examples of their traditional ecological knowledges and practices that are related to sustainable development?
4. How do they pass on their indigenous knowledges and practices about the environment to their children?

SCOPE AND LIMITATION OF THE STUDY

This study only focused on the roles of the Dumagats living in the Provinces of Aurora and Quezon as environmental stewards and ensuring sustainable development using their traditional ecological knowledge. The study was conducted on March 2015 until August 2015.

SIGNIFICANCE OF THE STUDY

The study would be beneficial to the following:

Other Indigenous Peoples. This would serve as a recognition for the contribution of indigenous peoples in helping the environment using their traditional ecological knowledge.

Local Communities. This would serve as a reference for the local communities about the importance of using traditional ways and practices in ensuring the sustainability of the natural surroundings.

National Commission on Indigenous Peoples. This study would serve as a reference for other existing indigenous peoples in the Philippines and the role of Dumagats in the environment.

The Academe. This study would benefit the academic institutions to fully understand the importance of the indigenous people and what role do these indigenous peoples play in the society and environment.

The Government. This study would be a testament that the government must acknowledge the right of the indigenous peoples as stewards of the land especially their ancestral domain, thus, the government should protect their rights and their claims.

Future Researchers. This study would be a basis for those researchers who want to study the role of the indigenous people in terms of environmental conservation, protection and preservation.

DEFINITION OF TERMS

The following terms are given their operational definition.

BIODIVERSITY – is the variety of life in the world or in a particular habitat or ecosystem.

CLIMATE CHANGE - a change in global or regional climate patterns, in particular a change apparent from the mid to late 20th century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels.

INDIGENOUS PEOPLES - are those groups specially protected in international or national legislation as having a set of specific rights based on their historical ties to a particular territory, and their cultural or historical distinctiveness from other populations.

SUSTAINABLE DEVELOPMENT - is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

TRADITIONAL ECOLOGICAL KNOWLEDGE - describes aboriginal, indigenous, or other forms of traditional knowledges regarding sustainability of local resources.

METHODOLOGY

Research Methodology

This study was conducted by the use of ethnographic research. According to the Association for Qualitative Research (2015), originating in anthropology, ethnography traditionally refers to a practice in which researchers spend long periods living within a culture in order to study it. The term has been adopted within qualitative market research to describe occasions where researchers spend time - hours, days or weeks - observing and/or interacting with participants in areas of their everyday lives. This contrasts with interview-based research in which interaction with respondents is limited to a conventional interview or group discussion format, is more limited in time, and often takes place outside the participant's own environment.

Data-gathering methodology

The following data-gathering methods were utilized by the researchers. Community members recommended approaches to ensure that the research process would be appropriate and respectful.

Participant observation

The researchers had lived and integrated with the community. The researchers took note of various information on different practices which community members mentioned in casual

conversations. These data were given further inquiry. Most of the Dumagats interviewed are from the subgroups of Tagibulos and Kabulowan.

Interviews

Before conducting the interview, a consent was asked from the Chieftain of the Dumagats with the help and permission of the representatives from the National Commission on Indigenous Peoples.

As defined in the Indigenous Peoples' Rights Act (IPRA), Free and Prior Informed Consent shall mean "the consensus of all members of the ICCs/IPs to be determined in accordance with their respective customary laws and practices, free from any external manipulation, interference and coercion, and obtained after fully disclosing the intent and scope of an activity, in a language and process understandable to the community." (Rule II. Section 1.k., IPRA 1997).

Interviews were utilized to obtain the life stories of Dumagats. Through this method they were able to share their personal narratives regarding how their everyday lives. Discussions were held in the morning before and after breakfast, prior to leaving for work. This was continued upon arriving from work in the afternoon. Sharing of stories was also done after dinner, before sleeping. The Dumagats were not forced to disclose their knowledge. They were informed that they have the freedom to share only what they want to share.

Focus Group Discussion

The researchers discussed different methods with groups of cultural consultants such as the Council of Elders and the Chieftain.

Re-enactment of indigenous practices

Some members of the Dumagats with the permission of the Chieftain were asked to demonstrate traditional knowledge and practices through re-enactment.

Documentation through the use of digital gadgets

The researchers obtained permission from the cultural consultants prior to taking photographs and videos of actual indigenous process or re-enactment, and also when recording interviews.

Verification of gathered information

Verification was done after data was written or encoded. The written report was read to the consultants and they were asked for comments afterward. The researchers repeatedly informed the consultants that they have a right to decide what information to disclose.

RESULTS AND DISCUSSIONS

ROLES AND RESPONSIBILITIES AS A DUMAGAT

They all strongly believe that they are the guardians or stewards of the land. The environment and natural surroundings are very important for them because it is their source of life (food and livelihood), use for shading, and also for medicinal purposes. Without the environment, they will not survive. They must protect, nurture and cultivate the environment so that in return, they will be given what they need for everyday sustenance. Another mentioned responsibility is ensuring that outsiders or

migrants would not enter their ancestral domains. As stated by Amos (2007), the Agta-Dumagat people are guided by pre-conquest rights to domains. Access to resources within ancestral domains is guided by the principle of "common property." It involves the negotiation of benefits both for the migrant settlers and the Dumagats.

For Indigenous Peoples, conservation of biodiversity is not new; on the contrary, it is part of their own culture, history, and spirituality. The Earth Charter stated that most Indigenous Peoples still living in their territories or continuing their ancestral customs and spirituality are key actors in nature conservation due to their strong ties to wildlife, biodiversity, and all the elements—water, fire, moon, and stars (Sobrevila, 2008).

The World Summit on Sustainable Development (WSSD) in Johannesburg, for instance, recently reaffirmed "the vital role of indigenous peoples in sustainable development". Indigenous peoples in general and indigenous women in particular have rich traditional knowledge systems (ecosystem management and technologies, medicinal plants, local crops) that are increasingly attracting the attention of commercial interests, yet they rarely get a share of the benefits

GIVING HIGH REGARD TO THE ENVIRONMENT

The Dumagat people give great importance to the environment. For them, it is very sacred. Their positive view to the environment may be attributed to their belief in their one god who they call as *Makedepat*. They believe that they are tasked by their god to protect the environment or else a punishment awaits them. Based from the study conducted by University of the Philippines Manila, together with the National Commission on Indigenous Peoples and other institutions in 2011, the Dumagats view the world from the mixture of Born Again Christian and traditional beliefs. They believe that humans share the world with animals and spirits living in the mountains, trees, seas, rivers and creeks.

Dumagats give high regard to the environment because they are very dependent on the forest as source of their medicine. Men of Dumagats harvest herbs that serve as medicine. Among them are *suob-kabayo, bush mint or pignut, Hyptis suaveolens* (for malaria and acidity), *lagtang or fish berry,* (*Anamirta cocculus*; yellow vine that cures fever and malaria) and *rambutang-bundok* or ramboutanier, *Nephelium lappaceum* (used by women after giving birth).

Lastly, Dumagats respects the environment so much because it is the source of their food and livelihood. The men of Dumagats usually wake up at dawn to find food to sustain their families. After waking up, instead of eating food or drinking coffee, they take *mama*, which is made from tobacco, *apog* or agricultural lime and *ikmo* or betel pepper, *Piper betle* (a kind of edible leaf). After leaving the house, they go straight to the forest to look for sources of food such as different kinds of rootcrops. Other sources of food are animals such as alamid or Asian palm civet (*Paradoxurus hermaphroditus*), wild boar or baboy-ramo (*Sus scrofa*), Philippine deer (*Rusa marianna*), birds (*kalaw or rufous hornbill; Buceros hydrocorax*), python and monkeys. Another main source of income and also to sustain their everyday needs is through the use of *puhab* (hunting grounds) to search for food or *pamamalakaya*

(hunting). According to the Dumagats, it is best to hunt during the months of July and August (rainy season) because the sound of the rain distracts the animals from hearing the presence of the hunter. They use *bahi* also known as spear made from *anahaw (Saribus rotundifolius)* trunk.

Similar from the findings, as stated from the study conducted by UP Manila, NCIP et al. (2011), in the olden times, there were two sets of food eaten by the Dumagats – for *habagatin* and for *amihanin*. During the *habagat* months, when the sea is *lantap* (calm), the main food is fish, shrimps, and other seafood. They go dive fishing or *paninisid* using *antipara* or goggles with a spear. It is done during the night when there is no presence of the moon. In addition, *pag-aalog* (bringing the logs down from the mountain using the river) is being done.

During the *amihan* months, the Dumagats, especially the men, go to the forest to seek for food. Many rootcrops are being harvest in the mountains. Aside from the rootcrops mentioned above, other rootcrops being eaten by the Dumagats are *binungu* (bibingka-like delicacy from *pugahan* tree or fishtailed palm, *Caryota mitis*), *kamoteng-baging or sweet potato (Ipomoea batatas)* and *San Fernando gabing-pula, Colocasia esculenta* (red taro). Also, *ubod* from rattan, a kind of food, can also be eaten which sometimes tastes bitter, *pukyutan* (honey) and *lukad* (coconut meat). *Yuro* (a flour extracted from the *pugahan* tree) is the popular source of food for the Dumagats. The honey from the beehive is obtained through the use of *kayakas* (made of leaves then burned near the beehive to sway off the bees inside).

Embedded within the indigenous world view is the concept of collective responsibility for tending the land and using only that which is needed for sustenance. Important, as well, is the interconnectedness and interdependence of all life forms — humankind, flora and fauna, and all that exists on the Earth. The concept of sustainability is not new to indigenous people; they are very aware of the growing need for all humans to show greater respect for the environment — respect for Mother Earth — if we are to continue to coexist in this world. Many indigenous people currently embrace sustainability beliefs through their traditional practices. This is evident in the richness and vastness of indigenous cultural practices, in particular, the many feasts and celebrations that are held to give thanks for life. There is a celebration and acknowledgement for each season and, as in the past, there is a special time to say "thank you" to the Creator for all life (Manitoba Education and Training, 2000).

EXAMPLES OF TRADITIONAL ECOLOGICAL KNOWLEDGE BEING PRACTICED

Traditional Farming Method

The Dumagat people use the slash and burn method of farming, locally known as *kaingin system*. Planting rootcrops are usually scheduled during the months of April to August. The rootcrops are then being harvested after five months. On the other hand, some rootcrops take a year before being harvested. They also believe that the best time to plant rice or *palay* is during the month of April or May when there is no presence of too much wind.

Traditional Knowledge on Weather Pattern

Dumagats can also predict changes in weather conditions. For example, they believe that it will rain when there is no sound coming from birds and animals in the forest. They can also tell if a rain or storm is coming through the movement of the clouds.

Traditional Health Systems

The Dumagat people give high respect to the environment because they depend on it for medicine. They gather different kinds of herbal plants from the forest to cure certain illnesses and diseases. When they are sick, they call the help of the *subkal* or *bonogon* (traditional healers).

Traditional Spiritual Beliefs

Although the Dumagat people believe in their only god, *Makedepat*, they also believe in guardian spirits that is why they give high regard to nature. According to the study of Amos (2007), these beliefs are directly related to sacred ceremonial sites, which are located mostly in the forest areas, and thus the forests are protected. The restrictions agreed upon for sacred ceremonial sites become the community's de facto protected area. The people revere spiritual beings as guardians of good faith, and believe that every being on earth – living or non-living – has a spiritual guide.

PASSING ON THE TRADITIONAL ECOLOGICAL KNOWLEDGE

Almost all the Dumagat elders interviewed are very much willing to pass on their traditional ecological knowledge to their children and the younger generations especially the traditional way of healing. However, due to the influence by the lowland mainstream culture, these younger generations have little or no interest at all in preserving their sacred beliefs and traditions. Also, the ongoing deforestation and denudation of the forests in which they live is becoming a contributing factor to the extinction of culture of the Dumagats.

CONCLUSION AND RECOMMENDATIONS

Knowing the traditional ecological knowledge of an indigenous group of people and its applicability to ensure sustainable development is very relevant today, especially we are experiencing climate change. Recognizing the importance of the indigenous knowledge in saving the environment would really help all the stakeholders in minimizing the effects of climate change.

Based from the results of the interviews and focus group discussions, it is very evident that the Dumagats play a pivotal role as environmental stewards and ensuring sustainable development through the use of their traditional ecological knowledge in which they have learned from their great ancestors and being pass on to the younger generations.

However, with the lack of universal guidelines on how traditional knowledge should be applied, its meaningful contribution into the overall improvement in quality of environmental assessment at present remains debatable (Gibson, 2003).

The purpose of this research is to recognize the role of the Dumagats as environmental stewards ensuring sustainable development through the use of their indigenous knowledges and practices. The researchers believe that by sharing the Dumagats' practices would pave a way to a universal framework on the application of the traditional ecological knowledge. We must also give high respect to all indigenous people in the world because they are only remaining and existing natural stewards of the earth.

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ETHNICISM AND NIGERIA'S NATIONAL DEVELOPMENT CRISIS PROFESSOR A.E. AGBOGU

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ABSTRACT

While scholars have predicted that identity politics (or what is euphemistically referred to as ethnic politics in Nigeria) were a dying phenomenon in other parts of the world, in Nigeria, it has remained the basis of political activity and has indeed become not only the unwritten law of all calculations in the political firmament of the country but also the ultimo ratio. We intend in this paper to offer explanations for the paradoxical reality of the upsurge of ethnic politics in Nigeria when in fact, the phenomenon is apparently on a downward spiral elsewhere in the world, particularly in countries that are at par with Nigeria in terms of national development. The paper is descriptive and qualitative and had relied on available data for its source of materials. Among other things, the paper locates identity politics as a tool in the hands of a national elite that has not transcended the limitations imposed by the shackles of the parsonian particularistic polar attributes which have tended to fixate their weltanschauung or world view on attachments that are unpardonably primordial. In the event, ethnicity becomes a veritable instrument not only for cheap sectional mobilization but also a means for seeking access to the so-called national cake. It is recommended that a way out of this socio-politico malady is the creation of a political arrangement that conduces to the gravitational tendency which will lead to the transfer of loyalties away from the extant ethno-nationalities to the centre.

Keywords: Ethnicism, Development, Crisis, Nationalism

INTRODUCTION

It does not require a prophet to tell the world that Nigeria's development has remained immersed in crisis. Since independence in 1960, Nigeria had never had a quiet moment: Independence was followed almost immediately by election related crises in the then Western Nigeria, then followed the Civil War which lasted from 1966 to 1970; this heralded the dubious era of the military rule which ended finally with the 1999 general elections. Since then, waves of social unrests have continued, including armed robbery, kidnapping for ransom, militancy in the Niger-Delta to the ongoing rampage of the Boko Haram terrorist sect.

In 1983, Chinua Achebe claimed that the source of Nigeria's political crisis lay in "Leadership pure and simple". This has remained unhelpful because it tells us nothing about these leaders and why they have been unable to pacify the state and set on the track of national development. Earlier, however (Melson and Wolpe 1971) noted that "Nigeria's very economic and social progress sowed the seeds of the nation's political crisis" in particular, the phenomenon of communalism, a form of group competition for the rewards of modernization that may either reinforce primodal loyalties or alternatively, generate new but

equally divisive communal attachments depending upon the structure, resources and opportunities of the situation. This explanation also falls short of providing enduring explanation for the ethnic crisis that has remained a constant occurrence in Nigerian political affairs.

We intend in this paper therefore to demonstrate that the main source of Nigeria's National Development Crisis lies in the fact of continued ethnic inclination and interpretation of relationship, such that rather than closing gaps of differences among the people it widens it to the extent that it produces negative impact on efforts geared towards national development, hence the crisis. The reasoning is that the so called leaders are from ethnic extractions and their actions or inactions by and large are a result of their origin. In the same light, the economic and social progress of the nation are themselves determined by these leaders.

Social scientists are yet to come to agreement as to the best way of defining the term "ethnic". But a very impressive work has been done by Philip Q. Yang on theories of Ethnicity (Yang, 2000). There he summarized the contending approaches into three and added his own as the fourth. The four are (a) the primordial school which believes that ethnicity is an ascribed identity inherent in ancestral traits, whose boundaries are fixed and its basis of existence is ancestory. (b) The construction school that insists that ethnicity is socially constructed, its boundaries flexible and the society as its basis. (c) The instrumentalists school that believes that ethnicity is a social instrument with a flexible boundary with costs/benefits as its basis of existence; and finally (d) The integration school believes the nature of ethnicity is in the identity constructed by ancestory and society, whose boundaries are relatively stable and changeable and whose basis are ancestory, society, costs/benefits.

Ethnicity as used in this paper is in line with the primordial school's definition outlined above. The other three schools in my opinion are confusing ethnicity with racism. In ethnicity, the diehard presence of ancestral, cultural, linguistic and all other variables that distinguishes a group of people from another are immutable. It may be most relevant in primordial societies although in dealing with other societies this position may not apply. But for our purpose here, ethnic groups in Nigeria are clearly distinguished by culture, language and general world view. Thus the main ethnic groups are Hausa/Fulani to the North, the Igbo to the South East and the Yoruba to the South West. In both the North, South East and West, there are other distinguishable ethnic groups with some amount of relationship with the three major groups. It is the divergent positions of these groups that have continued to shape insurgences in Nigeria including political instability and national development.

On the other hand, National Development is the ability of a country to improve the social welfare of the people, by providing social amenities like qualitative education, political stability, economic development, infrastructural development and conditions that make life comfortable and noble.

The point we continue to make here is that over the years, the march to national development have been hampered by the wranglings of ethnic nationalities which in the 1960s led to unrest in the whole of western region, thereafter the civil war and then the long and notorious period of military dictatorship which ended in 1999. With the return to civil rule came other ethnic related crisis like the militancy of the Niger Delta, and currently the aspect of terrorism as perpetrated by Boko Harm sect.

All the above have contributed to the speculation that law and order will break down and Nigeria may cease to exist as one entity. Secondly but more significantly is the pronouncement by Mrs. Hilary Clinton erstwhile American Secretary of State. During one of her visits to Nigeria, the American Secretary of State doubted the possibility of the survival of Nigeria as an entity by the year 2015. The choice of the year 2015 is instructive, in the sense that Nigerians were forcibly amalgamated in 1914. There is wide speculation that a clause in the amalgamation charter states that the merging units will have to consent to the continuation of the union after 100 years. The machinations of ethnic nationalities may really be the pointer to the position of the American Secretary of State. The basis for this pessimistic outlook was not immediately clear, but of course an America Secretary of State cannot speak just for the sake of speaking. Many among the Nigerian Press took it quite seriously and went to town with all sorts of interpretation. It is not unlikely that the state of corruption among the high and mighty of Nigerian politics, the warring warlords of Niger Delta and the Boko Haram Terrorists of north eastern Nigeria may have been part of the baggage that also informed the Secretary's pronouncement. The President, Dr. Jonathan responded to this statement in an address to Muslims on Friday, 9th of August when he reassured Nigerians that those who are expecting Nigeria to break up in the year 2015 will be disappointed because Nigeria is indivisible.

Thirdly, at about the same time, but independently, the then Libyan leader Colonel Muammar Gaddafi raised once again the dormant question of Nigeria' uncertain future, when he openly without recourse to diplomatic niceties called for the division of Nigeria into a Northern Muslim entity and a corresponding Southern Christian entity; restating as it were what Lindsay Barrett feared a decade ago. Mr. Barrett feared that "it would not be pessimistic to conclude that the intolerance espoused by many of these fringe organizations could lead to a major breakdown of law and order in the near future" (West African, 1988). The Federal Government of Nigeria responded with fury, to Colonel Gaddafi's statement, and instantly recalled Nigeria's Ambassador to Libya. The Senate President, Mr. David Mark on his own openly called the Libyan leader a "mad man" (The Guardian Nig., March 19, 2010).

Finally, domino effect is now a well developed analytical tool in Political Science (Chaturvedi, 2006: 93). It essentially assumes that certain political activities are like contagious diseases which by their very nature spread like a whirl-wind from one are to another provided that fertile grounds exist to support their survival. A typical example is the spread of military coup d'etats in the fifties and sixties. First in Latin America thence to North Africa and then across West Africa beginning from Nigeria to the whole of

Central, Eastern and Southern Africa, leaving only the areas controlled and influenced by the Apartheid regime in South Africa. Many Nigerians fear this possibility as is openly demonstrated in radio talk-shows and in ordinary conversation when people caution the Government to do the right thing and avoid the Algerian example of mass uprising. Even a near mass uprising in support of the Nigeria Labour strike was dubbed subversion by the Federal Government, again indicating the level of apprehension on the part of Government on sudden mass uprising, and the general unstable nature of Nigerian polity.

Source of Ethnicity

Ethnicity has become a major problem and we insist among others, it is the one that poses present and imminent danger to the existence of the state. There are several reasons that account for this situation.

Among them is what I will describe as the historical/colonial factor. Historically, Nigeria was never one nation before 1914. The peoples of current day Nigeria lived in their principalities as independent entities. The basic characteristics of these principalities included ancestoral affinity, same language and culture and at times traced their origin from one eponymous founding father. Their relation with others in the area was determined by each groups collective interest.

From the 15th century to the early 19th century, colonialism was to add other elements to the above existing distinctions of peoples of Nigeria. First, the introduction of Islam by the Almohads from North Africa to the Northern part of Nigeria, and the introduction of Christianity later in the South by the Church Missionary Society of England added to the different ethnic groups another element of distinction and variation. By that singular act the country that would be later called Nigeria had two distinct regions – a Mohammedan North and a Christian South. That is what became Nigeria through the amalgamation of 1914 by Lord Lugard thereby forcefully "merging the North and South". At independence in 1960, it was believed that the possibility existed for the integration of these two diverse groups. Unfortunately the ruling British colonial government was only interested in administrative convenience rather than building a nation through integration (Tamuno, 1999). The new Nigerian nation began its journey to nationhood on a deep division of the amalgamated tribes. The result was to be seen in the formation of political parties which toed ethnic lines, resulting in NPC Nigerian Peoples Party dominating in the areas controlled by Hausa/Fulani ethnic group, the AG Action Group in the Yoruba West, and the NCNC (National Council of Nigeria and Cameroons) holding sway in the East (Sklar, 1963).

The tension that this development engendered is apparent in the crisis that erupted in Western Nigeria after the election which trumpted ethnic origin as bases for attarting votes. The situation was further exasperated by the coup d'etat of January 1966, which was interpreted by some people as an ethnic coup (Miffett, 1982).

Once again, the divide between the tribes kept widening and the over thirty years of military rule finally entrenched ethnicity both by policy and action as the basis for co-existence in Nigeria. Chief

Obafemi Awolowo was right therefore when as early as the thirties he foresaw the depth of ethnic diversity in one of his frequently quoted passage where he declared that "Nigeria is not a nation. It is a mere geographical expression. The word Nigeria is merely a distinctive appellation to distinguish those who live within the boundaries of Nigeria from those who do not" (Awolowo, 1947).

As if the above were not enough, the military regimes that ruled Nigeria were by some reasons from the northern part of Nigeria.

		Took off	Left	
1.	Maj. Gen. Aguiyi Ironsi	16 Jan. 1966	12 July, 1966	South East
2.	Gen. Yakubu Gowon	1st Aug. 1966	29th July 1975	North Central
3.	Gen. Murtala Mohammed	29th July, 1975	13 Feb. 1976	North West
4.	Maj. Gen. Olusegun Obasanjo	16. Jan. 1976	1st Oct. 1979	South West
5.	Maj. Gen. Muhamadu Buhari	31st Dec. 1983	27th Aug. 1985	North West
6.	Gen. Ibrahim Babangida	27th Aug. 1985	26th Aug. 1993	North Central
7.	Gen. Sanni Abacha	17th Nov. 1993	8 June 1998	North West
8.	Gen. Abdulsalami Abubakar	8th June, 1998	29th Nov. 1999	North Central

During their over twenty five years of rule and domination they systematically "northernized" the high echelon of the armed forces, the civil service and appointive positions. The author elsewhere noted further without a representative structure for the discussion of the myriad differences and interests within the system, the Army continued to make arbitrary and far reaching decisions on issues close to the hearts of the different ethnic groups, thereby re-injecting into ethnicism the very potency that modernization was beginning to wipe away. Such decisions include revenue allocation, appointments to federal positions, award of contracts, choice for citing federal projects and state and local government creation (Agbogu, 1998). For this reason the hue and cry against marginalization became louder, first in the east among the Igbos then from the West and finally and violently from the militants of South South Nigeria.

Further, General Government policy has not done anything to reconcile the tribes which have continued to drift apart. In fact some government policies help to strengthen ethnic strongholds. For instance, the state of origin requirement in all official dealings with government is a clear example of how the Federal Government keeps alife the ethnic region of Nigerians because the state of origin is synonymous with ethnic region. On a daily bases Nigerians are reminded that we are not one and if you have to deal with government then you must disclose who you are and where you are from. The lopsided states and local government created by the military strategically put the power of command on Northerners who got most of the states and thereby most of the representation in the parliament.

This has greatly invalidated most decisions of the Parliament in the views of non-Northerners who have continued to agitate for equal representation, creation of more states in the south to balance the position without which most controversial decision will be deemed to favour the North.

Apart from all of the above ethnicity has been propagated, fanned and kept alife by the endemic nature of the cultural variables that is the base on which ethnicity thrives. One would wonder why, the ethnic nationalities in Nigeria who were forcibly amalgamated in 1914 have remained distinctive and separated from one another. The fact is that culture carries with it a whole world view, acceptable practices and beliefs. These have not changed since the government of the day is not doing anything tangible to change this situation. The result is that despite the ephemeral impact of acculturation, the deep seated aspect of the different cultures remained. In effect, both the food, dressing, language, outlook, world view of the various ethnic regions continues to thrive. The various tribes have exclusively remained in a distinctive geographic region, and where there is evidence of intermingling, the lines of differences are constantly emphasised. In effect you can readily see a Nigerian, and based on his appearance which may include scarifications on the face, dress, identify him as an Igbo, Hausa or Yoruba. Although the English language has remained the medium of official communication, the tribal languages hold sway strongly among the different ethnic groups.

Impact of Ethnicity on National Development

Ethnicity hinders national development in Nigeria more than anything else. It does so at several levels. First and foremost ethnicity in the political process provides the solid platform for instability, and in an unstable polity neither economic or social development is possible. Since 1960 when Nigeria attained independence, ethnicity in the political process has remained a major divisive force. During the 1963 general elections, Dr. Nnamdi Azikiwe an Igbo won election in Western Nigeria but was forced to flee and return to the Eastern part of Nigeria hence he came (Ola Balogun, 1980). Existing political parties had been formed on tribal lines as earlier shown, and the Nigerian state was only existing in name as the power holders were the ethnic nationalities. Over and over again all the political parties in the country can be clearly identified with one of the three main ethnic groups. The events surrounding the presidency, ill-health, and death of President Umaru Musa Yaradua will illustrate the essence of this factor under consideration.

The eight years rule of Mr. Olusegun Obasanjo as President was regarded as interlude, and at its expiration, regardless of the fact that the North had held power at the center longer than anybody, it was a "do or die" for the North to regain political power in the center. With their advantageous position in the parliament and the executive of the ruling political party, this was quickly accomplished with little difficulty through election rigging. (Guarding (Nig.) April 19, 2007, p 67, April 19, editorial April 2007 p. 14). Two years after this election, the Times of London warned the President "to grasp the urgency of Nigeria's situation and save a failing state before he is swept away by violence, despair or another coup"

(Times of London, August 1, 2007). As the dangers of instability loomed large the president Umaru Yardua fell sick and subsequently died. The sitting vice president who normally should hold fort while the president was unwell was prevented from doing so. The nation was therefore without a President and active vice president for nine months. The reason being that the Vice President is from the South, and any opportunity given him to act would amount to anointing him to take over in the event of the death of the president (Adeniyi, 2011).

Soon after the passing of Mr. President, the bid by the sitting vice president to complete the late president's tenure, run for his own first and second terms in office has created a wide division within Nigeria (See the proceedings of the recently concluded constituent assembly). The strongest oppositions coming from the West and the North. For the West it is "Regional Autonomy" or nothing. Their consultative assembly asserted that "unity is a derivative, it is not a goal... it is an aberration to talk of unity in a federation... all we need is an agreement between the federating units" (Ayoade and Ariyo at the policy discussion at Yoruba academy 9 April, 2014). The North asserted that federating units are not "brothers keepers", "they can be partners who through the process of cooperation assist each other to achieve its goals..." (Sekoni 2013) "the north should rise and support agitation for peaceful dissolution of this nation called Nigeria for every region to go its own way" (Secretary General Northern Youths Congress).

All these divisions are ethnically based. Had the sitting vice president been a northerner there would have been no problem at all. Despite the reassurances and the claim of economic and infrastructural developments fuelled by petro dollars, an enduring threat to the existence and national development of Nigeria emanating from ethnic differences is difficult to ignore.

Secondly, Nigerian political elites have continued to be the vehicle of entrenching ethnic feelings in the body politic. While we concede that corruption and mismanagement are the more visible hindrance to national development; in reality ethnicity is more dangerous. That is why the role of the political elites needs to be scrutinized if the dangers that ethnicity poses will be averted. The political elites have introduced the word "zoning" into the lexicon of Nigerian politics. By this, they demand that all political positions be zoned first to the regions, then states and finally ethnic nationalities. In a way, this may appear to appease ethnic yearnings for fulfilment in the national development. Yet, the fact remains, that this idea not only goes to re-enforce the ethnic differences it seeks to ameliorate but brings instant crisis when in the end all the ethnic regions are dissatisfied by the result, they condemn the process and raise marginalization alarm. This does not help national development. At a time when Nigerians should be thinking and acting as a people of one nation, the sharing of the spoils of politics releases ethnic tension capable of destroying the nation itself.

On the other hand, this same political elites turn around when in power struggle, to campaign on ethnic basis. This was glaring when three members of the three major ethnic groups ran for the position of President. In that race of 1979, Alhaji Shehu Shagari represented the North, Hausa/Fulani, Dr. Nnamdi Azikiwe represented the East Igbo and Chief Obafemi Awolowo represented the West Yoruba. Each of these contestants won in their ethnic regions respectively. The scramble for positions at the federal level can be understood from this position. Each ethnic group is ill at ease if its own is not in control at the center. The belief widely held is that only when one of their own is at the head at the center, that they can be at ease that their vital interests will be protected. In this situation where the three major tribes are struggling to control affairs at the center, in addition to the aspiration of the other minor ethnic groups, the result is criss-cross of interests and aspirations, generating suspicion and heightening tension and crisis within the polity.

Ethnicity again manifests itself in the general world view of the people called Nigerians. There is only one aspect where Nigerians have continued to assert their oneness and that is during football tournaments. During such international engagements, the enthusiasm of Nigerians about Nigeria is heightened to high level crescendo. Thereafter however this momentary enthusiasm dissipates. In the offices, market places and everywhere else, ethnic identity becomes paramount. Each of the ethnic nationalities has its own negative profiling of the other which helps to cement the differences among them. While the ethnic groups are scattered in different parts of the country, none is assimilated by the other. In most cases they live in clusters in the areas they choose to live and work such that we now have areas in the North that is designated "sabon-geri" new city where majority are non-indigenes as well as "ama Hausa" in the south east home of the Hausas where all northerners live as a distinct community within the host communities.

In some cases government policies have aided this separation. There are legislations in the North that does not allow any non-indigene to take any government job on a permanent basis. Rather, no matter the need, such non-indigenes are hired on temporary basis only to be replaced as soon as indigenes qualified to take over that position. Also in some states in the South there are two types of school fees – a cheaper one for indigenes and a higher one for non-indigenes. The most glaring of this act is the recent Lagos State Government in Western Nigeria, arrest and backload of some people believed to be Igbos back to their state of origin. Again, although the Nigerian constitution (1979) permitted all Nigerians who have lived continuously for a period of two years to vie for any position in their place of abode, there is no evidence that non-indigenes are serving in any of the state legislatures or appointed to any position in government.

The end result of all the above is that Nigerians are not yet committed to live in the area called Nigeria as one people. This was evident in the just concluded national conference where the participants

were not allowed to discuss or seek consent and commitment of all ethnic nationalities in the Nigerian project. Even with that the conference was torn apart by several agitations for separate existence or at least for a true federalism which will allow the distinct groups to develop at their own pace.

In the light of this, among other issues that have stalled national development such as corruption, mismanagement, religion; ethnicity appears to be the root while the rest are the branches and the leaves. Therefore, the idea of avoiding the discussion of the ethnic problem amounts to postponing the evil day. Prof. Wole Soyinka had earlier reached the same conclusion when he said "many people have acknowledged in various forms, that Nigeria is not yet a nation. It is therefore only intelligent to see the demand for an encounter among peoples as a response to this awareness. One that is shared by millions but is often camouflaged ... it is time for us to resume our quest towards nationhood... by resurrecting the nation conference" of all nationalities.

CONCLUSON

It is imperative that if Nigeria must grow, develop and remain stable there is a dire need to address the ethnic problems. The different ethnic groups must be encouraged to produce a blueprint of what they want in the union. We must continually remember that the amalgamation of 1914 that brought the nationalities together never sought their consent. The British colonial administration was aware of this hence it added a proviso that the union be renegotiated after one hundred years. It is now one hundred and one years and this is why there is urgent need to call a true national conference of the nationalities for negotiation and conciliation. To ignore this will amount to building a house without foundation.

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