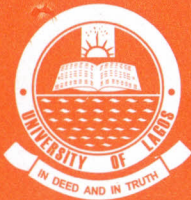


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Inaugural Lecture Series 2015

TOPIC:

**WHAT IS ADULT IN ADULT
EDUCATION?**

By
PROFESSOR OLASUPO IYIOLA JEGEDE

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WHAT IS ADULT IN ADULT EDUCATION?

An Inaugural Lecture Delivered at the University of Lagos
Main Auditorium on Wednesday, 3rd June, 2015

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Dedication

To the loving memory of my **sister** in-law, Mrs. Adetoun Jenrola Olomi (nee Popoola) who left this world on the 10th of September, 2013, a month to her 50th birthday. She was in such a hurry to do good as if she knew she had a short time to live. Sleep on till the Resurrection Day.

Protocols

The Vice-Chancellor,
Deputy Vice-Chancellor (Academic & Research),
Deputy Vice-Chancellor (Management Services),
The Registrar,
The Bursar,
The University Librarian,
The Provost, College of Medicine,
The Deans here present,
Members of Senate,
Members of the Academic Community,
Dear Students,
My family and friends,
Distinguished guests,
Ladies and gentlemen.

Preamble

Two events gave me the urge to apply to read Education at the University of Ife, Ile-Ife. The first was when my mother called me one day and said, "Supo, I would like you to be a teacher". The second was the day my Chemistry teacher called me and said, "We have a staff meeting now. Please go and handle the Form Three students". That was an exciting experience for me. When the time came for me to fill in my form for university admission, the course of study I chose was Education.

My time at Ife changed my perception. I felt that the education students were too docile for my liking so I changed my course. After graduation, I found myself in the classroom and, eventually, I had to apply for PGDE in this great University. That was how I ventured into the field of education, thankfully without any regrets.

On my first day in class as a PGDE student, a man came in and talked to us about a course titled Adult Education.

I was convinced about all he said so I changed my elective from Sociology of Education to Adult Education.

Mr. Vice-Chancellor, Sir, I am here today to narrate the story of the journey which started that day. The journey has been a combination of conceptual analyses and empirical investigation, both of which will feature in this lecture.

Introduction

The major reason for an inaugural lecture is for the individual to present his contribution in a particular field of endeavour to the public. This lecture will try to follow this principle. And, in doing so, the contributions will be presented based on two interrelated activities: my involvement in conceptual analyses and empirical investigations.

The major areas of my contribution to the field of Adult Education can be categorised into three, namely: Adult Psychology (an area in which I made a modest contribution to the conceptualisation of who an Adult is); Adult Literacy (an area in which I was involved essentially in programme development); and Peace Education (an area in which I was involved in a combination of conceptual analyses and empirical investigation).

The Adult

The central concept in the field of Adult Education is the 'adult'. One thing I first noticed when I came into the field was the controversy surrounding the meaning of this very important concept. Various definitions abound which can be summarised with the work of Braimoh & Biao (1988). The main reason adduced for this controversy is the fact that "adulthood not only means different things to different societies, it also tends to assume different

meanings under different situations” Braimoh & Biao (1988:2). In an attempt to clarify the concept, different parameters are used to describe who an adult is. Historically, it is assumed that an adult person is an individual who has been adversely or positively affected in the course of his life by events quite significant for both himself and the society he lives in. Another parameter is the chronological parameter, which suggests that the concept of adulthood should be measured mainly by the number of years a person has spent on earth. The biological parameter refers to the psychological make-up as a result of “rapid and profound internal and external physical change” (Braimoh & Biao, 1988:8).

Another parameter used to distinguish an adult is the social parameter. This parameter suggests that an adult is determined by the roles he/she plays in the society. The political parameter indicates that political posts are ascribed to those regarded as having the ability of ensuring the survival and continuity of the society.

The psychological parameter is one parameter that seeks to determine adulthood using psychological criteria. Chief among these criteria are the level of confidence an individual has in his various abilities, the extent of his courage and emotional stability (Braimoh & Biao, 1988:6).

The opportunity to be involved in the controversy came when I was assigned the course ADE 802, titled “The Adult Learner” in 1995 when I resumed in the Department. For a period of not less than six years, the class was turned into a kind of “adult laboratory”. Discussions, debates, assignments and short empirical studies were carried out which resulted in a book titled “The Adult Learner”. Mr. Vice-Chancellor, Sir, we

concluded that an adult can be viewed from two perspectives: identification and characteristics perspectives.

Identification refers to those indices that must be present in an individual before he can be called an adult, whether the person behaves like an adult or not. Identification is proof that someone or something belongs to a group of people or things. It refers to the existence of something in person that proves his/her membership of a particular group - in this case, adulthood. The mark of belonging that proves the identification of someone with a group cannot and should not be subjective. It has to be objective, which means it cannot be qualitative but quantitative.

Characteristics, on the other hand, refer to certain behaviours that are normally attributed to adulthood. These are behaviours that are expected from a particular individual which make others accept him or her as having reached the level of adulthood. The absence or limitation of these behaviours does not eliminate the fact of referring to the person as an adult, if only the identity is there.

To analyse this further, for somebody to be a student, he should have been formally admitted for a course into the particular institution, registered as a student and carry an identity card. To prove his membership as a student, the necessary thing to do is check the identity card, the registration and other criteria. Having all these makes him a student. But, does he behave like a student? That he does not behave like a student (not attending lectures, refusing to do assignments, etc.) does not change his identity as a student, until maybe he is sent out of the school. On the other hand, behaving like a student in

every respect, but without those things that identify one as a student, would not change the situation.

In summary, two major things differentiate identification and characteristics in this usage. One is the fact that identification is normally quantitatively determined while characteristics are qualitative in nature. The second one is that features of identification are attained collectively or uniformly by individuals that fall into the same category, while individuals do not attain each of the variables that constitute characteristics at the same time or rate. For instance, if the legal age in a country is 21 years, everybody born on May 19 of a particular year will, of necessity, attain legal age on the same day, whereas most of them would have a wide variety of intelligence or experience levels. Identification is a parameter for recognition while characteristics are qualities of existence.

Mr. Vice-Chancellor, Sir, an adult, therefore, can be distinguished by both his identity and characteristics. The main feature for identifying an adult is the position of the individual on the chronological age ladder. The importance of chronological age as a means of identifying an adult cannot be wished away. This is because it is an easy way of categorising people in a society. That perhaps accounts for the common practice of adult educators discussing adulthood principally from the chronological age perspective.

Bromley (1966) submits that adulthood starts at the age of 21, while Havighurst (1972) posits that early adulthood begins at the age of 18. Yet Erikson (1973) suggests that early adulthood begins at 20. Walker (1974), on the other hand, states that early adulthood begins at age 16. The importance of chronological age in the determination of

adulthood lies mainly in its use to determine certain privileges, rights and obligations in a given society. For instance, the right to vote and be voted for, to sue or be sued, to inherit property, etc., is based on chronological age. That is why 18 years is regarded as the political age for a Nigerian while 21 years is the legal age.

The determination of adulthood by characteristics refers to certain behaviours that are “normally” attributable to adulthood. They are the attributes that should normally be present in an individual before he or she could qualify as an adult. Unlike the identification variables, hardly are there two individuals who are totally alike in any one of the characteristics. Also, the characteristics are qualitative and, therefore, cannot be subjected to quantitative measurement, except with special instrument. These characteristics of adulthood can be grouped into three: maturity, experience and ageing.

An adult in this context, therefore, is a person who has attained a specific chronological age of adulthood, or for the specific purpose under consideration, in a particular society, and who can be regarded as a mature and experienced individual with a certain level of ageing.

Maturity as a Characteristic of an Adult

While agreeing that the importance of chronological age in the determination of adulthood in a society cannot be wished away, it is posited here that the aspect of adulthood that is more relevant to the practice of adult education borders on the issue of characteristics (Jegede, 2002).

Maturity as a Concept

Maturity has to do with mental and emotional quality. The quality of an individual's reactions to events, issues and

happenings determines the level of maturity of the individual. In the face of provocation, during anxious moments, when faced with tempting situations, how does he react? How does he control his emotions? How is he affected by the opinions and behaviours of others? Is he easily carried away without giving deep thought to an idea? Is he blown about by the "wind" of peer groups? How determined is he in completing tasks? How easily does he get dejected? Is he self-centred, having little or no consideration for other people's feelings and opinions? To what extent can he be trusted? These are some of the indices that determine maturity. It is one's temperament in situations involving these indices that determines one's level of maturity.

Maturity and Adulthood

Mr. Vice-Chancellor, Sir, we therefore conclude that for a person to be regarded as an adult he should have a reasonable level of maturity in the three areas mentioned above. The stated level of maturity is not easily determined. It is an arbitrary one which is affected by the type of society, the culture of the society and the values of the society. But, in all, there is an assumed level that cuts across any society.

Maturity is of three types: psychological maturity, physiological maturity and socio- logical maturity.

Psychological Maturity

A person that would qualify as an adult must be psychologically mature (Fisher, 1993; Bromley, 1966). Some of the characteristics of a psychologically mature person are as follows:

Ability to Control His Emotions

The level of his ability to control his emotions is one of the qualifications for adulthood. Unlike a child, an adult,

when offended, is not expected to react irrationally. For instance, if stepped on in a crowd, an adult would not be expected to step on the person in retaliation. In a class of adults, one would not expect to settle quarrels as frequently as one would in the class of young people, or see members of the class engage in physical combat. A lot of losses such as bereavement, disappointment, anxiety and marital turbulence may be experienced simultaneously by an adult. Yet, he is expected to be able to carry on with his daily activities with little or no reflection of his predicament or nervous breakdown. This ability to control emotions may be innate or cultivated. That is why there are virtually no two individuals who rank equal in this ability.

Ability to Show Independent Judgment or Assessment

When an individual is psychologically mature, he is able to hold a philosophy and stand by it once he is convinced of the authenticity of such a philosophy. He would not be tossed about by different opinions. He would not be influenced unnecessarily by other people's condition. He would do a thing not because others are doing it or just because somebody tells him to do it; he would do a thing because he is persuaded that it is the right thing to do at that particular time. He should be able to assess a situation and take a decision based on the prevailing circumstance and evidence. Is he to vote? He should be able to vote on principle and not based on ethnic or gender bias. Does he want to get married? The choice should not be influenced by external or emotional dictates. Therefore, the psychologically mature person would be an individual who can take a decision based on sound reasoning and personal conviction.

Ability to Co-ordinate

One of the features that distinguish a person as being mature is the ability to do many things at the same time without being overwhelmed by any one of them. A mature individual should be able to function as a father or mother, a husband or wife, an uncle or aunt, a worker, a member of a social club, a member of a religious organisation, a member of his/her community, a friend (to many people), all at the same time. The ability to co-ordinate all the activities of the roles to be performed in each category without stress or disorientation distinguishes the person as a mature individual.

Ability to Keep Secrets

A psychologically mature person should be someone who can keep secrets. He should be able to win the confidence of others. He should not divulge information shared with him in confidence.

Fixed Value Orientation

Mature adults already have certain values that have been imprinted on their person and character. These values are so deeply imprinted that they are not easily displaced. For example, people who are conservative in nature cannot be easily changed into liberal individuals, and vice versa. Anyone who can still be made to change his orientation without a very convincing reason cannot be said to be psychologically mature.

Self-Identity

When a child is asked who he is, there is the tendency for the child to relate his person to the achievement of his parents. The child may respond by saying, "I am ...", "My father is ...". This is the reason for one common attitude of the child: when he is offended, he says, "I will tell my daddy". The adult, on the other hand, rests his person to

his own achievements. He looks at himself from the perspective of his personal achievements. This is because he has created a niche, a world that is his own, on the basis of which he looks at and thinks of himself. Any person without a self-identity cannot be said to be psychologically mature. Other indices of psychological maturity include rationality, independence, democratic values and attitudes, openness to experience and change, resistance to conformity, and being realistic.

Physiological Maturity

One of the features that distinguish adults from the young ones, not only among human beings, but also among animals and even plants, is the ability to procreate. To be able to procreate, a man has to be physiologically mature. For man, maximum size is reached beyond which no further growth can occur. This cessation in growth occurs after biological maturation, whose obvious beginning starts at the age of puberty, when an individual starts to develop the ability to reproduce. Physiological maturity is a very important characteristic of the adult. It is through this that an individual can perform the very important social role of parenthood.

Physiological maturity is set in motion with the onset of puberty. At this stage, the individual is able to produce sex hormones which lead to the development of secondary sexual characteristics. The normal features of a male or a female at the point of birth, which determine whether the child is a male or a female, can be regarded as primary sexual characteristics. In the male, secondary sexual characteristics that start at the age of puberty and which are initiated by sex hormones include the deepening of the voice, hairs on the face, armpits and the pubic area, coupled with the onset of sperm production. In the female, the secondary sexual characteristics

include the enlargement of the breasts and thighs, hairs in the armpits and pubic areas and the beginning of ovulation and menstruation. Individuals who are not fully mature physiologically may not be able to procreate.

Sociological Maturity

Three concepts determine sociological maturity. They are social roles, developmental tasks and social status. Age advancement, social expectations and self-expectations constrain the individual to achieve certain things at a particular period of his life. The inability to achieve such at the required or expected time may lead to frustration, ridicule or assumed failure. Such expectations include becoming a worker, a spouse, a parent, a citizen, a neighbour, a member of a community, club, religious or social organisation.

Certain activities, duties, expectations or behaviours are always attached to each of these achievements. For example, a spouse is expected to play certain roles as a husband or wife. A parent has some duties towards the children. A worker is expected to efficiently perform his duties at work. The duties, expectations, activities or behaviours attached to each of these achievements or positions are referred to as social roles. A social role, as defined by Havighurst (1972:15), is a complex set of behaviours peculiar to a given position in social life defined by the expectations of society. The occupation of the position mentioned by Havighurst per se is not what really counts as sociological maturity. The ability to perform such duties attached to the position is what defines sociological maturity.

To have the 'privilege' of occupying a top position that requires the performance of a social role requires a preparatory period. During this preparatory period,

certain tasks that would lead to a successful acquisition of the expected social role have to be undertaken. In order to become a spouse, there is need to undergo a successful courtship, no matter how short or in what manner. This serves as the pre-marital experience. Failure at courtship would either prevent being married or lead to a bad marriage. To become a worker, there is a preparation needed. This can be done either through schooling, apprenticeship or any other form of training required. Without this, the person may not qualify for such a position.

In essence, no one becomes a wife, a husband, a worker or what have you without undertaking some tasks that would lead to the attainment of such position. To move forward in life by occupying a new position that promises qualitative advancement demands the performance of certain tasks as a prelude to the occupation of such position. This task that precedes a social position demanding a social role is known as the developmental task.

Developmental task is defined by Havighurst (1972) as a task which must be achieved at or about a certain phase in life if a person is to be adjudged successful by the society. However, for the purpose of this discussion, a developmental task is defined as a task that must be successfully performed in order to be judged capable of occupying and being given a social position that demands the performance of a role in the society. These tasks include courtship, training for work, preparation for parenthood, etc. The successful performance of these tasks is very important for the normal formation of the personality of the individual and it forms a yardstick for measuring success in the society. The more the individual successfully performs developmental tasks, the

more the social roles that are bestowed on him or her and the more successful such an individual is adjudged. As a result of the position occupied in the performance of specific roles, a "quality of person" is attached to that individual occupying the position. This "quality of person" confers a certain prestige, importance, power, authority, respect, rights and/or privileges on the occupier of that position. This is social status. Social status is, therefore, defined as the "quality of person" attached to a particular position which confers on the occupier of such position a certain prestige, importance, power, authority, respect, rights and/or privileges.

In order to gain admission into a higher institution of learning, for example, one must possess the prescribed entry requirements, which would entail the individual having previously attended a lower institution and passed the required examinations. In addition, the person will also be required to pass the necessary qualifying examination. Once all these conditions have been met, and the person is admitted, the admission qualifies him to go to the library at will, borrow books there, attend lectures and use the medical facilities. It is on the bases of his admission and registration that he is qualified to access all these: that is, he has acquired the status of a student with all the attached privileges.

The continuous enjoyment of these privileges hinges on the successful performance of the role of a student by the person. He has to attend lectures, submit assignments, obey the rules and regulations governing studentship in the institution and pass the required examinations. These are the social roles attached to the position of studentship. Failure in those roles may lead to the termination of his studentship and subsequent loss of the attached privileges or status.

The successful accomplishment of a developmental task leads to the occupation of a social position that requires the performance of a social role. It also confers a social status on the person.

In conclusion, for somebody to be referred to as an adult, he or she should have:

- performed some developmental tasks successfully;
- undertaken some roles as a result of the occupied position; and
- attained a status as a result of the tasks performed: that is, he should be a sociologically mature individual.

Chronological Age and Sociological Maturity

The society has commonly related chronological age standard with expectations concerning developmental tasks and social roles. In any society, as one moves up the age ladder, certain expectations, both from the society and the individual, emerge. It is this assumed correlation that commonly brings about anxiety when one fails to achieve the expected task or role at a particular period in life. This correlation of age to sociological maturity is not a static one. It is usually determined by the prevailing circumstances in the society. For example, in Nigeria, especially the southern part, most men now marry between the ages of 30 and 35, while the women usually get married between the ages of 27 and 32 years. This phenomenon of "late marriage" is mainly as a result of the economic situation in the country.

Jegede and Obashoro (2000) conducted a study that related chronological age with developmental tasks and social roles among Nigerians, especially those in the southern part. A summary of the result of their study is presented below:

accumulation of experience. As one goes through the wilderness of life, the environment acts and reacts on the person. The environmental activities affect the individual both positively and negatively. These activities can be called life events. Some life events are inconsequential to the person to the extent that one hardly feels their impact. They do not leave any impression on the person and hardly do they affect the life of the person.

Some events, on the other hand, have significant consequences so they are hardly forgotten. Because of the impression they make, they are internalised. As these events are internalised, they become the “building blocks” on which the personality of the individual is structured. Some consequential events form more lasting and deeper impressions on the individual than others. As they accumulate, these experiences shape his personality, structure his reaction to life, create the attitude and thereby form the eventual personality of the person. These accumulated consequential life events form the experience of the person. A life event is hereby defined as an occurrence in the life of an individual that is important enough to be internalised and become an influential part in the formation of his personality.

Experience is, thus, defined as the accumulated effect of consequential life events that shape both the behaviours and personality of the individual. The more life events a person comes in contact with, the more experience he gains, all things being equal. But, because no two individuals come in contact with the same type of life event, in the same intensity and number, and because no two individuals are affected in the same way by the same life events, no two individuals have the same experience. Therefore, each adult is a unique individual.

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Types of Experience

Experience can be categorised into two major groups based on the nature of its impact on the person. They are positive and negative experiences. A positive experience is the effect of a consequential life event that has a qualitative impact on the person of an individual. A negative experience, on the other hand, is the effect of a consequential life event that has a devastating impact on the person of an individual.

Some life events normally lead to positive experiences, except there is another “supporting” event that turns the situation around. For example, the arrival of a new baby, leading to the parenthood experience, should normally be positive. But, if, for example, the baby has some deformities that are devastating, the experience for a parent may become negative.

Some life events also normally lead to negative experiences, except where the individual involved acts in an exceptional way to turn it around for good. The death of a spouse, especially at an unripe age, will normally bring about a negative experience. There are some individuals with strong willpower who turn such an event into the energy that brings out the potential in them. Other events can lead to either positive or negative experience, depending on the type of personality that has been built over the years and/or the internal mechanism the individual is endowed with.

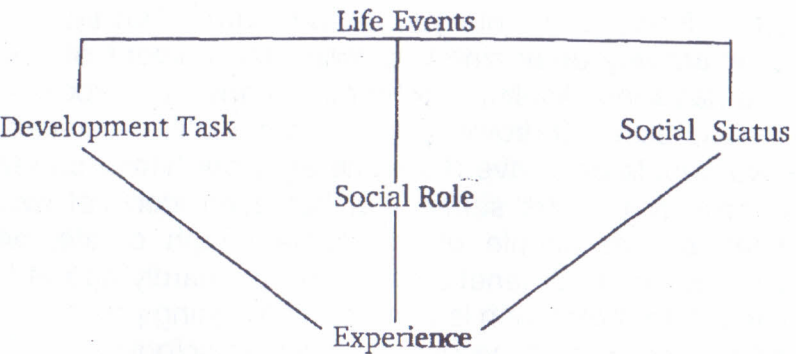
Mr. Vice-Chancellor, Sir, an attempt is now made to categorise some experiences into positive and negative. It has to be emphasised that many factors, as has been illustrated above, determine whether a life event will eventually lead to a positive or negative experience. Some of these factors include the personality of the

person, inner will, past experiences, environment and available support.

Positive Experience	Negative Experience
Getting married Getting a job Becoming a parent Getting a new car Building a house Giving a child in marriage	Sickness Loss of a spouse Loss of a job Loss of a child Getting involved in an accident Being disappointed by a close person Being defrauded

Life Events, Maturity and Experience

There is a distinct relationship between life events, maturity and experience (Jegade, 2002). An attempt is made here to relate these concepts graphically as shown below:



It is through life events that one undertakes tasks that are developmental in nature, performs roles that are social and enjoys certain rights and privileges that confer status. These three life events also culminate in the accumulated experience of individuals.

Therefore, the quality and quantity of life events experienced by a person will, to a large extent, determine the number of successful developmental tasks a person undertakes. The number of successful developmental tasks in turn determines the number of social roles one performs or has performed. That again will determine the status of the individual in the society. All these determine a person's experience.

Ageing as a Characteristic of the Adult

Meaning of Ageing

Mr. Vice-Chancellor, Sir, ageing is another characteristic of the adult (Hess, 1983; Owens, 1975; Oyedele, 1988). The age of a person is not the same as ageing, even though there is a correlation. When people talk about age, what is commonly being referred to is the chronological age, which is the index of length of life: that is, how long the person has been on the surface of the earth. Everybody, both young and old, has an age. It is quantitatively determined, showing the number of years one has lived. Ageing, on the other hand, is a process. It is the process of growing "old". It is a qualitative variable. Two people can have the same age, but hardly can two people age at the same rate, not even identical twins. That is, two people of the same length of life, with virtually identical genetic make-up, can hardly age at the same rate. What then is ageing? The ageing process can be viewed from three perspectives: sociological ageing, biological ageing and psychological ageing (Birren, 1983).

Sociological Ageing

Sociological ageing refers to the specific set of roles and attitudes adopted by individuals in relation to other members of the society to which they belong. The criteria

used in judging sociological ageing are the behaviours and habits of the individual. These can be in terms of the types of occasions a person attends, his use of language, his interpersonal relations, etc. For example, as one ages socially, there are certain types of dresses, activities and even make-ups that the person grows out of. There is a period that it becomes a "taboo" to attend disco parties. Some people who used to attend night parties become tired of the whole thing. This is why one hears people say sometimes, "I am too old for that now". What the person means in essence is that, "I have aged socially; therefore, I cannot do that again."

Psychological Ageing

Psychological ageing refers to the abilities that people use to adapt to changing environmental demands. The indices of psychological ageing include feelings, motivation, memory, emotions, experience and self-identity. For instance, the motivation of the individual changes along the life span. People in the early years of their careers tend to jump from one job to the other, looking for "better alternatives". As the years roll by, they tend to be interested only in job stability. At that stage, most people would rather keep their jobs with better security than opt for a job with bigger salary but less security.

As people become older chronologically, their psychological ageing also makes them become less adventurous. Due to the various experiences, especially the negative ones, they tend to become less emotional. Their ability to retain information in memory also tends to reduce. Generally, therefore, there is a continuous but non-uniform process of psychological ageing as more life events emerge in the life of an individual.

Biological Ageing

Biological ageing refers to the position of a person relative to his potential life span. Biological ageing, according to Smith and Reavey (1997), consists of at least three distinct processes: primary, secondary and tertiary ageing. Primary ageing refers to the normal disease-free movement across adulthood. Secondary ageing refers to developmental changes resulting from diseases, while tertiary ageing refers to the rapid losses that occur shortly before death.

Biological ageing is normally assessed by measuring the functionality of the various vital or life limiting organs such as the cardio-vascular system. With increasing chronological age, the vital organs typically lose their capacity for self-regulation and adaptation, resulting in an increased probability of them shutting down. The activities of the vital organs are normally coordinated by physiological processes within the body and the sense organs. The effect of the ageing process, therefore, actually results in a decline in the coordinating abilities of these physiological processes and the sense organs. The effect, therefore, of ageing brings about physio-sensory decline of the body (Jegede, 1986).

Biological Ageing and Physio-Sensory Decline

A lot of changes continuously take place in both the external and internal environment of the human body. The body has to adapt to these changes as well as carry out its normal activities. These are done through chemical reactions in the body referred to as metabolic activities. The metabolic activities form the physiology of the body, such as blood circulation, excretion, respiration (breathing), digestion, etc. There are specialised organs for these physiological processes, such as the heart, the brain, the nerves, the kidneys, the muscles, etc. The

sense organs which mediate between the body and its environment include the eyes, the ears, the skin, the tongue and the nose.

As the body ages, the effects of ageing are felt in both the physiology and the sense organs (Hess, 1983; Huberman, 1974; Windmill, 1990). The resultant effect of these manifests in the decline of the abilities of both the physiology and the sense organs. The decline can be regarded as physio-sensory decline, and each part of the body is affected differently. What are these effects? Which parts of the body are affected? How are they affected? These will be the concern of the remaining part of this chapter.

According to Birren (1983), after reaching the limits of growth, the accumulated effect of living may reduce the organism's adaptive capacity, including survival changes, which may be seen in the resistance and restoration processes of the organism. Bischof (1969) asserts that the process of ageing, especially in the middle age, produces a decrease in some organic functions of the body. These include the elastic properties of tissues, cells of the nervous system, the number of normally functioning cells and oxygen utilisation. Others are the amount of blood pumped by the heart under resting conditions, the amount of air expired by the lungs and the excretion of hormones.

All these changes affect both the individual organs and the collective ability of the whole system, which result in decreased physical ability and may result eventually in death.

We now look at the individual systems that are utilised as defence mechanisms against diseases. They include the

white blood cells or lymphocytes and the antibodies. According to Cavanaugh (1993), lymphocytes do not show age-related changes in number, at least up to age ninety. Major changes occur in how well lymphocytes work. Older adults' immune systems are said to take longer time to build up defenses against specific diseases, even after immunisation. This may account for why older adults are more susceptible to infection. Cavanaugh goes further to say that research indicates that antibody levels in the body for some specific invading disease-causing organisms differ across age. For example, levels of anti-tetanus toxoid antibody decrease with age, especially in women. In normal, healthy adults, the immune system is able to recognise organisms that normally live within the body of the individual. As a result of this recognition, the immune system does not produce antibodies against these organisms that occur naturally in the body. One of the changes that occur with age is that this ability by the immune system to recognise those organisms that occur naturally in the body breaks down and the immune system produces what is referred to as auto-antibodies, which attack the body itself. This situation is called auto-immunity and it is said to be partially responsible for tissue breakdown and ageing.

The Nervous System

The human nervous system consists of the nerves, the spinal cord and the brain. The cells that make up the nervous system are called the neurons. They are electrical in nature and function through excitation. There is a generalised slowness of behaviour in older persons. This is commonly associated with a primary process of neural ageing. Neural ageing is said to be due to loss of nerve cells, the reduction in the ability of the neurons to be excited and the physical and chemical changes in the

space between two neurons, called the synapse, which limits the speed at which impulses or messages are transmitted. The slowing down of behaviour with age appears in a wide range of tasks including reaction time, sorting tasks and copying simple materials or performing various cancelling operations (Hultsch and Deutsch, 1981). This general slowness appears to reflect a basic change in the way the central nervous system processes information.

The Brain

There is a general reduction in the electrical activity of the brain with increase in age. This has been associated with the general slowness of behaviour. The common unit of measuring electrical activity of the brain is the alpha frequency. Research indicates that alpha frequency reaches its maximum during adolescence and begins to gradually slow down after the age of 25 to 30 (Hultsch and Deutsch, 1981).

There is a general belief that as adults grow older, there is a decrease in the size of the brain, especially after age 30. There is also an accumulation of moisture in the grey matter at the expense of solid elements.

Memory

Memory researchers have found that a two-stage model does a good job of accounting for age differences (Howe, 1988). In the two-stage model, the processes of getting information in and keeping it there are not considered separately but as one process called storage. The second process, getting information back out, is termed retrieval. In the two-stage model, information passes through three states (Howe and Brainerd, 1988):

- an unmemorised state in which information has not yet been learned;

- a partially memorised state in which the information is sometimes remembered and sometimes forgotten, and
- a memorised state in which the information is always remembered (Cavanaugh, 1993:187).

Results from several lines of research point to a clear age-related decrease in storage processes (Cavanaugh, 1993). Additionally, considerable research points to a decline in the efficiency of storage. It has been shown that age-related decrease in storage processes may be due to age differences. The same applies to how people make connections between incoming information and information that was previously stored in memory. Older adults have more difficulty making these connections than younger adults. However, once the connections have been made, older and younger adults maintain them equivalently. There is substantial evidence that older adults do not spontaneously organise incoming information as often as younger adults (Craik, 1977; Craik and Rabinowits, 1984; Kausler, 1982). For example, older adults are less likely to take advantage of similarities in meaning among words (such as between river and lake) presented randomly in a list as a way to organise the items (Denney, 1974). Because the number of items remembered from such a list is highly related to the use of organisation, younger adults outperform older adults on such tasks. Interestingly, older adults can use organisation if they are told to do so or are experienced with sorting words into categories (Hultsch and Deutsch, 1981). However, older adults tend not to continue using organisation in the long run if not required to do so (Cavanaugh, 1993:188).

Older adults have more difficulty retrieving information than do younger adults. Younger adults find it easier than

older adults to store incoming information and efficiently organise it in order to use it later. Changes in memory with age are said to be related to decrease in both storage and retrieval capability. But the decrease in retrieval is more substantial. It occurs in specific sub-components of storage and retrieval and does not extend to all aspects of storage sub-components.

The Cardiovascular System

The cardiovascular system consists of the heart and the blood vessels. Blood vessels are made up of the arteries, the veins and the capillaries. According to Barker (1998:35), degenerative diseases of the heart and blood vessels feature among the most common effects of ageing. Two important age-related structural changes in the heart are the accumulation of fat deposits and the stiffening of the heart muscle due to tissue changes (Cavanaugh, 1993). By the time an individual is in his late 40s or early 50s, fat deposits in the lining around the heart may form a continuous sheet. There is a thickening and stiffening of some of the heart muscles and valves. The net effect is that the remaining good muscles must work harder. The amount of blood the heart pumps reduces from about 5 litres per minute at age 20 to about 3.5 litres per minute at age 70. The walls of the arteries are hardened due to calcification (deposition of calcium salts) and the replacement of elastic fibres with less elastic ones.

The combination of the changes in the heart and the vessels results in a significant decrease in a person's ability to cope with physical stress. It also takes a longer time for older adults to recover after strenuous exercise. This is the reason why older adults are more prone to heart attacks.

The Respiratory System

With increasing age, the rib cage and the air passage become stiffer, making it harder to breathe (Cavanaugh, 1993). The maximum amount of air that can be taken in a single breath decreases by 40% by the age 85 (Shephard, 1982, In Cavanaugh, 1993). It also becomes more difficult dealing with increased need for oxygen during physical stress.

The Eye

Changes in the structure of the eye begin around age 40. There is decrease in the amount of light that passes through the eye transmitiveness and in the ability of the eye to adjust and focus. These may result in the development of opaque spots, called cataracts, on the lens, or the fluid of the eye may not drain properly, causing very high pressure. This condition is called glaucoma, a fairly common disease in middle and late adulthood. There is also a decrease in sensitivity to glare from around age 40. This is said to be related to the reduction in the elasticity of the ciliary muscle.

Hearing

Age-related decline in hearing is progressive and may interfere with adaptation in later life (Cavanaugh, 1993). Significant hearing loss is widespread in older adults. Research indicates that nearly half of normal older adults have relatively serious hearing impairment. Men typically have greater hearing loss than women. Loss of hearing is gradual at first but accelerates from the 40s.

Smell

Researchers agree that the ability to detect odour remains fairly intact until the 60s when it begins to decline fairly rapidly.

Skin

Sensitivity to pain is said to be constant for every individual up to around the age of 50. Then decline sets in, which differs for different parts of the body. Reaction time remains constant until the age of 80.

Bones and Muscles

Due to total ossification, bones get more rigid and inflexible towards the age of 35, after which it takes about five times period for curing in case of damage. Joints and muscles are at their peak between the ages of 30 and 35, then loss of elasticity sets in, which results in the reduction of their ability to contract and relax, leading to easy fatigue.

Other Factors of Physio-Sensory Decline

Apart from the normal biological ageing process, decline in the physio-sensory organs of the body may be as a result of other factors like usage, nutrition and environment. Like a machine, the body needs proper servicing in terms of proper rest, adequate sleep, normal exercise and proper use. All these contribute to the condition of the body, all things being equal, in the latter part of life. The type of food and nature of feeding also contribute to the body mechanism in later years. Too much carbohydrate in a person's diet is said to lead to low resistance to diseases. Too much protein leads to reduced life span, and overfeeding to obesity.

The environment also contributes to the state of the body in the later years of life (Hans-Ulrich, 1982). Some substances are mutagenic in nature: that is, they can cause mutation of the body cells, a condition of abrupt and permanent change in the genetic make-up of the cell, which may sometimes be deleterious. These include chemical and high energy radiations. Continuous

exposure to such substances may affect the body, which may lead to disease conditions such as cancer.

In conclusion, Mr. Vice Chancellor, Sir, we define an adult as a person who has the quantifiable identification attributes of expected age and the characteristics of maturity, ageing and experience.

Adult Literacy Education

Mr. Vice-Chancellor, Sir, my secondary area of interest was the Adult Literacy Education. Adult Literacy Education has been a very strong component of Adult Education, to the extent that some people equate it with the field itself. This is because of its importance to the practice of Adult Education. The primary objective of Adult Education is to serve as an agent of development through social change intervention. Literacy has been described as sine qua non of development (Oyededeji, Asiedu and Omolewa, 1982).

Unfortunately, the approach to adult literacy had been bedevilled by the wrong assumptions. This also stems from the fact that, for many decades, there was no internationally recognised inventory of skills by which to measure literacy and, secondly, because literacy is a moving target (Hunter, 1982; Ibikunle-Johnson, 1986; Mulusa, 1988).

For these reasons, the meaning of literacy has followed a historical pattern, of pre-UNESCO era to Fundamental Education era to Basic Education era and then to Liberating and Popular Education era (Mulusa, 1988).

Traditional literacy defined literacy as the skill of reading, writing and computing. Fundamental Education era broadened the scope of literacy to include a range of

knowledge and skills for normal functioning in the society. The Teheran Conference of 1962 introduced functionality into the definition of literacy. In functional literacy, instruction on reading and writing was embedded in a training component that introduced immediate application by recipients into literacy programmes.

Liberating Education was based on Paulo Freire's conscientisation ideology (Mulusa, 1988). This approach believes that literacy is not the simple reading of a word or a set of associated symbols and sounds but the act of critical understanding of man's situation in the world. A non-literate person, therefore, is one that lives in a state of primary consciousness. He is a passive object of history, sub-merged by the exigencies of his daily life. Paralysed by his sense of impotence and fear, he lives in ignorance of his potentialities as a human being.

Conscientisation is rooted in the premise that man is a conscious being who has ideas, thoughts, feelings and wishes (Freire, 1972). Because man is a conscious being, he possesses some characteristics. He is capable of being aware of his existential situation in the world and this capability presupposes that he has the ability to develop his potentials to the fullest in order to maximise his wellbeing. He is capable, not only of existing in the world, but also existing with the world. This means that apart from being part of history, he can also make history. He is capable of objectifying both himself and the world. "He is not only a being who knows, but a being who knows that he knows" (Freire, 1972:53).

To become literate, therefore, is not just to acquire the technical skills of reading and writing, but to start the journey from primary consciousness, a point where he knows and believes in his potentialities, and be ready to

take active part in the historical process of his environment. It is to start the journey into the state of freedom. Freedom in this sense is not only to do what one wants but also to know the why of doing it (Jegade, 1992).

Effect of Dialogue in Literacy Programmes

Paul Freire introduced the concept of problem solving education into the promotion of adult literacy. He says that problem solving education, as opposed to banking education, demythologises reality and regards dialogue as a tool for developing critical thinkers. Banking education, according to him, is the process of objectifying human beings, while problem solving education treats human beings as subjects. Freire also opines that the outcome of dialogue is praxis, which involves reflection upon existing reality and taking actions to transform reality. He further states that the adult literacy process, as an act of knowing, implies authentic dialogue between learners and educators as equally knowing subjects, and that the process involves coding, problematising and decoding, through the use of generative words.

Coding involves the identification of existing problems. Problematising is the act of analysing the identified problems, while decoding is the process of finding ways of addressing the problems through the provision of solutions. Generative words, on the other hand, are words that have deep meanings in the lives of the people because of the important roles they play in their lives.

My Contribution

Mr. Vice Chancellor, Sir, my study attempted to test the applicability of Freire's literacy approach to rural Nigeria (Jegade, 2001). It attempted to apply Freirean ideology to the promotion of innovative ideas among the rural

populace. Based on a baseline survey, four major generative themes were developed:

- i. *Ilera Loro* – Health is Wealth
- ii. *Omi Kolota* – Water has no enemy
- iii. *Ounje, Ore Awo* - Food, friend of the body
- iv. *Omo beere, Osi beere* – Many children much poverty

The participants were divided into experimental and control groups, and the experimental group was made to go through a literacy programme fashioned after the Freire and dialogical approach, while the other group went through the traditional literacy approach. The views of the two groups were compared after the programme on different areas as presented.

Views about Health

The introduction of dialogue into the literacy programme changed the view of rural dwellers on the causes of diseases, if and how diseases can be prevented and the importance of healthy living.

Acceptance of Innovative Ideas

Issue	X ²			Df
	Pre-Treatment	Post-Treatment	Table Value	
Support Immunisation	0.664	79.83	3.841	1
Support Family Planning	0.47	83.52	"	1
Children should have sufficient meat	0.47	79.65	"	1
Children should take eggs	0.47	79.65	"	1

P = 0.5

Dialogue and the Readiness

Views on Desirable Values and Attitudes of Healthy Living

Issue	X ²			Df
	Pre-Treatment	Post-Treatment	Table Value	
To see doctor when ill	2.99	48.80	5.991	2
Good to have few children	0.089	83.90	3.841	1
Different types of food perform different functions	2.03	61.90	"	1
Good to take plenty of water	0.55	59.94	"	1
One can make water safe for use	0.10	57.36	"	1

P = 0.5

This result also shows that the introduction of dialogue promotes the support and acceptance of immunisation and family planning, while it enlightened them on the significance of proper diet for their children. It significantly changed their attitude to illness and water use.

Participation in Socio-Economic Activities

Issue	X ²			Df
	Pre-Treatment	Post-Treatment	Table Value	
Belong to any cooperative society?	0.00065	9.14	3.841	1
Hold any post in cooperative society?	0.79	3.106	3.841	1
Belong to any social organisation?	0.659	10.53	3.841	1
Hold any post in social organisation?	0.40	4.12	3.841	1
Made savings in the last six months?	0.154	10.82	3.841	1
Saved in the bank or cooperative society?	0.196	10.53	5.991	2
Borrowed money from cooperative society?	0.0167	15.362	7.815	3
Used borrowed money for business?	0.673	9.36	5.991	2

P = 0.5

It was also discovered that the use of the Freirean method in literacy activities can enhance rural dwellers' participation in different socio-economic activities, such as cooperative society, social organisations, savings and the use of banks.

Post-Literacy and Retention of Literacy Skill

Mr. Vice-Chancellor, Sir, one major problem that literacy programmes had was the possibility of participants relapsing into illiteracy after some time. The major reason ascribed to this was the failure of neo-literates to utilise their acquired skill. We therefore tried to see if the introduction of post-literacy could enhance neo-literates' utilisation of the acquired skills and therefore help their retention. Post-literacy is defined as all the measures taken to enable neo-literates exercise the competence acquired in the first phase of literacy activities (Ouane, 1985).

Post-Literacy and Use of Literacy Skills

Issue	X ²			df
	Pre-Treatment	Post-Treatment	Table Value	
Number of pieces of written communications sent within the last six months	0.876	11.750	1.66	110
Number of pieces of written communications received within the last six months	1.100	4.040	1.66	110
Number of official forms filled in the preceding six months	0.352	9.480 X ²	1.66	110
Use of diary or notebooks in the past six months	0.083	67.74 X ²	3.841	1
Request for advice from experts (e.g.	0.132	71.35	3.841	1

extension worker) in the last six months				
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P = 0.5

The results obtained showed significant application of literacy skills in the use of communication skills, filling in of official documents and requests for expert advice in their vocations. The conclusion was that the desire to be involved in activities that enhance permanence of retention of literacy and other acquired skills is significantly aided by participation in post-literacy programmes.

Peace Education

Mr. Vice-Chancellor, Sir, my next area of interest was Peace Education, which started with conceptual analysis and later metamorphosed into empirical study.

One of the basic facts about the United Nations is that it was established with the ultimate aim of helping to "stabilize international relations and give peace a more secure foundation" (UN, 1995:25). To further strengthen the process of achieving peace, various peace promoting statements were made through charters, declarations and conventions. These include the seven fundamental principles specified in the 1945 United Nations Charter: the 1970 Declaration on Principles of International Law Concerning Friendly Relations among States, the Universal Declaration of Human Rights of 10th December, 1948, the International Covenant on Civil and Political Right of December, 1966, and the optional Protocol of the same year (Fredrick, 1993; U.N., 1995).

The world was searching for peace because there was no peace. These efforts, however, have not brought about peace. All over the world, what is pervading is

“peacelessness”, and it manifests in the form of violence, aggression and conflict, at interpersonal, group, state, national and international levels. This has led to the question of whether violent or aggressive behaviour is inherent in man.

Peace and the Nature of Man

Mr. Vice-Chancellor, Sir, the Bible says that at the end of creation, “God saw everything that He had made, and, behold it was very good” (Gen. 1:3). Later, in the same Bible, it is stated that the heart of man is desperately wicked (Jeremiah 17:9). If God created a very good heart, and later the heart became desperately wicked, from where then came the wickedness?

This issue has brought about different assertions about peace and the nature of man. Freud and other biological determinists support the view of the inherent aggressive and violent nature of man (Roach, 1993). The summary of the thinking of Freud is that aggression is a response to frustration of impulse, and that there is an innate, independent instinct in man towards aggression. Eskola (Roach, 1993:3) posits that biological determinists on their part assume that “the roots of war and collective violence lie somewhere in the biological mechanisms that animals and man have in common.”

There have been refutations of the stand of both Freud and biological determinists through research findings (Roach, 1993). Mead states that comparative ethnological evidence indicates that aggression and competition are not found as predominant or approved modes of response in some cultures. The conclusion was that competitiveness, aggressiveness, rivalry and sadism are not the basic instincts Freud assumed.

Two other examples cited by him are the work of Pear (1957) and the meeting of the International Society for Research on Aggression in 1986. Pear indicates that competitiveness with other children is seldom found among 2- and 3-year-olds, but commonly found among 5- and 6-year-olds. The claim of innate aggressive behaviour can therefore be refuted.

The meeting of the International Society for Research on Aggression concluded that it was scientifically wrong to say that we have inherited a tendency to make war from our animal ancestors because warfare is a peculiar human phenomenon and does not occur among other animals. Also, the fact that warfare has changed so radically overtime indicates that it is a product of culture. It may therefore be apt to conclude that, instinctively, man is not violent.

My Postulate

Conflict-Enhancing Factors

Mr. Vice-Chancellor, Sir, my assertion is that if conflict and aggression are not inherently or instinctively natural to man, then certain factors that later developed in man's environment led to the development of these tendencies (Jegade, 2000). These factors I refer to as conflict-enhancing factors.

It is hypothesised that the prevailing 'peacelessness' in the world has its roots in deprivation as a result of the uneven distribution of resources. Resources in this sense can refer to job opportunities, shelter, access to affordable healthcare, quality education, wealth, health, love, affection, and so on. When I realise that I need something, and you have more than enough of that thing,

there is the tendency for me to become jealous, envious and I might even want to hijack it from you.

For example, Cain and Abel were in want of God's affection. They therefore offered sacrifices for this purpose. Abel's sacrifice was able to attract God's attention while Cain's own did not. Cain felt deprived of God's affection and, therefore, developed an aggressive attitude towards his brother, which led to violence: "And Cain talked with Abel his brother: and it came to pass, when they were in the field, that Cain rose up against Abel his brother, and slew him" (Gen. 4:8).

As population increased, available resources decreased, deprivation increased and competition became more intense and deadlier. Those who are deprived want to express their anger in varied and terrible ways. For example, a boy whose father has been retrenched and perhaps has to withdraw from school becomes a good candidate for armed robbery. An individual who is the product of a bad marriage, and whose stepmother maltreated as a child, becomes a rapist to avenge the misdeeds of his stepmother. These types of situation breed aggressive, violent and selfish tendencies in individuals. With more of such people in the society, the level of, injustice, deprivation, inequality and such other vices are the indices that promote the culture of violence and "peacelessness".

Creating the Conditions for a Peace Culture

Mr. Vice-Chancellor, Sir, because of the importance of peace to human existence, and because peace is a necessary condition for real development, I went further to hypothesise on how peace-enhancing factors can be developed. This will lead to the development of a peace culture.

The central postulate is the need to orientate the society towards partnership, as against the dominator model. It is important to "see the world and the universe as an organic unity whose parts - human, animal, vegetable and mineral, living and dead - are intricately interconnected (Collins, 1993:139). This will make an individual realise that it is the configuration of individuals that make the family, the community, the ethnic group, the society and the nation state; that the way each member thinks and acts affects the overall condition that prevails, and that social dysfunction originates from both individual and family dysfunction.

The assumption is that once this type of situation is created, it will lead to the development of a culture that emphasises cooperation rather than competition. When I prefer your cooperation with me to competition, then to win your cooperation will be paramount in my mind and this will guide my relationship with you. Because I want your cooperation, I will be just to you. I will not deprive you of your right. Thinking of your destruction will be alien to me. As a result, people will be communicating peace rather than violence and the foundation for a peace culture would have been laid.

Peace Education as Panacea

Mr. Vice-Chancellor, Sir, I went further to say that for the type of situation being canvassed to take place, I stated that education is the panacea. This is because education has been observed to be a powerful tool for change and development (Dave et al, 1985). It is through education that people identify their needs and choose alternative solutions to meet them. It is through education that people gain knowledge, skills, values and mental attitudes that equip them to be their own masters and enable them to control the forces and laws of nature,

thereby transforming their environment and establishing better relationships in the universe for a better life.

For this purpose, a peace education curriculum package content was highlighted, which is supposed to emphasise peace-promoting factors. The suggested themes include:.

- Language of peace;
- Partnership and domination;
- Cooperation and competition;
- 'Enemy thinking' generating factors;
- Information, communication and peace;
- Role of culture in the promotion of peace;
- Interpersonal relations;
- Economic and social justice; and
- Individual and collective defences.

The educative activities are expected to be mainly in non-formal fashion, with emphasis on practice as against theory.

Mr. Vice-Chancellor, Sir, the remaining part of this section is devoted to my empirical involvement in Peace Education. These works were made possible through the grants from the Educational Research Network for West and Central Africa (ERNWACA), Small Grants for Educational Research, and from the University of Lagos Central Research Committee. The first study was done by a group of three – Jegede, Ememe and Gami, while the second one consisted of a group of five – Jegede, Ubangha, Oni, Ememe and Adebayo.

The contributions in Peace Education are divided into four areas, namely:

- Prevalence of Deviant Behaviours in Schools;
- Relationship between Deviance and Socio-Economic Status;

- Deviance Pre-Disposing Factors; and
- Peace Education Intervention Package

CONCEPTUAL DISCOURSE

The Concept of Deviant Behaviour

It has been stated earlier in this discourse that the prevailing “peacelessness” in the world has its roots in deprivation, and that injustice, inequality and other such vices are the indices that promote the culture of violence and “peacelessness”. The first expression of “peacelessness” by the individual manifests in the form of deviant behaviour.

Odetola and Ademola (1990) define deviance as movement away from the accepted norms of a society or group. This simply means that to exhibit real differences from the values and general practices of one's community is to be a deviant. On their own part, structural functionalists like Cohen (1966) claim that behaviour that violates a norm is deviant behaviour, whether or not it is so labelled. Morish cited in Anisha (1984) suggests that deviant behaviour is not necessarily delinquent or criminal behaviour, although it may be the first step to some anti-social behaviour which may come within the sanction of the law and therefore irrevocably delinquent. According to him “deviancy” is relative as well as contextual. He suggests that it is better to speak of a deviant form than to stigmatise an individual as deviant. However, according to Kobiowu (1998:129), ‘deviant behaviour varies from disobedience of an instruction to incest, murder, and other serious offences.’ Similarly, Haralambos and Head (2002) assert that deviance consists of those acts which do not follow the norms and expectations of a particular social group and those

activities which bring general disapproval from members of society.

Sofola (1994) also opines that deviance is the violation of a group's norms, expectations and values. It includes social problems such as crime, delinquency, corruption, drug abuse, sexual deviation in the form of prostitution, suicide and similar actions which are a departure from, or preservation of, the normal social behaviour.

Anisha (1984) defines deviance as behaviour that varies sufficiently from the norms of a group that if known, it would become a defensible or legitimate basis for negative sanctions in informal social interaction or by official agencies of the society (p.10).

The definition or understanding of deviance rests on the fact that in human societies there are rules governing the behaviour and conduct of individuals. These rules, according to Sofola (1994), form what in specific terms are regarded as social norms. Becker (1963) elaborated on this by stating that whether an act is deviant is not a property inherent in any particular kind of behavior; it is a property conferred upon that behaviour by the people who come into contact with it (Eitzen & Zinn, 2004). In the explanation of these writers, there is abundant anthropological evidence that what is right or wrong varies from society to society.

Definition of deviance, therefore, varies widely from one society to another, and there are no objective properties which all deviant acts share in common, even within the confines of a given group. Behaviour which qualifies one man for prison may qualify another for sainthood, since the quality of the act itself depends on the circumstances under which it was performed, who performed it and the

temper of the audience which witnessed it. So, the basic explanation is that any behaviour identified or agreed by society as deviant behaviour is a threat to the social order because it makes social life difficult and unpredictable. It causes confusion about the norms and values of a society because people are likely to become confused about what is expected, what is wrong or what is right.

Prevalence of Deviant Behaviours in Schools

Our first study sought to find out the types of deviant behaviours in schools and their prevalence. Both the students and teachers were asked to identify the types of deviant behaviours found in schools. The results showed different categories of deviant behaviours among secondary school students in Lagos State schools, as shown below.

The results consist of data from both junior and senior schools.

Deviant Behaviours Existing in Schools – Result for Students (Junior)

Groups	Types of deviant behaviours	Regularly			Occasionally			Hardly			Not at all			No Response		
		Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
Truancy		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
	Lateness to school	12.5	7.8	2.6	16.3	27.8	16.7	17.3	31.1	33.3	51.9	33.3	44.9	1.9	0.0	2.6
	Lateness to class	11.1	2.2	3.8	7.2	10.0	5.1	9.1	31.1	14.1	72.6	55.6	75.6	0.0	1.1	1.3
	Leaving school before closing time	4.3	0.0	0.0	4.3	1.1	7.7	11.1	3.3	6.4	78.4	95.6	85.9	1.9	0.0	0.0
	Making noise	26.0	17.8	24.4	10.1	16.7	12.8	18.8	41.1	32.1	43.8	21.1	28.2	1.4	3.3	2.6
	Loitering outside school compound during school hours	7.7	4.4	6.4	2.9	6.7	3.8	11.5	8.9	9.0	76.0	76.7	80.8	1.9	3.3	0.0
Assault	Skippping lessons	11.1	3.3	1.3	8.7	3.3	6.4	10.6	15.6	7.7	68.8	75.6	84.6	1.0	2.2	0.0
	Beating up teachers	0.0	0.0	1.3	2.4	0.0	0.0	3.4	0.0	7.7	93.8	100	89.7	0.5	0.0	1.3
	Verbal insults among students	12.5	7.8	6.4	12.5	22.2	10.3	16.3	30.0	25.6	58.2	37.8	56.4	0.5	2.2	1.3
	Verbal insults directed at teachers	3.4	1.1	2.6	6.7	3.3	3.8	8.7	11.1	11.5	80.8	83.3	79.5	0.5	1.1	2.6
	Threat to other students	4.3	1.1	2.6	9.1	4.4	10.3	11.1	17.8	9.0	73.1	74.4	76.9	2.4	2.2	1.3
	Bullying other students	11.5	3.3	3.8	7.7	3.3	5.1	8.7	14.4	11.5	70.2	76.7	79.5	1.9	2.2	0.0
Fighting	Fighting within the school compound	5.8	0.0	3.8	8.2	8.9	7.7	5.8	14.4	15.4	77.9	75.6	73.1	2.4	1.1	0.0
	Fighting during inter-house sports/ football matches	4.8	1.1	1.3	6.7	1.1	1.3	5.3	2.2	10.3	81.3	95.6	87.2	1.9	0.0	0.0
	Fighting with another school	3.4	0.0	1.3	4.3	1.1	2.6	4.8	7.8	10.3	87.0	91.1	85.9	0.5	0.0	0.0
	Fighting over boyfriend/girl friend	5.8	0.0	2.6	4.8	3.3	1.3	5.8	4.4	6.4	81.3	92.2	87.2	2.4	0.0	2.6
	Fighting with knife/cutlass and broken bottle	2.9	0.0	2.6	3.8	0.0	2.6	5.8	1.1	5.1	85.1	97.8	88.5	2.4	1.1	1.3
	Fighting, leading to the death of somebody	2.4	0.0	2.6	6.3	0.0	2.6	3.4	1.1	3.8	86.5	98.9	89.7	1.4	0.0	1.3
Alcohol and substance use	Somebody getting injured during a fight	13.5	5.6	5.1	16.8	5.6	10.3	15.4	24.4	15.4	52.4	64.4	67.9	1.9	0.0	1.3
	Gang fight	5.8	0.0	1.3	4.8	0.0	1.3	2.9	3.3	9.0	84.6	94.4	88.5	1.9	2.2	0.0
	Drinking alcohol around the school	1.0	1.1	0.0	3.8	0.0	3.8	2.4	2.2	7.7	92.3	95.6	88.5	0.5	1.1	0.0
	Taking hard drugs e.g. hemp	1.9	0.0	2.6	3.4	1.1	0.0	1.9	2.2	6.4	91.8	95.6	89.7	1.0	1.1	1.3

Possession of Weapons	Bringing knife/ short cutlass to school	0.05	0.0	2.6	3.4	0.0	0.0	4.8	1.1	2.6	90.4	97.8	91.0	1.0	1.1	3.8
Sexual Offences	Having boyfriend/ girlfriend	11.1	2.2	7.7	8.7	6.7	7.7	10.1	14.4	7.7	68.3	75.6	75.6	1.9	1.1	1.3
	Rape	2.4	1.1	0.0	2.4	1.1	0.0	1.4	97.8	5.1	92.3	0.0	92.3	1.4		2.6
	Being in possession of immoral books or pictures	5.8	2.2	1.3	5.3	3.3	0.0	11.1	8.9	12.8	75.5	84.4	82.1	2.4	1.1	3.8
	Unwanted pregnancy	2.4	0.0	0.0	5.8	0.0	1.3	4.8	2.2	6.4	85.6	97.8	92.3	1.4	0.0	0.0
	Abortion	0.0	0.0	0.0	4.8	0.0	1.3	5.3	2.2	5.1	88.9	97.8	93.6	1.0	0.0	0.0
Examination malpractice	Cheating in the examinations	5.3	2.2	2.6	6.3	6.7	3.8	11.1	30.0	11.5	75.0	60.0	80.8	2.4	1.1	1.3
	Cheating in an examination	5.8	3.3	2.6	9.1	5.6	6.4	12.0	24.4	14.1	73.1	66.7	75.6	0.0	0.0	1.3
Others	Unacceptable dressing	4.8	2.2	1.3	5.8	1.1	6.4	9.1	17.8	14.1	78.4	78.9	78.2	1.9	0.0	0.0
	Involvement in cultism	0.5	0.0	1.3	4.3	0.0	1.3	2.9	0.0	3.8	91.8	100	92.3	0.5	0.0	1.3
	Stealing library books	2.4	0.0	1.3	3.8	0.0	0.0	5.3	3.3	11.5	88.0	96.7	87.2	0.5	0.0	0.0
	Stealing other people's materials	12.5	3.3	3.8	9.1	10.0	9.0	10.1	20.0	11.5	66.8	65.6	75.6	1.4	1.1	0.0
	Spending school fees	1.4	10.0	5.1	3.8	6.7	10.3	7.2	20.0	17.9	84.6	61.1	64.1	2.9	2.2	2.6
	Gambling within the school compound	7.2	2.2	0.0	4.3	1.1	2.6	5.3	8.9	9.0	82.2	83.3	88.5	1.0	4.4	0.0
	Gambling around the school compound	7.2	3.3	1.3	6.3	2.2	2.6	6.3	7.8	7.7	78.4	83.3	88.5	1.9	3.3	0.0

Deviant Behaviours Existing in Schools – Result for Students (Senior)

Groups	Types of deviant behaviours	Regularly			Occasionally			Hardly			Not at all			No Response		
		Low Medium High			Low Medium High			Low Medium High			Low Medium High			Low Medium High		
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Truancy	Lateness to school	10.4	5.9	7.6	19.0	37.6	18.5	19.0	35.3	30.4	50.2	20.0	44.3	1.4	1.2	1.3
	Lateness to class	4.7	1.2	7.6	9.5	15.3	2.5	12.8	31.8	16.5	71.6	51.8	73.4	1.4	0.0	0.0
	Leaving school before closing time	5.7	1.2	2.5	4.3	3.5	3.8	7.6	8.2	6.3	80.1	87.1	87.3	2.4	0.0	0.0
	Making noise	31.3	34.1	17.7	14.7	23.5	22.8	17.5	27.1	29.1	35.1	11.8	27.8	1.4	3.5	2.5
Assault	Loitering outside school compound during school hours	8.5	2.4	2.5	10.4	14.1	11.4	14.2	21.2	10.1	66.4	62.4	74.7	0.5	0.0	1.3
	Skipping lessons	9.5	0.0	3.8	12.3	12.9	7.6	13.3	27.1	10.1	64.0	60.0	77.2	0.9	0.0	1.3
	Beating up teachers	1.9	1.2	0.0	0.5	3.5	1.3	3.3	4.7	0.0	92.9	90.6	98.7	1.4	0.0	0.0
	Verbal insults among students	21.3	15.3	6.3	8.5	31.8	19.0	14.2	22.4	11.4	54.0	28.2	63.3	1.9	2.4	0.0
Fighting	Verbal insults directed at teachers	5.2	3.5	1.3	7.6	10.6	6.3	13.3	21.2	10.1	71.6	64.7	82.3	2.4	0.0	0.0
	Threat to other students	10.9	1.2	7.6	6.8	10.6	2.5	12.3	24.7	5.1	67.8	61.2	83.5	2.4	2.4	1.3
	Bullying other students	6.8	4.7	6.3	15.6	18.8	7.6	13.7	14.1	13.9	64.0	62.4	70.9	0.0	0.0	1.3
	Fighting within the school compound	3.3	1.2	1.3	6.6	10.6	3.8	13.3	16.5	3.8	73.9	70.6	89.9	2.8	1.2	1.3
Alcohol and substance use	Fighting during inter-house sports/football matches	3.3	0.0	0.0	4.3	7.1	3.8	10.4	7.1	7.6	80.6	83.5	87.3	1.4	2.4	1.3
	Fighting with another school	3.3	1.2	0.0	3.3	3.5	0.0	9.5	3.5	3.8	81.5	91.8	96.2	2.4	0.0	0.0
	Fighting over boyfriend/girlfriend	2.8	3.5	1.3	6.8	2.4	1.3	10.9	7.1	7.6	77.7	84.7	88.6	1.9	2.4	1.3
	Fighting with knife/cutlery and broken bottle	2.4	0.0	0.0	2.8	1.2	1.3	6.6	2.4	3.8	84.8	96.5	93.7	3.3	0.0	1.3
Possession of Weapons	Fighting leading to the death of somebody	1.9	1.2	0.0	2.8	1.2	1.3	6.2	0.0	2.5	88.2	96.5	96.2	0.9	1.2	0.0
	Somebody getting injured during a fight	8.1	3.5	5.1	13.7	7.1	6.3	19.4	22.4	15.2	56.4	63.5	70.9	2.4	3.5	2.5
	Gang fight	8.5	2.4	3.8	7.6	2.4	2.5	11.4	5.9	3.8	72.0	89.4	88.6	0.5	0.0	1.3
	Drinking alcohol around the school	1.4	1.2	1.3	1.9	4.7	1.3	8.1	9.4	5.1	87.7	84.7	92.4	0.9	0.0	0.0
Sexual Offences	Taking hard drugs e.g. hemp	1.4	1.2	0.0	2.4	0.0	1.3	7.1	7.1	2.5	87.2	91.8	94.9	1.9	0.0	1.3
	Bringing knife/short cutlery to school	1.9	0.0	1.3	2.4	2.4	1.3	6.2	2.4	2.5	87.7	95.3	93.7	1.9	0.0	1.3
	Having a boyfriend/girlfriend	20.9	12.9	7.6	8.1	18.8	3.8	12.3	14.1	13.9	55.9	54.1	73.4	2.8	0.0	1.3
	Rape	2.8	0.0	0.0	1.9	1.2	2.5	4.3	3.5	1.3	90.0	95.3	94.9	0.9	0.0	1.3
Examination malpractice	Being in possession of immoral books or pictures	5.2	4.7	7.6	8.5	9.4	6.3	15.2	16.5	8.9	68.2	68.2	77.2	2.8	1.2	0.0
	Unwanted pregnancy	1.9	1.2	5.1	2.8	3.5	1.3	9.0	3.5	2.5	86.3	90.6	91.1	0.0	1.2	0.0
	Abortion	2.4	1.2	2.5	1.9	2.4	2.5	5.7	3.5	5.1	89.6	92.9	89.9	0.5	0.0	0.0
	Cheating in the examinations	3.8	3.5	0.0	9.0	9.4	5.1	10.9	22.4	13.9	75.8	63.5	81.0	0.5	1.2	0.0
Others	Cheating in an examination	5.7	4.7	3.8	10.4	14.1	1.3	15.2	21.2	17.7	65.9	58.8	77.2	2.8	1.2	0.0
	Unacceptable dressing	7.6	7.1	3.8	11.4	5.9	8.9	12.3	20.0	5.1	66.8	67.1	81.0	1.9	0.0	1.3
	Involvement in cultism	3.3	0.0	0.0	0.9	2.4	1.3	6.6	7.1	2.5	88.2	89.4	96.2	0.9	1.2	0.0
	Stealing library books	2.8	2.4	2.5	5.7	8.2	7.6	9.0	15.3	3.8	81.5	74.1	86.1	0.9	0.0	0.0
Others	Stealing other people's materials	17.5	11.8	11.4	12.3	15.3	7.6	8.1	16.5	8.9	59.2	54.1	72.2	2.8	2.4	0.0
	Spending school fees	1.4	8.2	2.5	1.9	20.0	3.8	7.1	20.0	8.9	86.7	49.4	78.5	2.8	2.4	6.3
	Gambling within the school compound	8.5	2.4	7.6	7.1	12.9	3.8	8.1	10.6	2.5	76.3	74.1	83.5	0.0	0.0	2.5
	Gambling around the school compound	8.5	1.2	8.9	7.1	10.6	3.8	8.1	9.4	2.5	78.3	78.8	83.5	0.0	0.0	1.3
Others	Failure to do assignments	12.3	8.2	3.8	11.4	24.7	13.9	23.2	27.6	22.8	51.7	27.1	57.0	1.4	2.4	2.5

In summary, Mr. Vice-Chancellor, Sir, the following groups of deviant behaviours were found to exist in our secondary schools:

1. Truancy; These include
 - (i) Lateness to school
 - (ii) Lateness to class
 - (iii) Leaving school before closing
 - (iv) Making noise within the school
 - (v) Loitering outside the school compound during school hours
 - (vi) Dodging lessons.
2. Assault
 - (i) Beating up teachers
 - (ii) Verbal insults among students
 - (iii) Verbal insults to teachers
 - (iv) Threat to other students
 - (v) Bullying other students.
3. Fighting
 - (i) Fighting within the school compound
 - (ii) Fighting during the inter-house sports/football match
 - (iii) Fighting with another school
 - (iv) Fighting over boyfriend/girlfriend
 - (v) Fighting with knife, cutlass or/and broken bottles
 - (vi) Fighting leading to death of somebody
 - (vii) Somebody got injured during fight
 - (viii) Gang fight.
4. Alcohol and substance abuse
 - (i) Drinking alcohol around the school
 - (ii) Students taking drugs e.g. hemp
5. Possession of weapon
 - (i) Students bringing knife/short cutlass to school
6. Sexual offences
 - (i) Having boyfriend/girlfriend

- (ii) Raping
- (iii) Having immoral books or pictures
- (iv) Unwanted pregnancy
- (v) Abortion

7. Examination Malpractice

- (i) Cheating in examination

8. Others

- (i) Unacceptable dressing
- (ii) Involvement in cultism
- (iii) Stealing library books
- (iv) Stealing other peoples materials
- (v) Withholding school fees
- (vi) Gambling within the school compound
- (vii) Failure to do assignments

Both the students and teachers were asked to list other deviant behaviours not captured in our instrument and the result revealed the following:

Relationship between Deviance and Socio-Economic Status

Mr. Vice-Chancellor, Sir, our study on the prevalence of deviant behaviours was undertaken among public schools. The question then agitated our minds as to whether deviance was a class phenomenon or not; and, if not, do we have class-specific deviant behaviours? This is the focus of this section.

Certain indicators were used to divide the schools into three social classes, and then we tried to find out what types of deviance were prevalent in each group. The findings are presented below:

Prevalence Rating of Deviant Behaviours among Social Classes

Deviant Behaviours	Low		Middle		High	
	Junior	Senior	Junior	Senior	Junior	Senior
Group 1: Truancy						
Lateness to school	High (28.8%)	High (29.4%)	High (35.6%)	High (43.5%)	Medium (19.3%)	High (24.1%)
Lateness to class	Medium (18.3%)	Medium (14.3%)	Medium (12.2%)	Medium (16.5%)	Low (8.9%)	Medium (10.1%)
Leaving school before closing time	Low (8.6%)	Medium (10.0%)	Low (1.1%)	Low (4.7%)	Low (7.7%)	Low (6.3%)
Noising making	High (36.1%)	High (46.0%)	High (34.5%)	High (57.6%)	High (37.7%)	High (40.5%)
Loitering	Medium (10.6%)	Medium (15.9%)	Medium (11.1%)	Medium (16.5%)	Medium (10.2%)	Medium (13.9%)
Skipping lessons	Medium (19.8%)	High (21.8%)	Low (6.6%)	Medium (12.9%)	Low (7.7%)	Medium (11.4%)
Group 2: Assault						
Beating up teachers	Low (2.4%)	Low (2.4%)	Non-existing (0.0%)	Low (4.7%)	Low (1.3%)	Low (1.3%)
Verbal insult among students	High (25.0%)	High (29.8%)	High (47.1%)	High (47.1%)	Medium (16.7%)	High (25.3%)
Verbally insulting teachers	Medium (10.1%)	Medium (12.8%)	High (27.2%)	Medium (11.1%)	Low (6.4%)	Low (7.6%)
Threat to other students	Medium (13.4%)	Medium (17.5%)	Low (4.4%)	Medium (11.8%)	Medium (12.8%)	Medium (10.1%)
Bullying other students	Medium (19.2%)	High (22.2%)	Low (5.4%)	High (23.5%)	Low (8.9%)	Medium (13.9%)
Group 3: Fighting						
Fighting within the school	Medium (14.0%)	Low (9.9%)	Low (8.9%)	Medium (11.8%)	Medium (11.5%)	Low (5.1%)
Fighting during sports	Medium (11.5%)	Low (7.4%)	Low (2.2%)	Low (7.1%)	Low (2.6%)	Low (3.8%)
Fighting with another school	Low (7.7%)	Low (6.6%)	Low (1.1%)	Low (4.7%)	Low (3.9%)	Low (0.0%)
Fighting over boy/girlfriend	Medium (10.6%)	Low (9.4%)	Low (3.3%)	Low (5.9%)	Low (3.9%)	None (2.6%)
Fighting with knife/cutlass and broken bottle	Low (6.7%)	Low (5.2%)	None (10.0%)	Low (1.2%)	Low (5.2%)	Low (1.3%)
Fighting leading to the death of someone	Low (8.7%)	Low (2.4%)	None (10.0%)	None (0.0%)	Low (5.2%)	Low (1.3%)
Somebody getting injured during a fight	High (20.3%)	High (21.8%)	Medium (11.2%)	Medium (10.6%)	Medium (15.8%)	Medium (11.4%)
Gang fight	Medium (10.6%)	Medium (16.1%)	Low (4.8%)	Low (4.8%)	Low (2.6%)	Low (6.3%)
Group 4: Alcohol and Substance Abuse						
Drinking alcohol around the school	Low (4.8%)	Low (3.8%)	Low (1.1%)	Low (5.9%)	Low (3.4%)	Low (2.6%)
Student taking hard drugs e.g. hemp	Low (5.3%)	Low (3.8%)	Low (1.1%)	Low (1.3%)	Low (2.6%)	Low (1.2%)
Group 5: Possession of weapons						
Students bringing knife/cutlass to school	Low (3.9%)	Low (4.3%)	None (0.0%)	Low (2.4%)	Low (2.6%)	Low (2.6%)
Group 6: Sexual offences						
Having boyfriend/girlfriend	Medium (19.8%)	High (28.9%)	Low (8.9%)	High (31.7%)	Medium (15.4%)	Medium (11.3%)
Rape	Low (4.8%)	Low (3.7%)	Low (2.2%)	Low (1.2%)	None (0.0%)	Low (2.5%)
Being in possession of immoral books/pictures	Medium (11.1%)	Medium (13.7%)	Low (7.5%)	Medium (14.1%)	Low (1.3%)	Medium (13.9%)
Unwanted pregnancy	Low (8.2%)	Low (4.7%)	None (0.0%)	Low (4.7%)	Low (1.3%)	Low (6.4%)
Abortion	Low (4.8%)	Low (4.2%)	None (0.0%)	Low (3.6%)	Low (1.3%)	Low (5.0%)
Group 7: Examination malpractice						
Cheating in an examination	Medium (14.9%)	Medium (16.1%)	Low (8.9%)	Medium (18.8%)	Low (9.0%)	Low (5.1%)
Group 8: Others						
Unacceptable dressing	Medium (10.2%)	Medium (19.0%)	Low (3.3%)	Medium	Low (7.7%)	Medium (12.7%)
Involvement in cultism	Low (4.8%)	Low (4.3%)	None (0.0%)	Low (0.9%)	Low (2.6%)	Low (2.4%)
Stealing library books	Low (6.2%)	Low (8.5%)	None	Medium (10.6%)	Low (1.3%)	Medium (10.1%)
Stealing other people's materials	High (21.6%)	High (29.8%)	Medium (12.4%)	High (27.1%)	Medium (13.8%)	Medium (19.0%)
Spending school fees/money	Low (3.3%)	Low (3.3%)	Medium (16.7%)	High (28.3%)	Medium (15.4%)	Low (6.3%)
Gambling within the school compound	Medium (11.5%)	Medium (15.6%)	Low (3.3%)	Low (9.5%)	Low (2.6%)	Medium (13.4%)
Gambling around the school compound	Medium (13.5%)	Medium (15.6%)	Low (5.5%)	Low (9.3%)	Low (3.9%)	Medium (12.7%)
Failure to do assignments	Medium (19.2%)	High (23.7%)	High (31.1%)	High (32.9%)	Medium (18.0%)	Medium (17.7%)

Summary

Group 1

- Lateness to school cut across all the social classes.
- Lateness to class cut across all the social classes.
- Leaving school before closing time was characteristic of low social class.
- Noise making cut across all the social classes.
- Loitering cut across all the social classes.
- Skipping classes cut across, especially the senior class.

Group 2

- Beating up teachers was more common in the middle and senior classes.
- Verbal insults targeted at fellow students cut across all the classes.
- Verbal insult targeted at teacher was characteristic of low class.
- Threat to other students cut across all the classes.
- Bullying cut across all the classes.

Group 3

- Fighting within the school compound cut across the three classes.
- Fighting during sports was more characteristic of the low class.
- Fighting with another school was more characteristic of the low class.
- Fighting over boyfriend/girlfriend was more common among the low class.
- Fighting with knife, cutlass and broken bottle was more common among the low and high classes. It was not common among the middle class.
- Fighting leading to death was more prevalent among the low and high classes. It was not common among the middle class.
- Injury during fight cut across but it was more prevalent among the low and high classes.
- Gang fight was more of a low class characteristic.

Group 4

- Drinking alcohol around the school compound cut across the three classes.
- Use of hard drugs was more prevalent among the low class, followed by the high class and least among the middle class.

Group 5

- Possession of weapons was most prevalent among the low class, followed by the high class and least among the middle class.

Group 6

- Having a boyfriend or girlfriend cut across the three classes.
- Rape was most prevalent among the low class group.
- Being in possession of immoral books and pictures cut across the three classes, especially the senior class.
- Unwanted pregnancy was more common among the low class group, followed by the high class and least among the middle class.
- Abortion was of almost the same prevalence rate among the three classes, especially with the senior class.

Group 7

- Cheating in the examination was found to be more common among the low and middle classes, and least prevalent among the high class.

Group 8

- Unacceptable dressing was more prevalent among the low and middle classes, especially the senior class.
- Cultism was found to be more prevalent among the low and high classes and less among the middle class.
- Stealing library books was found to cut across the three classes, especially the senior class.

- Stealing other people's materials, surprisingly, cut across all the three classes, though it was more prevalent among the low class.
- Spending school fees/money was found to be most prevalent among the middle class, followed by the high class and, lastly, low class.
- Gambling within the school compound and around cut across the three classes, though it was more prevalent among the low class.
- Failure to do assignment was found to be a common occurrence among the three classes, and most prevalent among the middle class.

Deviance Pre-Disposing Factors

Mr. Vice-Chancellor, Sir, we tried to find out from the three groups, the factors that pre-disposed the young ones to deviant behaviours. Their responses showed six groups of factors as stated below:

Group One:

Parental: Parents criticising rather than praising their children; parents quarrelling in the presence of their children; parents not showing enough love; parents not listening to issues concerning their children; children not regarding their parents' views because they are old-fashioned; children's regular arguments with their parents who compare them with other children.

Group Two:

School: The feeling of not being loved by everybody in the school; being forced to go to school; feeling that other students do not like them.

Group Three:

Teachers: Unfair treatment by their teachers; teachers' lack of interest in their well-being; teachers not listening to their views/opinions; not getting along with teachers.

Group Four:

Personal emotions: Preferring talking/gist to reading; feeling of loneliness; Being bored; difficulty in making friends; feeling out of place among peers.

Group Five:

Society: Holding grudges against society.

Group Six:

Home: Preferring to stay outside the home to staying at home.

These factors were ranked by the students as indicated below:

S/N		Factors	Rated position			
	Group	Indicator	Low		High	
	Parental		JSS	SS	JSS	SS
1.		Parents criticising rather than showering praise	1 st	2 nd	3 rd	5 th
2.		Parents quarrelling in the presence of their children	8 th	10 th	6 th	11 th
3.		Parents not showing enough love	9 th	17 th	11 th	12 th
4.		Parents not listening to issues concerning	13 th	1 st	18 th	20 th

		their children				
5.		Not regarding their parents' views or opinions because they are old-fashioned	15 th	20 th	17 th	22 nd
6.		Regular arguments with parents	16 th	19 th	12 th	9 th
7.		Parents comparing their children with other children	18 th	16 th	2 nd	12 th
	School					
8.		The feeling of not being loved by everybody in the school	4 th	18 th	13 th	18 th
9.		Being forced to go to school	6 th	12 th	4 th	3 rd
10.		Feeling that other students do not like them	19 th	15 th	19 th	19 th
	Teachers					
11.		Unfair treatment from teachers	3 rd	3 rd	1 st	10 th
12.		Teachers' lack of interest in their well-being	11 th	22 nd	8 th	20 th
13.		Teachers not	12 th	21 st	21 st	21 st

		listening to their views/ opinions				
14.		Not getting along with teachers	22 nd	8 th	22 nd	6 th
	Personal Emotions					
15.		Preferring talking/gist to reading	2 nd	11 ^t _h	10 th	4 th
16.		Feeling of loneliness	5 th	13 ^t _h	9 th	15 th
17.		Not feeling a sense of belonging	7 th	5 th	7 th	13 th
18.		Being bored	10 th	9 th	6 th	1 st
19.		Difficulty in making friends	20 th	4 th	14 th	14 th
20.		Feeling out of place among peers	21 st	7 th	15 th	16 th
	Society					
21.		Holding grudges against the society				
	Home					
22.		Preferring staying outside to staying at home				

Peace Education Intervention Package

Mr. Vice-Chancellor, Sir, having realised the existence of the problem of deviance in our schools, we tried to be

part of the solution by developing and testing a Peace Education Intervention Package.

The Concept of Peace Education

The concept of peace education has been explained by exploring different approaches. One approach sees peace education primarily as a knowledge-based subject that can be taught in the school curriculum; yet another approach sees it as a set of skills and attitudes that can be explicitly taught or infused in a variety of educational contexts (Fountain, 1999).

The US-based Consortium on Peace Research Education and Development (COPRED) (1986) emphasises the knowledge component of peace education, defining peace as a “multi-disciplinary academic and moral quest for solutions to the problems of war and injustice with the consequential development of institutions and movements that will contribute to a peace that is based on justice and reconciliation.”

On the other hand, Cremin (1993) places greater emphasis on skills and attitude, defining peace education as a global term applying to all educational endeavours and activities which have as their focus the promotion of the knowledge of peace and of peace-building, and which promotes in the learner, attitudes of tolerance and empathy, as well as skills in cooperation, conflict avoidance and conflict resolution so that learners will have the capacity.

Regan (1993) distinguishes between peace studies, peace education and peace campaign. According to him, peace studies cover the content area of peace education, which includes the values underlying peace, violence and war, non-violence, economic and social justice,

environmental protection and participation. He views peace education as presenting differing views on the causes of and possible solutions to conflict, enabling debates about controversial issues. Peace education, from this perspective, is concerned with methodology and attitude formation. According to Regan, peace campaigning is encouraging students to take part in grassroots social change processes.

Fountain (1999) defines peace education as the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour change that will enable children, the youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully and to create the environment conducive for peace, whether at an intrapersonal, interpersonal, intergroup, national or international level. He also asserts that peace education must address the prevention and resolution of all forms of conflict and violence, whether overt or structural, from interpersonal level to societal level and then global. Fountain's definition of peace education, according to UNICEF, focuses on behaviour change, which reflects the fact that behaviour does not occur in a vacuum; rather, it is nested within the context of the family, peer group, school, the community and the larger society. It believes that behaviour is intrinsically linked to and interdependent with the values and norms of those groups.

In addition, peace education promotes the development of values as the basis for behavioural change, and it views behaviour as an indicator of an individual's or group's values. The aim of peace education, therefore, includes understanding the nature of conflict and peace, understanding the causes of conflict and non-violent means of their resolution; development of skills such as

communication, assertiveness, ability to cooperate, critical thinking, problem solving; development of attitudes such as self-respect, positive self-image, strong self-concept, tolerance, acceptance of others, respect for differences, empathy, reconciliation, social responsibility, sense of justice and equity, among others.

Peace Education and Behaviour Change

Peace Education Programme has been found to be a useful instrument for conflict resolution. This, according to Schmidt (1994b), is because Peace Education is a process for changing attitudes and behaviours by teaching skills that equip the youth with the ability to use non-violent approach when dealing with conflict.

Hanson (1994) evaluated the effect of a conflict resolution/student mediation programme on students' attitudes and behaviours. He reported that a training programme affected students' attitudes towards resolving conflict positively. The result of the survey also showed that students who received the conflict resolution training were more willing to respond to conflict situations with compromise rather than threats or violence than students who did not receive the training.

Peace Education Intervention

An interactive dialogical approach was used for the intervention. An interactive dialogical package for six models was developed for it.

The interactive dialogical instrument consisted of six modules; these were:

- | | | |
|--------------|---|-------------------------------|
| Module one | – | Knowing Yourself |
| Module Two | – | Understanding Others |
| Module Three | – | Like Others, Do Not Hate Them |
| Module Four | – | You Too Can Succeed |

Module Five – Community Membership
Module Six – The Ladder of Life
Each module had a worksheet.

Dialogue Section

The section was divided into modules. There were six modules in all. One module was used for each week. The modules consisted of six different themes. Each module was made up of a number of steps.

The dialogue section consisted of discussions of the module for the week. During the session, the teacher dialogued with the participants based on the contents of the module which were designed to teach the students positive life skills. Each module had a worksheet and, after the dialogical session, each participating student was expected to complete the worksheet and go home with the module.

At the end of the dialogical sessions, both the control and the experimental groups were evaluated using the Behaviour Rating Scale. This was done to ascertain which of the identified deviant behaviours were still available in the treatment group so as to ascertain the effectiveness of the dialogical sessions.

Figure 1, 2 and 3: Post-Programme Evaluation Results

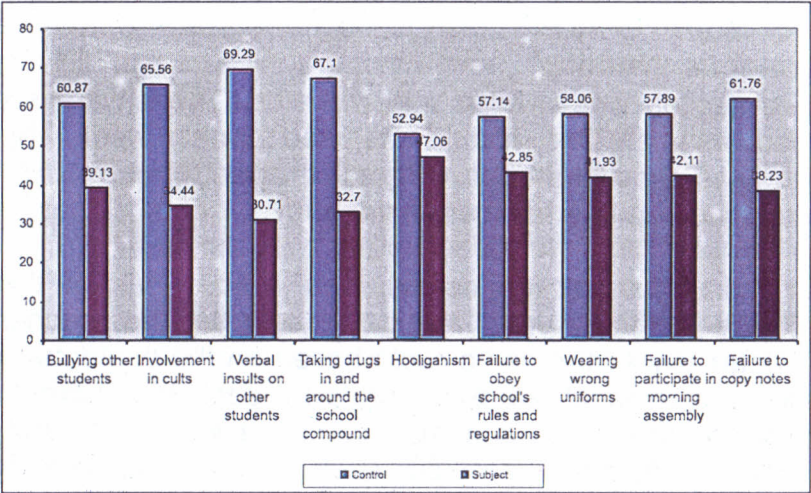


Figure 2:

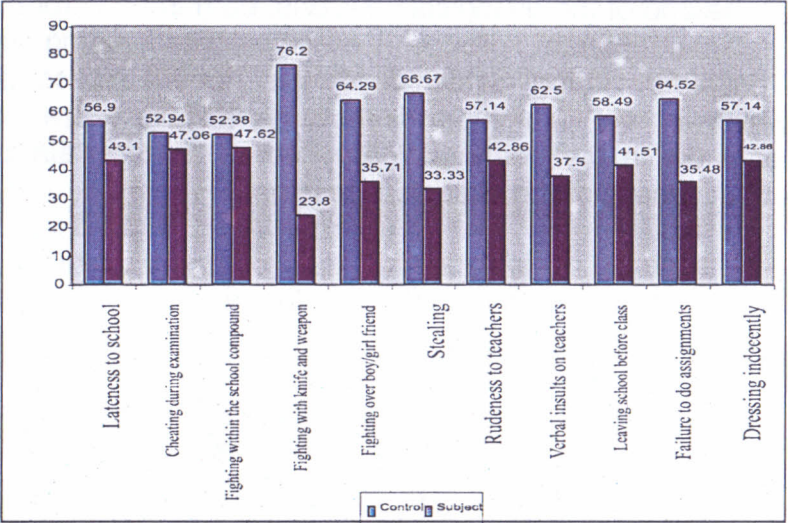
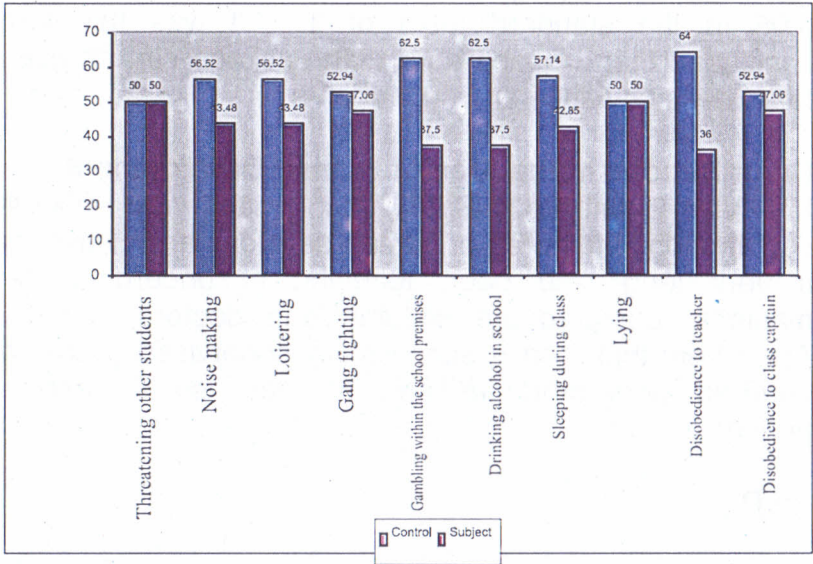


Figure 3:



The results show a marked difference between the experimental and control groups, with the experimental group showing a reduction in deviance, except for the threatening of other students, which showed no observed difference. In order to find out if the observed differences between the experimental and control groups were statistically significant, the result was subjected to hypothesis testing, as shown below.

Test of the Hypothesis

S/N	Group	Mean Score	S.D	t-calculated	t-table	df	α	Result
1	Control	61.22	7.81	4.20	1.67	56	0.05	Significant
2	Treatment							

The table above shows that there is a significant difference between the control and experimental groups, because the calculated value of 't' was found to be 4.20,

which is greater than the standard value of 't' which is 1.67, when compared at df 56 and level of significance 0.05 in the standard table of 't'. It was therefore concluded that a peace education package can be used to address deviance among students.

Contributions in the Area of Human Development

Mr. Vice-Chancellor, Sir, I also made my modest contribution in the area of human development. I have for a very long time been teaching at undergraduate, master's, postgraduate diploma and doctorate levels. Apart from this, I have successfully supervised over one hundred undergraduate and at least sixty master's projects.

Ph.D

Major Supervisor

Name	Title
Ememe, Perpetua	The Influence of HIV/AIDS Awareness Programmes on the Perception, Attitude and Behaviour of Urban and Rural Dwellers in Selected States in Nigeria.
Igbokwe, G. N.	An Evaluation of the Contribution of Non-Governmental Organisations to Non-Formal Education in Lagos State.
Omiunu, S. E.	Self-Help Projects and Grassroots Development in Edo State.
Adekunbi E. M.	Reproductive Health Education as a Predictor of Health and Economic

Status of Women Living in Rural Areas of Nigeria.

Aitokhuehi O. O. Management Effectiveness of Professional Continuing Education Programmes in Lagos State, Nigeria.

Apena T. A. A Comparative Analysis of Socio-Economic Status of Public and Private Organizations Retirees in Lagos State.

Ige, L. O. The Contributions of Cooperatives to Rural Development in Lagos State.

Minor

Sanwo, O. O. An Evaluation of the Organisational Effectiveness of the National and State Agencies for Adult and Non-formal Education in Nigeria.

Adetifa, F. E. Breast Cancer Prevalence, Awareness and Perception of Intervention Techniques Among Women in Lagos State: A Psycho-Social Analysis.

Okebiorun J. O. Influence of Training and Development Programmes on Organizational Commitment among Non-Teaching Staff of Universities in South West Nigeria.

Ikeche, N. A. An Analysis of the Management of Cooperative Societies in Lagos State.

Adult Education in Perspective

Mr. Vice-Chancellor, Sir, to conclude this lecture, I would like to briefly put Adult Education in perspective. And, in doing this, I will argue that the nomenclature, Adult Education, is a misnomer, especially in terms of the scope and modern demand of the field. This is one of the reasons why Jarvis observed that the concept is regarded as among the most problematic in the field (Jarvis, 2004). He goes further to say that this has led to different groups giving it different interpretations. For example, it is referred to as Liberal Education in the United Kingdom, whereas in the United States it has a wider connotation of the education of adults. This is a major problem because when practitioners of a profession do not have a common ground for conceptualising the field, its development will be jeopardised. This problem has made its definition difficult and unwieldy.

Okenimkpe (2003) in his review of the definitions of Adult Education cited up to ten definitions and made a concluding remark that all the definitions point to the fact that Adult Education "is all forms of learning enterprise, experience or activity to which people are exposed outside the formal education system". The question that follows is, "Are adults the only category of people who engage in educational enterprise outside the formal education system?"

Mr. Vice-Chancellor, Sir, my assumption is that due to historical antecedents in the field, the term 'adult' was superimposed on the field and then efforts were made to package it to conform to the concept.

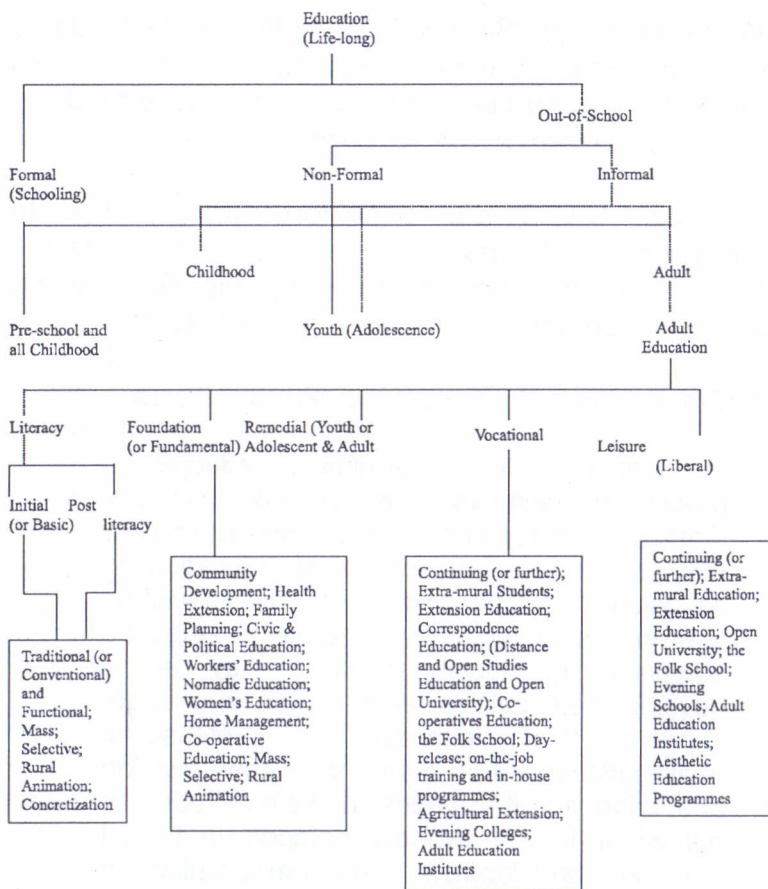
If we take UNESCO's definition, which tries to incorporate all the facets of the field and which is the most cited, the problem of narrowing the field by the concept again comes to the fore. It defines Adult

Education, as cited by Okenimkpe (2003: 13), as:

the entire body of organized educational processes, whatever the content, level, or method, whether formal or otherwise, whether they prolong or replace initial education in schools or colleges, and universities as well as apprenticeship, whereby persons regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications, or turn them into a new direction and bring about changes in their attitudes or behaviour in the two-fold perspective of full personal development and participation in balanced, independent, social, economic and cultural development

The major problem with this definition is, how do we situate 'persons regarded as adults by the society'? As a profession, there should be a universally accepted 'boundary' of the field. If adults can be interpreted differently by different societies, and the profession's standing is hinged on the same concept, then there is a problem.

Again, in an attempt to typologise Adult Education, Okenimkpe (2003:21) presented the chart below:



In this typology, we have remedial and vocational education. These two cannot be regarded as exclusive to only the category of people that can be called adults. If apprenticeship is part of the field called Adult Education, as in UNESCO's definition, and if vocational and remedial education are also part of the field, as shown in Okenimkpe's typology, and with the general understanding that the majority of the clients of these three are mainly the youth, how then can we justify the

labelling of this field as Adult Education? What really is adult about Adult Education?

Furthermore, the growth and expansion of technology and the continuous production of knowledge have both created the necessity for continuous absorption of knowledge and adaptation to new demands. In essence, continuous learning has become mandatory for every individual who wants to survive in the present age. A learning society has thus been created and lifelong learning is now a matter of fact.

The formal school system has been organised and is still being reorganised and reengineered continuously through research and planning to meet the demands of those opportune to take the advantage. The problematic aspect of lifelong learning is how to cater for the numerous individuals that the social milieu in which they find themselves compels continuous learning from them. Not all of these individuals can be regarded as adults.

The economic situation has made many youths to abandon their field of study and turn to other areas for survival. There are many graduates who are far removed from what they learnt in school. They have become event planners, 'small chops' experts, fashion designers, and so on. These people form part of the clientele of the educative processes that are presently regarded as adult education. To label these educative processes generally as Adult Education becomes a misnomer. It is, therefore, necessary to revisit the appellation 'adult education'.

What then, Mr. Vice-Chancellor, Sir, is the alternative? The UNESCO definition of the field gives an all-encompassing descriptive of what the field consists of.

This therefore can serve as a good platform for understanding its nomenclature.

We therefore turn to this definition, which is hereby repeated as a matter of emphasis:

... the entire body of organized educational processes, whatever the content, level, or method, whether formal or otherwise, whether they prolong or replace initial education in schools or colleges, and universities as well as apprenticeship, whereby persons regarded as adults by the society to which they belong **develop their abilities, enrich their knowledge, improve their technical or professional qualifications, or turn them into a new direction and bring about changes in their attitudes or behaviour in the two-fold perspective of full personal development and participation in balanced, independent, social, economic and cultural development.**

Conclusively, Mr. Vice-Chancellor, Sir, the main thrust of the field is to bring about social change through educative processes that will lead to continuous adaptation and, as a result of continuous learning, throughout the individual's lifespan for the purpose of individual and societal development.

In essence, the summary of the field is that of a developmental education that is done in a lifelong fashion. These two concepts therefore should form the basis for the field's nomenclature.

I rest my case.

RECOMMENDATIONS

*Mr. Vice Chancellor, Sir, the nomenclature, Adult Education, does not really convey the true nature and scope of the field. I do hereby give a strong recommendation that the authority of the University, through the Programme Review Committee and the Senate of this great university, give approval to the proposed change of nomenclature by the Department.

*To situate the Department in its proper position to serve the University and society, new programmes are necessary. The University is hereby urged to grant the request of the Department for new programmes. This will definitely allow the Department to serve the University and society better.

*The world of work has changed tremendously. No one can be too sure of what awaits him or her in the society. Students, therefore, should be given a wide range of opportunities. It is therefore necessary for the University authorities to allow teaching subjects to be included in the certificates of the three departments of Adult Education, Educational Administration and Guidance and Counselling, as is the case in the University of Ibadan, University of Benin, University of Calabar, and many others.

*It was not until we conducted the first research on the prevalence of deviant behaviour that I realised the level and types of this behaviour which exist in our schools. I would like to urge the government, especially the Lagos State Government, to introduce Peace Education in the schools, not as part of the curriculum, which is likely to become another rhetoric, but as an intervention mode

that can reduce deviance in schools and create the culture of peace.

*Government should revisit the adult literacy issue. With adult literacy rate of 56.9% from a National Literacy Survey (2010) conducted by the National Bureau of Statistics(UNESCO,2012), it is important for the Government at each level to reconsider mass approach to illiteracy eradication. The relevance of literacy to development is no more a controversy. For real development to take place, literacy, of the liberating type, is a *sin qua non*.

ACKNOWLEDGEMENTS

I was almost destined to remain at Ogunpa, in Ibadan, selling singlets and handkerchiefs. But God Almighty, the One who was, and is, and is to come, the same yesterday, today and who will remain forever more, the Great I Am, raised me from the dust, lifted me out of the dunghill and set me with the princes of His people. I appreciate Him, I give Him thanks and I say be Thou exalted forever more.

My sincere gratitude goes to the Vice-Chancellor of the University of Lagos, Professor Rahamon Adisa Bello, not only for the opportunity to deliver this inaugural lecture, but also for the wonderful support I have enjoyed from him since God made me the Dean of my Faculty. You will never lack favour. The Deputy Vice-Chancellor, Academic and Research, Professor Babajide Alo - we both attended the same Secondary School, Christ Apostolic Grammar School, Ibadan - deserves my gratitude. He honoured me during my father's burial by releasing his official vehicle to me throughout the period of the burial. Thank you very much, Sir. I appreciate you. The Deputy Vice-Chancellor, Management Services, Professor Duro Oni, I really thank you for your interest in the activities of my Faculty. The Registrar, Dr. (Mrs.) Taiwo Ipaye; the Bursar, Mr. Lateef Odekunle; the University Librarian, Dr. (Mrs.) Olukemi Fadehan; all deserve special thanks for making my job as the Dean an easy one. Other members of the management team, please accept my gratitude.

I strayed from God for a while but since He brought me back to Himself, He has been using His son, Dr. Daniel Kolawole Olukoya, the General Overseer of Mountain of Fire and Miracles Ministries Worldwide to teach my

hands to war and my fingers to fight. I am grateful for your impact upon my spiritual life. May the Anointing of God upon your life continue to increase.

I will like to appreciate my father, Pa Gabriel Ilesanmi Omodojo Jegede, of blessed memory. There was no record of him attending any school, but he kept his own diary and recorded all his accounts by himself, and he could read the Bible. He took great interest in the education of his children and made great sacrifices to ensure that we all went to school.

My mother, late Mrs. Adebimpe Osewa Jegede, who was humble almost to a fault, deserves special mention. She toiled for the sake of her children and nearly lost her eyes in the process. She sold her belongings so we could go to school. I wish you were here to see how much your hard work has paid off.

My late brother Mr. Anthony Folorunso Jegede deserves appreciation. He was the one God used to spur me on in my educational pursuits. He said, "Supo, tell them you also want to go to school like others'. If not for that statement, I might not have been here today giving this Inaugural Lecture.

I thank God for the lives of my brothers and sisters, the 'Omo Baba Ijesa', Sister Olu, Sister Yinka, Brother Folorunso, Sister Nike, Laoye, Iyabo Agba, Banjo, Layi, Moji, Biodun, Kehinde, Iyabo Kekere, Deinde and Busuyi. May God continue to preserve us.

I dedicated this Inaugural Lecture to the memory of my sister-in-law, late Mrs. Adetoun Jenrola Olomi (nee Popoola). Like my mother, she was also gentle almost to a fault. She was in such a hurry to do good as if she

knew that her time on earth was limited. For the almost 27 years that I knew her, I try to no avail to remember a day she offended me, even though she lived with us for some time. Continue to sleep till the Resurrection Day. Her husband, Mr. Tola Olomi, and her children, Ayomide, Kanyinsola and Tomi, are precious recognised.

I would like to express my gratitude to those that God used to see me through my secondary education. They are Pastor Ayo Ogunranti, my Principal, who died recently. I appreciate him for believing in my potential and recommending me for state scholarship, especially at a point when my schooling was almost threatened. Mr. Amele, my Fine Arts teacher and House Master, showed me what a teacher should be even when I deliberately misbehaved. My teacher and mentor, Professor Femi Owolabi, deserves special mention. He did not only teach me, he mentored me both in the classroom and on the field. He believed so much in me that I had free access to his house. I know God has been rewarding you. I thank God especially for your life, for Him giving you the grace to know Him.

I would like to acknowledge my brethren from Mountain of Fire and Miracles Ministries, Barachel branch. Prof. Ayolabi, Dr. Adedun, Sister Kazeem, Dr. Oladipo and others that time will not permit me to mention. Also are my brethren from the Full Gospel Men's Fellowship, especially Akoka chapter. Thank you for giving me the opportunity to serve God in the capacity of a Chapter President. Our family friends, Alhaji (Dr.) Abdu-Lateef Buari and his wife Lanre, I appreciate our relationship. Also Taye Sowemimo, my wife's friend.

In the Faculty of Education, some people deserve special mention. First is Uncle Bamgboye, who stood for me

concerning appointment, even without my knowledge. Thank you and may God make the remaining part of your life enjoyable. Second is Late Professor Obe, a former Dean of the Faculty. He fought for my promotion without requesting for any form of appreciation. May the resurrection power of Jesus Christ fall upon all that you left behind. Professor Oyedeji was my supervisor at the Master's level. Sir, I appreciate you. I am blessed to have three successive supervisors at the Ph.D. level, Late Dr. and later Professor Kobina Asiedu, a very brilliant scholar. Next was Dr. Bata Musa and lastly was Professor Michael Okenimkpe. Thank you for the seeds you planted in my life.

There are other academic and non-academic staff members in the Faculty. It may be virtually impossible to mention everybody, and since I am presently the Dean of the Faculty, I would like to avoid controversy by taking them group by group. Firstly, I would like to appreciate all the professors of the Faculty. Your genuine contributions, especially at the appointment and promotion meetings, have greatly enlarged my understanding of the University system, bringing meaning into my professorship.

I appreciate all the efforts of my underground campaign team, especially in working with God to make me the Dean of our Faculty. God who knows you individually will reward you. I also appreciate all other academic staff. I appreciate you all and I implore you to let us all stand up to bring out the potential of our great Faculty. The non-academic staff, especially my colleagues in the Dean's Office, I thank you all for the cooperation I have been receiving from you. May God bless you. The students of the Faculty deserve special accolade. I am the Dean because you are there. I appreciate the cooperation I have been receiving from you. Please keep it up.

As a Professor, one of the things that adds meaning to your life is the number of Ph.D.'s you are able to produce. And that is why I would like to recognise my 'academic babies'. In the last convocation, I had four of them: Aitokhuehi Oyeyemi, Adekunbi Esther, Ige Olusola and Apena T to whom I was made the major supervisor. And another three: Ikeche Nkiru, Obuekwe Grace and Okebiorun Janet, to whom I served as the second supervisor. Before them I had my first baby, Ememe Perpetua and others, Igbokwe Grace and Ominu V. I., as major supervisor, and Sanwo O. O. and Adetifa F. A., as minor. I want to thank you all for adding flavour to my professorship.

Two of them deserve special mention because the relationship has gone beyond the student-lecturer kind. We have become a family. They are Drs. Perp. Ememe and Oyeyemi Aitokhuehi. Mr. Jude Ememe, Dr. Ememe's husband, apart from being the Chairman at my daughter's wedding, had to stand in the sun for over one hour just to secure an internship space for another daughter of mine. Both Yemi and her husband, Ine, are like children to me now. Yemi is actually referred to as my first daughter. Her parents are Prince Akinlolu Olagoke and Mrs. Grace Omobowale Akinbiyi. Mrs. Aitokhuehi, as well as her siblings, Dr. Akinsola Akinbiyi, Mrs. Omosalewa Oladapo, Akinbayo Akinbiyi and Akintobi Akinbiyi, are now like family to me. I appreciate all of you, and may God continue to keep all of you.

My in-laws deserve special thanks. From my wife's side, firstly, I would like to give special recognition to Prof V.O.S. Olunloyo who has been more than an in-law to me. He was able to convince my family that academics will regain their lost glory when I was confused whether

to take up the job or not. I would also like to acknowledge her brothers, Mr. Folorunso Popoola and his wife, Titi Popoola, as well as Mobolaji Popoola and his wife, Bimbo Popoola. Special mention must be made of my nephew Jay, my nieces, Bimbo Omisore and her husband as well as Latunde, Bisola and Tomilola. They have been very close to me. I also want to thank the people that have made my daughter a part of their family, Prince Adekunle Adesanya, Mrs. Adekunle Adesanya and their children, Adeyemi Adesanya, Oyinade Magbagbeola and Kofoworola Adesanya. Thank you all for accepting my daughter into your family.

Last November, my family had an "extension". I hereby present the source of my 'fullmanship', my children, Odunola and her husband, Timilehin, Temitope and AnjolaOluwa. All of them are alumni of this great University. Thank you for making my joy complete. Odunola had hoped I would become a Professor before her wedding. God "over-answered" her prayer by also making me the Dean.

Lastly, and not in any way the least, is my wife, Mofoluso Aderemi Jegede. We have been through thick and thin together but God has always seen us through, and He has brought us this far. Thank you for enduring my complications.

To those who, one way or the other, I failed to mention, I say may the Almighty God bless you richly.

My esteemed audience, gentlemen of the press and all who made this day what it is, ladies and gentlemen, thank you and God bless.

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