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Impact of Distance Training for Secondary School Teachers on the Quality of their Teaching in Niger

Modibo Coulibaly, Ph.D.

Université Abdou Moumouni

ABSTRACT

This research attempts to assess the impact of distance education for secondary school teachers in Niger on the quality of education through the appropriate use of ICTs. The quality of education in Niger is poor because of inadequate initial and in-service teacher training. Several factors may explain the problems of teacher performance in Niger. The first is related to the hiring of contract teachers with little or no training to replace qualified teachers. Niger is the country where the shortage of trained teachers remains the greatest in the world. Currently, the number of contractual teachers is estimated at 84% of the total teaching staff (UNESCO-IICBA, 2014).

Keywords: distance learning, Teaching quality, secondary education, Niger.

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Impact of Distance Training for Secondary School Teachers on the Quality of their Teaching in Niger

Impact de la Formation à Distance des Enseignants du Secondaire Sur la Qualité de Leur Enseignement au Niger

Modibo Coulibaly, Ph.D.

ABSTRACT

This research attempts to assess the impact of distance education for secondary school teachers in Niger on the quality of education through the appropriate use of ICTs. The quality of education in Niger is poor because of inadequate initial and in-service teacher training. Several factors may explain the problems of teacher performance in Niger. The first is related to the hiring of contract teachers with little or no training to replace qualified teachers. Niger is the country where the shortage of trained teachers remains the greatest in the world. Currently, the number of contractual teachers is estimated at 84% of the total teaching staff (UNESCO-IICBA, 2014). How can we fill vacancies, create new ones, and train existing teachers? One of the challenges of education in Niger is the need to improve the initial and in-service training of teachers. Therefore, Niger is seeking new methods of teacher training and is making the mobilization of ICTs a strong focus of its policy. However, very few studies mention this in the context of education in Africa. Our research follows on from the project Use of Information Technology for Teacher Training in Niger (UTIFEN), initiated by the Agence universitaire de la Francophonie (AUF) and funded by the Agence Française de Développement (AFD). Our experimental system is based on a smart and adaptive online training platform, accessible via computer, tablet or smartphone, for 614 secondary school teachers in Niger. Using the ex post facto method, we collected information on the evaluation of secondary school teachers (Ministry of Secondary Education (MES, 2021). This information allowed us to establish a link between the percentage of effective teachers (quantitative dependent variable) of 2,704 teachers and the use or non-use of distance learning by their trainers (qualitative independent variable). Thus, the categories of teachers trained at UTIFEN, ENS and UTA's FSE remain qualitative. These categorical data consist of the frequency of observations of the selected categories. On the other hand, the percentage of effective teachers, which remains quantitative, reflects the efficiency of secondary school teachers in teaching. We converted this quantitative variable into a nominal categorical variable (quality of education). This is divided into two categories: "ineffective teachers" for the percentages 1–49 and "effective teachers" for the percentages 50–100. This gives us a nominal independent variable (Teacher Training). There are three modalities: teachers trained at UTIFEN, teachers trained at ENS and teachers trained at ESF. In a second step, we obtain a nominal dependent variable (quality of teaching with 2 modes: non-effective teachers and effective teachers). The chi-square test shows that there is a causal link between UTIFEN distance learning and the efficiency of secondary school teachers in teaching.

Keywords: distance learning, Teaching quality, secondary education, Niger.

Author: Université Abdou Moumouni, Niger.

RÉSUMÉ

La présente recherche tente d'évaluer l'impact de la formation à distance des enseignants du

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secondaire au Niger sur la qualité de l'enseignement par le biais d'un usage adéquat des TIC. La qualité de l'enseignement au Niger laisse à désirer à cause des carences de la formation initiale et continue des enseignants. Plusieurs facteurs peuvent expliquer les problèmes de la performance des enseignants au Niger. Le premier d'entre eux est lié à l'embauche d'enseignants contractuels peu rémunérés et peu ou pas formés en lieu et place d'enseignants qualifiés. Le Niger est le pays où la pénurie d'enseignants formés demeure la plus importante au monde. Actuellement, le nombre d'enseignants contractuels est estimé à 84 % du total du corps enseignant (UNESCO-IICBA, 2014). Comment faire pour pourvoir les postes vacants, créer de nouveaux postes, et former les enseignants en poste ? Un des enjeux de l'éducation au Niger passe par la nécessité d'améliorer la formation initiale et continue des enseignants. C'est ainsi que le Niger cherche de nouvelles méthodes de formation des enseignants et fait de la mobilisation des TICE une orientation forte de sa politique. Or, très peu d'études évoquent cet aspect en contexte éducatif en Afrique. Notre recherche s'inscrit à la suite du projet Usage des technologies de l'information pour la formation des enseignants au Niger (UTIFEN), initié par l'Agence universitaire de la Francophonie (AUF) et financé par l'Agence française de développement (AFD). Notre dispositif expérimental s'adosse sur une plateforme de formation en ligne intelligente et adaptative, accessible par ordinateur, tablette ou téléphone intelligent, à l'intention de 614 enseignants du secondaire au Niger. À partir de la méthode ex post facto, nous avons récolté des informations sur l'évaluation des enseignants du secondaire [Ministère des enseignements secondaires (MES, 2021)]. Ces informations nous ont permis d'établir un lien entre le pourcentage d'enseignants efficaces (variable dépendante quantitative) de 2704 enseignants et l'usage ou non de la formation à distance par leurs formateurs (variable indépendante qualitative). Ainsi, les catégories d'enseignants formés à UTIFEN, à l'École normale supérieure (ENS) et à la Faculté des sciences de l'éducation (FSE) de l'Université de Tahoua (UTA) restent qualitatives. Ces données catégorielles consistent en la fréquence des observations des catégories retenues. En revanche, le pourcentage d'enseignants efficaces qui reste quantitatif traduit l'efficacité des enseignants du secondaire à conduire un enseignement. Nous avons transformé cette variable quantitative en variable nominale catégorielle (qualité de l'enseignement). Celle-ci est répartie en deux modalités : « enseignants inefficaces » pour les pourcentages de 1 à 49 et « enseignants efficaces » pour les pourcentages de 50 à 100. Cela nous donne ainsi une variable indépendante nominale (Formation des enseignants). Celle-ci compte trois modalités : enseignants formés à UTIFEN, enseignants formés à l'ENS et enseignants formés à la FSE. Dans un deuxième temps, nous obtenons une variable dépendante nominale (Qualité de l'enseignement avec 2 modalités : enseignants inefficaces et enseignants efficaces). Le test khi-carré révèle l'existence d'un lien de causalité entre la formation à distance UTIFEN et l'efficacité des enseignants du secondaire à conduire un enseignement.

Mots clés: formation à distance, qualité de l'enseignement des enseignants, enseignement secondaire, Niger.

I. INTRODUCTION

La qualité de l'enseignement au Niger reste faible à cause des carences de la formation initiale et continue des enseignants (PSEF, 2014). Plusieurs facteurs peuvent expliquer les problèmes de la performance des enseignants au Niger. Le premier d'entre eux est lié à l'embauche soit d'enseignants contractuels peu rémunérés, soit d'enseignants pas ou peu formés en lieu et place d'enseignants qualifiés. Le Niger est le pays où la pénurie d'enseignants formés demeure la plus importante au monde. Actuellement, le nombre d'enseignants contractuels est estimé à 84 % du total du corps enseignant [Organisation des Nations unies pour l'éducation, la science et la culture-Institut international pour le renforcement des capacités en Afrique (UNESCO-IICBA, 2014)]. Comment faire pour pourvoir les postes vacants, créer de nouveaux postes, et former les enseignants en poste ? Un

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des enjeux de l'éducation au Niger passe par la nécessité d'améliorer la formation initiale et continue des enseignants. En effet, le développement professionnel de l'enseignant constitue l'un des facteurs clés de la qualité de l'éducation. C'est ainsi que le Niger cherche de nouvelles méthodes de formation des enseignants et voit dans la mobilisation des Technologies de l'information et de la communication pour l'enseignement (TICE) une orientation forte de sa politique.

En réponse à ce contexte, le Ministère des enseignements secondaires (MES, 2021) considère l'accès, la qualité et le pilotage comme la pierre angulaire de l'éducation. Dans cette perspective, le MES a réalisé, en 2019, l'évaluation de tous les enseignants de collèges et de lycées en situation de classe sur leur efficacité à conduire l'enseignement. Ces derniers sont groupés selon leur efficacité en classe. Les résultats de cette évaluation ont révélé que les enseignants formés à l'Université islamique de Say à la théologie et à la langue arabe occupent les premiers rangs (56 % d'efficacité). Après eux viennent les enseignants formés à la formation à distance UTIFEN (Usage des technologies de l'information pour la formation des enseignants au Niger), un programme qui utilise le téléphone portable comme outil en quatre mois de formation. Enfin arrivent les enseignants formés à l'École normale supérieure (ENS) et à la Faculté des sciences de l'éducation (FSE) de Tahoua en trois années. Cette évaluation montre ainsi que les enseignants efficaces du secondaire bénéficiaire de la formation à distance UTIFEN s'élèvent à 42,51 % sur un effectif total de 614 enseignants. Parmi ces enseignants 34,53 % des bénéficiaires de cette formation ne maîtrisent pas les contenus, 27,52 % le savoir enseigner, 18,24 % la langue d'enseignement et 40,55 % éprouvent des difficultés en didactique des disciplines. S'agissant du pourcentage d'enseignants efficaces de l'école normale supérieure, il représente 39,59 % pour un total de 2026 enseignants. Ce taux semble faible pour une école censée former exclusivement des enseignants efficaces. Sur les 2026 enseignants, 26,60 % figurent parmi les plus performants, 32,37 % tâtonnent sur les contenus, 13,03 % ne maîtrisent pas le savoir enseigner , 29,96 % ne maîtrisent pas la langue d'enseignement et 42,74 % éprouvent des difficultés en didactique des disciplines. En résumé, les enseignants de français (43,93 %) s'avèrent plus efficaces. Suivent les enseignants d'anglais (40,70 %) et de mathématiques (40,69 %). Le plus bas taux est enregistré chez les enseignants d'études islamiques (6,67 %). Et, relativement au pourcentage d'enseignants efficaces de la FSE, il représente 25 % sur un effectif total de 64 enseignants. Sur ce total, 20,31 % des enseignants apparaissent plus efficaces, d'une part. Et d'autre part, 32,81 % procèdent à l'aveuglette sur les contenus, 9,38 % ne maîtrisent pas le savoir enseigner , 45,31 % ne maîtrisent pas la langue d'enseignement et 51,56 % éprouvent des difficultés en didactique des disciplines.

Finalement, l'évaluation du MES a révélé que la formation à distance UTIFEN détient un taux d'enseignants efficaces plus élevé que l'ENS et la FSE de l'Université de Tahoua. À partir de cette contre-performance des institutions universitaires de formation, nous avons voulu établir des liens de causalité entre la formation à distance UTIFEN et la qualité de l'enseignement au secondaire. L'interprétation, de notre part, de cette évaluation fait l'objet de la présente recherche à partir du Tableau 1.

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Tableau 1: Relation entre Formation à distance UTIFEN et efficacité des enseignants du secondaire

		Usages des technologies de l'information pour la formation des enseignants au Niger			Total
		Enseignants du secondaire formés à distance (UTIFEN)	Enseignants formés à l'École normale supérieure (ENS) en présentiel	Enseignants formés à la Faculté des sciences de l'éducation (FSE) de l'Université de Tahoua (UTA) en présentiel	
Qualité de l'enseignement au secondaire	Enseignants inefficaces	353	1224	48	1625
	Enseignants efficaces	261 (42,51 %)	802 (39,59 %)	16 (25 %)	1079
Total		614	2026	64	2704

La littérature scientifique montre qu'un usage adéquat des TIC peut avoir un impact positif sur la qualité de l'enseignement. Mais la plupart des enseignants ignorent ces bons usages (Alluin, 2010). Aussi, bien qu'elle apporte de nouvelles expériences au domaine éducatif, cette littérature décrit peu l'impact réel des usages des TIC sur la qualité de l'enseignement. En effet, nombre de recherches se sont limitées à présenter les modalités de ces usages (conditions favorables, contraintes techniques), les impacts motivationnels sur les usagers et les impacts controversés sur les performances scolaires des élèves (Karsenti, Collin, Dupuis, Villeneuve, Dumouchel et Robin, 2012 ; Coulibaly, 2010 ; Coulibaly, Karsenti, Gervais, et Lepage, 2010 ; Ouellet, Delisle, Couture et Gauthier, 2001 ; Karsenti, 2018 ; OCDE, 2015). Cependant, peu de données existent en ce qui concerne les impacts concrets induits par cette innovation pédagogique sur l'efficacité de la conduite de l'enseignement par les enseignants. Cela est d'autant plus vrai que la plupart de ces recherches n'ont porté que sur les contextes nord-américain ou européen, les travaux relatifs au contexte africain demeurent quasi inexistants. Pour combler ce vide, la présente recherche se propose ainsi de répondre à la question suivante : la formation à distance UTIFEN soutient-elle la qualité de l'enseignement au secondaire au Niger ? Ainsi, elle vise à évaluer l'impact de la formation à distance UTIFEN des enseignants du secondaire au Niger sur la qualité de leur enseignement.

II. CADRE DE RÉFÉRENCE

La présente section évoque des éléments de qualité de la formation initiale déclinés en trois facteurs et 15 critères. Dans un deuxième temps, la formation des enseignants au secondaire est présentée en insistant sur le présentiel et le distanciel. Enfin, l'approche centrée sur la classe inversée en formation à distance est esquissée.

2.1 La Qualité de L'éducation et de la Formation

L'évaluation des enseignants du secondaire [Ministère des enseignements secondaires (MES, 2021)] s'articule autour de quatre objectifs : (a) évaluer la pratique de classe des enseignants, (b) positionner les enseignants dans des groupes de besoins en formation, (c) renforcer les compétences des enseignants par une formation adaptée à leurs besoins, et (d) assurer un suivi personnalisé à chaque enseignant.

Trois facteurs importants de la grille d'évaluation et de positionnement définissent l'enseignant comme un acteur efficace dans sa classe (la

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maîtrise du contenu, la maîtrise du savoir enseigner et la maîtrise de la langue d'enseignement). Elle comprend quatre axes : observation de classe, caractéristiques de l'enseignant et de l'établissement, synthèse du constat et positionnement de l'enseignant avec ses besoins de formation. Voici le référentiel qui a permis d'évaluer la qualité de l'éducation et de la formation, c'est-à-dire le taux d'enseignants efficaces du secondaire.

2.1.1 Observation de Classe

Deux sous-critères permettent d'apprécier le Critère 1 que représente l'efficacité de l'enseignant : l'efficacité de la séance observée et l'efficacité de l'enseignement offert par l'enseignant.
L'efficacité de la séance observée repose sur six sous sous-critères :

L'enseignant a-t-il clairement défini des objectifs dans sa préparation ?

- L'enseignant les a-t-il annoncés aux élèves ?
- Les objectifs de la séance observée apparaissent-ils pertinents ?
- Les élèves ont-ils progressé dans leurs apprentissages ?
- Les élèves ont-ils appris ce qui est attendu ?
- L'enseignant a-t-il vérifié ?

L'efficacité de l'enseignement offert par l'enseignant comprend quatre sous-critères :

L'enseignant suit-il la progression fixée par les programmes ?

- La progression s'adapte-t-elle aux besoins des élèves ?
- Les élèves ont-ils acquis ce qui est attendu jusqu'à la date de la visite ?
- L'enseignant s'est-il donné les moyens de le savoir ?

Le Critère 2 désigne la maîtrise de la langue d'enseignement avec deux sous-critères :

L'enseignant maîtrise-t-il la langue écrite ?

- L'enseignant maîtrise-t-il la langue orale ?

Le Critère 3 réfère à la maîtrise des contenus enseignés : L'enseignant maîtrise-t-il les contenus de la discipline enseignée ?

Le Critère 4 se rapporte à la préparation de la séance avec cinq sous-critères :

- L'enseignant a-t-il préparé la séance ?
- La préparation de la séance et les activités prévues semblent-elles en cohérence avec les objectifs définis ?
- La stratégie pédagogique est-elle définie ?
- La répartition du temps est-elle prévue ?
- Les supports sont-ils prévus et adaptés aux objectifs ?

Le Critère 5 renvoie à la réalisation avec cinq sous-critères :

- La stratégie mise en œuvre apparaît-elle satisfaisante ?
- Ce qui est prévu est-il réalisé ?
- La gestion du temps semble-t-elle pertinente ?
- Le temps réellement utilisé pour l'enseignement correspond-il à l'horaire inscrit à l'emploi du temps ?
- L'enseignant procède-t-il à une synthèse au terme de chaque activité ?

Le Critère 6 s'applique à l'efficacité de la communication lors des apprentissages. Huit sous-critères le sous-tendent :

- Le temps de parole des élèves apparaît-il suffisant ?
- Les élèves maîtrisent-ils la langue d'enseignement, orale et écrite ?
- Les consignes et les explications apparaissent-elles claires, précises et adaptées au niveau des élèves ?
- La compréhension par les élèves est-elle vérifiée ? La reformulation existe-t-elle si nécessaire ?
- L'enseignant utilise-t-il sa voix de manière appropriée ?
- La distribution de la parole par l'enseignant semble-t-elle personnalisée et équitable ?
- L'enseignant maîtrise-t-il le groupe classe ?
- La relation établie par l'enseignant avec les élèves apparaît-elle bienveillante et encourageante ?

Le Critère 7 représente l'implication des élèves dans les apprentissages avec quatre sous-critères :

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- Sont-ils constamment mobilisés sur les apprentissages ?
- Demeurent-ils attentifs ? Intéressés ?
- Demandent-ils la parole ? Posent-ils des questions ?
- Sont-ils amenés à reformuler en fin de séance ce qu'ils ont appris ?

Le Critère 8 symbolise les supports et matériels utilisés lors des apprentissages avec cinq sous-critères :

- Les ressources pédagogiques nécessaires figurent-elles dans la séance ?
- Les ressources pédagogiques sont-elles utilisées à bon escient ?
- Le tableau est-il utilisé de manière efficace ?
- Est-il fait bon usage du cahier (ou du classeur) ? L'enseignant vérifie-t-il les cahiers ?
- En cas d'absence de matériels et ressources, l'enseignant cherche-t-il des solutions ?

Le Critère 9 signifie l'évaluation avec quatre sous-critères :

- L'enseignant vérifie-t-il en début de séance les prérequis ?
- L'enseignant s'assure-t-il que les élèves progressent vers les objectifs fixés et qu'ils les atteignent ?
- Les modalités pour évaluer les acquis des élèves demeurent-elles satisfaisantes ?
- L'enseignant a-t-il prévu que les élèves puissent s'autoévaluer ?

Le Critère 10 matérialise la prise en compte des besoins des élèves avec quatre sous-critères :

- L'enseignant identifie-t-il les élèves qui rencontrent des difficultés ?
- L'enseignant s'adapte-t-il aux obstacles et aux difficultés rencontrées par les élèves ?
- L'enseignant aide-t-il, au cours de la séance, les élèves qui ont des besoins particuliers ?
- Si l'objectif de la séance n'est pas atteint, l'enseignant engage-t-il les actions nécessaires ?

Le Critère 11 évoque la didactique de la discipline : la discipline est-elle enseignée conformément à ses méthodes et démarches propres ?

2.1.2 Caractéristiques de L'enseignant et de L'établissement

Le Critère 12 exprime les caractéristiques de l'enseignant avec cinq sous-critères :

- L'enseignant est-il ponctuel et assidu ?
- Respecte-t-il les principes de la déontologie ?
- Est-il impliqué dans la vie de l'établissement ?
- Participe-t-il activement au travail collectif réalisé dans le cadre de l'Unité pédagogique disciplinaire (UPD)/Unité pédagogique des sciences (UPS)/Unité pédagogique des lettres et sciences humaines (UPLSH) ?
- Est-il intégré dans la communauté sociale ?

Le Critère 13 figure les caractéristiques de l'établissement avec huit sous-critères :

- Les installations et les ressources nécessaires à l'enseignement de la discipline existent-elles ?
- Les enseignants utilisent-ils les équipements informatiques en nombre suffisant ?
- Le temps réel d'enseignement de la discipline correspond-il à l'horaire fixé dans les programmes ?
- L'administration scolaire respecte-t-elle le calendrier scolaire officiel ?
- L'assiduité des élèves est-elle suffisante ?
- Les résultats aux examens sont-ils satisfaisants ?
- Le fonctionnement des unités pédagogiques est-il effectif ?
- Le Comité de gestion des établissements scolaires (COGES) est-il opérationnel ?

2.1.3 Synthèse du Constat

Le Critère 14 décrit les points clés du constat avec deux sous-critères :

- Les points essentiels du constat
- Les principales recommandations faites à l'enseignant

2.1.4 Positionnement de L'enseignant Avec Ses Besoins de Formation

Le Critère 15 présente le positionnement de l'enseignant et ses besoins de formation avec huit sous-critères :

- L'enseignant est-il suffisamment efficace ?

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- Maîtrise-t-il la langue d'enseignement ?
- Maîtrise-t-il les contenus de la discipline enseignée ?
- Détient-il les compétences pour enseigner ?
- Pas de formation prioritaire, mais un suivi nécessaire
- Pas de problème particulier
- Les formations à mettre en place
- Le suivi nécessaire

Si l'enseignant évalué valide ces 15 critères, alors il est perçu comme un enseignant efficace. C'est suffisamment rare pour espérer trouver mieux.

2.2 La Formation des Enseignants du Secondaire au Niger

La présentation de la formation des enseignants au secondaire va, tout d'abord, s'opérer par la formation des futurs enseignants de collège à l'ENS. Ensuite vient celle des futurs enseignants à la FSE de Tahoua. Enfin, la description de la formation à distance UTIFEN clôt cette sous-section.

2.2.1 La Formation des Enseignants de Collège à L'ENS

L'École normale supérieure de l'Université Abdou Moumouni de Niamey a démarré ses activités depuis la création en 1971 du Centre d'enseignement supérieur qui est devenu Université de Niamey. Quant à l'ENS, elle a connu plusieurs mutations dans le profil des encadreurs et dans les schémas de formation notamment quant à la nature de l'encadrement.

- Du Diplôme d'aptitude pédagogique au collège d'enseignement général (DAP/CEG) à la Licence professionnelle au professorat de l'enseignement secondaire (LPPES)

En accord avec le MES, le DAP/CEG de l'ENS devient une licence (LPPES). La première promotion a commencé sa scolarité à l'automne 2017 et la sixième à l'automne 2022. La LPPES accueille des bacheliers, sélectionnés sur dossiers par la Direction des ressources humaines (DRH) du MES, qui les transmet à l'ENS par le ministère de la fonction publique. L'ENS effectue une vérification des dossiers en fonction de la moyenne générale au baccalauréat. Les meilleurs dossiers des bacheliers de l'année en cours sont retenus, pour être boursiers de l'État. L'ENS sélectionne aussi des candidats à titre privé, pour compléter les effectifs à hauteur des besoins du MES. Ils candidatent directement à l'ENS et ne perçoivent pas de bourse de l'État, mais paient des frais de scolarité de 250 000 F CFA par an.

La LPPES vise à former dans l'enseignement de deux matières, soit scientifiques (mathématiques, physique chimie, sciences de la vie et de la terre), soit de lettres et sciences humaines (français, anglais, histoire et géographie). Elle inclut quatre stages (découverte, observation, pratique guidée, en responsabilité). En sortie de formation, le MES recrute tous les diplômés en tant que fonctionnaire de niveau A2 (recrutement au niveau de la Licence).

- *Le rôle de l'ENS dans l'organisation de la formation*

L'ENS organise les concours ouverts par la fonction publique sur demande du ministère de l'éducation. Sans intervention du ministère, elle assure seule :

- la sélection des candidats (avec la participation du ministère de la fonction publique) ;
- la définition du programme de formation ;
- le recrutement des enseignants, y compris des vacataires ;
- l'organisation et la conduite de la formation ;
- la délivrance des diplômes aux apprenants méritants.

- *Les programmes de formation*

Les programmes de formation sont gardés au niveau des coordonnateurs de formation et département pour le Ministère des enseignements secondaires (MES). La direction de l'ENS n'en dispose pas de copie. Pour les programmes de formation, en plus des listes des matières, les départements détiennent les textes qui encadrent les formations et les maquettes synoptiques si le cours se présente en format Licence- Master-Doctorat (LMD). À partir de ces documents, chaque enseignant élabore ses syllabus ou descriptifs de cours, voire ses cours en entier.

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Mais, un organe compétent ne valide pas le contenu des cours. Un lieu (scolarité, bibliothèque, serveur ou site) n'existe pas pour compiler les descriptifs et les rendre accessibles aux futurs enseignants. La Direction de l'ENS ne détient pas les syllabus, qu'elle considère comme la propriété de l'enseignant. Dans les faits, il est difficile d'obtenir une description précise et complète des formations offertes.

- *L'organisation de la formation*

Les notes sont regroupées au service de la scolarité. Une deuxième session, unique et simultanée pour tous les enseignements, est organisée pour les futurs enseignants qui n'ont pas validé certains de leurs modules. La note globale prend en compte toutes les notes de l'évaluation continue et de l'évaluation finale.

- *Le management de la qualité de la formation*

Une évaluation de la qualité de l'enseignement offert par les enseignants permanents ou vacataires et une évaluation des programmes n'existent pas. Les futurs enseignants n'évaluent pas les enseignements systématiquement, malgré l'existence d'une grille à cet effet. De l'avis des apprenants, une évaluation improvisée prédomine. Des formations en pédagogie et didactique, financées par le rectorat, sont organisées en ateliers par le Centre de didactique et de pédagogie universitaire (CDPU), pour les enseignants permanents de l'Université Abdou Moumouni (UAM), sur la base du volontariat. L'efficacité de ces formations du CDPU n'est pas évaluée. Par ailleurs, le profil des enseignants-chercheurs de l'ENS permet de mettre le doigt sur deux paradoxes. Le premier paradoxe réside dans la coexistence de futurs enseignants formés aux aspects didactiques et du profil d'enseignants permanents qui privilégie les connaissances disciplinaires à travers l'enseignement de contenus au détriment du savoir-faire professionnel. En effet, selon les règles de l'Université Abdou Moumouni, les enseignants permanents doivent détenir un doctorat et c'est le cas des enseignants de l'ENS. Le deuxième paradoxe met en évidence la faible proportion des enseignants des sciences de l'éducation : 16,66 % des effectifs. Le Tableau 2 présente l'effectif des enseignants permanents de l'ENS en fonction de la discipline.

Tableau 2: Effectif des enseignants-chercheurs permanents de l'ENS selon la discipline

Profil	Nombre
Anglais	3
Français	6
Histoire	4
Géographie	5
Total Lettres	18
Chimie	4
Mathématiques	3
Physique	4
SVT	6
Total Sciences dures	17
Sciences de l'Éducation	7

L'évaluation des programmes s'effectue essentiellement par retours informels du personnel des ministères, lors des stages. Pourtant des textes qui définissent les conditions

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d'évaluation existent. La révision du curriculum à l'ENS a respecté les normes du guide méthodologique en vigueur à l'UAM, déterminant l'architecture LMD. Cette architecture est cependant privilégiée au détriment du contenu. Le MES a élaboré des modules de formation en collaboration avec la Direction de la formation initiale et continue (DFIC) et le Fonds des Nations Unies pour l'enfance (UNICEF), selon l'approche par compétence. Mais, ces modules ne sont pas mis en œuvre (Bidon, Colas Degenne et Michel, 2020).

- *L'offre et la charge de formation*

L'offre de formations proposées par l'ENS apparaît théoriquement très importante. Son rapport 2017-2018 identifie 30 filières :

- 12 pour l'encadrement pédagogique du MEP et les formateurs des Écoles normales d'instituteurs (ENI) ;
- 7 pour les enseignants et l'encadrement pédagogique du MES ;
- 6 pour les enseignants et l'encadrement pédagogique du Ministère des enseignements professionnels et techniques (MEPT) ;
- 3 pour le personnel des laboratoires scolaires ;
- 2 Masters en coopération internationale.

La charge de formation a considérablement augmenté depuis la création de l'ENS, alors que ses effectifs et son infrastructure n'ont pas évolué depuis 1986.

En 2017-2018, seules neuf formations sont restées actives :

- 83 % des apprenants concernent le MES, 76 % d'enseignants et 7 % d'encadrement pédagogique.

Pour l'année 2019-2020, l'ENS compte 2114 étudiants. Avec trois promotions de 600 étudiants, la formation de LPPES en représente 85 %.

2.2.2 La Formation des Futurs Enseignants à la FSE de Tahoua

Créée en 2014, la FSE de Tahoua compte 6 enseignants permanents et 36 vacataires, généralement inspecteurs du MES. Elle accueille 2500 étudiants (40 % des étudiants de l'Université de Tahoua). En 2020, 3000 bacheliers ont voulu y admettre. Elle offre des licences bivalentes dans l'enseignement de deux disciplines, choisies parmi français, anglais, histoire et géographie. Centrée sur la didactique disciplinaire et la pédagogie, la formation s'effectue en 3 ans. Elle inclut trois stages, un stage d'observation de deux semaines en 1re année, un stage d'imprégnation de trois semaines en 2e année, et un stage pratique d'un mois en 3e année. Les stages sont organisés en liaison avec le DRES (directeur régional) de Tahoua. Le passage d'une année à l'autre s'avère sélectif. En 2020, quatre promotions ont achevé leur scolarité et 408 étudiants sont diplômés. La Direction régionale des enseignements secondaires (DRES) recrute certains d'entre eux comme contractuels, mais aucun n'a obtenu sa titularisation. En 2020, le MES a demandé à la FSE de Tahoua de transformer sa licence en DAP/CEG de 2 ans. La FSE de Tahoua a préparé un cursus en réponse à cette demande pour fluidifier l'embauche de ses diplômés. Cependant, elle a gardé la licence qui assure une meilleure formation. De son côté, le MES a donné des instructions aux DRES pour examiner en priorité les diplômés de la FSE de Tahoua pour leur recrutement de contractuels.

Les institutions universitaires actuelles de formation initiale sont le plus souvent à l'image de l'école, de la classe, du cours traditionnel : « un espace clos et cloisonné peu adapté à l'image connectiviste que nous avons adopté pour la classe de demain » (Lebrun et Lecoq, 2016, p. 63). La pédagogie utilisée reste majoritairement frontale avec la présence encore forte de la récitation et de la mémorisation (Hardman et al., 2012). Les observations de pratiques d'enseignement montrent que l'apprenant se trouve dans un rôle passif et développe des habiletés de bas niveaux taxonomiques (Dembélé et Lefoka, 2007). Nous pouvons donc légitimement nous interroger sur la valeur ajoutée pédagogique de la formation initiale qui ne semble pas donner les outils pour des enseignements et apprentissages de qualité.

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2.2.3 La formation à distance

Nous souhaitons d'abord fournir une vue générale de la formation à distance. Deuxièmement, on découvrira que la pédagogie inversée peut privilégier la mise en avant de la technologie. Troisièmement, on présente les caractéristiques de la formation à distance. Quatrièmement, on peint les avantages de la plateforme UTIFEN. Enfin, on esquisse les bénéfices de la plateforme UTIFEN.

2.2.3.1 Définition de la Formation à Distance

Les formations à distance désignent « des systèmes de formation conçus pour permettre à des individus de se former sans se déplacer dans un lieu de formation et sans la présence physique d'un formateur » (Jézégou, 1998, p. 54). Ainsi, la formation à distance semble rigide, car la personne apprend sans la présence physique de formateurs à l'intérieur d'un dispositif déjà structuré (Massé, 2015). Celui-ci définit les objectifs de formation, les contenus pédagogiques, les modalités d'évaluation et de validation des acquis. Le centre de formation lui transmet un ensemble de documents à partir desquels elle organise son travail sur la base d'un calendrier lui aussi prédéfini. Depuis quelque temps, un changement de perspective s'impose par le terme FOAD (formation ouverte à distance) (Galy et Coulibaly, 2021). Selon cette perspective, la formation à distance est considérée avant tout comme une approche qui permet d'assurer une organisation plus flexible des apprentissages. Cette flexibilité résulte, entre autres, des choix du matériel d'apprentissage, des approches pédagogiques, du type d'activités, des modalités d'organisation du travail, des formes d'intervention du tuteur et des modalités d'échange avec les pairs. Ces différents choix de flexibilité optimalisent la distance transactionnelle afin de tirer parti des outils cognitifs mis en œuvre pour assurer la mise à distance de certains aspects de la formation (Komis, Depover, Karsenti, Tselios, et Filippidi, 2013). À cet égard, Selon Karsenti et Parent (2020),

> Enseigner à distance, c'est enseigner à des apprenants qui ne sont pas en face de soi. La motivation à apprendre est différente. Les interactions aussi. La question de l'isolement prend une tout autre signification. Enseigner à distance, c'est apprendre à vaincre la distance. Une distance spatiale, technologique, temporelle, culturelle, sociale, affective, et surtout pédagogique (la plus difficile à vaincre) (p. 1).

2.2.3.2 Approche Privilégiant la Mise en Avant de la Technologie

Comme « les mêmes règles régissent le fonctionnement des réseaux numériques et l'organisation des activités humaines et passent aussi par la normalisation des descriptions de ressources pédagogiques ou des architectures de plateforme de formation » (Depover, 2009, p. 22-23). La technologie est souvent mise en avant dans le dispositif d'enseignement à distance. Dans cette perspective, Karsenti (2018) a conçu une plateforme pour la formation à distance des enseignants au Niger (en Afrique), à partir d'un appareil mobile, qui fait appel à l'Intelligence artificielle (IA). Celle-ci réfère à la reproduction artificielle des facultés cognitives de l'intelligence humaine, dans le but de créer des logiciels ou des machines (des robots, des plateformes, etc.) capables d'exécuter certaines fonctions de celle-ci. L'IA peut donc résoudre des problèmes en apprenant à partir de données, de modèles. Son intérêt réside dans le fait d'affranchir l'être humain de certaines tâches en les automatisant. Ainsi, Karsenti et Parent (2020) proposent 80 pistes à considérer pour aider les acteurs de l'éducation à vaincre la distance et à apprivoiser rapidement la formation à distance, sans pour autant improviser.

2.2.3.3 Caractéristiques de la Plateforme UTIFEN

Dans cette optique, le dispositif de la plateforme UTIFEN s'appuie sur une plateforme de formation en ligne intelligente et adaptative, respectant les principes de l'apprentissage adaptatif dont l'efficacité est plusieurs fois démontrée dans les formations à distance à grande échelle (Anderson, 2003). Au regard de la très faible pénétration de l'Internet au Niger, nous avons rendu les contenus pédagogiques

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accessibles à distance (www.utifen.org). Cette accessibilité reste perceptible aussi dans l'utilisation de clés USB/carte Micro SD qui peuvent se brancher dans un téléphone intelligent, une tablette ou un ordinateur. Les 26 modules sont adaptés et organisés selon les besoins de formation continue des enseignants au Niger. Ainsi, en fonction de son profil disciplinaire, chaque enseignant choisit un parcours de formation avec un nombre déterminé de modules. Chaque module comporte à la fois des contenus théoriques ponctués d'évaluations diagnostiques, formatives et sommatives, des suggestions pratiques de lectures complémentaires, des entrevues de salles de classe au Niger et des clips audio (podcasts) pédagogiques. Le design retenu a permis au projet de s'adresser à un public soit par téléphone portable sans connexion Internet, soit par version papier pour les cas extrêmes d'isolement.

2.2.3.4 Avantages de la Plateforme UTIFEN

Notre dispositif expérimental présente des avantages multiples par rapport à la formation en présentiel donnée à l'École normale supérieure de l'Université Abdou Moumouni (UAM) et à la Faculté des sciences de l'éducation (FSE) de l'Université de Tahoua (UTA). Tout d'abord, il permet de former un plus grand nombre d'enseignants, et d'ailleurs plus facilement en le maintenant en poste. Ainsi, il permet d'accroître l'accès à la formation et la mise à jour des compétences pédagogiques des enseignants à tous les postes d'exercice. L'introduction de cette innovation technologique dans leur cursus de formation continue permet de rehausser le niveau de connaissance de l'utilisation pédagogique des TIC, tout en réduisant la technophobie présente chez certains enseignants. Il faut y ajouter l'accroissement des compétences de communication, de collaboration d'entre-aide, très utiles dans toute initiative visant la formation des enseignants au développement professionnel continu.

2.2.3.5 Bénéfices de la Plateforme UTIFEN

La conception de la plateforme s'appuie sur des technologies simples et adaptées aux besoins des enseignants du Niger. Du point de vue pédagogique, l'introduction du tutorat a débouché sur un accompagnement adéquat des apprenants par leurs encadreurs habituels. En effet, les tuteurs à distance sont des conseillers ou inspecteurs pédagogiques disciplinaires en exercice. Aussi, cette formation aux usages pédagogiques des TIC s'est opérée en lien avec le développement de compétences où l'enseignant peut inciter les élèves à faire usage des TICE pour apprendre.

2.3 Modèle pédagogique en formation à distance : apprendre à distance avec des ressources

Enseigner à distance de façon efficace, c'est apprendre à tirer profit des principes de la classe inversée. Les classes inversées ont vocation à conduire les apprenants à se former par eux-mêmes, à trouver l'information qui leur convient dans le fond et la forme. Ce modèle pédagogique en formation à distance permettrait de mieux gérer le temps avec les apprenants en privilégiant les exercices, les projets ou les discussions. Dans leur version initiale, les classes inversées reposent en grande partie sur des ressources disponibles sur Internet. On y rencontre le plus souvent des documents ou plus spécifiquement des vidéos portant sur certains points de matière (des connaissances déclaratives, le "quoi apprendre ?"), d'autres parfois portant sur des procédures (considérées ici comme des connaissances procédurales à actionner sur les contenus ou portant sur l'apprentissage lui-même, le « comment apprendre ? ») ou encore, et c'est malheureusement plus rare, sur les critères ou les signes de l'apprentissage qui s'est déroulé (Lebrun et Lecoq, 2016). Ils correspondent à ce qu'il convient d'apprendre et de comprendre, à la procédure prévue par le concepteur pour guider l'apprentissage et finalement à la reconnaissance par l'apprenant de ce qu'il a appris. On voit que les ressources au sens large comportent les contenus d'information, les activités pour s'approprier ces derniers et les signes à produire pour constater l'effectivité de l'apprentissage : informations, activités et productions ne sont pas loin.

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III. MÉTHODOLOGIE

La méthodologie décrit tout d'abord le type de recherche et les participants. Ensuite vient la méthode de collecte des données. Les méthodes d'analyse de données vont clore la partie.

3.1 Type de recherche

Pour rappel, notre objectif de recherche vise à évaluer l'impact de la formation à distance UTIFEN des enseignants au Niger sur la qualité de leur enseignement. Pour vérifier cet objectif, nous avons recouru à une approche quantitative. Pour ce faire, nous avons procédé par étapes. Dans un premier temps, nous avons utilisé la méthode ex post facto en établissant l'existence d'un lien entre la variable indépendante discontinue (la formation à distance UTIFEN) et la variable dépendante continue (pourcentage d'enseignants efficaces du secondaire). En comparant ces deux variables, nous espérons en faire ressortir les liens de covariance (ou de simultanéité). De tels liens autorisent des prédictions, puisqu'ils établissent que deux éléments apparaissent en même temps. En d'autres termes, le chercheur trouve les informations dont il a besoin par une analyse de données chiffrées déjà disponibles dans des banques de données (Lamoureux, 2000). Cependant, les informations disponibles ne précisent pas le pourcentage d'enseignants efficaces du secondaire par individu, mais plutôt par groupe d'enseignants. Par conséquent, en second lieu, à partir de la méthode descriptive, nous avons transformé le pourcentage d'enseignants efficaces des groupes d'enseignants (variable quantitative) en variable catégorielle (c'est-à-dire de nature qualitative). Nous avons ainsi divisé les données selon un mode dichotomique (enseignants inefficaces/ enseignants efficaces). Les groupes ainsi constitués se comparent selon les fréquences observées à la variable dépendante (la qualité de l'enseignement).

3.2 Participants

La présente recherche a porté sur le pourcentage d'enseignants efficaces de quelque 2704 enseignants du secondaire. Pour recueillir les informations relatives à la recherche, nous avons exploité le pourcentage d'enseignants efficaces de trois groupes d'enseignants du secondaire au Niger : 614 enseignants formés à distance (UTIFEN), 2026 enseignants formés à l'ENS en présentiel et 64 enseignants formés en présentiel à la FSE de l'Université de Tahoua (UTA) (voir Tableau 3).

Tableau 3: Répartition des fréquences observées des enseignants du secondaire selon les institutions de formation (UTIFEN, ENS et FSE)

		Usages des technologies de l'information pour la formation des enseignants au Niger			Total
		Enseignants du secondaire formés à distance (UTIFEN)	Enseignants formés à l'école normale supérieure (ENS) en présentiel	Enseignants formés à la Faculté des sciences de l'éducation (FSE) de l'Université de Tahoua (UTA) en présentiel	
Qualité de l'enseignement au secondaire	Enseignants inefficaces	353	1224	48	1625
	Enseignants efficaces	261	802	16	1079
Total		614	2026	64	2704

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3.3 Méthodes de collecte de données

À partir de la méthode ex post facto, nous avons récolté des informations sur l'évaluation des enseignants du secondaire [Ministère des enseignements secondaires (MES, 2021)]. Ces informations nous ont permis d'établir un lien entre le pourcentage d'enseignants efficaces (variable dépendante continue) de 2704 enseignants et l'usage ou non de la formation à distance par leurs formateurs (variable indépendante discontinue). Ainsi, les catégories d'enseignants formés à UTIFEN, à l'ENS et à la FSE de l'UTA restent discontinues. Ces données catégorielles consistent en la fréquence des observations des catégories retenues. En revanche, le pourcentage d'enseignants efficaces qui reste continu traduit l'efficacité des enseignants du secondaire à conduire un enseignement. Nous avons transformé cette variable continue en variable nominale catégorielle (qualité de l'enseignement). Celle-ci est répartie en deux modalités : « enseignants inefficaces » pour les pourcentages de 1 à 49 et « enseignants efficaces » pour les pourcentages de 50 à 100. Cela nous donne ainsi une variable indépendante nominale (Formation des enseignants). Celle-ci compte trois modalités : enseignants formés à UTIFEN, enseignants formés à l'ENS et enseignants formés à la FSE. Dans un deuxième temps, nous obtenons une variable dépendante nominale (Qualité de l'enseignement avec 2 modalités : enseignants inefficaces et enseignants efficaces).

3.4 Analyse des données

Comme test inférentiel, le test khi-carré est retenu. Il est essentiellement conçu pour tester une hypothèse nulle. Lorsque les données se présentent sous la forme d'une table de contingence, le test nous dit si les deux variables qui servent de base de classification à cette table sont ou non indépendantes. Mais en supposant que le test soit significatif, cela ne nous renseigne toujours pas beaucoup sur le degré de relation entre les deux variables : tout ce que nous savons, c'est qu'elles sont dépendantes (Howell, 1998). Par conséquent, pour compenser cette insuffisance, le V de Cramer est aussi retenu pour mesurer la force de l'association. Le recours au test khi-carré nous a ainsi permis d'étudier l'association entre nos deux variables nominales : Formation des enseignants et Qualité de l'enseignement. Le V de Cramer a vérifié, pour sa part, la force de la relation existante. Le seuil de signification retenu est de .05.

IV. RÉSULTATS

Les résultats sont présentés en fonction de l'objectif de la recherche qui est d'évaluer l'impact de la formation à distance UTIFEN des enseignants du secondaire au Niger sur la qualité de leur enseignement.

4.1 Relation Entre la Formation à Distance UTIFEN et la Qualité de la Formation des Enseignants du Secondaire

La Figure 1 montre, de manière circonstanciée, que dans le groupe « Enseignants inefficaces », les enseignants formés par UTIFEN, l'ENS et la FSE de Tahoua sont les plus nombreux que dans le groupe « Enseignants efficaces ».

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Figure 1: Répartition de la qualité de l'enseignement au secondaire selon la formation à distance UTIFEN

Le Tableau 4 dénote de grands écarts entre les fréquences observées et les fréquences théoriques, ce qui montre la dépendance entre les deux variables

Tableau 4: Relation entre Formation à distance UTIFEN et Qualité de l'enseignement au secondaire

		Usages des technologies de l'information pour la formation des enseignants au Niger			Total
		Enseignants formés à distance (UTIFEN)	Enseignants formés à l'ENS en présentiel	Enseignants formés à la FSE de l'UTA en présentiel	
Qualité de l'enseignement au secondaire	Enseignants inefficaces	353/369	1224/1217,5	48/38,5	1625
	Enseignants efficaces	261/245	802/808,5	16/25,5	1079
Total		614	2026	64	2704

Le test khi-carré révèle l'existence d'un lien de causalité entre la formation à distance UTIFEN et la qualité de l'enseignement au secondaire :

χ^2 (2, N = 2704) = 7,750 ; p < .05 S.

Le V de Cramer a permis de constater que la force de l'association entre les deux variables est significative : V de Cramer = 0,054 ; p < .05 S.

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4.2 Interprétation

Comment expliquer l'existence du lien de causalité entre la formation à distance UTIFEN et la qualité de l'enseignement au secondaire ? Le lien significatif est-il dû à la différence des dispositifs pédagogiques de la formation à distance et de la formation en présentiel ? Ou cette différence est-elle liée aux critères de qualité de la grille d'évaluation du MES ?

4.2.1 Modalités pédagogiques et qualité de l'enseignement

La contre-performance des deux institutions universitaires de formation (ENS et FSE) par rapport à la formation à distance UTIFEN résiderait en partie dans les modalités pédagogiques. En effet, l'ENS et la FSE offrent leur formation en présentiel ; alors qu'UTIFEN forme à distance. La principale différence entre les deux modalités pédagogiques réside dans la méthode pédagogique utilisée et l'interaction entre les formateurs et les apprenants. La première modalité est le plus souvent à l'image de l'enseignement magistral traditionnel : Lebrun et Lecoq (2016) l'assimilent à « un espace clos et cloisonné peu adapté à l'image connectiviste » (p. 63) adoptée pour la classe de demain. La pédagogie utilisée demeure généralement expositive et privilégie l'acquisition de connaissances : mémorisation et récitation (Hardman et al., 2012). À cet égard, Dembélé et Lefoka (2007) s'inspirant des observations de pratiques d'enseignement soutiennent que l'apprenant se trouve dans un rôle passif et développe des habiletés de bas niveaux taxonomiques. Par conséquent, la valeur ajoutée pédagogique de la formation initiale universitaire laisse à désirer, car elle reste incapable de produire les outils pour des enseignements et apprentissages de qualité. De plus, la contre-performance de la formation en présentiel pourrait également s'expliquer par certaines contradictions qui caractérisent l'encadrement actuel de ces institutions universitaires de formation initiale (ENS et FSE). En effet, les enseignants animant ces institutions privilégient l'enseignement de contenus au détriment du savoir-faire professionnel. Et, dans le même temps, ils prétendent vouloir former de futurs enseignants rompus aux aspects didactiques indispensables à l'exercice du métier. Un autre élément, non moins important, qui semble mettre en évidence l'une des origines du problème, demeure la sous-représentation des sciences de l'éducation : 16,66 % des effectifs à l'ENS.

La seconde modalité, c'est-à-dire la formation à distance, est considérée avant tout comme une approche qui permet d'assurer une organisation plus flexible des apprentissages. Cette flexibilité résulte, entre autres, des choix du matériel d'apprentissage, des approches pédagogiques, du type d'activités, des modalités d'organisation du travail, des formes d'intervention du tuteur et des modalités d'échange avec les pairs. Ces différents choix de flexibilité optimalisent la distance transactionnelle afin de tirer parti des outils cognitifs mis en œuvre pour assurer la mise à distance de certains aspects de la formation (Komis, Depover, Karsenti, Tselios, et Filippidi, 2013). Dans un tel contexte, les apprenants interagissent et réfléchissent aux apprentissages de manière autonome. Celle-ci réfère à la capacité à prendre en charge sa formation et à la capacité à développer des stratégies pour apprendre. Ce faisant, selon Jézégou (1998), c'est par la capacité stratégique de la personne à effectuer des choix dans sa formation (lieu, temps, rythme, contenus, etc.) et à élaborer un plan d'action cohérent que s'exerce l'autonomie en formation. Donc, enseigner à distance de façon efficace, c'est apprendre à tirer profit, de l'avis de Lebrun et Lecoq (2016), des principes de la classe inversée. Les classes inversées ont vocation à conduire les apprenants à se former par eux-mêmes, à trouver l'information qui leur convient dans le fond et la forme. Ce modèle pédagogique en formation à distance permettrait de mieux gérer le temps avec les apprenants en privilégiant les exercices, les projets ou les discussions. De la sorte, il est tout à fait incontestable que le numérique a un profond impact sur les approches pédagogiques qui l'animent en redéfinissant le temps passé à l'école. Notamment pour le rendre plus engageant pour les apprenants.

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En résumé, il apparaît que la formation en présentiel est passive et la formation à distance est active.

4.2.2 Critères de qualité et indicateurs de la classe inversée

Trois facteurs de la grille d'évaluation et de positionnement définissent l'enseignant comme un acteur efficace dans sa classe : la maîtrise du contenu, la maîtrise du savoir enseigner et la maîtrise de la langue d'enseignement. Ce qui est recherché dans les critères de qualité du MES se trouve en résonance avec l'inscription de la démarche pédagogique au sein du concept de classe inversée. Lebrun et Lecoq (2016) proposent quatre piliers et 11 indicateurs :

Environnement flexible

- J'organise les espaces et les temps de manière à permettre aux étudiants d'interagir et de réfléchir aux apprentissages qui leur sont nécessaires.
- J'observe et accompagne constamment mes étudiants pour réaliser des ajustements pertinents.
- Je propose aux étudiants une variété de situations d'apprentissages et différentes manières de me démontrer leur maîtrise.

Learning « culture »

- J'offre à mes étudiants l'opportunité de s'engager dans des activités significatives sans que mon rôle y soit central.
- J'élabore des activités que je rends accessibles à tous les étudiants à travers la différenciation et les feed-back.

Contenus intentionnels

- Je sélectionne des concepts que j'expose directement aux étudiants et ceux qu'ils auront à découvrir par eux-mêmes.
- Je crée/recueille des ressources pertinentes pour mes étudiants.
- Je différencie mes approches pour créer des contenus accessibles et appropriés à tous mes étudiants.

Professionnel de l'éducation

- Je me rends disponible pour donner aux étudiants des feed-back en temps réel, individuellement, en petit ou en grand groupe.
- Je mène des évaluations formatives durant le cours, à travers l'observation ou l'enregistrement de données.
- Je collabore et réfléchis avec d'autres enseignants et prends la responsabilité de changer ma pratique (p. 96).

La transposition de cette démarche pédagogique au sein du concept de classe inversée à la situation de formation à distance UTIFEN met en évidence quatre ordre de faits :

a. Environnement flexible

La formation UTIFEN organise les espaces et les temps de manière à permettre aux enseignants d'interagir et de réfléchir aux apprentissages qui leur sont nécessaires. En effet, le dispositif expérimental montre des avantages multiples par rapport à la formation en présentiel donnée à l'ENS de l'UAM et à la FSE de l'UTA. Tout d'abord, il offre la possibilité de former un nombre important d'enseignants et en le maintenant en poste. En conséquence, il accroît l'accès à la formation et la mise à jour des compétences pédagogiques des enseignants à tous les postes d'exercice. Donc, la stratégie mise en œuvre semble probante. Cela pourrait se rattacher au Critère 5, la réalisation.

b. Learning « culture »

La formation UTIFEN élabore des activités qu'elle rend accessibles à tous les enseignants à travers la différenciation et les autorégulations. Chaque module inclut à la fois des contenus théoriques ponctués d'évaluations diagnostiques, formatives et sommatives, des suggestions pratiques de lectures complémentaires, des entrevues de salles de classe au Niger et des clips audios pédagogiques. Les ressources pédagogiques nécessaires semblent présentes (Critère 8). La concision et la scénarisation des supports pédagogiques apparaissent comme des facteurs déterminants d'efficacité (Dumont et Berthiaume, 2016). Cela témoigne du fait que les supports sont adaptés aux objectifs (Critère 4). Les apprenants démontrent à travers les activités d'évaluation proposées qu'ils ont atteint les objectifs (Critère 9). Le design retenu a permis de

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s'adresser aux enseignants du secondaire soit par téléphone portable sans connexion Internet, soit par ordinateur avec ou sans connexion Internet.

c. Contenus intentionnels

La formation UTIFEN différencie ses approches pour créer des contenus accessibles et appropriés à tous ses apprenants. Ainsi, cette structuration facilite le remplacement de grandes quantités d'informations par de brèves synthèses. Les modules sont validés par l'Université de Montréal. Compte tenu de la très faible introduction de l'Internet au Niger, les contenus pédagogiques UTIFEN sont rendus accessibles à distance. Cette accessibilité est facilitée par l'utilisation de clés USB/carte micro SD qui peuvent se raccorder à un téléphone intelligent, une tablette ou un ordinateur. Les 26 modules sont adaptés et organisés selon les besoins de formation continue des enseignants au Niger. Le contenu enseigné semble satisfaisant (Critère 3). Ainsi, en fonction de son profil disciplinaire, chaque enseignant du secondaire choisit son parcours de formation avec 16 modules.

La conception de la plateforme repose sur des technologies simples et adaptées aux besoins des enseignants du Niger (Critère 10). Du point de vue pédagogique, l'introduction du tutorat a débouché sur un accompagnement adéquat des enseignants du secondaire par leurs encadreurs habituels. En effet, les tuteurs à distance sont des conseillers ou inspecteurs pédagogiques disciplinaires en exercice (Le Critère 11, didactique de la discipline).

d. Professionnel de l'éducation

Par l'entremise de la formation UTIFEN, les enseignants du secondaire collaborent et réfléchissent avec d'autres enseignants et prennent la responsabilité de changer leur pratique. L'introduction de cette plateforme dans leur cursus de formation continue bonifie le niveau de connaissance de l'utilisation pédagogique des TIC. Il faut y ajouter le développement des compétences de communication, de collaboration d'entraide, très utiles au développement professionnel continu. La maîtrise de la langue d'enseignement (Critère 2) pourrait trouver un écho dans les compétences de communication.

En somme, sur les 15 critères du MES, huit apparaissent en filigrane dans les quatre piliers de la démarche pédagogique au sein du concept de classe inversée.

V. DISCUSSION

Les résultats révèlent l'existence d'une relation significative entre la qualité de la formation des enseignants du secondaire et la formation à distance UTIFEN. Cela signifie que la qualité de la formation des enseignants du secondaire est fonction de la formation à distance UTIFEN. En conséquence, les résultats de la présente recherche montrent que l'objectif de recherche est atteint. À cet égard, nos résultats confortent l'idée selon laquelle l'apprentissage adaptatif permet aux apprenants d'apprendre de façon plus efficace, particulièrement en ligne (Jonsdottir, Jakobsdottir et Stefansson, 2015). Nos résultats démontrent que la plateforme UTIFEN qui respecte les principes de l'apprentissage adaptatif confirme l'efficacité plusieurs fois démontrée dans les formations à distance à grande échelle (Anderson, 2003).

Toutefois, nos résultats semblent contredire certaines études selon lesquelles l'efficacité de la formation à distance reste encore à démontrer. En effet, Karsenti (2006) souligne que ce type de formation ne semble pas nécessairement plus efficace que les formations plus traditionnelles en présentiel. Cela s'observe surtout en Afrique où l'apprentissage en ligne implique des pédagogies qui s'opposent à de nombreuses cultures. L'insuffisance des infrastructures et la faiblesse des connexions Internet dans certains contextes africains hypothèquent la possibilité de mettre en place un dispositif de formation à distance pour combler les carences des situations actuelles (Karsenti et al., 2007).

VI. CONCLUSION

À travers une approche quantitative, la présente étude effectuée auprès de 2704 personnes représentant l'ensemble des enseignants de trois groupes de formation nous a permis de mieux

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comprendre l'impact de la formation des enseignants du secondaire sur la qualité de leur enseignement. Nous avons pu prouver que la formation à distance UTIFEN des enseignants du secondaire influence leur efficacité à conduire un enseignement. Par ailleurs, la contre-performance des deux institutions universitaires de formation (ENS et FSE) par rapport à la formation à distance UTIFEN résiderait en partie dans les modalités pédagogiques : le présentiel et le distanciel. Le premier à la différence du second ne peut pas produire les outils pour des enseignements et apprentissages de qualité. De plus, la transposition des quatre principes de la classe inversée à la situation de formation à distance UTIFEN met en évidence huit critères du MES sur 15. La démarche pédagogique (classe inversée) devient ainsi un principe organisateur qui permet de structurer une évaluation de formation.

Nous retenons que la présente étude se fonde sur deux apports clés.

Apports de la recherche

Elle a permis d'entériner le fait que l'usage réfléchi des technologies d'enseignement stimule l'efficacité des enseignants.

Elle a aussi réconforté le postulat selon lequel l'usage des technologies émergentes en contexte éducatif garantit le développement professionnel de l'enseignant.

À partir des résultats que nous avons trouvés, voici les recommandations que nous pouvons formuler.

VII. RECOMMANDATIONS

Les usages « bien pensés » des TIC pouvant avoir un impact positif sur la qualité de l'enseignement, il est important d'adopter une perspective de développement personnel et professionnel avec le numérique dans une posture d'autonomisation. Par ailleurs, le véhicule technologique implique une refonte du dispositif pédagogique. Nous préconisons ainsi une réforme des filières de l'ENS en donnant la priorité aux besoins de formation professionnelle des enseignants. Ce faisant, en plus des disciplines liées aux sciences de l'éducation, la didactique des matières doit être au cœur de la formation. De la sorte, une restructuration de l'ENS gagnerait à mettre fin à la duplication des facultés de lettres et de sciences en son sein.

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The Rationale for Funeral Rites, An Aspect of African Culture among the Igbo-Africans

Ignatius Nnaemeka Onwuatuegwu PhD

Nnamdi Azikiwe University Awka

ABSTRACT

The issue of life and death is a preponderance problem that has eluded people of various eras. So many generations have come and gone, but the problem remains unsolved. It is older than every age but remains very effective and influential in every age. Man made their first appearance in life reluctantly, and this is demonstrated in the first confused crying of a new born baby. He, therefore, grew up bewildered and askance and will eventually die and leaving the empirical physical world strugglingly disappointed and more confused. Meanwhile, the moment of death is a moment of confusion, a moment of stack face to face with the necked truth of the reality of life.

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The issue of life and death is a preponderance problem that has eluded people of various eras. So many generations have come and gone, but the problem remains unsolved. It is older than every age but remains very effective and influential in every age. Man made their first appearance in life reluctantly, and this is demonstrated in the first confused crying of a new born baby. He, therefore, grew up bewildered and askance and will eventually die and leaving the empirical physical world strugglingly disappointed and more confused. Meanwhile, the moment of death is a moment of confusion, a moment of stack face to face with the necked truth of the reality of life. The problem of life and death, therefore, has become a serious preoccupation of every rational mortal being. In this line of thought, an Igbo proverb opines that "a leaf knows no rest until it comes to decay under the earth ". It is in this backdrop that this study sought to delve into the rationale behind the affluent funeral rites among the Igbo-Africans. The researcher employed the methodological approach of critical reflection to achieve the purpose of the study. The study first seeks to find out the reasons why death still remains a problem for every individual person, the extent of the issue of death, and how to proffer solutions to the situation in question. It then discusses the Igbo concept of death and funeral rites and draws critical evaluations and conclusions.

Keywords: life, death, culture, religion, funeral rites.

Author: Philosophy Department, Faculty of Arts Nnamdi Azikiwe University Awka, Nigeria.

I. GENERAL INTRODUCTION

The present cosmos in which you and I dwell is more mysterious than you and I could ever think about. In other words, man's life on earth is so profound that it is more widely extended than logic. Nevertheless, no one has ever delved deep into the profundity of life so much to know for sure what life and its end are all about. This particular subject has eluded philosophers as well as theologians of different religious affiliations and cultural traditions of various eras.

Despite man's intellectual integrity and jingoism, technological leap and scientific sophistication, his astuteness and humongous ability claim to be ahead of the "jet age " with its concomitant massification of everything and its resultant modernity, man still lacks the wisdom that would have enabled him to raise a meaningful question as regards life and its end; neither has he the energy to answer this question articulately and meaningfully even if the question is raised.

Consequently, the puzzle and perplexity of life estranged man more from the secrets of life itself. Moreover, the oblivion-ness of the human mind or, rather the obscurity of the real coupled with the disheartening awareness of the transient nature of man's existence in his passing existence seems to have rendered more hopeless man's tussles towards grasping in its entirety, the ultimate meaning of life- concerning the present temporal nature of reality. Protagoras completely captured this in his idea:

> About the gods, I am not able to know whether they exist or do not exist, nor what they are like in form, for the factors preventing knowledge are many: the obscurity of the subject, and the shortness of human life. [1]

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A multiplicity of things are yet to be disclosed, discovered, and grasped in life. The temporarity of life has made it difficult, if not an impossibility, for man to fully comprehend what life is all about before the knock on the door of life for one to leave (vacate) the stage. Little wonder the Igbo, in cognizance of the above, expressed in their proverb that '*Enu uwa bu olili, onye nosia, o naba*' implying that the world is a recreational ground in which the players go home after the games. [2]

Admittedly, life is full of probabilities. This chain of chances starts even from the moment of conception. Over and above the chain of chances, is a crystalline fact that is free from all probabilities. Consequently, over and beyond all chances, one thing is inevitable in man's life, and that thing is the reality of death. Even monarchs answer, and answer promptly, too, when death's call comes. End does not understand the language of "wait, I am coming."

According to O. A. Onwubiko, the Igbo people are not unaware of the inevitability of death. He, therefore, writes:

> The Igbo know that death is an inevitability and say: *Onwuamadike*, *onwukamike*, yet he pleadingly asks death not to kill him and says *onwuegbule*, *Onwukwe* etc...[3]

The most devastating truth is that death can neither be compromised nor successfully avoided. In that case, the Igbo, therefore, conduct an affluent ceremonies for the deceased relative in a bid to undermine or reduce the pains death inflicts on the mourning relatives.

However, for a better and clear understanding of Igbo-African funeral rites and their accompanying ceremonies, therefore, we shall go over and above the merely ceremonial and merely ritualistic and raise the question concerning the reason behind the merely ceremonial and merely ritualistic. It is only in so doing that the meaningfulness, or, rather the rationale behind the affluent funeral rites among the Igbo people, could be possibly unfolded and comprehended. In any case, the motive or the reason can only make its appearance in the sensible world of reality through merely ceremonial and simply ritualistic. Hence, through the formal ceremonies and proper rituals, the hidden meaning is unfolded.

What, then is the rationale behind Igbo funeral rites? Why must the passing to the great beyond of a relative be accompanied with affluent ceremonies? Has this ceremonies anything to do with life in the world beyond? Consideration should be made as regards the cultural and religious aspects of Igbo funeral rites so as to have a better understanding of them.

II. THE INFLUENCE OF CULTURE/RELIGION

Religion is part and parcel of culture. Hence, the two concepts are so interwoven that many authors have often used them interchangeably. If you are not accepted in your village, go to the town and tell them that you are a prophet; nobody will care to know. Mbiti succinctly confirmed the above points when he says:

> What people do is motivated by what they believe, and what they believe springs from what they do and experience. So then, belief and action in African traditional society cannot be separated: They belong to a single whole. [4]

The action in the above citation implies culture, as culture, in simple definition, is a people's general way of life. Belief, on the other hand, has to do with people's beliefs system or, in other words, a people's religious affiliation. Hence, culture and religion for Africans are two sides of the same reality. Both cannot separate from one another, but rather compliments one another.

III. IGBO CONCEPTION OF DEATH

It is a general conception among the Igbo people that man is a pilgrim of the divine and that the period of human sojourn in the empirical physical world is temporal and, therefore, a period of preparation for death and the eventual indwelling of life in the world beyond. Every Igbo man or woman is desirous to rest among the souls of their ancestors, and it is a genuine and poignant hope.[5] Obviously, the spirit that moves and sustains an

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Igbo man in his struggle and hustle in life is the spirit of belongingness and togetherness or communion.[6] The Igbo sense of communalism has, affected or influenced their general attitude to life. Hence, the social tie with community members is so much cherished by the Igbo that nothing whatsoever is allowed to tamper with this belongingness. The individual, from the Igbo anthropological perspective, exists only in the community.[7]

This fact necessitates the Igbo saying that the world is a marketplace from where one must depart in due time, whether or not one in question has gotten all that one needed (*uwa bu ahia, azuta ahia azutaghi ahia, oge zue a laa*). The Igbo people, hence affirm that death is a "return home " from where one came into the world. The return home implies for the Igbo, that death is a "call" from God to someone to return home. This call from God also demands a response from the one called.[8]

One thing that is very clear from the above points is that the call is irrevocable. The awareness that death can strike at any moment in time and any form, and the knowledge that the call necessarily comes from God, the creator and sustainer of life, has brought about the reason why every traditional Igbo man usually adds: "*Ma onwe ndu ewereghi* " (please God, the owner of life) after every decision making. Death for the Igbo is not only a necessary end but also a bitter truth. Madam Monica Odinchezo Onwuatuegwu, in one of her unpolished wisdom sayings, succinctly puts:

> Death is such a bitter fact of life that every single person wishes never to think of or be reminded. In other words, nobody is in a hurry to experience death. Nevertheless, the truth is that every life is summarized at death. Hence, the fact of death is what each individual must eventually, at the appointed time, come face to face with, willingly or unwillingly, with equanimity or with revolt and struggle. The question of when one shall die and how one's death shall be, is what is over and above the human power to know and comprehend. Consequently, the question of "please, do it for me " is outside the context of death, for death is not a battle that a father or mother can wage for his or her child (*onwu abughi ogu nna ma o bu nne na-agbara nwa ya*). It is a share that reaches everyone without exception, as each iron must eventually, at one time, or another, visit the Smith's workshop (*igwe nile gaje n'uzu*).[9]

Nevertheless, as the Igbo conceptualize death as being gathered to one's people or joining one's forebears or ancestors, death is not only seen as a problem but also as a mystery. Therefore, an Igbo man at a ripe old age welcomes death with equanimity, knowing very well that he is only going there to join the community of his ancestors.[10] Having understood the temporarily of the earthly indwelling, an Igbo is entangled in a ceaseless effort to be successful in his present life, bearing in mind that the world is a place from which one must leave the stage after trying one's possible best (*uwa bu onye mere ike ya o laa)*. Moreso, P. N. Chinyere, coming from another dimension, maintains that the ceaseless struggle may be a result of the fact that the Igbo are not flashy people generally. Still, they are not indifferent to places or positions of honor and respect. [11]

Admittedly, the above point brings us to the fact of an Igbo proverb that holds that a bird at hand is better than hundreds of leopards in the forest. Hence, every Igbo, despite the temporality of the present passing existence, is determined to succeed and make meaningful achievements. An unfulfilled and unaccomplished life equals a near wasteful life for an Igbo. Consequently, a disgruntled and unaccomplished individual has no place amongst the ancestors in the ancestral realm.

A successful man is a fulfilled man. One achieves self-actualization through the maximum use of one's talents and time. By so doing, one's life also becomes a fulfilled one. Success for the Igbo is more than being a rich man or an intelligent person. A successful life is a complete whole, a critical success. An unsuccessful life is hated with passion among the Igbo people. Considering the

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extent to which the Igbo people hate laziness and unsuccessful life, O. A. Onwubiko emphasizes:

> Normally if a man lived a very hopeless life, his relatives would give him a burial that would make it impossible for him to reincarnate among them, at times, such persons are tormented by flogging their corpses with the hope of frightening them, at times, they are buried with their faces facing the ground so that they may not "see " the way to return.[12]

Hence, every Igbo-African makes a serious and unrelenting effort to achieve success. Moreso, it is believed that man's condition and situation of life here and now determines and fashions his or her life in the hereafter. Consequently, reincarnation is not the only thing that be-clouds the Igbo man's notion of life after death, instead the Igbo, also believe in life after death but rather express it in a different way. Therefore, the traditional Igbo and Christians believe that life continues beyond the grave. [13]

Thus, death necessarily engenders the separation of man from his physical clothing, that is the flesh (the material body) with which man appears in the empirical physical world. However, the fact remains that life does not end up at death for:

> It is clear that people view death paradoxically: it is a separation but not annihilation, the death person is suddenly cut off from the human society and yet the corporate group clings to him. This is shown through the elaborate funeral rites, as well as other methods of keeping in contact with the departed. [14]

IV. THE RATIONALE BEHIND FUNERAL RITES AMONG THE IGBO

One of the most excruciating and unbearable things that can happen to an Igbo is not to have accorded them funeral rites. You dare not joke with an Igbo about such a matter. Basden understands this very well as he writes:

> The Igbos will endure everything in order to ensure that their burial will be properly performed. His whole future welfare depends upon this and hence it takes at all times almost prominent place in man's calculations. [15]

Following the above points O. A. Onwubiko thus summarises:

> Funeral ceremonies in Igboland are elaborate and highly expensive and are relatively celebrated according to the status of the deceased. A common characteristic of all funeral ceremonies is that they are believed to determine the place the defunct would enjoy in the spirit world,... The dead who have not received these ceremonies are believed not to be able to enter the spirit land and as such they do not belong to the "village " of the dead nor to that of the living. They are believed to be in a state of unrest and suffering, and they wander about menacing the living. [16]

The idea of funeral rites as conditioning one's life in the world beyond emanated from the fact that the Igbo people firmly hold that life is not annihilation but a journey from the empirical temporal world to the world hereafter. Hence, life in the spirit world in the traditional Igbo man's conception is nothing but only a continuation of life more or less as in the bodily form. Little wonder the Igbo have the notion that some sacred plants and animals here in the human world also exist in the spiritual/ancestral world. In a situation where life is lived in such a manner, in the world hereafter then, nothing worst can happen to a man than to deny them funeral rites, which is in this case, considered as a ticket to the world beyond. One can imagine the gravity of such a denial; just come to think of a situation where one is in the world and yet belonging to no group or people, or where one is in the midst of a people but yet alone.

Obviously, in Igbo cultural milieu, anyone who cannot accord either his parents or relatives a befitting burial/funeral rites is understandably regarded as a good-for-nothing. Such a person cannot proudly talk in the public domain with his face up; neither can such a one stand his ground before his age group. Achebe, in his book Arrow of

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God, alluded to the idea above. He, therefore writes :

> If there were any shame left in the world, how could that beast of the bush who could not give his father a decent burial stand up before you and pass shit through his mouth.[17]

Funeral rites must be given to the dead if not because it determines the place of the dead in the spirit world, at least for the fact that the dead are pretty awake and can exert influence on their living relatives. Hence, they are called "the living dead." Should they be denied funeral rites, they are believed to have the power to disturb and hinder the progress or even the health of their living relatives. Hence, for Onwubiko, the dead are pretty awake in the spirit world and this is often manifested in the fear that drives the Igbo to obey and carry out the last wishes of the dead. It seems to be common feature in the burial rites of most African communities. [18]

More still, the Igbo have the notion that when one dies, there is an emotional cord (just like an umbilical cord) holding deceased ghost to their material body. Hence, such a one is believed to be still hovering familiar places like their grave, family compound, and related sites. This situation will persist until the final funeral rites are duly completed. Only after the funeral rites will the deceased quietly and peacefully descends into the community of the ancestors in the village of the dead. I. N. Onwuatuegwu, in this case, writes that it is believed that after the departure of the self from the physical and material body that self continues to hover around as a ghost until after their second funeral rites which enables the dead to descend peacefully into the ancestral world – '*ala ndiichie*'.[19]

Come to think of a situation where a child is born, and their umbilical cord is left uncut. Can such a baby possibly survive? For the Igbo, it is the same thing with a deceased relative. In that case, death is seen as birth given to the world beyond. Hence, the necessity of funeral rites to the dead in the Igbo cultural milieu.

V. EVALUATION AND CONCLUSION

5.1 Evaluation

It is good to note that the purpose of this work is not just to describe funeral rites as it is performed among the Igbo, but to point to the implications or rather the rationale behind the funeral rites.

Consequently, the dead are believed to have arrived in the ancestral village only after the completion of their funeral rites. Having formally carried out their final funeral rites, the dead settle down in the ancestral domain - the village of the living dead. The peaceful arrival of the dead in the ancestral domain is demonstrated and announced by the sound of guns. P. N. Chinyere reiterates that gun shooting is sometimes connected with superstition. Hence in certain parts of Igboland, gun shooting after the final burial ceremonies, indicates that it is at that particular moment that the deceased has reached the ancestral world. The traditional Igbo also believe that gun shooting serves to clear the road of vicious demons, to ensure the deceased a safe conduct to the land of the spirits. [20]

Therefore, the dead are believed to be wandering until their funeral rites are duly completed. This is tantamount to the Christian doctrine of purgatory as a place of purification or purgation. It is, therefore, apparent that the Igbo have the notion of life after death and the idea of the communion of the saints, as well as the vague idea of purgatory even before the advent of Christianity. The Igbo have to certain degree the notion of the communion of the saints. Hence, they believe that the dead can influence their living relatives positively or negatively, and the living relatives can as well influence their dead relatives either by feeding them with offerings and sacrifices or staving them.

5.2 Conclusion

In conclusion, the Igbo are not illogical or uncritical in their characteristic attitude towards their dead relatives or the elaborate ceremonies with which the dead are conducted in the ancestral realm. In every act of a people, there is a rationale behind it. Hence, in every culture or

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every race, there are deposits of both philosophical and theological facts that contribute for the betterment of humanity in the temporal and empirical physical world and which enables man to prepare for his eventual indwelling in the world beyond.

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Corporate Social Responsibility by Nigerian Oil Multinationals to Host Communities in the Niger Delta Region: A Right or A Privilege?

Simon Ejokema Imoisi Ph.D

Edo State University Uzairue

ABSTRACT

Business organizations are expected to meet certain social obligations in terms of corporate social responsibility (CSR). In the Niger Delta region of Nigeria oil Multinational corporations (MNC) have not been left out in this regards. There have been remarkable changes in the host communities as most of the facilities provided by the MNCs have either been absent, insufficient or dysfunctional. Despite the activities of the MNCs, the opinion and attitudes of the host communities portray an act of antagonism rather than support for the MNCs giving rise to an imaginary gap between what is done and how it is perceived. The questions then are; what could be responsible for such attitude? And in whose interest is CSR by the MNCs.

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Author: Senior Lecturer Edo State University Uzairue, Nigeria Faculty of Law Department of Public and International Law.

I. INTRODUCTION

One of the major challenges of most corporations is how to achieve integrity and trust from its stakeholders. Meeting the expectations of its shareholders as well as the interest of the stakeholders has been a contested issue for most corporations because of their conflicting prospects. Due to the dependency of business on society, certain responsibilities or obligations are imposed on the business organizations to discharge as part of their CSR[1]. Despite the increased attention given to the issue of CSR, choosing the right form of CSR and successfully implementing same has been a difficult task. This difficulty is often associated with diversified interest of the parties involved. In the Niger Delta region of Nigeria, multinational enterprises are expected to offer social services and welfare programmes as part of their CSR initiatives as they pursue their normal activities. These expectations are not far-fetched as MNCs are now committed to funding community development programmes by way of providing education, scholarship, and road construction[2]. The community development initiative in the Niger Delta is widely criticized by the host communities due to the fact that adequate attention is not directed at tackling the problems that the multinational enterprises accepted to resolve[3]. Therefore, CSR does not seem to be a usable tool to alleviate poverty and other developmental goals as originally envisaged. However it is argued that

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CSR approaches by MNCs do not justify such claims[4]. While the MNCs are publicizing their role in the transformation of this region, the host communities feel otherwise.

The general expectations of the people of the Niger Delta region is seeking employment for the youths, reduction in environmental damage to their farmlands (livelihoods), and economic and social development of the entire region. To the host communities, these expectations have not been met which has resulted in a conflicting relationship with the MNCs. In the Niger Delta region, the root cause of hostility between the oil companies and host communities is also linked to the inherent discontent with the governance system of Nigeria. The government is perceived to support the MNCs operation at the expense of the host communities. In addition, the chosen approach to remedy the problems, which has been to provide some basic infrastructural facilities for the communities does not seem to tackle the main issues confronting the region. Therefore, what is being witnessed is the neglect of the role of CSR in improving the living standards of the people and sustaining the livelihoods of the communities. It seems therefore that the CSR initiatives are in the interest of the MNCs who are indirectly sourcing for a conducive environment to maximize their earnings and to be seen as being socially responsible[5].

Nigeria plays a major role in the global oil and gas marketplace. Nigeria is the seventh largest producer of oil and gas globally, and supplies 20% of total oil imports to the United States. Nigeria is also gradually becoming a major global supplier of liquefied natural gas (LNG) to international markets. Petroleum accounts for about 40% of the gross domestic product (GDP) and 70% of total government income[6]. Oil and gas account for 80.6% of total federal revenues[7] and are the lifeblood of the nation's economy and the sole reason for the nation's continued existence. Over 90% of Nigeria's external income is derived from oil and gas exports[8]. The people of the Niger Delta live in an area where they are solely dependent on the local ecosystem for their existence. Subsistence farming, fishing, and petty trading are the main occupations of Niger Delta citizens and land owners. The Niger Delta ecosystem has been severely degraded due to the activities of multinational oil and gas companies operating in the region[9]. Nigeria ranks as one of the most heavily populated countries in Africa[10].

The region is one of the richest in the world with an abundance of human resources, mineral resources, animals, and a wide variety of plants (Ojakorotu, 2011). The Niger Delta occupies a land mass of about 110,000 square kilometers, or approximately 43,750 square miles, and in the southern area of the country, per 10,000 square kilometers, there are approximately 6,250 square miles of wetlands in the rain forest areas of Nigeria (Kadafa, 2012; Okolo, 2014). In administrative, developmental, and political terms, the Niger Delta region encompasses all nine states where oil and gas are produced, with a land mass of 110,000 square kilometers. The region has an approximate population of 37 million citizens, which translates to 22% of the national population of Nigeria (Adekola, Mitchell, & Grainger, 2015). The states that make up the Niger Delta region are Abia, Akwa Ibom, Bayelsa, Cross River, Delta, Edo, Imo, Ondo, and Rivers, and the region brings in 90% of Nigeria's 2.3 million barrels of oil per day.

[4] Blowfield, M., & Frynas, J. (2005). Setting new agendas: Critical perspective on corporate social responsibility in the developing world. *International Affair*, *81*(3), 499-513.

[5] Eweje, G. (2006). The role of MNEs in community development initiative in developing countries: Corporate social responsibility at work in Nigeria and Southern Africa. *Business and Society, 45*(2), 93-129.

[6] Ikelegbe, A. (Ed.). (2013). *Oil, environment and resource conflicts in Nigeria*. Series: Politics and Economics in Africa - Book. 7. LIT Verlag Münster.

[7] Ibid

[8] Amadi, B. O., & Abdullah, H. (2012). Poverty alleviation through corporate social responsibility in Niger. *Asian Social Science, 8*(4). 57-67.

[9] Adedeji, O. H., Ibeh, L., & Oyebanji, F. F. (2012). Sustainable management of mangrove coastal environments in the Niger Delta Region of Nigeria: Role of remote sensing and GIS. *COLERM Proceedings*, *2*, 307-324.

[10] Odemene, G. C. (2013). *Crises management in the oil and gas industry: The Niger Delta experience.* (Doctoral Dissertation).

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The oil and gas resources derived from states together account for 80% of the total Nigerian national revenue[11]. Local land owners perceive that oil companies have created an environment of poverty, exposure to health hazards, loss of homes and lands, community clashes, social unrest, and kidnappings. The activities of companies have further compounded the incidences of perennial flooding and severe climate variability and transformation leading to ecological destabilization and increased vulnerability of local communities[12]. The general perception of local land owners in the Niger Delta is that the woes of the host communities are largely to be blamed on the neglect of their needs (by the oil and gas companies in the area) leading to an imbalance against what is exemplified by the management principles of the triple bottom line and CSR expected from the oil and gas companies in the area[13] asserted that multinational oil companies continuously receive billions of dollars at the expense of their host communities who lack food, water, and shelter due to the fact that the environment is ravaged by the effects of oil spillages and gas flaring.

Ejumudo, Edo, Avweromre, and Sagay (2012) recommended that firms that pollute the environment strategically devote sufficient resources to CSR for the benefit of their host communities. Ejumudo et al. specifically recommended an enhancement of the CSR agenda of operating companies in the area in order to redress the economic, developmental, and environmental problems of the area and reduce violence and conflicts. The local landowners' perception is that the oil and gas companies operating in the area fail to effectively use CSR to positively impact their lives and the environment in which they operate[14]. Oil and gas companies perceive that they are providing sufficient resources to communities to alleviate social and environmental problems. The researcher evaluated the perceptions of landowners by conducting interviews with 15 people drawn from both the industry and host communities in order to obtain their lived experiences regarding social economic development in the Niger Delta region.

The aim of this paper is to explore the inclusion of stakeholder's perspective in CSR and the extent to which the host communities' interest on CSR is needful for harmony between the oil companies and people of the Niger Delta region. The article begins with a conceptual analysis of CSR that appears in academic literature and the issue of CSR in the Niger Delta region of Nigeria. This is followed by the interest of the host communities in CSR as well as that of the oil multinationals. The section that follows considers the host communities as stakeholders and the study area and methodology used for the research. After which the major findings from the interviews with the host communities as well as the focus group discussions are analyzed to explain the perception and expectations of the oil industry.

II. THE CONCEPT OF CORPORATE SOCIAL RESPONSIBILITY (CSR)

Corporate social responsibility is a world view which holds that companies in a locality should become part of locality where they operate and contribute towards the development of that locality. The status of their contribution has remained controversial, whether it will be obligatory owing to the fact that they make profit and generate burden that negatively impact on the inhabitants of that locality or it will be voluntary. Following this line of argument[15] posited that social responsibility rests upon the idea that

[11] Ojakorotu, V. (2011). *Anatomy of the Niger Delta crises: Causes, consequences, and opportunities for peace.* Piscataway, NJ: Transaction Publishers.

[12] Agumagu, O., & Todd, M. (2015). Modelling the climatic variability in the Niger Delta Region: Influence of climate change on hydrology. *Journal of Earth Science & Climatic Change*, *6*, 284.

[13] Lugard, S. B. (2013, August). *Stakeholder approach to corporate social responsibility as a recipe for peace in the Niger Delta*. SPE Nigeria Annual International Conference and Exhibition, Society of Petroleum Engineers, Lagos, Nigeria.

[14] Ottuh, J, A. (2013). Poverty and the oppression of the poor in Niger Delta (Isaiah 10:1-4): A theological approach. *International Journal of Business and Social Science, 4*(7), 177-187.

[15] Idama, S.O. (2017). *Corporate social responsibility: Assessment of Shell Petroleum Development Company of Nigeria's compliance in Delta State 2010-2017*. Unpublished Manuscript; University of Nigeria, Nsukka

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business should be conducted with concern for the effects of business operations upon the attainment of valued social goals and companies have an obligation to consider society's long-run needs and wants, and that they should engage in activities which promote benefits for society and minimize the negative effects of their actions.

Corporate social responsibility is also seen as a process to integrate social, environmental, ethical, human rights and consumer concerns into business operations in close corporation with the stakeholders[16]. Melanie (2009) identified features of corporate social responsibility to include:

- CSR is voluntary. That is companies are not mandated by any law to undertake any responsibility. It therefore goes beyond legal compliance.
- CSR focuses on the triple bottom line, which means that economic, social and environmental impacts are integrated.
- CSR is applied to core business activities, not only as an add-on to business activities.

Fiel, Haidvogl and Melanie in Melanie (2009) saw CSR as corporate governance contributions, which is defined as sustained corporate policies and activities that work towards the development or implementation of collectively binding norms and rules or the provision of collective goods. This view suggests that companies can take up governance responsibilities in their host communities where government actors have failed as communities would demand compensation, health services, educational opportunities, infrastructure, and socio-economic development directly from companies as surrogates for an absent or neglectful government (Melanie, 2009). This practice serves as a means through which companies acquire a local social license to operate, hence an investment in their future operation[17]. Following this position, they described corporate social responsibility as an obligation and one of the costs of doing business and not a philanthropy. Newell and Raynard in Idama (2017) advised multinational oil companies to act responsibly by way of giving back to the society especially in their areas of operation if they must succeed as corporate organizations.

2.1 Issues on CSR in the Niger Delta

The Niger Delta region has been faced with several issues as regards the CSR activities by the multinationals operating there. The reliance by the government and oil communities in Niger Delta on MNCs is as a result of inability to encourage social and economic development in the Niger Delta[18]. An enabling environment is found to be an issue for CSR in Niger Delta and this has affected Shell contribution to the development of the region[19]. This issue is closely related to a policy of the environment that ensures that business functions reduce environmental social cost and impacts and also maintains economic gains. The public sector roles imply that both MNCs and CSR require enabling environment for their smooth operation[20]. But the lack of this enabling environment for CSR in Nigeria is an indication that of some level of ineffectiveness with limited level of significance and political support.

The conflict in Niger Delta is multidimensional and the possibility of achieving the needed result is limited. Though, the conceptual linkage to conflict reduction in Niger Delta is based on the assumption that CSR initiative that contributes to sustainable community development will address local grievances and improve livelihood[21]. This

[16] European Commission (2011). Communication from the Commission to the European Parliament, the Council, The European Economic and Social Committee and the Committee of the Regions: A renewed EU strategy 2011-14 for corporate social responsibility.

[17] Francis, P., Lapin, D. & Rossiasco, P. (2011). *Securing development and peace in the Niger Delta: A social and conflict analysis for change*. Wood Wilson International Center for Scholars.

[18] Ite, U. E. (2004). Multinationals and corporate social responsibility in developing countries: A case study of Nigeria. *Corporate Social Responsibility and Environment Management*, *11*, 1-11.

[19] Fox, T., Ward, H., & Howard, B. (2002). *Public sector roles in strengthening corporate social responsibility: A baseline study*. Washington, DC: World Bank

[20] Ibid

[21] Idemudia, U. (2009). *Corporate partnership and community development in the Nigeria oil industry: Strengths and limitations*.

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does not seem to be the reality on ground. It is obvious that the level of violence in the Niger Delta is alarming, the result to the community members is that lack of employment opportunity, and environmental degradation are the root cause of conflict in the region. The responsibility of government is crucial in CSR development and maturation in Nigeria. Idemudia and Ite (2006) posit that CSR may help in shaping an institutional environment that foster sustainable economic growth.

However, the pursuit of an active distributional and social policy or the provision of motivation for ecological behavior, the critical issue on CSR is the absent of enabling environment. This is due to undermining tendencies of CSR initiative which reduce the positive impact of CSR. The reality is that corporate efforts are not used in meeting the community demands in the face of huge amount of community expectations that are not met due to government failure to meet its fair share of responsibility. Hence, this is a true reflection of situation in the Niger Delta region. These may be due to the variance in interests and expectations associated with the CSR activities.

2.2 Host Community Interest in CSR in Niger Delta

There are high expectations by host communities that CSR should be of immense impact to the development of Niger Delta region. These expectations vary from one community to another. The need to identify the community expectations is necessary to align the corporate expectations of the MNCs in order to sustain the psychological contract between the host communities and the oil companies, and since the community expectations are found to influence the decisions of the community, it is expected that adequate examination of the forces that drive the community expectations will aid in remedying recurrent problem of community expectations[22]. It is believed that the implementation of CSR in these communities would reposition the livelihood of the entire region. Idemudia (2007) also states that there is a considerable low support among host communities and oil companies in donating fund compared to other community expectations. The perception of host communities is that MNCs should be more responsible for development, but the MNCs see the government as playing a principal role in the development of the communities. This is argued that such perception has made the multinational companies to lose their legitimacy with the communities thus making the companies subject to criticism.

Evuleocha (2005) stresses that Niger Delta will rely on the government in negotiating acceptable terms of production with the oil producing communities such as environmental compensation for damages, decision-making involvement in oil production, rule of law, transparency and accountable administration of the money from oil revenue. The researcher further maintains that people in Niger Delta region are able to make their demands and grievances known to the oil companies and to government based on their ability to exercise the fundamental human right without reprisal from the security forces. Oil companies as part of their long term interest is to promote good relations with the communities in the Niger Delta region. This involves compliance with environmental laws and international standards in development to ensure their presence does not aggravate conflict. Also with intervention in areas considered political for decision to be taken, the interest of the host community on CSR is needful. Afinotan and Ojakorotu (2009) emphasize that the prospects of conflict resolving in the Niger Delta region depends on dialogue and negotiation.

A study by Ojo (2012) indicates that CSR is not benefiting the host communities as it ought to. The effort made by government to end ecological devastation in the Niger Delta region is established to regulate the petroleum industry in order to improve the situation. Nigerian National Petroleum Corporation (NNPC) and Department of Petroleum Resources (DRR) have power to impose and exercise political will to regulate the oil sector. CSR is therefore needed to address host communities perceived needs and poverty reduction. CSR has brought about amnesty to the Niger Delta region, oil companies have allocated fund to the amnesty programme as part of CSR.

[22] Ibid

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Facts have shown that oil companies and government have settled the leaders of the ex-militants to keep them off from destroying oil facilities[23]. Though amnesty is considered as an effort to buy shortterm cease fires, with little of government commitment to resolve core issues[24], the problems of community development have not been addressed and amnesty has become a liability to the CSR in the region. Hence, the common aim of poverty reduction, security and environmental healthcare yet to be achieved through amnesty and CSR initiative in the region. Therefore there is need to consider the interest of the MNC in CSR.

2.3 Oil Companies Interest in CSR in Niger Delta

Multinational corporations all over the world are gradually becoming interested in CSR. There is rising need for companies to offer community development initiative to host communities where the oil companies carry out their operations. The lapses of government to provide adequate infrastructures to the community have put corporations especially the MNCs that operate in oil communities under pressure[25]. The existence of oil exploration in Niger Delta has affected the traditional livelihood of the communities which renders the residents unemployed. The pollution of the waters and the fertile land are affected by the oil spill and gas flaring. It is argued that oil companies should take account of the social, ethical, and environmental perspectives of their operations[26]. The principle of CSR theory assumes that business has a duty in the host community beside its obligation to the shareholders of the corporation. It evidenced that for businesses to grow, they must carry out their function in ways that add value instead of detracting from the economic and social infrastructure of the host communities.

CSR is acknowledged as a way a corporation can incorporate the social and environmental issues into the operations and relations with the public. It is therefore pertinent that business must contribute to society in a way that is socially responsible[27]. CSR has a voluntary responsibility to business community to ensure sustainability of the social environment. Therefore, a corporation must establish a positive environment for its operation to continue. It is obvious that businesses engage in social investment to achieve competitive advantage against rival with less social development to reduce cost and maximize their market share[28]. CSR is relevant in helping multinational organization obtain social license to operate in societies (Hohnen & Potts, 2007). CSR requires comprehensive policies and practices to drive social development in an ethically and legally manner to improve the society. Though there are challenges to accept the onerous task of social responsibility in oil communities, but this is with some level of advantage for the survival of the oil companies.

The CSR of oil companies is established against the ideology of profit first of multinational oil business[29]. The kin interest of oil companies to undertake community development is based on conception that operates at the level of the market that corporations should be free to act solely on the basis of profitability without regard to national or local consequences. Maximizing profit is noted to be the only reason that companies exist and expenditures are resisted when found to be beyond what is expected[30]. Though, CSR is a means of paying back of the community, the use of philanthropy has become the basis of implementing community development in oil communities. Shell as one of the multinational oil

[23] Oteh, C. O., & Eze, R. C. (2012). Vandalization of oil pipeline in the Niger Delta region of Nigeria and poverty: An overview. *Studies of Sociology of Science, 3*(2), 13-21.

[24] Nwesom, C. (2011). *Conflict in Niger Delta, more than a local affair*. A special report form US Institute for Peace. Washington, DC.

[25] Olanrewaju, U. (2014). Corporate social responsibility of corporations to host communities. *Business Day Newspaper*.

[26] Ibid

[27] Inyang,B. J. (2013). Defining the role engagement of small and medium-sized enterprises (SMEs) in corporate social responsibility (CSR). *International Business Research, 6*(5), 123-132.

[28] Frynas,J. G. (2005). The false developmental promise of corporate social responsibility: Evidence multinational oil companies. *International Affairs, 81*(3), 581-598.

[29] Ojo, G. U. (2012). Community perception and oil companies corporate social responsibility initiative in the Niger Delta. *Studies in Sociology of Science, 3*(4), 11-21.

[30] Ashton-Jones, N. (1998). *The human ecosystems of the Niger Delta*. Ibadan: KraftBooks.

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companies has combined its CRS investment with its business goal to improve the negative environment. It is noted that a company survival and the level of business success significantly depends on the improvement of the communities[31]. The improvement of lives in the region have made oil companies such as Total, ExxonMobil and Shell to invest millions of dollars in social projects for communities and this has a close competition with government commitment in the region[32][33].

Oil and gas transnational corporations such as Shell, Chevron, Texaco, Exxon Mobil, Total, Final Elf, Agip etc. have keen interest in CSR. These companies have contributed to growth of Nigeria economy and to the communities the corporations carry out their operation[34]. For instance, the development of education, scholarship, provision of equipment, health, agriculture, granting of micro-credit schemes to farmers, etc. are various areas that transnational corporations have exhibited CSR. This is confirmed by Eweje (2006) stating that these corporations are performing well in respect of community development. It is worth noting that in today dynamic environment CSR strategies are of enormous benefit not just for the host communities but also to the MNCs. Hence, CSR has become a rational economic decision-making for the development of diverse communities[35].

Abubakri et al. (2014) opine that effective CSR has the potential of ensuring that corporation adopts community relations. Therefore, viable community relation is needful by transnational corporation as part of their CSR initiative for enhance social and developmental programmes. In addition, the interest of oil corporations in Niger Delta in CSR has been a questionable approach with the host community for enduring peace. Though amnesty is partial means of sustaining peace between the corporation and the oil community; CSR if effectively implemented become a strategic solution to a win-win relations in the region. It is therefore important that the interest of the MNC as well as that of the host communities should have a meeting point. This cannot be achieved without the MNCs acknowledging that the host communities have a stake in their operations and therefore deserve adequate attention and due consideration.

2.4 Corporate Social Responsibilities of Multinational Oil Companies in the Niger Delta Region

Nigeria's oil company, Nigerian National Petroleum Corporation (NNPC), does not have capacity and indigenous expertise to develop Nigeria's oil reserve. The federal government contracts oil production with international oil companies, and takes a percentage of the revenue accrued from oil production. This is done through joint ventures with the Nigerian National Petroleum Corporation (NNPC). The distribution of shares in a joint venture determines the division of investment in all capital projects carried out by the operating company, including exploration, drilling, construction, or environmental improvements; the participating shareholders also jointly own the reserves still in the ground. The multinational companies operate these joint ventures, and take all day-to-day decisions in their management[36]. Human Rights Watch (1999) identifies six major multinational oil companies, which operate the joint ventures in accordance to their joint venture shares to include:

- Shell Petroleum Development Company of Nigeria Limited (SPDC): The joint venture is composed of NNPC (55 percent), Shell (30 percent), Elf (10 percent) and Agip (5 percent) and operates largely onshore on dry land or in the mangrove swamp;

[31] Ibid

[32] Total Upstream Companies in Nigeria. (2011). *Total*. Abuja.

[33] Shell (2019). *Shell in Nigeria: Social investment*. Shell

[34] Abubakri, O. R., Ogodo, G., & Adedowole, F. I. (2014).Public relations, corporate social responsibility and oil communities in Niger Delta region, Nigeria. *New Media and Mass Communication*, *26*, 35-41.

[35] Idemudia, U. (2009). *Corporate partnership and community development in the Nigeria oil industry: Strengths and limitations*.

[36] Human Right Watch (1999). *The price of oil: Corporate responsibility and human rights violations in Nigeria's oil producing communities*. Human Rights Watch

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- Chevron Nigeria Limited (CNL): A joint venture between NNPC (60 percent) and Chevron (40 percent) has in the past been the second largest);
- Mobil Producing Nigeria Unlimited (MPNU): A joint venture between NNPC (60 percent) and Mobil (40 percent).
- Nigerian Agip Oil Company Limited (NAOC): A joint venture operated by Agip and owned by NNPC (60 percent), Agip (20 percent) and Phillips Petroleum (20 percent);
- Elf Petroleum Nigeria Limited (EPNL): A joint venture between NNPC (60 percent) and Elf (40 percent); and
- Texaco Overseas Petroleum Company of Nigeria Unlimited (TOPCON): A joint venture operated by Texaco and owned by NNPC (60 percent), Texaco (20 percent) and Chevron (20 percent).

Other foreign oil companies involved in oil exploration and production in Nigeria include B.P, Statoil, Total, Pan Ocean, British Gas, Tenneco, Deminex, and Sun Oil.

Shell Petroleum Development Company (SPDC) is used here as a representative of other multinational oil companies operating in the Niger Delta region in the discussion of corporate social responsibilities of the multinationals. Shell Petroleum Development Corporation (SPDC) and its operations in the Niger Delta have been at the centre of attention[37]. The choice of Shell was informed by the following attributes according to Human Rights Watch (1999)[38]

- Shell is the biggest oil producer in Nigeria with the longest history, dominating the industry for as long as oil has been produced and in the early days enjoying a monopoly and a privileged relationship with government;
- Shell's facilities are largely in or near inhabited areas and thus exposed to community protests;
- All the oil companies undertake similar projects as their corporate social responsibilities. Their areas of coverage include health care, education, infrastructure, agricultural development; youth development, economic empowerment and business development; and
- Shell comes to the mind of everybody first when issues concerning multinational oil companies arises due to its current and historical dominant position in Nigeria.

Shell was given an exclusive right for oil exploration and production in Nigeria in 1937. In 1956, Shell discovered crude oil at Oloibiri in Bayelsa State and began commercial production of oil in 1958[39]. Shell has 90 oil fields, 1000 producing wells, 72 flow stations, 10 gas plants and two major oil export terminals in Nigeria. Its networks of flow lines and pipelines extend more than 6,000 kilometers (Burger, 2011). The discovery of oil changed the prosperity narratives of Nigeria as it becomes the major source of Nigeria's wealth, foreign exchange earnings and determines the annual budget of the nation. These advantages are not without a cost. The cost is expressed by Burger (2011 p4) in the following words:

> Exploring and producing oil and gas is a risky business. The benefits of plentiful fuel and power, and the jobs and incomes it provides are substantial. They also come with costs, ones that are not necessarily seen or felt immediately or even during one person's lifetime. They are ultimately economic in nature, but are more completely viewed and appreciated in terms of costs to human and environmental health and safety, and their sustainability.

The prosperity narratives according to Idama (2017) turned into nightmare as socio-economic

[37] Imoisi, S.E, "The Role of Corporate Social Responsibility (CSR) of Multinational Corporations in the Resolution of the Niger Delta Crisis," *Benin Bar Journal*, Vol. 1, No. 1, (2018):1

[38] Anshaj, U. (2018). *A SWOT analysis of Shell Nigeria and the role of its business environment towards CSR*. Seminar for Master Development Economics and International Studies, Institute of Economics, Friedrich-Alexander Universitat, Erlangen-Nurnberg.

[39] Human Right Watch (1999). *The price of oil: Corporate responsibility and human rights violations in Nigeria's oil producing communities*. Human Rights Watch

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development expected to be achieved through the oil wealth was exchanged for environmental degradation and consequently, loss of livelihood sources of the oil-bearing communities. This triggered crisis between the oil-bearing communities and multinational oil companies, especially Shell in the Niger Delta region. Attempts towards addressing the problems led to the development of corporate social responsibility initiatives by the multinational oil companies.

Shell developed General Business Principles in 1976 with the current edition revised in 2014, which determines standards for its operations and relationships with its host countries and communities. As part of the Business Principles, Shell claims that it balances short- and longterm interests, integrating economic, environmental and social considerations into business decision-making. To this effect, Shell says that it is her responsibility to give proper regard to health, safety, security and quality environment to society where it operates. Shell went further to declare that "we continually look for ways to reduce the environmental impact of our operations, products and services" and "we manage the social impacts of our business activities carefully and work with others to enhance the benefits to local communities, and to mitigate any negative impacts from our activities." In fulfilling these obligations as enshrined in its General Business Principles, Shell pays all taxes and royalties to Nigeria's Federation Account, contributes 3% of its annual budget to Niger Delta Development Commission (NDDC), an interventionist agency saddled with the responsibility of ensuring sustainable develop- ment of the region.

In addition to this, Shell developed a Social Investment Scheme through which it intervenes in the provision of infrastructure and services to uplift and better the lives of people in the region. The scheme focuses on enterprise development (Shell Live WIRE which is Shell's flagship youth enterprise development programme that provides training and finance to young people between the ages of 18-35 to start or expand their own businesses); education (cradleto-career scholarships, university scholarships, school infrastructural development, centres of excellence, professorial share programme, and sabbatical and internship programme); health (health-in-motion community care programme, community health insurance scheme, health care infrastructural development); access to energy (community lighting, power generation, and small-scale grid infrastructure projects); and provision of social infrastructure (water and power supply improvement, construction of market stalls, roads, sanitation and community centres)[40]. Shell in its various reports states that it spent $60.2 million on social investment projects in 2017 and $239 on social investment funds since its inception in 2006.Shell's 2017 Sustainability Report reveals that Shell contributed $109.9 million to Niger Delta Development Commission (NDDC) in 2017.

These amounts may be huge as quoted, but the question remains if the investments were able to cater for the welfare and livelihood needs of the people of Niger Delta. It is against this background that this study was designed to focus on the extent to which Shell is committed towards the implementation of its social investment scheme as an effort geared towards the achievement of the CSR components of its General Business Principles. This will go a long way in examining and establishing the sincerity of Shell towards the development of the Niger Delta communities and resolving oil-instigated crisis in the region.

II. PETROLEUM INDUSTRY ACT AND THE HOST COMMUNITIES ACT

In line with the provision of the Petroleum Industry Act to repeal all extant laws regarding oil and gas in Nigeria, it is expected that the former should seek to further environmental management in the oil and gas sector. This it can do by providing solutions to the current environmental challenges associated with Nigeria's oil and gas industry that existing legislations might have been unable to remedy. Scholars have pointed out some deficiencies that might have inhibited the ability of these

[40] Shell Petroleum Development Company. (2007). *Shell annual report 2006*. SPCE Nigeria Limited.

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legislations to effectively solve the environmental menace of Nigeria's oil and gas sector as including: lack of clarity on core terms within the Acts to convey the message of the Act, very weak sanctions that are not commensurate with the extent of pollution they have been provided against, inability of the Acts to sanction a failure of the agencies they create (as laws) to perform the very purpose for which their individual Acts has created them; hence an inability of the Acts to provide true enforcement of their purpose, etc.. It therefore means the Petroleum Industry Act under normal circumstances ought to address these inadequacies in its structure towards solving Nigeria's oil and gas pollution.

Until the enactment of the Petroleum Industry Act (PIA), the petroleum sector in Nigeria has been governed and regulated by the age-long and near obsolete Petroleum Act of 1969 (as amended). This Act is now repealed by PIA. The former Act became inelastic and insensitive to modern technologies, concepts, good governance and accountability in the oil sector.[41] The repealed legislation also lacked clear provisions and/or policy template for local content development and training programmes for deserving Nigerians in the petroleum development and exploration.

The aforementioned lacuna audaciously prompted the enactment of the Local Content Development Act in 2011 so as to fill the gap perceived in the repealed Petroleum Act. It will be recalled that the new Petroleum Industry Act (PIA) went through two decades and suffered many setbacks dating back to 2000 before it finally came to fruition on 16th August, 2021. Prior to the enactment of the PIA, the Local Content Development Act was enacted in order to re-jig the missing link between the then Petroleum Act and government policy thrust so as to prepare Nigerians to take their destiny in their hands in the oil and gas industry.

Equally, the repealed Act did not contain provisions to tackle, frontally, the socio-economic and environmental challenges of the people of the host communities arising from the negative impact of oil and gas exploration by the international and Nigerian oil companies. This has been against the backdrop that the littoral states paradoxically have, regularly, been collecting 13% derivation payments from the federation allocation [42] without prioritising the developmental needs of the oil bearing and impacted areas in their states.

The Nigerian Constitution equally does not have any provision which directs or ensures that the 13% derivation funds regularly paid to oil producing states is deployed, specifically, or to a large extent, towards the amelioration of the crisis of underdevelopment of the host communities in the littoral states.

As would be expected, the oil companies find the highlighted lacuna as a safe haven to operate their business with careless abandonment under the usually poorly couched memorandum of understandings (MOUs) occasionally entered into between the international oil companies (IOCs) and the host communities. Such MOUs are usually benchmarked on the rubric of corporate social responsibility (CSR), which is another cliché like MoU that is generally not binding in law.

In order to cascade infrastructural development to the people of the host oil bearing communities and other parts of the state, some oil bearing states to wit: Abia, Edo, Delta, Imo and Ondo, respectively, have established State Oil Producing Areas Development Commission with a view to deploying a fixed percent out of the 13% payments in providing amenities and infrastructure in the host communities. Indeed, this is in line with the philosophy behind the United Nations' General Assembly Revolution on the principle of sovereignty of states over their natural resources. The principle states among other things that:

> The right of peoples and nations to permanent sovereignty over their natural wealth and resources must be exercised in the interest of their national development and of the

[41] Ede, T. V. (2018). The fall and rise of the Nigerian Petroleum Governance Bill. opm/.co.uk. Retrieved on 5th September, 2021.

[42] Cap C.23 LFN 2004, S. 162(2). See also Allocation of Revenue (Federation Account, Etc.) Act LFN 2004, S. 2. [3]UNGA Resolution 1803 (XVII) of 14 December, 1962.

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well-being of the people of the state concerned.[3]

It is against the foregoing principle that the 1979 and 1999 constitutions of the Federal Republic of Nigeria provide for the payment of the 13% derivation funds to the oil bearing states from the federation account. It is on record that some states in the Niger Delta region have, regrettably, failed, refused and/or neglected to establish such state oil and gas producing areas development commissions, so as to tackle the socio-economic and environmental challenges of the people in the oil impacted host communities. As a result, the state's failure or neglect in this direction, has created recipe for violence, criminalities and continued agitations against the Nigerian State as well as cause incessant disruption of oil and gas exploration in the Niger Delta. The situation has equally affected the revenue receipts by the three tiers of governments in Nigeria.

The state oil producing areas development commission,[43] in the aggregate, and as intervention agencies in the oil sector, have engendered much positive impact on the lives of the people in the host communities. Since the establishment of the state oil producing areas development commission there has been relative high level of funding, less corruption and undue executive interference in the performance of the functions saddled with the boards of such commissions.[44] Also, the states' oil producing areas development commissions usually concentrate their development compass mostly on the host communities and the cities and as well as thereby creating sense of equity and confidence between the people of host communities and the other parts of the State.[45]

Clearly, interventionist agencies set up prior to the establishment of the NDDC commenced with the Niger Delta Development Board (NDDB).[46] Hereinafter referred to "the board" This Board was to last for ten year period but became ineffective and its operation was disrupted by the civil war which took place from 1967 to 1970.[47] The second of such agencies was the Presidential Task Force (PTF), which was set up by President Alhaji Shehu Shagari, to handle the problem of the Niger Delta region[48] and the third body was the Oil Mineral Producing Areas Development Commission (OMPADEC)[49] respectively.

In 2000, a searchlight for a lasting panacea towards the resolution and amelioration of crisis of underdevelopment and environmental degradation of the oil impacted host communities in the Niger Delta region, was launched through the instrumentality of the Petroleum Industry Bill (PIB). The Federal Government of Nigeria (FGN) in conjunction with the National Assembly (NASS) worked on envisioned comprehensive petroleum industry bill, which was aimed at responding to international best practices and to enthrone transparency and accountability in the oil and gas sector as well as to grow Nigeria's economy. This fueled the need to repeal the extant Petroleum Act of 1969 and thereby exterminate its inadequate and obsolete provisions.

The efforts at fashioning out a comprehensive legislation to regulate the oil industry met with cacophony of resistance by stakeholders in the oil industry allegedly have been designed to scuttle the initiative both at the National Executive and NASS levels. Such under-current accounted largely for the delay and/or militated against the passage of the PIB by successive administrations. The antics of such stakeholders rather orchestrated series and vociferous agitations by the youths in the Niger Delta due to crisis of underdevelopment. As a consequence, the FGN decided to set up the Amnesty Programme[50] and

[43] Adebowale, A. (2021). Analysis: How State Governments Cheat Oil-producing Communities in use of 13% Derivation Fund. premiumtimesng.com. Retrieved on 6th September, 2021.

[44] *Ibid.*

[45] *Ibid.*

[46] The Nigerian (Constitution) in Council 1960, S. 14(6) and Act No. 19 of 1961 respectively.

[47] Francis, P. Lapin, D. & Rossiasco (2011). Securing Development and Peace in the Niger Delta – A Social and Conflict Analysis for Change. www.wilsoncenter.org. Retrieved on 19th September, 2021.

[48] In 1980. See also Ojameruye, E. (2004). Deploying Oil Wealth to Reduce Poverty in the Niger Delta Region of Nigeria: Lesson from Chadian Model. www.nigerdelta.congress.com. Retrieved on 19th September, 2021.

[49] Decree No. 23 of 1992.

[50] On 20 July, 2009.

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the Ministry of Niger Delta Affairs, so as to capacitate and assuage the youths of the Niger Delta region. The Presidential Amnesty Programme was initiated to discourage militant behaviours, douse off the mounting tensions in the region and to train the militanc youths who have elected to denounce militant activities, in skills and education, so as to enable them to become employable and/or employers of labour.

In the passage of time[51], the long awaited petroleum industry bill was eventually passed and signed into law on 16th August, 2021 as an Act[16] of the NASS. It is, however, perceived as a controversial law due to the manifest conflicting interests of multifaceted stakeholders made up of state and non-state actors. Nevertheless, there is the general consensus, be that as it may, that the said legislation is relatively more comprehensive and it's a work-in-progress or an amendable legislative experiment. As a case in point, the FGN has just submitted a proposal for its amendment. In the light of the foregoing and due to the novelty nature of the PIA, with regards to the Host Communities Development Trusts [52] provision therein – as a new intervention mechanism in the oil sector, this work, therefore, seeks to examine, analyse and make recommendations towards effective and efficient implementation of the said Host Communities Development Trusts and its Trust Funds[53] created in the Act under reference.[54]

The Petroleum Industry Act of 2021 provides for the establishment of the Host Communities Development Trusts (HCDTs). Each trust is to be established by the settlor or a group of settlors operating in the upstream petroleum over licensed area(s) and inclusive of any oil and gas impacted community appurtenant to the licensed area(s).

This pattern of interventionist (trusteeship) in the oil sector is quite legendry and novel in Nigeria. The HCDT by necessary implication seeks, to formally create a binding memorandum of understanding (MoU) and to legalise the traditional corporate social responsibility (CSR) obligation between the international oil companies on the one hand and the host communities on the other hand. The sum total effect of this model, therefore, is the provision of sustained infrastructure and socio-economic development in line with the core needs of the people in host communities of the Niger Delta region. Also, the model under reference could impact positively on the people in the appurtenant communities where the activities of the settlor directly touch on their lands.

Much as the HCDT model appears relatively better than other intervention agencies, it is, however, doubtful if this model would not create another round of inequity between the subnationals or parts of the states thereof vis-à-vis payment for land already acquired under the principle of overriding public interest pursuant to the Land Use Act.[55] For instance, under the Land Use Act, any land where petroleum or mineral deposit is found, such land area and the oil or mineral deposit beneath or thereupon, automatically falls within the constitutional purview of the federal government.[56] In this case, the community already affected is usually paid compensation by the settlor(s). Therefore, it becomes arguable for a settlor who has paid such compensation for the unexhausted improvements brought on the already acquired lands to be made to subsequently include such appurtenant community in the HCDT. The arrangement or model to this extent appears to produce inequities and inequitable result both to the settlor and the people of the oil bearing host community.

The members of the Board of Trustees of the HCDT are appointed by the settlor from the host communities and other parts of the oil bearing state concerned. The HCDT is to be incorporated pursuant to the Companies and Allied Matters Act.[57] The Board of Trustees is to carry out its functions in line with the direction of the settlor. Equally, the Board of Trustees is empowered in the Petroleum Industry Act (PIA) to appoint a Management Committee, which shall be saddled

[51] . ibid
[52] *Ibid*, S. 235(1).
[53] *Ibid*, S. 240(1).
[54] *Ibid*.
[55] Cap L6 LFN 2004.
[56] *Supra* Note 2, Section 44(3).
[57] No. 3 of 2020 (as amended).

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with the day-to-day running of the functions, programmes and plans of the HCDT on an ad-hoc basis.[58] The settlor is required to fund the HCDT with 3% of its annual expense. The Board of Trustees, therefore, is expected to create a Fund into which the 3% annual expense fund is paid for the execution of projects, programmes and activities of the HCDT in each of the host communities involved.

Each member of the Board of Trustees serves for a term of four years in the first place and such a member could be reappointed for another period of four years and no more.[45] Aside the Board of Trustees and the Management Committee, the PIA requires that the HCDT constitution shall make provision for the appointment of Host Communities Advisory Committee whose membership shall be constituted from each host community by the Management Committee subject to the approval of the Board of Trustees. The Host Communities Advisory Committee shall be saddled with the functions of serving as a watchdog and as intermediary between the host communities, Board of Trustees and the settlor as it affects the developmental needs of the host communities.[46]

Indeed, the HCDT is modelled closely after the NDDC organizational structure except that the mode of appointment, control, supervision, funding and target beneficiaries as relating to the HCDTs model are legendry, plausible and capable of meeting the needs of the Niger Deltans.

Equally, the drafters of the Acts seem to have imported the compensation exemption clause in the Oil Pipeline Act[59] into the PIA to the effect that the law stipulates that wherein any year an act of vandalism, sabotage or other civil unrest occurs that causes damage to petroleum and designated facilities or disruption in production activities within the host communities, the communities shall forfeit its entitlements to the extent of the disruption and the damage that resulted ... provided the interruption is not caused by technical or natural cause.[50]

IV. JOINT VENTURE AGREEMENT IN OIL COMPANIES

Oil joint venture agreement is a contractual relationship or arrangement used by host governments or oil countries in acquiring participation interests in crude oil concessions (Smith and Wells, 1969; Nlerum, 2011). The oil joint venture arrangements in Nigeria is an un-incorporated joint ventures under which each co-venturer has an undivided interest in the lease as well as all oil produced and the assets employed in oil production. The joint venture partnerships between NNPC (on behalf of Nigerian government) and international oil companies (IOCs) are public-private partnerships (PPPs), in which NNPC is the public corporation while international oil corporations (IOCs) are the private corporations. Thus, all rights and obligations accruing to the leasee under an oil mining lease (OML) would automatically accrue to all the joint venture partners including NNPC (Adefulu, 2008; Ameh, 2012).

The oil joint venture creates a relationship of co-ownership and co-tenancy between or among the international oil companies (IOCs) where the former produce the operator. Under the joint venture partnerships in Nigeria, joint operating agreement (JOA) or joint venture agreement (JVA) governs the relationship between the partners or parties to the agreement including budget approval and supervision, crude oil lifting and sale in proportion to equity and funding by partners. The joint operating agreement (JOA) spells out the legal relationships between the owners of the lease and lays down the rules and procedure for joint development of the area and joint property. The various joint venture projects are subject to agreements governing the relationship of the contracting parties or joint partners. The Heads of Agreement delimit the several principles intended to govern off-take, scheduling and lifting agreements for the crude oil. The Participation Agreement sets out the interests of the parties, and provides or requires that income derived from the operation is shared

[58] *Supra* Note 16. See Sections 24(e), 247(1) and 248(a – g).
[45] *Ibid*, S. 242(4). [46] *Ibid*.
[59] *Ibid* (b). See also Oil Pipeline Act by 338 LFN 1990 S. 11(5)(c).. [50] *Ibid*, SS. 251(2) and 11(5)(c).

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in proportion to the equity interests of the parties to the agreement with each party bearing the cost of its royalty and tax obligations in proportion to equity holdings. Allocations are also made from the revenue to carter for operating and technical costs or operating expenditure (OPEX) and capital expenditure (CAPEX) (Ojinaka, 1996; Ogbonna and Ebimobowei, 2012). For the equity holdings in the various joint venture agreement in Nigeria.

Whilst, the memorandum of understanding (MOU) governs the manner in which revenues are allocated between the partners including payment of taxes, royalties and industry margin. In line with the provisions of the joint operating agreement (JOA), the operator usually controls and manages the joint property and operations of the lease by; one, conducting operations in utmost good faith; two, selecting its employees for the purpose of the joint operations; three, entering into any contract or placing any purchase order subject to the limitations of the JOA, for keeping accurate records and books of account; lastly, litigating and settling claim relating to the operation. Also, the operator opens and maintains a joint bank account into which the partners or parties to the Agreement shall deposit all funds required for the joint operations. More so, the operator develops and submits to the other partners or parties the proposed work programme and budgets. These agreements alongside, the oil mining lease (OML) define the relationship under the joint venture arrangements in Nigerian oil industry. Under this arrangement, the bulk of the revenue goes to the Nigerian government, irrespective of the price of crude oil in the market. A fixed margin is allocated for technical costs, while a near fixed margin is allocated to the operator and other joint venture partners (Adefulu, 2008, Ameh 2011).

At the beginning of each year, the operator presents an operating budget to the joint venture partners for approval based on the projection for running the JV for the year. Upon approval of the annual budget, the operator prepares a monthly cash calls statement, which calls on all partners to provide their respective share of the funds required to run the venture for the month in split currency of US Dollar and Nigerian Naira. If the cash is overdue the operator is also empowered to borrow on behalf of the JV charging the defaulter interest for the loan. But if funds cannot be borrowed, the operator has to scale down operations to fit within the funding available from the partners (Adefulu, 2008; Ameh, 2011). For information on cash calls paid by NNPC to joint venture partners.

V. COMPARISON BETWEEN CORPORATE SOCIAL RESPONSIBILITY OF OIL COMPANIES IN NIGERIA AND USA

The oil and gas industry is the strength and centre of the Nigerian economic (Crude Oil) accounting for 98% of its export earnings and 75% of its Federal Government revenue (IMF data as cited in the EIA report of 2012). Therefore, from the above mentioned, it is not an overstatement to mention that the performance of the oil industry in Nigeria (Good or Bad) has an influence on the country and global economy. According to Ikelegbe (2005), the Nigerian government has for decades neglected the social welfare of the people living in the oil producing regions of the country, resulting in conflicts, poverty and crime. Incessant demand for social and infrastructural development, environment concerns, equity, justice, fairness has resulted to unhealthy act such as kidnapping of foreign oil workers, destruction of oil pipe lines and fighting government security forces. The people of the region have accused the government for their abject poverty, environmental pollution, degradation, depletion of their natural environment which is hitherto beneficial for life and economic activities. This is in addition to poor water quality bring about by the activities of oil exploration (Ukiwo 2009). With more than 32 million people, two thirds under the age of 30 and 43% surviving under poverty line, the region represents one of the world's leading development challenges.

Royal Dutch Shell is one of the foremost America's producers of oil and gas. They have large petrochemicals investment in the country. There activities in the deep water Gulf of Mexico alone are amounting to billions of dollars. There

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exploration activities started in 1912 and build refinery in Orlean, open Louisiana in 1916 and later in Wood River, Illinois in 1918. Acquired California oil field Ltd in 1913 (Plaza and Deisler 2014).

VI. CONCLUSION

In the planning, design and implementation of CSR programmes and activities, there is need to consider the needs of both parties for mutual benefit. This will enable oil MNCs to derive maximum benefits from their CSR initiatives, be less prone to community conflict and gain legitimacy within its host communities. In Akwa Ibom State, ExxonMobil has carried out several CSR activities ranging from road construction to provision of potable water and electricity, environmental protection activities, upgrading of educational and health facilities as well as support to professions and civil society groups. These seem to be good as they have added value to the local communities. However, they are interpreted and perceived from a negative point of view by the host communities. This negative perception is due to fact that the host communities have not been actively involved in the planning of CSR initiatives by the MNCs which to them would have been an avenue to listen and implement those projects that would be directly beneficial to the communities. The host communities feel that the underline reason for such CSR initiatives is profit maximization for the MNCs. The idea of enlightened self-interest seems to dominate the perceptions of the host communities as every effort made by ExxonMobil is seen as an avenue to increase their earnings, boost their image and their social status rather than protecting the interest of the communities. Emphasis in CSR initiatives needs to shift from just infrastructural facility to issues of capacity building and poverty reduction, which are the main concerns of host communities. Since the host communities are at the receiving end of the MNCs CSR initiatives, it is logical that they should be allowed to give meaningful suggestions on what really meets their needs. As stakeholders in the affairs of the MNC, failure to seek their opinion may continually jeopardize oil exploration and exploitation activities in this region and this may always result in strained relationship between the host communities and the oil companies.

VII. RECOMMENDATIONS

The paper therefore, in the bid to contribute to the solution for youth restiveness through community development, recommends as follows:

- The oil companies need to take a second look at the order of importance of the needs of host communities. Education has been identified by these communities as their most pressing need and therefore must be treated as such. Have seen education as sin qua non for personal and societal development. Therefore, if the oil companies tackle the education of their host communities, it is believed that other things will fall in place.
- Give the education system a good standard to compete with the international system, else how do you give a job to a child trained in an ill equipped school and expect him to compete favorably with the one trained in a well-equipped school? Nevertheless, identifying these needs by priority is not enough until it is able to solve the problem of youth restiveness through community development.
- Constraints to the execution of CSR programs have been identified to include youth restiveness, poor company budgeting, traditional beliefs etc.
- Youth restiveness can be solved if the needs of the youths are meet. Give them education, good health, means of livelihood which is not just job but empowerment such as skill acquisition and conducive environment for business, through security.
- Moreover, the shareholder theory is still surfacing in the operations of the oil companies, which is why poor company budget have been identified as a constraint to the execution of CSR projects.
- The oil companies are advised therefore, to follow the Stakeholders theory's tenets which states that if the stakeholders are satisfied, the business thrives to satisfy the shareholders in the long run. Therefore, let

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the budget of the oil companies include the prioritized needs of the host communities, and executed as part of the business process.

- Finally, the execution of the CSR programs should be done in partnership between the host communities and the oil companies to ensure monitoring and evaluation and transparency. The terms of this partnership should be defined the Memorandum of Understanding (MoU) instituting the CSR program, and must be followed to the later.

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Muneer Mohammed Dheyea

ABSTRACT

The objective of the current research is the reasons for the weakness of professional motivation when teachers of physics for the fifth grade of applied science and biology from the viewpoint of teachers and teachers, the researcher used the descriptive method. The researcher chose All members of the sample community committed to direct the questionnaire to teachers who have experience (10) years and above, and in order to reach the goal of the research requires building a tool. The researcher prepared his instrument, including the reasons for the weakness of professional motivation among physics teachers for the fifth grade of science and presented in its initial form to a group of arbitrators and specialists, where it consisted of (35) sub-paragraphs distributed over (4) main dimensions, and the scale consists of three alternatives (apply, apply The data have been verified and verified.

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Muneer Mohammed Dheyea

Methods of Teaching Physics
General Directorate of Education at Diwaniyah, Ministry of Education, Iraq.

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I. RESEARCH PROBLEM

The must Teachers of physics in particular have access to achieve the desired goal, but there are several factors that affect the effectiveness of teachers and their motivation to work For a teaching profession under the conditions of the current education system in Iraq, which is dominated by various changes and in many aspects. The experimental reality of the researcher represented in the field of educational work, specifically in the teaching of physics for various grades, including the fifth grade scientific and practicum branches and through discussion of physics teachers researcher found weakness in their motivation to teach physics, and this gave the researcher the green light to initiate Study this problem of:

- *What are the reasons for the weakness of professional motivation when teachers of physics for the fifth grade of applied science and biology from their point of view?*

II. RESEARCH SIGNIFICANCE

Teachers, by virtue of their work in schools, occupy a social position of a character in society and requires it to do a set of behavioral patterns and duties because education is the key to the gateway of the future and the bug of the teacher only possess this key, moreover, the success of the teacher depends on the success of the process of education and promotion To achieve the highest levels and thus achieve its objectives of the outputs as all this is achieved through the organization of his educational experiences and possession of scientific knowledge and his ability to perform skills and manage all that well.that the success of the teacher in his school depends very

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much on the method that organizes the sale of work and students, as well as the administrative and supervisory style adopted by the principal and also the circumstance that surrounds the teacher of the climate, customs and traditions Social.

Therefore, in the age of increasing knowledge and techniques, the teacher needs to be aware of general and specialized scientific issues that he promises in his field, so that he can take appropriate actions in the educational situations he faces by virtue of the nature of his work and contact with his students - sons and daughters of tomorrow - and thus achieve the objectives of general education in his community.

Hence, all modern educational systems pay attention to the issue of teacher preparation and training before and during the service, on the premise that the teacher is an essential and important pillar in the educational process and that if there are sufficient numbers of good quality teachers in an educational system, it indicates the success and effectiveness That system, and then what society expects as both progress as a result of proper education. The interest in teacher training is the continuous development and renewal of modern training programs by modern societies.

Through the above summarizes the importance of research the following points:

- Identifying the reasons for the weakness of professional motivation among teachers physics fifth grade.
- Highlighting how professional motivation can help teachers improve their performance and their impact on student achievement. Professional motivation is one aspect of the future of education.
- The results of this research are hoped to help specialists in the Ministry of Education how to raise this important aspect of the teacher and improve it to achieve the objectives set in the educational process.

III. RESEARCH OBJECTIVES

The present research aims at:

- Identifying the reasons for the weakness of professional motivation when teachers of physics for the fifth grade of applied science and biology from their point of view.

IV. RESEARCH LIMITS

The present research is limited to:

- Spatial limits: Secondary and middle schools affiliated to the General Directorate of Qadisiyah Education
- Human limits: teachers of physics for the fifth grade scientific and practicum branches.
- Time limits: the academic year 2017-2018.

V. RESEARCH TERMS

5.1 Professional Motivation

Ayasrah (2006) defines it as: "The energy and enthusiasm possessed by an individual in the vicinity of a particular profession.

The researcher defines it procedurally as 'a set of internal forces owned and felt by teachers of physics and motivates them to employ their adequacy, knowledge, skills and energies in the vicinity of their work.'

VI. RESEARCH PROCEDURES

6.1 Research Methodology

The researcher used the descriptive method which focuses on investigating one of the psychological phenomena as it exists at present in order to diagnose and reveal its aspects, as well as his interest in collecting accurate and scientific descriptions of the studied phenomenon and a description of the current problem and its interpretation and solutions.

6.2 The Research Community and Its Sample

The research community consists of teachers of physics for the fifth grade of science in the branch of biology and applied in the center of the province of Diwaniyah and the number (43) teacher and teacher, as the information was obtained from the research community of the Department of Planning and Statistics and the Division of secondary owners in the Directorate General of Education Diwaniyah.

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The researcher chose the All members of his sample, which numbered 43 teachers.

VII. RESEARCH TOOL

In order to reach the aim of the research requires the construction of a tool in which to identify the reasons for the weakness of professional motivation among teachers of physics for the fifth grade of science, and the preparation of this tool has passed the following stages:

- Ask an open question for some arbitrators and specialists, is intended to identify the most important reasons that lead to poor professional motivation among teachers.
- Review some previous studies that dealt with the reasons for the weakness of professional motivation among teachers of different subjects in general, including physics in particular as a study.
- After the observations made by the arbitrators and specialists, the tool is ready in the final form, i.e., the tool has fulfilled the requirements of honesty. These alternatives take degrees (3, 2, 1), respectively, so the lowest score is 35 and the highest score is **105.**

7.1 Tool Validity

To ensure the validity of the tool prepared by the researcher presented to a group of arbitrators and specialists in methods of teaching science. It was unanimous on the validity of the tool prepared by the researcher, and adopted the ratio (80%) and above a criterion for the validity of the tool, thus keeping all paragraphs and dimensions with some modifications.

7.2 Tool Stability

Stability means that the researcher gets the same results for the same scale and the researcher used two types of stability, namely, the method of repetition if the researcher usually distributes the questionnaire to a group of teachers (15) teachers from outside the sample Using the Pearson correlation coefficient, the value of stability was (0.87). The second type used the Alpha Cronbach equation and the value of stability was (0.85). These results are good for stability, as the stability of more than (70) %) Is good and the tool is ready to be applied

VIII. APPLICATION PROCEDURES

After confirming the validity and consistency of the questionnaire, the researcher distributed it to the research sample represented by physics teachers for the fifth grade of science who are studying this material in Diwaniyah governorate center, where it was distributed to the research sample of (43) teachers. By extracting the arithmetic mean and percentage, this relates to the first objective of the research. The second objective was answered through the suggestions of the sample members.

IX. STATISTICAL METHODS

- Pearson correlation coefficient to find stability.
- Alpha Cronbach's equation to find stability.
- Arithmetic mean and percentage analysis results.

X. RESULTS PRESENTATION AND EXPLANATION

This section includes a presentation of the research findings and their interpretation according to the objectives of the research as follows:

Results related to the first research objective and its interpretation:

To know the reasons for the weakness of professional motivation when teachers of physics for the fifth grade of applied science and biology from their point of view.

For the purpose of detecting the reasons for the weakness of professional motivation among teachers of physics for the fifth grade scientific researcher extracted the arithmetic average and the percentage of the estimates of the members of the research sample to present the researcher results of his research and interpreted as follows:

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Table 1: Frequencies and percentages to detect the causes of poor professional motivation when teachers

No.	General Cases	Number of Sub-cases	Arithmetic Mean	Rank
1.	Reasons belong to the educational system	8	3.02	1
2.	Reasons belong to the society	8	82,1	3
3.	Reasons belong to school administration	8	01,2	2
4.	Reasons belong to school itself	11	08,1	4

Table (1) shows that:

The four arithmetic averages ranged from (1.08) to (3.02) .This means that the four axes formed to know the reasons for the weakness of professional motivation among physics teachers were all between high and medium in the estimates of the answer to the sample, and most of the axes that revealed The reasons for the weakness of professional motivation is the axis of the reasons that belong to the educational system, where the average arithmetic was (3.02), followed by the axis of the reasons that belong to the school administration and an arithmetic average (2.01), followed by the axis of the reasons that belong to the community and an arithmetic average (1.83), and finally the axis of the reasons that belong to the same teacher and an arithmetic average (1.80).

XI. RESEARCH SUGGESTIONS

The researcher suggests that:

- Conducting a study similar to the current study for the other stages
- Conducting a similar study to the current study and to teachers of other subjects of chemistry, biology, mathematics and other disciplines.
- Conducting a comparative study between teachers in the causes of poor professional motivation.

XII. Research Recommendations

The research recommends the followings:

- Providing specialized teachers for activities so that the teacher devotes only to this subject and gives it the right.
- Helping the teachers break the daily routine and promote professional self-motivation and care for renewal.
- The media should support teachers by highlighting their role and the role of school life and its impact on society.
- Decreasing the number of students in the classroom and this leads to provide the appropriate time and sufficient for the teacher in the delivery of scientific material.
- Reducing the intensity of the curriculum by raising some recurring concepts ie attention to gender, not quantity.

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