



Scaling Up Educational Interventions in Sociology and Anthropology through Inclusion of ICT for Sustainable National Development

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Abstract

This study aimed at scaling up educational interventions for sustainable national development. Specifically the study examines scaling up in Sociology and Anthropology. The specific objective was sub reduced to scaling up social and cultural practices such as curbing cultism, entrepreneurship development and globalization. The study suggests that developing a scaling strategy involves establishing why, what and how one is going to scale. The study make use of 30 students and 6 lecturers in both sociology and Anthropology Department. Five stages of scaling up was identified: 1, Concept (1) Pedagogical Intervention (3) Adaptation (4) Scaling Intervention and Replication. 3 strategies were also identified and they are the pathway to scaling up the partners or actors involves and fidelity which involves programmes adaptation and sustainability of what was scaled up. The study designed was a comparative and experimental study. Existing records; theoretical and compliance works were reviewed. Further experiment was carried out to access the impact of the scale up on student level of understanding and willingness to spread knowledge acquired beyond the classroom. The result shows that scaling up intervention strategy using collaborative pedagogy increases the level of understanding and willingness to participate in scaling up outside the classroom. It was concluded that scaling up pedagogy would empower positive change among the students by empowering them to think and act positively within and outside the lecture halls. Recommendations were proffered that both pedagogy and curriculum should be redesigned to create positive impact on the learner as a way of scaling up sustainable national development

Keyword:-Scaling-up, pedagogy, Sociology, Anthropology development, Entrepreneurship Globalization.

Introduction

The role of education as an instrument for sustainable national development cannot be over emphasized. Education is the basic of human right and the foundations on which to build peace and drive sustainable development. This is because education empowers one to take informed decision and responsible actions for environmental integrity, economic viability and just society, for present and future generations while



respecting cultural diversity; Leicht, Heiss and Byun (2018). With regard to learning content such as curricula, the changes in technology, labour market, climate change, poverty and growing environmental challenges, all require education to provide the knowledge, skills, values and attitudes that empowers learners to contribute to national development. The learners need to be equipped with knowledge analytic and critical thinking, and skills that would make them more flexible and innovative to deal with the present challenges and be prepared for the future.

Over the years, different number of education interventional programme had been initiated and implemented by different governments both at the state and national level, curriculum planners, researchers, and institutions. Some of the education intervention program in Nigeria include strengthening effective management system, improved education quality demonstrated by increased reading skills; and increase equitable access to safe, relevant and accredited educational options.

However, that many interventions in the history of educational development have no doubt failed to be implemented in culturally inventive ways as a result of the unweirdness, essentializing conception of scaling that many development practitioners knowing or unknowingly espouse in their work. Sutoris (2018) pointed out that, to address the historical baggage of the concept of scale, wended to work toward a thick description of it, one rooted in culturally informed understanding of the translation processes and the accordant tensions between form, content and the ethically of outcomes, there is need to scale up education intervention for sustainable national development scaling up.

Scaling up according to Hornby, *et al.*, (2010). refers to increase in size or number of something in this case educational intervention. It is a deliberate efforts to increase the impact of successfully tested pilot, demonstration or experimental projects to benefit more people and to foster policy and programme development on a lasting basis (who, 2010). Scaling up of educational intervention aims at producing robust effective replicable outcome. It emphasizes the implementation of new ideas that are built on the findings of quality research and development. Colum (2003) stated that most in studies that been educational research that focuses on scales has tended to define it in un-dimensional ways involving solely or predominantly the expansion of number of schools reached by a given reform effort. Sampson, and Chambers (2016) started that there are still a paucity of detailed research in the field of international and comparative education examining how policies and programme are constituted in local settings, especially in context of significant political, social and economic change. This study then examines scaling up in Sociology and Anthropology.

Sociology and Anthropology is the study which involves the systematic study of social life and culture in order to understand the causes and consequences of human action. Sociology and Anthropology interested in the way society and culture influence peoples' lives and strives to promote understanding of everyday social life. Sociologist and Anthropologist examine how human culture, social structure (group, organizations and communities) and social institutions (family, education, religion, etc.) affect human



attitudes, actions and life changes Simpeh (2011). The study of sociology and Anthropology covers areas such as culture, socialization, deviance, inequality, health and illness, family patterns, social relations. A combination of theoretical perspectives and empirical research allows student to develop new insight and a different perspective of their lives as well as helping them to understand everyday social life as a blend of both stable patterns of interaction and sources of social change.

It is a known fact that many theoretical and empirical research has been carried out over the years on ways of scaling up educational intervention in Sociology and Anthropology. Ethically scaling up interventions in multi-sited ethnographic research. given the prevailing challenges in educational sector in Nigeria especially as it has to do with the implementation of outcomes of researches carried out by various scholars in different field; there is need to further research on scaling up in educational intervention for sustainable national development.

Review of Related Literature

Scaling up is a process of significantly increasing the number of sustained, implementations of a successful program thereby serving more people with comparable benefits (Larson, Dearing and Backer 2017). Scale up begins late in translation, after researcher develop a new program, and the program then debits as a pilot, is tested to determine if it functions as intended, and then if it does, is revised and expanded and subjected to large scale testing under varied community conditions (Sampson, Chambers, Riley, Engeigau and Mensah (2016) Wills, Riley, Stockton, Abramowicz Zummah, Wong, Robinson and Best 2016) describes scaling up as a series of process to introduce innovations with demonstrated effectiveness through a programme delivery structure with the aim of improving coverage and equitable access to the innovations.

scaling up is often thought of as a process requiring a strategy and implementation plan that considers the policy context, delivery mechanisms and resource requirements, pace of changes, sequencings of activities, areas for prioritization and monitoring and evaluation. However, Gibbons (2017), had found many points of intersection with other implementation work particularly that focused on the sustainability of interventions.

Kenneth, (2007). listed types of scaling up to quantitative scaling up, diversification/functional scaling up (expands programmes breath) political scaling up (expands political support), and organizational/institutional scaling up (has a diversifying/stabilizing funding base, builds strategic alliance with other organizations, and develops the technical and management capacity of an in-country agency in order to sustain programmatic efforts, policy or legal changes to overcome national or subnational barriers and support sustainability.

Larson, Dearing, and Backer, (2017), noted that for both research based and practiced-based social programmes, two conditions must persist in order to conclude that scale up was successful; increase in quantity, as in the number of sites or the number of beneficiaries served, and the maintenance of quality as in later alterations of the programme continuing to provide benefit to participants as did earlier of alterations of



the programme. Moreover in consistent with the domain of Sociology and Anthropology, there is a broad desire to improve services and spread effective innovation across different departments, organizations and areas. Schalock and Verchugo (2013) in Oyemwinmina, & Aibieyi, (2015), stated that no matter whether one is involved in economic, politics, business, healthcare, education or human services, transformational change is happening at strategic operational, or functional levels across organization.

Larson (2017), and Gibons (2017) listed strategies to scaling up to include pathway, partnership and fidelity. The pathway is the organized activities by which a social program reaches more people. Partnership has to do with all organization working together to scale up a social program while fidelity is the extent to which a programme is implemented in the way intended by its developers, particularly with respect to critical elements whose benefits are supported by its evidence.

Sociology and Anthropology make use of quantities for researches, comparative scale for analyzing and interpreting its concepts. Numeric studies in sociology and anthropology examine collective actions by actors involved in implementation of instructional strategies better understanding of socialization and entrepreneurship development. The studies are extremely diverse in terms of the subjects, theoretical goals and methodology. The different approaches are clearly more than one school of thought. Sociology and anthropology explain how viewpoints and preferences can evolve through social interactions. In sociology and anthropology, studies generally analyze the multiple arenas where actors interact. These studies analyze a limited number of cases and seek to understand more localized multi-dimensional aspects of social interactions between the actors involves in collective action for entrepreneurship development and socialization. Some studies make assertions about the meaning, process and outcomes of actor's collective actions. Some consider that their results are more relevant at the scale considered in the case studies (given the characteristics of the theoretical bases and research designs used by studies in sociology and anthropology), few assertions have been made regarding the factors could strengthen or weaken socialization process and entrepreneurship development.

Statement of the Problem

The purpose of education is to prepare learners with a life-long training which will enable them to face the challenges of life. It also help as well in preparing the learners to be citizens who will contribute meaningfully to national development. Education may take place in a formal or informal settings. In the formal setting, education in Nigeria may be classified into primary, secondary and tertiary education. At the tertiary level, education is subdivided into various faculty, department and areas of specialization. Example is the Faculty of Social Sciences, Department of Sociology and Anthropology with majors in Sociology and Anthropology. Moreover, in a formal settings such as the universities, a lot of things need to be provided and put in place for the aims of education at such level to be achieved. these include classroom and administrative blocks, periodic increases in number of academic and non-academic staff, periodic review of curricula of each study area to meet the needs of emerging societal and national challenges, and constant review of teaching methodology which may appear abstract and to lacking in



the provision of these need factors that influence difficult for learners to understand. However, observations by Ezumari, (2018), shows that many institutions are lacking in achievements and improvement. This gives rise to constant strike by academic and non-academic staff of various federal and state owned institutions of higher learning to protest these lacks, especially in the areas of conducive learning and teaching environment. These protest had resulted in government and public/private spirited individual to intervene in the education sector of the nation.

However, these interventions are mainly on increase on classroom and administrative block, number of academic and non-academic staff, more new universities and other tertiary institution but, little attention is paid on curriculum development and teaching methodology as other areas that will facilitate the achievement of the goal of education. Some of the curricula, content do not meet the need of the present generation. also some teaching method (pedagogy) do not allow for proper comprehension of the subject matter by the learner hence the present attitude of students toward reading or studding only to pass examinations without taking into consideration of the effect in the long run. There is need to also scale up educational intervention for sustainable national development in these area. It is worthy of note that many research had been carried out in scaling up education intervention.

Most of the research concentrated on number of schools and improvement in learning environment such as provision of well ventilated classroom blocks, but few research had studied scaling up in teaching method as an area that needs intervention. This study hopes to fill this gap and contribute to the existing body of knowledge on scaling up education intervention for sustainable national development.

Moreover, existing studies both theoretical and empirical reveal that most of scaling up in sociology and anthropology are carried out in medical and health care social practices. This study investigate scaling up in anti-cultism, entrepreneurship development and globalization as social cultural practice.

Purpose of the Study

The purpose of the study is to investigate Scaling up Educational Intervention for Sustainable National Development in Sociology and Anthropology. specifically the study aimed at examining scaling up pedagogy (teaching technique) to enhance understanding of key concepts as well as practicing the knowledge acquired in sociology and anthropology beyond classroom walls. Scaling up educational intervention (collaborative pedagogy) in sociology and anthropology. Scaling up educational intervention is to disseminate knowledge produce within the classroom beyond its walls. This intervention could take the form of a social media and or poster campaigns, a public dialogue or discussion, a performance or some other event or form of communication. Students needs to be creative. In order to receive credit, project must be in full compliance with the university code of conduct for students. instructors who want a more structured and controlled set of intervention projects could experiment with forming students groups around given topics, themes or problem (collaborative instruct technique). Educational interventions provide students with the support needed to acquire the skills being taught by the educational system and should address functional



skills. Academics cognitive, behavioural and social skills that directly affect the learner's ability.

Strategies To Scaling Up

Pathway to scale up: - The pathway to scale up is through the collaborative pedagogy to enhance proper understanding, facilitating beyond campus application of social practices.

Partnership: - Scaling up education intervention will involve key action which are 3 lectures, 30 undergraduates students in department of sociology and anthropology, supporting partners include HOD of sociology and anthropology, dean faculty of social science, vice chancellor of the university and parents. Scaling up requires partners to play different roles, supporting partners such as parents and university authorities, supporting in funding and provision of expertise.

Fidelity: - Programme adaptation where lecturer had less control over the students and creates feedback to monitor the changes by implementing results of the programme to be scaled up.

Study Design and Methodology

This study is a comparative case study of collaborative pedagogy. scaling up in sociology and anthropology, information were collected through multiple methods, chiefly by reviewing existing available documents and by interviewing lead actors, as well as carrying out experimental study on the use of collaborative pedagogy for better understanding of concepts and coverage of geographic area beyond the classroom. Key actors 6 lectures and 30 students were selected through simple random sampling technique from the department of sociology and anthropology, faculty of social science, University of Uyo.

Scaling Up Stages

Stage 1: Concept Definition: - This has to do with defining and analyzing the concept of the subject in sociology and anthropology to be scaled and educational interventions through scanning of existing and new interventional programmes.

Collaborative Pedagogy: - This believes that student will better engage with writing, critical thinking and revision with others it strives to maximize critical thinking, learning and writing skills through interaction and inter-personal engagement (Kenneth 2009). Issue of inclusion, exclusion, community and individual relate to collaborative pedagogy. However Johnson and Smith (2007) assets that implementation of collaborative learning is not always adequate in daily classroom practice even though teachers organize different types of students grouping (e.g. according to ability or gender) they do not always structure these group interactions to foster effective collaboration.

Collaborative pedagogy allows teachers to add more variety into their instruction and benefits students learning (Kenneth 2009). When teachers adopt collaborative action types into their pedagogy, it gives the students the opportunity to critical skills through listening and debating, higher level thinking and communication skills, independent learning strategies, clarification of ideas and understanding of the topic through



discussion, alleviation of student's isolation in the classroom and a deeper perspective and ability to find better solutions. In the past, collaboration was seen as face-to-face activity, but digitalization has opened up new opportunities for collaboration (ecollaboration) allowing peers to contribute to the groups' objective anytime and anywhere. It is therefore important for teachers to incorporate collaboration both online and face-to-face collaboration in their pedagogy.

Concept of Curbing Cultism

Cultism is a system or practice of a cult. Cult is a group of people with a religious, philosophical or cultural identity. Sometimes viewed as a set, often existing on the margins of society or exploitative toward its members. Adewale (2005) defines cultism as any form of organization whose activities are not exclusively kept away from the knowledge of others but such activities are carried at odd hours of the day and they often clash with the accepted norms and values of everybody's life. Ezemenari (2018) noted one of the pathetic effects of cultism is the loss of lives prematurely. The government through its law enforcement agencies on a constant effort, fights, crime such as armed robbery, kidnapping, drug abuse members etc. carried out by the cult members.

These individuals keep their activities secret from non-member and people in the society or community-cultism may be traced back to 1952 when now Professor Oluwale Akinwande Soyinka and six others formed the pirate confraternity (sea dogs). After some years various other cult groups emerged such as black axe, daughters of Jezebel, black brazier among others whose activities suggest nothing but evil in the society (Babatunde 2019). Cultism is so rampant in schools all over the world. It is also carried out in communities and in neighbourhoods. This social vice is really eating up the moral and educational standard of the country. Some innocent students are being lured into the act and all other social vice. The problem associated with cultism cannot be over-emphasized despite the effort of the government and school authorities to put an end to cultism in the country is proved abortive. Cultism in Nigeria is caused by different factors and the most common causes include quest for power or social identity, poor parental training, peer pressure, revenge, emotional instability, drug abuse, search for 'protection, low self-esteem, robbery, thuggery, among others) Oyenwinmina and Aibieyi (2015).

Cultism has a negative effect on national development. It begins from the individual, families, schools and the society at large. It leads to destruction of lives and properties, insecurity, instability and creates fear in the lives of the citizen. Expulsion of both innocent and member students (Opaluwa, 2009) it disrupts academic activities in institutions. It hinders development and creates sorrow in the heart of wounded relatives. To solve the problem of cultism, there should be a public campaign against cultism. Discipline and moral values should be inculcated in children and youths. Culprits should be duly punished to serve as a lesson to others (Adeqale 2005).

Entrepreneurship Development

Given the generally held view that entrepreneurship development is the key to poverty eradication, employment generation and rapid economic development (Naude, 2011, Simpehi 2011). Entrepreneurship can be developed through the development of small



and medium scale enterprise. Entrepreneurship had been defined by different authors to reflect diverse views on what constitute the concept of entrepreneurship. A common denominator in good number of studies is the important role of the three key factors namely; risk-taking, innovation and identification and use of opportunities with very degree of emphasis (Idam, C. 2012). Aharez and Busentize (2001) proposed a resource-based theory of entrepreneurship which state that access to resources is an important predictor of opportunity-based entrepreneur. Resources include ability to identify opportunity-seeking behavior as well as the process of organizing and combining the required resources for productive purpose.

Some entrepreneurship development programmes in Nigeria include; bank of industry established by the federal government. in the year 2000, small and medium enterprise development agency of Nigeria (Smedan) in 2003, establishment of Entrepreneurship Development Centres (EDCs) in institutions in 2013 and power in 2016 among others. One of the problems of that constrains that development of entrepreneurship. In Nigeria relate to environmental, socio-economic, political and cultural factors. Youth need to be empowered to overcome the problem of unemployment through entrepreneurship. most entrepreneurship had been analyzed or documented based on the impact it have on national development rather the critical success factors that actually led to that impact being achieved. As a result many scaling framework curates in existence lack empirical grounding and validation.

Globalization

Globalization according to Wikipedia, the process of interaction and integration among people, companies and government with the increased global interactions comes the growth of international trade, ideas and culture. Globalization is primarily an economic process of interaction and integration that is associated with social and cultural aspects. Albrow King (1990) defines globalization as all those process by which the people of the world are incorporated into a single world society (Wolf 2014, Sorrels (2012) globalized society offers a complex web of force and factors that bring people, culture, market belief and practices into increasingly greater proximity to one other.

Globalization increases cross-cultural contacts but may be accompanied by a decrease in the uniqueness of once-isolated communities. Tharson (2001) globalization contribution to the alienation of individuals from their traditions, may be modest compared to the impact of modernity itself. Globalization has expand recreational opportunities by spreading up culture, particularly via the internet and satellites (sorrels 2012). Some critics of globalization argue that it harms the diversity of cultures as a dominating culture is introduced into a receiving state through globalization, it can become a threat to the diversity of local culture. The process of globalization result from the interactions between the three sets of practices. The tensions and contradictions of inside each of the sets and in the relationships between them arises from forms of power and inequalities in the distribution of power. Cardwell (2002) asserted that the process of globalization reveals that we are facing a multifaceted phenomenon economic, social, political, cultural, religious and legal dimensions. Globalization interacts in very diverse ways with other parallel transformation in the world system such as dramatic rise in inequality between rich and poor countries inside each country, over population,



environmental disaster, ethnic conflicts, international mass migration, proliferation of civil wars, globally organized crime, etc. globalization emphasis consensus of its most influential factors and members.

Globalization is not a flat process occurring only on the global scale but is driven, accelerated, opposed and reformulated in the lower stage of the world-in localities (streets, shops, schools factories etc.), regions or states (Macha and Drohik 2011) noted that there will be no sole global dimension without localities, region and state. The changing form of industrial organization or the processes of urban regional restructuring but also in terms of the transformations in the nature of state of power, civil society citizenship, democracy, public sphere, nationalism political-cultural identities, localities and arc.

Stage 2: Pedagogical Interventions: - The 30 undergraduate student study the problem of cultism, entrepreneurship development and globalization in groups of five. The students were asked to be creative in answering the questions: how can what they have learned be effectively disseminated to a wider audience on or off campus. A close watch was kept on what students are producing to ensure they are on the right track.

Stage 3: Pedagogical Adaptation Stage: - This involves adoption of teaching technique to aid understanding of the concept. In this case the collaborative technique was adopted. Students were asked to write an individual essay on any of the following topic (curbing cultism, globalization and entrepreneurship development) of their choice (option a) or they would teach someone something about any of the topics (option b). Each option 'a' & 'b' project would result in reflective essay that; describes the intervention and its goals, situates the intervention within the context of the course by drawing connections between the intervention and course content and reading.

Reflect on the Execution: Briefly detail each student's contribution to the design and execution of the intervention.

Students were assigned this portion of the project alternatively as an individual essay (i.e. everyone in the group turn in their own paper) and as a collaboratively written group essay.

Stage 4: Scaling Up Intervention:

Intervention 1: Campaigns On: Anti-cultism, self-empowerment (entrepreneurship), and peaceful coexistence (globalization).

The students went around the campus with different cardboard with inscriptions such as the dangers of cultism, cultist had no future, unemployment can be curbed through entrepreneurship, cultural harmonization and acceptance of other cultural differences reduces incessant community clash/killing among others.

Intervention 2: Street walk; use of jingles and advertisement in mass media. This involves widening of geographical focus beyond the confined of the university campus.

Stage 5: Reinvention/Replication:- At this stage, the interventions were reinvented into tracks addressing different topics on entrepreneurship development, curbing cultism



among students and globalization in national development that intervention was also replicated explaining peaceful coexistence.

Summary on Scaling up Intervention Stage in Cultism

Stage	Content	Emphasis	Activities
1	Concept definition	Review of existing records meaning of cultism	Sources from text book and empirical works
2	Pedagogical intervention	Instruction from lecturer: on how they view cultism	Close monitoring of students
3	Adaptation	Collaborative pedagogy: what is scale?	Grouping of students into group of five
4	Intervention	Students feedback/level of understanding	Campaigns within and outside the campus
5	Reinvention	Tracks ant-cultism beyond the campus	Address the theme of cultism
6	Replication: sustainable scale	Intervention on cultism was replicated to secondary and primary schools including streets	Campaigns within and outside the campus

Summary on Scaling up Intervention Stage in Entrepreneurship Development

Stage	Content	Emphasis	Activities
1	Concept definition	Review of existing record	Sources, text book and empirical works
2	Pedagogical intervention	Instruction from lecturer	Close monitoring of students
3	Adaptation	Collaborative pedagogy	Grouping of students into group five
4	Intervention	Students feedback/level of understanding	Campaigns within and outside the campus
5	Reinvention	Tracks: inclusion of other aspects of entrepreneurship	Address the theme of self-employment
6	Replication	Intervention on entrepreneurship development, widen the coverage of entrepreneurship	Campaigns within and outside the campus

Summary on Scaling up Intervention Stage in Globalization

Stage	Content	Emphasis	Activities
1	Concept definition	Meaning of globalization	Sources, text book and journals
2	Pedagogical intervention	Assessing students understanding of the concept	Students assigned into groups
3	Adaptation	Assessing who and what to scale	Close monitoring
4	Intervention	Creation of awareness on globalization	Campaigns within and outside the campus
5	Reinvention	Local and state social cultural unity	Findings
6	Replication	Inequalities between the rich and the poor	Campaigns within and outside the campus

**Results**

The sampled student's level of understanding of the concepts and its social practice were observed to have increased. This was shown in their willingness to impact the knowledge so acquired to other students and the general public the increase in the student's level of understanding was also access through the actions of the students in scaling up intervention outcomes to wider coverage outside the university campus.

Conclusion

Scale up process barriers and facilitators can be rather similar across topic areas like cultism and entrepreneurship. Scaling up collaborative pedagogy as an educational intervention for sustainable national development in sociology and anthropology will empower positive social change among students as well as empowering them to think and act within and outside the classroom or lecture halls.

Educational Implication

The implication of this work to education cannot be over emphasized. This research was conducted to enhanced educational pedagogy in sociology and anthropology. The result of this work will help lecturers and students in social science to re-examine the content and method of teaching and learning. Students will equally be helped to collaborate with one another in problem solving. Up-scaling of curriculum in sociology and anthropology will create entrepreneur opportunity for graduates. This will in turn create the most needed employment opportunities for the teaming unemployed graduates, which will enhance sustainable national development.

Recommendations

1. Based on finding of the study, the following recommendations are proffered:
2. Scaling up partners which should explore pedagogy of several types. Pre-scale up design activities can be conducted to estimate best teaching learning method, curriculum development, lead partner readiness to provide support implementation.
3. Lectures should widen the scope of education intervention for sustainable by encouraging proposer usage of collaborative pedagogy by lecturer.
4. There should be supervisions of the lecturers to the university authorities concerned to ensure that lecturers do monitor collaborative works among students.
5. Sociological and anthropology courses should be expanded by curriculum designers to include entrepreneurship development and globalization as a way of curbing unemployment and promotion of national peace and unity.
6. Supporting partners which include parents, institution, authorities and the government should scale up these good social practices through provision of funds and expertise.

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