

Transformational effects of upgrading Nigerian Colleges of Education to Universities in the globalization era: A perspective of staff psychological well-being

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Abstract

Nigeria's Colleges of Education are presently losing interest in affiliation processes of Universities under which they award Bachelor and other degrees to their teaming students' population. This may not be unconnected with the excesses of these institutions in sharing proceeds from the fees paid on accredited courses, restriction on highly demanded courses, teaching condition aside enhanced curriculum and subject content caused by change in the education system. The staff was the most affected. This study explains the effects of transformation and personal growth initiative on staff well-being. It adopts descriptive survey design

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using two data validated instruments. Participants (Male=250, Female=175; Mean age=22, 40; Standard Deviation = 4.56) were drawn from six units-Non-teaching and five Schools in Tai Solarin College of Education, Ijagun, Ijebu-Ode, Ogun-State, Nigeria. Multiple regression and t-test statistics were used. The result indicated that of the two independent variables, Personal growth initiative was not a good predictor of psychological well-being.

JEL classification numbers: A20, A22

Keywords: Transformation, Effects, Up-grading, Colleges of Education, Universities, Globalization era

1 Introduction

The National Commission for Colleges of Education is the youngest of the three bodies established to oversee higher education system in Nigeria. It came into existence Friday January 13, 1989 with the promulgation of national commission for colleges of education Act, 1989 NO, 3, The commission`s governing body consists of chairman and an appointee of each of the Federal Ministry of education and Youth development, Federal Ministry of Finance and Economic development, State`s Ministry of Education and Youth development, Universities of Technology, other Universities, Nigeria Union of Teachers and Nigerian Academy of Education. Others are, a personality well versed in teacher education from the national commission for women, three representatives of college of education, out of which one must be from institutions of Technical Teacher Education, another three, with adequate experience of service in public private sector, chosen in the individual merit from different parts of the country and the executive secretary (Amended Decree 12, 1993 with effect from January, 1993).

1.1 Functions and Responsibilities of NCCE

According to Decree 12, 1993, the NCCE among other related issues performed the following functions and responsibilities in Nigeria:-

1. Advising and coordinating all aspects of teacher education and teacher training through the Minister of Education to the presidency.
2. Making day – to – day recommendations on the national policy necessary for the full development of teacher education and teacher training.
3. Approving accreditation and setting out criteria for accreditation exercise of all colleges of education in the country.
4. Laying down minimum standards for all teacher education and teacher training programmes, accrediting their certificates and other academic awards after going the consent of the Minister of Education.
5. determining, in conjunction with the National Manpower Board and other related Bodies, qualified teachers needs of the country for the purpose of effective and adequate planning facilities for the development of Colleges of education and this includes:-
 - a. the uniform programmes to be pursued by all colleges of education in order to maximize the use of available plant facilities adequate to teachers` needs of the country.
 - b. recommendation to the Minister for the establishment and location of Colleges of education as and when considered due.
 - c. recommendation to the Minister for up-grading of any college of education as a degree awarding institution; for example, the transition of Tai Solarin College of Education (TASCE) to Tai Solarin University of Education, (TASUED) Ijagun, Ijebu-Ode and presently, Federal College of Education, Osiele, Abeokuta and Niger State College of Education, Minna.
 - d. inquiring into and advising the Federal Military government on the financial needs (both current and capital) of colleges of education to enable them meet the objectives of producing the trained qualified teachers of the country.

- e. receiving block grants from the Federal Government and allocating them to Colleges of Education in accordance with such formula as may be laid down, from time to time by the National Council for Ministers.
- f. acting as the agency for channeling all external aids to Colleges of education in Nigeria.
- g. advising on, and taking steps to harmonize entry requirement and duration of courses at the Colleges of Education;
- h. laying down standards required and continually reviewing such standards;
- i. reviewing methods of assessment of students and trainees and developing a scheme of national certificate for the various products of colleges of education in collaboration with the Ministries of education and Universities of affiliation for such Colleges of educations.
- J. undertaking periodic review of the terms and conditions of service of personnel in Colleges of education and making of recommendations thereon through the Minister of the Federal government.
- k. collating, analyzing and publishing only publishable information relating to teacher education in Nigeria.
- l. considering any matter pertaining to teacher education and teacher training as may be referred to from time to time, by the Honorable Minister of Education and;
- m. carrying out such other activities that are conducive to the discharge of its functions under the decree. The commission in addition to responsibilities and functions above makes recommendations on the following:
 - i) stimulate and encourage pre-vocational, technical, agricultural, business and home-economics education and other additional subjects considered necessary by the authorities.
 - ii) advise on and take measures to implement the immediate and long term prospects of technical and vocational education teachers with respect to status and remuneration.

- iii) expand the facilities for the training of technical and vocational and ensure that these teachers are exposed, both during and after training, to practical experience.
- iv) involve experts both in government and industry in the design of courses relevant to technical and pre-vocational courses and;
- v) provide encouragement for women to enter a wide range of pre-vocational courses in technical teacher education. The commission whose headquarters and secretariat is in Kaduna has since taken –off effectively and visibility and performance abound everywhere in the country.

1.2 The Concept of Well-being and Personal Growth Initiative

By well-being, a lot of definition elopes to describe the concept; however the whole definition has same trait- optimal psychological functioning and experience. However further research exposed two relative distinct, but yet overlapping, perspectives and paradigms for empirical inquiry on what is meant by well-being. The first described well-being as pleasure or happiness has been labeled *hedonism* (Kahneman, Diener & Schwarz, 1999). The Hedonic view point focused on subjective well-being, which is frequently equated with happiness and is formally defined as more positive affect, less negative affect, and greater life satisfaction (Diener & Lucas, 1999). Contrastingly, the second view lies in the actualization of human potentials. This view reflected the fact that well-being consisted more just happiness has also being labeled *eudemonism* (Waterman, 1993), conveying the belief that well-being consists of fulfilling of or realizing of one's daemon or true nature. The eudemonic viewpoint focuses on psychological well-being which is defined more broadly in terms of full functioning person and has been operationalized either as a set of six dimensions (Ryf, 1989) as happiness or meaningfulness (McGregor & Little 1998) or a set of wellness variables such as a self-actualization and vitality (Ryan & Deci, 2000). Recent researchers have

shifted emphasis from external demographic studies factors to psychological variables or factors that moderate the effects of external variables on well-being. Although, there is yet no complete theoretical formulation. Diener, Sun, Lucas & Smith, (1997) suggested the compliments that such a theory must include situational influences, social comparisons, adaptation, adjustment as well as coping. This study sets to look at Transformational effects of Upgrading Colleges of Education and Personal Growth Initiative on the psychological well-being of Staff.

1.3 Personal Growth Initiative (PGI)

This is defined as a personal active and intentional involvement in changing and developing as a person. PGI is related to ways of growing, gender-role orientation, and psychological well-being [19]. Outdoor personal growth programmes have been found to have a positive impact on general psychological well-being [3]. Personal Growth Initiative also predicted environmental exploration (as found in teaching and learning) and vocational identity (in vocational education), [21]. Corroborating this in [8], who asserted that living in the present, experiencing life as a meaningful, optimism, individuality, close relationship, adaptability, continued growth, and spirituality contributed to people`s well-being and connected to transformation of Colleges of Education (staff) to Universities (staff).

The age group of 22 – 40 being considered in this study falls within the adolescence age whose characteristics out of many is `risk-taking` the fact that they were convinced to allow transformation to take place despite the `odds` that followed suit is an act of `risk-taking` which has been traced to have negative relationship to psychological well-being. Li, Starton, Pack, Harris, Cottrell and Burns, (2002), found that gang-membership (as found in the union of Colleges of Education Academic Staff Union-COEASU) itself related to increased risk and ill-

effects on psychological well-being, under an economic situation as bad as the one we have in Nigeria presently, and in the third World Countries where most families are living below the poverty level, and where schooling and education is not easily come-by, adolescents tend to face serious socio-demographic disadvantages. When combined with characteristics risk-taking (transformational effects) behaviors, which pose threat to the staff's immediate future, physical, psychological and emotional health and to their long term academic and economic well-being. Kaplan, (2001) noted that older youths often face additional problem, which include experiences of dysfunctional home situations, separation anxiety, emotional and academic problems (Doctoral Degree compelled by University teaching qualification).

Confessing the assertion that psychological well-being and self-efficacy are interrelated [1, 2, 6]. Whereas, Wright, Barlow and Cullen found that greater job seeking, self-efficacy and perceived ability to manage disability at interview were associated with more positive psychological well-being [1]. Hanson and Mintz, indicates complex and contradicting relations between problem-solving, self-appraisal and psychological health, [6]. Interestingly, as problem-solving, self-appraisal became more favorable. Well-being increased and distress decreased. However, avoidant problem-solving and decreased control also buoyed psychological health. Baydala, Hiebert and Malek, nevertheless indicated that lifestyle education and exercise programs improve quality of life, health and wellness [2]. Observed were the other mixed results which seem to indicate that something other than physical fitness is significantly contributing to improve psychological functioning. Postulates that cognitive factors such as improved self-confidence and self-efficacy may be mediating effects of fitness and stress, elevated optimism or optimistic cognitive sets can correlate with motivation, action, perseverance, enhanced probabilities of goal acquisition as well as behavioral engagement lowered and expressive symptomology and improved and sustained health, [4].

2 Hypotheses

- (1) There is no significant relationship between transformational effect (right placement, right sizing and redeployment of staff) and personal growth initiative on psychological well-being of transiting College of Education Staff.
- (2) There is no significant combine contribution of transformation effect and personal growth initiative on the determination of psychological well-being of College of Education Staff.
- (3) There is no significant relative contribution of transformation effect and personal growth initiative in determination of psychological well-being of College of Education.

3 Methodology

3.1 Sample

This consists of 425 teaching and Non-teaching staff of Tai Solarin College of Education, Ijagun, Ijebu-Ode, Ogun-State, Nigeria selected through a stratified random sampling technique from five (5) Schools and the cohort of Non-teaching Staff.

Table 1: Tai Solarin College of Education, Omu-Ijebu, staff' statistics
STAFF

SESSION	ACADEMIC	NON-ACADEMIC		TOTAL
		SENIOR	JUNIOR	
2010 / 2011	202	84	188	474

Source: Tai Solarin College of Education, Omu-Ijebu, January, 2011

These are: - School of Education, School of Science, School of Arts & Social Sciences, School of Languages and School of Vocational and Technical Education, and Non-Teaching Staff. The mean age and standard deviation of the participants were 22, 40 and 4.55 respectively.

3.2 Measures

3.2.1. Right Placement Status Reduction Risk (RPSRR)

Right placement Status Reduction Risk was measured using the Right Placement Status Reduction Risk Scale developed by International Personality Item Pool Scale (Goldberg, 1997) on risk-taking behavior developed to be similar to that in Jackson Personality Inventory (TPI-R). The scale was measured along 5-point Likert scaling model with options between 1="very inaccurate" to 5="very accurate". Higher scores signify high risk-taking. Positive keyed items include "know how to get around the rules" while negative keyed item include "would never involve in high risk-taking". Internal consistency efficient index of 0.78 have been reported.

3.2.2. Personality Growth Initiative (PGI)

Personality Growth Initiative was measured through the Personality Growth Initiative Scale (PGIS) developed by Robitschek, [19, 20]. The PGIS is a 9-Item self-report instrument that yields a simple score for personal growth Initiative. The PGIS consists of nine items that are related on a Likert Scale from 1=Strongly Disagree to 6=Strongly Agree, sample item is "I have action plan to help me reach my goal" and "I take charge of my life" item scores are tuned to obtain a total PGIS is strongly positively related to psychological well-being and negatively related to psychological distress. It has a very strong reliability and validity.

Table 2: Tai Solarin University of Education, Ijagun, staff and students' statistics

STAFF

SESSION	ACADEMIC	NON-ACADEMIC		TOTAL
		SENIOR	JUNIOR	
2010/2011	263	315	224	802

STUDENTS

2010/2011			
DEGREE			
Full Time	4,432	6,369	10,801
Part Time	3,569	4,896	8,465
Sub Total	8,001	11,265	19,266

SUB-DEGREE

Pre-Degree	33	56	89
Foundation	36	71	107
Sub Total	69	127	196
Total	8,070	11,392	19,462

Source: Tai Solarin University of Education, Ijagun. Academic Planning and Control Unit, February, 2011.

3.2.3 Psychological Well-Being

Psychological well-being was measured using the mental Health Inventory (MHI-S) developed by Viet and Ware, Jnr, (1983). The scale is a 5-item scale with 6-point Likert scale rating, from 1="none of the time" to 5 ="all of the time". Items include "How much of the time during the past month, have you felt calm and peaceful". The MHI-S has a meaningful score of 30 and minimum score of 5. It indicates a preferable higher score which reflects the experience of psychological well-being and absence of psychological distress during the past months.

4 Results

Stepwise Multiple Regression Analysis was employed to analyze data collected to determine combine and separate contributions of the independent variables to the prediction of the dependent variable. Results of data analysis are presented in tables 3-5 below.

Table 3: Descriptive Statistics and Correlation Matrix of the relationship between transformational effect, personal growth Initiative and psychological well-being of Nigerian Colleges of Education Staff

	Variables	Mean	Std.Dev	1	2	3
1	Psychological Well-being	18.706	3.055	.407*		
2	Risk-taking	25.894	4.516	.240*	.347*	
3	Personal Growth Initiative	46.094	5.136	.110*	.255*	.258*

Results in Table 3, revealed that there are significant relationships among the independent variable and between each of the independent variables and psychological well-being and risk-taking with personal growth initiative ($r = .225$; $p = .05$) and also with psychological well-being ($r = .407$; $p = .05$). risk-taking correlated with personal growth initiative ($r = .258$; $p = .05$). In addition, Personal growth initiative correlated with psychological well-being ($r = .110$; $p < .05$). Oyeneye corroborated this fact while affirming that human elements who are the operators of the transforming institutions be re-positioned and attuned to the prerequisites of the university system [17]. He reiterated that in the on-going right placement exercise, for (teaching and non-teaching staff), council and management ensure that “no staff will lose his/her or have a drop in his or her pay packet”. He concluded that repositioning ourselves was necessary, tightening our

belt to determine the psychological well-being of new colleges of education essential and doing what is expected was right for us to be truly academics. This is a reflection of interrelationships between transformational up-grading effects on the personal growth initiative and psychological well-being of staff.

Table 4: Stepwise Multiple Progression Analysis Model Summary and Analysis of Variance of Contributions of Transformational Effect, Personal Growth Initiative to the Determination of Well-being of Nigerian Colleges of Education Academic Staff

REGRESSION MODEL SUMMARY					ANOVA			
MODEL	REGRESSION COEFFICIENTS	R-SQUARE CHANGE	SQUARE OF VARIATION	SUM OF SQUARES	Df	MEAN SQUARE	F	P
a	Multiple R = .407 Multiple R = .166	.166	Regression Residual	655.100 3303.135	1 423	655.100 7.809	83.892	<.05
b	Multiple R = .420 Multiple R = .177	0.11	Regression Residual	698.864 3259.371	2 422 424	349.432 7.724	45.242	<.05

- a. Residual Predictor; Risk-taking
- b. Constant Predictor; Personal Growth Initiative
- c. Dependent Variable; Psychological well-being.

Table 4 clearly shows that transformation effect, for example, right placement, personal growth initiative will significantly determine the psychological well-being of Nigerian colleges of education staff, when right placement was entered into the model as the first predictor based on the potency of its relationship with psychological well-being, a significant prediction was

revealed ($F = 83.892$; $R = .407$, $R^* = .166$; $p < .05$) This indicates that transformational effect alone predicted about 17 percent of the variation in the psychological well-being of the colleges of education staff, with risk-taking in the model as the second variable a significant prediction was also revealed. ($F = 45.262$; $R = .420$, $R^* = .177$; $P = .05$) This reveals that the two predictor variable together predicted about 18 percent of the variation in the colleges of education staff; psychological well-being; risk-taking was able to add only one percent with the prediction.

Table 5: Coefficients and T-values of the Regression of (Staff Repositioning) Transformational effect, Personal Growth Initiative on Psychological Well-being of Colleges of Education Staff

			Standardized Coefficients	t	P
	B	Standard Error	Beta		
Risk-taking	10.200	.939	.407	10.866	<.05
	.264	.029		9.159	<.05
Personal Growth Initiative	9.050	1.050		8.616	<.05
	.240	.030	.366	7.809	<.05
	7.586E.02	0.30	.110	2.380	<.05

Dependent Variable here is psychological well-being.

Table 5 above reflects that risk-taking and Personal Growth Initiative are real predictors of psychological of colleges of education staff. The high level at which they predictor outcomes were at 0.05 significant level, However, risk-taking ($a^* = .240$; $t = >.809$; $p < .05$) was found to be a better predictor of

psychological well-being than personal growth initiative ($a = 7.536 \times 10^{-5}$; $t = 2.380$; $p < .05$).

5 Discussion

The data first finding portrayed a significant relationship among transformational effect, personal growth initiative and well-being and between each of these variables and psychological well-being. It is not too surprising that the result indicated that positive relationships between these variables as studies have shown they could be related.

Contending, Nichols [12], quoting Kenealy and Herrick (1990) assures that as risky, positive risk-taking experiences allow people to continue seeking, challenge and growth, making a case for the relationship between personal growth initiative and risk-taking. People have the potential for prevailing environmental conditions. Mabekoje [10], quoting Nichols [12], asserts that for a meaningful living to take place, people should have a propensity for success, which are achieved through a lot of efforts. Achieving programmes objectives have also been found to be related to personal growth. Although, Risk-taking behavior has a link with peoples` ability, beliefs, preferences, and interest for thrill seeking, peer nomination, and competitiveness. Miller and Byrnes [11], Watkins [23] support the importance of an ideal vision for strategic planning needs assessment performance improvement and decision making.

Contrastingly, a few numbers of staff, who had the requirement, accept total transformation to take place with caution on indiscipline, corruption, inadequate /shortage of staff, inadequate quality of lecturers, inadequate space, excessive number of students, inadequate library and teaching equipment, divided interest, teaching with old lecture notes, poor quality of students, infrastructural inadequacies and incessant strikes by staff, [14].

Knowingly, the results further reveal that the combination of transformation, risk-taking and psychological well-being together predicted about 18 percent of the variations in the psychological well-being of Colleges of education staff. Not too surprising the observed F-ratio of 45.240 confirming an indication that a combination of these two independent variables would be effective in the prediction of psychological well-being of Colleges of education staff. Furthermore, the multiple regression co-efficient of 0.4210, and a multiple R square of 0.177 demonstrated the degree of relationship between psychological well-being and the combination of the independent variables. A psychological balance and healthy individual could not be found to be deficient in risk-taking beliefs and inappropriate in personal growth initiative when the environmental factors are conducive to standard of living. As rightly observed by Hurwick in [8], living in the present expresses life as meaningful, optimism, individuality, close relationships, adaptability, continued growth and spirituality contributed to people's well-being. Oyesiku suggests that a rational and analytical mind who finds himself/herself under transformation of this type should ask himself/herself a question [18]. "What are the distinctive habitual character and disposition of scholars in a University? This he postulates that academics must:

- (i) have an insatiable thirst for more knowledge and must pursue research vigorously and relentlessly,
- (ii) must be self-disciplined and have impeccable integrity.
- (iii) must strive for academic excellence in their chosen field and
- (iv) must display at all times, a high sense of decorum to attract respect from people from the environment.

Judging from the above, Olasantan contends that management of a transiting College of education should make positive efforts with the following strategies to crystallize greater vision for research, extension and scholarship in the academic staff", [15]. To motivate the academic staff to tune themselves to the reality of academic publications to fill the gaps existing between what their academic effort

is now, and what it should be, while efforts toward students should be concerned with curriculum change, level of discipline, use of English and lack of admission [14].

5.1 Recommendations

The absolute clamor for Universities in place of Colleges of education is a welcome idea but should not be abused, the University, being an institution of higher learning that has been granted powers to grant degrees. Its main functions, which are to teach and carry out research while engaging in community service should be properly established. (If new), transformed and transited (in case of old College of education) during up-grading to University.

Implementation of transformation should be done in fair, honest and equitable terms where-in all staff is treated in the same way using same yardstick for their placement, assessment and subsequent allocation and appointment to duty post. God-fatherism should be totally discouraged while political relationship and affiliation be muted. All the staff should be given same consideration.

Colleges of education staff cherish their status and so, any reduction in status as a result of right placement, right sizing should be done via a print standard yardstick that must be applicable to all staff irrespective of social, economic and political attachment.

Staff should be focused as a management value, they should be provided with opportunity to grow and develop without any inconvenience.

A hitch-free transformation is advocated where every staff is encouraged to excel in endowed areas. Opportunities should be created for staff control, discipline and welfare.

The development of personal growth initiative in the staff should be encouraged with performance competence, staff empowerment schemes, seminar, workshops` flexibility and resourcefulness in meeting the needs and developing the skills of research writings should also be put in place. Management of such transforming

College of education should strive to create an empowering University supportive of risk-taking and facilitative leadership that inspires followership- staff.

A culture supportive of experimentation and exploration should be created, staff should be mentored and guided but not at all times – their leisure hours should be exempted because if this is intervened with, will negatively affect experimentation, personal growth initiative and in the long-run, their psychological well-being, hence, programmes like workshops, seminars, and conferences that geared towards staffs` leadership with problem-solving skills should be developed and implemented.

Promotion of self-realization and psychological empowerment is necessary for staff`s development. Staff in the Colleges of education should be given enough time up to, five years to embark on higher degrees like – Doctor of Philosophy (PhD) in their cognate subject areas. Kangaroo arrangement for loyalists under social, political and economic affiliations should be discouraged.

Clever sponging/disarticulation of some experienced staff out of the institution in the name of transformation should be discouraged. No institution can live above its experienced teaching and non-teaching staff [13,] Martins, (2009) and Adeboyeje, (2010). The experience shared by Tai Solarin College of Education, Omu-Ijebu, Ogun-State, Nigeria staff in transiting to a University of Education later gave birth to an Old-New College of Education when National Commission for Colleges of Education came for Accreditation of courses and were attended to by the Vice-Chancellor. Professor Olukayode Oyesiku, the pioneer Vice-Chancellor of the New University of Education, Ijagun, Ijebu-Ode. The present Tai Solarin College of Education, Omu-Ijebu was forcefully severed from the University leading to the disarticulation of 202 out of 309 teaching staff to Omu-Ijebu. Over 270 Non-teaching staff was also disarticulated. This was the last straw that broke the camels` back. It is a life-long, unforgettable experience that still live with most of the staff till today via unpaid Compocass / Hatiss 3 salary arrears of twenty three (23) months, Nine and Half months of unpaid

salaries and Arrears of the approved Old-New Salary structure from June, 2010 – to date. At least, three teaching staff and two non-teaching staff lost their lives due to non-payment of salaries owed by the outgone and present civilian administration in the state; however, it is strongly recommended that transiting Universities should provide strategies to promote staffs` self-awareness, self-knowledge, personal growth initiative and better outcome expectations in teaching, research and community services.

ACKNOWLEDGEMENTS: The authors are grateful to Professor V. Awonusi, the Vice-Chancellor, Tai Solarin University of Education, Ijagun, Ijebu – Ode and Dr Abiodun Ojo, the Provost, Tai Solarin College of Education, Omu-Ijebu for approving the request to use the current statistics of staff and students of the University and the College. Special thanks goes to Mr Odutuga F.O., Deputy Registrar, (TASUED), Mr Otunubi, (TASUED), Mr Adeyanju, (TASCE) Mr Fagbohun, S. A.(TASCE), Mr S.O. Jeminusi (TASCE) of the Academic Planning and Control Units. Very special thanks to Mrs Oloruntope Odufowokan who took special pains in typing and re-typing the study.

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