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Editorial

This issue of KIU *Journal of Social Sciences* focuses on Development Administration, Social Psychology, Educational Psychology, Educational Management, Entrepreneurship Studies, Legal Studies, Teaching and Learning Skills, Enterpreneurship and Business Studies, as well as Literary and Media Studies.

The first part of the Journal addresses issues in Development Administration such as rural and urban development policies in Nigeria as well as the politics and effects of removal of ptetoleum subsidy. It is argued in one of the papers that there is something fundamentally wrong in government allowing the World Bank and the International Monetary Fund (IMF) agents to run the economy and co-ordinate Ministers. It therefore suggests that increased awareness, public enlightenment, subsidy reinvestment and empowerment programmes are some of the ways forward.

Sections two, three, four and five explore the social and cultural factors that affect the academic performance of students in various institutions of learning in the society. One of the papers suggests that students and teachers should be given adequate knowledge of health education in order to create a sustainable quality of live to control pollution, the spread of diseases and to prevent accidents within the school environments. Health education knowledge should also be given to control physical, chemical and biological processes which may directly and indirectly affect the wellbeing of students and teachers in schools.

In the Section on Entrepreneurship and Business Studies, it is recommended that entrepreneurship education should encourage and provide more opportunities for the teaching personnel towards capacity building due to their significant effect towards venture creation potential among the graduates. This is drawn from the conclusion that entrepreneurship education teaching personnel has a strong positive relationship with venture creation potentials among graduates of higher institutions.

It has also been observed that the media is very important in order to achieve a sustainable development and in the search for an economic development agenda/program that empowers people. Against this backdrop, the papers in part seven amplify that central tenet. Theoretical, methodological and practical implications are discussed in the papers. In particular, the results recommended the need for television programs to increase agribusiness programs in their airing, the television stations increase the coverage use to televise agribusiness, the need for the government to support the television stations in their agribusiness programs, the farmers should

be made aware of the intention of the show and how it would be of great benefit to them and other farmers in all the parts of the country.

It has been observed that the administration of justice, in all countries and at all times is a subject broad and difficult, both in its operation and its influence. It is perhaps more indicative, a truer test, of the real temper and spirit, both of the government and the people of the state or country, than any other thing. This is why the papers in the last part of this edition focus on Legal Education.

On the whole, this issue of KIU Journal of Social Sciences contains papers that have information on all aspects of human life. Collaborative and cooperative approaches are offered as best approaches for dealing with matters that lead to the instability of communities, societies, economies, and the environment. The theoretical analyses provide opportunities to operationalize the theories discussed in the articles. The authors' teachings and areas of research must have certainly influenced their perspectives on the diagnoses of the matters they have addressed in their articles.

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Part One
Development Administration

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A Review of National Policies, Programmes and Initiatives on Sustainable Urban Development in Nigeria

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Abstract. The unprecedented growth of urban centers in Nigeria in the recent time has been of great concerns to government and development agencies. Although, cities serve as 'engines' of growth in most developing countries by providing opportunities for employment, education, and ready markets for industrial and agricultural products, their phenomenal growth is not without its accompanied problems, such as high birth rates, high unemployment and or underemployment, high rate of crime, disintegrating or lack of infrastructural facilities and the growth of slums and squatter settlements. This paper is a review of national policies, programmes and initiatives on urban development in Nigeria.

The management of urban growth for sustainable livability has seen the three-tiers of government (federal, state and local), engaged several ways to create vibrant urban centres that will attract jobs, foster economic development, and create attractive places for people to live, work and recreate. These include policies on housing, infrastructure and services, urban renewal and slum upgrading and environment, health and security among others.

However, several of these policies have hit the rock at one stage or the other due to several factors, among which are ineffective institutional framework for planning, dearth of basic planning data and the declining economic base and fiscal resources resulting in paltry budgetary allocation.

The paper concludes that urban development in Nigeria has been generally more politically motivated than demand driven. Inadequate funding, weak monitoring and evaluation mechanism, as well as lack of transparency, accountability and inclusive participation bedeviled the various policies and programme put in place.

Keywords: Sustainable Development, Urban Growth, Policies, Environment, Programme

1. Introduction

In Nigeria, the growth and complexity of human settlements and particularly the process of urbanization have been phenomenal. The percentage of the population living in urban centres of more than 20,000 inhabitants has been increasing in the country even before independence. According to the 1991 population census, the total Nigerian population living in urban centres in 1921 was 7.18 per cent, by 1952 it had risen to 10.65 per cent and by 1962, it was 19.30 per cent, which again jumped to 36.3 in 1991. In 1950, the population of urban dwellers

was less that 15 per cent but this increased to 23.4 per cent and 43.3 per cent in 1975 and 2000 respectively and further to 45.9 per cent in 2004 (The Human Development Report 2004; Mabogunje 2002). It is estimated that half the nation's population lived in urban areas in 2012 (FGN, 2012) and is projected to reach 65 per cent by 2020 (Nwaka, n.d). This development has been fuelled by several socio-economic and political factors, including the designation of several towns as Headquarters of Federal, States and Local Governments, the location of higher educational institutions in some of them, and the phenomenal expansion of commercial and industrial activities in most of our towns and cities (FRN, 2012).

It is not only the increase in urban population that has been dramatic but also the number of urban centres. It is estimated that by the year 2000, some 19 cities have population of more than one million people whilst some 40 have close to 500,000 inhabitants (Mabogunje, 2002). Thus, unlike most African countries where one or two primate cities dominate the urban network, almost all corners of the Nigerian land space have large centres of human agglomeration. The rate of urban growth was put at 5.5 per cent per annum (one of the highest in the world) in 2012, markedly higher than the national annual growth rate of 3.18%. In the city of Lagos, an annual growth rate of 15% is registered, with its population doubling every 10 years (Taylor, 2000).

Although, cities serve as 'engines' of growth in most developing countries by providing opportunities for employment, education, and ready markets for industrial and agricultural products, high urban populations place enormous stress on infrastructural facilities and housing. The growth of contemporary towns and cities in Nigeria is always accompanied with a lot of problems, such as high birth rates, high unemployment and or underemployment, high rate of crime, disintegrating or lack of infrastructural facilities and the growth of slums and squatter settlements. The management of urban growth presents a daunting challenge to the three-tier of governments (federal, state and local). Governments at all levels have been searching for ways to create vibrant urban centres that will attract jobs, foster economic development, and are attractive places for people to live, work and recreate. With a view to achieving sustainable development of urban centres in Nigeria, the Federal Government of Nigeria has put certain policies, programmes and initiatives in place. With these efforts, the government aims at restoring sanity into urban centres in Nigeria. This paper is a review of national policies, programmes and initiatives on urban development in Nigeria.

2. Conceptual Framework and Related Literature

This paper is anchored by the concepts of urban development policy analysis and sustainable urban development.

2.1 The Concept of National Urban Policy

The concept of urban policy transcends the confines of narrow definitions given that nearly all public policies directly or indirectly affect urban development. Policy analysis is a field constructed from multiple different backgrounds: the study of different policy areas has evolved in varying political and institutional contexts, drawing upon distinct theoretical roots. Yet, there are similarities across substantive areas in terms of research design and in deciding which approaches are most appropriate for certain types of situations. However, the particular policy subject affects the methodologies and logic of policy analysis. The concept emphasizes theory, but also includes applications and examples drawn from a range of policy issues Urban policy analysis enables practitioners within the field to understand the nature and causes of urban problems and affords us the ability to analyze and understand these problems and policies addressed to them. It covers the logic of urban policy analysis (i.e., how to analyze urban problems and policies), urban trends, conditions, and processes, city-suburban policy interactions, and the role of the city in the regional and national economies. It entails different urban problems and policies (e.g., poverty, education, housing, land use, economic development).The primary goal of the concept is to familiarize urban policy analysts with basic approaches used in policy analysis,

important issues associated with the conduct of policy analysis, and the appropriate and effective use of common analytical methods and techniques to address policy questions.

National Urban Policy sets a vision for cities to deliver future prosperity and wellbeing for their various communities and reinforces Governments' national objective to *ensure cities are globally competitive, productive, sustainable, liveable, socially inclusive and well placed to meet future challenges and growth* (Australian Government, 2011). It contains policies which are interwoven and cover the various dimensions of urban life such as environmental, economic, social and cultural. Success in urban development can only be achieved through an integrated approach. For instance, measures concerning physical urban renewal must be combined with measures promoting education, economic development, social inclusion and environmental protection. Moreover, the development of strong partnerships between local citizens, civil society, the local economy and the various levels of government is a necessary pre-requisite. Realizing that intervention in a in a piece-meal fashion may not ensure the development of urban areas, the Government has decided that a policy-driven approach is needed to take a holistic view of urban growth, and suggest appropriate steps for the future. This approach, it is hoped, will be better suited to improve the economic productivity of cities and towns, to ensure that their growth is inclusive of all economic sections, to promote environmentally sustainable choices, and to ensure strong local governments that are attentive to the needs of citizens and adequately empowered to respond to them. Sustainable urban development is not a choice but a necessity if cities are to meet the needs of their citizens (United Nations, 2007).

National urban development policy is a long term, national framework to guide policy development and public and private investment in cities through articulating a set of goals, objectives and principles. The goals of the National Urban Development Policy are to: harness the productivity of the people and industry; advance the sustainability of a nation's natural and built environment; and enhance the liveability of towns and cities. Towards these broad goals, the specific objectives are to: improve labour and capital productivity; integrate land use and infrastructure; improve the efficiency of urban infrastructure; protect and sustain the natural and built environments; reduce greenhouse gas emissions and improve air quality; manage resources sustainably; increase resilience to climate change, emergency events and natural hazards; and facilitate the supply of appropriate mixed income housing. Others are to: support affordable living choices; improve accessibility and reduce dependence on private vehicles; support community wellbeing; improve the planning and management of cities; and evaluate progress by research, analysis and reporting. The goals and objectives of National Urban Development Policy are underpinned by at least nine principles which will guide policy and investment decision-making in relation to cities. These principles are efficiency, value for money, innovation, adaptability, resilience, equity, affordability, subsidiarity, integration and engagement.

Very often, national urban development policies have multiple objectives such as provision of culturally relevant houses and renovation of existing ones; improvement of and adding to open spaces, parks and recreation facilities; provision of access and connectivity; development of community gardens; and conservation of wetlands. Sometimes, the goal changes with socio-economic trends. In Europe, until the mid-1960s, no policy initiative had been specifically directed at urban cores and urban problems were largely conceived of in physical terms; such as housing redevelopment to counteract wartime destruction and to deal with obsolete stock. The rapid de-industrialisation of the 1970s led to urban flight, rising crime, and growing social polarization in the Britain's inner cities that drove the emergence of urban policy. State sponsored urban regeneration can be traced back to the late 1960s when Harold Wilson launched the urban programme. This was designed to arrest the economic and social decline of Britain's inner cities. In the 1980s, urban policy became property- and market-led and targeted at small

geographic areas in the hope that disadvantaged residents would benefit. Urban policy in the 1990s and 2000s evolved further to focus more closely on the needs of disadvantaged groups and individuals at the local level. It aimed to bring about holistic economic and social regeneration mainly at the level of the 'neighbourhood'.

There are a number of reasons why the review of urban development policies is critical to the future of Nigeria. One of these reasons is that urban centres are integral to the national economy and future prosperity. Also, urban centres are facing significant challenges that need to be urgently addressed if sustainability is our watchword.

2.2 Sustainable Urban Development

The idea of sustainability can be traced back to the "limits of growth" debates of the 1960s and the 1970s. According to Adams (1995), the concern of the environment as a central issue in development began to grow in the 1960s and 1970s and is well demonstrated by the way the idea were developed and incorporated into developmental and environmental debates by international organizations. Throughout this period, the idea of sustainability was pursued most strongly and efficiently by scientists (like Sir Julian Hazley, First Director of UNESCO), particularly by ecologists engaged in international scientific collaboration (Worthington 1983).

The United Nations Conference on the human environment, held in Stockholm in 1972 is usually identified as a watershed in the emergence of sustainable development (Adams, 1990). The task of the conference according to Ward and Dubois (1972) was to clearly define what should be done to maintain the earth as a place suitable for human life not only now but also for future generations. Sustainable development was also codified in Agenda 21 of the 1992 Rio Conference. At the heart of the agenda is a vision of sustainable development strongly influenced by science, by wildlife conservation, by concerns for multilateral global economic relations, and by an emphasis on the national management of resources to maximize human welfare (Adams, 1995).

Since Rio, the concept of sustainability and its action oriented variant, sustainable development has been widely employed in the field of policy and political debates as well as research. The single most frequently quoted definitions of sustainable development comes from the World Commission on Environment and Development (WCED) (1987) which stated that sustainable development is a development that meets the needs of the present without compromising the ability of future generations to meet their own needs (WCED, 1987). From the perspective of Hardoy *et al* (1992), the term "sustainable development" brings together two strands of thought on the management of human activities. In relation to cities, sustainable development relates to the continued use of urban ecological resources (e.g. wetlands) without compromising the ability of future generations to meet their own needs through the continued use of those resources. Thus, in relation to environmental management, the objective of sustainable development is to reach a point where the city's development needs are attained without the imposition of ecological unsupportable economic and social demands upon natural resources and systems (Adeowu, 2005).The cities could be guided and managed to develop and become assets, to our socio-economic development that is, to become an engine of positive growth (a development) a creation that we can sustain and that can sustain (not destroy) us (Onibokun, 2006).

The ultimate goal of sustainable urban development is to improve the social, economic as well as environmental quality and the living and working environment of all people, irrespective of social class. Sustainable development of towns and cities combine economic development with social development, and environmental protection with full respect for all human rights and fundamental freedom, including the right to security of tenure and offers a means of achieving a world of greater stability and peace, built on ethical and spiritual vision. According to Hague (2000), sustainable human settlements provides: an enabling

environment for economic and social development and environmental protection that will attract investment; enhance the potential of the informal and private sectors in job creation, improving access to work, goods and services through promotion of efficient, quiet and environmentally sound transportation systems, eliminating as soon as possible the use of lead in petrol; and promoting upgrading of informal settlements. Sustainability of urban development, therefore, entails the successful maintenance of biological diversity and cultural diversity, promotion of human health, as well as air, water and soil qualities at standards sufficient to sustain human life and well-being for all time.

Three key initiatives should underpin Government's approach to building a sustainable nation. These are: the National Urban Development Policy; measures supporting the Sustainable Population Strategy; and the Regional Development Policy agenda. These commitments will enable a nation to achieve more productive, sustainable and liveable cities.

3. Review of National Policies, Programmes and Initiatives on Urban Development

This section reviews the various urban development policies, programmes and initiatives that were implemented by the Federal Government of Nigeria. The review focuses on six important thematic areas: land and housing; urban renewal and slum upgrading; urban planning and human settlement development; and environment, health and security.

With a view to achieving sustainable urban development, the Federal Government has put in place a series of urban development policies and programmes. These policies, programmes and initiatives cover different sectors of urban development such as housing; infrastructure and services; urban renewal and slum upgrading; and urban planning and human settlement development. Others are urban economy; and environment, health and security.

3.1 Housing

In February 1991, the first National Housing Policy that deals with several urban development issues and advanced several strategies for dealing with them was launched. Such issues bother around easy access to land for housing development; urban economy; poverty and employment generation; urban renewal and slum upgrading; and urban planning and institutional framework for promoting urban development. The policy estimated that 700,000 housing units are to be built each year if housing deficit is to be cancelled in Nigeria. It was also emphasized that not less than 60% of the new houses are to be built in urban centres in order to revitalise them. The ultimate goal of the policy is: *"to ensure that all Nigerians own or have access to decent, safe and sanitary housing accommodation at affordable costs by the year 2000"*. However, at target year of the policy (i.e. 2000), the policy could not make the anticipated impacts on the built environment as a result of some factors associated with inadequacies of the Primary Mortgage Institutions (PMIs), lack of access to land and title to land and problem of mortgage loan affordability among others (Okewole and Aribigbola, 2006).

Government White Paper on the Report of the Presidential Committee on Urban Development and Housing of 2002 recognizes the need for proper governance of housing delivery and urban development in the country. It reflects Nigerian government acceptance and commitment to the Habitat Agenda adopted by 171 national governments of achieving "Adequate Shelter for All" and Sustainable Human Settlement". The Nigeria Vision 20:2020 (NV20:2020) is Nigeria's long term development goal designed to propel the country to the league of the top 20 economies of the world by 2020 (FRN, 2010). The report of the Vision 20:2020 National Technical Group in Housing states that housing would be achieved through a private sector led housing delivery system anchored on mass construction of houses and strong mortgage finance. Vision 20:2020 Implementation Plan also states that 10 million new houses to the national housing stock should be added by building an average of 1 million new homes every year; and ensure that at least 50 percent of the new homes are built in the urban centres and the remaining in the rural areas; and provide incentives to encourage Public Private Partnership (PPP) in mass housing development.

Despite all these efforts, demand for housing in Nigerian urban centres is significant and growing at a fast pace. Urban landscape is littered with many suspended/abandoned housing projects, resulting from the past failed programmes. The supply gap for low and middle income groups is very high, reaching a crisis level in some cities in the country which has been exacerbated by rapid urbanization of the population. The problem of housing will become even more acute, as has been predicted by the World Bank.

3.2 Infrastructure and Services

The First National Development Plan Period (1962-1968) witnessed the provision of infrastructure in selected towns while the Second National Development Plan (1970-1974) allocated seven per cent of the total budget to Town and Country Planning, Housing, Water and Sewerage. This paltry allocation could not make any significant impact on urban development.

In 1974, the Federal Government embarked on the studies of twenty major urban centres in Nigeria to identify critical areas of urban infrastructural needs. During the Fourth National Development Plan, the Federal Government created layouts adequately serviced by roads, drains and other infrastructures, particularly in the urban areas. Infrastructure Development Fund (IDF) was created in 1985 to finance urban development projects in collaboration with the World Bank. Several infrastructure development projects were carried out in Nigerian towns and cities such as Ijora Badiya in Lagos State, Kurna-Asabe (Kano), Lokoja (Kogi) and Aba (Abia). The World Bank assisted Community Based Urban Upgrading project of the Federal Government is designed to build on civic engagement in community development and local governance. The project was a partnership among the World Bank, the Federal, State, Local Government and the beneficiary communities. Seven States participated in the programme. In the first phase, each State is allocated the sum of USD 5.00 million for investment in urban infrastructure and service upgrading. The selection of project components was based on priorities identified by each community in consultation with the State and Local Governments.

Urban Development Bank was established in 1992 to focus on financing urban infrastructure and public utilities. Implementation of an MDG Programme initiated in 2006, covered the following areas in 2011-2012: public buildings & utilities (69 projects), construction/upgrading of access roads (56 projects), water & sanitation (70 projects) and slum electrification (64 projects).

A quick review of Water, Sanitation and Hygiene (WASH) sector has shown deterioration in access to water and sanitation between 1990 and 2000. With a view to improving access to basic services, a National Water Policy which includes an Integrated Water Resources Management Plan was adopted in 2000 to ensure provision of safe and affordable water services for all Nigerians. Government implemented Water Policy within the framework of "Water for People, Water for Life" to meet the targets. Also, a community based urban development programme supported by the World Bank was operational from 2003-2011, assisting poor communities in 8 states to have access to basic urban services.

Political commitment to water and sanitation services reflected in the establishment of a separate Ministry of Water Resources (MoWR) and a further establishment of a High Impact Project to improve the situation of water and sanitation in the country. Furthermore, intervention through the Sanitation, Hygiene and Water in Nigeria (SHAWN) programme of UNICEF with funding from DFID contributed significantly to improvement in WASH. The situation became brighter with the inclusion of WASH as a focal thematic area in Vision 2020; and the establishment of a Directorate responsible for Water Quality Control and Sanitation.

In the National Water Supply and Sanitation Policy of 2001, sanitation is treated as a household issue. The Policy aimed to achieve a target of 100 per cent water coverage by 2011 and a target of extension of sanitation coverage to 65 per cent by 2010. The 2008 Human Development Report estimates that 53 per cent

of the population is not using an improved source of water. Although the total federal budget to the sector increased drastically between 1999 and 2007, improvements in terms of total impact and coverage remain insignificant. Access to improved sanitation over the years has actually declined. From the 37 per cent access in 1990, it declined to 32 per cent in 2008 and in 2012; over 60 per cent do not have access to basic sanitation in urban centres.

To meet the MDG Water, Sanitation and Hygiene (WASH) targets, Nigeria must invest an average annual funding of approximately £1,048 million in the sector. In the 2009 National budget, only 0.83% of the budget was allocated to WASH sector. This was grossly inadequate, but the situation was even more worrisome in the 2010 sector allocation of the budget, which indicated a phenomenal decrease in budgetary allocation from 2009 to 2010 by as much as 50 per cent. External aid from donor funding of the national WASH budget, which has consistently been less than 2 per cent of GDP over the years, could not make up for the short fall (WaterAids, n.d).

Holistic reform of the power sector commenced in 2001 and this led to the preparation of the National Electric Power Policy and Electric Power Sector Reform Bill. These documents were adopted and enacted in 2001 and 2005 respectively. In the intervening period, Bureau of Public Enterprises with the mandate to undertake the reform, worked with National Electric Power Authority / Power Holding Company of Nigeria (NEPA) and the erstwhile Federal Ministry of Power and Steel in ensuring the successful unbundling of NEPA, institution of shadow wholesale trading arrangement, and the establishment of the regulatory commission. However, over the last two decades, investment in power sector has not translated to significant improvement in electricity generation, with generation ranging between 3,500 and 4,500 megawatts.
In order to achieve the country's targets for the power sector, a projected investment size of N2.55 trillion was stipulated in the Transformation Agenda which covered 20111 to 2015. Despite the privatization of the generation and distribution aspects of the power sector, the Generation and Distribution companies have not been able to meet electricity needs of most Nigerian cities. These cities are characterized by non-functioning infrastructural facilities, most poorly governed, intensively dotted with illegal structures while physical growth and development of the cities had not been properly managed or controlled (Aluko 2000).

3.3 Urban Renewal and Slum Upgrading

The first attempt to upgrade decaying 'core' areas was in 1928, during the Bubonic Plague of 1928 – 1929, when the then minister of Lagos Affairs appointed the Lagos Executive Development Board (LEDB) now known, as the Lagos State Development and Property Corporation (LSDPC) to clear a slum area of about 28.34 hectares (70 acres) in central Lagos within a triangle in the vicinity of Broad Street, Balogun and Martins Streets together with Nnamdi Azikwe Street and the area east of it.
The property structures in this area range from residential to market stalls erected in the area without planning and due regard for accessibility, drainage, sewers, open spaces, parking facilities and density. Finance and problem of rehousing displaced persons occasioning tenure insecurity confronted the project. Originally, the government granted the sum of about N5.90 million to the LEDB for the clearance of the slum but actual expenditure in 1962 had risen to about N6,932,886 despite the little cleared. The amount of deposits received by government from lots redeemed amounted to only N1,452,192 leaving a net balance of expenditure of N5,476,694. Acquisition of land and structures apart from the Surulere rehousing site amounted to about N6,232,360 (Aluko and Amidu, 2006). With this kind of approach, the funding required is usually beyond the capacity of most developing nations who have to depend on international finance organizations including World Bank for such projects.

In 1979, the World Bank Assisted Nigerian States Urban Development Programme (NSUDP) was negotiated. The major objective of the scheme was to lay the foundation for a National Low Cost Housing Programme and to

set in motion, broader urban renewal schemes. The scheme took off impressively in Bauchi State at an estimated cost of $424.6 million while the contract for the Imo State project was signed at a cost of $63.8 million. However, it was found that other States had priorities different from those of the scheme and so the programme was transformed into the Infrastructure Development Fund (IDF) programme in 1985.

A number of policy innovations, such as sites and services schemes, and 'squatter upgrading' programmes, were developed in order to capitalize on the need for the urban poor to gain entry, at minimal costs, to the urban economy (UNCHS, 1996). The pressure for this came from the international lending community and in particular the World Bank. Given the rising figures of 'spontaneous or squatter settlements', in cities all over the third world, in the face of tight planning control, regular demolitions, and high-cost construction programmes, the World Bank argued for a new approach to urban development which incorporated various forms of aided self-help. The two 'packages' which received the most support were sites and services scheme, and slum upgrading schemes. The former provided low-income beneficiaries with serviced plots including tenure security and help to build their own houses while the latter approach helped house-owners in existing squatter areas obtains tenure to their land, and to improve their dwellings.

The Federal Government commitment to urban renewal was also demonstrated in the National Urban Development Policy and National Housing Policy of 2012. A Presidential Retreat on the sector held on 12th November 2012, resulted in national commitment in fast-tracking implementation of programmes on: land titling; housing finance; affordable housing; low-income / social housing; and urban regeneration (including slum upgrading and urban planning). At the sub-national levels, the 1992 Urban and Regional Planning Law provides for implementation of urban renewal activities and creation of Urban Renewal Agencies in the 36 States and the FCT. Implementation of a National Urban Renewal and Slum Upgrading Programme which commenced in 1989 and involved extending grants to States for urban improvements. The Cities Alliance and UN-HABITAT were supporting city-wide slum upgrading activities. The Cities Alliance was documenting the best practices in the Lagos State Urban Regeneration Programme for sharing of experience. The World Bank was assisting in the preparation of an Urbanization Review for Nigeria, to commence shortly.

The various planning agencies are the first line for reporting on slum situations and improvements. The National Bureau of Statistics conducts a National Integrated Household Survey bi-annually in which data on slum dwellers are captured in both qualitative and quantitative terms. The housing data in the 2006 Population Census constituted 47% of the total data collected. Additionally, a National Housing Data Bank has been established in the Ministry of Housing and Urban Development, which incorporates information on slum upgrading programmes. The institutional framework for comprehensive reporting on achievements in housing delivery and slum upgrading has been enshrined in the revised National Policies on Housing and Urban Development.

With reference to exchange of experiences, documentation on Urban Renewal in Okpo Slum in Onitsha was shared at the Shanghai Expo in 2010. Ondo State recently produced documentation on its Urban Renewal Strategy and preparation of urban renewal plans for nine towns is on-going in Osun State. Some State Governments (Ondo, Rivers, Lagos) have received recognition for outstanding contributions for improvements in urban development and urban regeneration programmes. Nigeria looks forward to benefitting from further cooperation, networking and financial support for wider coverage of projects, and for more detailed and comprehensive documentation, in its efforts at making slums history.

Under the 2012 Housing and Urban Development Policy, an action plan for slum upgrading was prepared. The aim of this plan is the promotion of Participatory Urban Planning at State and Urban levels. This involves working

with and employing the UN-HABITAT Participatory Slum Upgrading Programme (PSUP) methodology – (on-going in Anambra, Nasarawa, Osun and Rivers States). Programmes target 100% slum upgrading in cities, reservation of land to meet housing shortages and provision of essential infrastructure. The Federal Government has been working assiduously to abate new slum formations through proposed formulation of an integrated National Strategy on Slum Prevention.

3.4 Urban Planning and Human Settlement Development

The Third National Development Plan (1975-1980) accorded some importance to urban development. During this period, a new Federal Ministry responsible for housing, urban development and environment was established. Before the enactment of urban and regional plan law of 1992, the Nigerian Town and Country Planning Ordinance of 1946 constitutes the legislative basis for all laws and regulations governing urban planning. Generally, it is considered to be an ineffective tool for controlling national urban development (Taylor, 2000).

The implementation of the National Urban Development Policy, which was launched in 1997, is yet another step towards ensuring regional balance in the growth and development of urban systems in Nigeria. The stated goal of the policy is to develop a dynamic system of urban settlements that will foster sustainable economic growth, promote efficient urban and regional development and ensure improved standard of living and well-being for all Nigerians. The Urban and Regional Planning Law of Nigeria (Decree 88 of 1992) which was amended in 1999 provides the legal framework for the implementation of the policy. The law specifies the urban limit for any settlement, the planning and development parameters guiding such development.
Also, necessary institutional frameworks have been established to ensure effective implementation of the policy. At the local level, Urban Planning Authorities are being set up to administer the policy, while Urban Planning Boards are located at the State level and a National Urban Development Commission at the Federal level.

The efforts of the government to achieve sustainable cities or healthy cities reflected in its implementation of the different global initiatives of the major UN Conferences and development goals. Such initiatives include the Sustainable Cities Programme, the Global Campaigns for Urban Governance and for Secure Tenure which seek to promote more inclusive cities, and to guide national governments and local authorities on the need for improved governance practices, for secure land and housing tenure and how to combat the incidence of forced evictions; Cities Without Slums, sponsored by the World Bank, seeks, like the Millennium Development Goals, to achieve a significant improvement in the lives of millions of slum dwellers within the next decade.

A new national urban development policy was put in place in 2012. The endorsement of this National Policy on Urban Development by the National Council on Lands, Housing and Urban Development, the Economic Management Implementation Team (EMIT), the National Economic Council (NEC), and ultimately the Federal Executive Council (FEC), in June 2012, is a fitting testimony to its collective ownership and as a useful tool for revitalizing the urban development sector. Different human settlements development issues requiring new policy initiatives and actions that are captured in the national urban development policy are many. They include access to land; urban economy, poverty and employment generation; urban transportation, communication and traffic management; urban renewal and slum upgrading; urban environment ; urban infrastructure;social welfare services and social integration; and financing urban development. Following these are urban management information system; human resources development; urban maintenance system; urban security; urban governance; urban planning and resettlement; and mega cities development. Others are climate change; effective devolution of political power; urban classification; and implementation, co-

ordination, monitoring and evaluation (FRN, 2012).

Evidences have clearly shown that the 2012 National Urban Development Policy has failed to address the root causes of urban problems in Nigerian cities. In spite of this policy, most towns and cities are characterized by urban sprawl. Urban sprawl is very energy inefficient, as it leads to more travel, more fuel consumption, more air pollution, and also to inefficiencies in infrastructure and service provision. Some of the key environmental and social challenges associated with urban development in Nigeria are un-proportionally high energy consumption, a high level of greenhouse gas emissions, a vast ecological footprint, high resource consumption (water, food) and large infrastructure costs aggravated by urban sprawl, the growth of slums and the lack of livelihood opportunities.

Table 1: Unemployment Rate by Educational Level, Age Group and Gender, 2010 and 2011

Educational Level	2010			2011		
	Urban	Rural	Composite	Urban	Rural	Composite
Never Attended	19.2	17.7	17.9	19	22.8	22.4
Below primary	24.9	23.1	23.5	-	-	-
Primary	21.8	21.8	21.8	15.5	22.7	21.5
Modern School	-	-	-	14.5	27.5	24.3
JSS	24.5	22.4	23.1	16.6	36.9	33.4
Vocational/Commercial	27.9	24.1	25.7	34.5	27	28.7
SSS	24.2	23.6	23.9	13.9	22.5	20.1
NCE/OND/Nursing	22.3	20.4	21.5	17.2	22.5	20.2
B.A/B.Sc/B.ED/HND	24	21.5	23.1	16.8	23.8	20.2
M.Sc/M.AM.Admin	20.7	18.5	20.1	3.2	8.3	5.1
Doctorate	19.6	19.6	19.6	11.1	7.7	9.1
Others	22	23.7	22.8	31.3	36.1	35.5
Age group						
15-24	26	24.8	25.2	33.5	38.2	37.7
25-34	23.5	20.7	21.7	16.3	24.1	22.4
35-44	21.8	18.3	19.6			
45-54	20.5	19	19.5	34.1	51.2	47.8
55-64	22.1	20.5	21.1			
Gender						
Male	21.6	18.5	19.6	16.9	25.1	23.5
Female	24.2	23.1	23.5	17.2	26.1	24.3
	22.8	20.7	21.4	17.1	25.6	23.9

Source: National Bureau of Statistics, 2012.

3.5 Urban Economy

During the Third National Development Plan (1975-1980), industrial towns like Ajaokuta, Aladja and Onne were established. In 1996, the Federal Government launched Vision 2010 which adopted the vision of functional cities for rapid economic growth. Demographic and deprivation records in Nigeria show that urban poverty, rather than reducing, is actually increasing. Also, unemployment has been on the increase most especially among the youth. The Federal Government in 2008 acknowledged that about 80 per cent of Nigeria's youths are unemployed and 10 per cent underemployed (Daily Trust, 2008). Table 1 shows unemployment rate by educational level, age group and gender in 2010 and 2011. In 2011, the Minister of Youth Development, Bolaji Abdullahi reported that 42.2 per cent of Nigeria's youth population is out of job. Depo Oyedokun, the Chair of the House Committee on Youth and Social Development revealed that of the over 40 million unemployed youths in the country, 23 million are unemployable and, therefore, susceptible to crime, hence the need to articulate what could be done to salvage the situation (Emeh, 2012).

Youth unemployment in Nigeria has a geographical dimension, most urban areas experience huge unemployment rate when compared to rural areas. Several factors have been adduced to account for high unemployment rate in the country, notably amongst these are low economic growth, low economic activity, low investment and low productivity. In the 1970s, certain efforts were made to upgrade what was considered as low level of productivity and low standard of workmanship of those people that were engaged in informal activities. Such efforts include the establishment of Small Industrial Development Centres and Small-Scale Industry Credit Scheme (SSICS), to provide technical advice and training, and to offer small loans. In the 1980s, the Federal Government embarked on a number of social initiatives aimed at addressing urban poverty and austerity that came in the wake of Structural Adjustment. Some of these include the establishment of the National Directorates for Employment (NDE) as well as People's and Community Banks. These banks were to provide small loans and other forms of financial and business services for the poor and informal sector enterprises, with the whole community acting as guarantor for loan repayment (Nwaka, n.d). However, civil servants, military officers' wives, and other well connected persons appear to have hijacked the

scheme, often getting loans far in excess of the approved official maximum (Dike, 1997; Halfani, 1996).

Between 1996 and 1999, the Federal Government in collaboration with the State and Local Governments embarked on elaborate poverty alleviation programme tagged Family Economic Advancement Programme (FEAP) with a budgetary allocation of N4.0 billion. The target was to reach out to women in particular and encourage them into productive ventures as well as enhance their economic and political access. Later, the various programmes and projects on poverty alleviation were harmonized and rationalized by the civilian administration under the National Poverty Eradication Programme (NAPEP) which was launched in 2000. In the same year, the Government launched National Economic Policy and the National Empowerment and Economic Development Strategy (NEEDS I) and NEEDS II followed in 2004. However, in the National Economic Policy of 2000, no effort was made to protect informal sector products from competition with imported mass produced goods, hence many informal sector operators tended to gravitate towards trading, services, transportation, etc (Dike, 1997).

3.6 Environment, Health and Security

The military administration of General Buhari initiated an aggressive campaign for environmental awareness and sanitation as the focus of the fifth phase of the so-called 'War against Environmental Indiscipline' (WAI) in 1984. Special days of the month were set aside for general clean up by everybody - to unblock drains, clean residential and work places, and remove heap of rubbish. Kiosks, illegal structures and shanty towns in Lagos, Kano, Port Harcourt and other urban centres were raided and ruthlessly demolished (Braimah, 1986; Nwaka, 1996). It should, however, be noted that most of the environmental health and sanitation programmes appear to be reminders of colonial segregation and oppression and have very little current relevance to Nigerian situation. For example, residential buildings are now widely used for home based activities in complete disregard of the official zoning regulations to separate areas of presumed incompatible activities. Unfortunately, the potential merit of the programme was marred by overzealous officials and the military drive for quick results (Nwaka, n.d).

The WHO's Healthy Cities Programme seeks to highlight the health and environmental dimensions of urban development, and to promote a more integrated approach to urban management and human settlement development. Similarly, several initiatives are being implemented in the health sector to support the Transformation Agenda and National Strategic Health Development Plan (NSHDP)'s goals. One of such initiatives is a vision to save one million lives by 2015, which was articulated. This represents a major paradigm shift in the approach to service delivery in the health sector. The NEEDS document concludes that while none of these programmes were completely without merits, the truth is that they did not have a significant, lasting and sustainable positive effect.

With reference to security, "Operation Fire-for-Fire" introduced in 2002 was aimed primarily at combating rising crime and the resultant insecurity felt across the nation, particularly in urban centres. However, this initiative raised concerns that the police would take it as an invitation to engage in disproportionate use of force. A pilot community policing project was introduced in Enugu State in April 2004. The community policing programme was meant to transform the culture and organization of the police, improve relations with ordinary citizens and quality of service delivery. The program has since been replicated in other states of the federation.

On his appointment in 2005, the new Inspector General of Police launched a new ten-point agenda on a broad range of issues, such as: improving the intelligence and investigative capacity of the police; combating violent and economic crimes; conflict prevention; community policing; improving relationships with the general public; anti-corruption; and improving the salary and welfare package of officers. A review of the Police Act started in November 2004 and is being undertaken by an interagency committee comprising police,

government and civil society representatives. This is because in the Nigeria Police, motivation was low, salaries were poor and not paid promptly, and promotions were rare, with officers frequently stuck at the same rank for upwards of eight to ten years. Other initiatives aimed at improving internal and external communications as well as the provision of adequate resources have been adopted, modern equipment purchased and improved training to boost capacity. The Nigeria Security and Civil Defense Corps was established in June 2003. Governed by the Immigration Prisons Services Board, the agency was formed to further enhance security by assisting in the maintenance of peace and order and also in the protection and rescuing of the civil populace during periods of emergency. Furthermore, they are responsible for monitoring the activities of private guard companies, surveillance of infrastructure and arrest, investigate and handover of suspected criminals to the Police. Despite all these efforts, urban crimes such as armed robbery, kidnapping and ritual killing have been on the increase.

4. Conclusion

Despite all the various policies, programmes and initiatives that have been put in place by the Federal Government of Nigeria, since the colonial era, Nigeria's urban problems still remain seemingly intractable. Nigerian town, cities and megacity are still beset with environmental degradation and decay, complex housing crises, growing rate of unemployment and increasing urbanization of poverty. Other associated problems are growing insecurity, ineffective institutional framework for planning, dearth of basic planning data and the declining economic base and fiscal resources.

This situation stems from the fact that urban development in Nigeria has been generally more politically motivated than demand driven. Inadequate funding, weak monitoring and evaluation mechanism, as well as lack of transparency, accountability and inclusive participation have also affected effective implementation of national urban development policies, programmes and initiatives.

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Effects of Partial Oil Subsidy Removal on Livelihood Activities of Rural Populace in Yewa Division of Ogun State, Nigeria

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Abstract. The study focused on effects of partial oil subsidy removal on livelihood activities of Rural Populace in Yewa Division of Ogun State, Nigeria. Data were collected using multistage sampling techniques with the aid of structured questionnaires. The respondents for the study were drawn from Yewa North Local Government and Yewa South Local Government Areas. Five communities were selected from each of the local government and nine household selected from each of the community making a total of 90 respondents. The results were analyzed using descriptive, regression and budgetary analysis. Findings revealed showed that majority (76.7%) of the respondents were male while 23.3% were female. The dominance of the male farmers in farming activities may be due to the fact that it requires more strength, majority (68.9%) of the respondents range between the age of 40 and 49 years, married with formal education which enhanced their productivity and profitability level. It was also concluded that majority of the respondents were seriously affected with respect to their economic area of livelihood as majority of them disagreed that increase in oil price had brought increase on their level of sales, production, processing activities, capital for business, transportation of goods, payment of debts and access to loans, only few agreed that it has not affected the educational area of their livelihood in this area. The findings also showed that the Average Gross Margin, the Net Income and Rate of Returns on Variable cost of farmer in the study area were estimated to be ₦58,150.66, ₦9,043.54 and 10.70% respectively. It also showed a Profitability Index of 0.20, which suggests that on every Naira earned about 20 kobo was returned to the farmer as net income. The larger the farm product marketed, the higher the profitability index. The regression Analysis also showed that increase in fuel price has affected agricultural production as it has increased the cost of transportation, cost of fueling machines, tractor etc. The study recommended that removal of fuel subsidy policy should not be implemented in stages to prevent a hike in the prices of food items, because no matter the proposed positive impact of fuel subsidy removal, its long term effect will be felt on agriculture which will in turns affect the price of food negatively.

Keywords: Fuel, Production, Subsidy, Agriculture, Food

1. Introduction

The strength of any nation could be determined by its economic stability and the constant growth rate of her GDP (Gross Domestic Product) per capital. In the developed society scarcity of petroleum product is not a threat as several measures are in place to upturn such occurrence (Barakat, 2008). The significance of energy in the buildup of economic stability and advancement cannot be overemphasized, hence the need for the constant availability of energy supply. Petroleum and other related product provide a huge mass of energy, which makes its

availability as essential tool for nation building. Hence, the continuous and consistent availability of petroleum product in the advanced countries cannot be excluded from the continuous trend of growth and development witnesses in such environment, particularly in building up indigenous capability for national development.

The role indigenous technology plays in the building up of these nations can be factor to the availability of energy supply, particularly those derived from petroleum products. The impact of this can be significantly identified in the contribution of locally made product returns to countries' per capital GDP (Allen & Johnson, 2008, Alozie 2009, Allwell 2012, Alli *et. al*, 2012). Unlike the developed/economically advanced countries the sub-Saharan Africa region where Nigeria belongs are faced with consistence fuel scarcity or scarcity of petroleum products. There were instances where the economic activities become stagnated due to the scarcity of petroleum product. This thus calls for a quick intervention. In a bid to averting the continual occurrence of this problem, Nigeria governments have decided to intervene by deregulating the petroleum sector in the form of subsidy removal. The aim of the government for doing this is to minimize, if not totally eradicate petroleum scarcity (Ibi, 2009, Adenikiju, 2010).

Subsidy removal may however sound nice, polite and beneficial, it is essential that there be a critical evaluation of the proposed mechanism for petroleum scarcity alleviation. Lessons from developed countries where this commodity has become readily available at all time reveals that subsidy removal is not a significant measure responsible for such achievement. China for instance still gives subsidy to her citizen on petroleum product and the fact available today showed that it still among the first five economy of the world that could boast of adequate petroleum product and economic stability. It may be argued that most developed countries of the world had gone beyond subsidy. It is essential that Nigeria government look inward when formulating policies and designing program that has to do with her people, because internalizing is an essential tool for economic growth and development. No matter how good subsidy removal may look, the burden its short term effect will have on the masses should be a subject of concern. The current living standard in Nigeria shows that about 60.09% of her citizen lives below one dollar per day (Ezeagba 2005, Ekundayo 2012). The removal of subsidy at such a period like this would exacerbate this identified scenario.

The backbone of any nation is highly dependent on how knowledgeable, skilful and competent the farmers in the rural area like Yewa Division of Ogun State who engage in farming activities are. Before the increase, agricultural sector of Nigeria economy has suffered years of mismanagement, inconsistency, and poorly conceived policy, lack of government intervention and lack of basic infrastructure. Nigeria is no longer a major exporter of cocoa, rubber, groundnut, palm oil. Rural dwellers means of living also revolves around both agricultural and non-agricultural livelihood activities. These rural dwellers are characterized by poor standard of living, high level of illiteracy and they have limited access to resources to produce on commercial basis. People now move away from agricultural practices to other occupation, as a result of increase in oil price which has inflated transportation fare. This thus makes transportation of their farm produce stay long on farm or at home (Abang 2010).

With the emergence of increase in oil price in Nigeria, organizations, companies and business centres have been seen folding up and that some sectors of the economy are experiencing deflation, high rate of inflation make an average man in urban area to be strongly affected, one would then imagine how the rural dwellers cope with the heat of increase in fuel price. This rural dweller will go through the worst stage of their lives and many of them will have nothing to produce, while only a few will have very little to produce, thus leading to scarcity of food crops inflation, and high rate of unemployment. To avoid the negative trends of the increase in fuel price on Nigeria economy and in particular on the rural dwellers, this research work therefore aims at proffering answer to the following objectives.

2. Objectives of the Study

The broad objective of the study is to determine rural dwellers perception of the effect of oil subsidy removal on their livelihood activities in Yewa Division of Ogun State, Nigeria. The specific objectives of the study are to:

(i) describe the socio-economic characteristics of rural dwellers in the study area
(ii) ascertain areas of livelihood where increase in oil price affect rural dwellers in the study area.
(iii) determine the effect of increase in fuel price on agricultural production
(iv) examine cost and returns of the rural household farmers after the change in fuel price

3. Research Methodology

3.1 Area of the Study

The study area of this research work is Yewa Division, Ogun State of Nigeria. Yewa Division, formally known as Egbado, are a clan of the Yoruba people, and inhabit the eastern area of Ogun State, in south-west Nigeria, Africa. Their name was changed to Yewa in 1995. Yewa division comprises of five (5) Local Government Areas: Yewa-South, Yewa-North, Imeko-Afon, Ipokia and Ado-Odo/Ota LGA. The major occupation of dwellers of this area is secondarily farming and primarily trading, tailoring etc. Yewa-South (formerly Egbado South) is a Local Government Area in the West of Ogun State, Nigeria bordering the Republic of Benin. It headquarters are in the town of Ilaro at $6^0 53^1 00^{11}$N $3^0 01^1 00^{11}$E in the north of the area. It has an area of 629km^2 and a population of 168.850 at the 2006 census, and the postal code 111. (Odugbemi 1992)

3.2 Sources and Methods of Data Collection

Data for this study were collected from primary and secondary sources. The primary data were collected from the respondents through the use of structured questionnaires and interview schedule. The secondary data sources were sourced from past projects, seminars, journals, bulletins and statistical reports.

Sampling Technique and Sample Size

Multistage sampling technique was used for data collection. Yewa Division of Ogun State, Nigeria, consists of five (5) Local Government Areas. At first stage, two of these Local Governments Area (Yewa North and Yewa South) were selected. At second stage, 5 communities were selected from each Local Government Area. At third stage, 9 households were selected in each community to make total of 90 respondents.

Table 1: The Sample Size and Sample Techniques Procedure

Area of Study	Local Government Area selected	Number of Villages selected	Number of households selected in each village
Yewa Division Of Ogun State, Nigeria	Yewa North Local Government Area, Ogun State (YNLG)	Ayetoro	9
		Igan-Okoto	9
		Iboro	9
		Sawonjo	9
		Imasayi	9
	Yewa South Local Government Area, Ogun State (YSLG)	Ilaro	9
		Oke-Odan	9
		Owode	9
		Ajilete	9
		Erinja	9
Total	**2**	**10**	**90**

3.3 Methods of Data Analysis

Descriptive analysis was used to describe objective one and objective two. The descriptive analysis was adapted to analysis the socio-economic characteristics and to ascertain areas of livelihood where increase in oil prices affect rural dwellers in the study area. Tools like frequency table, mean, percentage etc was used.

Regression Analysis

Regression analysis was used to determine the effect of increase in fuel price on agricultural production. The general formula is given as:

$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \beta_6X_6 \ldots\ldots Ui$
Where:
Y = Income realized from Agricultural production (₦)
X_1 = Transportation cost of Fertilizer (₦)
X_2 = Transportation cost of other inputs (₦)
X_3 = Transportation cost of Produce (₦)
X_4 = Cost of Fueling Processing machines (₦)
X_5 = Cost of Fueling Tractor (₦)
X_6 = Cost of Fueling Motorcycle (₦)
U = Error term
Budgetary Analysis
Budgetary analysis was used to capture the cost and returns of the rural household farmers after the change in fuel price. This is expressed as;
Total cost (TC) = Total Fixed Cost (TFC) + Total Variable Cost (TVC)
Gross Revenue (GR) = Total Output (TO) x Unit Price (UP).
Gross Margin (GM) = GR – TVC
Net Income (NI) = GM – TFC
Profitability index = $\frac{NI}{TC}$
Rate of return on investment (%) = $\frac{NI}{TC} \times 100$
Rate of return on variable cost (%) = $\frac{NI - TFC}{TVC} \times 100$
Operating Ratio = $\frac{TVC}{TR}$

4. Results and Discussion

This section presents the result of different descriptive and quantitative analysis carried out in order to achieve the set objectives of the study.

Table 2: Socio-economic Characteristics of Rural Dwellers

Variables	Frequency	Percentage	Cumulative Percentage
Age (years)			
Below 29	3	3.3	3.3
30-39	22	24.4	27.8
40-49	62	68.9	96.7
50 above	3	3.3	100.0
Sex			
Female	21	23.3	23.3
Male	69	76.7	100.0
Marital Status			
Single	14	15.6	15.6
Married	76	84.4	100.0
Educational Status			
No formal education	7	7.8	7.8
Primary education	34	37.8	45.6
Secondary education	49	54.4	100.0
Farming Experience (years)			
Below 15	11	12.2	12.2
16-20	24	26.7	38.9
21-25	36	40.0	78.9
26-30	16	17.8	100.0
31 Above	3	3.3	
Household Size (persons)			
5-6	35	38.9	38.9
7-8	37	41.1	80.0
9-10	12	13.3	93.3

11 and above	6	6.7	100.0
Farm Size (ha)			
2 and below	22	24.4	24.4
3-5	54	60.0	84.4
6-8	2	2.2	86.7
9 and above	12	13.3	100.0
Income before Change (₦)			
49999 and below	4	4.4	4.4
100000-149999	5	5.6	10.0
150000 and above	81	90.0	100.0
Methods of Land Acquisition			
Personal Land	13	14.4	14.4
Inheritance/family Land	77	85.6	100.0

Source: Field Survey 2014

Considering the importance of household characteristics on the member's decision making process, the result of the analysis of the socio-economic characteristics of the sample farmers in terms of age, sex, marital status, farming experience, level of education, household size and main occupations as shown in Table 2, the age distribution of the respondents revealed that majority (68.9%) of the respondents range between the age of 40 and 49 years. The implication of this is that majority still belong to the age where they can actively involve themselves in farming business. It is generally believed that male farmers performed better than female counterpart since the sex of the respondents greatly determines their productivity (Akerele and Aihonsu 2011). Findings showed that majority (76.7%) of the respondents were male while 23.3% were female. The dominance of the male farmers in farming activities may be due to the fact that it requires more strength. Majority (84.4%) of the respondents were married while only 15.6% were single. This signifies that married people have responsibilities which will make them to be willing to cultivate more land and children in the household will perform actively in the farming activities.

Educational distribution of the respondents showed that majority of the respondents (54.4%) attained secondary education, while only 7.8 had no formal education. This implies that 92.2% of the respondents were literates. The implication of this is that it will have positive influence on their farm production, and increase their knowledge of loan acquisition. Most respondents used hired labour with above 21 – 25 years farming experience and farm size between 3 – 5 hectares. The removal of fuel subsidy really has negative impact on farm land acquisition by the respondents which made them to result to use of family land. Data in the Table 2 showed that majority (90.0%) of the respondents made above ₦150,000 per annum., This signifies that majority of the respondents made reasonable money before the change in oil price in the study area.

4.1 Livelihood Areas affected by Increase in Oil Price

As shown in Table 3, majority of the respondents were seriously affected with respect to their economic area of livelihood as majority of them disagreed that increase in oil price had brought in increase on their level of sales, production, processing activities, capital for business, transportation of goods, payment of debts and access to loans, only few agreed that it has not affected the educational area of their livelihood as majority disagreed claiming that it has affected them in this area. With respect to home and social area of livelihood, majority disagreed with the fact that it has not affected them while only few agreed. This shows that no matter how one look at it, removal of oil subsidy, whether partial or total, will affect different areas of livelihood of the rural populace, if measures to upturn such policy are not put in place.

Table 3: Distribution of Respondents with respect to areas of livelihood affected by increase in oil price

Effect of increase in oil price on areas of livelihood	Effect of increase in fuel price Frequency (percentage)		
	Agree	Undecided	Disagree
1. Economic Areas of Livelihood			
Increase level of sales			90(100)
Improved level of production			90(100)
Improved level of processing activities			90(100)
Regular availability of capital for business transaction			90(100)
Easy transportation of goods			90(100)
Ability to pay back debts			90(100)
Increase access to loans			90(100)
2. Educational Areas of Livelihood			
Ability to pay children's school fees	5(5.6)		85(94.4)
Ability to buy children's books/uniform	3(3.3)	3(3.3)	84(93.3)
Ability to pay for extra lessons/examination	3(3.3)	3(3.3)	84(93.3)
Ability to further education	8(8.9)	6(6.7)	76(84.4)
Ability to patronize private schools		6(6.7)	84(93.3)
3. Health and Home Areas of Livelihood			
Feeding three times daily		4(4.4)	86(95.6)
Consistent payment of house rent		3(3.3)	87(96.7)
Contraction of personal building			90(100)
Good home maintenance	23(25.6)	20(22.2)	47(52.2)
Ability to patronize hospitals	13(14.4)	4(4.4)	73(81.1)
Ability to purchase prescribed drugs	3(3.3)	22(24.4)	65(72.2)
Ability to go for medical check-ups		4(4.4)	86(95.6)
4. Social Areas of Livelihood			
Regular attendance of parties/ceremony	4(4.4)	2(2.2)	84(93.2)
Ability to purchase social materials		2(2.2)	88(97.8)
Celebration of festival	2(2.2)	21(23.3)	67(74.4)
Ability to travel on holidays			90(100)
Relaxation	9(10.0)	14(15.6)	67(74.4)

Source: Field Survey 2014

4.2 Effect of Increase in Oil Price on Agricultural Production after Partial Oil Subsidy Removal.

This was carried out by regression techniques. Linear regression analysis was estimated. As shown in Table 2, the F-value associated with the regression are significant at 1% level of significance thus, the regression provide a good fit for the data. The Adjusted R^2 shows that 68.8% in the variation of the sales revenue of the respondents was explained by the explanatorily variables. The coefficient of the explanatory variables i.e (X_i), Transportation cost of Fertilizer (X_1), Transportation cost of other inputs (X_2), Transportation cost of produce (X_3), Cost of Fueling processing machines (X_4), Cost of Fueling Tractor (X_5), Cost of Fueling Motorcycle (X_6)

The coefficients with positive signs indicate that an increase in the level of these variables would lead to an increase in the sales revenue of respondents *ceteris paribus.* The coefficients of which had negative sign implied that an increase in this input would lead to a decrease in the sales volume of respondents. In this case the entire coefficient had negative sign which suggest that every additional use of fuel will lead to a decrease in the income realized from agricultural production in the study area. This further showed that the effect of increase in oil price was really felt on agricultural production as food prices have been seen increasing over a period of time.

Table 4: Effect of Increase in Oil Price on Agricultural Production

Variable	Reg. Coefficients	T-value
Constant (β_0)	2.23	3.568
Transportation cost of Fertilizer (X_1)	-0.339***	4.544
Transportation cost of other inputs (X_2)	-0.152)***	3.978
Transportation cost of Produce (X_3)	-0.661***	5.441
Cost of Fueling Processing Machines (X_4)	-0.046***	4.235
Cost of Fueling Tractor (X_5)	-0.449***	-4.873
Cost of Fueling Motorcycle (X_6)	-0.056Ns	-0.353
F-value	9.34***	
R^2	0.660	
Adjusted R^2	0.688	

Where: *** = 1% level of significance and Ns = Not Significant.
Source: Field Survey 2014

4.3 Distribution of Respondents According to their Cost and Returns after Change in oil Price

Budgetary Technique was used to analysis the Gross Margin, Net Income and Profitability of Respondents in the study area. The result of the Budgetary is presented in Table 5. The Average Gross Margin, The Net Income and Rate of Returns on Variable cost of farmers in the study area were estimated to be ₦58,150.66, ₦9,043.54 and 10.70% respectively. Profitability index of 0.20, which suggests that on every Naira earned, about 20 kobo was returned to the farmers as net income. The larger the farm product marketed the higher the profitability index. This suggests that the farming business in the study area is still profitable after the change in oil price, but was reduced significantly as revealed by their income before and after the change. This means that change in oil price has affected their level of farm output in one way or the other. No matter the proposed positive impact of fuel subsidy removal, its long term effect will be felt on agriculture which will in turns affect the price of food negatively

Table 5: Cost and Returns of Respondents after Change in oil Price

	Mean	**Percentage (%)**
Fixed Cost		
Cutlass	2528.95	52.42
Hoe	1929.77	40.00
Basket	365.43	7.58
Total Fixed Cost	4,824.15	100
Variable Cost		
Cassava stem	5927.77	15.02
Maize Seeds	1849.72	4.69
Cost of Labour	3813.33	9.67
Cost of Transporting produce	4800.00	12.16
Cost of Fueling Tractor	6155.00	15.60
Cost of Fueling Motorcycle	5211.00	14.29
Cost of Transporting other inputs	3500.00	8.87
Cost of Fueling Processing Machines	4202.00	10.65
Cost of Transporting Fertilizer	4000.00	10.14
Total Variable Cost	39,458.82	
Total Cost	44,282.97	
Gross Revenue	58,150.66	
Gross Margin	13,867.69	
Net Income	9,043.54	
Profitability Index	0.20	
Rate of Returns on Investment (%)	20	
Rate of Returns on Variable Cost (%)	10.70	
Operating Ratio	0.68	

Source: Field Survey 2014

5. Conclusion and Recommendations

Removal of fuel subsidy is an indirect way of increasing fuel price. This study established that fuel subsidy removal whether partial or total, has effect on food prices. Increase in fuel price also increase cost of transportation of goods, cost of fueling processing machines, tractor and motorcycle which in turns cause the price of food to skyrocket. Despite the profitability index of farming after change in oil price, farming in the study area was hampered by a major constraint of increased transportation cost which has in turns caused food price to increase over time. It can also be concluded that increase in fuel price has significant effect on the livelihood activities of the populace in the study area. The effect of partial oil subsidy removal was also felt on agricultural production as shown by the regression analysis coefficient of determination, and with some reduction in their profitability level. Their income level after the change in oil price is incomparable to the income they made before the scenario. This shows that no matter the proposed positive effect of oil subsidy removal, it will have long run effect on the entire economy of this Nation.

The study recommended that removal of fuel subsidy policy should not be implemented in stages to prevent a hike in the prices of food items. Eventually, after the protests and outcry from Nigerians home and abroad, the government decided to cap the gas price at $0.67. While the people wanted it to be revert to the original price of $0.41, this new price was a relatively welcome change from the $0.90 it was initially set at. The new price was grudgingly accepted and the process is still ongoing. However, because deregulation of this sector is still very probable, here are a few recommendations for the next time the policy that will be introduced.

(a) Transparency in Fuel Pricing: Presently, Nigeria practices ad hoc pricing. This leaves a lot of room for ambiguity and inherently, corruption, as several "fees" can be appropriated as miscellaneous. Ghana, her neighbor, practices the formula based pricing. Adopting this formula pricing will increase transparency and credibility and eventually help towards building trust with her citizenry

(b) Tighten the country's borders to militate against smuggling and set up trustworthy agencies to check and balance oil marketers. This is to help reduce the amount of corruption in the system.

(c) The government can introduce more competition into the sector especially with issuance of licenses of import licenses. Importers should have to compete for lower freight costs, product costs, margins and other like costs. This will eventually drive down the cost of gas to the consumer.

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The Politics of Removal of Petroleum Subsidy, National Security and Legal Issues

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Abstract. The Executive Secretary Petroleum Products Pricing Regulatory Agency (PPRA) had in a statement on the 1st January 2012, said that following extensive consultation with stakeholders across the nation, the subsidy on Premium Motor Spirit (PMS) is hereby removed. By this announcement, the downstream sector of the petroleum industry had been deregulated. In the wake of this announcement, some filling stations had already started hoarding the fuel with a view to cause artificial scarcity. This decision by the government would negatively affect every sector of the economy as it would affect people's purchasing power, cost of living, and cost of running business, inflation, currency devaluation, and increase in electricity tariffs, job losses, insecurity and deepening poverty.

The implication was the insincerity of those elected to govern the country in the interest of Nigerians and to deliver the dividends of democracy to the Nigeria's populace. While the government claimed to be consulting on the fuel subsidy removal, the security operatives have vowed to smash any Nigerian who may publicly protest their feelings against the removal. The Nigeria Labour Congress and Trade Union Congress jointly issued and organized nationwide strikes, street demonstrations and mass protests. Consequently, this paper seeks to examine the implicative nature of the removal of the petroleum subsidy on national security in view of the present security challenges facing the nation, and constitutional safeguards and human rights issues. Increased awareness, public enlightenment, subsidy reinvestment and empowerment programmes are some of the recommendations put forward.

Keywords: Subsidy, Petroleum Product, Removal, Security, De-regulation, Fuel, Regime.

1. Introduction

On the 1st of January, 2010, the new year, Nigerians got a taste of the full deregulation of the downstream sector of the oil industry as pump price differentiation was the order of the day in filling stations across the country. Also, condemnation and commendation continued to trail the government's decision to remove the subsidy on petrol.

Meanwhile, a coalition of Labour, Civil society groups started a nationwide strike over the removal of the fuel subsidy that has pushed the price of petrol to at least ₦138 per litre from ₦65 initial price. Apparently, as a way of profiting from the sudden inauguration of the regime, petroleum marketers at first shut their outlets to motorists which engendered queues at filling stations.

Sensing kill exasperation inflicted on the public, the filling stations began to open one after the other, hiking their pump price to between ₦139 and ₦185 per litre. However, if the filling stations had hoped to have a field day, they were mistaken as the queues soon dried up with motorists choosing to buy products where the price was lowest. There were hikes in transportation cost of up to 100%, some diesel powered commercial vehicles tried to beat the

competition by keeping up to their usual fares, though the development had caused a soaring of public transport costs. For example, in the Abuja Capital Territory from the Kubwa city centre which hitherto attracted ₦100 now costs ₦200, while fare from Lugbe area on the Airport Road was ₦250 from the initial ₦100. This same goes for inter -state transport fares. For instance, passengers from Dutse Jigawa State capital to kano paid ₦1,000 as against ₦400.

It is rather unfortunate that the current administration is not sensitive to the plight of the common man. Opinions were divided on the appropriateness or otherwise of the petrol subsidy removal. To some, government decision was hasty and callous. The Government does not have the feelings of the masses at heart; the government is just being wicked. However, the National President of Indigbo Democratic Forum (IDF) welcomed the removal saying that the removal will boost the industries.

The Federal Government has said that the deregulation of the downstream Sector of the oil industry is not aimed at causing hardship on Nigerians, but opening up the sector for growth and investments. It noted that even though the take-off of the deregulation policy has brought about an initial hike in the price of fuel, government is taking measures to check the trend through the active participation of Nigeria National Petroleum Corporation (NNPC) in the sale of fuel to guard against profiteering. The government spoke as accusations of non-adherence to the rules guiding how prices of petroleum products should be conducted by the Petroleum Products Pricing Regulatory (PPPRA) by other stakeholders.

While the coalition of Labour, Civil Society Groups and others embarked on a nationwide strike over the removal of fuel subsidy that has pushed the price of petrol to at least ₦138 a litre from ₦65. The Minister of Information Labaran Maku remarked that the Federal Government had entered into partnership with the original builders of the nation's refineries to turn them around for production at installed capacity between 18 to 24 months. According to Maku, the move is in addition to three new refineries to be built in Lagos, Kogi, and Bayelsa states by the private sector with the government equity participation, to refine 400,000 barrels of crude oil per day. Maku assured further that in the next two years, all petroleum products consumed in this country would be produced locally. He however expressed regret that price control of petrol had stifled the growth of the downstream sector and prevented private sector investment in the refining of petroleum products.

The idea was that new refineries if established would compete in production to bring down the price of petrol in the near future and create more job opportunities for Nigerians. The Minister (Maku) observed that for any meaningful development to take place in the country, decisive measures have to be taken in order to correct the wrong policies of the past, he however appealed to Nigerians to disregard those calling for mass protest over deregulation of the downstream sector of the oil industry.

What was at stake was whether the government followed due process in the deregulation exercise. The national Publicity Secretary of PENGASSAN (Petroleum and Natural Gas Association of Nigeria) Zaid Kolawole, said that no time did the Board, which PEGANSSAN was a member met and approved the step taken by the Federal Government. Kolawole said further that the Petroleum Products Pricing Regulatory Agency (PPRA) Executive Secretary should tell Nigerians when the Board of the Agency of which PENGASSAN is a statutory member met to decide on this policy knowing fully well that all the Boards of government parastatals, agencies, and departments have been dissolved, and the new Board is yet to be reconstituted. It appeared that there was no adherence to the rule governing and guiding the operations of the PPRA in the removal bid, and PENGASSAN rejected the move by the government and described it as a gross display of bad faith and unilateral increase in the pump price of petrol by the government in the guise of subsidy removal; the removal is a reinforcement of the government's huge credibility deficit.

Added to this saga, is the fact that political parties were not left out of this subsidy removal politicking. For instance, the Action Congress of Nigeria (ACN) also criticized the decision of the Federal Government to remove fuel subsidy, and called on the National Assembly as the true representatives of the people not to betray those

who elected them by stopping the subsidy removal. The party said further that the fuel subsidy removal at a time the country was facing its most potent internal security threat ever; had exposed the limitation and weaknesses of President GoodLuck Jonathan as a leader and heightened need for elder statesmen to come to his rescue, before he brings the house crashing down on all. Describing the situation further, the National Publicity Secretary of the party Lai Mohammed, the party needs no soothsayer to know that the removal of fuel subsidy and the lingering Boko-Haram threat are a potent mix that can push the country to the abyss in this new year.

Removing the non-existent fuel subsidy at a time the majority of the population are barely surviving and the ranks of jobless youths swelling, negates the adage that when you are in a hole, you stop digging. The dislocation in social order that the fuel subsidy removal will endanger will definitely strengthen the hands of the Boko Haram end gamers and worsen the country's plight as it was capable of inflaming further violence and insecurity. Lamenting further, the Trade Union Congress (TCU) said the policy which sent petrol price up by more than 100 per cent would worsen the security situation and create anarchy in the country. In a statement jointly signed Nigeria Labour Congress acting Secretary General Owei Lakemfa and that of the TUC John Kolawole, they described it as a new year gift by the Presidency which is callous, insensitive and is intended to cause anarchy in the country; it is tragic that the Jonathan's administration has become the greatest source of insecurity and the spring of danger to the Nigeria nation.

In the same vein, Former Minister of Petroleum Professor Tom David West, described the government as deceptive because it had told Nigerians that the increase in the price of petroleum products would not take effect till April this year as it was still consulting with various stakeholders. Perhaps, the government could best be described as insensitive to public opinion, the government to have increased the price of petrol under the euphemism of subsidy, was irresponsible, anti-people, anti- God.

Jonathan's administration had told Nigerians that it was consulting on removal of fuel subsidy and that if any was contemplated, it would be with effect from April, 2012. The NLC and TUC however, warned Nigerians that this Government thrives on falsehood and therefore cannot be trusted as the removal of the fuel subsidy is a clear demonstration of the fact that the administration cannot be trusted. The Labour Movement also called on the police, armed forces, and other security personnel not to accept any order to shoot Nigerians or attack them for publicly resisting this evil hike in fuel price. We warned that any officer who does so will be brought to justice, and a claim that he was obeying orders, will not be an excuse for committing such crimes.

2. Theoretical Framework

In a popular parlance, to deregulate means to do away with the regulations concerning financial market and trades. It posits that deregulation and privatization are elements of economic reform programmes charged with the ultimate goal of improving the overall economy through properly spelt out ways. In order words, according to Izibilli and Aiya, it is freeing government from the bondage of continuous financing of extensive projects which are best suited for private investment by sale of such enterprise; encouraging efficiency and effectiveness in resources utilization.; reducing government borrowing while raising revenue; promoting healthy market competition in a fee market environment; improving returns from investment and broadening enterprises share ownership thus endangering capital market development.

Put differently, deregulation in the economic sense means freedom from government control. Deregulation is the removal of government interference in the running of a system. This means that government rules and regulations governing the operations of the system are relaxed or held constant in order for the system to decide its own optimum level through the forces of supply and demand.

The question that readily comes to mind at this juncture is why deregulation? Why the removal of the subsidy on petroleum products? What are the pros and cons of deregulation in Nigeria? In order words, the effects on Nigerians.

The most contentious issue in Nigeria is arguably the question of deregulation of the oil sector, which have been generated heated debates from its protagonists and antagonists. The protagonists posit that the liberalization and deregulation of the downstream sector of the petroleum industry would finally actualize the objective of ending perennial fuel scarcity and maintaining sustainable fuel supply across the polity. It is also added that liberalization and deregulation of the sector would open it up for foreign investment, and the incidents of petroleum products smuggling and inefficiencies in the sector. Besides, the arguments hold that petroleum products in Nigeria were the lowest in the world and with deregulation; the government would be able to channel funds to other sectors of the economy.

Furthermore, the protagonists equally posit that deregulation would break the monopoly of fuel supply by the Nigeria National Petroleum Corporation (NNPC). As the refineries were not working, the liberalization and deregulation would enable either stakeholders, including major and independent marketers, to import and market products.

The antagonists believes that the Nigeria Petroleum industry must not be liberalized, or deregulated, or privatized completely for whatever reason and that the status-quo must remain, at best may be with minor fine tuning to improve efficiency as appropriate, in the overall interests of the nation. The low capacity utilization of Nigeria's state owned refineries and petrochemical plants in Kaduna, Warri, and Port-Harcourt, the sordid state of despair, neglect and repeated vandalization of the state run petroleum product pipelines and oil movement infrastructures nationwide, the collateral damage of institutionalized corruption, with the frightening emergence of oil cabals and mafias that controls, and coordinate crude oil, pipeline sabotage, illegal bunkering, the insatiable corrupt Task Force Operatives that assist diversion of both crude oil and petroleum products, large scale cross border smuggling: all these are the root causes of protracted and seemingly intractable fuel crises, insecurity and utter violations of the due processes of the law in the subsidy removal.

The approach of the Writer in this work is mainly analytical.

3. The Fuel Subsidy and Opportunism

One of the major challenges confronting the government of Goodluck Jonathan is the unmistaken decision to remove fuel subsidy on petroleum products. It is a major challenge in the sense that the policy itself is bad, but because it is difficult to sell even to those who are fully aware of the benefits. This may be likened to human nature to be resistant to change especially in the upward swing of the price of any goods, especially we Nigerians. We have over the years grown to have a sense of entitlement to cheap petroleum products, thus making the arguments for the removal of the subsidy hard to sell to Nigerians.

Given this reality, the posture adopted by some members of the National Assembly on the subsidy issue was not good enough for the nation, because Nigerians have come to believe that if there are any goods that should go for next to nothing in our country, those commodities should be petroleum products because it is a free gift of nature.

As at the time government announced that as from January the government will remove the subsidy, some members of the National Assembly have behaved funny by distancing themselves from the stand of the government by making statements and moving Motions which sounded as if they were not members of the government. These members wanted the President to take the condemnation while they will look good as a people who care more for the poor masses of Nigeria.

According to Adamu, government is a collective responsibility, though it is divided into arms and tiers for smooth administration, the compartmentalization do not suggest that when benefits come it is only one tier which initiated a policy that would benefit from it. In a chaotic situation like this, it is not the right time for one to posture and grandstand; the subsidy issue is at the heart of our desire to make progress as a people. If it is removed and we are able to save a Trillion Naira a year, then we will be in position to develop our socio-economic infrastructures

that are in a state of dilapidation across the country.

The removal of the fuel subsidy is a national issue that requires careful and rational handling devoid of political pretentious designed to impress the electorates. It is a national challenge that required statesmen and women through an established democracy to be resolved. There must be a common front not that of the government alone. Given the challenges facing the nation, no one needs to play politics no matter how slight over the subsidy removal. The politics of personal survival should not be at the detriment of the survival of the country. This time calls for rational men and not emotional politicians.

The removal of fuel subsidy is a severe indictment against the entire ruling class that at a time when everybody should be swimming in some opulence because our oil is doing well in the international market, the country still relies on some deficit to finance some of her expenditures.

Despite these challenges, some Elder statesmen gave credence to Goodluck Jonathan's policy on removal of the subsidy. For instance former Head of State General Yakubu Gowon (rtd) and former President Shehu Shagari have commended President Goodluck Jonathan over his handling of the protests that trailed the removal of the petroleum subsidy and the incessant insecurity across the country. The protests that erupted across the country after the removal of the subsidy shot up the pump price of petrol. The two Leaders after their meeting with President Jonathan told the press that the president has handled the subsidy issue in a correct way in order for things to be able to return to normal. Further that, there is need for cooperation from all the people themselves. No stone would left unturned in getting to the bottom of the problem and resolved it; our trust and believe in this country and the goodness of all Nigerians to be able to resolve their problems themselves the way we did after fighting each other for so many years. It is only in Nigeria, that the impossible becomes possible.

The then Minister of Defence (Alhaji Bello Halliru Mohammed) said that he regretted the death of some persons across the country during the week long nationwide strike over the removal of the subsidy. Lamenting further, the Minister of Interior (Comrade Patrick Abba Moro) while condoling with the families of those who lost their lives in the course of the protest, describing the deaths of the protesters as unfortunate and regrettable, said their deaths would have been averted with proper orientation. The Minister also admitted that men of the Nigeria Civil Defence, Immigration, Fire Service and Prison Service, were over stretched during the nationwide protest.

The Minister however advised all the relevant committees set up by the government to provide immediate and lasting solutions to the issue of fuel subsidy removal, as well as militate against the problems associated with it. In the words of Okorie, the arguments for or against deregulation are mainly from the high, mighty, and the privileged Nigerians who are the only beneficiaries of the fuel subsidy. The youths are the most affected by government policies, it was hence important to deregulate the sector to fund education, provide jobs and secure their lives, provide good transportation and other infrastructure to alleviate the sufferings of the people.

4. The Contentions Behind The Subsidy Removal

The government was allegedly said to have spent millions of Naira in the campaign and advertisement for the removal of the fuel subsidy in order to convince the citizens. It could be likened to making Nigerians swallow a bitter pill, but before that it should be sweetened. The contention could said to be emotive. This might have arisen from the polarized position held by both the Government and the organized Labour Congress. One side was of the view that the crude oil is Nigerian's Gods given natural resources and the citizens should simply and cheaply get access to products refined from it.

This view may not be farfetched when one compares Nigeria's position among the committee of nations that produces crude oil too and have subsidies in place for the domestic consumption of the refined products; i. e Saudi Arabia. Further, that subsidy had been in place since crude oil was discovered in Nigeria, replacing agriculture as the nation's biggest

revenue earner. With subsidy, huge capital development were undertaken, it was pointed out that wages were reasonably good and labour interest low as a result.

On the contrary, the government side claimed that the huge ₦1.2 Trillion subsidy regime is so corruption riddled that it no longer benefitted the section of the community it was meant for. Government officials in the subsequent few months mounted a massive publicity to buttress its side of argument across to the already skeptical Nigeria populace. The government argued that the savings from the removal of the subsidy would be spent on more productive areas of the economy, like schools, health care, transport, and power supply. The point is that this so called productive areas are misnomer and misdirection, and areas that were neglected, abused, and marred with full large scale corruption by successive governments in Nigeria history. How Nigerians would be convinced that there would a difference this time around?

The problem with this line of publicity by the government is that such arguments come from similar trajectories flown by previous administrations. The bitter truth has always been that savings from subsidy reduction over the years by successive governments were never felt by the populace. The setting up of the Petroleum Trust Fund (PTF) by the defunct late General Sanni Abacha regime was never felt in critical areas, but rather it became a conduit pipe for siphoning tax payer's money.

Furthermore, since the return to civil rule in 1999, efforts at removing the fuel subsidy through increase in the price of petroleum products have not made any meaningful impression. Indeed, the subsidy regime has become a veritable source of corruption among those involved in it. Up till date no new refineries have been built thus making promises by the successive governments fake and empty ones; a mere rhetoric and part of electioneering strategy. Even then, the current refining capacity of the present refineries (built since independence decades ago) is low; as a result importation to meet local demands became inevitable.

Contracts/license for such importation has now become lucrative and dream land for Nigeria young millionaires; so much so that there have been active efforts to sabotage local refining in order to force the authorities to increase imports of refined products. The level of corruption is so alarming and pervasive that there are reports (some documented in courts and in EFCC records) showing Nigeria's crude oil being taken out by the so called 'Oil Cabals' from the oil wells for refining in overseas being switched, poorly and cheaply refined that cannot even legally meet the standard being sold in Europe or America; being sent back to Nigeria for consumption at the same cost as high grade fuel, with serious environmental consequences and health hazards to the populace.

In opposition to these corrupt practices in the fuel subsidy removal, it has been argued that dealing with the corruption and tightening controls over such transaction would have been enough to save for investments rather than imposing more hardship on Nigerians in the form of subsidy removal. The Federal Government though keenly aware of this, but chose to ignore these facts and adopted the unpopular policy of removing the fuel subsidy.

The President Goodluck Jonathan instead of catching the bull by the horn and face the problems bewildering the country, chose to be prophetic, as he was quoted in some Daily Newspapers thus:-

"the budget I took over from in 2011 was a transitional budget. This is the first budget that will be built on our vision and commitment for this country and God's willing, we will follow it to the later and with your cooperation and prayers this country will begin to witness things differently…the journey will be tough, it's not going to be too painful anyway because I also know that leaders who bring pain on the people always end up badly…and no leader will grant to be reckoned with as one who brings pain to the people. We are all writing our history, whatever you sow as a leader even if you are dead and gone, the story will be told how you brought pain on the people, so nobody will bring pains on Nigerians."

Up till today, these sermons remained a mirage as Nigerians continue to wallow in abject poverty. All savings realized from the withdrawal of the subsidy over a period of months running to trillions of Naira was being

misappropriated. Equally, the year 2012 with her prohibitive increase in petrol price promised to further entrench despair and hopelessness as evident in the president's sermonizes which engendered the crisis of confidence and trust in governance.

5. Corruption and the Fuel Subsidy Regime

During the committee hearing by the House of Representative on 'Petrol Imports and Subsidy Payments' on the 17th January, 2012, the Petroleum Minister (Diezani Madueke) and the Comptroller General of Customs (Abdullahi Dikko) gave contradictory and conflicting testimonies on the extent of alleged multi-billion Naira corruption on the fuel subsidy regime. The Minister spoke saying that Nigeria National Petroleum Corporation (NNPC) no longer import fuel only private importer were involved; further that part of the fraud in the system was the smuggling out of petrol on which government had already paid subsidy.

On the contrary to the Minister's assertion, the Comptroller General said that NNPC was still importing petrol because he had possession of manifest that showed that the corporation brought petrol into the country in December, 2011 which was discharge at Calabar Port and was solely imported by NNPC, but the country of manifest was through Cotonou off shore.

In realty however, what was obtainable was not smuggling as claimed by the Minister, but rather diversion of the country's 'black-gold'. Large vessels importing fuel supposedly to Nigeria do not reach the country's shores, but were kept in territorial waters of Benin or Togo while smaller vessels ferry only a fraction of the fuel to Nigeria.

The Customs Chief said further that apart from petrol, the NNPC also imports crude oil to the refinery in Kaduna. The question one may be prompted to ask is what has become of the nation's vast deposit of crude oil in Niger Delta Belt/Axis? It is thus apparent that the Kaduna refinery runs on imported crude oil and not domestic's and no duty is paid on that till date. NNPC imports it through Warri Port and it will be moved straight to Kaduna refinery.

According to the Customs Chief, the problem started during the regime of President Olusegun Obasanjo, he gave presidential fiat and granted import waivers on all petroleum products since 2002, as a result all imported fuel are exempted from taxes. This made it easy for importers of fuel including NNPC to perpetrate fraud by keeping the mother vessel on Benin or Togo territorial waters and using smaller vessels to bring in the product.

These developments gave birth to the emergence of a group of oil importers who constitute themselves into a cabal, the existence of which the President acknowledged in his maiden speech to the nation on the removal of the fuel subsidy. The Minister for Petroleum also conceded to the fact that her Ministry could not arrive at exact amount of money spent on subsidizing petrol as the government was still grasping with the figure and it will take up to four months to compute. What a government indeed!

Many economists say the fuel subsidies were hugely corrupt, wasteful and bled money from the treasury into pockets of rich fuel importers. Some Nigerians see sense in ending them, but the unpopular policy of removing subsidies remains a political bombshell, as most Nigerians see the subsidies as the only benefits they derive from living in an oil rich country.

Months after the removal of the fuel subsidy on petrol, the promises made by government to improve the lives of ordinary Nigerians using the subsidy fund is just a mirage since corruption in government is still very much alive. Some of these funds realized from the subsidy removal are missing, they never reach their target projects, obviously, the outcome of this new policy will be to push Nigerians to a serious hardship.

PMnews revelead that the KPMG in a forensic analysis of the operations of the Nigeria National Petroleum Corporation in 2010, unveiled startling revelations about corruption in the Company. The report showed that the NNPC is a rotten egg from which stench oozes to the detriment of the Nigeria government and the Nigeria people. In one of the findings of KPMG; NNPC does not even have the data of crude oil production in a centralized manner as it is stored in the computer of staff. NNPC approves oil

lifting to companies not on the government approved list; there are delays in billing the oil lifters and variants between the invoice value and the LC value.

The four refineries in the year 2008 and 2009 recorded capacity utilization of 18 percent; the process of importing fuel is murky. NNPC also incurred average demurrage of 31 days for oil cargoes, subsidy claimed based on volume of products imported, not on what was actually imported out of the deposit for sale to Nigerians.

6. The Security Challenges

Speaking on the rising profile of violent crimes in the country, the Nigeria Labour Congress President Abdulwaheed Omar said, as a people we scored measure of success in the amnesty programme that brought a large measure of peace to the Niger Delta region. On the other hand, armed robbers hold sway in many parts of the East and West Nigeria, the Sectarian strife is still common in the Central areas, while Boko-Haram Sect hold parts of the North in a firm grip.

The government rather living up to her desires and expected responsibility, has decided to treat the spate of insecurities in the country as religious/tribal and political rivalries rather than an as a threat that can be defeated if the security agencies are really focused, united and mobilized to provide vital information and support to the government.

There are awakening calls on the government to redirect the country's attention from the so-called fuel subsidy debate to a united action against an increasing sophisticated wave of crimes and insecurity. Also to meet the security challenges, the government needs to provide mass employment for the large army of unemployed youths; pay unemployment allowances so that every Nigerian citizen can be guaranteed at least a meal a day, increase rather than reduce social spending and provide mass education and enlightenment for the citizenry.

The government needs to change her modus operandi too by motivating the security forces who have along with the populace have borne the brunt of terrorists attack by promoting the use of the intellect and intelligence rather than a reliance on arms and show of strength that has not yielded any positive result in the face of the daunting security challenges. Also the Action Congress of Nigeria (CAN) National Publicity Secretary Alhaji Lai Mohammed lamented that the Boko Haram crisis as a clear and present danger to Nigeria and Jonathan's administration shock fuel subsidy removal, despite opposition from most Nigerians. Lai Mohammed lamented further that, it is like pouring fuel on naked fire the end of which will definitely not be pleasant for anyone; there is no need for any soothsayer to know that the subsidy removal and lingering Boko Haram threats are potential mix that can destroy the country.

To an average Nigeria the problem of Boko Haram, kidnappings and other social vices being perpetrated across the country, are there staring us in the face without any positive step from Mr. President to end these crimes, yet, he decided to inflict more injury on we Nigerians by increasing the pump price of petroleum products. This is daunting in a country that has about 54 percent poverty ratio and unemployment rate of 23 percent; the new policy would further broadened dependency ratio. Hence, therefore, the Boko Haram Sect presents an increasing widespread terrorist threat that is refocusing Nigeria's government on stability and security.

The Nigeria government will have to aggressively pursue the unemployment problem facing the teaming youths in order to combat the Boko-Haram instead of removal of fuel subsidy that will further compound the already tensed atmosphere. According to Soyode, one of the main problems facing President Jonathan is the removal of the fuel subsidy. Very little warning was given that the subsidy was being removed, and people felt resentful that it was announced during the New Year holiday period. The people have lost confidence in government and so do not feel that they would gain any benefits from the money saved from removing the subsidy.

A more focused perspective analyzing the effect of removal of fuel subsidy and security issues can be seen in the ongoing resentment fostered by the Boko Haram sect in the Northern Nigeria. The statements made by some of the Sect Leaders reflect local grievances, poverty, unemployment, neglect; nevertheless, the poor economic conditions in the Northern part of the

country make fertile ground for Boko Haram Sect to thrive. The breakdown in trust between the rulers and the ruled, a classic phenomenon of oil rich states and both the fuel protests led to the reality that, only the few ordinary Nigerians have benefitted from the subsidy. The protests are symptoms of a broader anger of the poor against the subsidized rich.

It is against this background that the removal of the fuel subsidy was introduced in Nigeria, at a time when trust and faith in the government were at their lowest ebb. Most experts contends that even if the fuel subsidy removal is a fiscal necessity as presented by Jonathan,s administration, its timing was wrong.

7. Legal Issues Involved

The emerging legal issues under this heading are: which authority or person is vested with power to announce or increase the pump price of petroleum subsidy? Which authority or person has the power to withdraw or remove the subsidy on petroleum products? Can the President in His capacity announce the removal of the subsidy on petroleum products without approval from the National Assembly, particularly when the House was on recess? What is the position in law of party manifestos and electioneering promises made before coming to power? What are the Constitutional issues or safeguards i. e the fundamental objectives and directive principles of state policy? Does the electorate have any mandate recognized and enforceable in Law?

According to a Lagos based human rights activist Lawyer Femi Falana, the subsidy removal was illegal because such decision would only be lawful when taken by the Board of PPRA and that there was no such board in existence at that moment, as they were being dissolved. The Deputy Minority Leader House of Reps Abdulrahman Kawu lamented further that the House will use the law to stop this inhuman act. It is another form of terrorism against Nigerians that are already impoverished; that the House had already voted to reject subsidy removal since November, 2011, why the issues again? And why did Mr President took such a unilateral decision? Although, the Deputy Minority Leader, did not disclose in specific terms what action the lower legislative chambers will take, but it may not be far from inserting the subsidy fund in the 2012 Appropriation Bill currently undergoing legislative debate before the National Assembly.

It will be recalled that the President during the 2012 budget presentation before the House, it was evident that there was no provision for fuel subsidy. At that point in time a diligent House should have probed why, instead of keeping mute over the issue, in fact it was a sellout of the mandate given by the electorates to the so called Senators and House Representative members; indeed it was a big surprise to the citizens of Nigeria that the government could proceed to implement the removal of the subsidy without recourse to the National Assembly whom all available indices indicated that they had not given it any legislative backing and neither was it mentioned in the 2012 national budget. Since the subsidy issue was left out of the 2012 budget, which was not voted for by both houses; to restore it, the Lawmakers would have to add them to the budget and find some way of paying for it probably by cutting expenditure elsewhere.

In the words of Ekundayo and Shosanya, this action by President Jonathan is therefore dictatorial, undemocratic and a total declaration of war on the poor masses of this country that are being punished by inefficient system that is anchored on a few corrupt oil thieves who are major sponsors and backers of government.

Perhaps, this explained why the government cannot muster enough political will to arrest and prosecute the so called oil thieves (the Cabal). It was expected that what the Federal government ought to have done was to tackle the corruption in the oil sector first before embarking on the subsidy removal. No wonder, the Trade Union Congress insisted that until new refineries are built and the old ones are made to function optimally, there cannot be a removal of the oil subsidy. Unfortunately, it is the ordinary people that are being made to bear the brunt of irresponsible governance, otherwise, which responsible government in the whole wide world would preside over the six largest producer of crude oil and end up depending on imported refined fuel at a price it cannot sustained for domestic consumption, just as it cannot determine the price of crude oil.

Accordingly, a Political party named Congress for progressive Change (CPC), the PDP led regime has done considerable damage to the Constitution. Undoubtedly, the action and decision of the PDP led government by President Jonathan clearly negates the provision of Section 14(2)(b) of the 1999 Constitution (as amended) which provides that:
"the security and welfare of the people shall be the primary purpose of government"

For one, a far reaching policy measure such as removal of petroleum subsidy cannot be so causally delegated to a discredited agency like the PPPRA which was part of the chain of distortions of the price of imported products over the years. It should be borne in mind too that the President and notable members of his so –called economic team while negotiation was still on, though inconclusively with notable stake holders on the issue of subsidy removal, was wrong to have hijacked the process of policy dialogue through a crude price dictatorship by PPPRA.

Secondly too, there was a subsisting agreement between the Nigeria Labour Congress and the Federal Government that legitimizes the product price at ₦65 per litre. Thus any arbitrary price increases that fuel price riot and inflation remains arbitrary and is not welcomed by Nigerians. It will also be recalled that not quite long, the same President announced a bold emergency measures to curb the spate of violence in some parts of the country what is clear was that these measures raised the hope that the president was poised to guarantee physical security of lives and property, but these efforts came to naught because they were undermined with economic insecurity measures such as probative petrol price increase. Up till date the security challenges being experienced in the Northern part of the country have not improved a bit.
The 2012 may well go down in the history of this country as a year of hyper-inflation, more job losses, insecurity, growing government intolerance, and deepening poverty. However the Nigeria Labour Congress has emphasized on reliance on dialogue, negotiations and using peaceful means in the industrial relations system. No doubt, a peaceful industrial relation system in the new year can be jeopardized if public and private employers do not obey Labour Laws including the Minimum Wage Act, the Pension Act, the Fundamental Rights to Collective bargaining, unionization, job security, and the implementation of freely signed agreement.
The justification for the removal of the subsidy and deductions of subsidy funds from source by the Nigeria National Petroleum Corporation (NNPC) was put on Section 80 (3) of the 1999 Constitution (as amended) and the Appropriation Act.

8. Conclusion

Nigerians are quite confident that as a united nation that takes her destiny into hands and asserts sovereignty, we can overcome all obstacles and reclaim our beloved country. One thing that is apparent is the inherent contradictions and fundamental disagreement in the philosophy and policies of the Goodluck Jonathan administration. Nigerians do not wish to subscribe to style of governance that takes a decision before consulting the citizenry.

There is no gainsaying with the tactics of a government that is not inclined to or refuse to implement agreements it freely enters into with its people and their institutions. According to the Nigeria Labour Congress, there is something fundamentally wrong in government allowing the World Bank and the International Monetary Fund (IMF) agents to run the economy and co-ordinate Ministers. Furthermore, according to the Labour Congress the fact that the dictates of Bretton Woods Institutions run the entire economy and determine the policy direction of the Nigeria government, there is little initiative left to run the government in the best interest of Nigerians.

Comrade Omar of the Nigeria Labour Congress once recalled that the World Bank which is primarily run by the United States was partly responsible for the underdevelopment of Africa. This was seen over the decades, when it decided on development models for the Continent and provided loans to execute projects it imposed on

Africa. The loans often times ended in the private pockets of consultants and the creditors. Equally, the International Monetary Fund had forced on Nigeria and other African countries, crippling structural adjustment programmes (SAP) under which drastic cuts in social spending, currency devaluation, high fuel prices and trade liberalization were imposed.

The unfolding tragedy as visible in our midst today is that years after the World Bank had discarded it ruinous policies and programmes; the Jonathan's administration decided to embrace and adopt them as its binding religion to run the country. It is this uncritical and subservient acceptance of the oppressive World Bank and International Monetary Fund policies that is responsible for the on-going divorce of the Jonathan's administration from the Nigeria people, and has further deepened the yawning gap within the populace which had largely supported the administration's emergency.

In the guise of diversionary debate on the fuel subsidy removal, the government has diverted huge sums of money to fictitious groups who produced colorful and expensive adverts published by faceless persons who cannot openly identify with the scheme. It will be recalled that apart from the diversion of public funds, the Jonathan led government promised to use the proceeds of the subsidy to build or complete projects like the East-West road for which money had been appropriated and spent since the Obasanjo administration (the original awarder of the contract.

Also while the government claimed to be negotiating and consulting with on the fuel subsidy removal, its commissioner of police in various states are threatening that are armed and battle ready to smash any Nigerian who may publicly lead a protest against the subsidy removal. Why taking up arms against a defenseless civilian trying to protect his rights?
It thus appeared that the whole concept of consultation by the Federal government is nebulous and there are no objective criteria to determine its outcome, the Labour Congress challenged the government to conduct a referendum on the issue to determine the will of Nigeria people, this the government did not do, but rather elected to impose its will on the citizenry to further buttress its already battered image as an insincere government. The Nigerian Labour Congress said it was consulting with other mass organizations in the country including professional bodies, pro-people civil society organizations, market associations and other sections of the populace to remain steadfast. The Congress also called on the national Assembly to be proactive in its probe of corrupt practices especially in the oil sector and the privatization scam and commended its patriotic stand against the removal of the subsidy.

In the same vein, an appeal was made to Jonathan led administration to rethink its anti-people policies such as it's to remove oil subsidy, and concentrate in delivering the dividends of democracy to the populace. As a nation under one destiny, numerous challenges confront Nigerians, we therefore need to brace up and tackle these challenges in our collective interests and those of our children.

A way out of the subsidy removal quagmire, has been suggested is to facility the speedy passage of the Petroleum Industry Bill pending before the National Assembly. The passage of the Bill is hoped will make the operations in the downstream sector of the oil industry favourable. The PIB Bill will urge transparency and ensure a conducive environment for transforming the downstream oil sector.

In order to alleviate some of the sufferings that might be occasioned by the subsidy removal and ensure prudent management of resources, the President set up the Subsidy Reinvestment and Empowerment Programme Board headed by one Dr. Christopher Kolade as the Chairman to oversee and ensure the effective and timely implementation of projects to be funded with the savings accruing to the Federal Government from subsidy removal. Major Mamman Kontagora will serve as Deputy Chairman of the Board.

Furthermore, the government should facilitate the building of new refineries by interested

investors. The existing refineries should be appropriately priced and sold to investors who will make them work. The government should muster the courage and political will to deal with the racketeering, which it knows exists in fuel importation.

The Petroleum Industry Bill (PIB) and the Local Content Bill (LCB), which are pending before the National Assembly who will give legal backing to the oil and gas reform in the industry, should be considered quickly. When passed into law, the Bills will form the foundation of oil and gas business in Nigeria.

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Part Two
Social Psychology

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Knowledge and Practices of Menstrual Hygiene among Female Secondary School Students in Iragbiji, Osun State

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Abstract. Females reaching the age of puberty are supposed to be informed about menstruation and how to maintain hygienic practices during menstruation which include cleanliness, taking bath regularly during menstruation to avoid bad odour, washing of genitalia area, proper use of sanitary pads or napkins, accessibility to water for washing among others. This study therefore aimed at investigating knowledge and practices of menstrual hygiene among female secondary schools students in Iragbiji, Osun State. The objectives were to (i) assess the level of knowledge about menstruation; (ii) investigate knowledge of personal hygiene (iii) examine practice of use of pad/tissue paper/other materials used during menstruation and (iv) investigate practice of proper disposal of pad/tissue paper/other materials used during menstruation.

Descriptive research design of survey type was adopted for the study, the population comprised of all female students attending senior secondary schools in Irgabiji, Osun State. Proportionate sampling technique was used to select 320 female students. Self designed questionnaire was used to elicit information from the respondents; the questionnaire was validated by three experts in the Department of Health Promotion and Environmental Health Education, University of Ilorin, Ilorin. Reliability of 0.85r was obtained through split half method using Spearman Rank Order; questionnaire was administered and collected by the researcher and research assistants. Four (4) postulated hypotheses were tested using Pearson Product Moment Correlation at 0.05 alpha level.

The findings of this study reveal that:

(i) Female secondary school students in Iragbiji, Osun State do not have knowledge of menstruation. (calculated r = 0.033 < critical r = 0.095 @ df = 318)

(ii) Female secondary school students in Iragbiji, Osun State do not have knowledge of personal hygiene.(calculated r = 0.037 < critical r of 0.073 @ df of 318)

(iii) Female secondary school students in Iragbiji Osun State do not practice use of pad/tissue paper/other materials during menstruation as a measure of menstrual hygiene. (calculated r = 0.074 < critical r of 0.095 @ df of 318).

(iv) Female secondary school students in Iragbiji, Osun State do not practice proper disposal of pad/tissue/other materials used during menstruation as a measure of menstrual hygiene. (calculated r = 0.073 < critical r of 0.095 at df 0f 318).

The study concluded that female secondary school students in Iragbiji, Osun State do not have knowledge of menstruation, do not have knowledge of personal hygiene, do not practice use of pad/tissue paper/other materials during menstruation and do not practice proper disposal of materials used during menstruation. Based on the findings of the study, this study recommended that Parents should educate their female children about menstruation even before

menarche; teachers should also be enlightened on how to break the silence around menstruation in school through health talk, seminars among others.

1. Introduction

Menstruation is one of the most normal biological processes as well as a key sign of reproductive health (Girl Up Initiative Uganda, 2016); it is a phenomenon which is unique to the females, the onset of menstruation is one of the most important changes occurring among the girls during the adolescent years; the first menstruation (menarche) occurs between 11 and 15 years with a mean age of 13 years (Dasgupta & Sarkar, 2008) while Kamaljit, Balwinder, Gurmeet and Neki, (2012) asserted that the first menstruation (menarche) occurs from 10 to 15 years of age with a mean age of 2½years.

It was revealed by Population Reference Bureau (2011) that in some parts of sub-Saharan Africa, this normal process (menstruation) is considered taboo and, consequently, is not discussed often. Due to the lack of knowledge and other essential resources, menstruation is often managed poorly and is described by school girls as a negative and isolating experience (Aniebue, Aniebue & Nwankwo, 2009). Adolescent girls constitute a vulnerable group; particularly in India where female children are neglected, menstruation is still regarded as something unclean or dirty in Indian society, the reaction to menstruation depends upon awareness and knowledge about the subject, the manner in which a girl learns about menstruation and its associated changes may have an impact on her response to the event of menarche, although menstruation is a natural process, it is linked with several misconceptions and practices, which sometimes result into adverse health outcomes (Dasgupta & Sarkar, 2008).

Vaughn, (2013) reported that, in Nigeria, especially in the rural villages, there exist the 'culture of silence' and shame on issues relating to sexuality and menstruation, members in these villages are conditioned to hide everything related to their private lives and public discussions on these are taboos. Menstruation and its hygiene are rarely discussed openly at homes or in schools in rural villages. In most families, it is often treated with great secrecy and embarrassment. This is clearly attributed to cultural restrictions, preventing sufficient information from reaching women and young girls. The traditional culture and negative attitudes of village members has also strong impact on the discussion of menstruation and menstrual hygiene practices.

Scott, Ryus, Dolan, Dopson and Montgomery (2013) reported from a Ghanaian study which indicates that parents typically do not discuss sex or menstruation with their daughters until menarche. Many parents believe that it is the school's responsibility to teach these subjects. Educators describe the Ghanaian parenting style as cool and non-conversational. Even so, many parents complain that the girls never tell anyone when their menses begin, deciding instead to keep it a secret. Since puberty conversations are rare in the Ghanaian culture, at menarche, approximately half of schoolgirls in the study have no knowledge of menstruation. Some girls immediately tell their mothers, while others confide in a friend or sister. Those who confide in a peer are less likely to inform an adult. While most mothers introduce girls to cloth initially, nearly all girls who confide in their peers are familiar with sanitary pads, (Scott et al., 2013).
Vaughn (2013) further maintained that findings from a Nigerian study suggest that women in the rural communities communicate with girls about the onset of menstruation by preparing special food for her and the rest of the house, passing on warnings about staying away from boys and about pregnancy risks. Onyegegbu, (2011) reported that often these messages are delivered in harsh tones, and sometimes false information is passed along. Other families secretly rejoice when a daughter matures to womanhood. When probed further about discussing menstruation with their daughters, the women stated that they often impart traditional practices and knowledge that they learned from their own mothers. Some mothers believe it is important to talk to their daughters about menstruation and they would like to be able to share biological information about menstruation, (Scot et al., 2013). However, the mothers admit not knowing much

correct information to transmit, (Onyegegbu, 2011).

Abioye-Kuteyi (2000) reported that parents especially mothers do not educate their daughters about various age of its onset, its duration and healthy practices during menstruation, due to this, the girls are not motivated to take the event lightly, the inadequate knowledge, misconception and wrong ideas lead to undue fear, anxiety and undesirable attitudes in the minds of the young girls, they often seek information from their peers, friends, or siblings who themselves do not possess adequate information on menstruation and menstrual hygiene.

Vaughn (2013) is of the opinion that, schoolgirls will continue to lack adequate knowledge regarding menstruation due to the absence of accurate information, education, and communication (IEC) materials about menstruation, the unavailability of developed school curriculum materials, and in the culture of silence. Girls may suffer unnecessarily both physically and psychologically during menses without sufficient and correct information. Physically, girls may not understand why they have irregular cycles, dysmenorrhea, and heavy menstrual flow or how to manage menstrual cramps or to prevent unwanted pregnancies, (Gumanga & Kwame-Aryee, 2012).

Bano and Al Sabhan (2015) posited that, 96 subjects (80%) had the knowledge that overall personal hygiene especially during the monthly periods can prevent pain and infections. In spite of the large percentage of girls being aware of this fact, only 10 (8.3%) girls took bath daily. On the other hand, 24 girls (20%) were found with the habit of bathing only after their periods were over. The frequency of cleaning external genitalia during menstruation was found to be satisfactory, among around 74 (62 %) of the subjects. Mutunda (2013) posited that, most participants in the FGDs were knowledgeable about the negative consequences of the unhygienic practices applied to managing their menstruation, such as not changing sanitary pads, or not washing regularly, and using unhygienic sanitary materials. They knew that such practices can lead to rashes and bruises. Furthermore the girls noted that the use of materials such as rags torn from old textiles can cause vaginal itching, especially when not properly washed and dried. But due to their poverty the girls are unable to practice good hygiene during menstruation:

House, Mahon and Cavill (2012) opined that; to manage menstruation hygienically, it is essential that women and girls have access to water and sanitation. They need somewhere private to change sanitary cloths or pads; clean water for washing their hands and used cloths; and facilities for safely disposing of used materials or a place to dry them if reusable. Hence a lack of hand-washing after going to the toilet or changing a sanitary towel or tampon could spread infection either to the vagina, urethra or to the mouth of another susceptible person

A study by Dasgupta and Sarka, (2008) in a rural community showed that majority of the girls preferred cloth pieces rather than sanitary pads as menstrual absorbent. Only 11.25percent girls used sanitary pads during menstruation. In a study conducted in Rajasthan by Khanna, et al., (2005), it was revealed that three-fourths of the girls used old cloth during their periods and only one-fifth reported using readymade sanitary pads.

Busari, (2012) reported that out of 170 participants from illiterate mothers; (44.1%) used clothing materials as absorbent, 8.8% used sanitary pad, 11.8percent used cotton wool while 35.3percent were using tissue paper. Also, out of 1,330 from literate mothers 3.8percent were using clothing materials, 62.5percent were using sanitary pad, and 15percent were using cotton wool while 18.7percent were using tissue paper as absorbent. Bano and Al Sabhan (2015) posited that majority of the study participants (98.3%) used only readymade sanitary napkins as the absorbent material during their menstrual periods. Remaining 1.7percent used other materials such as homemade cotton pads. Upashe, Tekelab and Mekonnen, (2015), posited that 330 (39.9 %) of the respondents had good practice on menstrual hygiene. Majority 678 (82.2 %) of girls were using absorbent material during menstruation and two third 548 (66.2 %)

of girls were using commercial made sanitary pads as absorbent material during menstruation.

Mutunda (2013) reported that, due to lack of sanitary disposal facilities at the toilets, i.e. lack of bins, the girls usually wrap their used pads in old newspapers, which they put in plastics and hide in their school bags to dispose off after classes in the pit latrine at home, or they burn them, as one of the girls reported. Upashe et al., (2015) reported that out of one hundred fifty seven girls who were using clothes, eighty three (52.9 %) of the respondents were washing clothes with soap and water. Seventy one (45.2 %) of the respondents dried their washed clothes in sunlight. Half 430 (51.9 %) of girls change their pads or clothes three and above times per day. One hundred sixty seven (20.2 %) of the respondents were disposing their used sanitary pads in dustbin, one third 274 (33.3 %) of girls use paper to dispose the pads by wrapping. Subhash, Sushama, Reddy, Rathi, Pathak and Ughade (2011) also reported that, the commonly practiced methods of disposal of the used absorbent were, wrapping it in paper and either disposing it in a place which was used for solid waste disposal or burning it.

Yasmin et al., (2013) reported in their findings that 23(15.7%) of the respondents uses old washed cloth and out of them 16(69.5%) had problem while washing and drying of the cloth which mostly consisted of lack of privacy (93.7%). keeping the cloth in places away from prying eyes became a problem for them and for that they usually dried and stored in un-hygienic places. 98.6percent of the respondents followed some restriction or taboo during menstruation.

2. Statement of the Problem

The researcher observed that some female students who have attained menarche (onset of menstruation) do not have adequate knowledge of how to maintain hygienic practices during menstruation; some are not well informed about the practice while some are informed by their parents, teachers or their peers in school. It is also observed that some girls abstain from school during their menstrual period because of bad odours associated with uncleanliness, improper use of absorbent materials such as new cloth, old cloth (rag), sanitary pad/towels and tissue paper and fear of staining their school uniforms. Inaccessibility to water for washing at school and some of the toilets or latrines in schools where the students are supposed to change their sanitary pads are either locked up or unclean. Adequate attention is yet to be given on the need to educate the female adolescent and the society at large on practices of good menstrual hygiene.

Busari (2012) carried out a study on menstrual knowledge and health care behaviour among adolescent girls in rural, Nigeria. The study revealed that 62% of the respondents had positive attitude towards menstruation, they agreed that menstruation is part of a woman's life. The remaining 38% had negative attitude towards menstruation. 20% were of the opinion that menstruation is a curse on womanhood, 13% agreed that God created menstruation to punish women and 5% agreed that people who are suffering from menstrual problems are suffering from the sins committed by their forefathers.

A large number of girls in the populace seem not to understand the rudiments behind practices of menstrual hygiene. Thus, to this end and to the best knowledge of the researcher, no study has delved into knowledge and practices of menstrual hygiene among female secondary schools in Iragbiji, Osun State. This is the gap the previous studies left unfilled that this researcher intends to fill in this study, thus, investigating the knowledge and practices of menstrual hygiene among female secondary school students in Iragbiji, Osun Sate.

3. Research Questions

(a) What is level of knowledge of female secondary school students about menstruation in Iragbiji, Osun State?
(b) Do female secondary school students have knowledge of personal hygiene as a measure of menstrual hygiene in Iragbiji, Osun State?

(c) Do female secondary school students practice use of pad/tissue paper/other materials used during menstruation as a measure of menstrual hygiene in Iragbiji, Osun State?
(d) Do female secondary school students practice proper disposal of pad/tissue paper/other materials used during menstruation as a measure of menstrual hygiene in Iragbiji, Osun State?

4. Research Hypotheses

The following research hypotheses were formulated to guide the study:

(i) Female secondary school students in Iragbiji, Osun State do not have knowledge of menstruation.
(ii) Female secondary school students in Iragbiji, Osun State do not have knowledge of personal hygiene.
(iii) Female secondary school students do not practice use of pad/tissue paper/other materials used during menstruation as a measure of menstrual hygiene in Iragbiji, Osun State?
(iv) Female secondary school students in Iragbiji, Osun State do not practice proper disposal of pad/tissue/other materials used during menstruation as a measure of menstrual hygiene.

5. Methodology

Descriptive research design of survey type was adopted for this study, population of this study comprises of females attending senior secondary schools in Iragbiji, Osun State. A multistage sampling technique was adopted for this study, stage I: purposive sampling technique was used to select only the SSSII and SSSIII female students only, this is because these group of students are likely to have been menstruating for a longer period of time compared to the lower class (SSSI). Stage II: proportionate sampling technique was used to select 63% of the total number of SSSII and SSSIII to arrive at 305, this number/sample is deemed acceptable according to Research Advisor (2010) who stated that, for any population less than 10,000, a minimum sample of 286 is acceptable. However, the researcher added 10% attrition rate to make the total selected sample to be 320.

Both face and content validity of the instrument was ascertained by three (3) experts in the Department of Health Promotion and Environmental Health Education. Split – half method was used to establish the reliability of the instrument, the data collected was split into two equal halves (odd and even numbers) for correlational analysis using Spearman Rank Order Correlation to estimate their degree of relationships, the correlation coefficient obtained 0.85r and this is high enough to show that the instrument is reliable for the study. In order to gain access to the students, the researcher obtained letter of introduction from the Head of Department, Health Promotion and Environmental Health Education, University of Ilorin, Nigeria. Consent of each respondent was sought for voluntary participation in the study; the instrument was administered with the help of two (2) research assistants. Data was sort, collated and coded using inferential statistics of Pearson Product Moment Correlation to analyze the postulated hypotheses at 0.05 alpha level using SPSS 20.0 version.

6. Results

Hypothesis 1: Female secondary school students in Iragbiji, Osun State do not have knowledge of menstruation.

Table 1: Pearson 'r' showing Relationship between Female Secondary School Students and Knowledge of Menstruation

Variable	N	Mean	SD	Df	Calc. r-value	Critical r-value	Decision
Female	320	49.45	5.64	318	0.033	0.095	Accepted
Knowledge of menstruation	320	9.48	1.04				

Table 1 shows the relationship between female secondary school students and knowledge of menstruation. Based on the analysis of the results, it indicated that the calculated r of 0.033 is less than the critical r of 0.095 with degree of freedom 318 at 0.05 level of significance. Since the calculated 'r' value is less than the critical 'r' value, the null hypothesis is hereby accepted. This implies that, female secondary school students in Iragbiji, Osun State do not have knowledge of menstruation.

Hypothesis 2: Female secondary school students in Iragbiji, Osun State do not have knowledge of personal hygiene.

Table 2: Pearson 'r' showing Relationship between Female Secondary School Students and Knowledge of Personal Hygiene

Variable	N	Mean	SD	Df	Calc. r-value	Critical r-vaue	Decision
Female	320	49.45	5.64	318	0.055	0.095	Accepted
Knowledge of personal hygiene	320	12.66	1.48				

Table 2 shows the relationship between Female secondary school students and knowledge of personal hygiene. Based on the analysis of the results, it indicated that the calculated r of 0.037 is less than the critical r of 0.073 at 0.05 level of significant. Thus, the hypothesis is hereby accepted. This implies that, female secondary school students in Iragbiji, Osun State do not have knowledge of personal hygiene.

Hypothesis 3: Female secondary school students in Iragbiji Osun State do not practice use of pad/tissue paper/other materials during menstruation as a measure of menstrual hygiene.

Table 3: Pearson 'r' showing relationship between Female Secondary School Students in Iragbiji Osun State and practice of use of pad/tissue paper/other materials during menstruation as a measure of menstrual hygiene

Variable	N	Mean	SD	Df	Calc. r-value	Critical r-vaue	Decision
Female	320	49.45	5.64	318	0.074	0.095	Accepted
Practices of pad/tissue paper/other materials	320	27.42	3.62				

Table 3 shows the relationship between female secondary school students and practice use of pad/tissue paper/other materials during menstruation as a measure of menstrual hygiene. Based on the analysis of the results, it indicated that the calculated r of 0.074 is less than the critical r of 0.095 at 0.05 level of significant. Thus, the hypothesis is hereby accepted. This implies that, female secondary school students in Iragbiji Osun State do not practice use of pad/tissue paper/other materials during menstruation as a measure of menstrual hygiene.

Hypothesis 4: Female secondary school students in Iragbiji, Osun State do not practice proper disposal of pad/tissue/other materials used during menstruation as a measure of menstrual hygiene.

Table 4: Pearson 'r' showing Relationship between Female Secondary School Students and Practice of Proper Disposal of Pad/Tissue/other Materials used during Menstruation

Variable	N	Mean	SD	Df	Calc. r-value	Critical r-vaue	Decision
Female	320	49.45	5.64	318	0.073	0.095	Accepted
Practices of proper disposal	320	16.30	2.79				

Table 4 shows the relationship between female secondary school students in Iragbiji, Osun State and practice of proper disposal of pad/tissue/other materials used during menstruation. Based on the analysis of the results, it indicated that the calculated r of 0.073 is less than the critical r of 0.095 at 0.05 level of significant. Thus, the hypothesis is hereby accepted. This implies that, female secondary school students in Iragbiji, Osun State do not practice proper disposal of pad/tissue/other materials used during menstruation.

7. Discussion

The tested hypothesis one revealed that female secondary school students in Iragbiji, Osun State do not have knowledge of menstruation. This findings support the view of Vaughn (2013) who reiterated that, schoolgirls will continue to lack adequate knowledge regarding menstruation due to the absence of accurate information, education, and communication (IEC) materials about menstruation, the unavailability of developed school curriculum materials, and in the culture of silence. Girls may suffer unnecessarily both physically and psychologically during menses without sufficient and correct information. Physically, girls may not understand why they have irregular cycles, dysmenorrhea, and heavy menstrual flow or how to manage menstrual cramps or to prevent unwanted pregnancies, (Gumanga & Kwame-Aryee, 2012).

Bano and Al Sabhan (2015) reported in their studies that knowledge of the participants regarding different aspects of menstrual cycle show that 75 (62.5%) of the participants were aware of the menstrual cycle before their first menarche. This figure represents a good percentage, and may be due to better awareness among the population. A lack of knowledge was reported amongst some girls where 36.3% reported menstruation was a disease, 23% thought pregnant women menstruated and 27.8% thought menstrual blood came from the stomach. Even more prevalent were the misconceptions that menstrual blood contains harmful substances (62.4%), pain during menstruation means someone is unhealthy (49.3%) and it is harmful for a woman's body if she runs or dances during her period (48.9%), (Prestwich, 2013).

The tested hypothesis two revealed that female secondary school students in Iragbiji, Osun State do not have knowledge of personal hygiene. This finding corroborates with the assertion of House et al., (2012) that; to manage menstruation hygienically, it is essential that women and girls have access to water and sanitation. They need somewhere private to change sanitary cloths or pads; clean water for washing their hands and used cloths; and facilities for safely disposing of used materials or a place to dry them if reusable. Hence a lack of hand-washing after going to the toilet or changing a sanitary towel or tampon could spread infection either to the vagina, urethra or to the mouth of another susceptible person.

The tested hypothesis three revealed that female secondary school students in Iragbiji Osun State do not practice use of pad/tissue paper/other materials during menstruation as a measure of menstrual hygiene. This finding is contrary with the view of Busari, (2012) who reported that out of 170 participants from illiterate mothers; (44.1%) used clothing materials as absorbent, 8.8% used sanitary pad, 11.8percent used cotton wool while 35.3percent were using tissue paper. Also, out of 1,330 from literate mothers 3.8percent were using clothing materials, 62.5percent were using sanitary pad, and 15percent were using cotton wool while 18.7percent were using tissue paper as absorbent. Bano and Al Sabhan (2015) posited that majority of the study participants (98.3%) used only readymade sanitary napkins as the absorbent material during their menstrual periods. Remaining 1.7percent used other materials such as homemade cotton pads.

The tested hypothesis four revealed that female secondary school students in Iragbiji, Osun State do not practice proper disposal of pad/tissue/other materials used during menstruation. This finding is in line with Mutunda (2013) assertion that, due to lack of sanitary disposal facilities at the toilets such as lack of bins, the girls usually wrap their used pads in old newspapers, which they put in plastics and hide in their school bags to dispose off after classes in the pit latrine at home, or they burn them, as one of the girls reported. Subhash

et al., (2011) also reported that, the commonly practiced methods of disposal of the used absorbent were, wrapping it in paper and either disposing it in a place which was used for solid waste disposal or burning it.

8. Conclusion

Based on the findings of this study, the following conclusions were drawn:

- Female secondary school students in Iragbiji, Osun State do not have knowledge of menstruation.
- Female secondary school students in Iragbiji, Osun State do not have knowledge of personal hygiene.
- Female secondary school students in Iragbiji Osun State do not practice use of pad/tissue paper/other materials during menstruation as a measure of menstrual hygiene.
- Female secondary school students in Iragbiji, Osun State do not practice proper disposal of pad/tissue/other materials used during menstruation as a measure of menstrual hygiene.

9. Recommendations

- Parents should educate their female children about menstruation even before menarche; teachers should also be enlightened on how to break the silence around menstruation in school through health talk, seminars among others.
- Health educators should sensitize females through jingle/advertisement on radio and television on how to maintain hygienic practices during menstruation.
- Government should reduce tax on manufacturers of sanitary products and regulate sanitary products price to make it very affordable for the female folks.
- Health care givers should also be actively involved in promoting female menstrual hygiene to reduce the disease burden associated with poor menstrual hygiene and enlighten the females on proper disposal of pad/tissue paper/other materials by organizing health talks and seminars in schools.

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Attitude towards Dance as a Recreational Activity among Undergraduates of University of Ilorin, Nigeria

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Abstract. This study examined the attitude towards dance as a Recreational activity among undergraduates of university of Ilorin. Six (6) hypotheses were formulated for this study. Descriptive research design was used for the study; data was collected using structured questionnaire and analyzed using descriptive and inferential statistics of percentage and Chi-Square (X^2) respectively. All hypotheses were tested at 0.05alpha level. The result revealed that significant difference exists in dance participation of both male and female students in university of Ilorin. The results also revealed that significant difference exists in dance participation of both Christian and Muslim. The researcher recommends that dance activities should be designed in such a way that it will attract students' interest while experts in Human Kinetics should impress on school management to tap into benefits of dance as recreational activity.

1. Introduction

Dance is a competitive sport because it is being contested for and it is also an art because it is done for fun. Dance is a competitive sport guided by a set of rules; it can be contested for in a large group or individually. Dance is also a form of a recreational activity because it can be performed during leisure hours for fun. Dance could be described as the continuous movement of the body to a certain rhythm and within a given area. It may be an expression of emotion, an outlet for surplus energy or a source of joy. Wehmeir (2000) defined dance as series of movement and steps in time with music, moving along in rhythmical steps usually with a partner, alone or in a group.

Recreation refers to physical activity which an individual engages in during leisure hours after the day's work (Oduyale & Amuchie 2002). The authors further explained that recreation and sports are both synonymous but different; the most important features of recreation are; it must be voluntary, it must be enjoyable to the participant, it must be voluntarily continued, it must be voluntarily stopped, it does not require a great deal of skill or rigorous training and it may or not be competitive in nature. Sport on the other hand is always competitive in nature, there are rules and regulations binding the participants, rigorous training is involved, there are usually set rules for starting, ending and determining the winner.

Participation in recreational activities offers refreshment of both the body and mind, effective use of leisure hours, opportunity to make new friends and socialize with old ones, and enjoyment of an atmosphere free from harassment and unnecessary rules. Oduyale & Amuchie (2002) affirmed that various factors determine the choice of recreational activities; they include the interest of the participant, the occupation, the skill, age, sex, educational background and the facilities to be used.
According to Greendor (2002), students receive encouragement and reinforcement from many

sources several of which act simultaneously on their attitude towards participating games sports and recreational activities. Kenyo and Mopherson (2002) also observed that college students were mainly influenced by their parents and the available facilities in the school which act as motivation for each student towards participating in recreational programmes. Olusoji (2008) noted that recreational activities are one of the basic conditions necessary to maintain high standard of living when performed optimally, it is common knowledge that when one recreates regularly, it brings about a complete development of total physical fitness. Ajala, Amusa and Sohi (2008) reiterated that recreation is done for the sake of health; therefore recreation is important in keeping the vitality of the body function. A lot of individual are aware that regular recreational activities would be beneficial but they remain sedimentary and physically inactive because of the misconceived ideas on recreation programmes that when one does it, it may lead to general body weakness.

According to Juny (2007), there are two major attitudes of personality, the attitude of extroversion and the attitude of introversion. The extroverted attitudes orient a person towards external objective world while the introverted attitudes orient the person towards inner subjective world, but ordinarily for different individuals one of them is dominated and conscious while the other is subordinate. Maccoby (2008) submitted that the theoretical aspect of gender role socialization as such as sex and stereotyping through social learning and imitation of role model. Social learning emphasizes parental rewards for sex appropriate behavior, this clearly implies different treatment on the basis of the sex of the child, and differential role expectation and personality differences determine one's involvement in various types of activities involving physical skill.

Such difference are normally attributed to some antecedent factors related to sex stereotyping behavior and sex based expectation of the socializing system, especially family in the initial stage. Based on the above explanations, the keyword is interest which needs to be defined. By definition, interest is a Latin word meaning "it is between" to make something interesting to someone means leading him to recognize a connection. An object which is not interesting in itself may be made, so by being associated with an object it implies that it has some values, that it helps to satisfy some need. So, rousing and sustaining students' interest in any activity depends much on meeting or creating a need in that students own life.

2. Statement of Problem

Students engage in dance activities only when they are at social gatherings like birthdays, picnics, burn – fires, dinners, parties and so on. It has been observed that many students in University of Ilorin do not recognize the importance of recreation. Many of them believe that dance is meant for people who have no value for time. They are yet to comprehend the health, social and educational benefits of dance as an activity. This research is therefore designed to examine the reason behind the negative attitude of university of Ilorin students towards dance as a recreational activity.

3. Purpose of the Study

The purpose of this study was to:

(a) Find out if gender has effect on student's attitude towards participation in dance as a recreational activity among University of Ilorin students
(b) Assess whether religious belief has effect on participation in dance as recreational activity.
(c) Examine the role of family background towards participation in dance as a recreational activity.
(d) Determine the role of educational background participation in dance as recreational activity.
(e) Find out the influence of socio – economic status on the attitude towards participation in dance.

4. Hypotheses

(i) There is no significant gender difference in the attitude of students

of university of Ilorin towards dance participation.

(ii) Religious belief of university of Ilorin students does not significantly influence their participation in dance.

(iii) Family background does not significantly influence students' participation in dance.

(iv) Educational background does not significantly influence students' participation in dance.

(v) There is no significant influence of socio – economic status on attitude towards participating in dance.

5. Methodology

The research design used for this study was the descriptive research of survey type. This method is chosen because it helps to describe record, analyze and interpret the condition that exists in the study. The Population comprised 21,500 students of University of Ilorin; random sampling technique was used to select 300 respondents from six faculties. Questionnaire was used as a tool to collect data for the study while Chi-Square (X^2) statistic was used in analyzing the data and to test the hypotheses of the study. The first section of the questionnaire dealt with the demographic data of the respondents which contain age, sex, religion and marital status. The questionnaire items were framed so as to reflect the variables on the attitude of university of Ilorin students towards dance as a recreational activity. The content validity of the instrument was established by a giving a draft of the questionnaire to three experts in the field of Human Kinetics and Health Education within the university. The comments were incorporated in the final version used for the study. The reliability co-efficient of the instrument was estimated by carrying out test-retest within an interval of one week, on sample of twenty respondents. The mean score of each items of the questionnaire was computed for both the first and second test. The reliability co-efficient was obtained using Pearson Product Moment Correlation.

Table showing sample of respondents

S/N	Faculties	No of students selected
1.	Science	50
2.	Education	50
3.	Agriculture	50
4.	Business and social sciences	50
5.	Art	50
6.	Engineering	50
	Total	**300**

6. Results

Table 1: Demographic information of respondents

S/N	Variables	Frequency	Percentage
1.	Sex		
	Male	97	32.33%
	Female	203	67.67%
	Total	300	100%
2.	Status		
	Single	279	93%
	Married	21	7%
	Total	300	100%
3.	Religion		
	Christianity	117	39
	Islam	183	61
	Others	____	___
	Total	300	100%
4.	Age		
	15 – 20	197	65.67%
	21 – 25	73	24.33%
	26 – 30	19	6.33%
	31 years and above	11	3.67%
	Total	300	100%

Table one shows that majority of the respondents were female (203) which represents 67.67% while 97 were male (32.33%). Also 297 respondents were single which represents 93% while 21 respondents (7%) were married. The table also revealed that 183 which represent 61% are Islam while 117 respondents which represent 39% are Christian. The table indicates that 197 respondents are between the ages of 15-20 years which represents 65.67%, 73 respondents were between the ages of 21-25 years which represents 42.33%, 19 respondents were between the ages of 26-30 which represents 6.33% and 11 respondents were above 31years old (3.67%).

Hypothesis 1: there is no significant gender difference in the attitude towards participation in dance among university of Ilorin students.

Table 2: Chi-Square (X^2) analysis on gender difference in attitude towards participation in dance among university of Ilorin students.

S/N	Item	SA	A	D	SD	RT	Cal. Value	df.	Crit. Value	Decision
	Gender									
1.	It is ideal for male and female students to dance together	63	162	48	27	300				
2.	Dance is a form of recreation for both male and female	165	112	23	__	300	159.52	6	12.59	Rejected
3.	Gender determines the attitude of students towards dance as a means of recreational activity	184	107	9	__	300				
C.T		412	381	80	27	900				

Table two shows that the Chi-Square calculated value is greater than the critical value i.e. 159.52 > 12.59 at 0.05 alpha level, the hypothesis is rejected.

Hypothesis 2: there is no significant influence of religious belief on participation in dance among university of Ilorin students.

Table 3: Chi-Square (X^2) table on influence of religious belief on attitude towards dance participation among university of Ilorin students.

S/N	Item	SA	A	D	SD	RT	Cal. Value	df.	Crit. Value	Decision
	Religion									
1.	My religion allows me to dance	182	91	16	11	300				
2.	One's religion determines the recreational activity	82	177	32	9	300	238.78	6	12.59	Rejected
3.	Participating in dance will improve my spiritual level	52	104	87	56	300				
C.T		317	372	135	76	900				

From table three, the calculated value is greater than the table value 238.78 > 12.59 at 0.05 alpha levels. In this case, the hypothesis which states that religious belief of university of Ilorin students does not significantly influence their participation in dance is rejected.

Hypothesis 3: there is no significant influence of family background on dance participation among university of Ilorin students.

Table 4: Chi-Square (X^2) table showing the significant influence of family background of an individual in dance participation among university of Ilorin students.

S/N	Item	SA	A	D	SD	RT	Cal. Value	df.	Table Value	Decision
	Family Background									
1.	Parents should support their children in dance participation	32	62	119	87	300				
2.	Parents should encourage their children to participate in dance as a means of recreational activity	21	48	139	92	300	12.16	6	12.59	Accepted
3.	My siblings introduce me to participate in dancing activity	21	44	147	88	300				
C.T		74	154	405	267	900				

The information from table five indicates that calculated value is less than the table value 12.16 < 12.59 at 0.05 alpha levels; by implication the hypothesis is accepted.

Hypothesis 4: there is no significant influence of educational background on dance participation among University of Ilorin students.

Table 6: Chi-Square (X^2) table showing influence of educational background of on dance participation among University of Ilorin students

S/N	Item	SA	A	D	SD	RT	Cal. Value	df.	Crit. Value	Decision
	Educational Background									
1.	Participating in dance may improve my educational performance	89	92	73	46	300	212.06	3	7.81	Rejected
2.	I engage in dancing activities because of the educational values	__	16	197	87	300				
C.T		89	108	270	133	600				

Table five reveals that the calculated value is greater than the critical value 212.06 > 7.81 of degree of freedom at 0.05 alpha level. The null hypothesis that the educational background does not significantly influence participation in dance among University of Ilorin students is rejected.

Hypothesis 5: there is no significant influence of socio economic status on attitude towards dance participation among University of Ilorin students.

Table 6: Chi-Square (X^2) table on influence of socio-economic status on attitude towards dance participation among University of Ilorin students.

S/N	Item	SA	A	D	SD	RT	Cal. Value	df.	Table Value	Decision
	Socio-Economic Factor									
1.	Social interaction determines the level of dance participation	146	123	31		300				
2.	The economic status of our country has driven people away from dancing activity as a means of recreation	182	118	__		300	77.85	6	12.59	Rejected
3.	The government or private institution has not given better financial support for recreational activity	208	92	-	-	300				
C.T		536	333	31	__	900				

Table six indicates that the calculated value is greater than the table value 77.85 > 12.59 with degree of freedom at 0.05 alpha level. Therefore, the null hypothesis says that there is no significant influence in the socio-economic an individual towards participation in dance as a means of recreational activity among University of Ilorin students is rejected.

7. Discussion of Findings

The findings revealed the attitude of University of Ilorin students towards dance as a recreational activity in Ilorin metropolis. It was revealed that the role of gender in dance participation most especially among the students of University of Ilorin cannot be neglected in which both sexes take active part in recreational activity as stated by Olusanyin (2008).

The result of this study that revealed that religious belief has influence on dance participation be it Islam, Christianity or other religion. Each religious body views it as a form of recreational activity most especially among the University of Ilorin students, this finding supports that of Bourguignon (2004) and Fisher (2008), and they affirmed that religious doctrines encourage participation in physical activities to enhance physical wellbeing.

It was observed that majority of the respondents were indifferent about the role of family background in dance participation as a means of recreational activity which they believe that dance can be practiced by taking it as a means of recreational activity either by oneself, through peer group, club houses etc but not only through family background as reported by Smith (2002) and William (2007)

It was also revealed that educational background plays a significant role in dance participation as a form of recreational activity among University of Ilorin students, Pesic (2002) affirmed that when people understand the benefits of dance they tend to participate more of it. Socio-economic factor in dance participation also influenced participation in dance as a means of recreational activity. According to Harper (2011) socio-economic status plays key role in determining the pattern of participation in physical activities. Those from high socio-economic status are likely to embrace physical activities more than the middle and low class due to their knowledge and exposure.

8. Conclusion

The findings of this study have shown that there was no significant gender difference in dance participation. It was also observed that the level of education of an individual does not affect his/her participation in dance. Also, the participants agreed that Christians and Muslims do engage in dancing activities without any compulsion. This study also revealed that participating in dancing activities would provide all ages varied opportunities to enjoy satisfying experiences related to their needs.

9. Recommendations

Based on the findings, it was recommended that:

- University of Ilorin management should encourage and integrate dance into recreational and leisure programmes of the school so that the students can realize their potentials.
- School authority should find a means to involve private organizations to assist the university by donating recreational equipment and facilities.
- Workshops, seminars and conferences should be organized to enlighten both male and female students on the benefits they can derive from dancing activities
- Dance education should be introduced as a course to be offered by students in the university to be taught under the General Studies Programme.
- It is important that dance should be incorporated into the recreational programme of the university especially due to the low level of stress involved and the fact that the risk of injury is minimal compared to other activities.

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Factors Responsible for Marital Infidelity among Ipata Market Women in Ilorin Kwara State

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Abstract. Marital infidelity also known as extra marital affairs is one of the commonly pronounced problem in marriage, it also include extra marital relationship, cheating and sexual intercourse. Moderating variables like family type, age, employability status and religion were considered as factors responsible for marital infidelity as perceived by women. This study investigated factors responsible for marital infidelity among Ipata market women in Ilorin south local government area, Kwara State.

The descriptive survey method was adopted for the study. A total of 230 women were selected using purposive and simple random sampling techniques. An instrument titled 'Factors Responsible for Marital Infidelity Questionnaire (FRMQ) was used to obtain data from the respondents. The data generated was analyzed using frequency counts and percentage for the demographic data while Analysis of variance (ANOVA) were used to test the three postulated hypotheses at 0.05 alpha level.

The finding revealed that there is no significant difference in factor responsible for marital infidelity as perceived by women in Ilorin south local government area of Kwara State on the basis of family type. Also there is significant difference in factor responsible for marital infidelity as perceived by women in Ilorin south local government area Kwara State on the basis of age, employability status and religion.

Based on the findings of the study, it was recommended that counsellors should enlightened couples on needs to engage in satisfactory sexual relationship; in addition counsellors in collaboration with health workers should enlightened couples on how to improve their sexual urge towards each other and overcome frigidity. In order to reduce the risk of marital infidelity among women, it is necessary for woman to engage in one occupation or trade and women should be encouraged not to trade their marital integrity on the platform of job security

1. Introduction

Infidelity also known as extra marital affairs is one of the commonly pronounced problems in

marriage. Infidelity, according to Blow and Hartnett (2005), comprises of a number of activities including an affair, extra marital relationship, cheating, sexual intercourse and emotional connections that are beyond friendship outside marriage. Marriage is the legalizing of a relationship between a man and a woman to which the society gives approval. Marriage places each partner under legal and social obligation in the society (Ogwokhademhe & Ishola, 2013). According to Nwoye (1991), marriage is a union of a man and a woman who agree to live together as husband and wife.

Infidelity is one of the most important reasons for divorce. Based on research reports, 90% of all divorces involve infidelity. The most consistent data on infidelity according to Barker (2011), drives from the General Social Survey which was sponsored by the National Science Foundation to track the opinions of Americans about social behaviours since 1972. The survey data shows that in any given year, about 10% of married couples (10% men and 7% of women) have engaged in sex outside their marriage, but detailed analysis of the data from 1991 to 2006 shows surprising shifts.

In the same vain, University of Washington researchers have found that the rate of lifetime infidelity for men over 60 increased to 28% in 2006 from 20% in 1991. For women over 60, this rate increased from 5% in 1991 to 15% in 2006. As a consequence, infidelity becomes an important issue in psychology literature which attracts lots of attention of researchers. Also infidelity has been investigated within a variety of perspective in the literature like reasons, types, cues, education level, gender difference, treatment, personality of spouses and so on (Barker, 2011). It will be interesting to know that relationship success is an uphill task in the face of societal and cultural demands. With this fact in mind, adjustment in relationship is necessary as a tool to ensure smoothness in marriage.

As noted by Ogwukhademhe and Ishola (2013), adjustment in relationship can either have positive or negative influence on the psychological wellbeing of the couples. Nwoye (1991) however, emphasized the fundamental ideas of marriage as a union between at East one man and one woman; relationship which is culturally approved; an endorsement of sexual intercourse and sexual commitment between spouse exclusive of other male and female; an expectation that children will be born; a defined mode of behaviour and a permanent lifelong affair. On this premise, marriage will be hitch free if all the ideals are followed to the later. Hitch free marriage might not be possible but one will expect that at East there will be no extra marital affair between the couples. Extra marital affairs, as described by Ogwukhademhe and Ishola (2013), is the emotional adultery that culminates in physical sex or a long term love affair. It is further described as an unlawful relationship engaged in by a spouse outside marriage. Bassad (1995) described extra marital affair as a marital problem which referred to as breakdown in communication among couples which results in constant form of verbal abuse, physical aggression, psychological, emotional and physical separation all that may lead to divorce.

In the study of Ogwukhademhe and Ishola (2013) on factors responsible for extramarital affairs in Lagos, Nigeria, it was revealed that sex related factors, infertility, socio economic factor, occupational related factor and age related factors are the leading factors responsible for extra marital affair.On the other hand, several literature such as Johnson (2002), Roscoe (1998); Brunk(1999), showed that educational level, attachment style, income level, race, culture, religion and marital satisfaction are some of the factors responsible for marital infidelity.

Race and culture play a role in infidelity, some work indicates that African Americans and Hispanic Americans were more likely than Whites to engage in infidelity (Amato & Rogers, 1997; Treas & Giesen, 2000). The higher rates for African Americans, however, it may be due to the shortage of single men in the African American community, creating increased opportunities for married black men to engage in infidelity with single black women (Wiederman, 1997). Extramarital sex also appears to be more prevalent in some African societies than in Asian countries. For instance, in Guinea Bissau, 38% of men and 19% of women were found to

have had extra-dyadic sex in the past year, compared with only 8% of men and 1% of women in Hong Kong (Carael, 1995). In contrast, in a large sample of Japanese and American college-age participants, Tsapelas et al (2009) did not find a culture difference in extra-dyadic relationships.

Educational level plays a role in the frequency of infidelity. Infidelity has been associated with either lower levels of education (Treas & Giesen, 2000) or higher levels of education (Whisman & Snyder, 2007), suggesting that these statistics are dependent on contingent variables. For example, in a large U.S. national study of dating, cohabiting, and married women, Forste and Tanfer (1996) found that women who were more educated than their husbands were more likely to engage in sexual infidelity; but if the husband was more educated than the wife, she was less likely to philander. Level of education relative to that of the partner appears to be more important than absolute level of education.

Income level and the distribution of income between partners is also related to infidelity. Atkins et al (2001) found a positive relationship between income and extramarital sexual involvement among individuals with an annual income above $30,000. These researchers suggest that higher income leads to infidelity through its influence on factors such as opportunity, education, and feelings of entitlement. Further, lower income individuals may be financially dependent on their partners and thus regard infidelity as too risky to pursue. Individuals who work outside the home while their partners remain in the home also express higher rates of extramarital sexual involvement (Atkins, et al, 2001), perhaps because the work environment provides the opportunity and time to get to know coworkers (Treas & Giesen, 2000). In clinical samples, 46% to 62% of individuals reported that they met their extramarital sexual partner at work (Glass, 2003). The likelihood of extramarital involvement is also related to the degree to which an individual's job involves touching clients, discussing personal concerns with colleagues or clients, or working alone with co-workers (Treas & Giesen, 2000). Liu (2000) found a positive relationship between opportunity and sexual infidelity among men. It is unclear, however, whether men actually create more opportunities for infidelity, respond to more opportunities for infidelity, or have fewer qualms about engaging in infidelity (Atkins, Yi, & Baucom, 2005).

Duration of the primary relationship also plays a role in infidelity. Among dating, cohabiting and married couples, the longer the primary relationship continues, the more likely that sexual infidelity will occur. Among married women, the likelihood of extramarital involvement peaks in the seventh year of marriage, then declines; but among married men, the likelihood of extramarital involvement decreases over time until the eighteenth year of matrimony, after which the likelihood of extramarital involvement increases (Blow, 2005). Similarly, in a sample of couples in therapy for infidelity, sexual infidelity first occurred after an average of seven years of marriage. Lawson and Samson (1998) reported, however, that the length of marriage prior to initial sexual infidelity is decreasing with younger cohorts. Certain developmental stages in a marriage, including pregnancy and the months following the birth of a child, are also high risk times for infidelity among males (Allen &Baucom, 2001; Brown, 1991).

Age may make a difference in one's inclination toward infidelity, however the data are contradictory. Recent, large, representative surveys indicate that the prevalence of sexual infidelity generally increases with age in America. However, there are also seems to be an interaction between age and gender. In a sample of married American participants, women ages 40-45 and men ages 55-65 were more likely to report infidelity at some point in their lifetime. Individuals outside of these age ranges were less likely to have been unfaithful, and men and women younger than 40 did not differ significantly in their reported rates of infidelity. These data may not necessarily reflect age differences but rather cohort differences (Wiederman, 1997).

2. **Statement of the Problem**.

Marital infidelity is a major problem that affects most marriages and if proper care is not taken to

curb or control it by both sex, it can destroy a loving marriage, as most marriages that suffered from marital infidelity always ended up been scattered, divorce, full of domestic violence and emotional trauma. The researcher's observation of many families reveals that women in Ilorin East Local Government Area, Kwara State have different perception on factors responsible for marital infidelity on the basis of economic factor, occupational factor, infertility and sexual incapability as all these factors were seen to be the reason why some marriages in the area surfers from marital infidelity. All these are what prompted the researcher to investigate the factors responsible for marital infidelity among Ipata Market women in Ilorin Kwara State.

3. Research Question

The following research question is raised to guide the study;

What are the factors responsible for marital infidelity among Ipata market women in Ilorin Kwara state?

4. Research Hypotheses

The following hypotheses are formulated for this study:

There is no difference in factors responsible for marital infidelity among Ipata Market women in Ilorin Kwara State

5. Methodology

The research design for this study is descriptive research design of survey type and according to Abiola (2007), this type of research design involves a clear definition of the problem, collection of relevant and adequate data, careful interpretation of the data and skillful reporting of the findings. In the same vein, Oladunni (2005), explained that descriptive survey type involves collection of data for the purpose of describing existing conditions and further explained that descriptive survey type may also involve the exploration of an observed phenomena or the description in a precise form of the characteristics of individuals, groups, people or phenomena in education.

The population of the study comprises all married women in Ilorin East Local Government Area of Kwara State. However, women in Ipata Market, Ilorin East Local Government Area of Kwara State were used as the target population. Sampling technique is defined as a systematic process employed to select a required proportion of the target population (Daramola, 2007). A purposive sampling technique was used to select two hundred and thirty (230) select married women in Ipata Market, Ilorin East Local Government. Simple random sampling technique was used to select 230 respondents in Ipata Market, Ilorin East Local Government (Married women) for the study.

According to Oyewo (2003), instrumentation is the process of selecting or developing a measuring device method appropriate to a given evaluation or research problems. The instrument employed in gathering data from the respondents was researcher-designed questionnaire title "Factors Responsible for Marital Infidelity Questionnaire (FRMIQ). The questionnaire has three (3) sections; A and B. Section A focused on the demographic data of the respondents which include information on age, length of marriage, gender and religion. Section B contained items that sought to establish some of the factors responsible for marital infidelity among married couples. The response format was in 4 point Likert scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and strongly Disagree (SD) = 1.

The Psychometric properties of the instrument was ascertained through validation and reliability. In the light of this, to ascertain the validity of this instrument, the researcher gave the instrument to experts in the Department of Health Promotion, Faculty of Education, University of Ilorin. So as to carry out both face and content validity of the instrument. Comments and suggestions made by the experts was carefully studied and used to improve the quality of the research instrument.

In order to determine the reliability of the instrument, the researcher adopted a test re-test method, by which the questionnaire was administered to twenty (20) respondents from another area outside the study area with an

interval of two weeks. The result of the first administration was compared with the result of the second administration using Pearson Product Moment Correlation (PPMC) statistical analysis. A correlation coefficient of 0.64 'r' was obtained considered reliable for the study.

The researcher also considered careful observation of the respondents on the consequences of behavior while carrying out the research. The rights and dignity of participants and privacy was considered. The researcher seeks the informed consent of those who participated in the study. The researcher makes it clear to respondents that they are free to decide on whatever information they wish to share with the researcher and that they are under no pressure or obligation to disclose information that they do not wish to disclose. The researcher administered the instrument with the help and support of four trained research assistants who equally helped in the interpretation of items on instrument to participant who are unable to read. Data and information obtained from respondents through questionnaire were analyzed with the use of frequency counts and percentage. The data gathered for this study were collected, coded and subjected to appropriate statistical analysis. The inferential statistics of Analysis of Variance (ANOVA) was used to analyze the stated hypotheses at 0.05 alpha level of significance.

6. Results

What are the factors responsible for marital infidelity among Ipata market women in Ilorin Kwara state?

Table 1: Mean and Rank Order of Respondents' Expression on Factors Responsible for Marital Infidelity

Table 1: Mean and Rank Order of Respondents' Expression on Factors Responsible for Marital Infidelity

Item No	Factors responsible for marital infidelity	Mean	Rank
14.	Sexual dissatisfaction from husband/wife	3.87	1st
16.	Low sexual desire of either partner	3.81	2nd
13.	Impotence/frigidity	3.69	3rd
15.	Painful sex with partners	3.44	4th
10.	Childlessness	3.36	5th
8.	Extramarital affair as an exchange for job security	3.23	6th
7.	Threat on job by the opposite sex	3.18	7th
6.	Over ambition to secure an employment	3.11	8th
9.	Delayed child-bearing	2.98	9th
5.	Joblessness	2.86	10th
11.	Desire to have many children	2.84	11th
12	Desire to have children of both sexes at all cost	2.78	12th
3.	The low income of the partners	2.76	13th
1.	Incriminate search for money	2.62	14th
4	Poor access to investment by the partners	2.61	15th
2.	Inability to cater for the need of the family	2.60	16th

7. Hypotheses Testing

Four null hypotheses were formulated and tested for this study. The hypotheses were tested employing t-test Analysis of Variance (ANOVA) methods at 0.05 levels of significance.

Table 1 indicates the mean and rank order of the respondents' expression of factors responsible for marital infidelity. Item 14 which (sexual dissatisfaction from husband/wife) was ranked 1st with the mean score of 3.87. Item 16 which (low sexual desire of either partner) was ranked 2nd with the mean score of 3.81. Item 13 which (impotence/frigidity is a factor responsible marital infidelity) was ranked 3rd with the mean score of 3.69. Item 15 (painful sex with partners) was ranked 4th with the mean score of 3.44. Item 10 (childlessness) was ranked 5th with the mean score of 3.36. Item 8 (that extramarital affair as an exchange for job security) was ranked 6th with the mean score of 3.23. Since all the sixteen items have

means scores above the mid mean score of 2.50, then it can be said that respondents attested to all the items as factors responsible for marital infidelity.

Hypothesis

There is no difference in factors responsible for marital infidelity among Ipata Market women in Ilorin Kwara State.

Table 2: Analysis of Variance (ANOVA) results on age of the respondents

S/N	Source	Sum of squares	DF	Mean Squares	Calc. F-value	Crit. F-value	Remarks
	Between group	405.234	3	311.230	3.44	2.69	Rejected
	Within group	7774.422	226	156.380			
	Total	8723.344	229				

@0.05 alpha level

Table 8 shows that the calculated f-value is 3.44 and the critical/table f-value is 2.69 with the degree of freedom 229 at 0.05 alpha level. Since the calculated t-value 3.44 is greater than the critical f-value of 2.69 the null hypothesis is rejected. This implies that there is significant difference in factor responsible for marital infidelity among Ipata Market women in Ilorin Kwara State.

There are numerous factors responsible for marital infidelity, but the most significant are: sexual dissatisfaction from husband/wife, low sexual desire of partner and impotence/ frigidity. This finding agreed with the earlier study of Glass, (2003) who found that there are different reasons for being unfaithful such as education level, personality opportunity, attachment style, income level and employment, race, culture, religion and marital satisfaction. However, Drigotas, Annette, Gentilia and Tiffani (1999) divided these reasons of infidelity into five categories: sexuality-emotional satisfaction, social context, attitudes-norms and revenge-hostility.

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Influence of Socio- Economic Factors on Uptake of Maternal Health Services among Reproductive Age Women in Offa Town, Kwara State

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Abstract. The study investigated Influence of Socio- economic factors on uptake of maternal health services among reproductive age women in Offa town. In developing countries Socio-economic factors has been identified as major factors that influence the uptake of maternal health services among reproductive age women. The objectives of this study were to: (i) examine the influence of education on the uptake of maternal health services. (ii) determine the influence of economic status on the uptake of maternal health service. (iii) investigate the influence of occupational status on the uptake of maternal health services in Offa town kwara, Nigeria.

A descriptive research design of survey type was employed for the study. The Population for the study comprised all registered pregnant women attending antenatal clinic in primary health care centre Offa town. A multistage sampling technique of simple random sampling technique, purposive and proportionate sampling techniques to select 400 respondents. Researcher structured a likert format rating scale questionnaire tagged Influence of Socio-economic factors on uptake of maternal health service. The instrument was validated by three experts from the Department of Health Promotion and Environmental Health Education, University of Ilorin. A reliability correlation co-efficient of 0.68r was obtained using pearsons product moment correlation statistical tools. Data was collected by the researcher and two trained research assistants. The three research questions and correspondence hypotheses were raised and formulated to guide the study. Inferential statistics of chi-square (x^2) was used to analyze the postulated hypotheses at 0.05 alpha level.

The findings of the study showed that:

(i) Level of education of reproductive age women have significantly influence on uptake of maternal health services with calculated chi-square (x^2) value of (307.07) > critical(x^2) value of (21.03).

(ii) Economic status of reproductive age women significant influence the uptake of maternal health services in Offa town because calculated (x^2) value 222.90 > critical (x^2) value (21.026).

(iii) Occupational status of reproductive age women significant influence the uptake of maternal health services because calculated (x^2) value 77.54 > critical value (21.03).

The study concluded that level of education, economic and occupation adversely influence the uptake of maternal health services. Therefore it was recommended that efforts should be made toward empowering women through formal education to equip them with the necessary skills to earn and control income .This would help increase the autonomy of women in seeking to issues regarding their own health as many respondents attributed the non-use of the services to financial reasons. Women could also be trained to take up other vocations to supplement their incomes as the general levels of incomes disclosed were low. Furthermore

there is also need for government to put in more effort in community health financing in order to improve the health standard of the women of low economic status.

1. Introduction

Child bearing is one of the perilous experiences that reproductive age women engage in while bringing new life to this world. It is often associated with complications that may cause morbidities, disabilities and mortalities. World Health Organization (2014) estimates that more than half a million women lose their lives in the process of reproduction worldwide every year; of these deaths, about 99 percent are from developing countries. The share of Sub-Saharan Africa from the total death toll for developing countries is more than fifty percent and lifetime risk of dying from pregnancy is extremely high, that is, for every 26 mothers, one mother dies as the result of pregnancy and childbirth in Sub-saharan Africa. This frequency is about 281 times more than the maternal deaths in developed countries in which one mother dies from 7300 mothers (Iyaniwura & Yussuf, 2009).
The disparity in maternal mortality between poor and rich regions of the world is striking. In 2005, the maternal mortality ratio was highest in developing regions (450 maternal deaths per 100,000 live births), in severe contrast to developed regions (9 maternal deaths per 100,000 live births) and countries of the commonwealth of independent states (51 maternal deaths per 100,000 live births) (WHO, 2007). At the global level, maternal mortality has decreased at an average of less than 1% annually between 1990 and 2005, far below the 5.5% annual decline necessary to reach the 5th Millennium Development Goal (MDG), that is to reduce maternal mortality by three-quarters by 2015 (WHO,2007). .Ronsmans and Grahams (2006) affirmed that vast majority of maternal deaths are preventable by giving women access to relatively basic maternal health services. Conditions amenable to intervention by skilled health providers are involved in about 80% of maternal deaths and thus, to date, the core strategy for driving down maternal mortality has been to increase access to emergency care around the time of delivery (Ronsmans & Grahams, 2006).
Systemized screening programme for antenatal care were introduced in western Europe at the beginning of the early 20th century (Carrolin & Rooney 2001). By combining Scientific innovation with an organized, preventive approach to health care, it was hoped that routine antenatal care would contribute to a reduction in prenatal and maternal mortality. It has been observed in one of the field based experience and surveillance initiative that most reproductive age women in Nigeria have not gotten the right information regarding their reproductive health this is because majority of them especially in the rural areas failed to make use of the available maternal health services in hospitals and clinics. The national health policy devotes an entire section to the implementation of maternal health services. The objectives of this paper is to investigate the influence of socio-economic factors on the uptake of maternal health services among reproductive age women in Kwara State .The significance of this is to reduce the current high maternal mortality.

Women of low economics status do not have adequate access to maternal health care chiefly for two reasons: first, most women do not have a say in decision making that affects their reproductive health and capacity. Saiffudin, Ahmed, Tsui and Andreea, (2009) asserted that the ability of a woman to obtain medical care for reproductive health concern has always been in recognition of dynamism of family power. Celiks and Hotchkiss (2000) noted that low socio-economic status of women poor educational background and improper choice of antenatal health care facilities contribute to maternal mortality rate in developing countries. Family income is an important enabling factor as it determines the amount of funds available to an individual to seek quality health care services.
Furutal, Mesganaw and Fasubaa (2006) stressed that women's low social status, lack of knowledge about illness and lack of awareness about obstetrics/gynecology are danger signs of maternal death, lack of decision making power and inability to pay for services also play a significant role in the under-utilization of existing maternal health services. Interestingly,

Level of education of the respondents was significantly associated with all the maternal health outcomes. Most of the respondents to an extent knew about the MHS irrespective of their educational background. It therefore suggests that Knowledge on MHS is not tied to formal education. Thus, people could be educated through informal means such as the radio among others. Though, several researches have shown positive influence of education on the utilization of Maternal Health Services.

The distinction between education and non-education was a respondent's attempt to go to school irrespective of the level and never being to school. It could therefore be hasty to discount the relevance of education in the utilization of Maternal Health Services. Several studies have assessed the individual and household determinants of utilization of maternal services. These studies have not yielded a consistent pattern of relationships between service utilization and individual and household predictors. In some cases, even when a strong association has been reported, such as in the case of the positive relationship between education and the use of skilled health attendants at birth, the extent and nature of the relationship are not uniform across social settings.

Elo (1994) affirmed that women with primary level education were more likely to utilize maternal health services compared to those without any formal education; some studies in Thailand and Bangladesh did not record any significant difference between the two educational groups. A number of studies have reported positive association between economic status and use of medical settings for delivery whereas others have not found such an association *(*Goldman & Pebley 1994.

2. Statement of Problem

Utilization of maternal health care services is a proximate determinant of maternal morbidities and mortalities. Considering the differences in maternal health services use across the three senatorial districts of Kwara State understand the factors that influence utilization become important. Despite efforts of World Health Organization in the last 3-4 decades to improve women health all over the world which has shown positive dividends many women that have access to modern education marry lately and wish to have smaller families by using various contraceptives. However there are number of reproductive age women in the study areas that are suffering from Antepartum haemorrhage, postpartum heamorrhage, pre-eclampsia, toxaemia, eclampsia, Recto-vaginal fistula, vesico vaginal fistula, congenital abnormalities, placenta problem, ectopic pregnancy, maternal distress, premature birth etc. Many of those problems are as a result of not utilizing appropriate maternal health care services; this is due to the fact that many of them are limited due to lack of funds, low level of education. This justified the assertion of Furuta, Mesganaw and fasubaa (2002) when they noted that women's low social status, lack of knowledge about illness and lack of awareness about obstetric/gynecology are danger signs of maternal death.

3. Research questions

The following questions were raised to guide this study:

- Will level of education of reproductive age women influence the uptake of maternal health service in Offa town Kwara State?
- Will economic status of reproductive age women influence the uptake of maternal health services in Offa town Kwara State?
- Will occupational status of reproductive age women influence the uptake of maternal health services in Offa town Kwara State?

4. Research hypotheses

The following hypotheses were postulated and tested in this study:

- Level of education of reproductive age women will not have significant influence on uptake of maternal health services in Offa town, Kwara State.
- Economic status of reproductive age women will not have significant

influence on uptake of maternal health services in Offa town Kwara State.

- Occupational status of reproductive age women's will not have significant influence on uptake of maternal health services in Offa town Kwara State.

5. Methodology

Descriptive research of survey type was employed for this study. The population for this study comprised all registered pregnant women attending antenatal care clinic in primary health care centres in Offa town with approximate population of Eight hundred and ten (810). A multistage sampling technique of simple random sampling technique, purposive and proportionate sampling technique was employed for the study. Simple random sampling technique of fish bowl method was used to select three (3) primary health care centres (Abogunnugun health care centre, Emir palace health centre and Lamodi health centre) where antenatal care services are available. Then purposive sampling technique was used to select pregnant women within the ages of 15-49 years attending antenatal clinic while proportionate sampling technique was used to pick 50% of the total population amounted to four hundred (400).

Researchers designed close ended questionnaire which was validated by three experts from the Department of Health Promotion and Environmental Health Education, University of Ilorin. The reliability of the instrument was ascertained using split-half method to estimate their degree of relationship. A reliability co-efficient of 0.68r was obtained . The permission to carry out the study was obtained and ethical approval was obtained from research ethical review committee of ministry of health Ilorin Kwara State and university of ilorin. The copies of the questionnaire were administered to the respondents during their antenatal day with the aid of two trained research assistants. Data collected were sorted, collated, coded and analysed. The three postulated null hypotheses were tested using inferential statistics of chi-square at 0.05 alpha level. Data analysis was done using statistical package for the social science software version 21.0.

6. Hypotheses Testing

HYPOTHESIS 1: level of education of reproductive age women will not have significant influence on uptake of maternal health services.

TABLE 1: Chi-square analysis showing influence of education of Reproductive Age Women on uptake of maternal health services.

Item	SA	A	D	SD	ROW TOTAL	Cal (x^2)	DF	Crit. Value	Decision
1. Women level of education enhances utilization of health services.	81 (20.25%)	72 (18.00%)	154 (38.5%)	93 (28.25%)	400 (100%)				
2. Women level of education determines attendance in family planning clinic.	81 (20.25%)	167 (41.75%)	53 (13.25%)	99 (24.75%)	400 (100%)				
3. Women level of education determines attendance in ANC	94 (23.5%)	132 (33%)	96 (24%)	78 (19.5%)	400 (100%)	307.07	12	21.03	H_0 Rejected
4. Women level of education influences HIV screening.	92 (23%)	123 (30.75%)	79 (19.75%)	106 (26.5%)	400 (100%)				
5. Women level of education influences acceptance of nutrition education.	108 (27%)	82 (20.5%)	106 (26.5%)	104 (26%)	400 (100%)				
Column Total	456	576	488	480	2000				

Significance level 0.05

In the table 1 Pregnant women who formed the respondents agreed that level of education makes them aware of the importance of maternal health services. The educated pregnant women have the knowledge of making the right choice of antenatal care. The findings from the analysis in the table 1 shows the

calculated chi-square (x^2) value of 307.07 against the table(x^2)value of 21.03 at 0.05 alpha level with degree of freedom 12 since the calculated(x^2)value of 307.07 was greater than the table value of 21.03, thus, the null hypothesis was rejected which means that level of education Reproductive Age Women influences the uptake of maternal health services.

HYPOTHESIS 2: Economic status of Reproductive Age Women will not have significant influence on uptake of maternal health services.

TABLE 2: Chi-square analysis showing the influence of Economic Status of reproductive age women on uptake of maternal health services.

Item	SA	A	D	SD	ROW TOTAL	Cal (x^2)	DF	Crit. x^2 Value	Decision.
1. Women's financial status influences attendance in antenatal clinic.	32 (8%)	299 (74.75%)	39 (9.75%)	30 (7.5%)	400 (100%)				
2. Women's financial status determines the purchasing of drugs prescribed.	24 (6%)	129 (32.25%)	200 (50)	47 (11.75%)	400 (100%)				
3. Women's financial status determines the level of provision for the incoming baby.	33 (8.23%)	351 (87.75%)	10 (2.5%)	6 (1.5%)	400 (100%)	222.90	12	21.026	H_0 Rejected
4. Women's financial status influence the problem of infertility.	**82 (20.5%)**	**125 (31.25%)**	**177 (44.25%)**	**16 (4%)**	**400 (100%)**				
5. Women financial status facilitates positive attitudes towards uptake of maternal health services.	151 (37.75%)	78 (19.5%)	92 (23%)	79 (19.75%)	400 (100%)				
Column Total	145	112	20	23					

Significance level 0.05

Table 2 shows that result of hypothesis two which states that economic status of reproductive age women will not have significant influence on uptake of maternal health services. The table indicate that the calculated value of 222.90 and critical value of 21.026 with degree of freedom of 12 and at 0.05 alpha level. Since the calculated value of 222.90 is greater than critical value of 21.026, then the null hypothesis is therefore rejected, which implies that economic status of pregnant women has much impact on the level of participation in antenatal care.

HYPOTHESIS 3: Occupational status of reproductive age women will not have significant influence on uptake of maternal health services.

TABLE 3: Chi-square analysis showing influence of occupation status of reproductive age women on uptake of maternal health services.

Item	SA	A	D	SD	ROW TOTAL	Cal (x^2)	DF	Crit. Value	Rem.
1. Civil servant women patronize antenatal clinic than market women.	81 (20.25%)	72 (18.00%)	154 (13.5%)	93 (28.25%)	400 (100%)				
2. Civil servant women patronize family planning clinic than market women.	81 (20.23%)	53 (13.25%)	167 (41.75%)	99 (24.75%)	400 (100%)				
3. Civil servant women involve in practices of adequate diet than market women.	94 (23.5%)	96 (24%)	132 (33%)	78 (19.5%)	400 (100%)				
4. Civil servant women involve in pre-marital sickling test than market women.	92 (23%)	79 (19.75%)	123 (30.75%)	106 (26.5%)	400 (100%)	77.54	12	21.026	H_0 Rejected

5. Civil servant involve in testing for blood pressure estimation than market women.	108 (27%)	82 (20.5%)	106 (26.5%)	104 (26%)	400 (100%)
Column Total	456	382	682	480	2000

Significance level 0.05

Table 3 shows the reproductive age women who formed the respondents agreed that civil servant women patronize antenatal clinic involve in family planning, practice premarital sickling test because they were better informed about the significant of maternal health services utilization. The findings from the analysis in the table 3 shows the calculated chi-square(x^2) value of 77.54 against the table value of 21.026 at 0.05 alpha level of significance with degree of freedom 12. Since the calculated x^2 value of 77.54 was greater than the table value of 21.026, thus, the null hypothesis was rejected, which means that occupation status influence utilization of maternal health services.

7. Discussion of findings

Hypothesis one shows that level of education of reproductive age women attending antenatal clinics in Offa hospitals had significant influence on uptake of maternal health services. These findings corroborated with Saifuddin Ahmed, Andreea, Creanga, Duff, Gillespie, Amy and Tsui (2010) that women who have completed primary education are almost five times more likely to have utilized maternal health care services than less educated women. The findings of this study is concurs with what observed by the researcher among pregnant women. The educated pregnant women are better informed and had more awareness about how to make best choice of health care services.

Hypothesis two revealed that economic status of reproductive age women had significant influence on uptake of maternal health services. This findings corroborates with Nodine and Hasting (2012) who affirmed that economic status is a significant factor for utilization of maternal health services. This corroborated with findings of Gillespie et,al (2007) noted that women constrained economic resources can inhibit their ability to seek health services and or contribute to delay in accessing and receiving medical care in places where services are readily available.

Hauwa (2011) noted that economic status affects utilization of maternal health care services. This is so because individuals in low economic status are most likely to delay seeking professional health care's even when presented with severe symptoms.

Hypothesis three shows that occupational status of reproductive age women had significant influence on uptake of maternal health services. This findings was in line with Ahmed et,al (2010)asserted that women with highest empowerment score have an higher odds of utilizing maternal health services.

8. Conclusion

Based on the findings from the analysis of the tested hypotheses. The following conclusions were drawn:

- Level of education of reproductive age women influence the uptake of maternal health services.
- Economic status of reproductive age women have influence on the uptake of maternal health services
- Occupational status of reproductive age women had influence on uptake of maternal health services.

9. Recommendations

In view of the findings in this study, the following recommendations were made:

- Pregnant women should be properly educated on the importance of maternal health services to prevent complications and untimely death.
- Pregnant women socio economic status should be improved to increase maternal health care service utilization.

- Efforts should be made toward empowering women through formal education to equip them with the necessary skills to earn and control income. Most women had no formal education and were not working. This would help increase the autonomy of women in seeking to issues regarding their own health as many respondents attributed the non use of the services to financial reasons.

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Counselling Needs of Patients: A Comparative Study between Nigeria and Canada

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Abstract. This study attempts to compare the expectations of patients between Nigeria and Canada towards healthcare. The descriptive survey was adopted for the study. The sample consisted of Two thousand four hundred respondents who were selected both in Nigeria and Canada using simple random and systematic random techniques. A questionnaire tagged: Counselling Needs of Patients Questionnaire (CNPQ) was used to collect data. Three research questions were constructed and answered. The validity of the instrument was done by experts and the reliability of the instrument was ascertained with an r value of 0.70. The data collected were analyzed using frequency types and percentages. The results showed that there is close similarity in the counselling needs of respondents in Nigeria and Canada. It was concluded that Counsellors should be aware of the needs of patients and they should strive to meet the needs in a professional manner. Counsellors should also be aware of the unique need of patients based on social, spiritual, financial and physical need to provide appropriate and adequate care for patients. Professional counsellors need to engage in continuous training to meet the needs of patients as it may change over time.

1. Introduction

Counselling is an umbrella term that covers a range of talking therapies. Counselling is delivered by a trained practitioner who works with people over a short or long period of time to help them bring about effective change or enhance their good being (British Association for Counselling and Psychotherapy). Although the term counselling implies the giving of advice and guidance, in the past much of the counselling available used a client-centered nondirective. In this approach, the counsellor passive and tends to recast and reflect all that the client says. Counselling may be concerned with addressing and resolving specific problems, making decisions, coping with crises, working through conflict, or improving relationships with others. The work of most counsellors in health care is general and may not necessarily link to any diagnostic category. In generic counselling, a broad range of techniques is used to help patients. In specific counselling , a specific model such as psychodynamic counselling is used (Tidy, 2013).

International health policy has placed strong emphasis on counselling which promotes patients wellbeign and enhances their individual coping abilities (Anderson & Funnell, 2005).

Counselling for patients and families is quite important because of the information needed and their expectations on achieving improved life (Elmqvist, Fridlund & Ekebergh, 2008). An insufficient amount of information and guidance on medications, diet and how to recognize symptoms that can show that the patient's condition has worsened may lead to failure of health care (Leino-Kilp, 2009). Counselling in Health care provides the opportunity for patients to discuss the implication of treatment in confidence with a trained counsellor. The patient could attend as an individual or participate in group sessions as the case requires. Patients who

have attended counselling, usually provide positive feedback of the benefits of speaking to someone who is independent and directly involved with them or their treatment. Counselling allows patients to explore their feelings and discuss implications of their treatment (Bower, Knowles, Coventry & Rowland, 2011).

According to the American Psychological Association (2016), counsellors are needed to work with people of all ages who experience mental health disorders including depression and anxiety; serious and enduring mental illness (e.g., bipolar disorder, schizophrenia); neurological disorders (e.g., Alzheimer's disease); adjustment to physical illnesses (e.g., heart disease, diabetes); addictive behaviors (e.g., substance abuse); eating disorders; behavior disorders (e.g., Attention Deficit Hyperactivity Disorder - ADHD); personal and family relationship problems; and learning disabilities. Counsellors and psychologists are needed to assist in the diagnosis and treatment of patients with chronic illnesses. They are needed and expected to utilize interventions such as psychotherapy, behavioral techniques, and biofeedback to help individuals make behavioral changes (e.g., medication compliance, diet, exercise) and develop coping strategies (e.g., chronic pain management) to reduce problems that are residual to the patient's illness or disorder (e.g., cardiovascular disease) (American Psychological Association, 2016). They are also needed to teach patients the skills necessary to enhance physician/patient partnership by reporting changes in their condition and sharing concerns, questions, and treatment preferences.

Specifically, counselling is needed in many situations and sectors. In the heath care sector, counselling is needed according to Tidy (2003) to (i) relieve acute distress in which, there is emphasis on emotional release and ways of coping with the immediate concern (ii) for late effects of trauama e.g. post-traumatic stress disorder (iii) risk counselling such a helping those who have the risk of certain health challenges due to heredity (iv) bereavement counselling (National Institute for Health and care excellence, 2009) (v) mild to moderate depression (vi) generalized anxiety and panic disorder (vii) psychosomatic disorders such as chronic pain , chronic fatigue, gastrointestinal disorders (Ford, Talley, Schnofeld, Quigley & Moayyedi, 2009) (viii) some gynaecological syndromes such as premenstrual and chronic pelvic pain management (ix) chronic or terminal illness and (x) health promotion e.g. smoking cessation (Tidy, 2009).

There are many counselling services available in the hospital, including social worker services, chaplain or spiritual care services, bereavement counselling, dietitian services and other services which may be needed by the patient and/or family/caregivers. Basically, it has been documented (Tidy, 2009) that the following are the counselling needs of patients:

Physical needs: Pain management is one of the most important concerns of hospital care (National Hospice Foundation, 2001). In addition to administering pain medication, the use of traditional psychological interventions such as biofeedback, hypnosis, relaxation and imagery techniques are used to provide skills that increase the client's awareness and control of pain. Sensitive education about the physical changes and common processes of illness and recovery can help alleviate anxiety and diminish erroneous preconceptions (Rando, 2000). Patients who have preconceived ideas from the media may be disillusioned when their notions do not match with reality. Counselling is needed to provide information on how the body changes, what changes to expect in the future, and when to contact a physician (Rando, 2000; Daneker, 2006). Clients often experience a loss in strength, increased fatigue requiring greater sleep and rest, a decrease in appetite due to nausea, constipation and pain. The loss of functional ability as the illness progresses is important for counsellors to address. The client may no longer able to do the things he/she was once able to do and may feel depression or feel they are a burden to caregivers; counselling is needed in this regard. Viney (1984) in her study of 484 seriously-ill patients, found that the loss or threat of loss to body integrity affected the individuals' emotional state, producing feelings of sadness, anger, helplessness, and hopelessness. Reconciling the loss of body parts or changes from treatment (e.g., hair loss) with the individual's identity is important for emotional health (Daneker, 2006).

Emotional needs: Individuals who are sick have challenges coping with intense emotions such as anger, fear, guilt, and grief (Rando, 2000). These individuals benefit from counselling as much as anyone and these emotions are both a normal part of the process of illness and can be alleviated by sensitive intervention (Schuuman, 2000). Addressing the anticipatory grief of the individual is critical for counsellors (Rando, 2000). Issues of anticipatory grief include helping clients redefine life as it currently is, facilitating communication about feelings of being a burden, supporting clients as they struggle with change, encouraging the search for meaning, and allowing the client to live day-by-day (Stroebe, Hansson, Stroebe & Schut, 2001). Open communication within the family must be developed or supported during this stressful time (Rando; Shuuman).

Social needs: The sick individual needs social involvement as much as he or she did before the illness (Daneker, 2006). Interventions by a counsellor can facilitate the ability of friends and family to enable the individual to maintain a social life in the face of physical limitations (Stroebe, Hansson, Stroebe & Schut, 2001). The process of finishing business is an important part of this social realm. Tasks such as interacting with important others are significant to the patient. Counsellors working with sick individuals need to be aware of the unique social needs of each client to provide developmentally appropriate care (Schuuman, 2000). Peer support and support groups are common forms of intervention that allow individuals with serious illness to live as normally as possible (Daneker, 2006).

Spiritual needs*:* Spirituality has been defined by the Spiritual Care Work Group of the International Work Group on Death, Dying and Bereavement as "…concerned with the transcendental, inspirational, and existential way to live one's life as well as, in a fundamental and profound sense, with the person as a human being..… spirituality may be heightened as one confronts sickness and death" (Rando, 2000). The Spiritual Care Work Group continues by providing a 31-item statement of general assumptions and principles that describe the spiritual needs of the dying individual and appropriate responses by caregivers. It was stated that these assumptions and principles must be implemented within the individual's spiritual life and society.

According to Deneker (2006), three main spiritual components for counsellors to provide for ill individuals were outlined. First, it is important to help clients find meaning in their lives and in the illness. This search for the integration of events, experiences, and meaning in life can be precipitated by old age or severe illness. The failure to find meaning in life can create a deep spiritual pain as individuals may feel their life has become empty or meaningless. Counsellors are needed to facilitate the integration of life events and experience to create meaning by providing time for this reflection and encouraging exploration of events that have been witnessed or things the individual has done. These reminiscences can be supported by using the creation of picture albums of life events, journals of history, or tape recordings left for the future. Secondly, Deneker discussed helping clients create a personal definition of an appropriate death. Individuals desire to die in a way that is consistent with their self-identity. Individuals who have lived an independent life may feel great distress if all control over their own illness is taken from them. If the illness is a terminal one, counsellors are needed to alleviate some of this distress by listening to what plans the individual has for her or his manner of death, care of the body after death, and the disposition of possessions after death. Lastly, Deneker described the need to help clients transcend death, either through religion and an afterlife or through future generations or work left behind. Deneker stated that an important spiritual need is transcendental in that one seeks assurance that his life has had meaning and he has contributed something of value.

To support the comfort of transcendental continuation, counsellors can identify lasting contributions, from modest contributions such as participating in group activities like a Parent Teacher Association to more noticeable contributions such as building a railroad. Opportunities for intergenerational visitation provide subtle reminders of biological legacy. Many religious and spiritual belief systems provide a theoretical framework for immortality, although even in religious or spiritual belief

systems that include God, the counsellor needs to be aware of emotions of anger at God, fear that past sins may have caused the illness, and guilt for not having always lived a righteous life (Rando, 2000). It also is important for counsellors to recognize that positive psychological growth can occur, such as a new appreciation for others in life, an increased sense of freedom to experience life, or a new unlocking of emotions (Stroebe, Hansson, Stroebe & Schut, 2001). The use of ritual and symbolism to create meaningful experiences can help the client identify meaning, gain emotional comfort, and gain control over how her/his illness is perceived. For example, some clients create ritual endings before they die by inviting friends and family to an "end of life party" where music is played, the client's life is discussed, gifts are given, and goodbyes are said.

Practical problem: Another area where counsellors are needed is helping solve practical problems. Issues such as who helps to carry responsibilities e.g. who among the relatives takes care of the sick person and settling financial affairs are important topics for discussion, but are ones that family members often are hesitant to approach (Rando, 2000).

The American Cancer Society (2016) submitted that patients may need counselling to manage financial concerns, help with daily activities, anxiety, depression, adjust to changes in care and ensure quick recovery. In essence, counsellors are needed to work with ill individuals in a multi-disciplinary team to provide psychological comfort to the sick and their family. Counsellors may normalize emotions during a difficult time, provide spiritual support, educate about normal physical, emotional, and social changes, and assist in managing practical problems. Due to the enormous importance of counselling service in quick recovery of patients, it is on this note that this study made an attempt to assess the counselling needs of patients in Nigeria and Canada.

2. Research Questions

- What are the counselling needs of patients in Nigeria?
- What are the counselling needs of patients in Canada?
- Is there any comparison between the What are the counselling needs of patients in Nigeria and Canada?

3. Methods

Descriptive survey research design was adopted for the study. Descriptive survey methods give the researcher opportunity to describe, find out and interpret conditions that exist or the attitude or expression of people towards events and ideas. The descriptive survey gives room for generalization of the entire population. It is in view of these, that the researcher adopted the descriptive method as appropriate for this study.

In Nigeria, there are six geo-political zones out which a zone was randomly selected. In the south-west zone that was selected comprise six states; a state was again chosen, using the simple random sampling technique. In Oyo State that was chosen, has only a teaching hospital; the University College Hospital Ibadan, Nigeria was therefore adopted for the study. The University College Hospital is basically a tertiary institution with appendages of community-based outreach activities, has attained the million-clientele mark and enjoys the wide patronage of both natural and international clientele. A total of 900 respondents were selected to participate in the study. The clinic at the General Outpatient Departments (GOPD) of the hospital was used for the study because it represents the primary health care section of the Teaching Hospital. The systematic random sampling technique was adopted to select every 20th patient that registered at the health record was sampled. If a patient does not consent, the next patient in line was chosen. This continued until 1200 respondents were obtained in the Teaching Hospital. The patients were sampled across ages, gender and educational qualifications. The study was conducted in Nigeria between January 2015 and June 2015.

There are ten provinces in Canada; a province was randomly chosen. The Saskatchewan province has fourteen cities out of which one city was again randomly selected. In Regina city of Saskatchewan, there is only one general hospital; Regina General Hospital which is one

of the region's two major hospitals and has a long history of providing innovative and progressive institutional health care to the southern Saskatchewan was adopted for the study. The Systematic Random Sampling Technique was used to select every 20th patient who attended the hospital and who consented to participate in the study. This continued until 1200 respondents were gotten to respond to the questionnaire. The respondents were sampled across ages, gender and educational qualifications. The study was conducted in Canada between June 2016 and November 2016. All the respondents that participated in the study were aged 18 and over.

The Instrument adopted in collecting data for this study was a self-developed questionnaire titled Counselling Needs of Patients Questionnaire (CNPQ). The questionnaire consists of two sections; viz. A and B. Section A consists of items on the personal data of each respondent. Section B contains 15 items that seek information on the counselling needs of patients at one time or the other. To ensure that all the respondents can participate in the study in Nigeria, the instrument was translated by bilingual experts to the 3 major languages in Nigeria, i.e. Igbo, Hausa and Yoruba languages. English was the language used in conducting the study in Canada.

The validity of the instruments adopted for this study was conducted by giving the instruments to the nine experts both in Nigeria and Canada. The reliability of the questionnaire was determined using a test re-test reliability procedure. The instrument was administered twice to 20 patients within an interval of three weeks in both countries. The two results were correlated using Pearson Product Moment Correlation Coefficient formula. The correlation coefficient obtained was 0.70 which indicates a positive and high correlation between the responses at the two periods of administration. The coefficient was considered high enough to conclude that the instrument is reliable.

In Nigeria, the questionnaire for the study was administered to the respondents by the researcher and six research assistants to ensure ease of administration and retrieval of the instrument. The research assistants which consisted of bi-lingual experts were recruited and trained for the study in Ibadan, Nigeria. A total number of 900 copies of the questionnaire were administered to the respondents. Prior the administration of the instruments, the researcher got clearance from the Ethical Review Committee (ERC), University College Hospital Ibadan. In Canada, the e-mail addresses of consented respondents after the purpose of the study was explained to them were taken and the questionnaires were mailed out. Respondents filled the questionnaires and mailed them back to the researcher.

The questionnaire items were scored in line with the format of each section. Section A contains items on the demographic data of the respondents and it was scored using frequency counts and percentage. Sections B was scored using a four-point Likert-type scale format. The choices of these were based on the premise that the researcher intend to know the respondents' degree of agreement or disagreement to each of the items in the questionnaire. The items thus were scored as follows: 'Yes' or 'No'. The average score is 50% and above which will indicate the counselling needs of patients.

Canada. In Nigeria, 960 questionnaires were correctly filled and returned while in Canada 933 questionnaires were returned. The data were analyzed using frequency counts and percentages.

4. Results

The purpose of the study was to compare the counselling needs of patient in Nigeria and

Research Question 1: What are the counselling needs of patients in Nigeria?

Table 1: Counselling Needs of Patients in Nigeria

Item No	When I am ill, I need counselling to:	Yes%	No%
1	Manage financial concerns	82.0	18.0
2	Help with job/school decisions	80.0	20.0
3	Handle daily activities	66.0	34.0
4	Manage anxiety	72.0	28.0
5	Help with the shock of being ill	76.0	24.0
6	Manage depression	82.0	18.0
7	Change the way I think and feel about my body	72.0	28.0
8	Adjust to changes in care	81.0	19.0
9	Cope with abuse/neglect in the home	70.0	30.0
10	Adequately express my feelings	70.0	30.0
11	Manage pain	87.0	13.0
12	Ensure quick recovery	82.0	18.0
13	Promote quality life	72.0	28.0
14	Make decisions for future medical care	86.0	14.0
15	Manage grief	74.0	16.0
		X	**76.8**

Table 1 showed the expression of the respondents in Nigeria on the counselling needs of patients. It was shown on the table that 82% of the respondents expressed that they need counselling to manage financial concerns, 80% of the respondents expressed they need counselling to help with job/work decisions, 87% of the respondents expressed that they need counselling to manage pain while 86% of the respondents expressed that they need counselling to make decisions for future medical care. In all, 76% of the respondents expressed that they need counselling when they are ill.

Research Question 2: What are the counselling needs of patients in Canada?

Table 2: Counselling Needs of Patients in Canada

Item No	When I am ill, I need counselling to:	Yes%	No%
1	Manage financial concerns	80.0	20.0
2	Help with job/school decisions	76.0	24.0
3	Handle daily activities	82.0	18.0
4	Manage anxiety	82.0	18.0
5	Help with the shock of being ill	80.0	20.0
6	Manage depression	86.0	14.0
7	Change the way I think and feel about my body	80.0	20.0
8	Adjust to changes in care	86.0	14.0
9	Cope with abuse/neglect in the home	64.0	36.0
10	Adequately express my feelings	66.0	34.0
11	Manage pain	88.0	12.0
12	Ensure quick recovery	86.0	14.0
13	Promote quality life	86.0	14.0
14	Make decisions for future medical care	80.0	20.0
15	Manage grief	62.0	38.0
		X	**78.9**

Table 2 showed the expression of the respondents in Canada on the counselling needs of patients. It was shown on the table that 80% of the respondents in Canada expressed that they need counselling to manage financial concerns, 76% of the respondents expressed they need counselling to help with job/work decisions, 88% of the respondents expressed that they need counselling to manage pain while 80% of the respondents expressed that they need counselling to make decisions for future medical care. In all, 78.9% of the respondents expressed that they need counselling when they are ill.

Research Question 3: Is there any comparison between the What are the counselling needs of patients in Nigeria and Canada?

Table 3: Counselling Needs of Patients in Nigeria and Canada Compared

Item No	When I am ill, I need counselling to:	Nigeria	Canada
		Yes%	Yes%
1	Manage financial concerns	82.0	80.0
2	Help with job/school decisions	80.0	76.0
3	Handle daily activities	66.0	82.0
4	Manage anxiety	72.0	82.0
5	Help with the shock of being ill	76.0	80.0
6	Manage depression	82.0	86.0
7	Change the way I think and feel about my body	72.0	80.0
8	Adjust to changes in care	81.0	86.0
9	Cope with abuse/neglect in the home	70.0	64.0
10	Adequately express my feelings	70.0	66.0
11	Manage pain	87.0	88.0
12	Ensure quick recovery	82.0	86.0
13	Promote quality life	72.0	86.0
14	Make decisions for future medical care	86.0	80.0
15	Manage grief	74.0	62.0
	X	**76.8**	**78.9**

Table 3 showed the expression of the respondents in Nigeria and Canada on the counselling needs of patients. It was shown on the table that 76.8% of the respondents in Nigeria expressed that they need counselling when they are ill while in Canada, 78.9% of the respondents in Canada expressed that they need counselling when they are ill.

5. Discussion of the findings

Respondents both in Nigeria and Canada expressed that whenever they are ill, they need counselling to manage financial concerns, to help with job/school decisions, handling daily activities and manage anxiety. This finding corroborates the submission of The American Cancer Society (2016) that patients need counselling to assist them in financial needs and daily activities. In the same vein, the finding tallies with the findings of Rando (2000) which revealed that financial concern, making decisions and managing anxiety are peculiar to patients and they require professional help.

The finding of this study also revealed that the respondents need counselling to help with the shock of being ill, manage depression, change the way they think and feel about their body. This have been well documented by Deneker (2006) that individuals who fall ill are usually shocked and depressed which make them seek or need professional help. Similarly, the finding of this study tallies with the findings of Bower, Knowles, Coventry and Rowland (2011) which showed that patients need counselling for certain psychological concern such as shock of being ill and depression.

All the respondents in Nigeria an Canada expressed that they need counselling to manage pain, ensure quick recovery, promote quality life, make decisions for future medical, adequately express their feelings and manage grief. This tallies with the report of Stroebe, Hansson, Stroebe and Schut (2001) which showed that patients need the help of a professional counsellor to cope with grief. Shuuman (2000) also reported that patients need help to seek future medical care if need arises. The finding of this study also supports the findings of Tidy (2013) which showed that patients need counselling to help recover on time and live a quality life.

There is a close similarity in the expression of respondents in Nigeria and Canada. This is devoid of the discrepancies between the two countries in terms of culture and level of development. The reason for this finding could be that counselling is a necessity in the lives of individuals to help with difficulties and challenges which one alone could not handle. Another probable reason for the finding of this study could be that counselling is meant for everyone irrespective of race, culture or economic status. Counselling service is also meant for all and not only the sick. This finding could also be because counselling on the need of all individuals.

6. Conclusion and Recommendations

There is close similarity in the counselling needs of respondents in Nigeria and Canada therefore,

Government in both countries should invest more in counselling profession to help all and sundry. Government should mandate the employment of counsellors in hospital to form part of the treatment team and attend to the needs of patients. Counsellors should be aware of the needs of patients and they should strive to meet the needs in a professional manner. Counsellors should also be aware of the unique need of patients based on social, spiritual, financial and physical need to provide appropriate and adequate care for patients. Professional counsellors need to engage in continuous training to meet the needs of patients which may change over time. Counsellors should aggressively publicize the need for patients to seek the services of professional counsellors before challenges weigh them down. Patients should not hesitate to seek the assistance of a counsellor when need arises.

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Part Three
Educational Psychology

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Impacts of Teaching of Health Education on the Control of Environmental Hazard in Secondary Schools in Offa Kwara State

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Abstract. Today's children are the leaders of tomorrow, they deserve to inherit a safer, fairer and healthier environment, no task is more important than safe guiding their environment. Health education knowledge are said to be one of the most efficient strategies that a nation needs to prevent environmental hazard like pollution, diseases and accidents in schools. This study investigated the impact of teaching of health education in the reduction of pollution, diseases and accidents in secondary schools in Offa, Kwara State. A descriptive research of survey type was used. The population were all secondary schools' teachers in Offa, Kwara State. Purposive and simple random sampling techniques were used to select 200 respondents that were used for the study. Researchers' designed questionnaire which was validated and tested for reliability using Pearson product moment correlation with a coefficient of 0.75r. Inferential statistics of Chi-Square was used to test the hypotheses at 0.05 alpha level of significance.
The findings of the study revealed that:Teaching of health education reduces pollution, the spread of diseases and accidents in secondary schools in Offa. (calc. X^2 value =181.46 > crit value 21.03), (calc X^2 value =151 03> crit value 21.03), (calc X^2= 121.82 > crit value 21.03)
The study concluded that the teaching of health education reduces pollution, the spread of diseases and accidents in secondary schools in Offa, Kwara State. It is therefore recommended that students and teachers should be given adequate knowledge of health education in order to create a sustainable quality of live to control pollution, the spread of diseases and to prevent accidents within the school environments. Health education knowledge should also be given to control physical, chemical and biological processes which may directly and indirectly affect the wellbeing of students and teachers in schools.

Keywords: Health, Education, School, Pollution, Diseases.

1. Introduction

Today's children are the leaders of tomorrow, they deserve to inherit a safer, fairer and healthier environment. There is no task more important than safe guarding their environment. Health education knowledge are said to be one of the most efficient strategies that a nation needs to prevent environmental health hazard like pollution, diseases and accidents in schools. A school is an institution designed for the teaching of students under the direction of teachers. The school provides learning experiences, services and environment which favourably influence those knowledge practices and also that which promotes individual students life. (Darki and Onobumeh (2014).

According to Arendt (2005), Health education is a continuation of learning experiences that enables students as individuals and as members of society to make informed decisions, modifies behaviours and change social conditions in ways

that are health enhancing and increase health literacy. Farles, (2009), defines health hazard like pollution as any chemical, condition or circumstance that may cause injury or illness. A substance is considered a health hazard if chronic or acute effect may occur in connection with the use of or exposure to that substance

Oxford English dictionary (2015) defines disease as a disorder of structure or function in a human, animal or plant especially one that produces specific symptoms or that affects a specific location and is not simply a result of physical injury. Also by Oxford English Dictionary, (2015) Accident can be defined as an unfortunate incident that happens unexpectedly and unintentionally, typically resulting in damage or injury.

As a result of advances in technology, today's children will be exposed to more chemicals over their lifetimes than previous generations. That's why teaching of health education is essential for safeguarding their health as well as protecting their health if contamination exists to prevent accidents and diseases, (Feinstein, Sabates, Anderson, Sorha and Hammond, 2006). According to WHO (2002), environmental challenges and opportunities vary considerably among schools around the world across countries and within communities, similarly the resources available to schools to manage health hazards vary and are limited.

BMB (2015) reported that continuous exposure to environmental pollution remains a major source of health risks throughout the world. The problems are undoubtedly greatest in schools where traditional sources of pollution such as industrial emissions, poor sanitation, inadequate waste management, contaminated water supplies and exposure to indoor air pollutions from biomass fuels affect large numbers of students in school environment.

Health Education can impact in two ways; firstly through life-skills based Education (LSBE) which teaches children to learn about health, and secondly through the educational process as a whole which provides skills such as critical thinking and making choices enabling for options for healthy lifestyles, (Minchom, Sibert, Newcombe and Bowley, 2010). According to Derryberry (2004), Health education and health educators are expected to contribute to the reduction of negative impacts of health problems. The unique role of health education in helping to meet these problems can perhaps be clarified through a review of some differences between procedures that have been successful in solving the problems of diseases. Health Education has impact on features of self, particularly, self-concepts and attributes.

According to Feinstein et al (2006) education is strongly linked to health and determinants of health such as health behaviours, risky contests and preventive techniques and services to prevent accidents that is there is a significant impact of health education in the control of accidents. Students who are being taught health education tend to have better health, well-being and healthier behaviours, which prevent the occurrence of pollution. Education is an important mechanism for enhancing the health. And well-being of individuals, *because* it reduces the need for health care (Spasojevic 2003) Kaushal, (2015), affirmed that there is a positive impact of health education on diseases through a study conducted on knowledge of teachers in aspect of reproductive health where significant changes were observed after acquired knowledge of health education

2. Statement of the Problem

In recent time and across the world, there has been outbreaks of pollution which can lead to diseases and report of accidents cases in school environments. It has been observed that there is high rate of pollution, diseases and accidents in schools where is there is inadequate knowledge of Health education. Cases of environmental hazards are more prone to schools where they lack health educators and accident preventive techniques. Despite the major efforts that have been made over recent years to clean up the environment, pollution remains a major problem and poses continuing risks to health and can lead to diseases. In order to establish the importance of health education in school environments in the reduction of environmental health hazards

like pollution, diseases and accidents, this study investigated the impacts of teaching of health education in the control of environmental hazards in secondary schools in Offa, Kwara state.

3. Research Questions

- Will teaching of health education have impact on pollution in secondary schools in Offa, Kwara State?
- Will teaching of health education have impact on diseases in secondary schools in Offa, Kwara State?
- Will teaching of health education have impact on accidents in secondary schools in Offa, Kwara State?

4. Research Hypotheses

- Teaching of health education will not significantly have impact on pollution in secondary schools in Offa, Kwara State
- Teaching of health education will not significantly have impact on diseases in Secondary schools in Offa, Kwara State
- Teaching of health education will not significantly have impacts on accidents in secondary schools in Offa, Kwara State

5. Methodology

A descriptive research of survey type was used for this study. The population for this study comprises all secondary school teachers in Offa, Kwara State. Purposive and simple random sampling techniques were used to select 10 out of 14 public secondary schools in Offa, Kwara State. Simple random sampling technique of fishbowl using 'Yes and No' was used to select 20 teachers from each of the secondary schools making a total of 200 respondents which include male and female teachers. The instrument used for this study was a researchers' structured questionnaire titled "Impacts of Health Education Knowledge on the Control of Environmental Health Hazard in Secondary Schools''. The questionnaire has only 1 section which contains questions relating to the hypotheses set for the study .A modified four point Likert scale rating format type instrument of Strongly Agree (SA) - 4, Agree (A) - 3, Disagree (D) - 2 and Strongly Disagree (SD) – 1 was used

The instrument was validated by three experts in related fields Comments and suggestions were used to improve the final instrument used for the study. The reliability of the instrument was carried out using test re-test method. It was administered to 20 teachers at Government Day Secondary School, Tanke, Ilorin, which has the same characteristics with the selected schools but not part of the study. The data collected in each of the two administrations were correlated using Pearson Product Moment Correlation. A correlation coefficient index of 0.75r was obtained, which is high enough to show that the instrument is reliable for the study.

The questionnaire was administered to the respondents by the researchers and 3 trained research assistants. The data collected were sorted, coded and analysed using spss version 18.0. An inferential statistics of Chi-square was used to test the hypotheses set for the study at 0.05 alpha level of significance.
The following schools are used for the study:
1) Offa Grammar School., 2) St. Claires Girls Grammar school, Offa., 3) Anglican comprehensive school, Offa., 4) Olalomi Comprehensive Grammar school, Offa., 5) Tawakalitu Grammar school, Offa., 6) Nawairudeen Grammar school, Offa., 7) Ansarudeen Grammar school, Offa., 8) Moremi Girls High School, Offa., 9) Okin High School, Offa., 10) Government Secondary School, Offa.

Results

Hypothesis one: Teaching of Health education will not significantly have impact on pollution in secondary schools in Offa, Kwara State

Table 1: Chi-square analysis of impacts of teaching of health education on pollution in Secondary Schools in Offa, Kwara State

S/N	ITEM	SA	A	D	SD	Row Total	DF	Cal- x^2	Cri-x^2	Decision
1	Teaching of Health education in schools will reduce the occurrence of pollution	28	130	40	2	200				
2	Teaching of Health education in schools will give the school community knowledge of pollution	90	66	34	10	200				
3	School community with better understanding of pollution will guide against contamination of water supplies	60	73	60	7	200	12	181.46	21.03	Hypothesis rejected
4	Teaching of health education in schools will reduce poor sanitation that can lead to pollution	64	65	36	35	200				
5	Teaching of health education in schools will control waste management,	52	114	19	15	200				
	Column Total	294	448	189	69	1000				

P≤ 0.05 cal x^2=181.46 > crit x^2=21.03

Table 1 indicates hypothesis 1 which states that teaching of health education will not have a significant impact on pollution in Secondary Schools in Offa, Kwara State. The table revealed that the calculated x^2 value of 181.46 and critical x^2value of 21.03 with 12 degree of freedom at 0.05 level of significance, since the calculated x^2 value is greater than the critical x^2 value hence the hypothesis is rejected. This implies that teaching of health education has a significant impact on pollution in secondary schools in Offa, Kwara State.

Hypothesis two: Teaching of health education will not significantly have impact on diseases in Secondary schools in Offa, Kwara State

Table two: Chi-square analysis of impacts of teaching of health education on diseases in secondary schools in Offa, Kwara State

s/no	ITEM	SA	A	D	SD	Row Total	DF	Cal- x^2	Cri-x^2	Decision
1	Teaching of health education in schools will help the School community to safeguard their environments and minimize the outbreak of diseases	42	80	60	18	200				
2	Teaching of health education in schools will help the School community to practice healthy behaviours	62	92	40	4	200				
3	Teaching of health education in schools will help in the control of diseases within schools' environments	51	120	16	13	200	12	151.03	21.03	Hypothesis rejected
4	Teaching of health education in schools can help in early detection and treatment of infections	40	142	7	11	200				

5	Teaching of health education in schools will help school community to embrace hygiene	60	122	13	5	200
	Column Total	225	556	136	51	1000

P≤ 0.05 cal x^2=151.03 > crit x^2=21.03

Table 2 indicates hypothesis 2 which states that teaching of health education will not have a significant impact on diseases in Secondary Schools in Offa, Kwara State. The table revealed that the calculated x^2 value of 151.03 and critical x^2value of 21.03 with 12 degree of freedom at 0.05 level of significance, since the calculated x^2 value is greater than the critical x^2 value hence the hypothesis is rejected. This implies that teaching of health education has a significant impact on diseases in secondary schools in Offa, Kwara State.

Hypothesis three: Teaching of health education will not significantly have impact on accidents in secondary schools in Offa, Kwara State

Table three: Chi-square analysis of impact of teaching of health education on accidents in Secondary Schools in Offa, Kwara State.

S/N	ITEM	SA	A	D	SD	Row Total	DF	Cal- x^2	Cri-x^2	Decision
1	Teaching of health education in schools will help in the control of accidents	80	63	40	17	200				
2	Teaching of health education in schools will help to guide against risky contests that can lead to accident	84	72	31	13	200				
3	Teaching of health education in schools will equip the school community the knowledge of preventive techniques	62	80	30	28	200	12	121.82	21.03	Hypothesis rejected
4	Teaching of health education in schools will broaden their knowledge to avoid physical injury	30	88	80	12	200				
5	Teaching of health education in schools will help to manage the limited resources available for accident victims	40	130	20	10	200				
	Column Total	296	433	207	80	1000				

P≤ 0.05 cal x^2=121.82 > crit x^2=21.03

Table 3 indicates hypothesis 3 which states that teaching of health education will not have a significant impact on accidents in Secondary Schools in Offa , Kwara State. The table revealed that the calculated x^2 value of 121.82 and critical x^2value of 21.03 with 12 degree of freedom at 0.05 level of significance, since the calculated x^2 value is greater than the critical x^2 value hence the hypothesis is rejected. This implies that teaching of health education has a significant impact on accidents in secondary schools in Offa, Kwara State.

6. Discussion

Teaching of health education has a significant impact on pollution in secondary schools in Offa, this finding is in agreement with Spasojevic (2003) who reported that Students who are being taught health education tend to

have better health, well-being and healthier behaviours, which prevent the occurrence of pollution, which means that health education has a positive impact on pollution. Education is an important mechanism for enhancing the health and well-being of individuals, *because* it reduces the need for health care.

Teaching of health education has a significant impact on diseases in secondary schools in Offa, this. This finding corroborates with the submission of Kaushal, (2015), who that affirmed that is a positive impact of health education on diseases through a study conducted on knowledge of teachers in aspect of reproductive health where significant changes were observed after acquired knowledge of health education .It is also in line with the reports of Derryberry (2004),who stated that Health education have been successful in solving the problems of diseases through a clarified review of some differences and procedures.

Teaching of health education has a significant impact on accidents in secondary schools in Offa ,this is in agreement with the report of Feinstein et al (2000) who affirmed that education is strongly linked to health and determinants of health such as health behaviours, risky contests and preventive techniques and services to prevent accidents, that is there is a positive impact of health education in the control of accidents.

7. Conclusions

Based on the findings of this study, it was concluded that the teaching of health education reduces pollution, spread of diseases and accident in secondary schools in Offa, Kwara State. Students who are being taught health education have better health, awareness on prevention of diseases and control of pollution.

8. Recommendations

It is therefore recommended that students and teachers should be given adequate knowledge of health education in order to create a sustainable quality of life to control pollution, spread of diseases and to prevent accident within the school environment. Health education knowledge should also be given to control physical, chemical, biological contamination processes and factors which may directly and indirectly affect the wellbeing of students and teachers in schools.

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Identification of Alternative Conceptions of Genetics held by Senior School Students in Ilorin, Nigeria, Using a Three-Tier Diagnostic Test

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1. Introduction

Students bring to lessons a lot of pre-existing (alternative) conceptions about scientific phenomena that can interfere with students' learning of correct scientific concepts (Gurel, Erylimaz & McDermott, 2015). Alternative conceptions are false or non-scientific beliefs held by students on a specific concept or phenomenon, which may be caused by their misunderstanding of other subjects or gained from their earlier experiences (Abdulwali & Alshaya, 2012). Alternative conceptions related to biology concepts are widely spread among students at every level of educational ladder and it represents a real barrier to students' understanding of biology (Bello, Bello & Abimbola, 2016). Alternative conceptions have been reported in most topics (genetics, ecology, respiration and photosynthesis) and across several educational levels (Taber, 2009).

Genetics as a concept in biology was coined in 1906 by Dilliam Bateson and it is defined as the study of heredity and variation. Genetics is one area of science and biology that needs to be understood generally. Most popular significant advancement in science and technology in this present time are from the knowledge of genetics. The role of genetics in human health and reproduction has made it a scientific discipline that everyone needs to understand. Yet, several studies reveal that students fail to critically understand the genetics knowledge taught in the classroom, and this lack of understanding leads to an inability to apply basic knowledge to their daily lives (Lewis & Wood-Robinson, 2000). Genetics is a biological concept in which students have understanding that is not aligned with biological theory (Lewis & Kattmann, 2004).

The West African Examinations Council Chief Examiners reported poor performance of biology students on genetics-related questions in biology examination "May/June 2015: poor response to questions on *genetics*; Nov/Dec 2013: inability to answer questions in *genetics* perfectly; May/June 2012: poor understanding of certain *genetic* terms e.g. nucleotide and hybrid". Several reasons have been discovered to cause the poor performance of students in biology by researchers. One of the reasons is alternative conceptions of science concepts held by students (Abimbola, 2013; Bahar, 2003).

Several evaluating methods such as Concept maps, multiple-choice tests, and interviews have been employed to determine students' alternative conceptions of science concepts and have proved to be successful methods however each has its limitations. As a result of these limitations, (Chandrasegaran, Treagust & Mocerino, 2007) reported that multiple-choice test item which include options that serve as reasons for students' responses was proposed. This led to two-tier and three-tier multiple-choice diagnostic tests mainly for identifying students' conceptions (scientific conceptions,

alternative conceptions and misconceptions) in limited and clearly defined content area. The first-tier of three-tier tests consist of multiple-choice questions, the second-tier deals with the reason for the response in the first-tier and the third-tier involves questions to measure the degree of confidence of the students' responses. This is used by many researchers (Caleon & Subramaniam, 2010) because it distinguishes a lack of knowledge from an alternative conception (Arslan, Cigdemoglu & Moseley, 2012). Dusica, Tamara, Mirjana and Sasa (2015) stated that there are only a few studies examining students' alternative conceptions in science using three-tier tests available in literature.

As a result of the limited three-tier diagnostic test in the literature despite its effectiveness in assessing students' alternative conceptions of scientific concept, this study aims at identifying alternative conceptions of genetics held by senior school students in Ilorin, Nigeria, using a three-tier test.

2. Theoretical Framework

The theoretical basis of this study is a constructivist approach that is grounded in the belief that learners' prior knowledge is a dominant factor in determining the outcomes of learning (Ausubel, 1968).

Constructivism is a theory of knowledge which argues that humans generate knowledge and meaning from an interaction between their experiences and their ideas. Piaget formulated the theory of constructivism and further explained processes by which knowledge is internalized by learners. Individual develop new knowledge from their prior experiences through the processes of accommodation and assimilation (Piaget, 1967).

The constructivist research programme has drawn attention to the way students' existing ideas complicate teaching. Where students come to class with their own alternative conceptions about science topics, this can often mean that even a teaching presentation that is effectively planned from the perspective of the conceptual structure of science (biology, chemistry, physics), may be wrongly understood because the learners interpret teaching in terms of their existing ways of thinking (Taber, 2009).

The concept of genetics can be characterized as abstract. Abstract concepts are hard to understand, which may in turn cause alternative conceptions which are hard to change therefore, students need to have high operational abilities in order to understand abstract concepts (Piaget, 1971). Ausubel indicated that effective learning involves constructing conceptual understanding in a meaningful way and further suggested that meaningful learning takes place if the learning task can be related in a concrete, substantive way to what the learner already knows. An early priority for the constructivist research programme was to find out a lot more about how students understood scientific concepts (Taber, 2009).

Constructivist approach suggests that learning build upon the cognitive and conceptual resources available. This results to a number of key constructivist principles for teachers:

- Teaching entails activating relevant prior ideas of learners to construct new ones.
- Students construct their knowledge based on partial, incorrect or irrelevant prior knowledge except carefully guided.

Students often have their own ideas on a topic which they acquired from other sources such as family, friends, media etc. This is being explored in science learning, where examples of 'misconceptions, alternative conceptions, preconception, intuitive theories, and alternative conceptual frameworks' that students acquired and are inconsistent with school science have been reported (Duit, 2009; Taber, 2009).

Since students' understanding of teaching will be based on their existing knowledge and way of thinking on a topic, teachers therefore need to diagnose students thinking effectively, so that teacher can channel that thinking towards the knowledge presented in the curriculum (Brock, 2007). Where teaching is not designed to closely build upon learners' current state of knowledge, many things can go wrong-misinterpretation, failure to make expected links, making inappropriate links, alternative conception (Taber, 2001).

This study is related to the theory of constructivism as it has been reported in the various studies that misconceptions and alternative conceptions are developed by students during the process of constructing their own meaning of the information given in a class. Constructivists are of the opinion that knowledge is acquired recursively, that is sensory data is combined with prior knowledge to create new cognitive structures, which result to the basis for further construction. Knowledge is also created cognitively by reflecting on prior knowledge and since each student brings a different cognitive framework to lesson and each will construct new knowledge in a different manner, different conceptions are developed which may be referred to as misconceptions and alternative conceptions.

3. Research Method

This research adopted descriptive research of the survey type. It involved 281 senior secondary school III students offering biology in 12 selected schools. The multiple-choice "Genetic Concept Diagnostic Tool" (GCDT), a 14-question instrument was developed through three stages: (1) adaptation of GCDT from the paper works of Tsui (2002), Elrod (2007) and Moskalik (2007), (2) validation of GCDT, (3) pilot study.

The GCDT was administered to the participants as three-tier test. As shown in the following Table 1, the first-tier consist of multiple-choice questions about genetics content, the second-tier deals with the reason for the response in the first-tier in which one alternative conception was imbedded and the third-tier measure the degree of confidence of the students' responses.

Table 1: Sample Question from Genetic Concept Diagnostic Tool (GCDT)

Sample Question-1
What is the chemical composition of DNA? traits (B) nucleotides (C) amino acid (D) alleles Reason for your answer: because they are nitrogenous base require energy from the cell made of organic compound are strand Are you sure? i. Yes, I am sure ii. No, I am not sure

3.1 Validation of Research Instrument

The validity of GCDT was done by given it to two lecturers in the Department of Science Education, University of Ilorin, two lecturers in the Department of Plant Biology, University of Ilorin and one experienced biology teacher. A pilot study was performed with 20 senior secondary school III students offering biology, which were separate from the study group. The pilot study of GCDT was accomplished by conducting item analysis. Item discrimination indices ranged between 0.2 and 0.8 with an average of 0.307, item difficulty indices ranged between 0.55 and 0.9 with an average of 0.515. Kuder-Richardson 20 (KR-20) formula was used to check the internal consistency reliability of the test and KR-20 coefficient was found to be 0.95 indicating that the items functioned in a satisfactory way.

4. Results

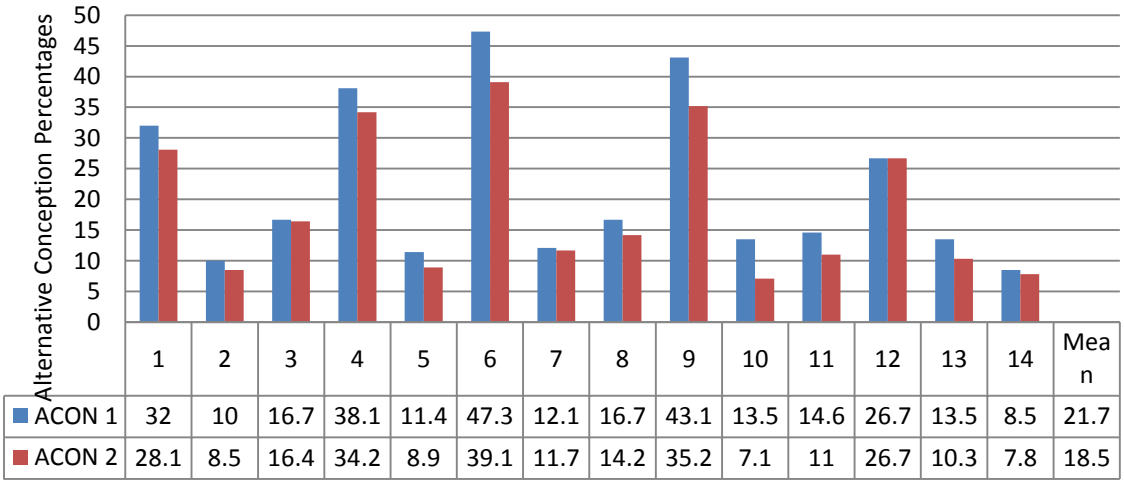
In analyzing GCDT data, when 111 coding was obtained as a result of selection of correct choice in the first-tier, second-tier and selection of Yes, I am sure in the third-tier the students were considered to have correct conception but if alternative option was selected at the second-tier and Yes, I am sure in the third-tier, the students were considered to have alternative conception.

Figure 1 represents the alternative conception percentages with respect to the number of tiers for SSS 3 students. All items are represented by bar graphs for the ACON1 and ACON2, and are represented by different colors. The first bar

identifies the ACON1 values and second bar identifies ACON2 values. Figure 2 shows that the ACON1 values are higher than the ACON2 values. Therefore, the percentages decrease from the second-tiers to the third tiers. For the items that students have strong alternative conceptions about (question numbers 1, 4, 6, 9, 12), the COR3 values varied between 1.8% and 11.7%, which were low. The alternative conceptions of the SSS 3 students with percentages above 18.5% mean score are presented in Table 2. The highest value of the ACON2 belongs to Question 12, "Which one of the following concisely describe gene?" with a value of 38.4% and very low COR3 of 1.8%.

Alternative Conception in Second Tier (ACON1): The percentage of alternative conception choices "1-2's" for each item.

Alternative Conception in Third Tier (ACON2): The percentage of alternative conception choices "1-2-1's" for each item.



	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Mean
ACON 1	32	10	16.7	38.1	11.4	47.3	12.1	16.7	43.1	13.5	14.6	26.7	13.5	8.5	21.7
ACON 2	28.1	8.5	16.4	34.2	8.9	39.1	11.7	14.2	35.2	7.1	11	26.7	10.3	7.8	18.5

Figure 2: Three-tier Alternative Conceptions of SSS 3 Students

Table 2: *Alternative conceptions and their percentages for SSS 3*

Question NO	Alternative Conceptions	Frequency	%
1	Chemical composition of DNA is nucleotide which is made of organic compound	79	28.1
4	Zygote is formed by fertilization process because it involves sexual intercourse	96	34.2
6	Sex is determined by dominant sex chromosome X and Y	110	39.1
9	Different cells (muscle cells, nerve cells, skin cell) function differently because they are located in different areas of the body	99	35.2
12	Gene is a part of chromosome	75	26.7

Table 3 shows the distribution of male and female SSS 3 students' alternative conceptions of genetics. The Table shows that male and female SSS3 students offering biology possess alternative conceptions about genetics. Question 6 which asked about sex chromosome has the highest percentage of alternative conceptions with total number of 66 (41.3%) for male and 44 (36.4%) for female while question 14 that asked about variation has the lowest percentage of alternative conceptions with 12 (7.5%) male and 10 (8.3) female. Equal number of male 48 (30.0%) and female 48 (39.7%) has alternative conception in question 4 that asked about zygote formation.

Table 3
Identified alternative conceptions on genetics

Concepts	Alternative Conceptions	Male Students				Female Students			
		Two-tier		Three-tier		Two-tier		Three-tier	
		Freq	%	Freq	%	Freq	%	Freq	%
DNA	Chemical composition of DNA is nucleotide which is made of organic compound	50	31.3	46	28.7	39	32.2	33	27.3
Homo zygote	Homozygote genes are from the same individual	13	8.1	13	8.1	15	12.4	11	9.1
Allele	Dominant allele makes heterozygote individual look like homozygote individual	22	13.8	22	13.8	25	20.7	24	19.8
Zygote	Zygote is formed by fertilization process because it involves sexual intercourse	54	33.8	48	30.0	52	43.0	48	39.7
Cell division	Cell division in skin cells result into the same genetic information in mother and daughter because cell content divides into equal half	19	11.3	14	8.8	14	11.6	11	9.1
Pheno type	Sex is determined by dominant sex chromosome X and Y	78	48.8	66	41.3	55	36.4	44	45.5
	Phenotype is individual's appearance	17	10.6	17	10.6	17	14.0	16	10.0
Gene	Gene functions as individual traits	25	15.6	19	11.9	22	18.2	21	17.4
	Gene is a part of chromosome	38	23.8	38	25.6	37	30.6	37	28.1
Cell	Different cells (muscle cells, nerve cells, skin cell) function differently because they are located in different areas of the body	64	40.0	52	32.5	57	47.1	47	38.8
Mutation	Mutation destroys DNA structure	29	18.1	14	8.8	9	7.4	6	5.0
	Mutation produces new genetic materials	16	10.0	11	6.9	25	20.7	20	16,5
Geno type	Genotype is the behavior appearance of individual	20	12.5	13	8.1	18	14.9	16	13.2
Variation	Variation are the identifiable differences with population	13	8.1	12	7.5	11	9.1	10	8.3

Table 4 shows that there was no significant difference in the number of alternative conceptions held by male and female senior school students offering biology since [$x^2_{(2,\ 281)}$ =1.17, p=24.99]. The p-value (32.67) is greater than 0.05 (level of significance) the null hypothesis was not rejected. It implies that gender has no influence on the number of alternative conceptions of genetics held by SSS 3 students.

Table 4: *Chi-square Analysis of Different in the Number of Alternative Conceptions Held by Male and Female SSS 3 Students Offering Biology*

Group	Observed	Expected	N	Df	Cal. Value	Table Value	Sig.	Remark
Male	385	364.5	160	280	1.17	32.67	NS	Not rejected
Female	344	364.5	121					

5. Major Finding

Three-tier diagnostic test accurately assess students' alternative conceptions of genetics Students' gender had no significant influence on the number of alternative conceptions held by SSS 3 students' offering biology [$x^2_{(2,\ 281)}$ =1.17, p=32.67].

6. Discussion and Conclusion

The result shows that many of the students who claim to understand genetics have wrong understanding referred to as alternative conception in this study. This is in accordance with Lewis and Wood-Robinson (2000) report that students of all ages often have considerable alternative ideas about genetic, some students believed that chromosomes and genetic information are shared but not copied during cell division, and that all chromosomes are either male (Y) or female (X).

Students' gender had no significant influence on the number of alternative conceptions held by SSS 3 students' offering. This is in agreement with the findings of Ekong, Akpan, Anongo and Okrikata (2015) study on influence of selected variables on students' academic performance in genetics and their applications for effective application of stem education that the t-test analysis revealed a non-significant difference for students' gender. Although Jone, Howe and Rua (2000) reported that significantly more females than males see science as a difficult subject to understand, in this study, both groups still have wrong understanding about genetic concepts.

All the findings obtained indicate that the three-tier diagnostic test can be used to evaluate students' conceptions effectively and accurately. As it is shown in Table 2, genetic concepts in which students have strong alternative conceptions about are DNA, Zygote Formation, Cell Function, Sex and Gene. It is obvious that these alternative conceptions cannot be prevented by traditional teaching methods, since in this study it is found that the students solidify their alternative conceptions. After the alternative conceptions have been identified, they may be removed with proper methods described in the literature Salih, Erol & Sacit (2004).

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Effects of Computer-Assisted Instruction (CAI) on Students' Achievement and Interest in Secondary School Physics in Jos North Local Government Area of Plateau State, Nigeria.

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Abstract. The study investigated the Effects of Computer–assisted Instruction, (CAI) on Students' achievement and interest in Secondary School Physics in Jos North Local Government Area, Plateau State. This study was motivated because of the prevalence of poor students' performance in physics which was due to defective method of teaching used by teachers. The design used in this study was quasi-experimental design. Specifically the pretest posttest control group design. The sample of the study comprised of eighty five (85) SS2 physics students in Jos north local government area of plateau state Nigeria. Three research questions and four hypotheses were formulated to guide the study. Two instruments namely physics achievement test (PAT) and physics interest questionnaire (PIQ) were used to collected data for the study. The PAT consisted of 40-items which is developed based on the concept of units and measurements, motion, vectors, projectile and simple harmonic motion while PIQ consisted of 16-items. The two instruments were validated by two experts a Prof. of physics education from the department of science and technology education university of Jos and a senior lecturer from Test and Measurement Unit in the Department of Educational Foundation all in the University of Jos. The reliabilities of the two instruments PAT and PIQ was computed and the indexes stood at 0.85 and 0.88 respectively. Data collected for the study were analyzed with the used of simple percentages, t-test and analysis of variance (ANOVA) using SPSS version 22. The findings of the study revealed that the use of CAI helped in enhancing students' achievement in physics, helped in improving students interest in physics. The findings also showed that conventional lecture method does not help in enhancing students' achievement in physics. The results of the hypotheses tested revealed that there was significant difference between the mean achievement scores of posttest and the mean achievement scores of pretest of experimental group, There was no significant difference between the pre-test and posttest physics achievement mean scores of students in control and the experimental groups, There was no significant difference between the post-test achievement mean scores of the experimental group and There was no significant difference between the pretest and posttest physics achievement scores of male and female in the experimental group. The study then recommended among others that workshops should be organized for physics teachers so as to educate them on the use of computer assisted instruction. These workshops should be held periodically for freshly recruited teachers.

Keywords: Physics, Computer-Assisted Instruction, Achievement and Interest.

1. Introduction

Physics is a natural science that involves the study of the properties of matter, energy and motion. It is also a natural science that deals with the practical application of laws and principles of science concepts. The application of physics via technology is crucial for providing the infrastructural resources needed by a nation. In October 2005, stakeholders, including physicists, met in South Africa to consider the role physics plays in generating sustainable future for developing countries in Africa. This clearly shows the relevance of physics for the economic development of all nations. Physics being the most basic of sciences, its concepts and techniques underpin the progress of all other branches of science. For instance, thorough understanding of quantum mechanics is necessary for chemists and material scientists to understand the structure of an atom in the universe (Mankilik & Josiah, 2013).

According to Boyo (2010) physics is becoming increasingly inter-disciplinary, as physicists work with experts in other fields to understand and solve a wide range of problems confronting the society. This mean that physics being a cross-cutting discipline has industrial applications in many sectors of the economy such as health, energy, agriculture, water as well as information and communication technology. However, despite the contributions of physics to the society, the performance of secondary school students in science generally and Physics in particular keeps declining. Also over the years, performance in Science subjects including physics has been dwindling. Samuel (2015) found that in 2002, 2003 and 2004 the percentages of candidates who passed West African School Certificate Examination (WASCE) at credit level and above (grades 1-6) in physics were 30.3%, 42.1% and 30.2% respectively. The implication of this persistent poor performance of students in Physics is that a great percentage of them fail to get grades that will take them to higher institutions for studies. This has been a source of concern to well-meaning Nigerians, parents, researchers and science educators. Thus, researchers in science education in Nigeria have continued to seek for ways of improving the situation and maximizing meaningful learning of Physics by the students. This poor performance in physics has been attributed to the used of defective methods of teaching. This calls for the use modern technologies like computer to improved the teaching and learning of physics.

The development of computer technologies has totally changed the methods of teaching and learning. In this present era, programmed instructions were introduced and different learning theories were presented through different programs. The computer assisted instruction, which is the most advanced and sophisticated form of programmed instructions, was introduced in the education systems which make tremendous changes in the teaching and learning process. Researches conducted on the use of Computer-Assisted Instruction (CAI) in different parts of the world have indicated that it helps in students' achievement. Computers are the most pretty and valuable gift of science and technology to mankind. It has made miracles in almost all aspects of life. In the present era, there is no corner of human life which remained untouched by the computer. Just like other fields of life, computers are used in education discipline in different ways including the actual work of teaching. Computer Assisted Instructions are types of instructions with the help of computers, which are one step in advance in the use of teaching machines. Computer is one step ahead of other teaching machines because it can perform more and multiple tasks as compared to teaching machines like Information and Communication Technology (ICT). The CAI is not the use of Microcomputer in education but it is the type of instructions in which course contents are provided to the learner at their own pace that is a learner-centered and activity-based. The CAI is an interactive system in which students can gain according to their own abilities and skills (Mangal & Mangal, 2011).

Conventional teaching is concerned with the teacher being the controller of the learning environment. Power and responsibility are held by the teacher and they play the role of instructor (in the form of lectures) and decision maker (in regards to curriculum content and specific outcomes).

Interest is often thought of as a process that contributes to learning and achievement. That is, being interested in a topic is a mental resource that enhances learning, which then leads to better performance and achievement. Research has demonstrated that both situational and individual interest promote attention, recall, task persistence, and effort (Gilbert, 2006). In their meta-analysis of over 150 studies that examined the relationship between interest and performance. Benson (2001) found that individual interest was correlated with both academic and laboratory performance (rs = 0.31 and 0.27, respectively). From this perspective, then, interest appears to play a very important role in learning and academic achievement.

Researchers over the years have shown that there is gender difference in terms of performance in physics. For example, Orji (2002) found out that "boys clearly perform better than girls in Physics examinations". Based on the issues identified, this study was designed to investigate the effect of Computer Assisted Instruction (CAI) on Students' Achievement and Interest in Secondary School Physics in Jos North Local Government Area, Plateau State.

2. Statement of the Problem

There are a lot of challenges facing teaching and learning of physics among Nigerian secondary schools. Some of the challenges according to Orji (2002) include poor performance in Physics, shortage of science teachers in quality and quantity, inadequate laboratory equipment and facilities, poor motivated teaching strategies and shortage of suitable Physics textbooks. Pilli (2008) observed lack of interest in physics by students due to preconceived ideas that physics is a difficult subject has affected the enrolment and performance of students in physics. Deleon (2005) conducted a research on the relationship between classroom control and students' performance; his findings revealed that teachers who are sufficiently equipped with strategies that assist in classroom control adequately would automatically enable the students have full concentration and lead to positive academic performance of the students.

Currently, there is problem of low achievement among Nigerian secondary school Students particularly in Physics. Underachievement is a greater problem from the economic and social point of view because it involves wastage of human and economic resources. It is also a problem from the learner's point of view as it causes emotional unrest and psychological tension. The problem of underachievement is linked to some other serious problems in the education system such as the lack of interest of students in the learning process. Osuagwu (2011) reported that the breakdown of May/June SSCE 2010/11 examination reveals the poor performance of students in WAEC and NECO exams in recent time has resulted in an average failure rate of 72 per cent, 74per cent, 74 per cent and 75 per cent in 2008, 2009, 2010 and 2011 respectively. The implication is that little or no learning of concepts takes place in the lives of the learners. This trend has been attributed mainly to the ineffective methods of teaching employed by physics teachers when teaching physics. Research indicates that the conventional method of teaching identified as being ineffective, is still being employed in teaching physics instead of Information Computer Technology (ICT) which is learner friendly (Boyo,2010). There are many reasons for the low achievement in physics but experts suggest that the main reason is that physics is taught with the autocratic strategies (conventional method) and new methods of teaching physics such as CAI are totally rejected. This situation calls for a change in the teaching method of physics. The Computer assisted instructions are the modern teaching methods identified in literature. This can help improve students' learning and also help in promoting students interest in physics. Despite the relevance of CAI in promoting teaching and learning of physics, researched on the use of computer assisted instruction seems to be limited in Jos North Local Government Area of Plateau State. This problem prompted the researchers to investigate Effects of Computer-Assisted Instruction (CAI) on Students' Achievement and Interest in Secondary School Physics in Jos North Local Government Area of Plateau State, Nigeria.

3. Purpose of the Study

The aim of this study was to investigate the Effects of Computer-Assisted Instruction (CAI) on Students' Achievement and Interest in Secondary School Physics in Jos North Local Government Area, Plateau State. However, the specific objectives of this study were to:

(i) determine whether difference exists between CAI and conventional method on students' achievements in Physics.

(ii) find out whether students have interest in physics when taught using CAI.

(iii) determine the effect of CAI on students' achievement in physics, based on gender.

(iv) find out whether the students taught physics using CAI would achieve better than those taught physics using conventional method.

(v) ascertain the effect of CAI on students' interest in physics, based on gender.

4. Research Questions

The following research questions were formulated to guide the study:

- What are SS2 students' levels of Achievement in physics before and after exposure to computer-assisted instruction (CAI)?
- What are the levels of SS2 students' interest in physics before and after exposure to computer-assisted instruction (CAI)?
- What are SS2 students' levels of Achievement in physics before and after exposure to conventional teaching method?

5. Hypotheses

The following hypotheses were formulated and tested at .05 level of significance:

- There is no significant difference between the pre-test and post-test achievement mean scores of experimental group.
- There is no significant difference between the pre-test and post-test physics achievement mean scores of students in control and the experimental groups.
- There is no significant difference between the post-test achievement mean scores of the experimental group.
- There is no significant difference between the pretest and posttest physics achievement scores of male and female in the experimental group.

6. Scope of the Study

This study would be limited to two public secondary schools in Jos North Local Government Area of Plateau State. The choice of these schools was because the schools have insufficient instructional materials and physics teachers. Beside, these schools were equipped with latest computer facilities and the principals of these schools showed their enthusiasm in the study and offered their willingness to facilitate the researcher. The study was limited to SS2 students. The researcher considered that the SS2 are those preparing for WAEC and NECO and they have covered some topics in physics. The study also focused on the concepts of motion, space and time.

7. Methodology

The research design for this study was Quasi-experimental research design, specifically, the non – randomized and non-equivalent control-group design. The actual population of the study comprised of 615 SS2 physics students. The sample of the study comprised of eighty five SS2 Physics students, two groups experimental and control group used in the study. This sample constitute of 13.82% of the entire population. This 13.82% is good enough for an experimental study of this nature. In this study, two instruments were used for data collection namely: Physics Achievement Test (PAT) and Physics Interest Questionnaire (PIQ). The Physics Achievement Test (PAT) which was developed based on WAEC/NECO syllabus in SS2 Physics Curriculum. The instrument was developed on the concepts of space, time, motion, simple harmonic motion and projectile. The Physics Interest Questionnaire (PIQ),

instrument consists of sixteen (16) items. This instrument was developed to find out the level of interest students have when teachers use CAI to teach those concepts. The instrument was validated based on content validity by two experts a professor of Physics Education from the Department of Science and Technology Education and the other from Test and Measurement Unit in the Department of Educational Foundations all in the University of Jos, Nigeria. The reliability co-efficient of the instruments was determined using K-R20 method and it was found to be 0.85 and 0.88 for PAT and PIQ respectively. The treatments were made within the periods of six (6) weeks after which the test (PAT) and (PIQ) was administered immediately with the assistance of the Physics teachers in the two schools. Descriptive and inferential statistics were used to answered and test the hypotheses stated in the study. The descriptive statistics used include simple percentages and mean while the inferential statistics used are t-test and analysis of variance (ANOVA).

8. Results

Research Question One

What are SS2 students' levels of Achievement in physics before and after exposure to computer-assisted instruction (CAI)?

Table 1: Analysis of SS2 Students Achievement in Physics Before and After Exposure to CAI

Achievement Level	Range Scores in %	Before N	%	After N	%
High	60 - 100	-	-	38	80.85
Moderate	45-59	30	63.83	9	19.15
Low	0-39	17	36.17	-	-

The analysis in Table 1 shows that Before students were expose to CAI non were at high Achievement level, but after the exposure to CAI 38 students representing 80.85% moved to high level. Before exposure 30 students representing 63.83% were at moderate Achievement and only 9 students representing 19.15% moved to moderate Achievement level. Before exposure 17 students representing 36.17% were at low Achievement level but after exposure to CAI none moved to low Achievement level. This implies that CAI helped in enhancing students' achievement in physics.

Research Question Two

What are the levels of SS2 students' interest in physics before and after exposure to computer-assisted instruction (CAI)?

Table 2a: Analysis of SS2 Students Interest in Physics Before Exposure to CAI

S/N	Statement	Before		Total	□	Remarks
		HI(4)	HNI(3)			
1.	Teaching physics using CAI Have interest makes it interested	164	18	182	3.87	Have interest
2.	I become motivated in physics when my teacher uses CAI.	136	39	175	3.72	Have interest
3.	the way my teacher uses audiovisual makes me like the subject	88	75	163	3.47	Have no interest
4.	I enjoyed the teaching of my teacher when he uses CAI	132	42	174	3.70	Have interest
5.	The use of CAI as a teaching method by my teacher makes me understand the subject.	128	45	173	3.68	Have interest
6.	Teaching physics using CAI makes me busy, I have interest in the subject.	136	39	175	3.72	Have interest
7.	Teaching physics using CAI help me to remember very well	132	42	174	3.70	Have interest

8.	using CAI help to cover topics on time	132	42	174	3.70	Have interest
9.	my level of understanding rise up via teaching using CAI.	108	60	168	3.57	Have interest
10.	physics become very simple when my teacher uses CAI.	120	51	171	3.64	Have interest
11.	I am more interested in CAI because it involves the use of my five senses	116	54	170	3.62	Have interest
12.	When my teacher uses CAI I learn physics better.	128	45	173	3.68	Have interest
13.	The use of CAI by my teacher makes the class noisy that makes me hate the subject.	56	99	155	3.30	Have no interest
14.	Because of the activities involved when my teacher uses CAI, I dislike the subject.	40	111	151	3.21	Have no interest
15.	I learned very slowly when my teacher uses CAI.	44	108	152	3.23	Have no interest
16.	Physics become more difficult when my teacher uses CAI.	48	105	153	3.20	Have no interest

Table 2b: Analysis of SS2 Students Interest in Physics After Exposure to CAI

S/N	Statement	Before		Total	□	Remarks
		HI(4)	HNI(3)			
1.	Teaching physics using CAI Have interest makes it interested	172	12	184	3.91	Have interest
2.	I become motivated in physics when my teacher uses CAI.	168	12	180	3.83	Have interest
3.	the way my teacher uses audiovisual makes me like the subject	160	21	181	3.85	Have interest
4.	I enjoyed the teaching of my teacher when he uses CAI	160	21	181	3.85	Have interest
5.	The use of CAI as a teaching method by my teacher makes me understand the subject.	164	18	182	3.87	Have interest
6.	Teaching physics using CAI makes me busy, I have interest in the subject.	160	21	181	3.85	Have interest
7.	Teaching physics using CAI help me to remember very well	164	18	182	3.87	Have interest
8.	using CAI help to cover topics on time	168	15	183	3.89	Have interest
9.	my level of understanding rise up via teaching using CAI.	160	21	181	3.85	Have interest
10.	physics become very simple when my teacher uses CAI.	160	21	181	3.85	Have interest
11.	I am more interested in CAI because it involves the use of my five senses	168	15	183	3.89	Have interest
12.	When my teacher uses CAI I learn physics better.	164	18	182	3.87	Have interest
13.	The use of CAI by my teacher makes the class noisy that makes me hate the subject.	52	103	155	3.30	Have no interest
14.	Because of the activities involved when my teacher uses CAI, I dislike the subject.	40	111	151	3.21	Have no interest
15.	I learned very slowly when my teacher uses CAI.	44	108	152	3.23	Have no interest
16.	Physics become more difficult when my teacher uses CAI.	44	108	152	3.23	Have no interest

The analysis in Table 2a and 2b shows Before students were expose to CAI items 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12 have interest in physics with 3.50 and above mean scores while After exposure to CAI items 1-12 have interest in physics with 3.50 and above mean scores. However, before and after students were expose to CAI items 13-16 have no interest in physics with below 3.50 mean scores. This implies that CAI helped in improving students' interest in physics.

Research Question Three

What are SS2 students' levels of Achievement in physics before and after exposure to conventional teaching method?

Table 3: Analysis of SS2 Students Achievement in Physics Before and After Exposure to Conventional Lecture Method.

Achievement Level	Range Scores in %	Before N	%	After N	%
High	60 - 100	-	-	12	31.58
Moderate	45-59	17	44.74	26	68.42
Low	0-39	21	52.26	-	-

The analysis in Table 3 shows Before students were expose to Conventional lecture method non were at high Achievement level, but after the exposure to Conventional lecture method 12 students representing 31.58% moved to high level. Before exposure 17 students representing 44.74% were at moderate Achievement level and 26 students representing 68.42% moved to moderate Achievement level. Before exposure 21 students representing 52.26% were at low Achievement level but after exposure to Conventional lecture method none moved to low Achievement level. This implies that conventional lecture method does not help in enhancing students' achievement in physics when compared to CAI.

Hypothesis One

There is no significant difference between the pre-test and post-test achievement mean scores of experimental group.

Table 4: Analysis of Pretest and Posttest Students Achievement of the Experimental Group

Experimental Group	N	□	S	t-cal.	t-tab.	df	Decision
Pretest	47	41.02	9.48				Rejected Ho_1
Posttest	47	70.09	11.97	13.03	1.98	92	
Total	**94**						

$P < 0.05$

Table 4 indicates that the calculated t-value (13.04) was greater than the critical t-value (1.98) from table at 0.05 level of significance and 92 degree of freedom. This implies that there is significant difference between the mean achievement scores of posttest (70.09) and the mean achievement scores of pretest (41.02) of experimental group.

Hypothesis Two

There is no significant difference between the pre-test and posttest physics achievement mean scores of students in control and the experimental groups.

Table 5: Analysis of Variance (ANOVA) of Pretest and Posttest on Students Achievement of Control and Experimental Groups

Source of Variation	df	SS	MS	F-cal.	F-tab	Decision
Between	3	29884.19	9961.40			Rejected Ho_2
Within	166	15866.42	95.58	104.22	2.60	
Total	**169**	**45750.61**	270.71			

$P < 0.05$

From table 7 Since F-ratio (104.22) calculated was greater than F-ratio (2.60) from table at 0.05 level of significance and F(3,166) degree of freedom. The implication is that there was significant difference between the pretest and posttest physics achievement means score of students in control and the experimental groups.

Hypothesis Three

There is no significant difference between the post-test achievement mean scores of the experimental group.

Table 6: Analysis of Posttest on Students Achievement of the Experimental Group Based on Gender

Experimental Group	N	□	S	t-cal.	t-tab.	df	Decision
Male	23	70.26	11.99				Retain Ho_3
Female	24	69.92	12.72	0.09	2.01	45	
Total	**47**						

P < 0.05

Table 6 indicates the calculated t-value was 0.09 while the critical t-value from table was 2.01 at 0.05 level of significance and 45 degree of freedom. This implies that the mean achievement score in physics of male students (70.26) was not significantly different from the mean achievement score of female students (69.92) who were both taught using computer assisted instruction.

Hypothesis Four

There is no significant difference between the pretest and posttest physics achievement scores of male and female in the experimental group.

Table 7: Analysis of Variance (ANOVA) of Pretest and Posttest on Students Achievement Based on Gender

Source of Variation	df	SS	MS	F-cal.	F-tab.	Decision
Between	3	969965.49	323321.835			Rejected Ho_2
Within	90	60883.74	95.58	104.22	2.60	
Total	**93**	**1030849.23**	270.71			

P < 0.05

Table 7 indicates the calculated F-ratio was 447.94 while the critical F-ratio from table was 2.68 at 0.05 level of significance and F(3,90) degree of freedom. This implies that the mean achievement scores of pretest and posttest of male and female in the experimental group vary significantly different.

9. Discussion of Findings

The analysis in Table 1 shows before students were expose to CAI non were at high Achievement level, but of the exposure to CAI 38 students representing 80.85% moved to high level. Before exposure 30 students representing 63.83% were at moderate Achievement level and only 9 students representing 19.15% moved to moderate Achievement level. Before exposure 17 students representing 36.17% were at low Achievement level but after exposure to CAI none moved to low Achievement level. This implies that CAI helped in enhancing students' achievement in physics. The analysis in Table 2a and 2b shows Before students were expose to CAI items 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12 have interest in physics with 3.50 and above mean scores while After exposure to CAI items 1-12 have interest in physics with 3.50 and above mean scores. However, before and after students were expose to CAI items 13-16 have no interest in physics with below 3.50 mean scores. This implies that CAI helped in improving students' interest in physics. The analysis in Table 3 shows that before students were expose to Conventional lecture method none were at high Achievement level, but after the exposure to Conventional lecture method 12 students representing 31.58% moved to high level. Before exposure 17 students representing 44.74% were at moderate Achievement level and 26 students representing 68.42% moved to moderate Achievement level. Before exposure 21 students representing 52.26% were at low Achievement level but after exposure to Conventional lecture method none moved to low Achievement level. This implies that conventional lecture method does not help in enhancing students' achievement in physics when compared to CAI. This study is in agreement to the findings of Mankilik and Josiah (2013) who opined that students taught physics using CAI had better performance compared to their counterparts in conventional lecture method.

Hypothesis one was rejected on the basis of t-cal > t-tab. The hypothesis sought to find out whether or not difference exists between the pretest and posttest achievement mean scores of students who taught physics using CAI. The result showed that the mean scores of the students in the experimental group increased from pretest (41.02) to posttest (70.09). Hypothesis two was rejected on the basis of F-ratio calculated > F-ratio tabulated. The hypothesis sought to find out whether or not difference exists between the pretest and posttest physics achievement mean scores of students in control and the experimental groups. The result showed that the groups vary significantly different. Hypothesis thee was retain on the basis that t-cal < t-tab. This implies that the mean achievement scores in physics of male students (x= 70.26, S= 11.99) was not significantly different from the mean achievement score of female students (x= 69.92, S= 12.72). The finding (from Table 6) implies that there is no disparity between male and female students' performance, which leads to achievement and interest, when CAI is used as a method of teaching in the physics teaching and learning process. This finding is in line with the assertion of Madu (2004) that there is no gender disparity in science performance, provided that both genders are exposed to the same condition of teaching and learning. When computers and CAI packages are effectively used in teaching physics concepts learning will indeed, be enhanced, and subsequent achievement and interest in the subject will be improved. This observation is in consonance with (Stone, 1991) who conducted in his study that students learn better in classes where a form of computer is used for teaching.

10. Conclusion

The study investigated the effect of computer assisted instruction on students' achievement and interest in secondary school physics in Jos North Local Government Area, Plateau State. This was precipitated by the observed problem of defective methodology employed during interaction by teachers which result in low enrolment and poor performance of students in both internal and external examinations in physics. Furthermore, it provides evidence that the use of CAI promote students' achievement and interest in the classrooms. It also provides support for research studies that validate the use of CAI to facilitate students understanding and achievement towards physics. The result of the study showed that the achievement level of both experimental and control groups of students before treatment were low and there was no significant difference in the achievement of physics concepts. The result further showed that students taught using CAI performed significantly better than their counterpart taught with conventional lecture method. Furthermore, the result of this study revealed that gender had no any effect on the achievement of students taught using CAI, this by implication indicate that CAI promote equal learning opportunities for students in physics. This study had equally found that students level of achievement depends to a large extend on their level of interest and motivation. This is because students who had interest achieved high in physics.

11. Recommendations

In the light of the finding of this study, the following recommendations are made:

- Workshops should be organized for physics teachers so as to educate them on the use of computer assisted instruction. These workshops should be held periodically for freshly recruited teachers.
- Fresher courses for old teachers are suggested for them to keep them acquainted with new innovations.
- Physics teachers should Endeavour to adopt computer assisted instruction method of teaching and learning as their prevalent teaching method.
- Physics students should have access to computers to help them utilize the computer assisted instruction software for effective learning of physics concepts.
- Computer assisted instruction laboratories for the purpose of science teaching and learning should be provided in every secondary school where science subjects are taught. Such

laboratories should be stocked with sufficient computers and subject computer assisted instruction software so as to provide conducive learning environment and for an effective computer assisted instruction implementation.

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Causes of Poor Study Habits among Students as expressed by Teachers in Ilorin East Local Government, Kwara State

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Abstract. Study habits are well planned and deliberate pattern of study which has attained a form of consistency on the part of the students towards understanding academic subjects and passing the examinations. Therefore, this study investigated causes of poor study habits among students as expressed by teachers in Ilorin East Local Government Area, Kwara State. Descriptive survey design was adopted for this study and a multi-stage sampling technique procedure was adopted to draw a total sample of 200 respondents that participated in the study. The instrument used in collecting data for this study was a questionnaire developed by the researcher entitled "Causes of Poor Study Habits Questionnaire" (CPSHQ)". Percentage was used to analyse the demographic data while the hypotheses were tested using t-test and Analysis of Variance (ANOVA) at 0.05 alpha level. The findings of the study revealed that the causes of poor study habits among students as expressed by teachers in Ilorin East Local Government Area, Kwara State are poor monitoring by parents, parental educational status and laziness. There were significant differences in the causes of poor study habits among students as expressed by teachers based on gender and qualification. There is no significant difference in the causes of poor study habits among students as expressed by teachers based on work experience. Based on the findings of the study, it was recommended that counsellors should be employed in all schools in the country, Ministry of Education and other related institutions should have programmes channeled towards addressing the problems that teacher might be facing in schools in the discharge of their duties, students should be educated properly in areas free from distractions to allow them concentrated on the teaching and learning process in the classroom and teachers in schools should see it as one of their duties in the proper monitoring and mentoring of students on their studies.

Keywords: Causes, Study Habits, Teachers

1. Introduction

Education is the most important invention of mankind, it has a very wide meaning and it is not possible to give it a precise meaning. Different philosophers and scholars have defined education according to their own ideas and philosophies. Education helps an individual to give his/her identity. It is not limited to four walls of the classroom, but also outside in the environment. Education begins from womb and ends with the death of an individual (Isangedighi, 2007).

An individual may have good Socio-economic Status, but when he/she does not have proper guidance for study habits, and then the proper education remains unexposed. It has been thought that there is relationship between a student's academic achievement and their study habits (Febregat & Gupta, 2014). Fielden (2014) stated that a good study habits have good effects towards the academic performance of the

student. Gellinger and Seibert (2012) noted a link between poor study habits and low academic achievement in that student with poor study habits tends to have poor achievements. Study habits effects and increase the efficiency of the students with respect to his/her academic achievement.

Study habits are termed as the methods of study of students. Study habits are student's ways of studying whether systematic, efficient or inefficient (Ayodele & Adebiyi, 2013) implying that efficient study habits produces positive academic performance while inefficient study habits leads to academic failure. The study habits, with proper environment, feedback and guidance help the individual to develop a balanced personality. In school, the teachers while at their home the parents should guide the student for his/her study habits. Thus, it is the duty of the teachers and parents to identify student's good study habits and guide them accordingly.

The study habits and Socio-economic Status of an individual go hand in hand. They may be regarded as the two faces of the same coin; they are proportional to each other. If either of these factors is absent or has been lacking, it leads to an incomplete personality development of an individual. The individual constantly evaluates himself/herself in relation to his/her society. These evaluations are derived from "the values of the significant others (which) constitute the mirrors in which individual see their self-image and reach self-appraisals". Individual's success in social status accompanied by the evaluative responses by others of the social groups has a high reward value to the person. Though, the children are not by themselves expected to attain the status/which fetches favorable reaction from others, they share the benefits and privileges that their parents enjoy in the social class (Oluwatimilehin & Owoyele, 2012).

Study habits are well planned and deliberate pattern of study which has attained a form of consistency on the part of the students towards understanding academic subjects and passing the examination (Bashir & Mattoo, 2012). Good study habits and environment should prevail among the schools, and school students are continuously faced with the problem of mass failure, poor school grades and incessant repetitions, and thus subsequent withdrawals from school. This poor performance may be due to poor study habits in which they live. Weak study habits of the student effects the academic performance drastically. Improvement of study habits of the students is necessary so that they perform well in their studies.

Achievement is generally a pedagogical terminology used while determining learners' success in formal education and which is measured through reports examinations, researches, and ratings with numerous factors of variables exerting influence. Essentially, the National Policy on education (Federal Republic of Nigeria, 2004) has identified school achievement contents according to school subjects which are classified as core or elective subjects.

Good study habits are essential ingredients for excellent academic performances for every student. For study to be effective, Freeman and Mors (2003) have observed that it should be regular, intense and should cover long periods. The habits of studying must be a sustainable one, for that matter students must see the need to develop good study habits.

Although studies abound on the causative and predictive nature of factors of study habit on students' academic achievement, all factors of the variables tend to focus on poor study habit while the causes is yet to be fully accessed on the nations educational development. Therefore, this study intend to focus on causes of poor study habits among students as expressed but secondary schools teachers in order to improve the study habits of students.

2. Statement of the Problem

Due to the increasing nature of poor academic performance of secondary school students especially in external examinations like WAEC or JAMB and others, many educationists tend to shift the blame on the teaching methodology adopted by the teachers and lack of fund from the government to provide quality textbooks.

However, these might not be the main reasons why students perform poorly in examinations. It is clear from all indications that most secondary school students have poor study habit which might lead to poor academic performance. As true as this might sound, it is yet to gather adequate research evidence to prove that it is a key factor on why students fail. A study Crede and Kuncel (2008) found that non-cognitive factors like study habit, skill and study motivation, among other attitudinal constructs, accounted for incremental variance in academic performance beyond standardized tests and previous grades. Moreover, a literature review by Nagaraju (2004) pointed out that, for good academic success, good study habits and attitudes are important. Therefore, the researcher investigated the causes of poor study habits among students as expressed by teachers in Ilorin East Local Government Area, Kwara State.

3. Research Questions

The following research questions were raised for the study:

(i) What are the causes of poor study habits among students as expressed by teachers in Ilorin East Local Government Area, Kwara State?
(ii) Is there any difference in the causes of poor study habits among students as expressed by teachers on the basis of gender?
(iii) Is there any difference in the causes of poor study habits among students as expressed by teachers on the basis of work experience?
(iv) Is there any difference in the causes of poor study habits among students as expressed by teachers on the basis of qualification?

4. Hypotheses

The following null hypotheses were formulated and tested in this study:

(a) There is no significance difference in the causes of poor study habits among students as expressed by teachers on the basis of gender.
(b) There is no significance difference in the causes of poor study habits among students as expressed by teachers on the basis of work experience.
(c) There is no significance difference in the causes of poor study habits among students as expressed by teachers on the basis of qualification.

5. Methodology

The study employed the use of descriptive survey design. Descriptive survey design attempts to fragment and delimit phenomena into measureable or common categories that can be applied to all of the subjects or wider and similar situations (Winter, 2000). The descriptive survey method is appropriate for this study since is interested in collecting information from a representative sample on causes of poor study habits among students as expressed by teachers in Ilorin East Local Government Area, Kwara State

The population for this study comprised all secondary school teachers in Ilorin East LGA, Kwara State and the target population for the study were secondary school teachers which were drawn from Ilorin East Local Government area, Kwara State. Simple random sampling technique was employed to select two hundred respondents.

The research instrument used for this study was a questionnaire entitled “Causes of Poor Study Habits Questionnaire” (CPSHQ). The instrument contains two sections A and B. Section A consist of personal information of the respondent while section B sought information on causes of poor study habits among students. The section contains 20 items and was patterned after Likert-Type format of Strongly Agree (4) points, Agree (A) three (3) points, Disagree (D) two (2) points and Strongly Disagree (SD) with one (1) point.

The instrument was given to five lecturers in the Department of Counsellor Education to ensure its content validity. The test re-test reliability

method was used to test the reliability of the instrument.

The data collected from the instrument were statistically analysed using descriptive and inferential statistics. Therefore, the demographic data were analysed using percentages; while data from Section B were analysed using inferential statistics of t-test and Analysis of Variance (ANOVA). All the hypotheses were tested at 0.05 level of significance.

6. Results/Findings

Research Question 1: What are the causes of poor study habits among students as expressed by teachers in Ilorin East Local Government Area, Kwara State?

Table 1
Mean and Rank Order on the Respondents' Expression on Causes of Poor Study Habits

Item No.	As far as I am concerned causes of poor study habits is as a result of:	Mean	Rank
1	poor monitoring by parents	3.65	1st
2	parental educational status	3.17	2nd
3	Laziness	3.11	3rd
16	Stress	3.10	4th
9	Corruption	3.07	5th
14	Attitude	2.98	6th
6	parental socio-economic	2.97	7th
19	learning disability	2.90	8th
10	social media influence	2.87	9th
7	type of school attended	2.76	10th
17	Distraction	2.75	11th
11	lack of motivation	2.64	12th
8	mass media influence	2.64	12th
13	lack of resources	2.61	14th
18	teacher method of teaching	2.53	15th
12	lack of counseling	2.36	16th
20	poor reading upbringing	2.32	17th
5	Environment	2.29	18th
15	disorganized mind	2.11	19th
4	peer group influence	1.78	20th

Table 1 presents the mean and rank order of respondents' expression of the causes of poor study habits among students. The table indicates that item 1 which states that "poor monitoring by parents" ranked 1st with a mean score of 3.65. Item 2 which states that "parental educational status" ranked 2nd with a mean score of 3.17. Ranked 3rd is item 3 with a mean score of 3.11 and states that "Laziness". On the other hands, item 5 which states that is "Environment" ranked 18th with a mean score of 2.29. Item 15 which states that "disorganized mind" ranked 19th with a mean score of 2.11, while item 4 which states that "peer group influence" ranked 20th with a mean score of 1.78. Since fifteen out of twenty items have mean scores that are above the mid-cut off point of 2.50, then it can be said that respondents attested to the causes of poor study habits among students listed above.

7. Hypotheses Testing

Three null hypotheses were postulated and tested for this study. The hypotheses were tested using t-test and ANOVA statistical methods at 0.05 level of significance.

Hypothesis One: There is no significance difference in the causes of poor study habits among students as expressed by teachers on the basis of gender.

Table 2

Mean, Standard Deviation and t-value on the Respondents' Expression on the Causes of Poor Study Habits among Students Based on Gender

Gender	N	Mean	SD	df	Cal. t-value	Crit. t-value	p-value
Male	143	53.703	4.005	148	5.81*	1.96	.000
Female	57	58.000	2.272				

* Sig. at $p < 0.05$

Table 2 shows that the calculated t-value of 5.81 is greater than the critical t-value of 1.96 with corresponding p-value of .000 which is less than 0.05 alpha level. Since the calculated t-value is greater than the critical t-value, the hypothesis which states that there is a significant difference in the causes of poor study habits among students as expressed by teachers on the basis of gender is therefore rejected.

Hypothesis Two: There is no significance difference in the causes of poor study habits among students as expressed by teachers on the basis of work experience.

Table 3

Analysis of Variance (ANOVA) showing the Respondents' Expression on the Causes of Poor Study Habits among Students based on work experience

Source	df	SS	Mean Square	Cal. F-ratio	Crit. F-ratio	p-value
Between Groups	2	15.274	0.849	1.76	3.00	.038
Within Groups	197	63.319	0.483			
Total	199	78.593				

Table 3 shows that calculated F-ratio of 1.76 is less than the critical F-ratio of 3.00 with a corresponding p-value of .038 which is greater than 0.05 alpha level. Since the calculated F-ratio is less than the critical F-ratio, the null hypothesis is therefore not rejected; there is no significant difference in the causes of poor study habits among students as expressed by teachers on the basis of work experience.

Hypothesis Three: There is no significance difference in the causes of poor study habits among students as expressed by teachers on the basis of qualification.

Table 4

Analysis of Variance (ANOVA) showing the Respondents' Expression on the Causes of Poor Study Habits among Students based on qualification

Source	df	SS	Mean Square	Cal. F-ratio	Crit. F-ratio	p-value
Between Groups	3	23.090	1.283	2.67	2.60	.001
Within Groups	196	62.883	0.480			
Total	199	85.973				

Table 4 shows that calculated F-ratio of 2.67 is less than the critical F-ratio of 2.60 with a corresponding p-value of .001 which is greater than 0.05 alpha level. The null hypothesis is rejected since the calculated F-ratio is less than critical F-ratio, hence there is a significant difference in the causes of poor study habits among students as expressed by teachers on the basis of qualification.

8. Discussion

The study revealed that the causes of poor study habits among students as expressed by teachers in Ilorin East Local Government Area, Kwara State are poor monitoring by parents, parental educational status and laziness. The findings was supported by Plowden (2007) who revealed that when both parents and teachers provide the support system needed to guide their child's growth, the child has a greater chance for educational achievement. Bajwa and Jindail (2005) concluded that there was a significant difference between high socio-economic status and low socio-economic status on the variable of under achievement. Majority of parents according to Nuthanap (2007) do give plenty of moral and financial supports to their children to

enable them do well in school. Despite the efforts made by both the government and parents Nuthanap (2007) observed that academic performance of students at different levels of education appears to be deteriorating every year.

Hypothesis one revealed that there was a significant difference in the causes of poor study habits among students as expressed by teachers on the basis of gender. This connotes that the gender of the respondents would influence the causes of poor study habits among students. This was corroborated by Aluja and Blanch (2004) who opined that the findings on gender differences in study habits have been very interesting and illuminating though findings have differed from one study to another. For example, Aluja and Blanch (2004) study found that girls scored higher on a study habits measure. Ossai (2012) study showed significant differences in the study habits of the students on the basis of age and gender whereas Robinson (1994) study reported masculine characteristics as being more strongly related to effective study habits then feminine ones. On the other hand, the studies by Kagu (2003); Ossai (2011) and Adegboyega (2018) found no significant difference in the study habits of male and female students.

Hypothesis two revealed that there was no significant difference in the causes of poor study habits among students as expressed by teachers on the basis of work experience. It means that the work experience of the respondents would not have influence on the causes of poor study habits among students. The findings corroborates Amuda (2007) for instance, identified factors responsible for poor academic performance of students such as dwindling teachers/lecturers commitment, inadequate resources or socioeconomic status, psychological factors, sexual problems, study habit among others but poor study habits may form the major cause. An individual may have good Socio-economic Status, but when he/she does not have proper guidance for study habits, and then the proper education remains unexposed. It has been thought that there is relationship between a student's academic achievement and their study habits (Febregat & Gupta, 2014).

Hypothesis three revealed that there was a significant difference in the causes of poor study habits among students as expressed by teachers on the basis of qualification. This shows that qualification have influence on the expression of the respondents on causes of poor study habits among students. This negates the findings of Freeman and Mors (2003) observed that it should be regular, intense and should cover long periods. The habits of studying must be a sustainable one, for that matter students must see the need to develop good study habits, organization of work, good motivation, budgeting of time, good attendance in class, concentration, listening and reading of the text including all charts, graphs and tables (Morgan & Deese, 2004).

9. Conclusion

The study revealed that the causes of poor study habits among students as expressed by teachers in Ilorin East Local Government Area, Kwara State are poor monitoring by parents, parental educational status and laziness. Also, there were significant differences in the causes of poor study habits among students as expressed by teachers based on gender and qualification while there was no significant difference in the causes of poor study habits among students as expressed by teachers on the basis of work experience.

10. Recommendations

Based on the findings of this study, the following recommendations were made:

(i) Counsellors should be employed in all schools in the country, the counsellors should be supported and provided the needed facilities that would help in the services they rendered in the schools especially in handling students with poor study habits.

(ii) Ministry of Education and other related institutions should have

programmes channeled towards addressing the problems that teacher might be facing in schools in the discharge of their duties.

(iii) Students should be educated properly in areas free from distractions to allow them concentrated on the teaching and learning process in the classroom.

(iv) Teachers in schools should see it as one of their duties in the proper monitoring and mentoring of students on their studies.

(v) The government should also see to the proper implementation of educational programmes in schools for the benefits of the learners.

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The Development of Achievement Orientation Instrument (AOI)

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Abstract. Achievement orientation is central to academic performance and high performance in any area of endeavour. It can make the difference between excelling, mediocrity and being an average. As the saying goes, nothing ventured, nothing gained, Genius is ninety - nine percent perspiration. Orienting towards achievement brings its own reward in performance and excellence. The achievement orientation instrument was designed in the light of growing apprehension that students, especially at the secondary school level are not performing as excellently as previous generations of students and that this is equally influencing output and invariably quality of university graduates. The instrument measures achievement orientation.

1. Introduction

Achievement orientation was ''culled'' out of achievement motivation by psychologists who felt there was a sharp dividing line between "motivation'' which many perceive could be intrinsic or extrinsic and achievement orientation' which many perceive to basically involve steps and "processes" which can either be taken or not taken. That is, there must be a goal to reach and a purpose to fulfil and a map on how to reach the goal and fulfil purpose. One can therefore take necessary steps to reach the goal or fail to do so. One can have positive or negative achievement orientation or, high and low achievement orientation.

The need for an instrument of this nature was borne out of growing concern that the young ones were neither working hard nor desiring to excel in their field as of generations gone by. It was as if the race for materialism that erupted in the Nigerian society "seeped" into the educational sector and students no longer value hardwork but would prefer the easy way out by cheating in various ways. The instrument measures achievement orientation, a component of achievement motivation.

2. Literature Review

Lueptow (1975) found that males tended to be more achievement oriented than females. It was observed that during adolescence period, girls appeared to attune to negative consequences of academic and occupational success. The result is a de-emphasis of intellectual ability and attainment. Another explanation offered by Halperin (1977) asserted that when teachers place great emphasis on academic achievement, girls' achievement orientation increase while that of boys decrease. However, if the teacher does otherwise, girls' achievement orientations decrease while those of boys increase.
The contrasting findings suggest that achievement orientation depends on situations and conditions under which the individuals are expected to achieve.

Kelly (1981), Spender and Sarah (1980) and Sutherland (1981) are among other researchers that are of the view that since the mid-1970s,

there has been increasing awareness of the general under-achievement of girls in the United State of America educational system, and of their under representation in mathematics. The same situation can be said of Nigeria.

Osafehinti (1988) studied sex-related differences in mathematics achievement at the secondary school level in Nigeria. Osafehinti found a statistically significant difference on the mean scores for boys and girls on measures of cognitive and affective variables in favour of boys. However, on verbal problems in mathematics, there was no observed difference in their mean scores. That notwithstanding, it was found that boys achievement on verbal problems was better than the achievement of girls. Furthermore, it was observed that girls found mathematics more difficult than boys but all agreed that mathematics is a male oriented subject. The researcher concluded that girls have poor self-concept of themselves and this might have resulted in their manifesting poor orientations to academic studies and this could have been affecting their level of achievement in mathematics .

The findings of Osafehinti lend credence to the results of Armstrong (1981), Keeve (1981) and Shuard (1987). They all found that boys performed better than girls in mathematics. Several reasons were adduced for this (i) parents always accept low achievement in mathematics for girls than for boys, (ii) types of occupations available for a woman in a culture and (iii) the mathematical tasks given to the students.

3. Factors which aid poor achievement orientation.

Such an observation is not peculiar to the Nigerian culture, Sharman and Meighan (1980) noted that role expectations affect students' performance. Many British mathematical textbooks contain role assignments where girls do all the shopping, knit and mend clothes but boys make concretes and play football, and boys usually are given special and scientific toys to play with.

Finally, Achievement orientation is central to academic performance. A basic difference between achievement motivation and achievement orientation is that motivation is intrinsic while orientation is extrinsic. Achievement orientation involves persistence, long periods of hard work, consistent "play" at what is not understood; all makes a difference to performance.

Mowaiye Fagbemi, (1993) and (1996) found that students from the urban centres not only had higher achievement orientation but also performed better than those from the rural areas, and that achievement orientation was central to academic performance.

The importance of achievement orientation to academic performance and the need to research into the variable led to the development of the achievement orientation instrument by the researcher.

4. Methods / Analysis

The instrument was first pilot tested for usability and reliability in a secondary school within Ilorin metropolis.

A test-retest method was used to determine the reliability co-efficient and the computation result was 0.93, using the Pearson Product Method of Correlation. The second administration was after a period of three weeks. The construct validity was also established for the Instrument.

Scoring System – A score of 1 - 4 was given to the response from strongly agree (1) to strongly disagree (4). Scoring for positive statement in the items were reversed.

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Superstitious Beliefs Held By the People of Ilorin, Kwara State, Nigeria

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Abstract. This study examined the scientific explanations and educational implications of superstitious beliefs held by the people of Ilorin in Kwara State, Nigeria. A total number of 250 respondents were purposively sampled across the three local government areas (LGAs) in Ilorin metropolis, namely, Ilorin South, Ilorin West, and Ilorin East. The instrument used for the study was research designed interview protocol. The interview protocol was to find out the superstitious beliefs held by the people of Ilorin metropolis and to provide their scientific explanations. Four research questions were raised and answered. The data collected were subjected to frequency counts, percentages, and chart presentation. The results showed that the people of Ilorin South, Ilorin West, and Ilorin East held some superstitious beliefs about nutrition, menstruation, health, diseases, death, heredity, barrenness, animals, birth, family planning, growth, pregnancy, and water. The superstitious beliefs collated and their scientific explanations undergone both face and content validation by three experts from the Department of Science Education, University of Ilorin. From the findings, it is recommended among others that religious parastatal should lay emphasis on personnel responsibility in the determination of one's fate rather than blind reliance of some spiritual processing.

Keywords: superstitious beliefs, scientific explanations, people of Ilorin, Ilorin metropolis, educational implication

1. Introduction

Taking a cursory look at the standard of living and welfare of people globally, the impact of science and technology cannot be over emphasized. The attitude of humans towards nature manifests their traditional way of life and culture, which is prevalent in Africa. The traditional or common sense refers to one's viewpoints, beliefs, attitudes, outlook, or ways of life. For instance, in the traditional belief, the elders' words are assumed to be words of wisdom. Scientists (philosophers) use logical, consistent, and systematic thinking in their efforts to reach sound conclusions about man, the world, and everything that exists—natural and supernatural. From the philosophical point of view, pure reasoning is used to clarify ideas by asking questions. This is unlike physical sciences, which use empirical data to establish the truth of their findings. While the traditional believers search for the wholeness of knowledge and beliefs of people to an extent, scientists and philosophers ask and answer second-order questions which deal with qualitative analysis as against the quantitative analysis that characterizes the empirical studies.

The question which requires direct answer is scientific, but the question that is approached from different angles as deemed necessary by the individual respondents is logical. "What is her name?" is a direct question which requires a specific answer like "Her name is Bilikis

Abdulsalam". A question like "Who is she" is not a definite question and so does not anticipate a straightforward answer. It could require knowing her name, her mission, her family background, her occupation, her qualifications, and so on. Therefore, different people may approach the question from different perspectives. The first question which required a direct answer is scientific but the second question which could be approached from different angles is a logical question. A logical question is a second-order question. It tries to give a holistic and comprehensive answer to questions and implies the traditionalists' belief that "There is no absolute knowledge or truth". Based on this, "Every conclusion reached is tentative and open to future or further investigations" (Amaele, 2005).

A superstitious belief is a belief or practice generally regarded as irrational belief resulting from ignorance or fear of the unknown. It implies a belief in unseen and unknown forces that can be influenced by objects and rituals. Examples of common superstitions include the belief that "Bad luck will strike the person, in front of whom a black cat walks under a ladder", "A bird in the house is a sign of a death", and so on.

It is prevalent in Ilorin metropolis that some categories of people have mystical powers or knowledge to predict future occurrences through the use of sand, water rotary, and glass. So, sorcerers, fortune tellers, and even spiritual Islamic scholars were looked upon to tell their future and even determine their prosperity in life. Some pastors were looked onto as well for safety. Therefore, scientific explanations and people's superstitious beliefs for a phenomenon may, in some cases, contradict each other. In view of this, the negative effect of superstitious beliefs is that they often serve as misconceptions to the interpretation of natural phenomena. Thus, the researchers decided to conduct a study on the superstitious beliefs held by the people of Ilorin. This study documents the superstitious beliefs that are prevalent among the people of Ilorin metropolis, provides scientific explanations to the identified superstitions, and finds out the educational implications of the superstitious beliefs to classroom teaching.

2. Statement of the Problem

People find it difficult to accept wholly scientific explanations for natural phenomena as a result of information disseminated to them by their elders, royal fathers, and spiritual leaders. The people of Ilorin attached much value to faith than scientific concepts, so, their superstitious beliefs inhibit their scientific learning and meaningful understanding of its concept. The problem is further compounded by the fact that superstitious beliefs that are prevalent among the people of Ilorin were attached with misconceived ideas, religions, explanations, and spectacular ways of thinking. If not so, the appearance of solar and lunar eclipses would not be superstitiously believed to be a bad omen. Instead of finding scientific explanations to these phenomena, they embarked on special supplication and offer of supererogatory prayers. A superstitious belief about an eclipse is that during an eclipse, the sun is being swallowed by demons. Some people do not cook during an eclipse because they think that there are many germs around during that time. Some pregnant women who believe in superstitions believe that they should stay indoors during an eclipse as their baby may develop abnormalities.

The following three questions guided this study:

1. What are the superstitious beliefs prevalent in Ilorin metropolis?
2. What are the possible scientific explanations for each of the superstitions?
3. What are the educational implications of superstitious beliefs?

3. Research Method

The research type adopted for this study is the descriptive type, using the survey method which describes and interprets what exists, such as opinions, attitudes, beliefs, and events, without manipulating the variables. The beliefs prevalent among people of Ilorin metropolis were documented and a scientific explanation was given to each of the superstitions by the researchers.

The researchers chose 250 people as the sample size from 2,950,000 people (Ilorin Emirate Development Progressive Union (IEDPU), 2005). This was the population of Ilorin East,

Ilorin South, and Ilorin West local government areas (LGAs). These areas were subdivided into sub-units to create effective awareness. Out of 16 wards in Ilorin East, Ilorin South, and Ilorin West LGAs, a stratified sampling of five wards was selected. A list of towns and villages in each of the five wards selected was made and a stratified sampling of male and female, young and adult, educational and uneducational, and Muslims and Christians was used.

The instrument consisted of two sections: Section A requested for basic and personal information of the respondents, such as age, sex, religion, and educational background; section B contained 15 items based on the research topic. The items were intended to find out the various superstitious beliefs on different areas of life among the people of Ilorin metropolis. The researchers asked the respondents to mention superstitious beliefs in specific areas of life which included family background, life (marriage and and child rearing), death, funeral, health, pregnancy, courtship, occupation (such as farming trading), weather conditions, religion, witchcrafts, spirit, and so on.

The instrument was validated by administering it to 20 people from a ward which was not among those selected for the study. They were asked to study and make comments on the categories of the superstitious beliefs. They were also asked to mention the superstitious beliefs which they hold onto in the categories. It was given to three science education lecturers from the Faculty of Education, University of Ilorin for their comments on the structure and usability of the instrument. A pilot study involving 25 people (15 males and 10 females) was conducted using the interview protocol. The 25 people were selected from the towns and villages, where the face validation of the instrument was done. The instrument was administered twice leaving an interval of four weeks. The responses of the subjects on the two administrations were analyzed using percentage.

The researchers were assisted by two research assistants to collect data and information from the 50 potential respondents from each ward, using the interview protocol. The researchers worked in three wards while the research assistants worked in two wards. They were trained on how to administer the interview protocol and the tape recorder that was used.

The research questions raised were answered using descriptive statistics, such as frequencies, percentages, rankings, and the quantitative analysis of the respondents' responses to interview items. Thereafter, the superstitious beliefs compiled were given their scientific explanations by the researchers and three other science educators validated the scientific interpretation.

4. Data Analysis and Results

Out of the purposive sample of 50 respondents in each of the proposed LGAs, there were 653 responses from Ilorin South, 959 from Ilorin West, and 716 from Ilorin East during the interview.

The most prevalent superstitious beliefs held by Ilorin East people are shown in Table 1 and Figure 1.

Table 1: *Presentation of Data Obtained From Ilorin East*

Age of class respondents	No. of respondents within the age class	Nu	Me	Ba	Pr	Bi	Hr	Fp	Tr	Di	He	An	Wa	Dh
21-30	23 (46%)	24 (24.44%)	22 (38.60%)	21 (35%)	26 (31.32%)	26 (40.63%)	26 (45.61%)	28 (38.89%)	31 (46.27%)	17 (40.48%)	13 (31.71%)	22 (40%)	22 (42.31%)	3 (25%)
31-40	20 (40%)	23 (42.59%)	26 (45.61%)	31 (51.67%)	45 (54.22%)	29 (45.32%)	25 (43.86%)	32 (44.44%)	29 (43.28%)	20 (47.62%)	21 (51.22%)	27 (49.09%)	23 (44.23%)	8 (66.61%)
41-50	7 (14%)	7 (12.96%)	9 (15.79%)	8 (13.33%)	12 (14.46%)	9 (14.06%)	6 (10.53%)	12 (16.67%	7 (10.45%)	5 (11.91%)	7 (17.03%)	6 (10.91%)	7 (13.46%)	1 (8.33%)
Total	50	54	57	60	83	64	57	72	67	42	41	55	52	12

Notes. Number of males = 29, number of females = 21; number of uneducated = 15, number of educated = 35; number of Muslims = 43, number of Christians = 7.

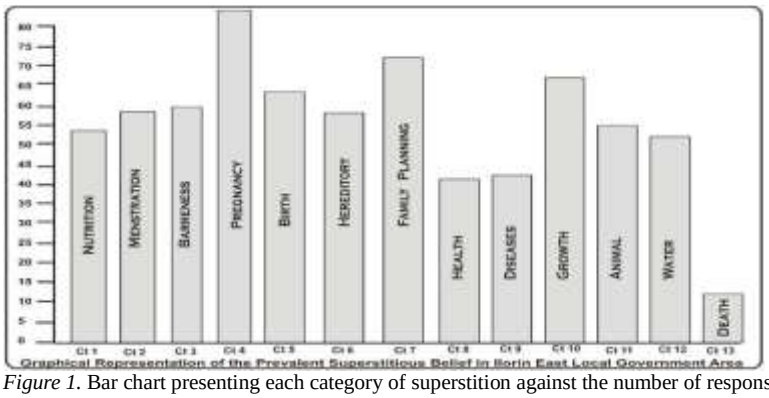

Figure 1. Bar chart presenting each category of superstition against the number of responses from people of Ilorin East.

The most prevalent superstitious beliefs held by Ilorin West people are shown in Table 2 and Figure 2.

Table 2

Presentation of Data Obtained From Ilorin West

Age of class respondents	No. of respondents within the age class	Nu	Me	Ba	Pr	Bi	Hr	Fp	Tr	Di	He	An	Wa	Dh
21-30	15	30 (19.74%)	25 (35.71%)	24 (30.38%)	21 (25%)	23 (31.08%)	19 (30.16%)	21 (26.92%)	20 (28.51%)	22 (29.73%)	18 (25.71%)	23 (30.67%)	17 (29.31%)	3 (15%)
31-40	27	46 (30.26%)	32 (45.71%)	43 (54.43%)	47 (55.95%)	40 (54.05%)	37 (58.73%)	43 (55.13%)	39 (55.71%)	40 (54.05%)	37 (52.86%)	41 (56.90%)	33 (56.90%)	12 (60%)
41-50	7	75 (46.34%)	10 (1.43%)	11 (12.66%)	12 (14.29%)	9 (12.16%)	7 (11.11%)	13 (16.67%)	9 (12.86%)	11 (14.86%)	13 (18.57%)	10 (13.33%)	6 (10.34%)	4 (20%)
51-60	1	1 (0.66%)	3 (4.29%)	2 (2.53%)	4 (4.76%)	2 (2.70%)	-	1 (1.28%)	2 (2.86%)	1 (1.35%)	2 (2.86%)	1 (1.33%)	2 (3.45%)	1 (5%)
Total	50	152	70	79	84	94	63	78	70	74	70	75	58	20

Notes. Number of males = 30, number of females = 20; number of uneducated = 19, number of educated = 31; number of Muslims = 48, number of Christians = 2.

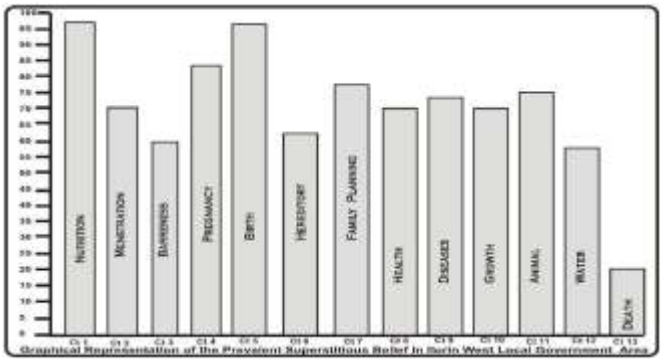

Figure 2. Bar chart presenting each category of superstition against the number of responses from people of Ilorin West.

The most prevalent superstitious beliefs held by Ilorin South people are shown in Table 3 and Figure 3.

Table 3

Presentation of Data Obtained From Ilorin South

Age of class respondents	No. of respondents within the age class	Nu	Me	Ba	Pr	Bi	Hr	Fp	Tr	Di	He	An	Wa	Dh
11-20	3 (6%)	5 (9.62%)	5 (7.94%)	2 (2.77%)	5 (7.33%)	2 (4.29%)	2 (3.28%)	1 (6.64%)	7 (12.28%)	1 (2.78)	2 (4.76%)	5 (8.33%)	2 (4.65%)	-
21-30	21 (42%)	20 (38.46%)	24 (38.8%)	25 (47.17%)	26 (38.24%)	17 (36.17%)	25 (40.98%)	27 (44.26%)	21 (36.84%)	17 (47.22%)	17 (40.48%)	24 (40%)	17 (39.53%)	6 (60%)
31-40	20 (40%)	22 (38.46%)	27 (42.86%)	20 (37.74%)	30 (44.12%)	23 (48.12%)	26 (42.62%)	24 (39.34%)	20 (39.34%)	17 (47.33%)	17 (46.48%)	25 (41.67%)	15 (34.88%)	5 (60%)
41-50	3 (6%)	4 (7.69%)	5 (7.94%)	5 (9.43%)	3 (4.42%)	2 (4.26%)	5 (8.20%)	5 (8.20%)	5 (8.77%)	1 (2.78%)	3 (7.14%)	4 (6.67%)	5 (11.63%)	-
51-60	3 (6%)	1 (1.92%)	2 (3.18%)	1 (1.89%)	4 (5.88%)	3 (6.38%)	3 (4.92%)	4 (6.56%)	4 (7.08%)	-	4 (7.14%)	2 (3.33%)	4 (9.30%)	-
Total	50	52	63	53	68	47	61	61	57	36	42	60	43	10

Notes. Number of males = 29, number of females = 21; number of uneducated = 17, number of educated = 33; number of Muslims = 44, number of Christians = 6.

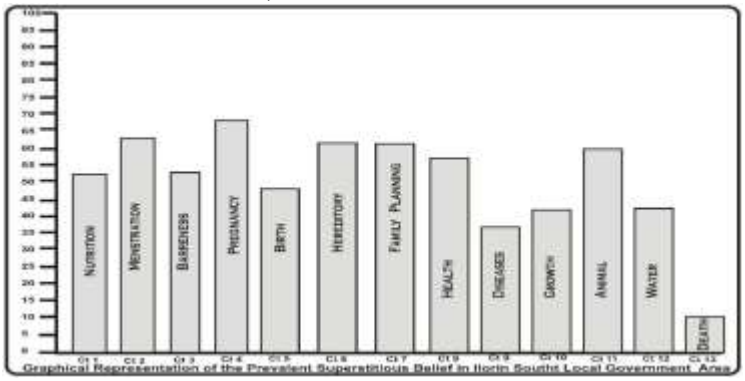

Figure 3. Bar chart presenting each category of superstition against the number of responses from people of Ilorin South.

The superstitious beliefs held by the people of Ilorin metropolis were in the following areas: nutrition, menstruation, heredity, health, death, animal, water, disease, barrenness, family planning, and birth.
Most of the superstitious beliefs held by the people of Ilorin metropolis are found to be non-prevalent. This is confirmed from the total percentage of the prevalent to non-prevalent superstitious beliefs (59%), which might be due to the fact that these superstitious beliefs are not widely used any more.

5. Superstitious Beliefs and Their Scientific Explanations

The most prevalent superstitious beliefs and their scientific explanations are listed in Table 4.

Table 4
Superstitious Beliefs and Their Scientific Explanations

No.	Superstitious belief	Scientific explanation
1	To predict the sex of a baby: Suspend a wedding band and held by a piece of thread over the palm of the pregnant woman, if the ring swings in an oral or circular motion, the baby will be a boy.	During the fertilization of egg when male Y-chromosome meet with X-chromosome of a female defiantly, the off-spring will be male. The woman will only give birth to a baby boy because her egg was fertilized by one of her husband's sperm bearing Y-chromosome.
2	In order not to see a ghost, all windows should be opened at the moment of death so that the soul can leave.	Scientifically, overcrowded locations lead to poor ventilation and ill-health stress. But, there is no scientific proof.
3	A pregnant woman eating snail will cause excessive salivating of the child.	Excessive salivating is due to the salivary gland present in the child's mouth and has nothing to with eating snail by the mother.
4	People believe that the god small-pox (sonpona) should be called by its name especially if one wants to prevent the re-occurrence of the outbreak.	Small-pox is not a disease caused by god but through infection. Small-pox virus is responsible .
5	Eating garri and mangoes may lead to stomach disorder.	Scientifically, cassava contains hydro cyanide and it has been removed during the garri processing, but if not properly removed, it is likely to cause stomach disorder to some people.
6	Some women find out that when they breastfeed, their sexual arousal and desire are diminished.	It is doubtful if this is due to lactation. A young baby takes up a great deal of time and energy so that less is available for other things, one of which may be the libido. And with a helpful man, you can enjoy both breast feeding and sex either simultaneously or in sequence.
7	Mandrak is a mysterious plant believed to have the power of preventing sterility in men and animals, causing barren woman to bear children and compelling love.	Mandrak is thought to have aphrodisiac and fertilizing properties.
8	Never look at a cat closely because when it spits into your eyes, the eyes will go blind.	To prevent us from the possible bite from cat that can result to serious health problem, like rabies.
9	It is a taboo to lean on the wall while it is raining.	The electric charge from the lightning can be conducted by building materials, via the rod, thereby, causing electric shock.

10	A solution of lime and salt taken by a woman is a family planning method.	This may prevent proper development of the baby in the womb which may lead to the death of the baby.
11	If you want your child to resemble you, sleep with her picture under your sleeping mat or pillow.	This is just to bring the husband close to the pregnant woman.
12	Never pass a child or bay through the window because this may stunt its growth.	This is just to teach moral and precaution on where to and how to handle babies.
13	Having sex with a menstruating woman is unclean and spoils traditional medicine used as protection by man.	Since menstrual discharge is a waste product, therefore, it may cause infection.

6. Educational Implications of Superstitious Beliefs

1. Loss of concentration: Indulging in activities of superstition can have negative impacts on the study of a student. A mind which waivers towards beliefs and curriculum lacks concentration. One may not be able to give his/her full output or may fail in his/her exams;
2. Lack of interest in studies: The knowledge of unknown becomes a matter of excitement for kids. They might start finding the discovery of something different and more interesting as compared with the repetitive school curriculum. This can lead to lack or total loss of interest in studies;
3. Mental disorders: When a person's personal experience in superstitions leads to a strong belief, it becomes a tough task to make him/her realize the reality from truth. The foundation of a personal experience is closer to one's intellect than other's fact-based realities. It can result in paranoia and other mental conditions which may exhibit unnatural behavior and unknown fears;
4. Hampering the development of an individual's personality: Change of focus amongst the students hampers the development of their personality instead of acquiring virtues necessary for individuals to live in a society. Individuals are seeking in seemingly beneficial tasks;
5. One's belief strengthens another's: Just like a communicable disease, superstition can manifest itself through the word of mouth. For a teenager who has a slight inclination towards such beliefs, a casual conversation with a superstitious person can spread and strengthen his/her own personal beliefs in such matters.

7. Conclusions

The findings have shown that the respondents from Ilorin West have more superstitious beliefs followed by Ilorin East and Ilorin South, as part of their culture and traditions. Some illiterate and educated people in Ilorin believe in superstitions because they were passed onto them by their elders, which gives a clear idea that superstitious beliefs play an important role in directing and shaping attitudes, norms, and behaviour of people of Ilorin metropolis. Out of 245 superstitious beliefs held by the people of Ilorin metropolis, only 35 (29.56%) were prevalent. The remaining (71.44%) were not prevalent. This is in agreement with Atmore and Stacey (1979) (as cited in Adewara 2012). who proposed that "The past is gradually becoming a lost past". This implies that superstitious beliefs are gradually fading away.

8. Recommendations

The following recommendations were considered appropriate and relevant based on the findings of this study:
- Science educators should endeavor to relate science more closely to learners' societal or cultural environment so as to minimize the conflicts that might arise from the students' views of the world and that of science;
- Government and other organizations should support any association in its efforts to eradicate superstitious beliefs and discriminate against women and children;
- Civil society must not shy away from openly discussing the effect of superstitions on the social and spiritual lives of the people;
- It is important for religious organizations to stress on the role of personal responsibility in the determination of one's fate rather than the blind reliance on some spiritual processes to automatically change one's fortunes from poverty to riches overnight.

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Part Four
Educational Management

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Influence of School Proprietorship on Teachers' Perceptions and Preferences for the Nigerian Social Studies Curriculum Models in Kwara State

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Abstract. Curriculum conceptions that are different from the curriculum developers' perception of the curriculum at the stage of implementation by implementers may derail the curriculum on account of irreconcilable discrepancies between the developed and transacted curriculum. Therefore, this study identified public and private Secondary School teachers' perceptions of, and preferences for Social Studies Curriculum Models. It also examined the influence of school proprietorship (public or private proprietorship) on teachers' perception of, and preference for Social Studies Curriculum Models. The research sample consisted of "190 public and 11 private secondary school teachers drawn from 108 randomly selected public and eight purposively selected Secondary schools in Kwara State, Nigeria. A two-in-one researcher-designed Likert- type Social Studies Curriculum/Models Perception Checklist and Preference Scale (SSCMP/PS) was used for data collection. The perception scores of Social Studies teacher respondents from public and private secondary schools were subjected to Percentage, Analysis of Variance (ANOVA) and Friedman Analysis of Variance by Ranks (FANOVAR) statistics to determine their perceptions and preferences for the four Social Studies curriculum models as well as the influence of school proprietorship on teachers' perceptions and preferences for the curriculum models. The results showed that the two categories of teachers do not differ significantly in their perceptions of, and preferences for the Social Studies Curriculum Models and that they had broadly similar eclectic and hierarchical patterns of perceptions and preferences. The results also showed that school proprietorship has no significant moderating influence on teachers' perceptions and preferences for the Social Studies Curriculum Models. It was therefore concluded that the private and public secondary school Social Studies teachers had a broadly similar perceptions and preferences for of the Social Studies Curriculum Models which centred on Citizen Education, Unified Integrated, Social Sciences Structure and Reflective Inquiry Models. It was accordingly recommended that school proprietors should intensify efforts to sustain the teaching of Social Studies in Nigerian Basic Schools in a manner that is consistent with Unified Integrated, Citizenship Education and Reflective Inquiry Models intended by the curriculum developers to adequately achieve its intended objectives.

Keywords: Social Studies Curriculum Models, Teachers Perceptions, Teachers Preferences, School Proprietorship, Public and Private Secondary Schools.

1. Introduction

School proprietorship, or ownership and control is an important variable in school administration, funding, staffing, facilities, teaching of specific subjects (including Social Studies) and general

standard of education. Social Studies is one subject often misconceived by teachers and students. Much of the misconceptions or conflicting conceptions of the subject are products of differential perception of the concepts, or models 'of Social Studies curriculum have been linked to teachers' characteristics and school type (Okunloye, 2000; 2004; 2014a & 2014b).

Private and public secondary schools have been found to differ significantly in the quantity and quality of teachers, facilities and equipments and funding (Olutola, 1981). This study identified private and public Junior Secondary Social Studies teachers' perceptions and preference for Social Studies Curriculum Models, and examined the influence of school proprietorship on the identified perception(s) and preference(s).

2. Literature Review

Teachers are strategic factor in the teaching of any subject as the teacher factor can introduce discrepancies between the official and observed curriculum at the implementation stage (Tanner & Tanner, 1975; Stenhouse, 1980 & Okunloye, 2014a). The observed difference between the official and observed curriculum has been attributed to individual variations and the teachers' attitude or perceptual frame in rightly interpreting the subject matter and in effecting his/her own teaching style (Tanner & Tanner, 1975; Okunloye, 2014a).

The quality and quantity of teaching staff, facilities and equipments, funding and general school administration are greatly determined by school proprietorship (Seshadri, 1976; Olutola, 1981; & Salami, 1997). Private schools are believed to have profit and market orientation which enabled them to attract highly qualified teaching staff to give quality education to students and ensure that parents have value for their high fees (Weiss, 1974; Buchanan, 1975; & Olutola, 1981). Public schools, on the contrary, have social services or regulatory orientation which seems to allow them to have more unqualified teachers and poor facilities and equipments, low quality instruction, etc, (Weiss, 1974; Buchanan, 1975; Olutola, 1981; & Rainey, 1983).

The taxonomies of Social Studies Curriculum; concepts, perspectives, models, orientations or traditions identified by Barth-Norris (1976), Orimoloye (1983), Gross, Messick, Chapin & Sutherland (1981), Olawepo (1986) and Okunloye (2000), include Reflective Inquiry (RI), Citizenship Education (CE), Social Science Structure (SSS), Unified Integrated (UI), Humanistic/Personal (HP), Socio-Political Involvement (SPI) and Non-Disciplinary (ND). These models subsume the aims, contents and methods of teaching Social Studies in Nigeria and other countries. For the purpose of this study, four popular and broadly used models of Social Studies were examined, namely, RI, CE, SSS, and US. The official Social Studies curriculum designed by the Nigerian Educational Research and Development Council (NERDC) seems to emphasize the aims, contents and methods under UI than the other three models. The perception of, and preference of teachers for these curriculum models may determine the objectives, content and methods of the Social Studies taught by them in the school system.

For the purpose of this study, two research questions (RQ) and two null hypotheses (Ho) guided the study, namely:

RQ 1: What are the private and public secondary school Social Studies teachers' perceptions of the Social Studies Curriculum Models?

RQ2: What are the public and private secondary school Social Studies teachers' preferences for the Social Studies Curriculum Models?

Ho_1: The private and public Social Studies teachers are not significantly different in their perceptions of the Social Studies Curriculum Models.

Ho_2: The private and public secondary school Social Studies teachers are not significantly different in their preference for the Social Studies Curriculum Models.

3. Statement of the Problem

Based on the observed trend of difference in facilities, equipment, funding and teaching staffing between the private and public schools as raised under the literature review, it is assumed and generally believed by students, parents and educational managers that private

secondary schools tend to fair better in the teaching of all subjects, including Social Studies, than the public schools (Weiss, 1974; Buchanan, 1975; Seshdari, 1976 & Salami, 1997). Most of these optimisms and assumptions about the difference between the public and private schools derive from the school proprietorship-related factors (Rainey, 1983; Vernon, 1991; & Salami 1997). This study identified the public and private secondary school teachers' perceptions of, and preferences for the Social Studies Curriculum Models and ascertained the influence of school proprietorship on them with a view of determining the school type that will appropriately implement the social studies curriculum as intended by the curriculum developer (Nigerian Educational Research and Development Council).

4. Research Methodology

The descriptive study involved 190 public and 11 private secondary school Social Studies teachers drawn from 108 randomly selected public secondary and eight purposively selected private secondary schools in the 16 Local Government Areas of Kwara State, Nigeria. A researcher designed instrument known as Social Studies Curriculum Models Perception Checklists and Preference Scale (SSCMPC/PS) adapted after DuBey and Barth (1980) Checklists was administered on the research sample. The research instrument consisted of three sections namely A, B and C. Section A consisted of question items designed to source information on personal data of teacher respondents. Section B consisted of 44 item statements designed to measure teachers' perception(s) of the four Social Studies Curriculum Models, namely, Citizenship Education (CE), Social Science Structure (SSS), Reflective Inquiry (RI) and Unified Integrated (UI). The 44 items had a structured four-point Likert type perception measurement scale ranging from Strongly Agree (SA) attracting a maximum score of four and Strongly Disagree (SA) attracting a maximum score of one. Hence, the maximum Model perception score obtainable by a teacher is 176, while the minimum is 44.

Section C fielded 12 item statements measuring teachers' curriculum model preference score with a structured four-point rank-order preference scale ranging from Most Preferred (MP), attracting a maximum score of four to Least Preferred (LP), attracting a maximum score of one.

The research instrument was validated by eight curriculum development and Social Studies experts drawn from the Faculty of Education, University of Ilorin, Ilorin, to ensure face, content and construct validity of the adapted research instrument (SSCMPC/PS) with reference to the original DuBey and Barth (1980) Checklist. The instrument was further tested for reliability using test-retest method with four weeks interval of administration between the first and second on 30 randomly selected 400 level undergraduate Social Studies Teachers on Bachelor of Education Sandwich programme in the University of Ilorin. The perception and preference scores generated were subjected to Pearson's Product-Moment Correlation Coefficient (r) statistic. The obtained r value of 0.80 indicated that the instrument was reliable. The Social Studies Teachers' Curriculum Models perception(s) scores generated by the administered instrument were subjected to Frequency Count and Analysis of Variance (ANOVA) for determining the private and public secondary school Social Studies teachers' perceptions of the four Social Studies curriculum models and whether school proprietorship has any significant influence on them.

5. Results

The two RQs which guided this study are:

RQ 1: What are the private and public secondary school Social Studies teachers' perceptions of the Social Studies Curriculum Models?

RQ2: What are the public and private secondary school Social Studies teachers' preferences for the Social Studies Curriculum Models?

The answers to the two research questions 1 and 2 raised for this study are as shown in Tables 1 and 2 with reference to the public and private secondary school social studies teachers' perception of, and preferences for the social studies curriculum models.

Table 1: Social Studies Teachers' Perception Scores on the Four Curriculum Models.

Social Studies Curriculum Models	Public School Teachers' Score	Private School Teachers' Score
Citizenship Education (CE)	314	297
Social Science Structure (SSS)	394	378
Unified Integrated (UI)	368	388
Reflective Inquiry (RI)	348	391

Table 2: Private and Public School Social Sciences Teachers' Preference Scores on Four Social Studies Curriculum Models

Social Studies Curriculum Models	Public School Teachers' Preference Score	Public School Teachers' Rank Order of Preferences	Private School Teachers' Preference Score	Private School Teachers' Rank Order of Preference
Citizenship Education (CE)	27	Most Preferred	25	More Preferred
Social Science Structure (SSS)	101	More Preferred	11	Preferred
Unified Integrated (UI)	17	Preferred	31	Most Preferred
Reflective Inquiry (RI)	13	Least Preferred	01	Least Preferred

Tables 1 and 2 showed that the private and public secondary school social studies teachers had eclectic perception of the four Social Studies Curriculum Models and hierarchical pattern of preference for the Social Studies curriculum model. Public secondary school teachers' perception score was highest on CE and lowest on RI on the one hand. On the other hand, they showed the highest preference for CE and list preference for RI. Whereas, the private school social studies most preferred UI, they least preferred RI. Their pattern of perception and preference for the Social Studies Curriculum Models were, however broadly similar.

6. Results of Hypotheses Testing

The two hypotheses raised for this study are:
Ho_1: The private and public Social Studies teachers are not significantly different in their perceptions of the Social Studies Curriculum Models.
Ho_2: The private and public secondary school Social Studies teachers are not significantly different in their preference for the Social Studies Curriculum Models.

Results of ANOVA and FANOVAR on perception and preference scores of public and private secondary school Social Studies teachers on Social Studies curriculum models pertaining to Ho_1 and Ho_2 are as shown in Tables 3 and 4:

Table 3: ANOVA Comparison of Means of Public and Private Secondary School Social Studies Teachers' Perception of Social Studies Curriculum Models

Model	Category of Teachers	No. of Teachers	Mean Square	Sum of Square	DF	Mean	F Value	P Value	Decision
CE	Public	190	35.5	163.6	200	9.6	0.60	0.39	*NS
CE	Private	11							
UI	Public	190	34.6	372.4	200	21.9	1.30	0.19	*NS
SSS	Private	11							
SSS	Public	190	33.9	387.3	200	22.8	1.13	0.33	*NS
SSS	Private	11							
RI	Public	190	31.9	181.9	200	10.7	0.42	0.98	S
RI	Private	11							

* P > 0.05 across the three Social Studies Curriculum Models. (Not Significant) (NS)

The results of ANOVA on the perception score of the public and private secondary school Social Studies teachers presented in Table 3 showed that there was no significant difference between the public and private secondary school Social Studies teachers perception of three of the four Social Studies curriculum models (CE, UI and SSS) with the exception of RI. Given P > 0.05 recorded perception mean score of the public and private secondary school Social Studies teachers across the three models. Therefore, Ho_1 was not rejected. With reference to RI, on which the public and private school social studies teachers showed significant difference, it should be noted that the social studies curriculum model (RI) was the least in their preferences. Therefore, practical significance dictates that non-rejection of the H_{01} on perception scores of both the private and public school social studies teachers still stands.

Table 4: FANOVA Ranking of Public and Private Secondary School Social Studies Teacher Preferences for the Social Studies Curriculum Models.

Model		Aim	Content	Method	Aims	Content	Method	DF	FR Value	Critical t Value	Decision
CE	Rj	74.0	67.50	77.50	67.00	69.00	6,300				
CE	Rj2	6,476.00	4,666.26	6,320.26	4,480.00	4,761.00	3,969.00	10	2.45	2.92	*NS
UI	Rj	71.00	68.00	76.00	71.50	65.00	68.50				
UI	Rj2	6,041.00	4,624.00	6,776.00	6,112.26	4,226.00	4,692.26	10	1.01	2.92	*NS
SSS	Rj	77.00	66.50	69.00	69.00	61.50					
SSS	Rj2	6,929.00	4,422.26	6,929.00	4,761.00	4,761.00	3,782.26	10	2.45	2.92	*NS
R1	74.60	70.00	75.50	72.00	65.00	65.00					
R1	Rj	26,660.00	4,900.00	6,700.26	6,184.00	6,184.00	3,969.00	10	1.34	2.92	*NS

*P > 0.05 across the four Social Studies Curriculum Models (Not Significant) (NS)

The results of FANOVAR on teachers' preference scores shown in table 4 also showed that there was no significant difference between the public and private secondary school teachers' preference scores on the four social studies curriculum models, given the significantly lower recorded Fr values than the critical values across the four models on the FANOVAR ranking of the teachers' preference scores. Therefore, Ho_2 was not rejected.

7. Discussion

The results showed that public and private secondary school Social Studies teachers have an eclectic and hierarchical pattern of perception of, and preference for the Social Studies curriculum models. Although, there are observable differences in the eclectic and hierarchical pattern of perceptions of, and preferences for the four Social Studies Curriculum Models, the differences are not statistically significant. The trend of eclecticism in teachers' perception of Social Studies orientations, models or traditions conform to the norm as earlier observed by Orimoloye (1983) and Olawepo (1984). The observed hierarchical pattern of preference for the Social Studies curriculum models further clarifies the inherent tendencies in the observed eclecticism since preference(s) come into play in what is perceived through selective attention of filtration (Broadbent, 1958; & Moray, 1959). It means that teachers accorded greater priority attention in teaching Social Studies towards the aims, contents and method(s) embodied in the models that are higher in their preference than those they least preferred. For instance, public social studies teachers tend to teach the subject more as Citizenship Education which was the highest in their preference than Reflective Inquiry which was the least in their preference. With reference to the private school social studies teachers, social studies was taught more as Unified Integrated (most preferred) and least as Reflective Inquiry.

School proprietorship appears not to be statistically significant as an independent variable influencing teacher's perception(s) and preference(s). This is at variance with practical significance and the norm associated with, at least, the private secondary schools as observed by Odutola (1981) in line with the market orientation of private schools (Weiss, 1974; & Rainey, 1983). The discrepancy may possibly be traced to the research sample and probably the purposive sampling of private secondary school teachers who were predominantly unqualified. For instance, two (or 30%) of the 11 teachers

were professionally qualified to teach Social Studies, while nine (or 70%) were unqualified. This is one possible drawback of purposive sampling (Jakard & Becker, 1993). However, the researcher had no control on this because the sample was adopted as a last resort as the available sample for that universe (private secondary schools in Kwara State). The implication of this is that if private schools with sample conforming to the norm (predominantly or absolutely qualified teachers) were involved in the study, school proprietorship may become a significant moderating variable in teachers' perceptions and preferences for Social Studies curriculum models.

8. Conclusion

Based on the findings of the study, it was concluded that the private and public secondary school Social Studies teachers had a broadly similar eclectic and hierarchical patterns perceptions of, and preferences for the four Social Studies Curriculum Models without significant moderating influence of school proprietorship.

9. Recommendations

In order to address the problem posed by differential perceptions and preferences for the four Social Studies Curriculum Models, it is therefore imperative that teachers with requisite professional qualification and formative experience in Social Studies be employed to teach Social Studies in Junior Secondary Schools if the subject is to be effectively taught and its goals realized. It is also imperative that the State Education regulatory body (Ministry of Education) insists on the minimum standard of qualified teachers among other conditions in approving the registration of private schools or according recognition to public schools. Parents also need to be more selective on students' enrolment in private and public schools and not jump to conclusion of assumed inadequacies about public schools or assumed adequacies of private schools. All these will go a long way to enhance effective teaching and learning of Social Studies in the Nigerian Junior Secondary Schools.

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Students' Personnel Services for bridging the gaps between Schooling and Employability of Nigerian Polytechnic Graduates

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Abstract. The paper examined students' personnel services that are available for bridging the gap between schooling and employability of Nigerian Polytechnic graduates. The issues relating to the concepts and types of students personnel services are looked into. The paper however examined application of the personnel services for bridging the gaps between schooling and employability of Nigerian polytechnic graduates the mode of operation and relevance to polytechnic students' needs while in schools and be used when they graduates, that will make them be graduates that will be job creators, employers of labour and reducing poverty and unemployment in the Country.
It was however suggested that effective use of information, career, psycho-social, guidance and counseling services will aid Nigerian polytechnic students to bridge the gaps between schooling and employability after graduation.

Keywords: students' personnel services, schooling, employability, and polytechnic graduates

1. Introduction

Education is an instrument for social transformation change and sustainable National development, every Nigerian citizen ranked education high among other sectors, Ogundele (2008) said that any nation that toy with educational provision to her citizens, will never be ranked high among the developed nations of the World. It should be noted that the Colonial education was criticized because, the provision was faulty of its non-technological orientations, non-culturally related poor practical orientations employability biased. However, the products that passed out of school system landed into market of unemployment, market. Also, Daramola (2000) praised the traditional education that the education is culturally oriented, practically unblaised because, the parents will hand over the baton of skills acquisition to the offsprings. What really bother the idea of this article is that polytechnics, monotechnics are established by the Federal, state and individuals for the purpose of developing and producing middle man power needed to manage Nigerian Economy. It should

be noted that many of the Polytechnic graduates could not defend their capacity of training received. That many polytechnic graduates that acquired technological skills could not practice the skills they have acquired at the school level; rather they constitute themselves to the labour market that they always seeking for employment instead of developing the skills acquired at the polytechnic level to be employer and job creators. Since the Nigerian polytechnic graduates could not defend the skill acquired to be job creator, employer of labour and poverty alleviator in the society the issue here is to examine the personnel service that is lacking in the school system. The Educational planners and policy markers want quality of the polytechnic graduates they want to know whether the polytechnic programme provided are faulty, what is the students' personnel services that could be integrated that will complement the teaching-learning processes, that will help the students to bridge the existing gaps between the schooling and the employability. The article therefore seek to exam-in the concepts of the students personnel services, the types, applicability to the school programme in order to aid skills acquisition process and for the students to be able to bridge the gaps between the schooling and employability of the youth in the country Nigeria. The introduction of the students personnel services will create sense of belongings to the students and develop self-country and self-reliance in the in the school and after the schooling.

2. Concepts and Types of Personnel Services for Nigerian Polytechnic Students.

It is important to note that the willingness of the students to adjust to school programme can influence positive and conducive learning environment. The experience of the students in the schools can be relevant for the him/her and adjust to the socio-economic life after graduation. Bridging the gap between the schooling and employability as defined by Opara and Onyekuru (2013) student personnel service is the process of creating harmonious relationships between the school situation after graduating in order to manage or cope with challenges of everyday life. However, in order to adjust with everyday life after schooling start with integrating effective personnel's services that will help he polytechnic students that will help the polytechnic students to cope with the challenges and be able to fit into the employability markets after graduation. Oyedeji (2013) defined students personnel services as the types of school programme that help the students to adjust themselves to school life which after graduation the programme will accultured and useful for them to make life after their graduation Oyedeji, however identified the following personnel services that can be integrated into Nigerian polytechnic programme and helping them to bridge the gaps between the schooling and employability. These include: information, Guidance counseling service, recreational services, social and rehabilitation services, financial assistance, psycho-social services; and health insurance services. It noted that the participation of polytechnic students in the services will help them to understand themselves why in school and be able to prepare themselves for employability after graduation.

The efficiency of any institutions depend greatly on the students personnel services provided by the institutions in Nigeria. According to Saadu (2012), the students' personnel services provided varies from the institutions to institutions depending on the efficiency of the institutional manager. The author noted that some institution managers merely involve the students on the teaching and writing to examination. The issues relating to the preparation of the students for employability were neglected. It should be noted that the paper explore to find out the students personnel services that Nigerian polytechnics should put in place so that the existing gaps between the schooling and employability can be bridged Ogundele, sofoluwe and Kayode (2012) noted that the polytechnic was established in order to produce the technical middle man power that will be able to help in the resource transformation using, the available technology. The authors noted with dismay that most of polytechnic graduates who are supposed to be job creator, employers and poverty alleviators are found in the labour market looking for jobs.

However in order to eradicate the problems of unproductive nature of the polytechnic products and reduction of the people in the labour markets, the needs for providing effective students' personnel services for the polytechnics students while schooling is ensued. A well-organized students' personnel services in the schools will bridge the existing gaps between the schooling and employability. Adetunji (2013) identified the personnel services that are necessary in the polytechnic towards preparing the students for employability. The personnel services identified are academic counseling services, employment and placement services, industrial information services, students extra and co-curricular services. However the provision of these services will aid effectiveness and efficiency of the school administrator. Ogundele and Simon (2017) also noted that integrated of information services into the institution will help in a long way to provide entrepreneurship skills acquisition for the students in educational institutions.

Therefore, student's personnel services are necessary in Nigerian polytechnics in order to bridge the gap between schooling and students personnel services.

Students' guidance and counseling services: Ali and Ogundele (2015) observed that it is very essential for the schools to the guide the students in the choice of career. In the polytechnic, the students should be well guided in job creation and that there is the need for the students to imbibe the spirit of skills acquisition while in the school. The counseling services provided on the practical orientation and skills acquisition will enable the students to prepare their mind against job seeking and able to understand themselves and adopt the skills that they will be able to continue after schooling instead or depending on the governmental while cola job. The counseling service will enable the polytechnic graduates to be self-employed and continue the stages adopted after schooling.

Information services: Information is an essential tool for educational development at the global level. Information blockage has beneficial effect on the national transformation. However in Nigerian educational institutions service into Nigerian polytechnic programme the polytechnic management should provide the necessary services that will provide information relating to the industrial needs, the resources availability the available job the needed skills in the labour market. However the information services provided will enable. The encourage effective the curriculum design and provision of relevant curricular activities while in the school and will make the education provided relevant to the society, also information about the societal needs will enhance productivity in the products of the polytechnic in Nigeria Ogundele & Simon (2017).

Recreational services: The institutions should integrated sporting activities and games into the schools in order to keep the students busy during their leisure time of the polytechnics students when and after schooling. There is the need to integrate recreational services to the school programme. Accordingly to Ogundele (2012), recreational services are those activities being perform during the leisure hours in and after the school, it is therefore essential for the polytechnic in Nigeria to make judicious use of the leisure hours in the schools in a productive manner. The recreational activities like sporting skills acquisitions, entertainments and environmental maintenance, however the activities partook during the schooling leisure time can be built up when graduated from the polytechnics schooling.

Employment, placement and follows up service: Due to the increase in the automation professional and technical in the industrial seen, there are shortage of specialists in certain areas it is therefore essential for the school management to organize employment and placement services for the young graduates. There should be counselors who should coordinate and maintain continuous contact with business houses and labour representative who will utilize the products of the polytechnics. The service can be undertaken through sponsoring of school visitation and hosting of representation awareness, exploration and entry level skills of the students, the services will reduce product wastage of the polytechnic graduate after schooling.

Study-work service: welfare services like feeding, catering services, hostel and classroom

accommodation maintenance marketing of books, religious services. All these services can be put in the hands of the students to be monitored by the student affairs division and some stipends to be paid.

3. Problems militating against students' personnel services

Problems associated with effective use of students' personnel services for employability of Nigerian polytechnic graduate are:

Poor Time Management: most of the administrators are not trained on the time management of the school system. However they often claim that there is no time for most of the services that could be beneficial for the students. They only involve the students on teaching-learning process and to write examination at the end of semester.

Inadequate Funding: Also, inadequate funds to purchase the accessory educational facilities for effective use for the success of students' personnel services provided in Nigerian polytechnic.

Poor Industrial-Education Sector relations: Furthermore, there is low interaction between the industrial sector and Nigerian polytechnics that fail to give proper guideline on the needed skills and services in the industries and the types of man power needs to the produced for the benefit of the industrial sectors and society at large.

Low Priority to Counseling Service: Guidance and counseling services are given low priority. Most of the Nigerian Polytechnics established no counseling units in their institutions and the result bring about undesirable result for better self-understanding in their career choices. The inadequate provision of counseling services in Nigerian Polytechnics made the gaps between employability to be rough.

Poor Monitoring of Personnel and informal groups: Finally, both the formal and informal groups in Nigerian Polytechnics are not desirably monitored for appropriate service that could better their schooling in terms of future employability. It should therefore be noted that for smooth gaps between schooling and employability the students should be adequately monitored and organized.

4. Conclusion

From the write-ups, it should be agreed upon that the integration of students personnel services into the Nigerian Polytechnic programme will encourage commitment, positive attitude and sense of belongness and responsibilities in the students' minds and be able live by them when in schools and after schooling. The gap between schooling and employability will then be filled in the society.

5. Suggestions

For effectiveness of the students' personnel services in the Nigerian Polytechnics to bridge the gap between the schooling and employability in the society, the following suggestions are made.

Provision of conducive learning environment the management of Nigerian Polytechnics should provide conducive learning environment for effective integration of the students' personnel services in the school system.

Adequate financial provision: Also, there is the need for the proper funding of Polytechnics by the government and the use of internally generated revenues to procure all necessary facilities that could be used to practice the integrated students personnel services in the school system.

Priotizing counseling services for polytechnic students: Effective counseling services should be given a priority. The effectiveness of the counseling service provided for the Nigerian Polytechnics students will enable individual to understand themselves and able to take positive self-directed action while schooling and be guided correctly for employability after Monitoring of students on the type of groups in the schools.

Furthermore, both formal and informal grouping system should be adequately monitored for positive action in the use of students' personnel services embraced in the schools. Effective monitoring of the grouping will aid effective performance in the students personnel services integrated in the schools system for

embracement of employability after the graduation.

Creating industrial-school relations: There should be industrial-school relationship to guide the school curriculum designs towards promoting the relevant graduates that will help in the utilization of the available resources for industrial development and for the benefit of the society and employability of the youths after graduating from the schools.

Adequate motivation for the lecturers in the polytechnics finally, there should be **capacity building, training-retraining workshops, seminar and conferences** on the time resource management for the staff and students of Nigerian Polytechnics. The training will acquaint the Polytechnic administrators with the knowledge of time resource allocation, setting, utilization and effective time lapse.

Creation of awareness on the need to have creative culture among the students: The schools should allow the schools to have mind of creativity during their leisure hours the creative minds in the schools will help the students to develop critical thinking and creativity while in schools and help them for the employability when they grow up.

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School Spread and Principals' Administrative Competence of Secondary Schools in Edo and Kwara States, Nigeria

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Abstract. This paper examined the spread of public secondary schools and investigated the significance difference between principals' administrative competence in Edo and Kwara States. Descriptive research design was adopted for the study. The population comprised 417 and 305 principals of public secondary schools in Edo and Kwara States respectively. A sample of 100 schools were selected from Edo State and 60 Schools in Kwara State. Stratified random sampling technique was adopted for selecting the sample. The stratification was based on three senatorial districts in the two states. 350 respondents were selected using simple random sampling method. This comprised of 200 and 150 respondents from Edo and Kwara States respectively. Two instruments tagged"Principals Administrative Questionnaire (PAQ)" and profoma titled "School Spread Profoma (SSP)" were used to collect relevant data. The PAQ was validated by four experts from Department of Educational Management. The reliability co-efficient of 0.70 was obtained through test re-test method using Pearson product moment correlation statistic. The findings of the study revealed that spread of schools in Edo and Kwara States were not based on population of the community. The principals administrative competence in the two states were moderate. Also, there was no significant different between Principals administrative competence in Edo and Kwara States owned secondary schools. The paper recommends even spread of schools in the states based on students and community population. Also, there is need for improvement on principals' administrative performance through workshop, conference so as to enhance students' academic performance.

1. Introduction

Education can be regarded as the key that unlocks the development of personal and national potential and all kinds of right and power. The increasing awareness of the importance of education to the upliftment of the individual and society standards has awakened in people and nations a conscious effort at devoting their meager resources to acquiring qualitative education. Balogun (2010) opined that education is the light, without which, the whole world be in darkness. It is the basic of scientific and technological breakthroughs and the basic of modernity, which have made all nation of the world accord immense priority to it, even through, the levels of priority range from one country to another. Education caters for the need of the society and forms the bedrock for any national development, socially, politically and economically. It is a process through which individual acquires knowledge, skills, competences, and aptitudes to fit property into the society they belong and contribute their quota to its growth development. It is a tool for the integration of the individual effectively into the society so that individual can achieves self-realization, development national consciousness, promote unity and strive for social, economic,

political, scientific, cultural and technological process. In other words, it is through education that personnel of different categories are produced to man the various economic sector of any country.

The Nigeria philosophy of education is based on the total development and integration of individual into a sound and effective citizen, given equal education opportunities in all the phases of our education Endeavour as well as equal right to justice, social and employment opportunity the national goals as stated in the national policy on education are:-

- A free and democratic society;
- A just and egalitarian society ;
- A united, strong and self- reliant nation;
- A great and dynamic economy;
- A land of bright and fill opportunities for all citizens.

In order to attain these aims; four educational objectives have been set up:

- The inculcation of nation consciousness and national unity
- The inculcation of the right types of values and attitudes for the several of the individual and Nigeria society.
- The training of the mind in the understanding of the world around us; and
- The acquisition of the appropriate skills, abilities and competences both metal and physical as equipment for the individual to life in and contribute to the development of his society education is therefore a transformation process through which the future of a society is shaped through instruction of citizen for effective learning.

The success of an education enterprise particularly, the secondary schools depends to a very large extent, on the administrative competence of the principals, regular supply of teachers in adequate quality and quantity and their effective job performance in the school system. The Federal Republic of Nigeria (2004) asserted that no nation can achieve economic, social and technological progress and self-sufficiency without a good system of education to sustain its achievement. The quality human resources in form of principals and other teachers, often dictates the extent of the effectiveness of educational programmes. In order to achieve any socio-political, economic and scientific development in secondary school, there is the dire need for qualified teachers and competent principals who are equipped with the desired knowledge, skills, competence and commitment, and who are empowered to perform their tasks professional.

School principals as effective manager must have the ability and skill in different ways to perform their jobs well, including school community leaders as well as financial, material and human resource management, while maintaining security and their student's academic performance (Institute for Education Leadership, 2000). Study results have revealed that school principals' managerial competencies are an important factor to achieve the specified school aims and objectives.

Ibukun (2003) reported that the problem of Nigeria educational programme does not lie with the knowledge and adequate policies but effective planning and sustained implementation. This expert attributed the failure of such educational programmes in Nigeria to several factors. Among these factors are teacher factor (shortage of teachers, inadequate training and poor motivation of teachers). Also included are inadequate funding, embezzlement, bureaucratic bottle-neck and Nigerians' poor altitude to work most especially the school heads.

2. Literature Review

Educational administration has assumed increased complexities as result of the grown and development of the education industry. The National Policy of Education (2014) appropriately recognized the school system consequently their management and stipulated that day-today administration should grow out of the life and social ethics of the community which they serve. The educational administrators that are responsible for the day-to- day ruing of the school are expected not only to be competent, discipline and qualified but should also be teachers who are knowledgeable and experienced in school administration.

Administration has to do with getting things done through people with one accomplishment of the defined objectives. It must be realized that for any organization to succeed, an efficient and effective administration is essential. Education administration is essentially a service, activity or tool through which the fundamental objectives of the education process can be more fully and efficiently realized (Doma, 2002)

Okorie (2000) opined that leadership is the activities of influencing people to strive willingly for goals. It is therefore vital for managers who are leaders of their schools to have the ability to inspire all member of the school community to work together towards the goal of excellent education for all. The task performed by education executives of today have increased in scope and required specialized management skill. Therefore, the school manager must function in various capacities ranging from curriculum development, supervision of instruction, provision and maintenance of school facilities and equipment, staff, welfare, student personnel service and school community relationship. Education administrators need to possess technical, human and conceptual skills in order to be effective and successful in their administrative task.

School administrative effectiveness is a major concern within the Nigeria education system in recent time especially when people are complaining from every nook and craning that the standard of education is falling. Thus just as the quality of any business depends largely upon effectiveness of its managers, so does the success of the school system depends on the quality and effectiveness of the school administration and other supporting staff. The successful attainment of the set goals of secondary school rests on the principal.

3. Principals' Managerial Competence

Boyatziss (1982), defined competence as the ability to possess an attitude that looks at needs work, and the condition within the organization and delivering the desire outcomes. Drakes and Roe (1986) built five skill competencies that must be owned by principal as the education leader of conceptual skills; human skills; instructional skills; technical skills and cognitive skills. Meanwhile, Katz (1993) divided the three approaches or the opportunity skill possessed by the administrator, to include: (1) technical skills; (2) human skills; and (3) conceptual skills. Therefore, the result of the study carried out by Sammons (2007) revealed that competencies of principals occupy the first order of effectiveness of a school, and Baartman, Bastiaens, Kirschner, and Van Der Vleuten (2007) also revealed that, competency refers to knowledge, attitudes and skill that belong to someone for doing their jobs and solve problems efficiently and effectively.

School principal should be encouraged for the promotion of competency standards success of each student. According to Mazzo (2003), one general approach to adopt standard for the leader is that they require preparation programs to adapt to these standards. This is intended for school principals to play an important role in determining the way the school work but the competency of the current principals to prepared and develop high quality student is very less, the case should be an essential requirement for the effectiveness of the organization (Davis, Hammond, Lapointe & Meyerson, 2005). Therefore, the document of the Interstate School Leaders Licensure Consortium (ISSLC, 2008) helps regulate the function of strong school leadership by applying six standard policies, namely: (1) set a vision in concert with school stakeholders, (2) developing the school culture and instructional program conducive to students and staff professional growth: (3) ensure that school management is effective, the agency's resources are secure, efficient and effective learning environment; (4) working with the staff and the community, to respond to diverse interest and needs of community, and encourage community resources; (5) act with integrity, fairness and the, ethical, and (6) understanding and respond to the diversity of the case including the political, social, legal, and cultural context.

Margerison and McCain (1994) outlined the key principles involved in the maintenance of high performance in the work teams as:

- Have at least one link- person (principal) as a team member;

- Set high output, quality targets and regularly achieve them;
- Gain a high degree of job satisfaction from their work;
- Cooperate well with the school managers;
- People's (teacher's) roles are well balance in relation to their skill;
- Have a high degree of autonomy;
- Learn quickly from others mistakes;
- Have problem solving skills and be highly motivated

They added that, there are five key skills that school managers must acquire if they wish to have performance team. These include: planning, advising, organizing, controlling and exploring. Maslow (1954), who was one of the prolific exponents and advocates of motivation hierarchically categoried man's needs into fire.

They are:

- Physiological needs
- Safety needs
- Social needs
- Ego needs and
- Self-actualization needs

According to Maslow, each need becomes active only when the next lower level needs is reasonably satisfied. In other words, the more man perceives that his needs would be gratified, the more motivated and the more productive he becomes. Job effectiveness will ever rise as long as management provides a conducive climate that encourages teachers to continue reaching out for self-actualization or self-fulfillment.

Olawepo (2014) noted that needs gratification, management climate, motivation, job satisfaction are among the mult-level and mutually interacting variable which affect job performance of teachers in school system. Cole (1999) stated that when management is under consideration, attention is unduly focused on money, physical plant and instructional materials. Attention should rather be direct to human resources that the school management utilizes since people are the more liable resources in organization particularly school systems.

4. Statement of the Problem

The principal is an administrative head of secondary school system of education. This manager is expected to provide direction to the subordinates in order to enhance students' academic performance which is the prime objective of the teaching and learning process.

In recent time, principal administrative competence has been investigated and seen to be partly responsible for poor student academic performance at secondary school level. Past available researchers examined the influence of administrative effectiveness of school heads on student academic performance at different level of education without any one comparing principals' administrative competence in Edo and Kwara States public secondary schools. For instance Ogungbemi (2012) researched on relationship among principal managerial behavior, teacher job performance and school effectiveness in Osun State. Olawepo (2014) worked on principal managerial competence and teacher effectiveness in Kwara state basic schools. Tolorunleke (2015) compared principals' administrative effectiveness in public and private schools. In Ilorin East Local Government Area. Tijani (2016) investigated on vice chancellors' managerial effectiveness in universities of Edo and Kwara States

The present study though similar but different from the past studies in terms of measurement of principal, administrative competence and in terms of study area. In an effort to discern from the available researches, this study has focused on supervision of instruction, conflict management and decision making as measures of principal administrative competence. This study also investigated the spartial spread of in Edo and Kwara Statess. Hence, this creates gap that this present study tends to fill by examine the school spread and principals administrative competence in Edo and Kwara States secondary schools

5. Research Questions

The following research questions were raised to guide the study.

- How spartially spreads are schools in Edo State owned secondary school?

- How spartially spread are secondary schools in Kwara State?
- What is the mechanism for secondary school location in Edo and Kwara States?
- What is the level principal administrative competence in Edo and Kwara States secondary school?
- What is the level of principal administrative competence in Edo State?

6. Research Hypotheses

The following research hypotheses were generated to guide the study

- There is significance difference between administrative competence of principals in Edo and Kwara Statess owned secondary schools.
- There is no significant difference in supervision of instruction by the principals of Edo and Kwara Statess secondary schools.
- There is no significant difference in decision making of principal in Edo and Kwara States owned secondary schools.

7. Research Methodology

The research design adopted for this study was a descriptive survey of correlational method. The choice of this design was based on the fact that it provides adequate information about the characteristics of the variables in the study. It also enables the researcher to collect relevant data from large population of the study and investigated the significant difference between the variables.

The target population for this study comprised all principals of 471 and 305 secondary schools in Edo and Kwara States respectively. Stratified random sampling technique was used to select 160 public secondary schools from two states. 60 schools were selected from Kwara state while 100 school were chosen from Edo state. The stratification was based on three senatorial districts in each state. However, simple random sampling method was adopted to select 350 teachers in two states. This in conclude 150 teachers from Kwara state and 200 teachers from Edo state.

Two research instruments were designed to collect relevant data for the study. The first instrument titled "Principal Administrative Questionnaire" (PAQ) was used to collect data on issue relating principal method and level of administration. While the secondary school instrument was the preformed entitled'' School Spread Profoma (SSP). This was used to collect data on number and spatially spread of secondary schools in both Edo and Kwara States. The questionnaire was designed for teachers and profoma for the states Ministries of Education. The research questions raised were answered using descriptive statistics of percentages and frequency count, while the research hypotheses formulated were analysed using t-statistics. The p-values were compared with 0.05 level of significance to determine acceptability or other wise of the hypotheses.

8. Result and Discussion

Research Question 1: How spartially spread are secondary schools in Edo State?

Table 1: Spartially spread of schools in Edo State

Location	No of Schools	Percentage
Edo Central	104	22
Edo South	169	36
Edo North	198	42
Total	**471**	**100**

Source: Edo State Ministry of Education

Table 1 revealed that 104 schools representing 22% were located in Edo Central senatorial district: 169 schools (36%) were built in Edo South while 198 schools representing 42% were located in Edo North senatorial district. This spread of schools indicated majority of schools were in Edo North. This is against Edo Central comprising the state capital which is densely populated. The reason that could be deduced for majority of schools in Northern part of the state might be due geographical spread and distributive pattern

of the area. There are many villages in this district with more Local Government Areas. This called for locating many schools in the geographical area.

Research Question 2: How spartially spread are secondary schools in Kwara State?
Table 2: Spread of schools in Kwara State.

Location	No of Schools	Percentage
Kwara Central	83	27
Kwara South	172	56
Kwara North	50	17
Total	**305**	**100**

Source: Kwara State Teaching Service Commission.

Table 2 revealed that 64 public secondary schools representing 27% were located in Kwara Central senatorial district. 133 schools (56%) were built in Kwara South district while 39 state owned secondary schools representing 17% were found in Kwara North senatorial district of the state. This indicated that majority of secondary schools were located in Kwara South as against 64 in Kwara central which comprised the state capital that was densely populated. The reason that could be aduced for the spread might be stemed from the spread of the Local Government Areas and geographical spread of the area. There are seven Local Government Areas in Kwara South senatorial district as against four in Kwara Central.

Comparing Table 1 and 2, there is area of similarity and difference in the spread of the schools in the two states under review. Both states have lowest numbers and percentages of schools in their central senatorial districts. For instance Edo central had 104 (22%) schools while there are 64 (27%) schools in Kwara central senatorial district. The similarity could be attributed to few numbers of Local Government Areas in the districts. However, difference is noted in terms of district with highest numbers and percentage of schools. Edo North is favoured with highest number of school (198) with 42% while Kwara South had highest of 139 schools representing 56%. The difference spread of schools in the two districts might be attributed to the geographical location of two states.

Research Question 3: What is the mechanism for school location in Edo and Kwara States?
Table 3: Mechanism for school location in Edo and Kwara States.

Criteria	Frequency	Percentage
1. Population of the community	75	21.5
2. On political influence	55	15.7
3. On community request	100	28.5
4. Suitability of the community	120	34.3
Total	**350**	**100**

Table 3 show various criteria used by the two states Ministries of Education to spread schools across the three senatorial districts. It was discovered that 75 of the respondents representing 21.5% voted in favour of the population of the community while 55 representing 15.7% said schools were located on political influence. However, 100 claimed that spread of the schools were based on community request. The greater numbers of respondents, 120 stood for 34.3% believed that most of the schools built were based on the suitability of the community and the need for such. This might be the reason why many schools were located in rural areas where dwellers are in few kilometers to each other. This could account for many schools in Kwara South and Edo North as against the central senatorial districts.

Research Question 4: What is the level of Principal Administrative Competence in Kwara State owned secondary schools.

Table 4: Perception of teachers on principal administrative competence in Kwara State owned secondary schools.
The benchmark used for rating principal administrative competence in two states are.

Low Below 45%
Moderate 46% - 60%
High 61% and above

Level of Principal Competence	Frequency	Percentage
Low	45	30.3
Moderate	90	59.7
High	15	10.0
Total	**150**	**100**

Table 4 revealed teachers perception of different level of principal administrative competence in Kwara State public secondary schools. A total of 45 respondents representing 30.3% rated principal administrative competence low in Kwara State owned secondary school. The majority of the respondents 90 representing 59.7% indicated that the level of principal administrative competence was moderate.

However the least number of the respondents 15 representing 10% said that the level of principal administrative competence was high. The interpretation of this result is that principals of secondary schools in Kwara State have a long way to go in school administration. There is room for improvement in the area of supervision of instruction, controlling the overcrowded students population especially in urban centres and in decision making. This is evedent from continuous poor students' academic performance in Senior School Certificate Examination (SSCE/WAEC) and National Examination Council (NECO) in Kwara State in recent years. They were however, rated moderately in managerial competence by the teachers having perform averagely in other principles of school administrative in Kwara State.
Research Question 5: What is the level of principal administrative competence in Edo State owned public secondary schools?

Table 5: Level of principal administrative competence in Edo State secondary schools.

Competence level	Frequency	Percentage
Low	58	29.0
Moderate	107	53.4
High	35	17.6
Total	**200**	**100**

Table 5 shows that majority of the respondent, 107 representing 53.4% rated administrative competence of principals in Edo States owned secondary schools moderately. 58 representing 29.0% of the respondents indicated that principal administrative competence was low, while 35 stood at 17.6% voted principal in Edo State high as regards the administrative competence. The interpretation of the result is that the administrative performance of the principals in Edo State was on average, which means there is room for improvement.

Comparing tables 4 and 5 as regard the competence of principal in Edo and Kwara States owned secondary schools, both indicates similarity of performance. There is no significance difference in the level of administrative competence in two states. They were moderately rated. This however means that there is room for improvement in the administrative of secondary schools in Nigeria as a way of enhancing students' academic performance which is the measure of school effectiveness by the stake holders.

Hypothesis 1: There is no significant difference in the administrative competence of principals in Edo and Kwara States, Nigeria.

Table 6: The t-test analysis of difference in administrative competence of principals in Edo and Kwara States .

Variables	N	X	SD	df	Calculate t-value	P-value	Decision
Principals in Edo State	200	47.70	8.12	346	9-135	0.060	Accepted
Principals in Kwara State	150	98.42	11.46				

Table 6 shows that the calculated t-value is 9.135 with p-value of 0.06 which is greater than the significance level of 0.05. Since the p-value (0.06) is greater than alpha level (0.05), therefore, the hypothesis which states that there is no significant difference in principally administrative competence in Edo and Kwara States is thereby accepted. This implies that there is similarity in the styles, experience and qualification of principals in both states. The similarity in the administrative competence might be due to adherence to the criteria for appointment in to principalship cadre in both states. The criteria are qualification, years of teaching experience and grade level. To be qualified for principalship most especially in urban schools, the candidate must be at least first degree holders with profession teaching qualification, at least 25 years of teaching experience and be on Grade level 16. The Ministers of Education in both states believed that the set down criteria will enable them to possess adequate administrative experience required for internal efficiency of secondary schools.

Hypothesis 2: There is no significant difference between supervision of instruction of principals in Edo and Kwara States.

Table 7: The t-test analysis of difference between supervision of instruction of principals in Edo and Kwara States .

Variable	**N**	**X**	**SD**	**df**	**Calculated t-value**	**P-value**	**Decision**
Supervision of instruction by Principal in Edo State	200	32.61	10.09	346	9.078	0.07	Accepted
supervision of instruction by principals of Kwara State	150	30.95	11.55				

Table 7 indicated that the calculated p-value of 0.07 is greater than the significance level of 0.05. This means that the null-hypothesis which states that there is no significant difference between supervision of instruction between principals of Edo and Kwara States is accepted. Hence, there is similarity in supervision of instruction by the principals of both Edo and Kwara States .

Tijani (2011) noted that supervision of instruction by principals is has a strong influence on teachers job performance which enhance students' academic performance. The author observed a direct and positive recetionship between supervision of instruction by principals and students' academic performance in Kwara State Secondary Schools. The poor academic performance of students in Senior School Certificate Examination (SSCE/WAEC) in recent years indicates inadequate supervision of instruction by principals in both states under study among others.

Hypothesis 3: There is no significant difference between decision-making of principals in Edo and Kwara States .

Table 8: The t-test analysis of difference in decision making process of principals in Edo and Kwara States .

Variable	N	X	SD	df	Calculated t-value	P-value			Decision
Decision making by principals in Edo State	200				40.62				
						346	9.135	0.06	Accepted
Decision making by principals in Kwara State		150	41.02	11.82					

Table 8 revealed that the calculated P-value of 0.06 is greater than the 0.05 level of significance. Hence, the null-hypothesis which states that there is no significance difference between decision-making of principals in Edo and Kwara States is thus accepted. This implies that there is a similarity in decision-making process adopted by the principals of Edo and Kwara States owned secondary schools. Since decision-making is a problem-solving process, hence, the principals adopt similar method of choice from alternative solutions to the specific problem in schools in recent time such as examination malpractice, cultism and various forms of indiscipline which required decision-making by the principals. The right decision taking by principals will no doubt enhance school effectiveness. The inability of principals to properly address these problems may likely to affect students academic performance and hence increase the enrolments in private secondary schools.

9. Summary, Conclusion and Recommendations

9.1 Summary

This paper examined the spread of secondary schools and investigated the significance difference between principals administrative competence in Edo and Kwara States owned secondary schools. It reviewed literature on secondary school education and principals leadership competence in Nigeria secondary schools. The following are summary of the finding of the study.

There are total numbers of 471 public secondary schools in Edo State in which 104 and 169 were located in Edo central and south respectively. Edo north have 198.

The 305 Kwara State government owned secondary schools were spread in population of 83 and 172 schools in Kwara central and south senatorial districts while 50 schools were built in Kwara North.

There is a significant difference in terms of spread of schools in the two states.

Mechanism for distribution of schools favour suitability of the community as against the population of the community in the two states. This was evident from the fact that both states have few schools in Edo and Kwara central senatorial districts.

There is no significant difference between principal administrative competence in Edo and Kwara States public secondary schools.

There are no significant difference in supervision of instruction and decision making of principals in Edo and Kwara States owned secondary schools.

There are moderate levels of principal administrative competence in Edo and Kwara States.

9.2 Conclusion

From the findings of this study, the following conclusion could be drawn.

Many schools were located in Edo North while Kwara South senatorial districts have greater numbers of public schools. The distribution and spread of schools in the two states did not based on the population of the community and that is why there is overcrowded of students in classroom in urban cities and state capitals of Edo and Kwara.

Similarities of administrative style were used by principals of secondary schools in Edo and Kwara States and this is evident from similarity in the level of principals administrative

competence in both states owned secondary schools.

9.3 Recommendations

Based on the findings and conclusion of the study, the following recommendations were made:

- There is States Ministries of Education should endeavour to base location of Schools on population of the community so as to discongest overcrowded of classrooms in urban centres as a result of few schools in the central senatorial district
- The need for principals of secondary schools in two states to improve on their administrative performance in order to enhance students' academic performance.
- States governments should supply necessary materials to principals in order to improve their administrative effectiveness.

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Influence of Role of Campus-Eatery Regulatory Board on the Production of Safe and Quality Food for Universities of Ilorin Community

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Abstract. Several health problems may manifest from the food we eat, because of problem that can occur, the food handlers have responsibility to ensure that food provided for consumers are diseases. Several outbreak of food borne illness had happened in campuses and several Nigerian cities. This study examines the role of campus eatery regulatory board on the production of safe and quality food in University of Ilorin.

The research design adopted for this study was descriptive research design of survey type. Through a multistage sampling techniques, a sample population of 380 (three hundred and eighty) was selected for the student's categories and 130 (one hundred and thirty) was selected from the eatery operator's categories in University of Ilorin community. The instrument for the study was two researchers structured questionnaire made up of two sections and a focus group discussion guide. The instrument was later validated by three experts in relevant field and test for reliability with the use of Spearman Brown Order. Using split half method, a reliability of 0.76r was obtained. Personal data collected were analyzed with the use of frequency counts and simply percentage while the postulated hypotheses were tested with the use of inferential statistic of chi-square. Two researcher hypotheses were tested at 0.05 alpha level of significance. All the hypotheses were rejected.

The result revealed that:

- periodic inspection by campus eatery regulatory board influence production of safe

food in university of Ilorin (cal.X^2=355.50> Table value= 16.92 @ DF=9),

- routine medical screening of eatery operators influence the production of safe food in

University of Ilorin (cal.X^2=301.29> Table value= 16.92 @ DF=9),

The study concluded that periodic inspection by C.E.R.B will ensure production of safe foods in the university of Ilorin community, routine medical screening of food handlers will go a long way in influencing production of safe food for the university community, sensitization of food eatery operators will improve eatery operators' knowledge of quality food production. Based on the conclusion drawn, the following recommendation were made: that the university should empower C.E.R.B to embark on more vigorous inspected which may include food test in order to further strengthen the

already performing board, C.E.R.B as a matter of importance ensures that all food handlers possess routine medical screening certificate, effective use of customers, complaint hotlines should be encouraged. sensitization on environmental hygiene, personal hygiene and food safety should be doubled, other higher institution of learning should create C.E.R.B in order to forestall food borne diseases outbreak, certified should be issued on a yearly basis to eatery operator after successful inspection.

1. Introduction

Many health problems encountered today arise from the consumption of unsafe food, and that is why National Disease Surveillance Center NDSC (2003), affirmed that several health problems may manifest from the food we eat, because of problems that can occur, the food handlers have responsibility to ensure that the food provided for consumers are safe and does not become a vehicle foe disease outbreak or transmission of communicable diseases. Arizon-Ogwu (2008) lend credence to sources of food contaminants by affirming that over 300 substances are being added for the purpose of food preservation, coloring, texture and adding flavor. Food however is any substance used, available to be used for drinking or eating by human being and substance which enters into or is used in production, composition or preparation of these substance (Food Safety Authority of Ireland Act, 1998).

Musa and Akande (2003) opined that food poisoning and the other food born disease could occur in institution such as schools, hostels, hospitals and prisons, where food and drinks are served or sold to groups of people by food vendors or other handlers. Several factors are known to favor food borne disease or food poisoning during food handling processes. Such factors include; dirty environment, food handlers with diseases, and the food preservation methods. In food safety practices, a number of routines are usually followed in order to avoid health hazard such as effective environmental situation, hand washing practices, use of clean water for production and good method of food preservation.

According to National Disease Surveillance Center (2003), food illness causes distress, preventable death and avoidable economic burden for some consumers. Food borne illness can also result in mild, temporary discomfort, lost time from work or other daily activities, especially vulnerable groups such as children, older people and those with impaired immunity. Food borne illness may have some serious or longtime consequences and, most seriously may be life threatening.

Consumer health is the education or information given to a consumer in order to make wise choice about health product and services. In order for this to happen, the consumer must be knowledgeable about those services and products among which he or she is to make decision (Ogunsakin, 2008).

It is the researcher's view that the consumer protection is done by regulatory bodies to ensure the food safety and maintain health of all the sundry. To maintain a state of well-being within the university, the possibility of food contamination as indicated by Omojokun earlier cannot be over emphasized. Hence, the constitution of eatery regulatory board in the university of Ilorin. The Vice-Chancellor of university of Ilorin constituted the campus eatery regulatory board with the following terms of reference; to ensure categorization of eatery based on their facilities; set up task force for monitoring and ensure strict compliance with regulations; conduct periodic inspection of the eateries in other to ensure the source of water supply, method of waste disposal, storage of raw food and that food prepared are kept at good temperature. A food inspector may handle and observe food dishes to determine if the food safe for consumption by public consumers. A food inspector also may observe the cleanliness of the kitchen or preparation area in a factory to check for condition, such as pests, that may make the food unsafe. (Daniels 2014). This is also in line with Jones, Pavlin, Lafleur, Ingram and Schaffner(2004), the Food Drugs Administration FDA inspect domestic and imported food products as well as food-processing plants. The FDA inspects meat, poultry, egg and the processing plant for these product, FDA addition inspect the rest of foodstuffs and their plants. Restaurant inspection is usually carried out by

local, county, or state health department personnel.

Promote the acquisition of medical screening certificate which enable and ensure all operators to be certified as been free from becoming a vehicle for transfer of diseases, Annual medical certificate is a legal requirement for food workers in meat plants, plants producing meat products and minced meat production plants; workers in the dairy sector who handle raw milk have to ensure that there is no impediment to such employment; medical certificate is required of food workers in the fish processing sector and workers with direct contact with food at the time of recruitment (Harker 2001). Develop avenue for sensitization for proper hygiene, food safety and environmental upkeep; ensure all eateries have minimum standards to operate; and to create avenue for complaint by dissatisfied customer.

The purpose of this study is to: investigate whether periodic inspection of eatery operators by campus eatery regulatory board will improve the quality of food produced for the University of Ilorin community; assess if routine medical screening of eatery operators by campus eatery regulatory board will promote the production of safe food in the University of Ilorin community.

2. Statement of the Problem

In Nigeria, many cases of food borne disease had been reported. Armstrong (2014), in a punch newspaper submitted that Bauchi state government admitted that sixty 60 persons was killed as at the time of the publication, and over 1000 had infection with the outbreak of cholera in Bauchi metropolis Bauchi state.

Omojokun (2013) in affirmation states a great concern about mycotoxin particular aflatoxin-poisoning outbreaks in state of Nigeria which causes the death of scores of infants and children shows poor attention given to toxic metals in food consume in Sub-Sahara Africa.

The institution of campus Eatery Regulatory Board in the University of Ilorin was done to guide against problems associated food borne diseases. The functions of the Board include periodic inspection, sensitization and enforcement of routine medical screening. The researcher has observed that, there are high risk food handlers among the eatery operators within the University. This reportedly lead to the outbreak of food borne illness in Obafemi Awolowo University Ile Ife in 2010. This may not be unconnected to majority of operators without portable source of water supply as most operators use gallons to fetch water for the purpose of food preparations, the environment of bakeries and water factory visited by the researcher are not well kept, and majority of operators are without medical screening certificate and operation license, all this can predispose University of Ilorin community members to health hazards.

Eating outside is a common thing in an academic environment. The act is inevitable as students and staffs usually stay in school over two meals time in the class or office. The researcher observed that there are increases in the rate of terminal diseases among the elite class. There is a sharp drop in the life expectancy in the country, a distributing trend to Nigerians and even the government.

Despite series of task force and regulatory bodies in the country, concern with standardization and certification of food producer and consumer protection, it is obvious that the irregularities among operators is still very rampant, which will put the health and academic concentration of University community members at risk. Upon this premise, theResearcher intends to investigate the level of regulatory roles that campus eatery regulatory board is performing to safeguard the health of university of Ilorin community members.

3. Research Questions

The following research questions were raised for study:

- Will periodic inspection of eatery operators by campus eatery regulatory board influence the quality of food

produced for the university of Ilorin community ?
- Will periodic inspection of eatery operators by campus eatery regulatory board influence the quality of food produced for the university of Ilorin community?

4. **Research hypotheses**

The following research hypotheses must be tested:

- Periodic inspection of eatery operators by campus eatery regulatory board will not significantly influence the quality of food produced for the university of Ilorin community.
- Routine medical screening of eatery operators by campus eatery regulatory board will not significantly influence the production of safe food in University of Ilorin community.

5. **Methodology**

Descriptive research design of survey type was used to carry out this study. The population for this study consists of both the eateries and the students. The operators of; eateries, bakeries that supplies breads and kiosks that sell snacks and water factories that supply University of Ilorin Campuses (Main Campus, College of Medicine (OkeOyi) and Fufu Campus) a operators of each eatery was purposively selected and a one hundred and thirty five (135) sample that consist of eateries, bakeries snacks points and water factories and multi-stage sampling methods was used to select three hundred and eighty (380) respondents who are students was sampled from five (5) faculties namely; Agriculture (45), Clinical Sciences (51), Education (120), Life science(62), Physical science (107). The stages are as follows:

Stage one: systematic random sampling technique was used to select five faculties from the fifteen faculties present in University of Ilorin by assigning numbers and picking from every third faculty.
Stage Two: simple random sampling technique of fish bowl method was used to select a department from each of the faculty.
Stage Three: One (1) level is purposively selected to represent each of the department.
Stage Four: Proportionate sampling method was used to select 70% of student from each of the departments.
Stage Five: systematic random sampling technique was use to generate the study respondents. The sample size is deemed adequate because Research Advisors, (2006) opined that for the population of 10,000 a simple size of 380 is adequate at 95% confidence and with 5% margin of error.

The researcher instrument used was researcher-designed structure questionnaire tagged "Role of Campus Eatery Regulatory Board on Production of Safe and Quality Food in university of Ilorin". The instruments were validated three (3) jurors in the Department of Health Promotion and Environmental Health Education, and Test, Measurement and Evaluation, university of Ilorin, Nigeria. In ensuring the reliability of the instruments, split half method was used. Twenty respondents from kwara state college of education, Ilorin eatery operators and students were selected. The data collected were split into two halves for correlational analysis using Spearman Brown Rank Order Correlation. The result obtained was 0.76r and 0.71r respectively. This is seen to be reliable enough to carry out the study. The instruments were administered by the researcher and the help of trained research assistants. Inferential statistics of chi-square was used to analyze the result at 0.05 alpha level of significance.

Table.1:
Shows population distribution Eateries, Bakeries, Snacks points and Water factory

CAMPUS	EATERIES	BAKERIES	SNACKS POINT	TABLE WATER
MAIN CAMPUS	25	10	30	12
OKE OYI (UITH)	10	7	10	10
FUFU CAMPUS	8	4	5	4
TOTAL	**43**	**21**	**45**	**26**

Total population of Eateries: 135

Table 2:
Shows the stages of sample selection for student's category

Faculty	Department	level	70% sample selected
Agric (1091)	H/E	500L (045)	040
Clinical science (264)	Medicine	600L (084)	051
Education (4018)	HP&EHE	400L (145)	120
Life sci. (3045)	Biochem	300L (089)	062
Physical sci. (3806)	Ind.chem	200L (150)	107
Total (12,224)	**(513)**	**380**	

6. Results

Hypothesis 1: periodic inspection of eatery operators by campus eatery regulatory board will not significantly influence the quality of food produced for the university of Ilorin community.

Table 3:
Shows chi-square analysis of the periodic inspection of eatery operators by campus eatery regulatory board will on quality of food produced by the university of Ilorin community based on eatery.

S/N	ITEMS	SA	A	D	SD	ROW TOTAL	DF	CAL VALUE	TABLE VALUE	REMARKS
1	Inspection is done by C.E.R.B. on sources of water supply and this improves health of university of Ilorin community.	117 (86.7%)	17 (12.6%)	.1 (0.7%)		135				
2	Inspection is done by C.E.R.B on method of waste disposal which can improve production of safe food.	12 (8.9%)	120 (88.9%)	3 (2.2%)		135				
3	Inspection is done by C.E.R.B on raw food used in preparation of food and this promotes production of quality food.	12 (8.9%)	95 (70.4%)	28 (20.7%)		135	9	355.50		Ho Rejected
4	General inspection is done by C.E.R.B to ascertain that produced foods are maintained at good temperature.	16 (11.9%)	38 (28.1%)	74 (54.8%)	.7 (5.2%)	135				
	Column total	**157**	**270**	**106**	**7**	**540**				

@0.05 alpha level of significance

Table 3 above shows that the calculated chi-square value is 355.50 and the table value is 16.92 with the degree of freedom 9 at 0.05 alpha level of significance. Since the calculated chi-square value of 355.50 is greater than the table value of 16.92 at 9 degree of freedom, the null hypothesis is thereby rejected. This implies that periodic inspection by campus eatery regulatory board had significant influence on the quality of food provided for the university of Ilorin community. The findings are in accordance with the assertion of Daniel (2014) who affirmed that a food inspector should handle and observe food dishes to determine if the food is safer for consumption by public consumers. A food inspector should also observe the cleanliness of kitchen or preparation area in a factory to check for conditions, such as pests, that may make the food unwholesome for human consumption.

Table 4:
Shows chi-square analysis of periodic inspection on eatery operators by campus eatery regulatory board on the quality of food produced by the university of Ilorin community based on students.

S/N	ITEMS	SA	A	D	SD	ROW TOTAL	DF	CAL VALUE	TABLE VALUE	REMARKS
1	Inspection of sources of water supply by C.E.R.B reduces risk of food borne diseases in community.	54 (14.2%)	152 (40.0%)	101 (26.6%)	73 (19.@%)	380				
2	Checking on waste disposal methods by C.E.R.B prevents production of substandard food.	62 (16.3%)	124 (32.9%)	51 (13.4%)	142 (37.4%)	380				
3	Inspection of raw food by C.E.R.B leads to production of quality food.	156 (41.1%)	164 (43.2%)	48 (12.6%)	12 (3.2%)	380	9	158.63	16.92	Ho Rejected
4	Ensuring production of foods by C.E.R.B ensures production of food.	173 (45.5%)	133 (35.0%)	63 (15.3%)	11 (2.3%)	380				
	Column total	**445**	**573**	**263**	**238**	**1520**				

@0.05 alpha level of significance

Table 4 above shows that the calculated chi-square value of 158.63 and table value is 16.92 with the degree of freedom 9 at 0.05 alpha level of significance. Since the calculated value of 158.63 is greater than table value of 16.92 at the degree of freedom of 9, the null hypothesis is therefore rejected. This implies that periodic inspection of eatery operators by campus eatery regulatory board had significant on influence the quality of food produced for the university of Ilorin community. The findings agree with Onyeneho and Hedberg (2013) that restaurants with food safety-certified kitchen managers are less likely to have critical violations on their food safety inspections than restaurants without these managers.

Hypothesis 2: Routine medical screening of eatery operators by campus eatery regulatory board will not significantly influence the production of food for the university of Ilorin.

Table 5: Shows chi-square analysis of the routine medical screening of eatery operators by campus eatery regulatory board will not significantly influence the production of safe food by the university of Ilorin community based on eatery.

S/N	ITEMS	SA	A	D	SD	ROW TOTAL	DF	CAL VALUE	TABLE VALUE	REMARKS
1	Pre-entry screening of food handlers is done by C.E.R.B to ensures production of safe food.	9 (6.7%)	25 (18.5%)	36 (26.7%)	65 (48.1%)	135 (100%)				

2	Mandatory routine medical screening of all food handlers done by C.E.R.B help ensures production of safe food.	86 (63.7%)	42 (31.1%)	3 (2.2%)	4 (3.0%)	135 (100%)				
3	Follow up medical check-up done by C.E.R.B. for food handlers isolated for problem relating to food borne diseases help ascertain food safety.	38 (28.1%)	83 (61.5%)	13 (9.6%)	1 (0.7%)	135 (100%)	9	301.29	16.92	Ho Rejected
4	Sanctuary are levied against eatery operators who do not comply with required medical screening by C.E.R.B and this safe guard food contamination.	12 (8.9%)	85 (63.0%)	33 (24.4%)	5 (3.7%)	135 (100%)				
	Column Total	**145**	**235**	**85**	**75**	**540**				

@0.05 alpha level of significance

Table 5 show that the calculated chi-square value of 301.29 and table value is 16.92 with the degree of freedom of 9 at 0.05 alpha level of significance. Since the calculated value of 301.29 is greater than table value of 16.92 at degree of freedom of 9, the null hypothesis is therefore rejected. This implies that routine medical screening of eatery operators by campus eatery regulatory board had significant on influence the production of safe food in University of Ilorin. The result was in line with the findings of Harker (2001) who stressed that annual medical certificate is a legal requirement for food workers in meat plants; workers in the diary sector who handle raw milk have to ensure that there is no impediment to employment. The findings is also in line with Onyeneho and Hedberg (2013) that restaurants with food safety-certified kitchen managers are less likely to be associated with food borne illness outbreaks than restaurants without these managers.

Table 6:

Shows chi-square analysis of the routine medical screening of eatery operators by campus eatery regulatory board on the production of safe food by the university of Ilorin community based on students.

S/N	ITEMS	SA	A	D	SD	ROW TOTAL	DF	CAL VALUE	TABLE VALUE	REMARKS
1	Pre-entry screening of all food handlers is done by C.E.R.B to ensures production of safe food.	169 (44.5%)	141 (37.1%)	51 (13.4%)	19 (5.0%)	380				
2	Mandatory routine medical screening of all food handlers done by C.E.R.B help ensures production of safe food.	142 (37.4%)	181 (47.6%)	41 (10.8%)	16 (4.2%)	380				
3	Follow up medical check-up done by C.E.R.B for food handlers isolated for problem relating to food borne diseases help ascertaining food safety	137 (36.1%)	161 (42.4%)	65 (17.1%)	17 (4.5%)	380	9	729.84	16.92	Ho Rejected
4	Sanctions are levied against eatery operators who do not comply with required medical screening by C.E.R.B and this safe guard food contamination.	115 (40.8%)	180 (47.4%)	30 (7.1%)	15 (3.9%)	380				
	Column Total	**563**	**663**	**187**	**67**	**1520**				

@0.05 alpha level of significance

Table 6 shows that the calculated chi-square value of 729.84 and table value is 16.92 at degree of freedom of 0.05 alpha level of significance. Since the calculated value of 729.84 is greater than table value of 16.92 at degree of freedom of 9, the null hypothesis is therefore rejected. This implies that routine medical screening of eatery operators by Campus Eatery Regulatory Board had significant influence on production of safe food

in the University of Ilorin. The result was in line with the findings of Harker (2001) who stressed that annual medical certificate is a legal requirement for food workers in meat plants; workers in the diary sector who handle raw milk have to ensure that there is no impediment to employment. The findings is also in line with Onyenho and Hedberg (2013) that restaurants with food safety-certified kitchen managers are less likely to be associated with food borne illness outbreaks than restaurants without these managers.

7. Conclusion

Based on the findings, it was concluded that:

- Periodic Inspection by C.E.R.B on sources of water supply, waste disposal methods and production process will ensure production safe foods and reduce risk of food borne illnesses in the University of Ilorin Community.
- Routine Medical Screening of Food Handlers such as pre-entry medical screening, follow up medical check-up and sanctions for handlers without screening will go a long way in influencing production of safe food and safe the University community from possible transmission of transmittable diseases through food handlers.

8. Recommendation

Based on the findings, of the study the following recommendations were made:

(i) The University authority should empower C.E.R.B to embark on more vigorous inspection which may include food test in order to further strengthen the already performing board.
(ii) C.E.R.B as a matter of importance should ensures that all food handlers possess routine medical screening certificate.

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Educational Resources and the Development of Private Secondary School Education in Oyo State, Nigeria from 1999 to2015

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Abstract. This paper examines educational resources in the development of private secondary school education in Oyo State, Nigeria, between 1999 and 2015. This is with the view to examine the development of private secondary school education in Oyo State, Nigeria, between 1999 and 2015 in historical perspective. In the process it considers development of privately owned secondary schools in the light of adequacy of human and material resources (i.e, teachers and educational facilities) and how these had enhanced the performance of students in the Senior School Certificate Examinations (SSCE) between 1999 and 2015. The study used historical research method, relying on primary and secondary sources of data. The sample consisted of 300 respondents purposively sampled from 60 private secondary schools. Two instruments, "Questionnaire on Adequacy of Educational Resources in Private Secondary Schools" (QAERPSS) and "Structured Open-ended Interview Schedule" (SOIS) were used to collect data for the study. The questionnaire had reliability index of 0.73. Periodic and thematic approaches of historical analysis were used to analyse the qualitative data while the percentage was used to analyse the quantitative data. It was found that private secondary schools in Oyo State had adequately qualified teachers and appreciable quantity of modern educational facilities, which contributed to the development of private secondary school education during the period. It is therefore recommended that government at all levels and school proprietors should strive to ensure that the quality of education in public and private secondary schools in Oyo state, Nigeria, remains encouraging.

Keywords: Historical research, educational resources, development, private secondary schools, Nigeria.

1. Introduction

The success of any educational venture without adequate educational resources is a mirage. Esu, Enukoha and Umoren (2004:103) stated that the curriculum can be a great success or a dismal failure depending on the teachers who are the key persons that can make the curriculum design achieve what it was designed to achieve. Esu, et al maintained that if teachers are dedicated, hardworking and imaginative, they can enliven what would otherwise have been dull and lifeless.

Teaching-learning process is enhanced by the availability, adequacy and utilization of educational facilities. According to Okorosaye-Orubite (2013:25-26) educational facilities refer to the physical and spatial necessities for teaching and learning, including classrooms, laboratories, workshops, play fields, hostels, equipment, libraries and so forth. The afore-mentioned have to be of appreciable quality, quantity and size to meet the minimum standards in order to promote meaningful teaching and learning process. Ojerinde (1998:14-17)

indicated that formal education, if it is to be provided properly, requires that schools be built and necessary facilities provided to ensure an enriched and enabling environment for teaching and learning. Facilities for teaching and learning are very essential in every school setting, especially privately owned secondary schools, if qualitative education would not be compromised.

The earliest establishment and management of schools in Nigeria is credited to the Christian missions in 1842. The Wesleyan Methodist Society (WMS), Church Missionary Society (CMS), the Baptist, Roman Catholic Mission (RCM), United Presbyterian Church, and others were competitively embarking on evangelism through establishment of schools (Olawuyi 2004:23-28; Chima, 2012:54). These efforts became significant as converted individuals, families and communities enthusiastically embraced western education, prior to the involvement of colonial government; having seen education as an effective tool for national development (Chima, 2012:58).

It is important to note that since the introduction of western education in 1842 and the establishment of elementary schools in Nigeria by the Christian missions, the early indigenous, educated and influential church members had started to agitate for the provision of secondary education. This persistent clamour led to the establishment of the first secondary school in Nigeria – CMS Grammar School, Lagos, founded in June, 1859 (Adeyinka, 1971:34). In addition to CMS Grammar School, Lagos, the following privately owned secondary schools were founded, among others: Wesley Boys' High School, Wesley Girls' High School, and St. Gregory's College founded in 1876, 1878 and 1879 respectively in Lagos (Ayoade, 2000:13; Abolade, 2010:5).

The government of Nigeria has demonstrated tremendous commitment towards the provision of education as a social necessity for the populace by encouraging private entrepreneurship in the area of secondary education. To this end, private individuals, groups, foundations and missions now establish and manage their own schools on competitive basis within the framework of the National Policy on Education (Abari & Odunayo, 2012:56).

In South-western Nigeria today, there has been tremendous rise in the number of privately owned secondary schools and particularly in Oyo State. This in part, could be due to the fact that these private institutions could be established as contained in the National Policy on Education (1977, revised 1981, 1998, 2004 and 2013). According to the Policy document, voluntary agencies and individuals could operate secondary education, while the control and supervision of such schools remain the responsibility of government.

The proliferation of private secondary schools in South-western Nigeria, particularly in Oyo State has contributed in no small measure, to the satisfaction of parents' desire as to which schools their children and wards could attend. The general notion of declining quality in public school system has compelled many parents and guardians to seek quality secondary education in private hands. Moreover, private secondary schools are widely believed to have modern educational facilities and graduate teachers capable of handling such facilities. In consideration of these educational resources (i.e. facilities and personnel), parents and guardians are ever ready to pay high school fees required to ensure quality secondary school education for their children and wards. Thus, the proliferation of private secondary schools in Oyo State in recent years, quality of teachers, availability and adequacy of infrastructural facilities and equipment, and performance of the students of private secondary schools in national examinations such as Senior School Certificate Examination (SSCE) conducted by West African Examinations Council (WAEC) and National Examinations Council (NECO) in Oyo State, deserve to be studied in historical perspective. This is the concern of this research work. The paper is interested in historical analysis of educational resources in the development of private secondary school education in Oyo State, Nigeria: 1999-2015.

2. Research Questions

Specifically the study is interested in the following research questions:

- How adequate was the provision of educational facilities in private secondary schools in Oyo State from 1999 to 2015?
- How adequate were the quantity and quality of teachers in private secondary schools in Oyo State between 1999 and 2015?
- What was the performance of students of private secondary schools in Oyo State in WAEC and NECO Senior School Certificate Examinations (SSCE) between 1999 and 2015?

3. Research Method

The research method used in this study is historical research method. This is because the study is historical and it warrants the use of primary and secondary sources of data, such as diaries, log book, interviews, minutes of meetings, reports, policies, journals, educational magazines, and related information on official websites. The data gathered are processed for content and thematic analyses in the fashion of historical analysis, which is the feature of the analysis in this study.

The population of the study consisted of all stakeholders of private secondary schools in Oyo State, Nigeria; while the target population consisted of 300 respondents purposively drawn from sixty (60) private secondary schools (five from each school) in Oyo State, Nigeria. The two instruments used to collect data for the study included 'Questionnaire on Adequacy of Educational Resources in Private Secondary Schools' (QAERPSS) and 'Structured Open-ended Interview Schedule' (SOIS). The questionnaire had reliability index of 0.73. While the qualitative data gathered were processed for periodic and thematic analyses in the fashion of historical analysis, the quantitative data gathered were processed using the percentage.

4. Data Analysis and Presentation of Results

The three research questions stated earlier would now be presented for the purpose of analysis of the data gathered as a result of the questions.

Research Question A: How adequate was the provision of educational facilities in private secondary schools in Oyo State, Nigeria from 1999 to 2015?

Table 1: Educational facilities available in sampled private secondary schools in Oyo State, Nigeria (1999 – 2015)

Facilities	No. of schools having the facilities	% of schools having the facilities
Adequate/ Conducive classrooms	46	77
Adequate seats and desks	46	77
Science lab. and equipment	36	60
Electricity	28	47
Woodwork/Metalwork workshop	12	20
Boarding facilities	38	63
Computer lab. and equipment	36	60
Functional libraries	34	57
Transportation	40	67
Play fields	18	30
Sick bay	32	53

Source: Field work (from sampled schools) 2016.

Table 1 above shows the extent to which the privately owned secondary schools in Oyo State were able to comply with the regulatory framework guiding their operation. Findings of this study revealed that before any private secondary school could be granted the approval to operate, the proprietor must have satisfied the "Guidelines on the operation of private secondary schools in Oyo State", issued by the State Ministry of Education. In the document, prospective proprietors are required to ensure the availability and

adequacy of teachers and certain educational facilities (as indicated in the table above) before their schools could be considered for preliminary approval.

A director in the State Ministry of Education revealed that a prospective proprietor of private secondary school in Oyo State, Nigeria, is required to have at least, five hectares of land, a playing field, six blocks of classrooms to take off; in addition to having three administrators, one of whom must possess at least a Master's degree in Education. Also, adequacy of the teaching staff is expected.

It could be deduced from table 1 above that there were standard and conducive classrooms, laboratories, libraries, internet facilities, electricity generating plants, play fields, boarding and transportation facilities and sick bays. However this study revealed that the facilities indicated above were mostly found in urban private secondary schools. This is because the same level of sophistication could not be found in most private secondary schools located in rural areas of Oyo State, Nigeria.

Research Question B: How adequate were the quantity and quality of teachers in private secondary schools in Oyo State, Nigeria, from 1999 to 2015?

Table 2: Adequacy and Quality of Teachers in sampled private secondary schools in Oyo State, Nigeria (1999 -2015)

Academic Session	No. of students on Roll	No. of Teachers	Teachers' Qualifications						
			OND	HND	NCE	B.Ed.	M. Ed	Ph.D.	Ratio
1999/2000	4500	240	-	-	90	150	90	-	1:20
2000/2001	4891	244	62	128	143	180	31	-	1:20
2001/2002	6393	282	54	113	307	105	03	-	1:23
2002/2003	8346	299	23	46	108	120	02	-	1:28
2003/2004	7918	268	18	37	82	131	-	-	1:30
2004/2005	9339	361	14	56	113	173	05	-	1:30
2005/2006	6977	358	11	53	124	167	03	-	1:26
2006/2007	8865	403	17	44	138	198	5	01	1:22
2007/2008	7587	381	09	68	123	180	01	-	1:20
2008/2009	10374	467	03,	71	147	236	08	02	1:22
2009/2010	9616	363	05	60	126	172	-	-	1:26
2010/2011	7689	377	03	68	145	151	07	03	1:20
2011/2012	8775	401	-	96	53	244	57	04	1:22
2012/2013	11663	446	01	78	149	210	07	01	1:26
2013/2014	9889	372	01	71	156	141	03	-	1:27
2014/2015	12675	527	-	35	183	301	08	-	1:24

Source: Field work (from sampled schools) 2016.

Table 2 above shows the number of students and teachers on roll in the sixty (60) sampled private secondary schools in Oyo State from 1999/2000 academic session to 2014/2015 academic session. The adequacy and quality of teachers in the sampled schools were determined by the number of teachers and their qualifications compared with the number of students on roll in the sampled private secondary schools per academic session.

The teaching staff enrolment lists made available to the researchers by the proprietors and principals of the sampled private secondary schools in Oyo State showed that between 1999/2000 and 2014/2015 academic sessions, these schools were staffed with adequately qualified teachers, many of whom possessed Nigerian Certificate in Education (NCE); Bachelor's degree in Education; or Higher National Diploma (HND) plus Post-Graduate Diploma in Education (PGDE). Teacher-students ratio was between 1:20 and 1:30 during the period, 1999-2015 .This is commendable as learners were not crowded in the classrooms.

Research Question C: What was the performance of students of private secondary schools in Oyo State in WAEC and NECO Senior School Certificate Examinations (SSCE) between 1999 and 2015?

Table 3: Performance of Private Secondary School Students in WAEC and NECO Senior School Certificate Examinations (SSCE) 1999 – 2015.

Session	No. of Candidates	5 Credits (including English Language and Mathematics	%
1999/2000	4321	2237	52
2000/01	9593	4075	43
2001/02	12301	6109	50
2002/03	16203	7698	48
2003/04	15879	8314	52
2004/05	18106	10121	56
2005/06	13443	5374	40
2006/07	16324	8628	54
2007/08	14873	6885	46
2008/09	19668	11167	57
2009/10	18204	12351	68
2010/11	14830	6874	46
2011/12	17203	9681	56
2012/13	22105	13743	62
2013/14	18968	1107	53
2014/15	24823	13564	55

Source: WAEC / NECO Results Analysis (2000-2015)

The table above shows the level of success attained by private secondary school students in the WAEC/NECO Senior School Certificate Examinations (SSCE) (in the sixty sampled private secondary schools in Oyo State) from 1999 to 2015. As shown above, private secondary schools in Oyo State had manageable number of SSCE candidates. The annual students' performance was impressive with sizeable number of candidates recording 5 credit passes and above. The 5 credit criterion for success took cognizance of English Language and Mathematics. The level of success in terms of credit passes was between 40 and 68 per cent which is impressive enough.

5. Discussion of Findings

The findings of this study showed that there was an appreciable level of adequacy of educational resources in the privately owned secondary schools in Oyo State, Nigeria, during the period, 1999-2015. For example, the study revealed that in all but a few sampled private secondary schools, staffing condition was impressive with particular reference to quantity and quality (table 2). It is expected that where the staffing condition is high, the quality of graduates would also be appreciably high. This is in agreement with the popular notion that no education system can rise above the quality of its teachers.

Adequacy of educational facilities and equipment with which teachers work in Oyo State private secondary schools, coupled with manageable students enrolment are indicative of the quality of students that could be found in those schools. The teaching personnel and educational facilities were not over-stretched thus the students could be expected to be of good quality (see table 3).

6. Conclusion

This paper has shown that there was great development of private secondary school education in Oyo State, Nigeria, in terms of adequacy of educational resources (both human and material) during the period, 1999 to 2015. There is no gainsaying that educational resources are crucial to the survival of the school system. Findings of this study showed that educational resources in the sampled private secondary schools were available and in most cases, adequate. The performance of students was also a reflection of the relatively good quality educational environment.

7. Recommendations

It is therefore recommended that proprietors of private secondary schools in Oyo State, Nigeria, should continue to ensure availability of adequate resources (human and material) in the schools for continuous realisation of quality performance of students in the schools and quality education in the State. Moreover, the State Ministry of Education should ensure that

all basic educational resources stated in the guidelines for establishing private secondary schools are available before operation approval is granted. By so doing, the performance of private secondary school students in Senior School Certificate Examinations (SSCE) would be improved upon and the improvement would be sustained. Moreover the quality of secondary school education generally would be progressive.

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Part Five
Teaching and Learning Skills

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Influence of Learner Characteristics on Senior School Students' Preference for Learning Social Studies in Osun State, Nigeria

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Abstract. The Nigerian Senior Secondary School Curriculum approved for implementation since 1995 remain unimplemented even after the National Policy on Education recognized it as an elective senior school subject since 1998. This paper examined the influence of learner characteristics on Students' preference for learning Senior School Social Studies (SSSS) in Osun State, Nigeria. The descriptive survey design was adopted for the study. A sample of 360 senior secondary schools students selected by stratified random sampling technique from 18 secondary schools in the three Senatorial District of Osun State participated in the study. One researcher-designed opinionnaire titled 'Senior School Students' Preference for Social Studies' (SPEFS) was used for data collection after validation and reliability rest (r = 0.65). The data generated was analyzed using percentage and chi-square (x^2) statistics to answer two research questions and test two null hypotheses respectively. The findings showed that: majority of students have preference for learning SSSS as an elective subject; female students showed significantly higher preference for learning SSSS than their male counterparts; and students' subject specialization or inclination does not influence their preference for learning social studies. Recommendations targeted at formalizing the implementation of Social Studies in the senior schools by the Federal and State Ministries of Education were made. Based on the findings it was concluded that the exposure of students to Social Studies of the Junior Secondary Schools as a compulsory subject has not generated continuous interest in learning it beyond elective status. This implies that students' learning preferences for SSSS was different from their Junior Secondary School experience when they offered Social Studies compulsory as core curriculum component. It was therefore recommended that the Federal and State Ministries of Education in Nigeria should implement Social Studies as an active academic subject in Nigerian Senior Secondary schools curriculum and encourage other education stakeholders' to play complementary role in that direction.

Keywords: Social Studies; Learning; Learner Characteristics and Students' Preference

1. Introduction

The school curriculum is intricately cultured bound as it is developed to serve the peculiar needs of the society. Different academic subjects are included in the school curriculum at different levels of Nigeria as part of the excellent instrument for effecting national development (Federal Republic of Nigeria [FRN], 2014). Social Studies has been accorded pride of place

in the Nigerian school system at all levels since 1977 when the National Policy on Education (NPE) stipulated it as a core subjects at primary and junior secondary levels (FRN, 1977). The subject has also been an integrated component of the General Studies courses in higher education curriculum in Nigeria, especially in Nigerian universities, polytechnics and colleges of education.

The core curriculum status of social studies is for the purposes of a citizenship education, social science education and reflective inquiry (Okunloye, 2000; 2007; Angbing & Okunloye, 2013). However, Social Studies is yet to be offered in Nigerians senior secondary schools in spite of the Federal Ministry of Education's (1995) Senior Secondary School Social Studies Curriculum document, and NPE's recognition of social studies as an elective senior secondary school subject in 1998 (FRN, 1998). In the same vein, the publication of the National Examinations Councils (NECO) (2006 – 2009) syllabus of the subject for the Senior School Certificate Examinations (SSCE) since 2006 has not made the difference in making students to learn it as a senior secondary school subject up till 2017 senior school subject to date. Therefore, as at the beginning of the 2017/2018 senior secondary schools academic calendar in Nigeria, Social Studies is yet to be offered as an elective as approved by the NPE since 1998.

The choice of school subject is however not strictly a policy matter, especially when its placement in the school curriculum is accorded elective status. Several other factors determine students' choice and preference for learning school subject. These include learner characteristics (Antwi-Danso, 2008; Numale, 2007; & Bandura, 1997); parents'/guardians' directives or guidance's school career counseling, and peers influence (Graveir, 1986) among others. Therefore, it is pertinent to investigate why the learners for whom Senior School Social Studies (SSSS) was introduced are yet to offer the subject in Nigeria Senior Secondary Schools. This may be one fundamental step to ascertain whether the status quo of non-availability of SSSS in the Nigeria Senior Secondary School curriculum was caused by students – the primary target of the curriculum or otherwise.

2. Statement of the Problem

Social Studies has remained largely a curriculum on the drawing board at the senior secondary school level in Nigeria since 1977 when it was formally and nationally introduced in Nigeria educational system. Successive efforts at formalising its implementation by the National Educational Research and Development council (NERDC) Federal Ministry of Education and NECO through the production of curriculum document and examination syllabus respectively have not yielded the intend result till date. In curriculum development and implementation, the learners are the beginning and the end of all curriculum endeavours (Wheeler, 1967; Onwuka, 1996; Okunloye, 2014). This is particularly the case for the relatively new SSSS curriculum in Nigeria for which the NERDC and MOE produced a curriculum document since 1995. This was before the NPE (revised) approved its placement as an elective subject in the Nigerian senior school curriculum in 1998. The vacuum of unavailability of its examination syllabus was filled in 2006 when the foundation syllabus for the period 2006 – 2009 was produced and published by the NECO. Since the choice of all school subjects is in the final analysis a decision to be taken by the learner based on clearly identified guidelines in the school system, an investigation of the learners' preferences for SSSS may be one way of examining whether the learners are the inhibitive factor against the successful take-off of the subject in the senior school curriculum in Nigeria or otherwise. Therefore, this study examined the influence of learner characteristics on senior school students' preference for learning Social Studies in Osun State, Nigeria.

3. Purpose of the Study

The study examined the influence of learner characteristics on senior school students' preference for learning SSSS in Osun State, Nigeria. Specifically, it focus of the study includes:

Determined students' preference for SSSS, ascertained students' preference for SSSS as an elective or compulsory school subjects, examined the moderating inference of gender

and subject specialization on their preferences for learning SSSS.

4. Research Questions

Two research questions and two null hypotheses guided the study, these include:

- What are the preferences of senior secondary school students for learning Social Studies as an academic subject?
- Which status (elective or core) of Social Sciences do students have learning preference(s) for in the senior secondary school curriculum?

5. Research Hypotheses

Ho_1: There is no significant difference in female and male students' learning preferences for SSSS.

Ho_2: There is no significant difference between science and social science/humanities students' learning preferences for SSSS.

6. Methodology

Descriptive survey design was employed for the study. A sample of 360 senior secondary (SS) students was drawn by stratified random sampling technique from 18 senior secondary schools from the three senatorial districts of Osun State, Nigeria. One researcher-designed opinionnaire titled 'Senior School Students' Preferences for Social Studies (SPEFS) was used for data collection after validation by four social studies experts. 25 copies of SPEFS were administered twice in one senior secondary three class not involved in the main study with three weeks interval between the first and second administered to ascertain the reliability of the instrument. The use of Pearsons' Product Moment Correlation Coefficient (PPMC) statistics on the data generated from the pilot survey yielded r = 0.65. This magnitude of correlation was considered appropriate and adjudged a valid index of reliability of the instrument for this research in line with Cohen, (1988) and Koul, (2009) visitors on reliability index. The researcher-designed SPEFS was administered to 360 SS three students in 18 schools spread across the three Senatorial Districts of Osun State, Nigeria within five weeks by the researchers with the assistance of class teachers. All the completed copies of opinionnaires were collected and analyzed using percentage statistic to answer research questions 1 and 2 while research null hypotheses 1 and 2 were tested using Chi-square (X^2) statistics at 0.05 level of significance.

7. Results

Research Question 1: What are the preferences of senior secondary school students for learning social studies as an academic subject?
Results of senior students' preference for SSSS are shown in Table 1.

Table 1: Frequency, Distribution of Students Preferences for Learning SSSS

S/No	Opinionnaire Items	Agree	Disagree	Remarks
		No & %		No. & %
	I will offer social studies if available	188 (52.2%)	172 (47.8%)	Preferred
	I will offer SSSS if I am forced to	192 (53.3%)	168 (46.7%)	Preferred
	I will still offer SSSS even when it is a compulsory subject	214 (59.4%)	146 (40.6%)	Preferred
	I don't want to offer SSSS even when it is a compulsory subject	156 (43.3%)	204 (56.7%)	Not Preferred

The percentage analysis of students' preference for learning SSSS as shown in table 1 indicated that they preferred social studies as an academic subject because they have higher preference opinions (above 51%) on opinionnaire items 1 – 3, whereas a similar proportion of students agree not to offer it even when it is made compulsory (56.7%). Therefore, majority of the students had higher preference for learning SSSS.

Research Question 2: What status (elective or core) of Social Studies do students have learning preference(s) for in the senior secondary schools curriculum?

The status of SSSS preferred by the students is as shown in Table 2.

Table 2: Frequency Distribution of the Status of SSSS Preferred by Students

S/No	Opinionnaire Items	No & % Agreement Preference	No. & % Disagreement Preference	Remarks
	I will offer SSSS as an elective available	207 (57.5%)	153 (42.5%)	Preferred
	I will offer SSSS along with other electives	213 (59.2%)	147 (40.8%)	Preferred
	I will still offer other electives apart from SSSS	154 (42.8%)	206 (57.2%)	Not Preferred

The results of analysis of students' learning preferences for SSSS in Table 2 show that social studies is Preferred by majority of students (above 51%) as an elective subject in the school curriculum. A minority of them however, show outright rejection of SSSS as an elective subject.

Hypotheses (H_{01}) Testing

H_{01} There is no significant difference in female and male students' preference for learning SSSS.

Result of H_{01} testing is shown in Table 3.

Table 3: Summary of X^2 Analysis of Female and Male Students Preference for SSSS

Group of Students	Number of Respondents	df	X^2 cal	X^2 tab	Decision
Female Male	270 90	1	14.90	3.84	*Significant

*Significant at df 1/0.05

Given the calculated (X^2cal) chi-square value that is greater than the tabulated X^2tab (critical value) at df 1,0.05 level of significance, significant difference existed between the female and male students' preferences for SSSS in favour of female students. Female students accordingly had significantly higher preference for learning SSSS than their male counterparts. Student gender, therefore, significantly influenced students' preferences for learning SSSS.

$H0_2$: There is no significant difference between science and social sciences/humanities students' preferences for SSS.

The result of H_{02} testing as shown in Table 4.

Table 4: Summary of X^2Analysis of Science and Social Sciences/Humanities Students' Preference for SSSS.

Group of Students	Number of Respondents	df	X^2 cal	X^2 tab	Decision
Science Social Sciences/Humanities	188 172	1	0.415	3.84	* not Significant

*Not Significant at df 1/0.05

From the summary of result of X_2 analysis as shown in Table 4, the X^2 calculated value is less than the X^2 tabulated value at df 1, 0.05 level of significance. This is an indication that the obtained X^2 value lies in the acceptance region. Therefore, H_{02} was not rejected. This means that students' subject specialization orientation or inclination does not significantly influence students' preference for learning SSSS.

From the foregoing results of data analysis the following are the summary of findings:

Majority of students had positive preference to offer SSSS;

Majority of students' learning preference for SSSS as an its elective academic subject status and not as a core subject in the Senior Secondary School Curriculum;
Gender significantly influenced students' preferences for SSSS with more female students showing higher preference to learn it as an elective subject in the senior school curriculum; and
Students' subject specialization or inclination is not significant as a learner variable influencing students' preference for SSSS.

8. Discussion

The preference of senior school students to learn SSSS as an elective subject is in agreement with the status accorded the subject in the NPE (1998) as an elective academy subject among some social sciences, such as Economics, Geography, Government and Commerce. Their positive preferences for social studies also validates the affirmative result of primary needs analysis of the curriculum at the inception of its development. This is consistent with the established tradition in curriculum development (Oliva, 1997, & Okunloye, 2014).
The significant influence of gender in students' preferences for SSSS with females showing higher preferences than their male counterparts is at variance with the observed norm in the literature. According to Falaye (2006) gender differences are more glaring in physical sciences than in the non-sciences. However, the fact that academic career choices are complex decision making involving a complex mix of personality traits, individual's potentiality and future career or occupational aspiration as observed by Numale (2007) are pointers to the inconclusive nature of findings on the influences of gender on subject specialization.
The observed non-significant influence of student specialization orientation or inclination on students' preferences for SSSS may be a manifestation of the lingering formative experience of students in social studies at the basic school level. Social studies has been a compulsory subject at this level of education. They may accordingly think that their subject specialization inclinations or idiosyncrasies do not matter in the light of the requirement of compulsory learning (Oliva, 1997) as dictated by its core curriculum status in Nigerian Basic Schools.

9. Conclusion

The study identified the readiness of the senior school students to offer social studies as stipulated in the NPE. However, the influence of learner characteristics on their preference for SSSS is somewhat inconclusive given the observed significant influence of gender as against the non-significant influence of subject specialization or inclination. The target audience or end-users readiness to learn the subject is a sufficient signal to move Social Studies curriculum at the senior secondary school from policy level to senior secondary school classroom situations.

10. Implications

The findings of this study revealed the need to implement the NPE provision on SSSS as an elective subject in as much as the students are willing to offer it. Therefore, there is the need for further curriculum implementations steps on Social Studies at the Nigerian senior secondary school level.

11. Recommendations

The following measures are recommended in order to start the implementation of social studies as a senior secondary school subject:

- The Federal Ministry of Education should direct the Federal government controlled senior schools and the state Ministry of Education to commence the placement of SSSS in the academic programmes of senior secondary schools as an elective academic subject;
- Awareness workshop; involving All Nigerian Conference of Principals of Secondary Schools and school counselors about the placement of SSSS in the curriculum should be organized at the Federal and state levels;
- Students in JSS who will be promoted to SS one should be encouraged to offer

SSSS regardless of their subject specialization; and

- Although female students prefer SSSS more than boys, career counselors should guide students about gender neutrality or balance of social studies as academic subject;
- Other complementary steps such as the production of textbooks, production of National Examination Council's equivalent of Social Studies syllabus for Senior School Certificate Examination by the West African Examination Council and preparation of teachers should be taken to ensure smooth take-off of senior school social studies in Nigeria.

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Teacher Preparation as Predictive Factor of Professional Job Attitudinal Skills of University Graduate Teachers in Nigeria Secondary Schools

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Abstract. This study examined teacher preparation as a predictive factor of professional job attitudinal skills of graduate teachers in Nigeria. This is to be able to determine the need for or otherwise of teacher training programme in Nigeria.The Study was conducted in Lagos State, Nigeria. Descriptive research design was adopted. 510 graduate teachers out of the existing 1277 in Lagos educational district III were sampled for the study using a multi-stage sampling technique involving randomness and stratification techniques whereby 40% of the total secondary school population was selected from each of its three zones with 40% of relative proportions of male and female graduate teachers. Six hypotheses were formulated while a 50- item researcher designed scale titled Teacher Preparation Experience and Professional Job Attitudinal Skills Scale (TPEPJASS) was used to collect relevant data for the study. T-test was used to test all the hypotheses at .05 significance level. Result revealed that, although there is no significant difference between the professional skills acquired during teaching practice and those displayed by graduate teachers in Lagos State secondary schools, there exists a significant difference between the professional attitudinal skills acquired during teaching practice and those displayed on the job. The study concludes that teaching practice exercise is still desirable in teacher preparation. It recommends that Governments and other employers of teachers should provide conducive work environment that would motivate the teachers to have more interest in the job as well as put in their best at work. This will include the provision of facilities, well ventilated and furnished classrooms, rest rooms, staff relaxation office and good lightening. They must ensure that teachers are given salaries, allowances and compensations that are comparable with those of their colleagues in other industries. Importantly, teachers' salaries should be paid promptly to avoid the incessant search for means of survival in lieu of delayed salaries.

Keywords: Teacher Training, Professional Attitudinal Skills, Teaching Practice, Graduate Teachers, Secondary School

1. Background to the Study

There are general controversies all over the world on the makeup of an effective teacher. A lot of people contend that most effective teachers are characterized by identified genetic factors like versatile knowledge, outstanding teaching and interest on the job done. Adekunle (2000) holds the view that professionalism in teaching entails the acquisition of certain training skills. This position perhaps lays credence to the question on whether teachers are born or made and also provides justification for

teacher education all over the world. In Nigeria, teacher education is one of the crucial levels of education emphasized in the National Policy of Education (FGN, 2014) and subdivided into phases such as Grade II,(now phased out), Nigeria certificate in education (NCE), Post Graduate Diploma in Education (PGDE) and Bachelor degree in Education . Teacher education in Nigeria universities offer a four year programme for the Bachelor of education degree which is the certificate required for employment as a teacher at the senior secondary school level.(FGN, 2014).Subjects in the curriculum and the teaching methods largely offered from the beginning to the final years of the bachelor of education programme were intended to prepare student teacher in pedagogical skills and specific subjects areas such that students could draw close professional links between the universities and the secondary school where they are prepared to function as teachers. Apart from this is a one year training diploma programme specially organized for graduates from non- education faculties to get qualified as teachers. Nwadike (2008) asserts that teaching practice is a crucial aspect of teacher preparation programme in teacher training institutions in general and in the faculties of education in Nigerian universities in particular. It is the period when student-teachers are aided to put into practice the theories and principles of education which they have learnt in the classroom as they teach students in their practicing schools. Teaching practice provides trainees the opportunity to use the various teaching methods in actual classroom/ school conditions under the constant supervision of competent and experienced teachers. Beside teaching activities, student- teachers are exposed to professional activities which are part of the teachers' roles in schools.

According to Imogie (2012),the major objective of education is to bring about changes by producing good and useful citizens in the society; hence the importance of teaching lies in the fact that it is a process whereby the various educational programmes are formulated into actions at the classroom level .Since the quality of teaching determines the quality of Education received Nwabudike (2012) emphasizes that it is suffice to conclude that the quality of teaching to a large extent will determine the extent to which the value of respect for the worth and dignity of the individual; faith in man's ability to make rational decision regarding moral and spiritual principles in interpersonal and human relations, responsibility for the common good of society and promotion of the physical, emotional and psychological development of all children and acquisition of competencies necessary for self-reliance as explicated in the National Policy on Education (FGN, 2014) will be attained. As contained in the national policy on education, no nation can achieve economic, social and technological progress and self-sufficiency without a good system of education to sustain its achievement (FGN, 2014). To this extent, Adeyinka (1988) states that certain category of educational institutions charged with the responsibility of giving the required professional training for Nigerian teachers are Grade II/III teachers college (now proscribed); Advanced Teachers colleges or Colleges of Education; institute of Education, National teachers institute and University faculties of education . Today while the national teachers institute and the advanced teachers college or college of education offer the Nigerian certificate in Education (NCE) which qualifies teachers to teach at the primary and lower secondary school levels, faculties of education offer bachelors of education degrees for teachers in senior secondary school.

In spite of the efforts made by several governments in Nigeria, Imogie, (2001) in Oglegbaen and Uwameiye (2005) observes that one of the major challenges of teacher education in Nigeria are the unprofessional attitudes of trained teachers at work as well as the low popularity of teaching as a field of study among University matriculation Examination candidates probably due to poor condition of service or social recognition. Hence, faculty of education is one of those faculties that receive accidental candidates who did not originally apply or have passion for teacher education programme. In which case, many of these conglomerates who are invariably turned out as teachers are desperate candidates who only needed university admission as a stepping stone to earn living in

other lucrative jobs. Olaleye (2011) observes that majority of its products who are invariably turned out as school teachers do not show appropriate professional attitude on the job as most of them get engaged irrelevant discussions while on the job, therefore neglecting their primary classroom responsibilities and using the most valuable part of school hours for their private businesses.

2. Statement of the Problem

In spite of the laudable objectives of teacher training programme in Nigeria as explicated in the National policy on Education (FGN, 2014), the huge investments of governments, private school owners and parents coupled with robust contents of teacher training programme, the goals of education are still far from being achieved in totality as stakeholders are still battling looking for antidote to the problem of poor school goal achievement. The teachers who are to pilot the system have variously been accused to be undedicated, redundant, lazy and care-free about the job -all which, in most cases, have accounted for poor students' academic performance. A lot of these critics speculate that most of these teachers are either not properly trained for the job or deliberately threw away, after getting their job, the acquired professional teacher training skills and attitude due to socio-economic and personal specifics. To this end, this study attempts to establish the extent to which university graduate teachers in Lagos State, Nigeria have acquired some basic professional teaching skills and attitudes during training as well as determine if their current professional skills and attitude at work is a reflection of the acquired training.

3. Objective of the Study

The general objective of the study is to determine the adequacy and need for or otherwise of teacher training programme in Nigeria. Other specific objectives of the study included:

- determining the professional skills of practicing teachers in Lagos State secondary schools in relation to their training experience.
- determining the professional attitude of practicing teachers in relation to their training experience

4. Research Questions

The following research questions were answered:

- What are the core-professional skills of emphasis in teaching practice exercise ?
- What are the ad-hoc attitudinal areas of emphasis in teaching practice exercise?

5. Hypotheses

HO_1: There is no significant correlation between the professional skills acquired during teaching practice and those displayed by graduate teachers in Lagos State secondary schools

HO_2: There is no significance correlation between the professional skills acquired during teaching practice and those displayed by graduate male teachers in Lagos state secondary schools.

HO_3: There is no significant correlation between the professional skills acquired during teaching practice and those displayed by graduate female teachers in Lagos state secondary schools.

HO_4: There is no significant correlation between the key professional attitudinal skills acquired during teaching practice and those displayed by graduate teachers in Lagos state secondary schools.

HO_5: There is no significant correlation between the key professional attitudinal skills acquired during teaching practice and those displayed by graduate male teachers in Lagos state secondary schools

HO_6: There is no significant correlation between the key professional attitudinal area acquired during teaching practice and those displayed by graduate female teachers in Lagos state secondary schools

6. Objective of the Study

The specific objective of the study is to determine the worthwhileness or not of teaching

practice programme in Nigeria teacher Education .Other objectives of the study will include:

- determining the professional skills of practicing teachers in relation to their teaching practice programme experience.
- determining the professional attitudes of practicing teachers in relation to their teaching practice programme experience in Lagos State.

7. Significance of the Study

The findings of this research work will help the university authorities to have a feedback of their teacher preparation programme in the professional skill and attitudinal development of teachers. This will help in the improvement or modification of the contents and modules operandi of teacher education curriculum in Faculties of Education in Nigeria Universities. It will also provide a parameter for the Government and policy makers for measuring the skill and attitudinal requirements of teachers in their employment. Head teachers of schools, Inspectors and heads of Units will also find the findings of this study highly invaluable as it will expose some of the hidden professional misdemeanors of secondary school teachers. This will help in strategizing or redesigning a better method of supervision to enhance the achievement of school goals and objectives.

8. Scope of the Study

The study focuses mainly on all secondary schools within Lagos District III areas of Epe Local Government. It also focuses on the practicing teachers with Bachelor of Education degree as well as post graduate diploma in Education. The key professional skills to be explored includes: personality and teaching style, clear objectives for lessons, effective discipline skills and good classroom management skill while the key attitudinal areas make sure all learners are treated equally, encourage participation, establish structure for learning and organize the presentation of learning and activities.

9. Research Methods

This study adopted a descriptive research design of the correlation type. This design is relevant for collecting existing data on teachers` practical training experience while at school for the purpose of determining the correlation between the independent variables (teaching practice training experience) and the dependent variables (their current on-the-job attitude). The target population comprised of all 1277 graduate teachers in the existing 62 secondary schools in Lagos educational district III comprising of Epe (522), Ibeju Lekki (312) and Eti Osa (443) zones. A multi-stage sampling technique was used. This involved randomness and stratification techniques whereby 40 % of the total secondary school population were selected from each zone using simple random sampling and 40 % of equal proportion of male and female graduate teachers. In this regard, 25 secondary schools were sampled across the three zones while male and female graduate teachers were selected for the study.

Table 1: School samples by zone

ZONE	NUMBER OF SCHOOLS
EPE	9
IBEJU-LEKKI	8
ETI-OSA	8
TOTAL	25

Source: Lagos State Ministry of Education (2016)

The instrument used for collecting required data for this research was a 50 item-researcher designed scale titled Teacher Preparation Experience and Professional Job Attitudinal Skills Scale (TPEPJASS). The scale consists of four sub-scales namely: Professional Skills in Teaching Preparation Scale (15 items), Professional Teacher Preparation Attitudinal Scale (10 items), Professional Skills in Teaching Service Scale (15 items) and Professional Attitude in Teaching Service Scale (10 items). The scale was structured into three sections following the Likert scale pattern. Section A covers the demographic information of the respondents such as sex, age and highest educational qualification while section B contains information on professional skills and attitudes emphasized in teacher preparation. Section C seeks information on the professional

skills and job attitude of teachers in their present schools. The content validity of the instrument was ensured by two experts in Educational Management. They reviewed the contents of the instrument to ensure grammatical correctness and ability to measure what it purports to measure. The instrument was edited as recommended. A test-retest reliability of the Scale was carried out on 15 members of the research population who were not among the sample used within two weeks interval. A comparative analysis of responses from both administration of the instrument yielded (.81) Pearson reliability coefficient which signified that the instrument was potent to gather the relevant data for the study. Copies of the instrument were administered directly to the respondents within two weeks in all the selected secondary schools in the educational zones. The researcher personally distributed them with two research assistants and waited to collect immediately in order to safe-guard unnecessary omission of the instrument Lastly, the data collected were analyzed using simple frequency for the formulated research questions and t-test for all the hypotheses at .05 level of significance.

10. Results

The results from the study are as follow:

Research Question 1
What are the core-professional skills of emphasis in teaching practice exercise

Table 2: Professional skills in teaching practice exercise

Items	Mean	Standard Deviation	Decision
Specification of lesson objectives in measurable terms	2.92	0.903	Accepted
Logical and sequential arrangement of facts of lessons	2.85	0.778	Accepted
God presentation of introduction to lesson	2.80	0.994	Accepted
Proper mastery of subject matter	2.73	0.834	Accepted
Writing on chalk/ marker board for students	3.32	0.819	Accepted
Good time management in lesson presentation	3.65	0.768	Accepted
Use of good questioning techniques	3.69	0.739	Accepted
Preparation of good instructional material	3.66	0.750	Accepted
Effective use of instructional material.	2.48	0.847	Rejected
Involvement of students in teaching/ learning process.	2.42	0.959	Rejected
Method of effective class control	2.95	0.922	Accepted
Techniques of good class arrangement	2.91	0.711	Accepted
Reinforcement techniques for students' good responses	2.50	0.838	Accepted
Discriminate use of language of instruction based on students' grade level	2.72	0.824	Accepted
Use of good method of evaluation	3.26	0.873	Accepted
Mean Average 44.86/15 = 2.99			

Source: Field Survey 2017(SPSS 22 result)

Any mean score of 2.5 and above was regarded as accepted while below 2.5 was regarded as rejected. Table 2 revealed the mean ratings and standard deviation on professional skills in teaching preparation**.** Based on cut off points of 2.5, the result implies that 13 items (86.7%) out of the 15 items raised were accepted by the respondents on professional skills in teaching preparation. This implies that only effective use of instructional material and involvement of students in teaching/learning process were rejected by the respondents as professional skills in teacher preparation.

Research Question 2

What are the ad-hoc attitudinal areas of emphasis in teaching practice exercise?

Table 3: Professional teacher preparation attitude

Items	Mean	Standard Deviation	Decision
Neatness to work	3.40	0.884	Accepted
Punctuality to work	3.09	1.159	Accepted
Comportment	2.80	1.148	Accepted
Regular attendance in school	2.66	1.196	Accepted
Regular attendance of lessons	2.92	1.350	Accepted
Completion of school records (diaries, record of work etc) in record time	2.95	1.213	Accepted
Submission of school records (diaries, record of work, lesson plan etc) for endorsement in record time	2.79	1.321	Accepted
Working long hours	2.28	1.203	Rejected
Friendliness with students and colleagues	3.00	0.874	Accepted
Mean Average 25.89/9 = 2.88			

Source: Field Survey 2017(SPSS 22 result)

Table 3 revealed the mean ratings and standard deviation on professional teacher preparation attitude. Based on cut off points of 2.5, the result implies that 8 items (88.9%) out of the 9 items raised were accepted by the respondents on professional teacher preparation attitude. This suggests that only working long hours was rejected by the respondents as professional teacher preparation attitude.

Test of Hypotheses

HO_1: There is no significant difference between the professional skills acquired during teaching practice and those displayed by graduate teachers in Lagos State secondary schools

Table 4: Difference between professional skills acquired during TP and those displayed by graduate teachers.

Groups	N	DF	Mean	SD	T	P	Decision
Professional skill acquired	191	508	39.4211	6.25122	1.105	0.270	Accept the null Hypothesis
Professional skill displayed	319		38.6935	5.04656			

Source: Field Survey 2017(SPSS 22 result)

The result from *Table 4* shows that the t-value is 1.105 (df 508) and P=0.270. Since P= 0.270>0.05 it implies that there is no significant difference in professional skills acquired during teaching practice and those displayed by graduate teachers. Therefore, the null hypothesis is accepted.It is thus safe to conclude that there is no significant difference between the professional skills acquired during teaching practice and those displayed by graduate teachers in Lagos State secondary schools.

HO_2: There is no significance difference between the professional skills acquired during teaching practice and those displayed by graduate male teachers in Lagos state secondary schools.

Table 5: Difference between professional skills acquired during TP and those displayed by male graduate teachers

Groups	N	DF	Mean	SD	T	P	Decision
Professional skills acquired by male teacher	86	207	31.5702	5.91828	0.162	0.871	Accept the null Hypothesis
Professional skills displayed by male teacher	123		31.6882	6.22459			

Source: Field Survey 2017(SPSS 22 result)

The result from *Table 5* indicates that the t-value is 0.162, (df 207) and P=0.871. Since P= 0.871>0.05, it implies that there is no significant difference in professional skills acquired during teaching practice and those displayed by graduate male teachers. Therefore the null hypothesis is also accepted. It was concluded that there is no significant difference between the professional skills acquired during teaching practice and those displayed by graduate male teachers in Lagos state secondary schools.

HO_3: There is no significance difference between the professional skills acquired during teaching practice and those displayed by graduate female teachers in Lagos state secondary schools.

Table 6: Difference between professional skills acquired during TP and those displayed by female graduate teachers

Groups	N	DF	Mean	SD	T	P	Decision
Professional skill acquired by female teacher	103	299	14.6184	3.36637	0.517	0.606	Accept the null Hypothesis
Professional skill displayed by female teacher	196		14.8636	3.24983			

Source: Field Survey 2017(SPSS 22 result)

The result from *Table 6* shows that the t-value is 0.517,(df 299) and P=0.606. Since P= 0.606>0.05 it implies that there is no significant difference in professional skills acquired during teaching practice and those displayed by graduate female teachers. Therefore the null hypothesis is thus accepted and the researcher concluded that there is no significant difference between the professional skills acquired during teaching practice and those displayed by graduate female teachers in Lagos state secondary schools.

HO_4: There is no significance difference between the key professional attitudinal skills acquired during teaching practice and those displayed by graduate teachers in Lagos state secondary schools.

Table 7: Difference between key professional attitudinal skills acquired during teaching practice and those displayed by graduate teachers.

Groups	N	DF	Mean	SD	T	P	Decision
Professional attitudinal skill acquired	191	508	26.8333	2.79264	6.463	0.04	Reject the null Hypothesis
Professional attitudinal skill displayed	319		20.3000	5.16277			

Source: Field Survey 2017(SPSS 22 result)

The result from *Table 7* shows that the t-value is 6.463 (df 508) and P=0.04. Since P= 0.04<0.05 it implies that there is significant difference in key professional attitudinal skills acquired during teaching practice and those displayed by graduate teachers. Therefore the null hypothesis is rejected and the researcher concluded that there is significant difference between key professional attitudinal skills acquired during teaching practice and those displayed by graduate teachers in Lagos State secondary schools.

HO_5: There is no significance difference between the key professional attitudinal skills acquired during teaching practice and those displayed by graduate male teachers in Lagos state secondary schools

Table 8: Testing for significance difference between the key professional attitudinal skills acquired during teaching practice and those displayed by graduate male teachers in Lagos state secondary schools

Groups	N	DF	Mean	SD	T	P	Decision
Professional attitudinal skill acquired by male teacher	86	207	39.1765	3.78791	2.433	0.017	Reject the null Hypothesis
Professional attitudinal skill displayed by male teacher	123		36.0435	7.30802			

Source: Field Survey 2017(SPSS 22 result)

The result from *Table 8* shows that the t-value is 2.433 at 508df.while P=0.02. Since P= 0.02<0.05 it implies that there is significant difference between the key professional attitudinal skills acquired during

teaching practice and those displayed by graduate male teachers. Therefore the alternative hypothesis is rejected and the researcher concludes that there is significant difference between the key professional attitudinal skills acquired during teaching practice and those displayed by graduate male teachers in Lagos state secondary schools.

HO_6: There is no significance difference between the key professional attitudinal area acquired during teaching practice and those displayed by graduate female teachers in Lagos state secondary schools

Table 9: Difference between key professional attitudinal skills acquired during TP and and those displayed by graduate teachers.

Groups	N	DF	Mean	SD	T	P	Decision
Professional attitudinal skills acquired by female teacher	103	299	13.8039	2.26292	5.4	0.017	Reject the null Hypothesis
Professional attitudinal skills displayed by female teacher	196		12.1739	3.36631			

Source: Field Survey 2017(SPSS 22 result)

The result from *Table 9* shows that the t-value is 2.450 at 207df. It shows that P=0.02. Since P= 0.02<0.05 it implies that there is significant difference between the key professional attitudinal skills acquired during teaching and those displayed by graduate female teachers. Therefore the hypothesis is rejected and it is safe to conclude that there is significant difference between the key professional attitudinal skills acquired during teaching practice and those displayed by graduate female teachers in Lagos state secondary schools.

11. Discussion of Findings

The findings of the study revealed that there is no significant difference between the professional skills acquired during teaching practice and those displayed by graduate teachers in Lagos State secondary schools. No significant difference is also evident between the professional skills acquired by graduate male or female teachers during teaching practice and those displayed by them while on the job. However, there exists a significant difference between key professional attitudinal skills acquired during teaching practice and those displayed by graduate teachers in Lagos State secondary schools. These findings apparently corroborate Adeyoju, (2001); Ogundipe, (2006) and Adedibu & Olayiwola, (2007) who discovered apathy, lateness to school and truancy as indicators of poor attitude to work among teachers. It also agrees with Akale (2005) who emphasized in Adedibu and Olayiwola (2007) that nothing is absolutely wrong with the curriculum contents for teacher preparation as observed misdemeanor in schools can be blamed on the environmental experiences of teachers whose job is to harness all educational resources to ensure their relevance to national development.

The existing significant difference between acquired key professional attitudinal skills during teaching practice and those displayed by graduate male teachers on the one hand and the females on the other justifies the recommendation made by Amadi cited by Ogundipe (2006) after a study on the achievement of teacher education objectives, on the need for modification of the strategies to achieve our educational objectives and the need for teacher-educators to think about the deeper meanings of teacher preparation objectives and re-orient their methodology of teaching and training of teachers. Assessment of teachers' attitudes, proficiency and effectiveness in primary and post-primary institutions today suggests the abysmal state of teacher preparation in our training institutions. This by extension is responsible for the falling and failing standard of education being experienced. The causal factors range from contingency effects of external factors around the school system to the effects of the interplay of other units within the school system itself amongst other things (Oluwatimilehin, 2006). Ogundipe (2006) reiterates that, a trained teacher should thoroughly and rigorously be groomed in all

techniques of teaching and all aspects of pedagogy, whether he has been on practice or not, since it is not sufficient to organize a brush up programme for a quack nurse, doctor or lawyer to make a professional out of him.

12. Conclusion

This study justifies the need for teaching practice as an integral part of teacher training. It revealed that there is no significant difference between the professional skills acquired during teaching practice and those displayed by graduate teachers in Lagos State secondary schools although there exists a significant difference between the acquired professional attitudes during training and those displayed at work. The consistency in acquired professional skills during training and those displayed at work is a pointer to the fact a soldier will remain a soldier irrespective of any circumstance. In this regard, once a teacher is trained, the individual forever lives to be a trained teacher because the acquired professional skill is already a part of his being. However, attitude is unpredictable hence can change depending on emerging situations. The change in acquired job attitudes during training and those exhibited at work could be as a result of certain environmental factors such as delay in payment of salary, compensations and other entitlements. It could also be due to unforeseen economic, political and sociological problems ranging from poor governance, change in societal values and expectations which is evident in unnecessary craze to amass wealth at the expense of hard work

13. Recommendations

Based on the findings of the study, the following recommendations are provided:

- Governments and other employers of teachers should provide conducive work environment that would motivate the teachers to have more interest in the job as well as put in their best at work. This will include the provision of facilities, well ventilated and furnished classrooms, rest rooms, staff relaxation office and good lightening. They must ensure that teachers are given salaries, allowances and compensations that are comparable with those of their colleagues in other industries. Importantly, these should paid promptly to avoid the incessant search for means of survival in lieu of delayed salaries.
- Stakeholders in Education must provide necessary assistance to schools for improved instructional delivery.
- The society at large must accord teachers the relevant respect as molders of lives and builder of leaders of tomorrow.

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Examining the Application and Effectiveness of Behaviorists Learning Theories in Teaching and Learning Process

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Abstract. This paper attempted to examine the application and effectiveness of behaviorist learning theories in teaching and learning process. That is classical conditioning learning theory by Ivan Pavlov and operant conditioning learning theory by B. F Skinner. Learning is a process by which experience and practice produce relatively stable or permanent changes in an organism's behavior and capabilities. Learning is a key process in human behavior and it start from birth to the end of life. It pervades everything we do and think. It plays a central role in the language we speak, our personality traits, attitudes and beliefs. A theory is an attempt to organize and integrate knowledge to explain why things happen the way they do. It can as well mean a set of assumption or postulates that state the basis or the premise of the field with which the theory is concerned on. Learning theories, on the other hand, are conceptual frameworks that describe how information is absorbed, processed, and retained during learning. It brings together cognitive, emotional, and environmental influences and experiences for acquiring, enhancing, or making changes in one's knowledge, skills and values. behaviorists learning theorist is very effective when applied appropriately in teaching and learning situation. it equip the teachers with various teaching methods and strategies, it also help them on how to use teaching aid, how to reinforce students and motivate them to learn etc.

Keywords: Behaviorists Learning Theorist Teaching Learning Process.

1. Introduction

Learning is a key process in human behavior and it start from birth to the end of life. It pervades everything we do and think. It plays a central role in the language we speak, our personality traits, attitudes and beliefs. There have been a lot of researches into the way people learn and certain theories have been influential on developments in all areas of education, thus we cannot dispute the fact that theories of any discipline are generally perceived by teachers and students with a sense of anxiety and confusion. The main reason for this perception is that, theories are expressed in difficult language with their meaning hidden by complicated jargons (Dukawa 2015).

Learning theories form a distinct part of theoretical psychology. In recent years, many psychologists have been dedicated to study

learning theories. The interest shown by psychologists in this area is partially as a result of the interesting but complex nature of the concept of learning that is, psychologists are interested and want know how the mind acquires knowledge. It is only if we know how knowledge is acquired that we can use appropriate teaching and learning methods in our classroom teaching and learning. It is therefore important to dismiss the myths and fears of teachers and students' exhibit about learning theories in particular and to acquaint them with the central themes in the learning theories in simplified form with a view to properly comprehend the theories and efficiently apply them in teaching and learning in the classroom (Dukawa 2015).

2. Meaning of Learning and learning Theory

Marx (2000) in smith (2003) defines learning as a process of relatively enduring change in behavior which is a function of prior behavior (usually called practice). Oladele (2004) defines learning as a process by one profit from past experience. It is a process that leads to a relatively permanent change in behavior resulting from exposure to conditions in the environment and experience or practice. Amadu (2017) concluded that learning is a process by which experience and practice produce relatively stable or permanent changes in an organism's behavior and capabilities.

A theory is an attempt to organize and integrate knowledge to explain why things happen the way they do. It can as well mean a set of assumption or postulates that state the basis or the premise of the field with which the theory is concerned on. It is a group of principles generally supported by observable evidence that explain phenomena. theory is a coherent group of tested propositions commonly regarded as correct, that can be used as principles of explanation and prediction for a class of phenomena or a proposed explanation whose status is still conjectural and subject to experimentation, in contrast to well-established proposition that are regarded as reporting matters of actual fact. Theory is a way of thinking and a model of how things work, how principles are related, and what causes things to work together. A theory is not just an idea; it's an idea that is a coherent explanation of a set of relationships that has been tested with lots of research. A theory is developed from practical experience as well as research. For example, Piaget looked at the stages of cognitive development. He watched his own children and carefully observed how they learned things and what they could do. From his observations, he created an explanation or a theory of the different stages of development. Piaget's stage theory of cognitive development has been tested several times by different scholars.

Learning theories, on the other hand, are conceptual frameworks that describe how information is absorbed, processed, and retained during learning. It brings together cognitive, emotional, and environmental influences and experiences for acquiring, enhancing, or making changes in one's knowledge, skills and values. Therefore, learning theories are conceptual frameworks that address key questions such as, how does learning happen? Does learning one thing help you to learn something else? If the idea survives thorough testing, that theory is said to have empirical grounding. However, a theory is modified over time based on the insights of practitioners as well as the work of researchers in the field.

3. Classification of Learning Theories

The classification of learning theories is perhaps necessary for an intelligible understanding of the psychology of learning. Over the past centuries, educational psychologists and researchers have posited many theories to explain how individuals acquire, organize and arrange skills and knowledge. But our concern here is on Behaviourist Approach under which I'm going to discuss on the classical conditioning and operant conditioning learning theories and their relevance in effective and efficient teaching and learning process..

3.1 The Behaviourist Approach

Behaviourists interpret learning in terms of connection or association between stimulus and response. Theories in this category include

Classical Conditioning Theory of Ivan P. Pavlov, Operant Conditioning Theory of B. F. Skinner, and Trial and Error Learning Theory of E.L. Thorndike.

3.2 Classical Conditioning Theory

Theories of classical conditioning try to describe and give order to the results of the many conditioning experiments that have been done; they are often mathematical in form. (Rescorla and Wagner, 1972). They are also concerned with the processes occurring when a conditioned response is acquired.

Classical conditioning theory gets its name from the kind of learning situation that existed in the early "classical" experiments of a Russian Psychologist called Ivan P. Pavlov (1849-1936). In the late 1890's Pavlov began to establish many of the basic principles of classical conditioning by designing an apparatus that could measure how much a dog's mouth waters in response to food or other things in its environment. Pavlov kept a dog hungry for a few days and then tied it to the experimental table which was fitted with certain mechanically controlled devices.

In classical conditioning, first two stimuli are presented. One stimulus is significant to the subject at the beginning of the experiment, such as food or shock. This is labeled the unconditional stimulus (UCS). It elicits the unconditional response (UCR), often without prior training. The second stimulus, such as light or bell, is called the conditional stimulus (CS). This stimulus is a previously neutral stimulus that is to later acquire the capacity to elicit the same response as does the UCS through conditioning. The response to the CS is now a conditioned response (CR) which is a learned reaction to the CS that occurs due to previous conditioning (training).

In Pavlov's initial study of the digestive processes in dog, he discovered that the dogs could be train to salivate in response to the sound of a bell. The bell is the CS through training and the response of salivation is the UCR.

Pavlov's experiment brings to light four essential elements of the conditioning process (Mangal, 2010). These are:

- Neutral stimulus technically known as unconditioned stimulus (UCS) i.e. food,
- It results in a natural response called the unconditioned response (UCR) i.e. salivation,
- The artificial stimulus, that is, the ringing of the bell which is technically known as conditioned stimulus (CS), and
- The chain of the conditioning process.

Thus, as a result of condition, one learns to produce behaviours in the form of a conditioned response to a conditioned stimulus. The theory of conditioning considers learning as habit formation and is based on the principle of association and substitution.

4. Principles of Classical Conditioning

Pavlov's theory of classical conditioning gave birth to a number of important concepts and principles in the field of human learning, among which includes:

a. Extinction: In classical conditioning, it was noted by Pavlov that, the presentation of CS (bell) alone for a number of times without the UCS (food) decreases the degree of the CR (salivation) and may have the eventual disappearance of the CR. This process of gradual disappearance of the CR is called extinction.

b. Spontaneous Recovery: It was also discovered that after extinction. The behaviour suddenly reappears but at a slow rate. The reappearance of an extinguished CR after an interval in which the pairing of CS (Bell) and UCS (food) has not been repeated is called spontaneous recovery, which means that the learning is suppressed and not forgotten.

c. **Stimulus Generalization:** Responding to the stimuli in such a generalized way — dog salivate not only at the sight of the food, but to every stimulus like ringing the bell, appearance of light and sound of footstep was termed as stimulus generalization.

d. Stimulus Discrimination: This is the opposite of stimulus generalization. Here the subject learns to react differently in different situations e.g. the dog may be trained to salivate only to a particular sound of bell not to others. In this way one learns to react only to a single specific stimulus out of the many stimuli and to distinguish and discriminate one from the other present in the environment.

5. Applications of Classical Conditioning Theory for effective Teaching and learning in the Class room

Teaching is a process of organizing the environment, the teacher needs to organize the learning environment to stimulating, and provide the learners with opportunities for active learning-activity.

Learning proceeds from known to unknown. Learning is best achieved if the learner is led from what he/she knows to what he/she does not know through the use of similar objects or illustrations.

Learning proceeds from simple to complex. Difficult tasks should be built upon simpler tasks taught earlier. Thus, teachers should follow sequential cumulative learning.

- People learn in different ways. Teachers need to identify the individual differences among learners, so as to better understand and guide the learning process.
- Teachers need to encourage the development of skills in their learners especially those learned through reinforcement.
- Learning is a process of drawing connections between the prior and new information, as such teachers need to connect their new lesson with the previous information student have on the subject-matter.
- Teachers should use different teaching methods to deliver their lessons effectively.
- Teachers should continuously use various reinforcement to keep students busy and encouragement towards class participation.
- Equally teachers should use variety of teaching aid to facilitate the understanding of their students.

6. Operant Conditioning Theory

B.F. Skinner conducted a series of experiments with animals in the 1930s, from then he began to develop techniques, terminology and principles of learning through reinforcement. Based on the findings of his experiments, Skinner concluded that behavior is shaped and maintained by its consequences, operated by the organism and maintained by its results Mangal, (2010).

Operant conditioning theory was founded, coined and popularized by an American Psychologist known as B.F. Skinner. An operant is a set of acts that constitute some action of an organism. The process of operant conditioning may therefore start with the responses as they occur naturally or at random. Once a response as desired by the trainer or teacher occurs, it is reinforced through a suitable reinforcer (positively or negatively). The operant, sometimes called respondent or instrumental conditioning theory differs significantly from the classical conditioning theory because the key feature of this form of learning is that some action (behaviour) of the learner is instrumental in bringing about a change in the environment that makes the action less or likely to occur again in the future (Terry, 2006).

6.1 Principles of Operant Conditioning

Egbule (2009) contended that there are four principles of operant conditioning theory. These four basic principles are explained as follows:

a. Schedules of Reinforcement: The concept reinforcement is identical to the presentation of a reward. A reinforcer is the stimulus, the presentation or removal of which increases the probability of a response being repeated. Skinner recognizes two kinds of reinforces (positive and negative), and put forward the idea of planning of schedules of reinforcement for conditioning the operant behaviour of the organism. Thus, reinforcement and its schedules (continuous reinforcement schedule, fixed interval

reinforcement schedule, fixed ratio reinforcement schedule and variable reinforcement schedule) play a key role in the conditioning of operant behaviour and acquisition of a learning individuals learn by making selections which is strengthened if it is correct through reinforcement.

b. Extinction: If the frequency of a given behaviour declines when the behaviour is no longer followed by a positive reinforcer is referred to in an operant conditioning as extinction. In extinction, positive reinforcement is simply withheld following each occurrence of the instrumental behaviour.

c. Generalization: in instrumental conditioning, generalization refers to the ability of an organism dealing with the perception of and response to, similar stimuli. In learning process, generalization may be understood in terms of the learner learns to provide similar operant responses, to similar to but not the same as the training stimulus.

d. Discrimination: In Skinner's theory, discrimination refers to the process of using cues, signals or information to determine when behaviour is likely to be reinforced or punished. To help student learn to discriminate, care should be taken to provide proper feedback on the correctness or incorrectness of the learners responses based on the learned signals and cues.

7. Applications of operant conditioning theory for effective teaching and learning in the Class room

The theory of operant/instrumental conditioning has brought about changes in the field of teaching and learning. The theory asserts that :

- A behavior or response is dependent upon its consequences. What children learn depends upon differential reinforcement and non- reinforcement.
- Teachers should therefore reward correct responses and eliminate incorrect responses as a source of motivation.
- Teachers advocated for the avoidance of too much punishment that is punishment should not be used in teaching and learning because they are ineffective.
- The theory revolutionized teaching and learning by introducing teaching machines and computer-assisted instructions to replace the teacher-centered classroom instruction.
- Teachers should also use different things affordable to them to motivate students towards class activities.

In conclusion, from what has been discussed above it should be clear that behaviorists learning theorist is very effective when applied appropriately in teaching and learning situation. Therefore learning material should be arranged from simple to most complex to promote effective learning. Teachers needs to link new information to familiar information. Learner need to be motivated by arousing their interest and curiosity and above all rewards their good actions.

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The Relationship between Principals' Instructional Supervision and Teachers' Performance in Selected Secondary Schools in Danko Wasagu Local Government Area Kebbi State, North-West Nigeria.

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Abstract. This study entitled principals' instructional supervision and teachers' performance is presented as a result of a study conducted in selected secondary school in Danko Wasagu local area of Kebbi state Nigeria. The objective of the study was to establish the relationship between principals' instructional supervision and teachers' performance. The researcher employed descriptive correlational design, the correlational design was used to find the relationships of the two variables principals' instructional supervision and teachers' performance. A thirty item questionnaire was design based on 4-point linker's scale was distributed to principals and teachers to obtain the primary data. Frequencies and percentages were calculated for descriptive statistics while Pearson's coefficient correlation was used to measure the relationship between variables, using (SPSS version 16.0) The findings on the relationship between principals' instructional supervision and teachers' performance was indicated by the R and sig value (R-Value=0.000 and sig=0.01),this was so because the sig-value was less than 0.05 which is the required level of significance in order to declare a significant relationship, the null hypothesis was therefore rejected and this implies that improvement on principal instructional supervision through monitoring of teachers attendance on daily bases, ensuring the professional development of teachers and assisting of teachers when they have problems in their lessons .while teachers performance will increase when teachers' fill in their weekly scheme of work on the first day of the term ,prepare the scheme of work using the curriculum . The researcher concluded that the principals should intensify more effort in his instructional supervision in term of inspecting student note books to ascertain the level of coverage of topics and supporting teachers in their lesson, in terms of scheme of work, lesson plan and lesson note this will help to improve teachers' performance. The study also recommend that Government and professional bodies in the education sector should organize periodic capacity development workshops for teachers of secondary schools on teachers' performance in terms of how to prepare their scheme of work, preparation of lesson plan and lesson notes, various methods of lesson delivery which can help them to improve in their teachers' performance as well as teaching and learning processes in selected secondary schools.

1. Introduction

Education is aimed at imparting knowledge and skill, and inculcating human values which help in personal and professional growth. It is the 'education' which constitutes an essential pre-requisite for achieving national goal of inclusive development and equitable justice to the society at large. Giving quality education is the priority of each and every nation, it forms the basis of socio economic and personal growth, an indicator of national progress. Of

late, there have been high expectations from schools in terms of transparency and accountability to improve the quality of education. This demand has augmented the need for better supervision of in house activities of schools. Shilpa,(2015) Emphasizing the role of supervision for teachers, observed that the quality education partly depends on how well teachers are trained and supervised since they are one of the key inputs to educational delivery. Verspoor (1991).

Supervision of instruction in present day Nigeria could be traced to the 1982 Education Ordinance. It was the first attempt by the colonial administration to establish any form of control over the development and growth of schools. The ordinance provided for the establishment of a general board of education which was to appoint an inspector of schools in West Africa. This appointment marked the beginning of the recognition of the need for a form of supervisory service in the educational system. The Federal Republic of Nigeria, (2013) identified management of curriculum and instruction, supervision of classroom instruction, monitoring and evaluating students' progress and achievement, promoting and enhancing learning environment, establishing and supporting continuous staff development and procuring instructional materials for teaching and learning as major supervisory functions of secondary school principals. The educational policy also makes it clear that one of the cardinal objectives of administration in education is to ensure quality control through regular and continuous Supervision of instruction and other educational services.

2. Theoretical perspective

This study adopted the psychological theory of supervision which was explored in education by planturroot (2006), according to this theory, organization stands as a body where it has other parts of the body that work together and it has a head that delegate duties to other parts of the organization, this head serve as an overseer who supervises the function of each part of the organization, This theory is in line with my study in which the principal stands as the instructional supervisor who delegate and supervises the performance of teachers in the organization.

According to this psychological theory the growth and management of an organization is carried out by the use of the three advocated philosophers namely, essentialism, experimentalism and existentialism. The supervisor will determine and direct the parts of the organization according to these three philosophers.

3. Statement of the Problem

The basic goal of secondary education in Nigeria is to develop the individual's mental capacity and character for higher education and useful living within the society (FRN, 2013). In spite of the societal demand for teacher performance in education and the need for thorough supervision in schools, there is a growing concern about the realization of secondary education objectives due to doubt that many principals give little attention to supervision of instructional activities in secondary schools. The recent poor instructional competence and performance of teachers which results in students' poor academic performance has been a subject of concern to stakeholders of education in Kebbi state.

Despite the huge amount of money spent by government on payment of external examination, fees to indigenes of the state, this is also another issue of concern which the parents and government of Kebbi state are concerned about. This development motivated the researcher to carry out a study to investigate the relationship between principal instructional supervision and teacher's performance in some selected secondary schools in Danko Wasagu local government area of Kebbi state, Nigeria.

4. Related Studies.

Related studies presented an analysis of previous research studies carried out on aspects of principal instructional supervision and teachers' performance with an aim to draw meaningful relation to the prevailing situations

in selected secondary school in Danko Wasagu local government area of Kebbi state.

Glickman (2010), explains that instructional supervisors need required skills to carry out the supervisory role of checking the scheme of work, lesson plan and lesson notes of teachers and also give feedback for improvement in instructional effectiveness. The three basic skills required by principals are conceptual, interpersonal and technical skills to effectively carry out his instructional supervisory role. The principal requires the conceptual skills which helps him to have a knowledge about teaching teachers and where they to be corrected to improve teacher performance. In essence, the principal needs to know the different part of the school and how it fit together towards achieving the school mission. Conceptual skills provide the principals with the ability to view changes or to estimate the value of school strategies.

The technical skills enable the principal to have that ability to use the knowledge, method and techniques of instructional supervision so as to support the teacher in the instructional activities which helps to improve teacher performance. The principal may not have all the technical skills but should at least possess overall knowledge of the function of supervisors, that is, knowing how to prepare scheme of work, preparing of lesson plan, induction of new teachers and possessing of clinical supervision knowledge is also important for effective supervision.

The human relation skills also are of great important. The principal interact the teachers in school in most cases during instructional activities .the principal therefore require human relation skills to be able to motivate, facilitate, coordinate and get along with teachers to improve their performance and to achieve instructional goals. Instructional supervisor need to know how their interpersonal interaction affect individual group of teachers. This will assist them to enhance a positive relationship that will help them achieve the goals of the school. The basic skills of supervision are learned by the principals through training and experience. This exercise helps the principal to improve on their basic skills of instruction of supervision.

A related research was conducted by Okafor (1998) to investigate the effect of internal supervision on teacher performance. He administered a twenty item questionnaire on a sample of 370 respondents. The respondent's mean ratings indicate that internal supervision of instruction has an overall positive effect on teacher performance. Treatment of the responses to t-test reveals no significant differences between male and female teachers, experienced teachers and novice, qualified and unqualified teachers. In discussing the findings, Okafor notes that since internal supervisors and the teachers are in same school, supervisory interaction between them ought to be more effective. On the basis of the effective internal supervision of instruction, teachers will be able to acquire the additional knowledge and competencies to be able to cope with new demands, new problems and new challenges. He does recommend regular and comprehensive supervision, enhanced principal-teacher relations, and improved school funding and suitable motivational policies as measures that will enhance the validity of internal supervision of instructions.

Akubue (1981) also carried out a study of the in-service needs of secondary school principals in instructional supervision in Enugu Municipal of Enugu State. The study used a sample of 700 respondents. The instrument used for data collection was questionnaire tagged 'supervisory competencies of principals' (SCOP). Data collected were analyzed using means, standard deviation and chi-square. The findings showed that principals exhibited 70 out of 150 competencies listed for effective supervision. Again the results of this work showed that the internal supervisors lacked competencies for effective supervision. The study recommended in-service education for supervisors of instruction (principals and other categories of supervisors). The study was also in line with the research carried out in Anambra state Nigeria by againam.

Againam (1985) investigated internal supervision of instructions by principals as perceived by teachers in Onitsha education zone

of Anambra State. Questionnaires were used to collect data from a sample of 700 respondents. Mean and standard deviation were used to analyze the data. The findings indicated that principals delegated their vice principals or heads of departments to carry out supervision. That notwithstanding, the results showed that the respondents favored internal supervision by principals as having a powerful influence in classroom instructions. The study recommended that principals in addition to delegating responsibilities should sometimes engage in direct supervision of teachers and provision of additional monetary benefits to motivate them to supervise instructions regularly.

A similar research was conducted by Ekaette, et.al,(2016) on instructional supervision and teacher effectiveness in public secondary schools in uyo Akwa Ibom state, Nigeria. The findings indicated that there is a significant difference in teachers' effectiveness based on classroom observation. Teachers in schools where instructional supervision was adequate were more effective than those that had inadequate instructional supervision. The study was in agreement with the study conducted by Olawoye (2009), in his study on ' influence of supervision of instruction on teachers' classroom performance' were a total of 223 samples were used ,he adopted a stratified random sampling techniques, he also applied ex-post design in his research. In his findings it indicated interaction with supervisors influence to a great extent their class room performance and adequate teaching material suggested by instructional supervisors helps them to teach more effectively to a great extent.

Also Nwoke (1997), conducted a research on instructional supervision of school in secondary school in Enugu education zone, problems and strategies for improvement' a total of 184 samples were used in the study , which include 10 supervisors ,10 principals and 164 teachers. The researcher used mean score and z-test in analyzing the data collected. The researcher came up with the findings that supervision is a sort of assistance to teachers also that teachers do not like to be observed by supervisors. Supervision enables the ability and qualities of individual teachers to be identified, classroom visitation is very important also in-service training in promoting effective teacher performance and lastly through supervision individual potentials are developed.

. Tuoyo (2000) sees supervision as the practice of monitoring the performance of school staff, noting the merits and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving educational goals. Nwaoguegbe (2007) concisely stated that supervision affords the teacher an opportunity for knowledge update. Burton, Carper and William (2011) summarized supervision as an "efforts made by the school head to support teachers to become more effective in their job and equally access professional development on the job". Therefore, the principal needs to improve teaching and learning and the professional growth of the teacher through supervision of instruction. To fully carryout these responsibilities, the school principals should have a broad knowledge and skills of principals' instruction supervision which will play a great role in improving teachers' performance.

Ezeocha (1990) asserts that supervision of instruction focuses on the improvement of teaching and learning and to assist teachers to know and accept the objective of the organization. In a similar vein, Norsiri (1997) affirms that supervision of instruction enhances effective teaching and learning in schools. Obi (2000) added that supervision of instruction is one of the best examples of educational leadership that focuses exclusively on the achievement of the desired instructional practices in educational organizations. Eze (1996) affirmed that supervision of instruction is all programme activities and actions school administrator apply to improve instructional process which will also support the teachers to perform their responsibilities as teachers in the school system.

In the above view, the school principal is the change agent whose responsibility is to provide variety of supervisory techniques for the teacher to see the need for change, plan for change and practice new behavior for effective teaching and learning. The implication of supervision of instruction is that the supervisor (school principal) has to supervise the activities of the teacher and resources available for

instructions; discover teachers' weakness and offer suggestions for improvement for the achievement of stated school goals.

According to Chivore (1995) supervision involves the assessment of proper implementation of policy, correction of identified weaknesses, direction and redirection of deficits for the attainment of stated aims, objectives and goals of an education system at a given level. Adepoju (1998), is of the view that instructional supervision is an interaction between the principal instructional supervisor and the teacher for the improvement of an activity. It is also a combination or interaction of processes procedures and conditions that are seriously designed to advance the work effectiveness of the teacher. He also interact actively with the principal when he is present in school regularly prepare his lesson note before the commencement of his lesson which improve teacher performance.

However, some principals are not effective in their instructional supervision because they do not involve the teachers in major decision making. In highly performing schools, which have reversed the trend of poor performance and declining achievement, the principal sets the pace leading and motivating staff to perform to their highest potential (Bush& Oduro, 2006).

Chivore, (1995).also noted that the principal who is the instructional supervisory head of the school visits the classes in order to supervise the teacher in the actual classroom situation observation made by the supervisor and later being explained to the teacher with the aim of making correction for the improvement of teaching and learning. Students note books are also being cross-checked with a view to ascertaining the quality and quantity of what the student are taught. Schemes of work and lesson plans are also being checked by the supervisors in order to ensure that teachers are abiding by the scheme of work as provided by the schools.

Supervision is a process of stimulating growth and the means of helping teachers to help themselves. Parthy (1992) saw supervision as a task of improving instruction through regular monitoring and in-service education of teachers. Supervision to Bar (1993) involves providing expert assistance to teachers to help them acquire more skills and competencies for effective teaching. Supervisors are therefore to supervise, guide and direct the instructional activities of teachers in line with the professional conduct. From these definitions above, it can be deduced that the main center of focus of supervision is the classroom teacher who as a curriculum implementer, tries to shape the destiny of class instruction. To this end, it is a service rendered to teachers, focusing on how to help them understand and accept themselves, their abilities patterns of interest, emotional make-up and background preparation and helping them set realistic goals for themselves.

Supervision is supposed to bring about improvement in instruction. Nwaogu (1980) writing on the meaning of supervision , supervision is the process of bringing about improvement in instruction by working with people who work with pupils. Still on supervision, he continued "the process of supervision is to facilitate learning of pupils". Adequate supervision therefore is concerned with making adequate provision for all of the conditions which are essential to effective learning through effective teaching. According to him, the chief function of supervision is to improve the learning situation of children that supervision is a service of activity that exists only to help teachers to do their job better. Supervision is directly and primarily concerned with studying and improving the conditions which surround the learning and growth of pupils and teachers. Good supervision releases energies of people in creative ways to solve individual and common problems. Kweku and Eric (2014) supported that supervision is an effective method that could help achieve good results as far as teaching and learning are concerned .this means that it is very important for teaching and learning procedure to be constantly monitored and reviewed to ensure the total achievement of the objectives.

According to Katarasibwa (2006), teacher performance is the extent to which teachers in a school achieve the requirements of their assign responsibilities in an effort to fulfil school required goals and objectives the school system. Teacher performance must be geared towards promoting the process of teaching and learning for the benefit of the students. In his study, teacher performance is conceptualized as the

extent to which the teacher achieves school objectives through lesson preparations which involve making schemes of work, lesson plans, record of work done, preparing and using learners' registers, actual classroom teaching, assessment and evaluation of the learners, attending staff meetings, management of learners' discipline, involvement in co-curricular activities, regular presence in the school.

However, some principals are not effective in their leadership styles because they do not involve the teachers in major decision making. In highly performing schools, which have reversed the trend of poor performance and declining achievement ,the head teacher sets the pace leading and motivating pupils and staff to perform to their highest potential (Bush& Oduro, 2006).

5. The Principal as an Instructional Supervisor

The role of the principal as an instructional supervisor has now more than ever before become very crucial on the issue of instructional improvement towards effective learning in secondary schools. The National Policy on Education (2004) in Nigeria recognizes the need to ensure quality control through regular inspection and continuous supervision of instruction and other services if the laudable national educational objectives are to be meaningfully achieved. Odiba (1995) opined that the title of principal is an appropriate designation for the chief executive of a single school. This however, does not mean that his responsibility is limited to a particular building but rather to an organizational segment for a programme, a level of instruction, or a group of grades housed in one building complex or two or more buildings substantially distant from each other.

The modern approach to supervision has given the principal a greater responsibility which imposes upon him the duties of planning, organizing, coordinating, supervising, directing and controlling the quality of the various activities necessary to accomplish the goals of the school.

According to Dull (2003), the modern concept of instructional supervision therefore, expects the principal to play the following roles: Visit classroom regularly to observe teachers, Organize conference with teachers collectively and individually to discuss ways of improving instruction for effective learning, teach demonstration lessons, Organize induction courses for newly posted and recruited teachers, ensure that instructional goals are achieved, ensure that instructional materials are available, Help teachers with classroom management, evaluate teachers' effort in relation to the schools pre-determined objectives, and Motivate and lead teacher into professional maturity.

6. Purpose of Supervision

The goal of supervision is that of quality control. That in a school, every teacher uses his optimal capability to achieve the expected level of performance. Supervision helps the new teacher to understand the purposes, responsibilities and relationships of his position and the directions of his efforts. Supervision also gives guidance to members of the school system, so that they can be self-directing and thus function effectively with minimum supervision. From the above points, it is basic that the purpose of having supervisors in our schools is to control the quality of education received by our children. It lays emphasis on the classroom performance of teachers, especially on the duties assigned to them. With the huge amount spent on education yearly by the government, the parents would like to have a feedback to the success or failure of the system where they have huge investment. In the school system, the supervisors are representing the interest of the government and from them the government has adequate feedback.

7. Research Design

The design adopted in this study was Descriptive Correlational design. Hence the justification for using correlational designs was to find the relationships that exist between the two variables principals' instructional supervision and teachers' performance. According to Robinson (1976), Borg and Gall (1979),

correlation studies include all research projects in which an attempt is made to discover or clarify relationship through the use of correlational statistical method.

The instrument used for data collection for this research was a self-constructed closed ended questionnaire for principal instructional supervision and teachers' performance Questionnaire which consisted of fifteen questions. According to Ordho (2004), questionnaires allow for measurement for or against a particular viewpoint and emphasizes that a questionnaire has the ability to collect a large amount of information in a reasonable quick space of time. The structured questions intend to ascertain the relationship between principals' instructional supervision and teachers' performance of selected secondary Schools. These items in the questionnaire are classified into a four point Linkert Scale which the respondents are required to respond by indicating one option ranging from strongly agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The choice of this instrument is because it serves as the best instrument to find out relevant results to this research.

8. Discussion of findings

Table 1. Pearson Correlation between principals' instructional Supervision and Teachers' Performance in selected secondary schools in Danko Wasagu Local government area of Kebbi state.

Variables correlated	Mean	r-value	Sig	Interpretation	Decision Ho
Principals' instructional supervision VS Teachers' performance	2.78 2.59	0.000	0.01	Positive relationship	Rejected

**correlation is significant at the 0.01 level (2-tailed)

Source; Authors' computation table, 2017

The Pearson's linear correlation coefficient (PLCC) result in table 4.6; indicated that principal instructional supervision has a significant relationship on teachers' performance in selected secondary schools in Danko Wasagu local government area of Kebbi state Nigeria, since the sig value (0.01) was far less than 0.05,which is the maximum level of significant required to declare a significant relationship. Therefore this implies that principal instructional supervision as a factor that significantly affects teachers' performance. Based on these result, the stated null hypothesis was rejected and hence implying that the increase in principal instructional supervision increased teachers' performance in Danko Wasagu local government area of Kebbi state, Nigeria.

9. Conclusion

Due to the findings indicating a significant relationship between principals' instructional supervision and teachers' performance the null hypothesis is rejected, hence concluding that improvement in principal instructional supervision can also increase teachers' performance in selected secondary schools in Danko Wasagu Local Government Area of Kebbi state. This indicates that inspectorate division and principals should always try to find some mutually acceptable solution that partially satisfies teachers' performance during their instructional supervision. First, internal supervision as obtained in secondary schools in Danko Wasagu Local Government Education Zone has a lot of influences in developing teacher performance. Secondly, internal supervision of instruction is a necessary mode for classroom management. Thirdly, internal supervision of instruction by principals is their major duty of providing guidance in classroom management and instructional delivery which helps to improve teachers' performance.

10. Recommendations

Based on the findings and conclusions of the study, the following recommendations were made in order to improve principal

instructional supervision for the achievement of the set educational goals in selected secondary schools in Danko Wasagu local government area of Kebbi state:

- The researcher recommends that Government and professional bodies in the education sector should organize periodic capacity development workshops for teachers of secondary schools on teachers' performance in terms of how to prepare their scheme of work, preparation of lesson plan and lesson notes, various methods of lesson delivery which can help them to improve in their teachers' performance as well as teaching and learning processes in selected secondary schools.
- The researcher recommend to the principals and zonal Inspectorate division of Danko Wasagu to put moderate emphasis on both the goals of principal instructional supervision and the relationship with teachers' Performance. The principals who are managers of the schools should always listen to teachers' problems and challenges and help to introduce possible solution so that both can share ideas this can make them both feel as one, hence getting back to work to achieve the goals of the school.
- There is also need to strength internal supervision units in all the secondary schools by the provision of special allowances to principals as a way of encouraging internal supervision regularly and as at when due. Government should formulate policy on sanctions that would be meted to principals (internal supervisors) who fail to supervise instructions objectively and on supervisees who fail to adhere to supervisory directives.

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Instructional Skills Possessed by In-Service Teachers in SouthWestern Nigeria

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Abstract. Parents, practitioners and policymakers agree that the key to improving public education in Nigeria is placing highly skilled teachers in all classrooms. However, studies reported that the challenges confronting Nigeria education system is attributed to some deficiencies in the structuring of teacher education, one of which is lack of needed instructional skills. It is in view of this that the study evaluated the instructional skills of in-service teachers in South West, Nigeria. The study further examined the extent to which teacher - factors such as teaching experience and academic qualifications influence possession of instructional skills.

The study adopted a survey research design. Five hundred and twenty five (525) teachers in seven (7) local government areas in the Southwestern Nigeria constituted the sample. An adapted and validated instrument "Teachers' Instructional Skills Utilization Scale" (r = 0.74), was used for data collection. Data were analyzed using percentages, t- test and analysis of variance at 0.05 level of significance.

The study found that higher percentage of the participants possessed high instructional skills. The study found no significant difference in instructional skills possessed by experienced and less - experienced teachers. In terms of academic qualifications, there was no significant difference in analytical, design, development and evaluation skills possessed by the teachers. However, there was significant difference in the implementation skills among teachers with different teaching qualifications. ($F(2, 522) = 3.408$, $p < 0.05$).

Amongst others, it was recommended that Education Degree Programmes in Nigeria should emphisis acquisition of instructional skills for teaching effectiveness. It was also recommended that workshop and in-service training should be provided for the less experienced teachers because it was found that experienced teachers recorded higher mean scores in the skill areas.

Keywords: Instructional Skills, In-Service Teacher, Teacher Education, Systems Approach to Instruction, Educational Technology.

1. Background to the Study

The quest for effective teaching and learning is a major concern in national discourse. Any meaningful development is said to be based on sound knowledge, values and skills acquisition and teachers occupy the centre stage in this process. Yonlofoun (2013) observed that some concerned citizens have attributed the falling standard of Nigerian education to lack of committed and competent teachers. Oren, Mioduser and Nachmias (2002) noted that if a teacher succeeds in making the entire instructional process clear, students will be able

to grasp difficult concepts easily. Calandra, Gurvitch, and Lund (2008) asserted that teachers should be able to design instructional activities such ways that students can transfer knowledge acquired to real life situations. Furthermore, the Partnership for 21st century skills (2005) stated that teacher education programmes must prepare teachers with sufficient instructional skills to use systems approach to present strategies, learning experiences and instructional materials that are concrete to the learners for learning objectives to be easily achieved.

According to Omoniyi (2005), successful implementation of the National Policy on Education depends largely upon qualitative teacher education, thus policy makers and curriculum planners should not ignore this fact. This reality was further stressed by the Federal Republic of Nigeria (2009; 2013) in the National Policy on Education which stipulated that "since no education system can rise above the quality of its teachers, teacher education programme shall continue to be given major emphasis in all educational planning and development". The policy further added that teacher education programmes shall be structured to equip teachers for effective performance and government will also provide the necessary impetus for the training of teachers in order to meet the present and future changes in curriculum and methodologies.

Lawless and Pellegrino (2007) noted that there are arguments by various researchers on what instructional skills teachers must possess for efficiency. For instance, Oloruntoyin and Olanloye (2011) observed that the identified instructional competence places emphasis on the skills related to the utilization of appropriate pedagogy in the classroom.

This study was guided by Systems Theory by Ludwig von Bertalanffy. He was very prominent in 20th Century science when he proposed the general system theory (Allgemeine Systemlehre). According to Bertalanffy (1968) the aim of systems theory is that there is tendency toward integration in the various sciences, natural and social. He considered the idea of organization involved at various levels in the manifestation of natural systems. He formulated the theory of systems in general to account for similarities in the functioning of such diverse phenomena as living organisms, machines, galaxies and organizations. It was a unique departure from the earlier emphasis on separate analysis of individual parts. Systems approach is simply a complex of interacting components working together with the relationships among them that permit the identification of a boundary-maintaining entity or process. It focuses attention on the whole, as well as on the complex interrelationships among its constituent parts.

System approach grew out of organism biology; it however, soon branched into most of the humanities and education disciplined (Laszlo & Krippner, 1998). The systems approach to instruction is an educational technology concept attempting to conceive teaching process as event made up of several elements working together aimed at assisting teachers for effective and efficient delivery of instruction. It can be explained from the view point of systems approach to instruction (SAI) that what constitutes instructional skills should be in terms of the competence to facilitate human learning by systematic method of analyzing, designing, developing, implementing and evaluating the entire process of teaching - learning.

An important aspect of teacher instructional skill is the ability to analyze classroom situations, such as being able to identify learners' needs, figure out what caused the problem, understand students' incentives for behaving in particular ways, and also to take appropriate actions following this analysis (Mangal & Mangal, 2013). Bauer and Kenton (2005) opined that the design activities concern various aspects of curriculum and methodology leading to selection of content, learning experiences, methods and instructional materials. Development skills will assist teachers in the development of relevant lesson plan and useable learning materials for the students. The skills here include quality of the lesson plan developed in terms of sequencing and organization of the learning activities and the quality of the instructional materials. According to Olori (2014), instructional

implementation activities include systematic delivery of the lesson planned and the activities include use of set induction, planned repetition, use of examples and illustration, non-verbal communication, questioning, reinforcement, the use of instructional materials and closure. Evaluation is an essential teaching function because it gives feedback on the activities of a teacher with reference to attainment of the learning objectives (Campbell, Murphy & Holt, 2002). Evaluation skill is used by teachers to diagnose students' needs, to provide guidance, to group students, to grade students, to evaluate instruction, to motivate students and increase students' levels of achievement.

In the context of highlighted instructional skills, a graduate from any teacher training institution in Nigeria is considered to have acquired instructional skills during training through exposure to Educational Technology as a course. Botturi (2003), while stressing the importance of instructional skills in facilitating efficient teaching posited that many practicing teachers lack the required skills to analyze the learners, design and develop lessons, implement and evaluate the total processes involved in teaching-learning. However, other problems may be identified which may find their roots in the pattern of training for skill acquisition. For instance, Potter (2006) observed that there are variations in teaching approach by teachers, where some take the initiative to analyze learners' characteristics and produce relevant instructional materials, to others, talk and chalk are the only means used. Plair (2008) posited that sometimes, even if resources are available, learning that could have been enhanced may be impaired when teachers do not possess the adequate instructional skills. The quest for instructional skills that can be used by teachers to impact worthwhile changes in learners makes this study significant.

In order to function effectively in the classroom, teachers need sufficient instructional skills. However, there are diverse reports among researchers on the extent to which teachers are prepared with the skills to function effectively in the 21st century classroom. For instance, Adeyemi (2007) noted that since the National Policy on Education in Nigeria emphasised the use of innovative ideas in the school setting, schools expect that graduates of teacher education programmes have reasonable skills on how to effectively analyze learners' need, design learning activities, develop lesson plan, select appropriate strategy, utilise various instructional media and evaluate the entire process.

Professionally trained teachers should be able to manage the instructional process in order to maximize learning opportunities for the students. More importantly, they should be skilled enough to select and use relevant and learner friendly technologies that could be matched with content and methodology. Nwachinemere (2006) opined that nowadays, teachers give attention to realistic, lifelike learning situations, which go well beyond word-of-mouth explanations by the teacher or words - in - print explanation of books. On the contrary, Mishra and Koehler (2006) in their study on technological, pedagogical and content knowledge noted that nowadays teachers are not well prepared to exhibit the expected instructional skills in the classroom. This inconclusive debate among researchers concerning the level of instructional skills provided by the teacher education institutions makes this investigation significant.

There are studies indicating that the use of instructional skills by teachers is significantly influenced by some teacher factors. For instance, the report by the National Centre for Education Statistics (2000) indicated that teachers with fewer years of teaching experience significantly use instructional skills in their classes more than teachers with more years of teaching experience. Owolabi, Oyewole, and Oke (2013) in their study on trainee teachers' ability to use instructional materials reported that those with prior teaching experience were found to be significantly more skilled in instructional materials utilization than those without prior teaching experience. In another study, Adeyemi (2007) conducted a survey on factors contributing to teachers' successful use of instructional materials in Nigerian schools. The findings revealed no significant difference

between experienced and less experienced teachers' competence in the use of instructional materials in the classroom.

There are studies indicating that there is no significant relationship between teachers' academic qualification and use of instructional skills. While some studies reported that teachers' academic qualification has significant influence on the use of instructional skills (Wright & Wilson, 2011), Bauer and Kenton (2005), in a study about quality of instructional delivery in schools found that teachers with higher qualification were significantly skilled than teachers with lesser qualification at overcoming obstacles in the classroom. Potter (2006; Lawless and Pellegrino, 2007) in their studies found no significant difference in analytical, design, development, implementation and evaluation skills of teachers based on academic qualification. Omoniyi and Quadri (2013) reported that academic qualification of teachers did not have any significant influence on teacher's competence in instructional media usage. In a study by Ojo (2005), it was reported that teachers with higher academic qualifications were found to be significantly competent in the use of instructional media than teachers with lesser academic qualifications.

2. Statement of the problem

Teacher education ideally involves inculcation of instructional skills to make for competent teachers. Such skills are to be found in the curriculum of Teachers' Grade II, Colleges of Education and Universities. With the phase out of Grade II Colleges in Nigeria and low patronage of Colleges of Education as reported in literature, the crop of teachers today are mostly those who started with University Degrees. If the instructional skills are of relevant for effectiveness, can it be said that those who started with first degree have acquired enough skills comparable to those who started with GradeII/NCE?

Therefore, this study sought to investigate the level of instructional skills possessed by in-service teachers of primary and secondary schools in Southwest Nigeria and the extent to which teaching experience and academic qualifications influence possession of the instructional skills.

3. Research Question

What is the level of the in-service teachers' possession of instructional skills?

4. Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:
H01: There is no significant difference between experienced and less experienced in-service teachers on instructional skills possessed.
H02: There is no significant difference in the instructional skills possessed by in-service teachers in terms of academic qualifications.

5. Significance of the study

The study provided reliable information that could assist education decision makers in providing relevant in-service training to upgrade teachers' instructional skills. It may assist instructional designers for teacher education programme to focus more on skill training for neophyte teachers on the use of systems approach in instruction to enhance their productivity.

6. Methodology

The study adopted a survey research design. The target population for the study comprised all professionally trained in-service teachers at public primary and secondary schools in Southwestern part of Nigeria. The sample consisted of 525 respondents. Multi-stage sampling technique was used in constituting sample for the study. Simple random sampling technique was used to select three states in Southwest, Nigeria. Proportional sampling technique was used to select ten percent (10%) of the Local Government Areas in each selected state. This gave three (3) LGAs in Oyo, two (2) LGAs in Lagos and two (2) LGAs in Ogun State. Random sampling technique was used to select five public schools in each local

government area and fifteen (15) teachers from each selected school.

This instrument Teachers' Instructional Skills Utilization Scale (TISUS) was an adaptation of Charlotte Danielson's (2007) framework for teaching skills to measure teachers' level of utilization of instructional skills. Section A sought background information about the teachers in terms of academic qualifications, years of teaching experience and area of specialization. The Section B of the instrument was a likert-type scale with four options ranging from 4 to 1(very often, often, rarely and never) where the respondents were required to indicate how often they utilize the instructional skills in teaching and learning process. It consisted of five (5) parts which covered the analytical skills, design skills, development skills, implementation skills and evaluation skills.

In order to establish its face validity, the instrument was given to experts in Educational Technology and Educational Evaluation. The final draft was trial-tested on thirty (30) teachers similar in attributes with the participating teachers. Cronbach Coefficient Alpha's formula was used to analyze the responses and a value of 0.74 was obtained, meaning that the scale was internally consistent and reliable for the study. Copies of the instrument were administered by research assistants and this was monitored by the researchers to ensure that all copies of the questionnaire were duly returned. Percentage was used to answer the research question, while t - test and Analysis of Variance (ANOVA) were used to analyse hypotheses 1 and 2 respectively.

7. Results

Question 1: What is the level of in-service teachers' possession of instructional skills?

Table 1 : Frequency Distribution of Level to which the Teachers Possessed Instructional Skills

Instructional Skills	No. of Teachers with High Instructional Skills (%)	No. of Teachers with Low Instructional Skills (%)
Analytical skills	457 (87.0%)	68 (13.0%)
Design skills	447 (85.1%)	78 (14.9%)
Development skills	365 (69.5%)	160(30.5%)
Implementation skills	314 (59.8%)	211 (40.2%)
Evaluation skills	433 (82.5%)	92 (17.5%)

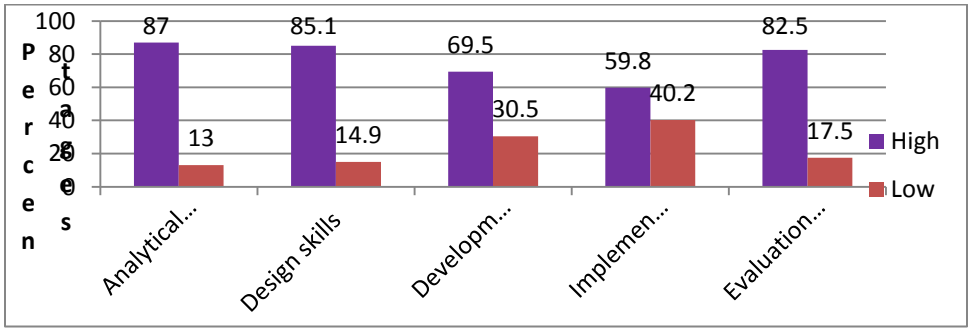

Figure1: Instructional Skills Level of the Teachers

Table one revealed that 87.0 % of the sampled teachers indicated possession of high analytical skills against 13.0 % with low analytical skills. In design skills, 85.1 % were high in the skills while 14.9 % were low in the skills. In development, 69.5 % indicated possession of high skills, while 30.5 % indicated lowly possession of the skills. Implementation, 59.8 % indicated high skills, while 40.2 % indicated low skills. In evaluation, 82.5% indicated high skills, while 17.5% indicated low skills. This result is graphically represented with the group bar chart in Figure one.

8. Hypotheses:

H01: There is no significant difference between the experienced and less experienced in-service teachers on instructional skills possessed.

Table 2: Summary of t-test Statistics Comparing Teachers' Level of Possession of Instructional Skills in Terms of Teaching Experience

Instructional Skills	Teaching Experience	N	Mean	SD	SD Error Mean	Df	t-cal	Sig. Val.
Analytical Skills	Less Experienced Experienced Total	178 347 525	17.0827 17.9111	12.06 1.66	0.90412 0.08885	2 522 524	1.561	0.179
Design Skills	Less Experienced Experienced Total	173 347	17.6427 17.6854	1.56 1.68	0.11715 0.09015	2 522 524	0.283	0.219
Development Skills	Less Experienced Experienced Total	178 347 525	16.9157 17.0231	1.83 1.93	0.13681 0.10349	2 522 524	0.615	0.517
Implementation Skills	Less Experienced Experienced Total	178 347 525	17.5620 17.7303	3.66 1.68	0.27389 0.09004	2 522 524	0.723	0.427
Evaluation Skills	Less Experienced Experienced Total	178 347 525	17.7089 17.7865	5.21 1.50	0.39024 0.08079	2 522 524	0.258	0.079

The results in table two indicates that there is no significant difference between experienced and less experienced teachers in the instructional skills possessed by them. In Analytical skills (t =1.561, P > 0.05), Design skills (t = 0.283, P > 0.05), Development Skills (t = 0.615, P > 0.05), Implementation Skills (t = 0.723, P > 0.05) and Evaluation Skills (t = 0.258, P > 0.05).Thus the null hypothesis of significant difference was retained.

H02: There is no significant difference in the instructional skills possessed by the in-service teachers in terms of academic qualifications

Table 3: Summary of One Way Analysis of Variance Comparing Teachers' Level of Possession of Instructional Skills in Terms of Academic Qualifications

Instructional Skills	Academic Qualifications	N	Mean	SD	SD Error Mean	Sum of Squares	Mean Square	df	F	Sig. Val.
Analytical Skills	GrdII+NCE+B.Ed/B.Sc (Ed)/B.A (Ed) NCE+ B.Ed/B.Sc (Ed)/B.A (Ed) B.Ed/B.Sc (Ed)/B.A (Ed) Total	145 241 139 525	17.72 17.64 17.42 18.33	10.43 1.36 1.58 7.16	0.13102 0.67206 0.11574 0.31227	2.507 26739.825 26826.33	43.253 51.226	2 522 524	0.844	0.430
Design Skills	GrdII+NCE+B.Ed/B.Sc(Ed)/B.A (Ed) NCE+ B.Ed/B.Sc (Ed)/B.A (Ed) B.Ed/B.Sc (Ed)/B.A (Ed) Total	145 241 139 525	17.77 17.58 17.56 17.66	1.84 1.56 1.54 1.64	0.15284 0.10069 0.13081 0.07155	0.856 1402.43 1405.286	2.928 2.687	2 522 524	1.090	0.337
Development Skills	GrdII+NCE+B.Ed/B.Sc (Ed)/B.A (Ed) NCE+ B.Ed/B.Sc (Ed)/B.A (Ed) B.Ed/B.Sc (Ed)/B.A (Ed) Total	145 241 139 525	17.94 17.85 17.62 17.99	2.00 1.90 1.76 1.90	0.14602 0.12251 0.16992 0.08260	1.813 1867.099 1876.907	4.906 3.577	2 522 524	1.372	0.255
Implementation Skills	GrdII+NCE+B.Ed/B.Sc (Ed)/B.A (Ed) NCE+ B.Ed/B.Sc (Ed)/B.A (Ed) B.Ed/B.Sc (Ed)/B.A (Ed) Total	145 241 139 525	17.98 17.32 17.11 17.62	1.72 3.21 1.70 2.53	0.14268 0.20692 0.14390 0.11022	3.072 3298.738 3341.810	21.536 6.319	2 522 524	3.408	0.034*
Evaluation Skills	GrdII+NCE+B.Ed/B.Sc (Ed)/B.A (Ed) NCE+ B.Ed/B.Sc (Ed)/B.A (Ed) B.Ed/B.Sc (Ed)/B.A (Ed) Total	145 241 139 525	17.88 17.63 17.59 17.74	1.70 4.51 1.41 3.26	0.14132 0.29055 0.11920 0.14245	1.911 5572.287 5582.198	4.956 10.675	2 522 524	0.164	0.629

* indicates significant at < 0.05

The results in table three revealed that in terms of implementation skills the null hypothesis is rejected, meaning that there was significant difference in implementation skills of teachers ($F(2,522) = 3.408, P < 0.05$) but no significant difference was found in Analytical Skills ($F(2,522) = 0.844, P > 0.05$), Design Skills ($F(2,522) = 0.337, P > 0.05$), Development Skills ($F(2,522) = 1.372, P > 0.05$) and Evaluation Skills ($F(2,522) = 4.04, P > 0.05$). It was further revealed that in other instructional skills, teachers with Grade II+ NCE+B.Ed./B.Sc. (Ed.)/B.A (Ed.) recorded highest mean score, followed by teachers with NCE+B.Ed/B.Sc. (Ed)/B.A (Ed.),while teachers with B.Ed./B.Sc. (Ed)/B.A (Ed.) recorded the lowest mean score.

9. Discussion

The success of any teacher education programme significantly depends on sufficient instructional skills provided in the curriculum. This is a known fact because a skillful, innovative and creative teacher is able to utilize required instructional skills by being able to analyze the learning tasks, design instructional process, develop lesson plan and materials, effectively implement instruction and evaluate the entire teaching - learning process.

The findings on research question one indicated that in terms of analytical, design, development, implementation and evaluation skills, majority of the teachers do highly possessed the instructional skills. This showed that majority of teachers in Nigeria possessed the competence to effective teach in the classrooms. This finding agrees with Nwachinemere (2006), who reported in a study that teachers in Sweden are undergoing training and re-training programmes and these have greatly helped them to develop competence in the use of instructional skills. This finding is supported by Oloruntoyin and Olanloye (2011) who observed that teacher education curriculum has been redesigned with provision of effective technological pedagogical and content knowledge (TPCK) and for teachers to be systematic in their instructional approach.

The finding in hypothesis one revealed no significant difference in the analytical, design, development, implementation and evaluation skills possessed by the less experienced and experienced teachers. This supports the study of Adeyemi (2007) who earlier reported no significant difference in the use of instructional media between experienced and less experienced teachers. The reason given is that the two groups of teachers were sufficiently exposed to training in educational technology.

Also, in this study, the findings from hypothesis two revealed that there is no significant difference in the analytical skills possessed by teachers with different academic qualifications. This implies that there is no significant difference among teachers with GrdII+NCE+B.Ed./B.Sc.(Ed.)/B.A(Ed.); NCE+B.Ed./B.Sc. (Ed.)/B.A(Ed.) and B.Ed./B.Sc. (Ed.)/B.A(Ed.) in terms of analytical, design, development and evaluation skills. This finding agreed with Lawless and Pellegrino (2007) who found that teachers' academic qualification has no significant influence on how well learning tasks are diagnosed by higher certificated and minimally certificated teachers. Potter (2006) in a study reported no significant difference in the lesson plan knowledge of highly qualified teachers and lowly qualified teachers. This result corroborates the study by Plair (2008) who reported that all teachers who have qualifications in teacher education possessed required skills in analyzing pupils' characteristics, content sequencing, instructional material development and the use of assessment in teaching.

Finding also revealed significant difference among teachers with GrdII+ NCE+B.Ed./B.Sc.(Ed.)/B.A(Ed.); NCE+B.Ed./B.Sc.(Ed.)/B.A(Ed.) and B.Ed./B.Sc.(Ed.)/B.A(Ed.) in terms of implementation skills. This result supported the study of Cecilia (2007) where in an observation of teachers in technology enriched classroom, it was found out those teachers with higher teaching qualifications displayed expertise in using all types of technologies and strategies in the classroom than teachers with minimal qualifications. This result is also supported by

Botturi (2003) who reported that teachers with minimal qualification but with a rich packaged curriculum on integration of pedagogy and technology significantly display sufficient skills in implementation than teachers with higher qualification in teaching with poor teacher education curriculum package.

Finding also show no significant difference among teachers with GrdII+NCE+B.Ed./B.Sc.(Ed.)/B.A(Ed.); NCE+B.Ed./B.Sc. (Ed.)/B.A(Ed.) and B.Ed./B.Sc.(Ed.)/B.A(Ed.) in terms of evaluation skills. This result agreed with the survey study of McKinney, Chappell, Berry and Hickman (2009) which reported that all teachers with basic teaching qualification responded that they were able to use formative evaluation adequately in the classroom.

10. Conclusions

This study investigated the instructional skills of the in-service secondary schools teachers in southwest, Nigeria. The purpose was to investigate the level to which they possess analytical, design, development, implementation and evaluation skills so as to provide empirical support for decision to review policies on skill training of teachers. The findings of the study revealed that majority of the sampled teachers highly possessed instructional skills. The study primarily revealed that the quality of instructional skills provided by teacher education programmes seems to be sufficient to offer the 21st century skills needed by the Nigerian students.

11. Recommendations

Based on the findings of this study, the following recommendations are made:

- A policy of mentor-mentee relationship should be put in place by government whereby a newly employed teacher would be placed under the supervision of an experienced teacher for a period of one year in order to understudy the teacher to whom he has been assigned and gradually assumes the responsibility of teaching. The reason for this is that even though there was no significant difference in the skills possessed by them, experienced teachers were found to have higher mean score than less experienced teachers.
- The teacher education programmes should be reviewed in Nigeria. In all faculties of education, course in educational technology should be increased to two and emphasis placed on acquisition of instructional skills in the design of the courses. The reason for this recommendation is that it was found that teachers with only B.Ed/B.Sc(Ed)/B.A(Ed) Degree have lowest mean score when compared with other qualifications and this result might be attributed to only one course the students offered in Educational Technology at the degree level only.

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Adolescent and Teachers Classroom Interactions

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Abstract. The task of this paper is to x-rayed adolescents and Teacher Classroom interactions. The researcher tried to define adolescence, adolescent, and teacher. The concept of reward and punishment as a tool to effective adolescents and teacher classroom interactions was discussed. The researcher also reviewed an article titled ‘‘Teacher-Student interactions: The key to quality classrooms”. And finally, some educational implications were highlighted.

Keywords: Adolescents, Teachers, Classroom Interactions.

1. Introduction

Adolescence is the transitional stage of development between childhood and adulthood during which the child experiences a variety of biological changes and encounters a number of emotional issues. According to the World Health Organization (WHO), adolescence covers the period of life between 10 and 20 years of age (Wikipedia (2008).

Stanley Hall denoted this period as that of “storm and stress” and according to him, conflict at this stage is normal and not unusual (Morgan, King, Weisz and Schopler, 2006). Margaret Mead, on the other hand attributed the behaviour of the adolescents to their cultures and upbringing, Chauhan (2007).

According to Anyakoha, (2015) an adolescent is the individual that is passing through the adolescence period. Adolescence period can be a turbulent as well as a dynamic period of one's life. It has been identified as a period in which young people develop abstract thinking abilities, become more aware of their sexuality, develop clear sense of identity and increase their independence from parents, Aggarwal (2007).

Mangal, (2007) stated that developmental psychologists have placed adolescence in various stages of human development. Sigmund Freud saw it as the “genital stage” of psychosexual development where the individual recaptures the sexual awareness of infancy. Jean Piaget focused on cognitive development, seeing adolescence as the “formal operative stage” where the young person develops the ability to think abstract and draw conclusion from information available. Erick Erikson’s theory of psychosocial development identified the identity crisis as central to the notion of adolescence. Mallum, Haggai and Ajaegbu (2004) divided adolescence period in three stages or phases. These include:

The prepubertal or early adolescence period: This period is characterized by changes in physical, social and psychological development. The period is also marked to growth in height and size. At this stage girls are taller than boys.

The Mid-Adolescence: The adolescent at this stage is pre-occupied with considerable increase interest in sexual exploration, rebellion against constituted authorities like the parents, school and community rules and regulations. They are also involved in conformity with peer groups.

Late Adolescence: This stage or phase marks a turning point in the adolescents' life towards adulthood responsibilities such as career, marriage, and parenthood. This stage also marks the beginning of sense of identity. The adolescents at this stage need greater attention and assistance from both teachers and parents' in-order to achieve normal transition from childhood to adulthood.

The adolescents during the adolescence period experience changes physically, mentally, socially as well as emotionally. Therefore, parents and teachers should assist the adolescents to undergo these changes with ease, Mangal, (2002).

Teacher, according to National Teachers Institute (NTI) (2016) is a person who imparts knowledge or skills to other about a subject. The teacher guide learning by motivating the learners to set goals and how to attain the goals. It went on to state that teachers are the most vital factor in the implementation of educational policies and that their quality and commitment to duty determines the effectiveness of any educational system.

Marzano, (2015) maintained that teachers' actions in the classroom have a great impact on the students' performance. He also relates that one of the most important duties of the teacher is managing and interacting effectively with learners in the teaching/learning process

Teachers who approach classroom management and interaction as a process of maintaining effective learning environment tend to be more successful than those who place emphasis on their roles as authority figure or disciplinarians (Broply, (2010). Research has shown that the key to successful classroom management and interaction depend on successful instruction as well as the teacher's ability to maximize the time students spend in academic activities and minimizing the time the students spend doing nothing, because of the wise saying that an ideal mind is a devil mind, Broply, (2010).

2. Techniques for Adolescents and Teacher Classroom Interaction

The success or failure of classroom teacher depends largely on how he/she administers the concepts of reward and punishment in his dealing with the students. Therefore, it is important for a teacher to know when and how to apply the two concepts in order to get desired behaviour more especially in dealing with the adolescents, because what motivates children may not motivate adolescents and the punishment that may scare children may not scare adolescents. Therefore, the adolescents require special treatment from the teacher in order to have a successful interaction in the classroom; Adeyemo, (2013).

The concept of reward as it is used in schools refers to compensation offered by the school authority, teacher or any authorized person or groups of persons to a student or group of students for performance of a given tasks, good conuct or for merit while, punishment is a social disapproval of an undesirable act resulting in personal discomfort or pain inflicted to the offender. Bello, (2014).

In normal classroom situation teachers used reward to encourage students to work harder. Reward takes various forms and is equally used to facilitates and encourage positive response from students in the class. Reward include giving prizes to deserving students, token reinforcement, praise, award of marks, promotions, materials like cash gift, exercise books or any other gift presented to deserving students in recognition of their meritorious service or performance in their class work or in sports. Dada (1969). Reward and punishment are two forms of extrinsic motivation used in school to encourage positive behaviour and discourage negative behaviour. For, reward and punishment to be effective, the teacher need to make judicious use of both to get desired behaviour. The teacher should weigh the strength and weakness of reward and punishment to understand „which is more effective in a given situation. Sogbesan, (2016)

The teacher's understanding of the concept of individual differences is very important in adolescents and teacher classroom interaction. Some noticeable differences among the adolescents of the same age group of male and female are physical, mental, emotional, temperamental as well as sex differences. Thus, the teacher bears in mind these differences

before preparing for his lesson. If this is properly taken care of by the teacher, then adolescents and teacher classroom interaction is bound to be successful. Ugwegbu, (2015).

For the teacher to interact very well with the adolescents in the classroom, he/she must understand the developmental characteristics of the adolescents. This will give him/her the upper hand in interacting with the adolescents in the classroom. Nwachuku, (2015).

According to Wall, (2016) adolescents social interest, social interactions and socioeconomic condition will be of great help in organizing activities to teacher's appraisal of foster socialization. This could be done through organizing group work, quiz, debate and many group activities in the classroom.

Oladele, (2016) was of the view that extra-curricula activities such as games, clubs and societies, like drama club, social club, current affairs club, press club, and field trip as well as use of resource person will go along way in making adolescents and teacher classroom interaction more interesting.

3. Teacher-Student Interaction: The Key to Quality Classrooms

Muntner, (2008) in an article titled "Teacher-Student Interactions: The Key to Quality Classrooms" relates that every day, teachers make countless real-time decisions and facilitate dozens of interactions between themselves and their students. According to her a programme known as "The Classroom Assessment Scoring System (CLASS)" was developed at the University of Virginia's Center for Advanced Study of Teaching and Learning. This programme (CLASS) helps educators to view classrooms through a common lens and provide support for improving the quality of teacher-student interactions and ultimately students learning.

The (CLASS) describes ten dimensions of teaching that are linked to students achievement and social development. The ten dimensions were divided into three broad categories: emotional support, classroom organization, and instructional support.

Emotional support - refers to the ways teachers help learners to develop warm, supportive relationships, experience enjoyment and excitement about learning, feel comfortable in the classroom and experience appropriate level of autonomy or independence. These include:

Positive school climate - This relates to the emotional connection that teachers have with students as well as the nature of peer interactions.

Negative school climate - it is the level of expressed negativity such as anger hostility or aggression exhibited by teachers and students in the classroom.

Teacher sensitivity - This refers to teachers' responsiveness to students' academic and emotional needs.

Regard for student perspectives - This is the degree to which teachers' interactions with students and classroom activities place on emphasis on students interests, motivations and points of view.

Classroom organization - Refers to the ways teachers help learners to develop skills to regulate their own behaviour, get the most out of each school day and maintain interest in learning. This includes:

Behaviour Management - Refers to how well teachers monitor, prevent, and redirect misbehaviour among learners.

Productivity - relates to how well the classroom runs with respect to routines, how well students understand the routines, and the degree to which teachers provide activities so that maximum time can be spent in learning activities.

Instructional learning formats - This refers to how teachers engage students in activities and facilitate activities so that learning opportunities are maximized.

Instructional support - refers to the ways in which teachers effectively support students' cognitive development and language growth. This includes:

Concept development - This refers to how teachers use instructional discussions and activities to promote students higher order thinking skills and cognition in contrast to a focus on note learning:

Quality of feedback - It relates to how teachers expand participation and learning through feedback to students.

Language modeling - it is the extent to which teachers stimulate, facilitate, and encourage students language use by becoming a model to the students.

Although, this study was carried out in the United States of America (U.S.A.), but if it is implemented in Nigeria will go along way in improving teacher-student interactions more especially adolescents and teachers classroom interactions.

4. Educational Implications

Teachers, as much as possible should expose adolescents to rich experiences. This will enable them to see challenging situations. For example adolescents would like to watch a court proceeding instead of a lecture on the concept of justice.

Guided discovery methods should be used for teaching adolescents classes. The teacher could guide the adolescents class for a project aimed at solving community based problems such as water problem, road problem, medical problem etc. Through these types of projects the adolescents thinking ability as well as social interactions can be developed.

Teachers should help to change any negative attitudes parents have about adolescents. Also proper environment should be provided to adolescents for expression of their pent up feelings.

Teachers should let parents know about the usefulness of using members of adolescent's peer group to build good relationships. In school, peer influence can be maintained through the creation of avenues for performing group activities such as games, club activities, excursions etc.

The teacher has a role to play in the physical development of the adolescents. Along with parents, the teacher observes the physical progress or changes in the adolescent. He/she in turn advises parents and school authorities on the need for good health, good food and exercise that aimed at good physical fitness. Morality is an essential requirement for human coexistence, life will be meaningless and disorganized without it.

Morality makes possible for rich and poor to live together. Therefore, the teacher should help the adolescent in achieving moral behaviour by teaching moral lessons and advising parents on moral development of their children.

Another important role of the teacher is the emotional development of the adolescent. This achieved by encouraging positive response to both pleasant and unpleasant situations.

5. Conclusion

The success and failure of the teacher does not depend on his/her qualities alone but to extent largely on how he/she administers the concepts of reward and punishment (motivation) in dealing with the learners. Therefore, it is important to note that Teachers should understand the learners characteristics, mere especially the adolescents and know when and how to use schedule of reinforcement in order to improve adolescents and teacher interaction both in the classroom and the school community in general.

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The Development of a Sex Role Orientation Instrument in Nigeria

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Abstract. Much research on sex role orientation has been carried out in the developed nations of the world. This has generated varied instruments to measure sex role orientation, taking into cognisance a given societal culture, mores and values on sex roles. However, in Nigeria, research works on sex roles, especially, an acceptable instrument to measure sex role orientation in Nigeria is yet to be developed. The present instrument was designed to be gap filling in this area.

1. Introduction

In every society, different roles are assigned to male and females. And different characteristics are found to be acceptable on the male-female polar. At recent time, there has been the argument that the traditional perception of maleness and femaleness is in a state of flux. Thus, there has been varied attention on measuring this, especially in the developed nations of the world. Even in developing nations of the world, this has become a major focus of research. However, in Nigeria, much still needs to be done in this area.

2. The Concept of Gender Behavioural Flexibility

The first Masculinity (M) – Femininity (F) test was that of Terman and Miles (1936, cited in Lenny, 1991). Prior to the early 1970s, test on sex roles were built upon the assumption that masculinity and femininity were polar opposites, having a necessary inverse relationship within the individual (Lenny, 1991), O'Leary, 1977). There were however questions as to the efficacy of such assumptions.

The first person to put forward an alternative conceptualization was Sandra Bem. She brought forward the concept of an androgynous individual as she called it: an individual who does not rely on gender as a cognitive organizing principle and whose personality therefore combined both masculine and feminine elements; a sort of blended personality (Bem, 1984).

The term androgyny is said to have been coined from the Greek word "andro" meaning male and "gyne" meaning female. Bem started her research on androgyny in 1971, and then came the development of the Bem Sex Role Inventory (Bem, 1972, 1974). In 1973, Jeanne Block published an insightful article on androgyny in the American Psychologist based on her research (Block, 1973). In the same year, Constantinople presented a comprehensive critique of masculinity and femininity constructs and its tests. It was concluded that the existing tests on M - F were inadequate for various reasons.

First, Constantinople (1973) revealed that there was enough evidence for separate M - F suspensions to warrant questioning the bipolarity assumption and secondly, M - F it was believed, assumed multi-dimensional rather than uni-dimensional. Since then, sex role inventories purporting to measure psychological androgyny have been developed. Examples abound:

- Bem Sex Role Inventory (BSRI) developed by Sandra Bem in 1972, 1974.
- The Personal Attributes Questionnaire (PAQ) by Sponcon, Hermoich and Stapp (1974, 1975).
- The personality research form ANDRO scale, often referred to as PRF Andro, by Bernins, and Wetter (1978) cited in Lenny, 1991.
- The Adjective check list (ACL) M and F scales by Heilbrun, (1976).)
- The M and F scales developed by Baucom (1976 cited in Lenny, 1991 and
- The Sex Role Behaviour scale (RBS) by Orlofsky (1977).

3. Bem Sex Role Inventory (BSRI)

Bem (1974) constructed the Bem Sex Role Inventory (BSRI) as a compromised of a masculinity scale, and a femininity scale, each of which contains 20 characteristics, selected on the basis of gender-typed social desirability. There were 20 regarded as "neutral filler". Subjects indicated the extent to which each of the 60 items reflected them on a 7 point scale, ranging from "almost never or never true of me" to "always says true of me".

BSRI is a self-administered 60 item questionnaire scale was intended to contain positive traits widely believed to be part of the culture's masculinity and femininity. She therefore started by compiling a list of 200 personality traits that seemed positively valued and stereotypically masculine or feminine, and 200 others that seemed neither masculine nor feminine of these while half seemed varied. To start off, over 400 items were presented to two samples of Stanford University undergraduates and 20 females at one time and 30 males and 30 females at another time. In each , the subjects rated each trait in terms of its sex-typed social desirability , examples of items include - In American society, how desirable is it for a man to be assertive? and - how desirable is it for a woman to be assertive?

Bem was to later condense the BSRI 60 items to a shorter format made up 0f 30 items. To be gender-typed, the individual has to be only those attributes that characterise one's gender and reject those of the other gender.

Different methods are often used to determine androgyny. The most common is as follows:

- Androgyny is sometimes expressed as relatively high absolute M and F score.
- Androgyny expressed as relatively balanced M and F score or
- Androgyny as a combination of A and B above (Lenny, 1991).
- To determine the instrument's reliability, Bem (1974) used the test retest method and the high reliability over a 4-week interval among 28 male and 28 female Stanford undergraduates

4. The Development of a Sex Role Orientation in Nigeria.

The most used sex role instrument in the world is the Bem Sex Role Instrument. It was used by a Nigerian, Famojuro (1986), on a group of Nigerians abroad. However, it must be noted that Bem used a set of American values to develop her instrument and she had at the back of her mind, American social and gender values in the development of the instruments.

The present writer believed that there ought to be a sex role instrument to take into cognisance, the Nigerian setting and values. This led to the Sex Role Orientation Instrument (SROI) development. The first step was the pilot study. Opinions were sampled as the behavioural traits and characteristics that are perceived to be most desirable for males and females within the Nigerian society. Selected twenty (ten males and ten males) adults within the metropolis were also interviewed. The individuals involved were mainly Civil Servants and Lecturers of University of Ilorin, Ilorin. Based on these opinions and facts, coupled with what the review

of pertinent literature had revealed, an eighty item questionnaire was constructed. This questionnaire was given to a randomly selected forty adults at the University of Ilorin. This was to further assess how desirable the generated items were to each within the Nigeria society.

The questionnaire required the respondents to indicate how desirable each trait on the questionnaire was to be respondent(s) sex in the Nigeria society. The questionnaire was on a same point scale; extremely desirable (7), most desirable (6), desirable (5), not more desirable, undesirable to both males and females (4), undesirable (3), most undesirable (2) and extreme undesirable.

The questionnaire were scored, while the factor loading Matrix was then applied on the responses to pull out the fifteen most weighted traits by the males and fifteen for the females were pulled to make up the thirty items on the sex role orientation instrument (SROI).

5. Reliability

Reliability can be perceived as the level of internal consistency or stability of a measuring instrument over a period of time, it is the extent of precision of measurement. Further, it is usually expressed as reliability coefficient which reflects the extent to which a test is free from error variance. The test retest method, was adopted for use. The interval for the retest was five weeks.

For the (SROI), the reliability coefficient was obtained using the Pearson product moment method of correlation which produced a coefficient of 0.80. This was significant at the 0.01 probability level. The investigator considered this to be high enough for use.

6. Validity

The construct validity is established when a psychological concept is tested out and the instrument measures this concept. The construct validity was established by varied procedures .

The concurrent validity was determined by using a parallel instrument, the Bem Sex Role Inventory, and using the Pearson moment correlation, this was determined at 0.72. This was significant at the 0.05 probability level.

7. Scoring Scheme of the Instrument

To classify the respondents into either feminine or androgynous group (on the basis of sex orientation) self-description on the thirty items of the SROI were scored and calculated. The scoring procedure adopted was to score responses to the androgynous orientation items on a five-point Likert-type scale of 1 - 5, i.e from “highly untrue of me” to highly true to me” as it is on the instrument.

For the feminine orientation items, the same scoring procedure was adopted but in this instance, the scoring was reversed (i.e 5-1) for similar responses. Thereafter, high total scores on the fifteen items would indicate androgyny while low total scores would indicate femininity. Fifteen items i.e, items 3,4,7,10,11,13,15,17,22,24,25,27,28,29, and 30 on the SROI were treated as the feminine orientation items while the other fifteen items on the instrument were regarded as the androgynous orientation items

Thereafter, the total scores were calculated for each respondent. Those who had scores of 90 were regarded as “indeterminate” since the score represents an average of 3 (for undecided) on each of the thirty items. Those whose total scores fell below 90 were regarded as “feminine” and those who had total scores above 90 were regarded as “androgynous”.

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Part Six

Enterprenueship and Business Studies

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Indigenous Education versus Occupational Skills Acquisition for Sustainable Development: The Igbo Example

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Abstract. In southeastern part of Nigeria, the Igbo people emerged as the most entrepreneurial and skillful group who travelled to various parts of Nigeria and in many cases migrated to other parts of the globe for settlement. In recent years, the rate with which globalization and changes in technology affects the way people work and socialize remains amazing, if conscious effort is not targeted towards preserving national heritage for improved economy, certain skills which our forefathers proudly transferred will gradually become extinct. This paper examined the use of indigenous education for enhancing the younger generations' acquisition and development of occupational skills for improved economy especially in the globalized and technology driven era. It also discusses the challenges for effective occupational development towards transferring and preservation of the cultural heritage of the Igbo people of Anambra State (southeastern part) of Nigeria. Purposive sampling technique was used to select 100 entrepreneurs craftsmen (respondents) from seven different occupational and popular skills of the Igbo people namely – Palmwine tapping, Weaving of both brooms and baskets, Fishery, Blacksmithing, Animal rearing, Farming and Woodcarving. The population of the study comprises different artisans from different popular occupational skills of Anambra State (the Igbo people) randomly selected from the twenty-one local government areas of the State. Data was collected using Questionnaires and Observation techniques. Descriptive statistics was used to analyze data collected. The study found that many challenges are facing the development of occupational skills for sustainable development and improved economy among the artisans; and that the younger generations no longer appreciate and value them as means of livelihood due to migration and urbanization which are inevitable situations in the globalized era. Suggestions and recommendations are made on how to improve those occupational skills so that the younger generations will be motivated to take them, for improved economy

Keywords: The Igbo people; traditional occupational skills; globalization; sustainable development and economic growth; cultural heritage

1. Introduction

Education involves the inculcation of knowledge, skills, values and abilities, leading to the development of mental powers, the right attitudes to life and living as exemplified in human characters as well as skills to eke out a living and contribute to the growth and development of one's community and nation (Gbenedion, 2012). This entails that education is core to whatever we want to do as a nation. Education remains one of the most viable and sustainable ways of developing human capital.

The education we give to our youths should be the type that will enable them to make good use of not only their brains, but also their skills. However, in the formal education setting much of the training given is theoretical, producing generalists and theoreticians and clearly preparing recipients for white collar jobs. This will never lead to good turn-around of the nation and its economy.

The secondary school curriculum in Nigeria, for a long time has been criticized for its insensitivity to the dynamic expenses and contemporary life of the society. Poverty, unemployment, change of jobs and loss of employment has become common occurrence. Nigeria inherited its formal educational system from colonial government which prepares students for employment. Securing a government or private sector paid employment remains an index of measuring success. Yet in all developed economies, education for self reliance has taken the centre stage and is recognized as the driver of economic growth and competitiveness in the labour market (European Commission 2004; Schaider, Kailer and Feldbauer – Durst Mueller, 2005).

In the traditional African society, education was purely informal and given for skill acquisition using indigenous education. The purpose was to equip the individual with marketable skills for wealth creation. Every individual was trained and empowered to create wealth. Rote memorization and accumulation of scientific facts no doubt, have failed us in terms of sustainable development (Osuafor, Okeke, and Nnorom, 2012).

With the current global dispensation and economics recession, it becomes imperative for the nation to have a re-think on the way of empowering the youths for sustainable development through indigenous education and occupational acquisition skills. This paper examines the strategies for enhancing the occupational development and youth empowerment for sustainable development and the factors that pose challenges to effective transferring of the occupational skills for sustainable development and ultimately for preservation of cultural heritage among the people of Anambra State, Nigeria.

2. Statement of Problem

In today's world where hands on education, entrepreneurship and technology education are seen to be imperative for national development, education so far given to Nigerians is ill-suited for such development and progression. The education given being largely theoretical has created more problem than it has solved. Some of the problems include lack of saleable skills and the consequent unemployment among the youths, high rate of crime, the total disrespect for our value system etc. (Gbenedion op.cit). Given the above scenario, one can rightly say that our education has been largely defective and unsound. It would naturally be unable to form the bedrock for community and national economic development unless educational system can fashion innovative curricular to reverse this trend. The Anambra people of the Southeastern are mainly craftsman by nature but the younger generations are not equipped with the desired skills needed to be successful in the industry especially in this globalized era (Aina, 2000). However, if conscious effort is not targeted towards preserving their occupational heritage, certain skills which their forefathers proudly transferred to them will gradually become extinct. This paper therefore examines the challenges of indigenous education versus occupational skill developments for youth empowerment and sustainable development among the entrepreneurs of the popular craftsmanship in Anambra State, Nigeria.

3. Purpose of the Study

The purpose of this study is to:

- Determine the extent which the younger generations of Anambra State aspire to learn occupational skills in the informal setting for economic growth and sustainable development.
- Find out the challenges facing the artisans/craftsmen in transferring/teaching their younger generations their occupational skills in

the informal setting for sustainable development.

4. Research Questions

This study was directed by the following research questions:

- To what extent do younger generations aspire to learn occupational skills in the informal setting for sustainable development?
- What are the challenges of artisans/craftsmen in teaching the younger generations their occupational skills in the informal setting?

5. Literature Review

It is important to note that youths comprise nearly 30% of the world population. Hence, the involvement of today's youths in environment and development decision-making and in the implementation of programmes is critical for long term success in any country's plan for sustainable development (Gbenedion, op. cit).Youth empowerment is an attitudinal, structural and cultural process whereby young people gain the ability, authority, and agency to make decisions and implement change in their own lives and the lives of other people. It is often referred to as a gateway to intergenerational equity, civic engagement and democracy building.

Sustainable development was defined by Adebola (2007) as the kind of development that can be initiated and managed properly in such a way as to give attention to continuity and presentation as people explore an explicit available resources. Okeke (2009) also posited that for development to be sustainable there must be human development and also training in human resources development should be geared towards giving an individual necessary skill to become an entrepreneur. These entrepreneurs are believed to be using informal education and thereby are not adequately developing the work skills needed in the industry. In essence craftsmen need to be more creative and social in the work place (Brown, 2003). The continual decline in the number of youths taking up the craftsmanship job and its consequential continuous unemployment of the youths is a major source of worry to the concerned stakeholders. Okoro (2001) observed that there are large number of unemployed youths either roaming the street or engage in okada riding business. The underlying factor of these unemployment problems is assembled as the inappropriate training/teaching skills and languages of instruction that would motivate the youths to take up these artisan works.

6. Strategies for Enhancing Occupational Skills Acquisition

The Federal Republic of Nigeria (FRN, 2004) through its National Policy on Education requires primary school pupils to acquire manipulative skills through some planned practical work taught by the teachers or through resource persons from the town where the school is located. At the secondary school level, effective teaching through practical work is also emphasized. But despite the provisions, only the theory -accumulation of facts – is still being emphasized by the teachers (Olorukooba, 2007). Okeke (2002) opined that by adopting the life-long education as the nation's education, policies, the National Policy on Education ensures that:

> *Each individual in society should have the opportunity*
> *of getting any type of training he wants at any time not just*
> *deny school period … and that there should be a link*
> *between the school and the community and the home,*
> *that formal school learners should be related to*
> *community realities(2004).*

Okeke (op. cit) therefore added that community-based curriculum and informal education should be encouraged whereby the teacher serves as a guide and the home and other societal agents should be seen as the resource for the school. This emphasizes the need for school activities to relate to the immediate communities and environments of the children to encourage

transfer and application of what is learnt in the school to everyday life.

7. Methodology

7.1 Research Design

The study adopted a descriptive survey research design. This method was deemed the most appropriate design for this study because it involves selecting chosen samples from a large population to discover the relative incidence distribution and interrelations of some important variables.

7.2 Population and Sampling Techniques

The study was carried out in the 21 local government areas of Anambra State of Nigeria. Purposive random sampling was used for the study. The local governments were divided according to the geographical locations and the type of craftsmanship popularly known in those areas (i.e. what they are known for). Seven types of craftsmanship namely: Palmwine tapping, Weaving of broom and baskets, Fishery, Blacksmithing, Animal rearing, Farming and Woodcarving were selected in the areas where they are popularly known for. Then twenty occupational artisans were chosen at random from the popularly known occupational skills in such areas.

7.3 Instrumentation

Questionnaire and observation techniques were used to elicit information from the samples. Some of the artisans cannot write and as such the questionnaire was read out to them and the researchers with their assistants marked/ticked the questionnaire options on behalf of the respondents. The administration of questionnaire took four weeks. The instrument was designed based on the purpose of the study.

7.4 Validation of the Instrument

The content and face validity of the questionnaire were established by the experts in the vocational education of the University of Lagos. The reliability of the instrument was established using Cronbach – Alpha method.
Pilot study was conducted using 40 occupational craftsmen who are not part of the main study. This was to ensure that the instrument was valid for the study. Data collected and analyzed yielded a reliability coefficient (internal consistency estimate of the items) of 0.86. The research questions were answered after analysis using percentage.

8. Data Analysis

The data were analyzed with descriptive statistics involving the use of frequency counts and percentages.

Results

Table 1:- The extent occupational skills would inspire younger generations to learn it for in the informal setting for sustainable development

S/N	ITEMS	YES	%	NO	%
1	My occupational job skills will help the youths to achieve economic progress	90	90	10	10
2	My occupational job skills will give the youths opportunity to articulate their ideas and vision for successful living	70	70	30	30
3	Craftsmanship has the ability to be identified by the government so as to attract youths in the industry	100	100	0	0
4	Occupational skills needs of the youth will be empowered through indigenous education for sustainable development	100	100	0	0
5	Craftsmanship should be part of the formal school system	90	90	10	10
6	I would recommend my child /ward to learn this craft/job for sustainable development and employment purposes	80	80	20	20
7	This job has been sustaining me	90	90	10	10
8	Do you want this job/craft to continue after you.	90	90	10	10

Concerning the extent the youths would aspire to learn the craftsmanship, 90% of the respondents agreed that their occupational skills would help the youths to achieve economic progress. While only ten percent disagreed with the statement. All the sampled population agreed that their craftsmanship have all the abilities and potentials to be identified by the government which will in turn help to attract the youths in the industry. Also, 70% of the sampled population agreed that their occupational job skills would give the youths opportunity to articulate their youthful ideas and visions for successful living if they embarked on these jobs, while 30% of the population rejected the statement. All the respondents agreed that occupational skills needed by the youths will be empowered through indigenous education for sustainable development.

Ninety percent of the sampled population opined that craftsmanship should be part of the formal education system while 10% disputed to that statement. Eighty percent of the sampled population opined that they would recommend their occupational job skills to their child/ward, while only twenty percent objected to the statement. Ninety percent of the sampled population agreed that their craftsmanship sustained them and they would like them to continue after them. The remaining ten percent objected to the two statements respectively.

Table 2- Challenges of artisans/craftsmen in teaching the younger generations their occupational skills in the informal setting

S/N	ITEMS	YES	%	NO	%
1	Language of instruction poses a challenge for the youths to come into craftsmanship	30	30	70	70
2	Traditional tools and equipment pose a big challenge to the craftsmanship industry	50	50	50	50
3	Globalization and urbanization has influence on the way youths perceive this occupation.	70	70	30	30
4	Many youths aspire to learn /join craftsmanship	20	20	80	80

Concerning the challenges of artisans/craftsmen in teaching the younger generations their occupational skills in the informal setting, table 2 depicts that only 30% of the respondents agreed that language of instruction is influencing the youths' aspirations to enter into the craftsmanship/ their traditional occupational skills. While the greater number of 70% objected to the statement. Seventy percent opined that globalization and urbanization have influenced the perceptions of the youths concerning their traditional occupational skills, while 30% of the population objected to the statement. Half of the respondents agreed that the use traditional tools in the industry pose a conspicuous challenge, while the remaining half objected to that. Lastly, concerning the extent the youths are aspiring to enter into craftsmanship, 20% opined that youths are willing to take up the craftsmanship, while the greater number of 80% opined that youths are not willing to join the craftsmanship industry.

9. Discussion of Findings

According to (European Commission 2004) and Schaider, Kailer & Feldbauer – Durst Mueller,(2005), education for self reliance is very imperative and is recognized as the driver of economic growth and competitiveness in the labour market. This is in congruence with this study since 90% of the respondents agreed that their occupational skills would help the youths to achieve economic progress. While 70% of the sampled population agreed that their occupational job skills would give the youths opportunity to articulate their youthful ideas and visions for successful living if they embarked on these jobs.

Community-based curriculum and informal education should be encouraged whereby the teacher serves as a guide and the home and other societal agents should be seen as the resource for the school (Okeke, 2009). This emphasizes the need for school activities to relate to the immediate communities and environments of the children to encourage transfer and application of what is learnt in the school to everyday life. This is in agreement with this study because the respondents opined that craftsmanship should be part of formal education system. Again, if it becomes part of the formal education system, the issue of language of instruction posing as a

challenge should be ameliorated. Ninety percent of the sampled population attested that their occupational job skills have been sustaining them. This showed that the involvement of youths would be beneficial. It concurs with the Gbenedion(2012) that the involvement of the youths in community development, decision-making and in the implementation of programmes is critical for long term success in any community and country's plan for sustainable development. Thus, the development of the individual to be self- sufficient in a trade is as well of great importance especially in these days of increased unemployment (Cyril, 2010).Finally, this study agreed with the Federal Republic of Nigeria (2004) that it is very important to train craft-men who will be enterprising and self- reliant so as to improve sustainable development and ultimately to sustain the survival of indigenous cultural heritage.

10. Recommendations

For Indigenous Peoples:

They should enhance efforts to utilize indigenous technologies over modern technologies and to prioritize the continuance of this knowledge transmission between generations.

They should encourage youths to appreciate and pursue traditional occupations, and to be repulsive to the modern technologies and values that have negative impacts on traditional norms and values.

They should take concrete measures to combat the disappearance of indigenous knowledge that leads to the erosion of customary law and governance of natural resources.

For Government and Stakeholders:

They should legally recognize the principles of indigenous economic systems based on sustainability and self-reliance, and allow indigenous communities the freedom to practice and apply these principles.

They should increase funds allocated for conservation and natural resource management projects subject to the consent of indigenous communities as a means of revitalizing the use of indigenous knowledge and technologies, and economic systems that are based on collective social responsibility and reciprocity.

They should provide technical assistance in renewable energy development and other sustainable and environment friendly technologies in enhancing the self-reliance and comprehensive development of indigenous communities.

Ultimately, the government should be involved in educating and creating awareness to the masses using the concerned stakeholders, on the importance of occupational skills acquisition and development especially among the younger generations for economic growth to social provisioning and sustainable development which would serve as an approach to ending global problem.

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Comparative Analysis of Vocational and Technical Education at the Senior Secondary School Level in Nigeria and United Kingdom

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Abstract. This paper is a comparative study of vocational and technical education at the Secondary School Level in Nigeria and United Kingdom. Thus it is interested in comparing this type of education in the two countries. The interest is important because vocational and technical education helps in the socio-economic and political development of individuals and the society. Nigeria is a former colony of Britain. Nigeria professes policy of vocational and technical education in its policy on education. United Kingdom also professes policy of vocational and technical education in its policy on education. Yet while Nigeria has less progress in socio-economic and political development, United Kingdom has great socio-economic and political development. Why are Nigeria and Britain not making about the same level of progress in this context? This is why this study is important. The research method used is comparative analysis with emphasis on Historical approach in Comparative Education Studies. Policies, journals, reports, educational magazines and related official educational websites are used for the content analysis in Historical approach. It was found that Nigerian vocational and technical education at the Secondary School Level achieves less than the education in the United Kingdom. This is because the emphasis on the education in the United Kingdom goes up to the end of Senior Secondary School education. Thus it is recommended that Nigeria pursues free secondary education up to the end of senior secondary school level whereby vocational and technical education would be free up to the end of senior secondary school level.

Keywords: Comparative Education study, Nigeria, United Kingdom, Historical approach, Vocational and Technical Education.

1. Introduction

This study is interested in a comparative analysis of Vocational and Technical Education at the Senior Secondary School Level in Nigeria and United Kingdom. This is because vocational and technical education helps nations in socio-economic and political development. Moreover nations that emphasise vocational and technical education up to the end of Senior Secondary School education largely have more socio-economic and political development in the world than the nations that do not have such emphasis. In addition Nigeria and the United Kingdom have a lot of things in common. Nigeria was a former colony of Britain; it gained independence from Britain in 1960.

Nigeria patterned its education after that of Britain for many years after independence before incorporating the features of American education lately. So it would be expected that if British education, particularly vocational and technical education, could contribute to the development of the United Kingdom, Nigerian education which is derived largely from British

education should also enable remarkable development in Nigeria.

However although British education enables great vocational and technological development in the United Kingdom, the same type of education practised in Nigeria could not achieve the same developmental results. Since education helps in the development of individuals and the society it would be important to find out what the peculiarities of vocational and technological education in the United Kingdom are whereby the vocational and technological education in the United Kingdom enables greater achievement than the vocational and technological education in Nigeria.

Moreover it would be important to find out what the peculiarities of vocational and technical education in Nigeria are whereby the education has less achievement in equipping the recipients with great socio-economic and political abilities in Nigeria. The examination of the peculiarities would provide data about the details and what could be done to improve upon this type of education in Nigeria for greater achievement of individuals and the society. There may also be some aspects of Nigerian education that could be beneficial for certain aspects of educational development of the United Kingdom. All these are expected to be looked into in this study.

Thus this study is a comparative study of education (particularly vocational and technical education) at the secondary school level. It involves the study of Nigeria and the United Kingdom in this context, with particular focus on certain factors of vocational and technical education influencing great achievement of the education in the society.

The factors include:
i. the national policy on education, particularly in the context of:
(a) philosophy and objectives of vocational and technical education at the secondary school level.
(b) curriculum content of vocational and technical education at the secondary school level
(c) administration and funding of vocational and technical education at the secondary school level; and finally
ii. historical, economic, political, and cultural factors that could affect the realistic pursuit of the philosophy, curriculum, administration and funding of the education (i.e. the realistic pursuit of a, b, and c, above).

The historical, economic, political and cultural factors are important because if the philosophy (for instance) is good and the political will of the people to pursue the philosophy realistically is weak the educational achievement would be weak; similarly if the philosophy is good and the political will of the people to pursue the philosophy realistically is strong the educational achievement is likely to be strong and remarkable.

Thus this study would examine the factors listed in (i) a – c above, and (ii) above, for the comparative study of the vocational and technical education at the secondary school level in Nigeria and the United Kingdom. By so doing the peculiarities of this type of education in Nigeria and the United Kingdom can be highlighted, and the levels of educational and societal achievements can be known; finally what can be done to encourage achievement in less achieving society can be recommended.

2. Research Method

The nature of the research indicates comparative study of education in two countries: Nigeria and the United Kingdom. The study focuses on the comparison of vocational and technical education at the Senior Secondary School Level in Nigeria and the United Kingdom. Therefore the research method involves comparative education research method. This would include comparative analysis of the philosophy and objectives, curriculum content, administration and funding of education in Nigeria and the United Kingdom. It would also include analysis of the factors that could affect the realistic pursuit of the philosophy, curriculum, administration and funding of the education in both countries. These factors include: historical, economic, political, and cultural factors.

The research method would help in analysing the relative strength, advantage or value of one country's education over another, with the view to make recommendation for better achievement in the relatively less achieving country.

The research method would feature the use of documents such as reports, policies, journals, educational magazines, reference books, and related data from official websites in the collection of data. These data would be analysed using historical approach in comparative education. Historical approach helps to know the past, in order to understand the present better, and project for better future achievement; by hinting on those factors which may be more useful. The historical approach in comparative education emphasises content analysis as would be found in subsequent sections of this paper.

3. Secondary Education

In Nigeria secondary education is the education students receive immediately after primary education and before tertiary education. In Nigeria it takes place in the last three years of Basic education and in the three years of senior secondary school education. In United Kingdom (UK) it takes place in the three years of Key stage 3, two years of Key stage 4, and optional two years of advanced level.

4. An Examination of the Philosophy and Objectives of Vocational and Technical Education in Nigeria and United Kingdom

According to Nigerian National Open University (NOUN) (2015:8), the philosophy of Technical and Vocational Education is basically to enhance human dignity and enthrone work and labour by making individuals acquire and/or develop enough saleable and employable skills, competencies, attitudes as well as knowledge to enable them gain and maintain basic employment or self-reliance for comfortable living. In Nigeria, vocational and technical education is believed to be:

- an integral part of general education;
- a means of preparing for occupational fields and for effective participation in the world of work;
- an aspect of lifelong learning and a preparation for responsible citizenship;
- an instrument for promoting environmentally sound sustainable development;
- a method of alleviating poverty (FRN, 2004:19; 2013:36, 37).

Vocational and technical education throughout the world has one main aim: producing graduates who would have opportunities of securing jobs that are well-paid for, and or creating employment for themselves by using their acquired skills (Adogpa, 2015:1-5). As part of goals of education in Nigeria, vocational and technical education intends to promote functional education for skill acquisition, job creation and poverty reduction (FRN, 2013:14, 15). The goals of vocational and technical education as stated in the National Policy on Education are as follows (FRN 2013:36)

- To provide trained manpower in the applied sciences, technology and business particularly at craft, advanced craft and technical levels;
- To provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development;
- To give training and impart the necessary skills to individual who shall be self-reliant economically.

The philosophy of vocational and technical education in the United Kingdom is based on the ideology to develop manpower (Agbulu & Olaitan, 2002:8).

The objective of secondary education in the United Kingdom is to:

- develop scientific aptitude;
- expand the vocational skill and achievement in the knowledge of language.

5. Structure

Presently, Nigeria has 1-6-3-3-4 system of education, comprising the basic education years

(1 year of kindergarten, 6 years of primary education, 3 years of junior secondary education), 3 years of senior secondary education and 4 years and above of tertiary education (FRN, 2013:18). Vocational and technical education is structured to be alone, or as part of general education, and is practised according to the following schemes of education.

- Pre-vocational (practised as part of general education at the junior secondary school level);
- Vocational (practised as part of general education at the senior secondary school level);
- Technical colleges (practised alone at the senior secondary school level);
- College of Education (Technical)
- Polytechnic and
- Universities (Odu, 2011:53).

The structure of vocational and technical education is slightly different in the United Kingdom (UK). This is because senior secondary education in the UK covers a period of two years followed by two years of advanced learning. Moreover there is little variation in the system of education in UK as Scotland has one year less in secondary education than Northern Ireland, Wales and England. Besides, the senior secondary school known as Key Stage 4 in Northern Ireland, Wales, England constitute S3 and S4 in Scotland (Understanding the UK education, 2007; Technical vocational education …in UK, 2017).

6. An Examination of the Curriculum of Vocational and Technical Education in Nigeria and United Kingdom

The curriculum of Vocational and Technical education at the senior secondary school level in Nigeria consists of general education, theory and related courses, workshop practice, industrial training / production work, and entrepreneurial training (comprising of thirty eight vocational and technical courses) (FRN, 2013:31-37).

The curriculum of Vocational and Technical education in the United Kingdom, is structured in such a way that both the adult and young adults can fully participate in the education process. However, there is a little distinction between those going on to higher education and those who just want a course and are able to profit by it (Agbulu & Olaitan, 2002:15).

7. An Examination of Administration and Funding of Vocational and Technical Education in Nigeria and United Kingdom

In Nigeria, most vocational and technical education institutions are government establishments from the onset, and are mainly controlled and administered by the government. Only few vocational and technical education institutions are privately owned. The government helps in building and supply of educational facilities: including building of classrooms, laboratories and workshops. It also helps in building and supply of auxiliary facilities such as students' halls, teachers' quarters, recreation and sports facilities. Besides, it provides the expatriates and local staff administrative expenses, students' maintenance allowances, and building maintenance (Agbulu & Olaitan, 2002:39). Secondary level vocational and technical education is controlled by the Ministry of Education. The National Board for Technical Education (NBTE) controls the education in polytechnics and monotechnics. The Federal government also established Industrial Training Fund (ITF) and Petroleum Trust Fund (PTF) to assist in the development of technological education in the country (Offiong, Akpan & Usoro, 2013:152).

The Nigerian government is interested in spending a lot of money on vocational and technical education "…a greater proportion of education expenditure shall continue to be devoted to vocational education at federal and state levels" (FRN, 2004:23). In reality however for many years vocational and technical education has not been receiving the kind of attention it deserves in terms of funding. Nevertheless, the current political dispensation under President Mohammadu Buhari has made robust provision, including working with the private sector and State Governments, to establish and operate model technical and

vocational education institutes (Buhari, 2016:2, 3, 45).

In the United Kingdom there is partnership in the administration of vocational and technical education. This aspect of education is controlled by the Department of Education and Science together with the Local Authorities. There is a partnership system of administration that can be seen in the establishment of industrial training board in 1964 in agreement with technician and business education council in 1973 (Agbulu and Olaitan, 2002:19).

In the United Kingdom, the remuneration and salary of teachers and instructors of vocational and technical education are responsibility of the government while the well-to-do and philanthropists could assist in the provision of facilities and workshops. The parents also contribute to certain extent (Agbulu and Olaitan, 2002:20).

8. An Examination of the Historical, Economic, Political and Cultural Factors that Could Affect the Realistic Pursuit of Vocational and Technical Education in Nigeria and the United Kingdom

8.1 Historical Factors

Daso (2013:12) stated that in Nigeria, western education made Nigeria to have less interest in Nigerian indigenous vocational and technical education. Moreover the government over the years has laid more emphasis on western technology education than on indigenous technology education. This is probably because of the immense contribution of western science and technology to the development of economy and socio-political realities in the world over the years.

However if Nigeria does not pay more attention to its indigenous technology it might not be able to get the good aspects of the technology (which might even sometimes be better than certain western technology) for the development of the socio-economic milieu in Nigeria.

In the United Kingdom, vocational and technical education could be traced back to the 19th century when two religious bodies, the National Society (Church of England) and the British and foreign School society, established some elementary schools for boys and girls where the children were taught various skills in different trades. This system was controlled by teachers and monitors. During the two world wars in the 20th century, soldiers and youth were recruited and trained in various technologies and skills. These factors affected positively vocational and technical education in the United Kingdom. The education proved to be very relevant for socio-economic and political development. It continues to be very relevant up till today.

8.2 Economic Factors

Nigeria has many unemployed graduates, who do not possess relevant employable, and entrepreneurial skills needed in the society for socio-economic and political development. Moreover, Nigeria has remained economically dependent on the economically viable nations like the United States of America, United Kingdom, China, India, Japan, and Germany. Nigerian education therefore needs realistic emphasis on vocational and technological education to get out of the unemployment society to that of gainfully employed society. Various developed nations have witnessed industrial revolution whereby they get their vocational education priorities right. Nigeria needs to be more serious about the relevance of vocational and technological education too, for societal development.

There is low level unemployment in the United Kingdom because the relevant skills taught the students during the secondary school education help them to be vocationally resourceful immediately after the secondary school education.

8.3 Political Factors

Over the years various political dispensations have various emphasis on vocational and technical education in Nigeria. This affects,

usually adversely, the realistic pursuit of vocational and technical education in Nigeria. Consequently the education suffers and so is employment propensity of Nigerian students. So the political leaders need to consistently give vocational and technical education the serious attention that it deserves. In the United Kingdom the situation is largely different because education has traditionally been the main focus of all governments for national development. Moreover governance is done based on the interest of the people. Thus when students leave school they have the propensity to have gainful employment. This helps the development of the individual and the society.

8.4 Cultural Factors

Generally, there is a great influence of foreign culture on Nigerian education (especially British and American cultures) and this makes Nigerian education to de-emphasise Nigerian culture in the vocational and technical education. This is probably because the culture of the developed nations features more in the technological development of the world today. However if Nigeria does not look inward it might not be able to detect what is good in its culture and utilise it for educational and societal development.

As for the United Kingdom its education generally, and its vocational and technical education particularly rank among the best in the world, so its education does not submit unduly to the influence of other peoples' culture. Besides, while Nigerian culture appears to look down on Nigerian indigenous technology, the culture of United Kingdom does not look down on the technology of the citizens of United Kingdom.

9. Conclusion

Vocational and technical education helps in socio-economic and political development of any nation. Therefore, this education needs to be pursued vigorously in Nigeria as it is done in the United Kingdom. The philosophy and objectives need to be carefully implemented and the curriculum content need to be considered with seriousness. Moreover the administration and funding of the education need to reflect great desire by the government and the people to have the students employed after schooling in vocations that would enhance their development and the development of the society. The United Kingdom pursues the education with great vigour and achieves greatly in vocational and technical dimensions. Nigeria can do the same for similar development.

10. Recommendations

Vocational and Technical Education is good for the socio-economic and political development of individuals and the society. So the government and the people of Nigeria should pursue the education at the secondary school level with great vigour for the development of the nation.

The philosophy and objectives of the education in Nigeria appear to be good, so also is the curriculum content. But the administration and the funding are not good enough. So for the students to have robust vocational and technical education, the government and the people have to pursue the administration and funding of the education more seriously in Nigeria. The education should be funded freely up to the end senior secondary school.

Moreover the culture of disregard for indigenous technology should be discontinued, such that good aspects of Nigerian indigenous technology are taught and utilised for socio-economic and political development as it is done in developed nations.

Finally the current political dispensation of President Buhari in Nigeria appears to be interested in the encouragement of vocational and technological education (Buhari, 2016:2, 3, 45). It is recommended that the government continues in this effort and that subsequent governments regard vocational and technical education as a serious matter. The United Kingdom has a great cultural disposition for education and more education. Nigeria can assume the same disposition for great societal development.

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Entrepreneurship Education Teaching Personnel/Classroom Setting and Venture Creation Potential among Nigeria Certificate in Education (NCE) Graduates of Colleges of Education in Kano State Nigeria

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Abstract. The study examined the relationship between entrepreneurship education teaching personnel/classroom setting and venture creation potentials among Nigeria Certificate in Education (NCE) graduates of Colleges of Education in Kano state Nigeria. The design was descriptive and correlational which involved 385 graduates randomly selected. Data were collected using a researcher made questionnaire. Descriptive statistics, Pearson's linear correlation and linear regression analysis were used to analyze the collected data. The findings revealed that the two elements were significantly correlated with venture creation potentials among Nigeria Certificate in Education (NCE) graduates where ($r = .438$, $p = .000$). Regression analysis results also revealed that all the two elements when taken together proved to be significant and positive determinants of venture creation potentials of the graduates with (Adjusted $R^2 = .220$, $F = 46.269$, $p = .000$). However, when considered on an individual basis, the coefficient of classroom setting was found insignificant where ($\beta = 0.028$, $p = 0.664$) hence rejecting the null hypothesis for entrepreneurship education teaching personnel and accepting that of a classroom setting. This led to the conclusion that entrepreneurship education teaching personnel has a strong positive relationship with venture creation potentials among Nigeria Certificate in Education (NCE) graduates of Colleges of Education in Kano state Nigeria. The researcher recommends that the authority concern with entrepreneurship education teaching personnel should encourage and provide more opportunities for the teaching personnel towards capacity building due to their significant effect towards venture creation potential among the graduates.

Keywords: Entrepreneurship education, venture creation, potentials

1. Introduction

Today, more than ever in their history, higher education institutions are being judged by the ways in which they respond to the social and economic needs of a society, that is, how they are facilitating social mobility and wider access to higher education for disadvantaged groups, their actions to enhance graduate employability, their short-and long-term contributions to national economic growth and local development, and the ways in which they are stimulating the birth of new enterprises and innovation in existing firms (Urbano, Toutain, & Wilde, 2014). The explanation made by Urbano et al., indicated that higher education institutions performs numerous function to the community, nation and world at large. In 1938, Dewey argued that the primary purpose of education and schooling is not so much to prepare students to live a useful life, but to teach them how to live pragmatically and immediately in their current environment (Dewey 1938 in Urbano et al.). To Dewey the primary function of

education and school is how well an individual is trained on how to relate to affairs of state.

Entrepreneurial teachers have a passion for teaching. They are inspirational, open-minded and confident, flexible and responsible but also, from time to time, rule breakers. They listen well, can harness and sell ideas and can work student and action- oriented. They are team players and have a good network (Union, 2013). This indicated that as most entrepreneurs move with passion towards accomplishment of their mission so also the recipients of entrepreneurship education knowledge. In an attempt to shade more light the Union further said "they seek to close the gap between education and economy and include external experts in their teaching; focusing on real-life experiences. They always refer to the economic aspect of a topic; and business-related subjects play an important role in their classes across the disciplines". In addition the Union emphasized that they follow a flexible and adaptable study plan and prefer interdisciplinary, project-based learning; using training material rather than textbooks. They put emphasis on group processes and interactions; and understand the class room sometimes as a 'clash room', giving room for diversity a diversity of opinions, answers and solutions and the reflection about the learning process. An entrepreneurial teacher is more of a coach than someone who lectures. They support the individual learning processes of students and the development of personal competences.

2. Literature Review

Education is an essential element of entrepreneurship. Studies showed that students who received entrepreneurship education were not only more likely to be employed but also more likely to start their own companies (Damge, 2016). Entrepreneurs have never been more important to our economies than today. They develop ideas, identify and create new business opportunities. However, entrepreneurs are not only needed to create new businesses, they are needed everywhere as the pace of change continues to require greater creativity, flexibility and innovation in every business. The employers of today expect entrepreneurial people who can adapt well, innovate, collaborate effectively and be problem-solvers (Damge, 2016). Now, if entrepreneurship education is all that important it means the teachers are important as well, because they impart the knowledge as such they cannot give what they don't have therefore, their quality is highly needed.

Entrepreneurship education can play at least three legitimate roles in the development of an entrepreneurial society (Redford, 2006) in (Hofer, Potter, Redford, & Stolt, 2013). These according to Redford in Hofer et al., include first, it can present entrepreneurship to students as a possible career choice as well as acting as a general advocate for the mindset and type of creativity employed in entrepreneurial endeavours. Second, it can assist students in developing the technical and business skill-set essential to having a successful entrepreneurial career. Third, professional educators can assume the responsibility of advancing the body of knowledge associated with the entrepreneurial phenomenon. Their findings should not only be disseminated to students but also to policy-makers and the public at large. Furthermore, when launching a new venture, the entrepreneur can either have a (somewhat) precise venture idea, or a set of competences, skills, resources, and contacts to dwell on. Moving from an either-or situation to a greater coincidence of ideas and competences is what entrepreneurship education programmes aim to achieve (Hofer et al., 2013). In a critical analysis one can easily see the effectiveness of entrepreneurship education towards developing competences, skills, and resources that will eable an individual to turn idea into action. To buttress this, Union (2013) said, entrepreneurship education is more than preparation on how to run a business. It is about how to develop the entrepreneurial attitudes, skills and knowledge which, in short, should enable a student to 'turn ideas into action'. To effectuate this, Union further said, high quality programmes for the continuing professional development of existing teachers are needed to support entrepreneurial teachers, and to make sure that those who did not have the chance to experience entrepreneurship education during

their initial training can catch up with the latest developments. In summary, Union explained that, to assure continuous quality, teachers engaged in entrepreneurial teaching and learning should develop networks, meeting regularly and exchanging experiences, know-how and material.

3. Entrepreneurship Education Teaching Personnel and Venture Creation Potentials

In a report presented by European Commission (2011), it made mention that teachers need to be equipped with the right skills, knowledge and attitudes to be able to provide their students with the new curricula, pedagogies and learning environments that they will need if they are to acquire entrepreneurial competencies (Commission, 2011). This implied that qualified teachers must be the ones to handle entrepreneurship education. Furthermore, to buttress the importance attach to entrepreneurship education teachers the report mentioned that, the development of entrepreneurial mindsets is becoming embedded in policy across Europe. Previous research has shown the essential role that education plays in the development of such mindsets, and in particular the central role that teachers play in this process. It requires nothing less than a sea change in the approach to education, emphasising active learning and the provision of new experiences for students outside of the classroom. For many education systems this represents a fundamental shift away from traditional approaches.

In a study carried out by in (Akpan, 2013) it was found that students were positive in their rating of the relevance of entrepreneurial studies to their learning need for entrepreneurship. It was also found that students agreed that inadequately skilled lecturers, lack of laboratory, conducive classroom for practical work, lack of training materials and textbooks were the operational problems affecting the effective teaching of entrepreneurial studies.

Nwangwu (2007) in (Akpan, 2013) observed that the nation's institutions are experiencing a high death of experts in entrepreneurship education and contended that the task of producing entrepreneurial graduates requires specialists in the field, teachers who have practical orientation in entrepreneurship.

4. Entrepreneurship Education Classroom and Venture Creation Potentials

In a school setting, classroom serves as an avenue where teachers impart knowledge, skill, value and attitude to their learners. But in an entrepreneurship education classroom setting a lot of argument do exist as to whether the course will solely depend in the classroom setting or otherwise. It depends on what exactly we mean by 'entrepreneurship' and in what particular circumstances. For example, can we teach the principles of entrepreneurship in a classroom in the same way that we teach other academic subjects such as medicine or law? (Information, 2015) Proponents will argue that we certainly can, as people can be taught both general business principles and skills alongside the lessons learned from extensive entrepreneurship research into the pitfalls and problems of business (and how to avoid them) (information, 2015).

In a study conducted by Akpan & Etor (2013) they found that the respondents rated large class size generally as the major constraint to effective entrepreneurship education curriculum content delivery. This finding is attributable to population explosion due to increased students' enrolment in universities. This makes it difficult for lecturers to teach entrepreneurial courses effectively and supervise students' work individually. It also affects the method of teaching entrepreneurship education (Akpan & Etor, 2013).

5. Methodology

Using the quantitative approach, descriptive and correlational design were used and data were collected using a self-administered questionnaire (SAQ). The questionnaire comprised three sections. Section A is made up of demographic variables of the respondents. Section B covered

items of entrepreneurship education teaching personnel/classroom setting (independent variable) Five questions were designed for classroom setting while three for teaching personnel. Section C covered items on venture creation potentials (dependent variable) with three elements namely opportunity identification, business start-up and self-employment with five questions each making a total of fifteen (15). The questions in section A were nominal questions with appropriate responses required. The questions in sections B and C were ordinal questions scaled using the four-point Likert scale from a minimum of 1 strongly disagree (SD), 2 disagree (D), 3 agree (A) and 4 strongly agree (SD). The population of the study consists of 10,235 graduates from the 3 respective colleges. For sample size sloven's formulae, $n = \frac{N}{1+N\,(e^2)}$ was used and a sample size of 385 was reached. For sampling strategy, a proportional stratified random sampling technique was used as the second procedure under which the sizes of the samples from the different strata are kept proportional to the sizes of the strata (Kothari & Garg, 2016). Therefore385 sample size was allocated to the three different strata of the colleges of education mathematically below using proportional stratified random sampling. The formula is calculated as follows: Sample size of the strata n $= \frac{Size\ of\ entire\ sample}{Target\ population}$ X 385

Table 1: Target population and sample size

College	Target Population	Sample size
Federal College of Education (Technical) Bichi	3932	148
Federal College of Education Kano	1945	73
Sa'adatu Rimi College of Education Kano	4345	164
Total	10235	385

5.1 Data Management

The data collected were processed by coding all data questionnaires, entering them into the computer using the Statistical Package for Social Sciences (SPSS), summarizing them using frequency tables and editing them to remove errors. To establish validity, face validity, content validity index (CVI) and constructs validity were conducted in the study. The supervisors checked the questionnaire and the interview guide as face validity. Content validity was conducted in the study where the researcher seeks expert opinion on the relevance, wording and clarity of the items in the instrument developed before data was collected, and in line to that 6 experts checked the instrument. For constructs validity, Kaiser-Meyer-Olkin (KMO) Test was used and the results for entrepreneurship education teaching personnel/classroom setting (independent variables) revealed 0.879 and it was interpreted as meritorious, while for venture creation potential the KMO value was 0.654 and interpreted as mediocre (Cerny & Kaiser, 1977). To establish reliability Cronbach's alpha was used and the result shows 0.893 for entrepreneurship education teaching personnel/classroom setting and interpreted as good, while for venture creation potential it was 0.769 interpreted as acceptable (Gliem & Gliem, 2003). The data analysis involved descriptive, correlation and regression analyses.

6. Results and Discussions

Table 2: Demographic characteristics of respondents

Variable	**Frequency**	**Percentage**
Gender		
Male	212	65.8
Female	110	34.2
Total	**322**	**100.0**
Age		
Less than 20	14	4.3
20 – 25	157	48.8
26 – 30	102	31.7
Above 30	49	15.2
Total	**322**	**100.0**
Institution (Graduated from) FCE (T) BICHI	122	37.9
FCE Kano	68	21.1
SRCOE Kano	132	41.0
Total	**322**	**100.0**

Source: Primary data (2016)

Table 2 results indicate that more male respondents were sample to answer the questionnaire with 65.8% as compared to their female counterparts (34.2%). This result is consistent with the gender distribution of students in tertiary institutions, where males still

outnumber female students. This may be attributed due to the fact that, most female students get married on the way before reaching tertiary institutions.

Regarding age, the results indicate that, graduates whose age is below 20 were only 14 (4.3%), those whose age ranges 20 – 25 were 157 (48.8%), those of 26 – 30 were 102 (31.7%) while those above 30 years of age were 49 (15.2%). The results suggest that over 80% of the respondents were between 20 – 30 years. This is consistent with a 9-3-4 system of education currently being used in Nigeria, which takes a minimum of 16 years for someone to finish university and if that person started at four years, he/she must finish normally at 20 years minimum, assuming that he/she did not repeat any class or skip any. Therefore, for a student who passed through the rigour of Nigeria Certificate in Education (NCE) after graduation, his/her age would range from a minimum of 20 – 24 years.

7. Venture Creation Potential

The dependent variable (DV) venture creation potential was a three-dimensional concept and was measured using three elements, namely opportunity identification, business start-up, and self-employment. Each of the three elements was measured using a four-point Likert scale. The response modes for the venture creation potential instrument were 1 = Strongly Disagree, 2 = Disagree, 3 = Agree and 4 = Strongly Agree. To indicate the extent to which respondents rated their venture creation potential, the responses from the 15 question items were summarised using means and standard deviations as indicated in table 3. To interpret the means in table 3 the following mean ranges were used;

Mean range	***Response range***	***Interpretation***
3.26 - 4.00	Strongly agree	Very high potential
2.51 - 3.25	Agree	High potential
1.76 - 2.50	Disagree	Low potential
1.00 - 1.75	Strongly disagree	Very low potential

Table 3: Descriptive statistics on the level of Venture Creation Potential (n=322)

Constructs	**Mean**	**Std. Dev.**	**Interpretation**
Opportunity identification	2.76	.600	High potential
Business start-up	2.87	.620	High potential
Self-employment	2.97	.475	High potential
Overall Mean for Venture Creation Potential	**2.87**	**.438**	High potential

Source: Researcher's computation from field survey data (2017)

Table 3 findings indicate that respondents rated their venture creation potential to be generally high for all aspects of venture creation potential examined in this study (Overall mean = 2.87). Their venture creation potential was rated highest on the aspect of potential for self-employment, with a mean of 2.97 and a standard deviation of 0.475, which is generally, suggesting that responses are not much dispersed and so the mean position is most likely the true position of these respondents. The results suggest that all respondents agreed that they were currently looking for all chances of becoming self-employed, whether they had a job or not, which means there are high chances that many of them will create ventures.

The potential to start up a business was the element rated second out of the three, with an average mean of 2.87, with a standard deviation of 0.620, interpreted as high potential, suggesting that respondents rated themselves as having a high potential to physically start a business.

The results further reveal that the potential to identify a business opportunity was rated lowest among the three aspects used to measure venture creation potential, with an average mean of 2.76 and a standard deviation of 0.600.

Relationship between Entrepreneurship Education Teaching personnel/classroom setting and Venture Creation potential among Nigeria Certificate in Education (NCE) Graduates of Colleges of Education in Kano State Nigeria

To investigate entrepreneurship education teaching personnel/classroom setting, respondents were instructed to rate the extent of the availability as well as the extent to which they were exposed to them. The items measuring the two elements were based on a four-point Likert scale, ranging from 1 = Not Adequate, 2 = Fairly Adequate, 3 = Adequate and 4 = Very Adequate. Results of descriptive analysis on adequacy of these elements are presented in table 4. To interpret the means in table 4 the following mean ranges were used:

Description of Entrepreneurship education teaching personnel/classroom setting

Mean range	***Response range***	***Interpretation***
3.26 - 4.00	Very adequate	Very effective
2.51 - 3.25	Adequate	Effective
1.76 - 2.50	Fairly adequate	Ineffective
1.00 - 1.75	Not adequate	Very ineffective

Table 4: Descriptive statistics of entrepreneurship education Institutional setting (N=322)

Elements	Average mean	Std. deviation	Interpretation
Classroom setting	2.49	.801	Ineffective
Teaching personnel	2.87	.771	Effective
Overall mean	2.68	.715	Effective

According to the findings in Table 4 class room setting was rated inadequate, an indication that the teaching of entrepreneurship education in classroom was not effective (average mean = 2.49, SD = 0.801). The low rating of most classroom factors in the entrepreneurship teaching suggest that, entrepreneurship teaching is not effectively done in classroom situation because the classrooms cannot easily accommodate the number of students, something that may hinder attainment of educational goals. For teaching personnel all the three items were rated high and so they yield effective entrepreneurship teaching (average mean = 2.87, SD = 0.771). Among the questions asked the highest rated item was on availability of teaching personnel (mean = 2.93), which suggests that there is adequate personnel to teach entrepreneurship effectively. The least rated was availability and accessibility of qualified professional teaching personnel of entrepreneurship education in the colleges (mean = 2.80). This suggests that while there was adequate entrepreneurship teaching in the colleges, the teachers or personnel were still somehow scarce, an indication that there could be some cases of inexperienced entrepreneurship education teachers.

8. Relationship between Entrepreneurship Education Teaching personnel/Classroom Setting and Venture Creation Potential

To establish whether entrepreneurship education teaching personnel/classroom setting was a significant positive determinant of venture creation potential among the Nigeria Certificate in Education (NCE) Graduates of Colleges of Education in Kano state Nigeria, correlation analysis was carried out. The two elements were correlated using Pearson's Linear Correlation and the results are given in Table 5.

Table 5: Pearson Correlation for Entrepreneurship Education Teaching personnel/Classroom setting and Venture Creation Potential

Variables correlated	**r-value**	**Sig.**	**Interpretation**
Classroom setting	.327**	.000	Significant correlated
Teaching personnel	.474**	.000	Significant correlated
EE Institutional setting and venture creation	.438**	.000	Significant correlated

**. Correlations are significant at the 0.01 level (2-tailed).

The results in Table 5 suggest that the elements of entrepreneurship education teaching personnel/classroom setting, hypothesized to be not significantly correlated with venture creation

potential of the graduates of Colleges of Education in Kano state Nigeria, were proved otherwise. The results revealed that each of the two elements whether individually considered or taken together were significantly correlated with venture creation potentials. To further ascertain the results of the Pearson's correlation, multiple linear regression was applied and the results are presented in Table 6:

9. Testing Hypothesis

In line with the objective of the study, the hypothesized negative relationship between the teaching personnel/classroom setting and venture creation potentials was finally tested by running a multiple linear regression model. This helped to indicate the extent to which entrepreneurship education teaching personnel/classroom setting significantly influence venture creation potentials among the Nigeria Certificate in Education (NCE) graduates of Colleges of Education in Kano state Nigeria. The results are presented in table 5.

Table 5: Regression Analysis for Teaching personnel/Classroom setting and Venture Creation Potential

Variable Regressed	**Adjusted R^2**	**F**	**Sig.**	**Interpretation**	**Decision on Ho**
Teaching personnel/Classroom setting Vs Venture creation potential	.220	46.269	.000	Significant effect	Rejected
Coefficient	**Beta**	**t**			
(constant)	2.086	24.410	.000	Significant effect	Rejected
Classroom setting	.028	.435	.664	Insignificant effect	Accepted
Teaching personnel	.455	6.974	.000	Significant effect	Rejected

The results from Table 5 suggested that the two elements teaching personnel and classroom setting when taken together significantly affected venture creation potentials of the graduates ($F = 46.269$, $sig = 0.000$). The two elements taken together accounted for 22% towards variations in venture creation potentials of the graduates (adjusted $R^2 = 0.220$). The remaining 78% is the contribution of other factors not included in this study. Based on this finding, the null hypothesis is rejected. However, the coefficient of classroom setting was found insignificant ($\beta = 0.028$, $p = 0.664$) meaning that the significant effect, entrepreneurship education classroom setting has on venture creation potential was only due to significant influence which the element teaching personnel ($\beta = 0.455$, $p = 0.000$) has. This indicate that when regressed on individual basis classroom setting has no significant effect on venture creation potential of Nigeria Certificate in Education (NCE) graduates of Colleges of Education in Kano state of Nigeria. So a beta value of $\beta = 0.455$ suggested that a one unit improvement or increase in the quality or number of qualified teaching personnel yields a 0.455 increase in chances of venture creation potentials among the graduates of Colleges of Education in Kano state Nigeria.

10. Conclusion

Although entrepreneurship education aims at training and developing a series of knowledge, skills, values, and understanding on those who passes through its rigour, and at the same time inculcate education practice on creative personality it became evidently clear that certain inputs are paramount for the proper accomplishment of such tasks. Inputs required for successful entrepreneurship education teaching and learning be effectuated includes most importantly qualified/experienced teaching personnel who motivated the learner by inculcating the knowledge, skill and attitude that will give him/her the wisdom to identify entrepreneurial opportunities and how to turn entrepreneurial idea, project or plan into action by creating successful venture or add value to an existing product or service. To assert this statement Hofer et al., (2013) said, "successful entrepreneurs follow a learning journey, which starts in education and continues with learning-by doing processes; both formal and informal learning inside and outside the firm".

Furthermore, Barber (2014) said, "we live in a world in which the future is uncertain, so students need skills that will allow them to make their own way. We can't predict the job market

and economy our students will enter". But he as well said "we know without a doubt, though, that our students need skills that will allow them to navigate uncertain waters and chart their own paths. Entrepreneurship education teaches these skills (Barber, 2014). Lastly he concluded by saying that "entrepreneurship education equips students to seek out problem-solving opportunities, empathize with others, think creatively, take risks, accept failure as part of the growth process, and appreciate the correlation between hard work and success".

11. Recommendation

Adequate provision of classrooms that will accommodate entrepreneurship education students and provide good and conducive atmosphere for learning to take place should be provided. As Rubail (2016) said, "I came to understand and see the value of entrepreneurship subject to teach in the classroom to develop important skills that all students will see as learning tools later in life" (Rubail, 2016).

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Impact of Business Ethics on Performance of Selected Microfinance Banks in Ilorin Metropolis, Kwara State, Nigeria

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Abstract. The rise in the spate of failure of banks has become alarming despite several legal and regulatory framework put in place to prevent such. The Nigerian government upgraded the activities of the then Community Banks to Microfinance Banks to checkmate some of the observed lapses. This study examines the relationship between the business ethics of the top executives of microfinance banks in Nigeria and their financial and non financial performance. Using cluster sampling techniques, one hundred and twenty-nine (129) executives from six microfinance banks in Ilorin metropolis, Kwara State, Nigeria, were selected. Data were collected through self-administered questionnaire and analysed through descriptive, comparative, regression analysis and Correlation methods of analysis. The findings revealed that there exist a positive relationship between business ethics and the business performance of the microfinance banks. In specific terms, findings showed that the ethical index had beta-co-efficient of 0.814 while community index and diversity index had 0.55 and 0.180. all the statistics were significant at 95% confidence level.While the environmental index shows an adverse relationship to both financial and non-financial performance, the trio of ethical index, community index and diversity index had significant positive impact on the financial and non-financial performance of the microfinance banks. Based on these findings, it was recommended that the microfinance banks should ensure that they increase their presence in their host communities, reduce environmental footprint, formulate and adhere to stakeholders oriented code of business conduct in order to improve their public image, increase market share and ultimately their profitability.

Keywords: Business; ethics; bank; microfinance; financial services; money deposit bank

1. Introduction

The current trend in the financial sector is to ensure "financial inclusion" as well as checkmate the negative ethical behaviour of the operators in the industry. The situation is particularly of concern when one consider the fact that the existing conventional banks like commercial and merchant banks (money deposit banks) have proven to be grossly inadequate for bankable citizen of the country whose population is estimated to be about 120 million people. Their unethical tendencies equally deserve attention. With the Nigeria's present twenty-four banks and average of five branches for every 100,000 bankable individual, these bank branches are grossly inadequate to serve the population thereby allowing for unethical bahaviours to be committed. This has excluded a large proportion of bankable groups in Nigeria at the mercy of the few money deposit banks (MDBs).

Microfinance activity has existed as an ancient financial intermediation practice in Nigeria and it is culturally rooted dating back to several centuries to support merchandising (Nwanyanwu, 2011). The microfinance arrangement started as an informal activity in the rural area and done through Self-Help Groups (SHGs) or Rotating Savings and Credit Associations (ROSCAs). The savings collectors and co-operative societies are forms of traditional financial intermediation institutions prevalent in the rural areas. The traditional microfinance institutions provide access to credit for the rural and urban, low-income earners. However, the informal financial institutions generally have limited outreach primarily to paucity of loanable funds.

Microfinance provides financial services to excluded banking groups who are not served by the conventional money deposit banks (MDBs). According to CBN (2005), microfinance institutions are characterized by: lack of asset-based collateral; small sizes of loans advanced and/or savings collected and relatively simplicity of operations. No doubt microfinance is targeted at the less priviledge and vulnerable member of the society. To address the failure of the existing microfinance institutions, microfinance banks (MFBs) were established to finance the needs of the poor and low income groups. The weak capital base of existing community banks as well as lack of institutional capacity, existence of huge unserved market are potent reasons for the upgrade and conversion of the Community Banks (CBs) to MFBs

The CBN initiatives to convert CBs to MFBs in Nigeria help to bring the microfinance activities in to the supervisory purview of the CBN (unlike the Community Banks that were supervised by the National Board for Community Banks), to enhance monetary stability, expand the financial infrastructure of the country to meet the financial requirements of the Micro, Small and Medium Enterprises (MSMEs). The policy is also expected to help create a vibrant microfinance sub-sector that could be adequately integrated into the mainstream of the national financial system as well as providing the stimulus for growth and development.

Again, to ensure that these MFBs operate in conformity with the global standards, Nigeria MFBs must imbibe business ethics. How then can ethical behaviours be instituted into the Nigerian microfinance financial system. This study therefore seek to examine the impact of business ethics on the performance of selected Microfinance Banks in Ilorin metropolis.

To achieve the above objective therefore, the pertinent question ask which set out in the form hypothesis is to say that there are no relationship between the ethical behaviours of banks executives and the performance of microfinance banks in Ilorin metropolis.

2. Literature Review

Past studies have attempted to look at causes of unethical behaviours in the banks. In all of these studies, environment was adjudged as critical causative factor. Organizations whether small or large depend on the environment they operate in order to survive. The continued existence of any cautious enterprise lies on the stakeholders in and around the enterprise. Primarily, there are two kinds of environment. The first are the controllable one which is often referred to as the internal environment while the uncontrollable is often referred to as the external environment. The ability to influence both the internal as well as the external environment determines the level of efficiency and effectiveness achieved.

3. Conceptual Framework

The terms ethic is derived from the Greek word **ethos** which means "character". Scholars like Ogbo, Okechukwu and Ukpere (2013) are of the opinion that ethics is now believed to be the benchmark for choosing to "do the right thing" in business practices. It has continued to be labeled as important factor for any business that may want to survive in the current global market. Towards this end, ethics has been integrated as a major corporate strategy in achieving organizational competitiveness and long term growth. In a general approach, ethics can be referred to as the study of morality, which examines the significance and objectives and establishes moral norms and evaluation. It is a study of moral obligation involving the

distinction between right and wrong. Closely related is the concept of business ethics which defines right or wrong in the workplace – value management.

Ethics can also be referred as well-founded standards of right and wrong that prescribes what human ought to do, usually in terms of rights, obligations, benefits to society, fairness, or specific virtues (Adeyanju, 2014). This align with Aron (2005), who was of the opinion that ethics is a continuous efforts of studying our moral beliefs, our moral conduct and striving to ensure that we, and the institution we help to shape, live up to standards that are reasonable and solidly-based.

4. Component of Business Ethics

Business ethics is an amalgamation of the principles that guides the actions of management with respect to their stakeholders. This stakeholders include the shareholders, employees, creditors, host communities as well as the society at large. As such, Vieira (2013) further categorized business ethics into ethical index, community index, environmental index as well as diversity index.

Environmental index deals with the corporate outlook or position towards limiting the environmental footprint of the business in the society. This may involve active involvement the research, or promotion and usage of renewable energy, product recycling, green foods and reduction of emission into the society. While some of this may be legally required and non-compliance often met with sanctions, regulations are really enough to stem the adverse level of the environmental footprint o most business. Thus, companies that engage in, and publishes environmental and sustainaibility report are more often than not likely to get business from eco-friendly businesses.

The community index relates to how the presence of the business is felt in the host communities. This usually may involve developmental projects in the communities, sensitsation and trainings, recruitment of qualified individulas from the community as well as partnership and sponsorship of projects in the community. When the presence of the business in the community is high, there is the likelihood that most organisation in the community will be willing to transact with the business thus increasing revenue and market share.

The diversity index deals with the ethical stance of the business on equal opportunity employment. It examines whether the business employs, promote and remunerate its staff without recourse to gender, religion or cultural affiliations. While this may not have direct impact on its financial performance, it impact on its non financial indices such as staff turnover. Furthermore, ethical organisations may chose not to trade with businesses with history of discrimination.

The ethical index involves the organization culture and moral codes towards such issue as fraud, bribery, conflicts of interest, creative accounting among others. It symbolizes the moral culture of the organisations, how it adheres to its code of conduct and communicates same to its employee. This is usually codified in its code of conduct and may also includes it policy on whistleblowing and protection of whistleblowers, use of and trading with organization using child or forced labours among others. Unethical organization run the risk of suffering reputational damages, as well as legal damages where applicable. This may result in loss of market share, profitability and in extreme circumtsances, outright liquidation.

5. Code of Conduct in Nigeria Banks

The Chartered Institute of Banking in Nigeria in conjunction with the Central Bank of Nigeria laid down a ground breaking “Code of Conduct in the Nigerian Banking Industry” (the Code) which also accommodate microfinance banks. The Code was documented in a publication 2014 to set standards for ethical and professional behaviour in the Nigerian banking industry. The code expect adherence by all cadre of staff and operators in the sector without exception.

According to Okwoli, Abubakar and Abubakar (2013), microfinance banks are now well regulated activity, one due to the fact that its activities revolve around the issue money-Its

availability, its real term value and the quantity of its supply to the individual as well as corporate entities. Banking in contemporary Nigeria has become very complex with all the attendant problems of a depressed economy, the negative exchange rate, the severe competition for an inelastic and over cautious clientele, the increasing volume of problem loans, the astronomically rising cost of funds and interest rates, the lack of product differentiation and a largely disoriented work force. All these dictate that these retail bankers must be dedicated, honest, and vigilant and be prepared to make sacrifices that will make their banks grow.

6. Theoretical Review

In any decision making activities, there are usually conflicts between good and bad or decide against unethical or non-righteous acts (Badi & Badi, 2015). It is pertinent to mention that there are two connected issues relating to the idea of a theory of ethics in business. According to Paul & Nina (2010), the first is the fact that ethical ideas are veritable tools for decision making or as a way to depict, explain or reflect the decision we make independently of theory. The other issue is the question of what exactly a theory of ethics tells us about right and wrong.

Paul & Nina (2010) posited that one can distinguish a range of different elements in an ethical decision or choice by: the personality features that prompt an individual to make a certain choice**;** the nature of the rationale or motive for the choice; the outcome that result from the choice; the situation of those attached by the choice. Each of these facts has created a focus of emphasis of ethical theories which could be classified as:

Virtue ethics whose emphasize is the attempt to understand the rightness or wrongness of an individual action is misplaced, and that it makes more sense to look at the idea of a good life, considered overall, that is, by looking at specific features of their personality which is what leads them to live the good life (Paul & Nina, 2010). Based on this, the theory identified some character trait like honesty, integrity, kindness, fairness and prudence. The flaw of this theory was that there is no consensus among theorists regarding what a good virtue is all about.

The utilization ethics is premised on the fact that actions that are judged as right, good or wrong on the basis of the consequences. The theory is based on the principles: a decision is morally right if it produces greatest good for the greatest number involved; a decision is morally right if the net benefit after considering the cost helps the greatest compared to other choices; a decision is morally right if the indirect and direct future benefits of such decision are greatest for each individual and if the benefits are exceeding compared to other alternatives. A shortfall of this theory lies in its failure to adequately explain what counts as basic value against which all actions are to be evaluated. (Paul & Nina, 2010).

The deontological theory which was which developed by Kant to mean that ethical systems are better measured by the rules rather than the end results. Kant stressed that importance of the basic rules or principles govern the decisions (Badi & Badi, 2012). Kant proposed that an act is considered morally right when people act from the stand point of duty. To Kant, motives rather than the consequence of an action make them right or wrong.

Kant therefore argued that to act in the morally right way, one must act purely from duty begins with an argument that the highest good must be both good in itself and good without qualification To Kant, an act is only good when it is intrinsically good and "good without qualification" and "good without qualification"

The Agency theory basically distinguishes between the providers of corporate funds and an agent entrusted to manage the affair of the firm. According to Jensen and Meckling as cited in Ekere (2016) and Lanis et al (2011) agency is a contract under which one or more persons (the principals) engage another person (the agent) to perform some services on their behalf which involves the delegation and concentration of control on the board of directors (agent). In an agency relationship, the owners (shareholders)) of the business are the principals and the

managers are the agents and the welfare of the principal is affected by the choices of the agent.

The leeway to agency problems is to control them more through closer monitoring, stronger incentive system and bonds, or to integrate vertically with suppliers or customers

In contrast, shareholder theory is premised on the motive of business organization (profit maximization). It simply means that anyone that owns a piece of the company is a shareholder. The main motive behind the mind of the shareholder is to maximize profit (Nilson & Westerberg, 1997; Ikpefan & Ayeni, (2012). A major defect about this theory is that it does not look at the environment where the business operates holistically. It neglects major stakeholders such as the customers, the employees as well as the government.

The stakeholder theory regard an individual or group who can affect or who can be affected by the actions, decisions, policies and practices or goals of an organization as stakeholder and important to the business of the entity. The cornerstone of the stakeholder theory is the decisions by the management of the company from time to time, strategies adopted for implementation of these decisions for meeting the requirements of the maximum number of stakeholders regarding their monitory and non-monitory considerations by ethical means over the years, the stakeholders have adopted different strategies.

The role of the executives and that of the directors of the MFBs as business drivers in the area of helping to provide the interpersonal, decisional and informational supports for the business makes the agency and deontological theories more appropriate for this work as opined by Mintzberg (Muma, Smith & Somers, 2006). This study would therefore be anchored on these two theories.

7. Empirical Review

Ikpefan and Ayeni (2012), carried out a study on the impact of ethics and professionalism in the Nigerian Banking Industry. The study revealed that many Nigerian Banks and Bankers are aware of the Code of Ethics and Professionalism in the Nigerian Banking industry. The study concluded that many banks are distressed due to unethical practices.

Khaoula and Ayed (2013) examined the effect of board of directors on corporate tax planning of selected companies listed on the Tunisian Stock Exchange Market from 2000 to 2007 and concluded that adhering to corporate governance rules is a sure way of protecting banks against unethical practices. Ekene (2016) on his part examined the effect of Board of directors characteristics on corporate tax aggressiveness of quoted financial service companies in Nigeria. The study concluded that there exists a significant relationship between board characteristics and tax aggressiveness of quoted financial service companies in Nigeria.

Ayozie (2013) observed that banking sector commands the height and most critical of the Nigerian economy. This no doubt raises the interest in the ethical challenges facing this segment (microfinance) of the Nigerian banking sector. These unethical practices are reflected in various forms and levels in the banks.

Enofe, Ekpulu, Onobun & Onyeokweni (2015) examined ethical challenges facing banks and how this has been of influence to their performance. They observed cases of gross dissatisfaction among customers in service delivery. The study noted that beyond this poor service quality most banks failed woefully to offer statisfactory explanation or remedy to these customers who have been short-changed. Enofo et al. (2015) therefore recommended that the CBN should imposed heavy sanctions against erring CEOs. of these banks to deter rising tide in unethical practices. For cases in MFBs this position may also be very approporiate.

Adeyanju (2014) in a study investigated causes of bank failure emphasized on the need to enforce compliance banks with the codes of ethics and professionalism. The study found out that bank failure resulted from a combination of ethical breaches (mostly insider dealings), microeconomic instability, deficiency in bank regulations and supervision. The study prescribed strict legal enforcement and sanctions

to ensure mandatory adherence ethical and professional practices in the banks. This study however did not take to account of the role of bank staff other than those at director or executive level.

The Central Bank of Nigeria (2006) in a study conducted by its research team highlighted the depth of involvement of staff and other stakeholders in infractions in banks which culminated in distress or outright failure of some of the Nigerian banks and indeed a large number of microfinance banks in the country.

On the whole, findings various studies conducted indicated that unethical breaches is very prevalent in our banking industry and has been major source of distress and instability. Studies also suggested that efforts should be made to inculcalce more ethical conduct in banks' activities. The studies also suggested that sanctions be imposed on erring executives as appropriate.

8. Ethical Issues In The Nigerian Banking Sector

The Nigerian Deposit Iinsurance Corporation (2014) report identified some of the followings as the common types of unethical practices; suppression of cash/cheques; diversion of fund; opening and operating fictitious accounts; outsider/insider fraud; management fraud; forgeries of customers signatures

A major feature of modern bank (which is also applicable to microfinance banks) is the separation of ownership (financiers) from, the management (agents). Unethical agents use cosmetic management by hiding their losses to buy time and remain in business thereby searching for a way out. This is as posited by NDIC among may include: making less provisions than required through "ever greening" of risk assets; recognizing uncollectible interest as income even when more tax is going to be paid; postponement of accrual of expenditure; dipping into distributed profits or general assets; putting up luxury and boutique premises to give an impression of "doing well"; introduction of exceptional items into profit and loss.

Evidence from practice in most of the banks which also include MFBs (and particularly from world class organisations) revealed that decision making in business environment is heavily influenced by the ethical traits of the executive (Elegido, 1996). These ethical traits also serve as the criteria with which the public see and judge the executives. To this effect, for business of microfinance banking, the public perceptions of the executives is indeed the basis for building trust for the company. Agaist this background, the common ethical traits would include the following: integrity; trust; emphathy; responsive; entrepreneurial; innovative; obeidence; honesty and keeping promises.

The study proposed that an MFB that institute business ethic in the mode of encouraging integrity, responsiveness and empathy, building trust as well as keeping promises to its stakeholders is most likely to elicit customers' loyalty and trust. These character traits would also help to attract trust from the staff and build their commitment. All of these would no doubt ensure business growth for the microfinance bank concermed.

9. Methodology

The design survey method was used for this study since the questions aimed at examining the view of respondents as it relates to innate ethical values. The population of the study comprise of top executive staff of the fifteen (15) microfinance banks in Ilorin. For the purpose of this study however, two microfinance banks were selected from Ilorin East, West and South which constitute the metropolis. The choice of these two MFBs is by convienence sampling. Each of the chosen MFBs are selected because of their location within Ilorin metropolis.

Table 1: **Selected Microfinance Banks in Ilorin Metropolis, Kwara State, Nigeria**

Ilorin South	Ilorin East	Ilorin West
Balogun Fulani MFB	Balogun-Gambari MFB	APEKS MFB
Bluecon MFB	Kwacofocus MFB	KCMB MFB

Source: Authors'Survey (2017)

Structured lickert scaled questionaires were administered to all the sixty-two top executive and sixty-seven directors of the selected banks due to the relatively low population size. A total of one hundred and twenty-nine (129) copies of the questionairres were administered while one hundred aand twenty-one {121} were returned. Of this, a total of one hundred and ten (110) were properly completed and found useful for the study.

9.1 Questionnaire Design

The questionnaire utilised had three (3) sections. The first part contains demographic questions including age, sex, rank, job tenure as well as whether or not the respondent has supervisory roles. The second part is an eighteen (18) questions four level ethical index scale adapted from the works of Vieira(2013). This was the ethical index, diversity index, environmental index as well as community index. The third part measures the level of business performance using financial and non-financial indicators.The questionnaire adopted five-point likert scale system consisting of the following responses: Strongly agree (5points); Agree (4points); Indifferent (3points); Disagree (2points) and Strongly Disagree (1point).

The highest and least scores possible were analysed below. The maximum point and least point indicates the highest point and lowest point possible for each scale. The range is the difference between the maximum and the least point while the mid way is half of the range. The cut off was set as the difference between the maximum point and the mid-way point. Thus, scales above the cut off indicates agreement with the lickert scale.

Table 2: Table Showing the distribution of questionaires

Scale	No of Questions Questions Questions	Maximum point possible	Least point possible	Range	Mid-way point	Cut-off point
Financial Performance	5	25	5	20	10	15
Non-Financial Performance	5	25	5	20	10	15
Community Index	5	25	5	20	10	15
Diversity Index	7	35	7	28	14	21
Environmental Index	5	25	5	20	10	15
Ethical index	9	45	9	36	18	27

***Source**: Authors' Survey (2017)*

9.2 The Study Model

The model was adapted from the works of Vieira(2013). It measures the effect of the four ethical index scale on financial and non-financial performance of the banks.

The study employed a multiple regression model which was derived as follows:

Performance= f(Business Ethics)

$P = f(BE)$…… (1)

$BE = (CI, DI, EI, EthI)$……..(2)

$P = (FP, NFP)$……(3)

Substituting (2) into (1)

$P = \alpha + \beta_1 CI + \beta_2 DI + \beta_3 EI + \beta_4 EthI + e$ ..... (4)

Substituting for the independent variable components

$FP = \alpha + \beta_1 CI + \beta_2 DI + \beta_3 EI + \beta_4 EthI + e$..... (5)

$NFP = \alpha + \beta_1 CI + \beta_2 DI + \beta_3 EI + \beta_4 EthI + e$..... (6)
A priori expectation with respect to equation 5 and 6 is stated below:
$\beta_1 > 0$, $\beta_2 > 0$, $\beta_3 > 0$, and $\beta_4 > 0$.

Where:
FP = Financial Performance
NFP = Non-Financial Performance
CI = Community Index
DI = Diversity Index
EI = Environmental Index
EI = Ethical Index
α = Constant tem
e = error term
β_1, β_2, β_3, β_4 = Coefficients of Community Index, Diversity Index, Environmental Index and Ethical Index respectively.

10. Discussion of Result and Findings

The result showed that the respondents were majorly males which represent about 66% (156 respondents), while the rest were females. The age distribution as a function of sex is given below:

Table 3: Demographic Data

Gender	31-40yrs	41-50yrs	51-60yrs	Total
Male	11 (13%)	43 (52%)	29 (35%)	83 (100%)
Female	4(15%)	18 (67%)	5 (18%)	27 (100%)
Total	15(14%)	61 (55%)	34 (31%)	110 (100%)

Source: *Field Survey, (2017)*

The result further shows that all of the respondents were above 30years of age.This was expected as it will require significant experience before attaining senior level for management positions targeted in this study. Furthermore, all the respondents have at least a first degree or Higher National Diploma with almost all the executives having professional certification and higher degrees. All the respondent were either married or widowed.

Table 4: Correlation Analysis

Variables	Financial Performance(r)	Non-Financial Performance(r)
Community Index	0.96*	0.92*
Diversity Index	0.94*	0.90*
Environmental Index	0.92*	0.88*
Ethical Index	0.98*	0.93*

* denotes significance at 99%

Source: *Authors' Computation, (2017)*

The result shows that there is a strong positive correlation betwe;en the ethical indices and business performance. While the correlation was slightly stronger with financial performance, all the r-statistics were significant at a confidence level of 99%

Hypothesis 1

Ho_1: There is no relationship between the ethical behaviours of executives on microfinance banks on performance.

Table 5: Regression Analysis

Variables	β	T	p-value
Community Index	0.550	11.636	<0.001
Diversity Index	0.180	3.993	<0.001
Environmental Index	-0.528	-11.475	<0.001
Ethical Index	0.814	15.361	<0.001
Constant	0.081	-0.861	0.391

Dependent Variable: Financial Performance
Source: Authors' Computation 2017

The regression analysis shows that except for the environmental index, all the other indices had significant positive impact on the financial performance of the banks. The community index did not conform with the a priori expectation as it was negatively cosigned with financial performance of the banks. However, the ethical index had beta-coeeficient of 0.814 while community index and diversity index had 0.55 and 0.180. all the statistics were significant at 95% confidence level. The null hypothesis was thus rejected and it was concluded that business ethics have significant positive imoact on financial performance

Hypothesis 2

Ho_2: Business ethics of management of microfinance banks has no significant impact on performance.

Table 6: **Regression Analysis**

Variables	B	T	p-value
Community Index	0.658	6.096	<0.001
Diversity Index	0.208	2.026	0.045
Environmental Index	-0.598	-5.688	<0.001
Ethical Index	0.586	4.846	<0.001
Constant	0.69	3.226	0.002

Dependent Variable: Non-Financial Performance
Source: Authors' Computation 2017

The regression analysis shows that except for the environmental index once again, all the other indices had significant positive impact on the non-financial performance of the banks. The community index did not conform with the a priori expectation as it was negatively cosigned with non-financial performance of the business. However, the other indice had significant positive impact at 95% confidence level. The null hypothesis was thus rejected and it was concluded that business ethics have significant positive impact on non-financial performance of the banks.

11. Conclusion and Recommendations

Result from analysis of the data collected showed that business ethics significantly influences both financial and non financial performance of MFBs. The level of contributions to the community development (community index) as well as the diversity of the banks toward equal opportunity employment had significant impact on business performance. This is probably due to the fact that diversity increases the idea base of firms and reduces staff turnover which thus enables the banks to retain their experienced hands and continuous patronage from the community.

The ethical index also showed significant positive influence on the performance of the banks. The results obtained were in agreement

with those of Tribo et al(2005), Vieira(2013), Kenneth and Chukwuma(2015) who all found evidence linking business ethics and business performance.

However, the environmental index shows a negative impact on profitability. This may probably be adduced to the fact that most of the banks do not go above the legally required level of CSR and further see such charges as unavoidable reductions to profitability. Furthermore, most of the banks do not have active programs to reduce their environmental footprint as this is further deemed as going against the shareholders' wealth maximization objective. This stance is in abeyance of the stakeholders theory which posit that businesses should put into consideration all stakeholders (both narrow and wide) and not only shareholders when formulating business strategy.

The result obtained indicates that where management adhere to ethical policies as formulated by the board and encourage other staffs to do same through communication and examples, there will be an increase in the level of performance.

Based on the findings, the study concluded that the employment of ethical management practices in microfinance Banking would enhance the overall corporate performance. The study thus recommended that management formulate ethical policies that will be geared towards satisfying the interest of all stakeholders and adhere to the policies in order to provide examples for the lower cadres. Microfinance banks should also strive to ensure that their host communities positively feel their impact as this will in turn endear them to the communities and increase their market share and ultimately profitability.

Management of microfinance banks can do this by identifying and documenting its ethical policies to enable staff have an understanding and conduct themselves to best practices; the policies must make provisions for rewards and sanctions. High moral practices should be encouraged as it would lead to ethical behaviours and practices.

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Part Seven
Literary and Media Studies

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Exploring the Cognitive Component of Student-Teachers' Reading Comprehension Performance in English in Nigerian Colleges of Education

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Abstract. Reading, a literacy skill with fundamental contribution to intellectual development, is cognitively ignited, propelled and actualized. For nearly a century, scholars have concerned themselves with exploring the cognitive basis of reading in order to improve comprehension performance. In Nigeria where English is a Second Language (ESL), worries have been expressed that student-teachers in Colleges of Education, like other categories of learners, are poor readers. The problem has been attributed partly to poor cognitive skills, and it has implication for teacher preparation: it may have adverse effects on the future of secondary school learners who are supposed to be taught by the student-teachers after the latter might have graduated from the colleges. In this paper, an attempt is at identifying, quantifying and evaluating the cognitive components of the comprehension performance of the advance student-teachers with a view to showing how such components may be enhanced in teacher preparation program for greater national development and progress.

Keywords: Employing, Components, Reading, Comprehension, College of Education Students, Text Structure

1. Theoretical Background

Thorndike's (1917) exposition that reading embeds reasoning was a significant attempt at sensitizing reading scholarship to the cognitive trappings of reading. Since then, debates havebeen raging on the actual nature and intents of reading as a language art. For example, Whorf (1941) deposed that language shapes the human thought and learning ability, although Lenneberg (1953) viewed the Whorfian hypotheses as a somewhat weak way of explaining the link between man's intellectual performance and his thought.

One may not be able to rely on ordinary linguistic facts to illuminate written information most meaningfully, especially if such information is larger than morphemes. It is in this connection that Lenneberg (1953) proposed a model for explaining how language relates to the human mind. His model: identifying the process of encoding, examining the code itself, and scrutinizing the process of the coding. The strength of Lenneberg's assumption also seems to be its relevance to the quest to widen the communicative scope of reading through a cognitive window.

Also, Piagent (1954) advanced a theory to explain the cognitive content of language. He observed that human language develops in stages, and that each stage is characterized by language behavior. He, thus, objected to the assumption by Whorf (1941) and Lenneberg (1953) that language and thoughts are inter-independent, and that the former determines the latter. Piaget suggested that language is symbolic; each symbol being simpler than the collective sign. According to him, thinking precedes language, the latter confining itself to transforming the former through an equilibrium that involves schematization and abstraction. This view has been shared by May

(1986) who maintained that reading performance could be improved by enhancing the readers "background schemata" (p. 77)

In a rather different dimension, Chomsky (1968) viewed language as being acquired by an innate device; he did not subscribe to the theory that man learns language in compartmentalized stages, as "it is difficult to see what link these stages share at all" (p.326).Yet he is agreed with Lenneberg (1953) who observed that language is purposive because the user intends to communicate with it. Chomsky strongly opposed the atomistic idea that language emerges from simpler system, and maintained that making meaning from any utterance requires a special type of mental organization. Language, to him, is syntactic – stringing smatter utterances together to form the sentence; it is a performance based on a structured and coherent internal organization. Thus, he recommended that how man makes meaning from an utterance (written or spoken) should be thoroughly investigated so that the distinctive properties of human intelligence may be ascertained and enhanced creatively.

How children derived meaning from the printed word interested Smith, Goodman and Meredith (1976) and May (1986): they found that the child's ability to derive the meaning is a cognitive feat, and they equated meaning to self-awareness. They canvassed that reading comprehension is a cognitive activity that has considerably implication for intellectual and socio-emotional development.

Following Smith et al. (1976), Unoh (1991) asserted that reading has a great impact on intellectual development. He identified the characteristics of efficient reading to include general intelligence, visual and auditory perception and discrimination, physical maturity and health, freedom from directional confusion, adequate background experience, comprehension and use of oral language, emotional and interesting books and in reading (p.5). According to him, negative attitude to reading instruction and reading tasks could impair intellectual development.

In the same vein, Guilford (1970) noted that human intellect involves cognitive recognition and structuring of information, memory (reaction and information), and divergent production (conclusion and inductive thinking). He averred that every phase of human intellect is characterized by particular linguistic skills, ranging from the word, sentence, ideational analysis and synthesis to application. Guilford held that text structure could considerably influence how the text is comprehended.

Spache and Spache (1973) considered Guilford's (1970) model as a strong explanation of the reading process. Consequently, they suggested that word-meaning relationships, the relationship among the writer's ideas, and appraising the cognitive demands of the text being confronted should be emphasized in a program of reading. Towards strengthening the Guilford postulation, Glassman (2002) proposed a thematic curriculum where reading can be taught effectively by the use of "brainstorming" and "think storming" (p.2). Also, Adeyemi (2011),

Olajide (2011a) and Olawuyi, Durosaro, Olasehinde and Yahaya (2011) advocated the vigorous teaching of thinking to advanced students.Although, there has been no general agreement on the role of gender in the performance of human tasks, the world has been engaged in scholarly debates on the issue for quite some time. For example, Cronin (2005) alluded to the Darwinian theory of Evolution to affirm that man and woman are not the same. According to her, they cannot perform equally in nearly allhuman endeavors. On the other hand, Lewellyn-Jones (2009), Eckert and McConnell-Ginnett (2003) and Eccles, Wilgfield, Harold and Bloomfield (1993) opined that given the same opportunity, man and woman can perform at the level. They argue that woman's muscular deficit does not constitute a disadvantage for her in the performance of physical and mental tasks. Which is why, today, women sprint and play football as efficiently as men. The latter view is in line with Abe (1991) who maintained that gender does not determine how well a language teacher performs in the classroom.

Olajide (1997) reported that subject specialization could affect performance on reading tasks. The closer a text to one's specialization, the likelier it

is that one would perform well on the text. (The converse may also be true). James (1985) investigated into the cognitive demands by jamb questions. The studies, consistent with PIaget (1954), Rumelhart (1981) and Spache and Spache (1973), was based on the assumption that everybody has a pool of stored information about the world. The information is packed in elastic and schematic unit which processes and integrates new information for the process of facilitating comprehension and generating additional schemata. James (1985) insisted that the reader must make cognitive contribution to any text being read.

In that connection, she proposed three types of cognitive skills, recall of facts, details, trends and sequences; interpretation and analysis, application and syntheses, and knowledge of vocabulary and terminology-that examination questions should target. She found that the Joint Admissions and Matriculation Board (JAMB) examiners used a variety of questions, demanding considerable power of terminology from the candidates. The examiner questions were also suited to the cognitive responses expected of the candidates. However, James observed that little emphasis was laid on higher cognitive skills by the questions posed. Although, she admitted that essay type questions could effectively elicit higher order cognitive skills, she reiterated that objective type questions have greater contents and predictive validity. According to her, tertiary students, especially those at the university should be engaged in reading activities which would enhance the development of higher order cognitive skills.

Also, Lawal (1993) studied the relationship between students reading performance in English at the secondary school level. He observed the classroom practice of the teachers and evaluated the use they made of the questions contained in prescribed basal materials. His findings: the teachers' questions did not sufficiently task the learners cognitively. Most of the teachers did not seem to appreciate the need to prepare the learners' minds for reading comprehension activities.

In a study of the cognitive content of teachers question in the language and communication skills courses of the Nigerian Colleges of Education, Olajide (1999) corroborated Lawal (1996). Most of the questions targeted the lower order skills of thinking rather than the higher order ones as expected at that level of learning. According to him, the teachers may have lacked the skills needed for evaluating the essential higher order cognitive skills.

In order to identify and explain the causes of poor reading skills among University students in Nigeria, Olajide (1991) also studied the reading comprehension performance of students at the University of Ilorin. His instrument comprised a test and a structured questionnaire which elicited responses from the subjects on the recognition, literal, inferential, critical and creative skills of reading. He found that subject specialization was a predictor of performance in reading. Also, it was observed that the student did not possess the higher order skills of comprehension. Students that were favorably disposed to reading as a subject were found to have performed well. Olajide inferred from that study that the university students were notefficient readers, and that there was a relationship between student's attitude and performance in reading to learn in English at that level.

Therefore, from the available literature, it can be deduced that whether reading will be successful depends on the reader's comprehension skills. Moreover, it is evident that language and cognition are intertwined in terms of skills and sub-skills which are schematic, elastic and hierarchical. One cognitive activity entails a corresponding linguistic activity and both activities lead to effective reading comprehension. For the present study, all psycholinguistic and reading comprehension activities are regarded as being propelled by intelligence and other innate attributes of the reader. As such, the study was based on a cognitive assumption which dimensions include:

a. Recognition that entails the linguistic skill of identification which ensures literal comprehension;

b. Deduction, involving interpretation and the drawing of inferences;

c. Analysis that requires evaluation and critical perception

d. Synthesis, which comprises construction and creativity.

2. Problem and Purpose of the Present Study

While effective cognitive processes determine reading efficiency, which in turn affects learner achievement in language and the development of critical and creative abilities, how cognition affects reading comprehension performance in the English as a second language context, such as among trainee teachers in Nigeria, is yet to be fully explained. It has been observed that University students (Adebija 1996; 1991 & Nzinga, 1983) and teachers in training in Nigerian colleges of education (Abe 1991, Ashashim 1991 & Olajide 1999) are not efficient readers. As observed by Adeyemi (2011), Olajide (2011a), and Olawuyi, Durosaro, Olasehinde and Yahaya (2011), majority of the students in the country's institutions of higher learning do not possess sufficient critical and creative thinking. This may have partly accounted for the problem of graduate unemployability being experienced by the people (Olajide, 2011 & 2012). Deficit in cognitive skills among college of education student-teachers is particularly worrisome because, on graduation, they are expected to man the junior secondary schools where they are to help in cognitively sensitizing "the leaders of tomorrow" (FRN, 2007; Olajide 1998). (The student-teachers would not be able to give what they do not have!)
Thus, this study was designed to identify, describe and evaluate the cognitive dimensions in the reading comprehension performance of a group of advance student-teachers in a Nigerian college of education. By this, it was hoped that improved teacher preparation and higher literacy enhanced with appropriate critical and creative thinking skills could result.

3. Research Questions

Specifically, the following research questions were asked by the researcher:

1. Do cognitive skills manifest in advance student-teachers' reading comprehension performance?
2. Which cognitive skills do student-teachers possess sufficiently?
3. Do the cognitive contents of student-teachers' reading comprehension performance differ along reflect trainees' gender, subject specialization and the structure of the text they confront?

4. Research Hypotheses

The hypotheses below were also set for the study:

Ho1: Student-teachers' reading performance contains cognitive skills that do not differ significantly along the divides of gender, subject specialization and text structure.
Ho2: The cognitive skills in the reading performance of student-teachers do not differ significantly on the bases of gender, subject specialization and text- structure.

5. Methodology

The sample for the study comprised 600 hundred student-teachers selected through stratified random sampling from 10 colleges of education, also randomly selected nationally, having zoned Nigeria into 3, east, north and west. Gender was adequately represented by randomly selecting equal numbers of male and female students from each of the academic disciplines (subject specializations) in every sampled college.
The Use of English (General Studies) was the basis of the instrument for the study because the course was common to all the students in every college of Education (NCCE 2009). The instrument comprised a test of reading comprehension. Five texts were employed for the test, to reflect the genres of the five academic schools of the colleges. The schools include Arts, Business and Vocational Education, Languages, Sciences and Social Science.
The school of Education was left out for being common to all the students. The questions on each text focused the four cognitive skills of recognizing, deducing, analyzing and synthesizing progressively in that order, to reflect the varying degrees of difficulty entailed by each cognitive skill. All the questions in the test were made compulsory for the subjects. The instrument had been validated using a two-week-interval based test-retest method on an equivalent but excluded sample. The pilot data were then subjected to the Pearson's Product Moment analysis, giving a reliability estimate of 0.76.

The data obtained from the full study were analyzed using the stepwise multiple regression analysis which was capable of revealing the degrees and direction of interaction among the predictor variables and the various dependent cognitive skills of reading in English.

The level of significance chosen for the study was 0.05.

6. Summary of Finings

The following tables may help to present the findings from the study

Table 1: Summary of stepwise procedure for scores that tapped the student- teachers' skill of recognizing while reading in English

Variable	Number	Partial	Model	
Step Entered				
Removed	R**2	R**		C(p)
F	Pr>F	Decision		0.1010
Text structure				
0.1010	0.2954	16.6257	0.001	S

Note:
S = Significant
** = Subject specialization and gender thrown out

Table 1: shows that the student-teachers' skill of recognizing differs significantly by text structure

Table 2: Summary of stepwise procedure for scores that revealed the student- teachers' skill of deducing when reading in English

	Variable	Number	Partial		
Model					
Step Entered					
Removed	R**2	R**		C(p)	
F	Pr>F	Decision			
Text structure		00.1085	0.1085		0.1521

Note:
S = Significant
** = Subject specialization and gender thrown out Table 2 indicates that whereas the cognitive content of the reading performance of student-teachers do not differ significantly along subject specialization and gender, it does on account of text structure.

Table 3: Summary of stepwise regression on student-teachers' cognitive skill of analyzing while reading texts presented in English

	Variable	Partial	Model	
Model				
Step Entered				
Removed	R**2	R**		C(p)
F	Pr>F	Decision		
Text structure		0.0902	0.0902	0.326414	14.6649
0.000	S			

Note:
S = Significant
** = Subject specialization and gender thrown out From table 3, it can be inferred that subject specialization and gender do not influence student-teachers' power of analyzing significantly when reading texts written in English in Nigerian Colleges of Education.

Table 4: Summary of stepwise regression on student-teachers' means in respect of synthesis

	Variable	Number	Partia	
Model				
Step Entered				
Removed	R**2	R**		C(p)
F	Pr>F	Decision		
Text structure	0.0934		0.100934	1.9084
15.2496	0.001	S		

Note:
S = Significant
** = Subject specialization and gender thrown out The F. value of 15.2496 given on Table 4 indicates that student-teachers' reading related cognitive skill differs based on text structure.

7. Discussion and Conclusion

Society attaches great importance to an education that produces rational, creative and constructive learners. Thus, Nigeria needs a crop of younger citizens who should be so cognitively mobilized through education that they can create a greater country. Most of such younger Nigerians can be contacted mainly through the formal school system where the English language remains the main language of teaching-learning. Teachers who have passed through the Nigerian colleges of education have much to do with this category of learners, especially those serving at the Upper Basic (former Junior Secondary) level the secondary school. Hence much of the tax-payers money is allocated to the running of the colleges by the government. Following Onyewotu (1991), the present researcher believes that effective cognitive skills are necessary for effective communication.

However, this researcher found that student-teachers in Nigerian Colleges of Education were not efficient at communication. Most of them could not synthesize while reading. Also, gender and subject specialization had no influence on cognitive skills among them, which tends to give credence to the view held by Cronin (2005) that gender has nothing to do with the performance of task.

Further findings from the study appear to support the proposition by, James (1985), Chomsky (1968) and Lenneberg (1953) that no upper schemata (cognitive skills) can manifest in a person's use of language unless s/he has considerably acquired a lower one. Student-teachers did not only vary in their possession of the various cognitive skills of reading in English but also, their cognitive skills and reading comprehension performance decreased as reading tasks increased. Student-teachers were also generally grossly deficient in the higher order skills of thinking, thereby corroborating Abe's (1991) and Nzinga's (1983) submissions that most of Nigerian tertiary students are incapable of effecting creative reading comprehension. This development seems to justify the unanimous call by Olajide (2012; 201I), Adeyemi (2011), and Olawuyi, Durosaro, Olasehinde and Yahaya (2011b) that higher education in Nigeria should increase its thinking related contents.

The implication of it (student-teachers deficiency in thinking) is that teachers, especially of English, in Nigerian colleges of Education may not have emphasized the development of higher order cognitive skills among the students – Olajide (1999) specifically found that most of the examination questions posed by the teachers of language and communication skills in the colleges did not target the higher order cognitive skills. Also, the finding that most of the finding in the present study that most of the subjects involved could not read to synthesize would tend to suggest that the cognitive processes are open to external influences: student-teachers could not synthesize any texts not related their academic disciplines, which suggests the need for an inter-disciplinary approach in the designing of curriculum for communication skills in English in colleges of Education. Glassman's (2005) paradigm for the development of thinking-based curriculum for all levels of education may be quite relevant, here.

The greatest problem facing student-teachers is probably text structure that significantly influenced all their cognitive skills (Tables 1-4). The structure of the text could enhance or impede cognition as canvassed by Guildford (1970), James (1985), and Piaget (1954). The test items (forming the text) had been deliberately sequenced (structured) into an order of increasing difficulty with a lower skill being subsumed into a higher one. Modern living appears beset with an ever-increasing and ever-present complexity and an adult that cannot appreciably unravel the complexity may not find living easy. It seems ironical, however, that student-teachers whom the society expects to graduate and cause younger Nigerians in the Basic schools to think creatively are themselves unable to undertake very challenging cognitive activities successfully. The need to ascertain that the reading comprehension practices of the secondary school teachers of English appropriately stressed cognitive development among the learners have been suggested by Lawal (1993) and Olajide (1999). Thus, it can be concluded from this study that the cognitive aspect of reading to learn in English in Nigeria

colleges of Education has had worrisome dimensions. Unless drastic measures are taken to sensitize the teachers-teachers cognitively enough, using English across courses, many of them would graduate to teach learners who would be of little relevance in the real effort to move Nigeria forward technologically and scientifically.

8. Recommendations

It is therefore recommended that a special cognitive component be introduced into the curriculum of Nigeria colleges of Education. The component should be implemented faithfully and imaginatively by reading specialists, applied psychologists and initiated other teachers. Classroom activities, including teacher questions, must be geared towards enhancing, reading-related cognitive skills, not only in English but also in other disciplines. More research is required into other sectors of tertiary education in the country with a view of explaining the cognitive underpinnings of the students' literacy skills, because efficient higher literacy among teachers in any country is desirable for an all-round, integrative national development.

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Resources and Strategies for Teaching English Vocabulary in the Primary and Junior Secondary Schools in Nigeria

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Abstract. In any typical English as a second language (ESL) classroom, teachers are faced with a huge problem of making students use the target language. This is because learning a second language (l2) is a long and complex undertaking. The learner's whole person is affected as he struggles to read beyond the confines of his first language and integrates himself into a new language, a new culture, a way of thinking, feeling, and acting. Vocabulary is core in language learning. When learners increase their vocabulary size, their use of language skills implicitly increases as their knowledge of the word also becomes broader. Effective vocabulary instruction Involves understanding the new idea in the context of understanding or solving current social problems of the world and learners are given opportunities to use the new words when reading, writing, and speaking. Students would be able to building relational understandings and purposefully make connections to personal background knowledge and experience. To achieve these, teachers need to employ relevant and effective strategies and resources in the classroom, this paper therefore exposed some of these strategies and instructional materials that could be useful in ESL class.

Keywords: Teaching, Learning, Strategies, Instructional Materials, Vocabulary

1. Introduction

Teaching a second language involves total commitment, total involvement and deep pedagogical expertise to enable the leaners to successfully send and receive messages in a second language. Very few people achieve fluency in L2 within the confines of the classroom. Some intricate webs of variables that are spun together determine why one learns or fails to learn a second language. These include teachers' understanding of the principle of language learning and teaching, and knowing current issues in L2 learning. Some of the current issues revolve around answers to pertinent questions on who, how, when, where and why:

Who does the teaching and learning? I.e. what background do teacher and student have?

How? I.e. how does the teacher ensure success in L2 classroom? In other words, what are the strategies employed?

When (i.e. at what age) does one learn L2 easily and for how long?

Where is the learning taking place? The "where" of the learning is important because the socio-political condition of a particular country can affect the outcome of learning, (i.e. mastery of the language).

Why does the learner attempt to learn L2? Put more explicitly what are the affective,

emotional, personal or intellectual reasons behind learning L2?

Providing answers to these fundamental questions will help language teacher to have a total and integrated understanding of many areas of the process of L2 learning. This, in turn, will help in making L2 classroom successful.

2. Teaching and Learning Activities

The choice of learning activities and creative use of teaching and learning materials depend largely on the teaching methods adopted, which are also dependent on the selected approach. Richard and Rodgers (1986) describe method to include:

Approach: - This is a theory of the nature of language, i.e., an account of the nature of language proficiency and basic unit of language structure. It relates to the nature of language learning which involves an account of the psycholinguistic and cognitive process involved in language learning and an account of the conditions that allow for successful use of these processes.

Design:- This can be seen from six perspectives: (a) the general and specific objectives of the method, (b) a syllabus model (i.e. criteria for the selection and organization of linguistic and/or subject matter content, (c) types of learning and teaching activities (i.e. kinds of tasks and practice activities to be employed in the classroom and in materials.(d) Learners' role, i.e. types of learning task set for learners, degree of control learners have over the content of learning, pattern, of learner groupings that are recommended, the view of the learner as a processor performer, initiator, problem solver, etc. (e) teacher's roles i.e. type of functions teachers fulfill, degree of teacher's influence over learning, degree to which the teacher determines the content of learning, types of interaction between teachers and learners (f) the role of instructional materials, primary function of instructional materials, the form materials take (e.g. audiovisual, textbook etc.), relation of materials to other input, assumptions made about teachers and learners.

Procedure involves classroom techniques, practices and behaviors observed when the method is used, resources in terms of time, space, and equipment used by the lecturers and leaners when any method is been used.

In a typical classroom, where English is a second language, it is a known fact that children learn best when they enable them to take part in any activity using the target language. Pupil should however, not be debarred from the natural use of L1 during classroom activities. It is very difficult indeed for primary school age language learners to think about abstract situations in the language classroom and they need immediate and visible activities to support their learning with the guidance and mentoring of their teacher.

There should be pupil communication exposure to the target language and interaction in the language session, and a balance between teacher telling time and students talking time. Oracy and literacy in the target language are emphasized at the primary and the secondary school levels as they are important aspect of mother tongue development.

It is also imperative to establish a clear link between the pupil's life and his interest, so that he can see how relevant the target language could be. Teachers have to take care of language class environment and strive to take account of student's needs. As noticed by Finney (2002), learner and learning-centered approach to teaching languages to young learners is the most sensible way. The implications of this is selecting the appropriate instructional materials and adapting these materials to suit the age and background of the learner and to suit the methodology.

In learning English language, the acquisition of relevant and adequate number of words is fundamental. The core of a language involves the sound system, the syntactic structure and the vocabulary {Unoh 1987}. But of prime importance among these is the vocabulary {Kruse 1929 as cited in Adeniyi 2006}. Vocabulary can be defined as *the words of a language, including single items and phrases or chunks of several words which covey a particular meaning, the way individual words do*. Vocabulary addresses single lexical items—words with specific meaning(s)—but it also includes lexical phrases or chunks.

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972) wrote that ". . . while without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed"
(pp. 111–112). Lewis (1993) went further to argue, "lexis is the core or heart of language" (p. 89). Particularly as students develop greater fluency and expression in English, it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies. Students often instinctively recognize the importance of vocabulary to their language learning. As Schmitt (2010) noted, "learners carry around dictionaries and not grammar books" (p. 4). Teaching vocabulary helps students understand and communicate with others in English. learning vocabulary also helps students master English for their purposes. Chall (1987), stahl (1990), Nation (2001), Salah (2008) and chall and stahl (2009) opine that vocabulary knowledge can help the learner to comprehend written texts, just in the same way reading can contribute to vocabulary growth.

3. Features of Vocabulary Teaching

The concept of a *word* can be defined in various ways, but three significant aspects teachers need to be aware of and focus on are *form*, *meaning*, and *use*.

In the teaching of vocabulary, certain criteria are to be taken into consideration. These include but not limited to the following:

Frequency: this is the number of occurrences of a word in the target language. The most frequent words in any language should be taught before the unusual ones as they are likely to be the most useful ones for the learners of that language. However, Renouf (1991) maintained that the most frequent words are not necessarily the most useful ones for the learners and that common sense demands that the most frequent words be supplemented by intuition.

Range: this depicts the extent to which a word occurs in the different types of texts. A word may be quite frequent or its occurrence might be in just one or two texts. In this case, although its frequency might look significant, its range might be quite small. The most useful words for the learners here are those which are frequent and occur across a wide variety of texts.

Availability and learnability: This involves the extent to which a word can be learned without difficulty. Also, there is need for teachers to teach those items that could be seen around the vicinity of the school and the society of the learners. This involves teaching words such as chair, table, eat, drink, write, fan, stapler, biro, teacher, sweater, jumper, and pullover.

Language needs of learners: this is the extent to which a word is regarded as "required" by the learner in order to communicate. It is possible for the pupil to feel they need or to be interested in different words to those suggested by the teacher or textbook, pupils' interest needs to be taken into consideration as it would serve as motivation for them. The pupils may decide to know the English term of some words or to narrate a story and expect their teachers to correct them.

Cultural Factor: Grain & Redman (1989:59) saw this as the need for a teacher to teach the common traditional words in the society. They thought that teaching such words will reflect the cultural interests of the speakers.

4. Instructional materials/resources, concept and meaning

Instructional materials refer to materials used by a teacher in enhancing the process of teaching and helping the learners to grasp what he (the teacher) intends to communicate to them clearly. Akanbi (1989) agrees that materials introduce pupils to idea and information about a subject in a meaningful and realistic manner. They also enhance the pupils' experiences through such devices as motion pictures, and lead them to discover significant issues, values and concepts.

Adeniyi (2006) views materials as both human and non-human materials employed by teachers to help learners integrate the classroom

experience with the real world experience so as to concretize learning. Abolade (2002) also describes instructional materials as different forms of information carriers, which are used to record, store, preserve, transmit or retrieve information for the purpose of teaching and learning.

Azikwe (1998) asserts that instructional materials cover whatever the teachers uses to involve all the six senses of sight, hear, touch, smell, movement and taste while presenting his lessons. Instructional materials are very important in language teaching, especially the second language, because they facilitate the ultimate association between sound and their symbols and also words and the object they represent. The use of instructional materials reduces the problems of interferences and translation. Hoban (1949) as cited in Azikwe (1998) outlined the values of instructional aids as follow: They

- Supply a concrete basis for conceptual thinking and reduce meaningless word responses from pupils.
- Make learning more permanent
- Provide a high degree of interest for pupils
- Offer a reality of experience which stimulates self-activity on the part of the pupils.
- Develop a continuity of thought (especially motion pictures).
- Contribute to growth of meaning and hence to vocabulary development.
- Provide experiences not easily obtained through other materials and contribute to the efficiency, in depth and variety of learning.

Bamishaye (2008) identified five main purposes of instructional materials which apply to any subject field. These are:

- To teach skill and present fact with appropriate materials
- To organize knowledge into concept through the use of instructional materials.
- To stimulate their imagination and
- To develop attitudes or to change existing ones.

The above listed purposes cover the three major domains of instructional objectives – cognitive, affective and psychomotor. In as much as a teacher would want to deliver his level of effectiveness along these domains, it is equally important that the teacher plans on what would enhance his professional effectiveness before going to class. He does this by carefully choosing the mean and the channel for his communication together with possible activities that students will be engaged upon.

The teaching profession is daily facing new challenges because of the new trend of development in the society; thus, there is need to move ahead of the old method of teaching. It is also essential to embrace the use of instructional materials to achieve the stated objectives. This implies that a thorough reorientation is sine qua non for the teaching profession. A combination of instructional materials that appeal to all senses is likely to make a deeper impression on the learners than the conventional method of chalkboard and verbal dissemination.

Instructional materials can be grouped under three broad types namely – visual, audio, and audio-visual.

Visual Aids: These are instructional materials and devices that appeal to the sense of sight and touch as well as taste, movement and sense of smell. They consist of non-projected aids, the chart board and adhesives, pictorial aids like charts, pictures, mobile, three dimensional aids, projected aids, laboratory equipment, chemical apparatus and radio. Gain and Redman (2006) as cited in Adeniyi and Lawal (2016) assert that these teaching aids can be used to group items into concrete vocabulary lessons and for presentation, practice, revision and testing. The essence of any communication activities is the transmission of visual intended to evoke meaning in the mind of the recipient, thereby, increasing communication accurately. Hence, the device is to serve as a more concrete experience to meaning than the spoken or written words, which could inhibit meaning through language and cultural differences that exist between the learners and speakers (Heinch, Molendas & Russell 2000). Words are arbitrary

symbols, which do not look or sound like what they represent. Students need to be taught the skills of visual literacy to enable them elicit messages correctly and use them to their educational advantage. It is assumed that when a concrete representation is present, the likelihood of a successful communication is increased.

Duyer (1978) has presented a research evidence which revealed that showed that representation could actually interfere with the communication and learning process. He states that the ability to sort out the relevant from the irrelevant in a technical representation grows with age and experience. Therefore, instead of enhancing the deficiency in communication, the wealth of details sound in a realistic visual may increase the likelihood of the learners (between the age bracket of 13-15) being distracted by irrelevant elements of the visual which involves differentiation, Identifying, analyzing and integrating, drawing interferences and creating new conceptualization from what have been learned.

Azikwe (1998), stressing the importance of visual aids in English language, asserts that language teaching is made very effective when the language teacher complements verbal explanation with visual aids. Visual aids attract and arrest the attention of students, especially those who have difficulty in learning L2. A lesson is made more interesting when appropriate visual aids are used. Also, the use of visual aids enhance retention of information on the part of the learner because it is easy to forget what is heard, but not when learning by hearing is further reinforced by the use of additional sensory experience of seeing. The use of visual aids enables the learner to form correct images. Without the additional experience through the sight, it is possible for member of a class to form differing ideas and images about something they learn through verbal description only.

Audio- Aids: Audio–aids cover all recorded materials in vinyl tapes that can be played back, using the recorder or radio during a lesson. These types of aids appeal to the sense of hearing alone. They are very useful to the language teacher for the teaching of the listening skills. Audio aids in general are needed by all teachers of English. Since L2 is better learned through imitating the native speakers, the tapes and records prepared by the native speakers will enhance the teachers' efforts in the second language context. Azikwe (1998) also asserts that audio aids are provided to make the teacher's work less cumbersome and also to make teaching/learning situation a fun. They are very effective in teaching the language skills, e.g., grammar, pronunciation and dictation. The students' activities could be recorded after listening to the tape as their performances could be played back for them to hear, identify their weak points and make corrections. Audio aids are easy to operate since they do not require electricity and are portable and fairly light to carry about. The teacher has control over the audio aids because the playing could be stopped where and when necessary to give room for explanation and clarifications of points to the class. Audio instructional devices have limitations. Without some monitoring over their students, some students do not pay attention to the presentation of audio materials. Storage and retrieval of audio tapes phonograph records can also cause problems.

Audio-visual aids – The instructional aid grouped as audio-visual are films, transparencies, slides and filmstrips and television/video tapes. All these aids with the exception of television/video tapes make use of projectors, hence they are known as projector aids as against visual aids which make up the non-projected aids. The projected aids require the use of electricity and they appeal to both the senses of sight and hearing. The audio-visual aids are made up of soft and hard-wares. The soft-ware are such materials as transparences films, slides and film strips, while the hard-ware are the equipment or the over-head projectors useful in showing the materials on the screen. Audio visuals could be made locally to develop writing and speaking skills. Teacher could also have record to audio visual aids in teaching grammar and vocabulary.

In teaching meaning from the context, Sarka (1978) asserts that the use of visual and audio visual aids is very important. In his study to find out the effect of visual aids on students'

understanding of a passage, he divided a group of students into two. One was given a bare outline of a story and no pictures. The other group was given a set of pictures and real object with some explanations. It was found that the group with the picture and real object performed better. These materials spark off latent ideas – ideas that were already there in students' mind but needed an incentive to start the flow of thought. Selected multisensory materials could encourage students to put their feelings and thought into word in a more vivid and lucid manner, which is after all what vocabulary acquisition and good writing is all about.

Singleton (1999) observed that as far as meaning is concerned, the availability of a mental images emerge as a possible aids in the fixing of words in meaning. Teacher can put the knowledge of these findings to good effect by encouraging the use of visual aids that brings real concept to the students.

5. To what extent do audio visual aids enable learners to grasp the meaning of the new vocabulary?

Dove and pai (2006) compared the learning and retention of L2 vocabulary through listening to scripted dialogue in two conditions: audio and video, with each condition having its control group.

Students were studying French as L2 at university and were at high-elementary level. There were vocabulary gains for both groups, especially the video-group. Strategies differed according to the presence or otherwise of visual accompaniment. With video, less attention seemed to be paid to purely linguistic cues, e.g., cognates, which facilitated the interference of words that may or may not have been central to the meaning of the passage. Support was found for the view that media-use helps develop lexical competency where L1 & L2 words are related, where the subject of a text is not unfamiliar and where the visual content and the text correspond.

In conclusion, instructional materials are essential to the achievement of learning objectives. They provide the basic information required and considered important but which is not contained in the prescribed textbooks. They also encourage and produced self-instruction learning and adequate presentation of lessons.

Realias: The term 'realias' stand for real objects, such as coins, nuts; artifacts, plant, animals etc. They are not always thought of as visuals, since the term visual implies representation of categories including some of the most accessible in highlighting and involving materials in educational use. Bullousgh (1990) observes that realias are instrumental in stimulating the Imagination and have direct purposeful experience, and as such, they are real media for introducing learners to a new subject. Used as part of concept learning, they supply flesh-and-blood mental images. In a nut shell, it can be observed that realias facilitate teaching for the teacher just as it enhances understanding of vocabulary items, ideas or relationship, even in the teaching of the mother tongue and the L2.

Finally, it is pertinent to add here that the combination of all the instructional materials discussed above (i.e. visual and audio-visual aids, and realias) is what is packaged in this work to be Multisensory Instructional Approaches. In other words, this approach involves the use of video-tape, tape recorder and real objects (realias) which appeal to different senses, like sight, hearing, gustatory, touch and smell to teach vocabulary items to the underachievers.

In Multisensory Approach, more than two senses are elicited at the same time in the process of learning a new language. The senses are those of seeing, hearing, and feeling. Thus, Stone (2008) concluded that it seems reasonable to suppose that learning which involves several senses may well be more effective than an appeal to the ear only in language learning.

RESOURCES AND MATERIALS THAT CAN BE CREATIVELY USED IN THE LANGUAGE CLASS FOR PRIMARY AND SECONDARY LEARNERS

Below is a list of materials and a resume of their possible positive uses Blackboard

Can be used for a number of activities:

List of vocabulary items
Writing new language
Brainstorming words for new topics/ recycled topic
Games In two teams with board split into halves
For keeping score
For drawing pictures (e.g. group/individual picture dictation)
Drawing pictures to illustrate a story
For putting flashcards on
In lexical groups
In colour groups
In spelling groups
As part of a game
As illustration for activity
Games
Clothes designer's dictation
Describe the suspect dictation

Pencils

Puppets
Counters

Flashcards (with words, pictures of both)

Can be used for a huge variety of activities:

Games

Snap
Find one of these
What's missing?

Language focus:

Introducing/remembering vocabulary
Introducing verbs – verb games
Word order in sentences
Punctuation revision
Introducing/remembering adjectives
Introducing/remembering prepositions
Lexical sets-town/school/classroom/farm/vehicles/the
Market/hospital/furniture/food/hobbies/jobs.
Topic sets- the environment/shopping/buildings and design/farming and
Agriculture/the seas and oceans.

Cue cards (words, pictures or both)

Can be used for:

Cue cards role play
Creating stories

Stories (oral, cue cards, books)

Can be used to:

Set the scene before an activity, such as role play
Contextualize the language
To ask what happens next…..
To join in with…..
Story board writing stages of the story: the beginning;
the problem; the solution and the end.

Cardboard Box/es

Can be used for:

TV screen for interviews/story presentation/how to/etc.

Maps

Can be used for:

Information gap games and activities
Role play 'could you tell where……. Is, please?

Friezes

Can be used for:

'I spy' games
Answering question such as 'What colour can you see?
'Find a…… 'Find example of a……'

Posters

Can be used for:

Games like 'I spy'
What colour/words beginning with 'X' can you see?
What professions/ what vehicles/ what building can you find?
What's the weather like?

Can you see…..? ?

Magazine and newspaper pictures/text/cutting/adverts

Can be used for:

Jigsaw readings
Group work
Describing……
Half headlines……
How does the article finish….
Interview models

Labels

Can be used:

Around the classroom
For any diagrams/pictures on the wall
To accompany illustration on the wall

Food packets

Can be used for:

For display
Linked to particular topics e.g. countries, colour, weight, healthy/
Unhealthy eating, environment, etc.

Media e.g. computers, radios, television etc.

Can be used as model to create:

Role-play for radio
Games such as 'Twenty questions' 'What do I do? 'Call my buff'
Story-telling
Sound effects
Interviews with imaginary famous sports people/artists/musicians

Culture e.g. games, art and craft, dance, music and songs, drama role play and puppet.

Can be used to teach vocabulary and the four language skills i.e. listening, speaking,
Reading and writing skills.

Props

Can be used for:

Hats- for different people in a story
Bags- what's in the bags? Game/shopping in the market role-play
Food packets- shopping
Menus- in the restaurant role play

Mobile phones and technology links

Can be used for:

Creating texts…….
Sending messages
Sending music
Using it for calculations/diary/alarm

People in the community as a resource

Can be used for:

Stories for history, language and geographical knowledge.

6. Strategies to Support English Language Learners in ESL classroom

Teaching strategies are different activities that teachers engage in to improve their classroom practices with the aim of supporting students to learn maximally.

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The following strategies can be considered in teaching English vocabulary in ESL class:

- Teacher/student talk time: teacher needs to speak slowly and clearly, and provide students with enough time to formulate their responses, whether in speaking or in writing since L2 learners are thinking and producing in two or more languages. After asking a question, the teacher needs to wait for a few seconds before calling on someone to respond. This process provides all students with an opportunity to think and process, and gives learners a needed period to formulate a response.
- Use of Non-Linguistic Cues: teachers should use visuals, sketches, gestures, intonation, and other non-verbal cues to present the lexical items to students. Teaching with visual representations of concepts can be hugely helpful to the learners.
- Teachers should involve the leaners in practical activities through the use of

authentic lexical items and never rely wholly on a textbook as their visual aid

- On giving instructions, teachers should give verbal and written instructions—this practice can help all learners, especially L2s. Teachers must not act surprised if students are lost when they haven't clearly written and explained step-by-step directions.
- On Checking for learners Understanding, Teachers should regularly check that students are understanding the lesson. After an explanation or lesson, a teacher could say, "Please put thumbs up, thumbs down, or sideways to let me know if this is clear, and it's perfectly fine if you don't understand or are unsure—I just need to know." This last phrase is essential if you want students to respond honestly. Teachers can also have students quickly answer on a Post-it note that they place on their desks. The teacher can then quickly circulate to check responses. When teachers regularly check for understanding in the classroom, students become increasingly aware of monitoring their own understanding, which serves as a model of good study skills. It also helps ensure that students are learning, thinking, understanding, comprehending, and processing at high levels. Teachers must not also simply ask, "Are there any questions?" This is not an effective way to gauge what all your students are thinking. Waiting until the end of class to see what learners write in their note is not going to provide timely feedback. Also, they should not assume that students are understanding because they are smiling and nodding their heads—sometimes they're just being polite.
- Encouraging learners to develop the use of their Home Language is also important. Second language learners need to continually build their literacy skills in their home language, also known as L1. Research has found that learning to read in the home language promotes reading achievement in the second language as "transfer" occurs. This transfer may include phonological awareness, comprehension skills, and background knowledge in the process of vocabulary learning. Students should not be stopped from using their native language in the classroom. Forbidding students to use their primary languages does not promote a positive learning environment where students feel safe to take risks and make mistakes. This practice can be harmful to the relationships between teachers and students, especially if teachers act more like language police than language coaches. However, while the research on transfer of L1 skills to L2 cannot be denied, it doesn't mean that teachers should not encourage the use of English in class and outside of the classroom.

Hilliker (2012) also suggested the following strategies to help second language learners: Teachers should:

- Speak slower, not louder.
- Provide outlines, advanced organizer, or visual guides.
- Write down key terms on the board.
- Integrate games.
- Read written instructions. Repeat.
- Write key concept vocabulary on a Word Wall.
- Integrate listening centers.
- Model new skills.
- Extend test time.
- Don't rescue L2s when they struggle to speak
- smile, relax your feet, face, and hands, and wait (it's hard to be tense when those body parts are loose).
- Think-pair-share.
- Provide exemplars of successful projects.
- Let students use their home language in the classroom to solve work.
- Use pictures, sketches, and graphic organizers.
- Make videos of presentations for L2 learners to replay if needed.
- Liberally use checks for understanding.

- Pair up ELLs with strong oral and written English skills.
- Share a picture glossary.
- Teach with cooperative learning.

All these will help second language learners to adequately cope in the class

7. Concluding Remarks

Language learning involves learning about a new way of thinking, feeling, and acting and having considered the centrality of vocabulary to the teaching of language, there is therefore, need for total commitment, total involvement, and total physical, intellectual and emotional response. Language teaching strategies and materials design can affect the teaching process in the language classroom. If the materials and the strategies employed are not designed in conformity with the age, interest, level and needs of the leaners, they may not be effective. Children generally (both in primary and secondary schools) learn best when the teacher uses materials and strategies that enable them to take part in an activity using the target language. Besides, they need to be more 'scaffolded' by the teacher. There should be an even balance between fluency and accuracy in each vocabulary lesson and teachers are enjoined to take account of students' learning needs. Finally, teacher should make their own materials and adapt them to suit the individual needs of the learners as well as employing strategies that are learner centered.

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Television Stations and Agribusiness in Kampala Uganda.

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Abstract. The purpose of this study was to assess the role of television coverage on agribusiness in Kampala, Uganda. The objective was to find out the number of programs and the amount of time devoted to agribusiness by television stations in Kampala, Uganda in the last two- years (2014-2016). The participants included the program managers of UBC, NBS and URBAN television stations in Kampala, Uganda. The main research instrument was interview guides. The study found that the selected TV stations had between 1 to 3 agribusiness telecast programs. Furthermore, the study found that the surveyed TV stations had only 5 to 30 minutes of airtime assigned to agribusiness programs. The study concluded that televised agribusiness programmes are effective in disseminating information to the farmers given their audio and video capabilities. Television and mass media in general should therefore go beyond teaching skills or transferring technology, the scope and objectives of TV agribusiness programmes should be broadened to include such structural constraints as poverty, the distribution and allocation of social resources. The following recommendations were made: the need for television programs to increase agribusiness programs in their airing, the television stations increase the coverage use to televise agribusiness, the need for the government to support the television stations in their agribusiness programs, the farmers should be made aware of the intention of the show and how it would be of great benefit to them and other farmers in all the parts of the country.

Keywords: Examining, Television, Agribusiness.

1. Introduction

Generally, television is considered to be a powerful medium that performs active role in informing and educating at larger scale. For the past more than two decades, television has become part and parcel of our lives having visible direct and indirect impact on rural and urban population (Zia, 2012). During the recent past, Uganda media, particularly electronic, has witnessed unprecedented growth and many private satellite television and FM radio channels are operational in almost all parts of the country present. For a long time, the content of what is covered is usually perturbing to the public on the point of its relevance and or importance to the community, who is the intended audience. Media content, especially news, is about events or people that are

overwhelming enough to catch the reporter's attention (Ojebode, 2006).
The protrusion can be as a result of oddity, negativity or numerical or spatial magnitude further contends that, people who are at the frontline of the society, even if they perform an ordinary task, get focused on by the mass media. Once prominence accomplishes its role of attracting the initial media attention, status conferral takes over and this is a function of continued media patronage. This is an indication that what is covered by media may at times depend on influence of a person and not the importance to community (Mencher, 1989).
In Uganda, use of electronic media in agricultural sector seems to be a recent phenomenon. However, it is not clear whether these recent strides have made significant impact on farming communities. Electronic media in form of radio and television has remained in use by the department as one of the important teaching tools. But how far these media have been effective in achieving desired results seems to be an important area to be investigated. Grace, (2004) argues that communication plays an important role in the development of a country. If means of communication are economical, fast and well-developed they can produce favorable impact on attitude, modernization and widening of market.

Uganda being an agricultural country has a rich and vast natural resources base, covering various climatic zones. So the agriculture sector has potential for accelerating economic and industrial growth in a country like Uganda. The importance of agriculture for Uganda's economy can be gauged in three ways: first, it provides food to consumers and raw material for domestic industries; secondly, it is a source of foreign exchange earnings; and third, it provides a market for industrial goods. At the time of independence, the agricultural sector had the largest contribution to GDP of Uganda. Although over the years' service sector has become the largest contributor but agriculture sector still remains the largest contributor to its GDP. This sector is also a major source of employment in Uganda, sharing more than 70% of total employment (FAO, 2007).

Despite the paramount importance of agriculture, in Uganda, its pace of development is very slow. The agricultural production of the country is lower as compared to other countries of the world, even within the country there is an ample gap between per hectare yield of crops between progressive and conventional farmers (MAAIF, 1996). This is only because of indifference towards acquiring and adopting latest production technologies for enhancing crop yields and achieving sustainability in agriculture.

Media is now a mainstream form of communication around the world and continues to grow in popularity with the increase in the number of gadgets and devices like smart phones and the ease of use whilst on the go. There are now billions users of various media platforms in the world and other industries have embraced these platforms in business and consumer engagement, however, it has not been widely accepted in agriculture. Limited research available shows that there are increasing trends in farmer and agribusiness uptake in media as the popularity of modern media receiving devices increase (Angwenyi, 2016).

2. Theoretical Perspective

This study adopted Development communication theory, Development communication theory is a view and theoretical stand promoted by scholars like Glean Hecter (1969), Everly Cammerron (1972) and Krosore Maine (1984). The basic claims of this theory center on the attitude of communities to change and how communication supports and impact drives the change process.
According to Mefalopulous (2008) development communication theory is the notions of development communications have evolved with time: Initially, development communications was characterized by the use of mass media that considered people as audiences ready to be influenced by the messages they received, which was pure and simple one-way asymmetrical communication. This specific communication perspective is rooted in the basic Sender-Message Channel-Receiver (SMCR) model; this model envisions a sender transmitting a message

through the appropriate channel to a receiver (or group of receivers). However, the model has been criticized for not being effective and it has been revised several times to enhance its effectiveness, aspect such as feedback were included to design a more symmetrical flow of communication.

The main idea behind development communication theory is media for development of people in a nation or to help the target population. Communication seeks to serve the people without manipulation and encourage genuine response. There is no propaganda as ulterior motive of communication.

Development communication theory is about working for local development and creating opportunities. Its objectives are to uplift the quality of life of people not only economically but also socially, culturally, politically etc. by using the tools of development communication. The theory later became known for its use in the developing and under developed countries. The concept of participation was later added which paved the way for model to be used for social change, development communication and democratic-participant communication theory.

Development communications process can be adjusted according to the needs, which improves the programs as a learning process, as the concept of development communication is continuously evolving. Development of different digital technologies has made the concept broader and more participatory.

The implementation of this theory plays an important role in agricultural development and communication is essential ingredients for effective transfer of technologies, information, knowledge and awareness to the farmers.

3. Statement of the problem

The agribusiness sector in Uganda is beset with myriads of information constraints, the situation has been exacerbated by persistent failures in both input and output markets and the reasons for market failure include imperfect competition, public goods and institutional failure, that is a major challenge facing the growth of agribusiness (Omamo, 2003). There is still a big disconnection between agriculture/agribusiness and major communication channels, mainly due to lack of rural roads in major agro-ecological zones, grossly underdeveloped agricultural research systems and limited use of modern technologies in the crop, livestock and fisheries subsectors. Dorward (2009) stated that the major areas of institutional failures include underdevelopment of rural market institutions, labor, insurance and food markets, weak legal institutions and enforcement of contracts, land tenure issues and underdeveloped property rights as well as problems of collective action and development of cooperatives.

The impact of the knowledge/information sharing thought the course of human development seems to be lagging behind in Kampala, Uganda (Okello, 2006). Moreover, there are limited studies on developing strategies to enhance the role of media in the dissemination of agricultural information among farmers in Kampala, Uganda. This shows the extent to which this dominant sector (agriculture) has been neglected by not only educationists and researchers but also by the media. This study contributes to this contextual gap by examining the role of television coverage in promoting agribusiness in Kampala, Uganda.

4. Purpose of the Study

The purpose of this study was to assess the role of television coverage in promoting agribusiness in Kampala, Uganda.

5. Objective of the study

To find out the number of programmes and the amount of time devoted to agribusiness by television channels in the last two- years (2015-2016).

6. Research Questions

To what extent have television stations in Kampala, Uganda devoted programmes and time to agribusiness related issues in the last two-years (2015-2016)?

7. Literature Review

Electronic Media plays an important role to educate both illiterate and literate the farmers

and peasants on Modern Agricultural Practices (MAPs) and system in a sustainable manner. Success of agricultural development programs in developing countries largely depends on the nature and extent of use of mass media in mobilization of people for development in general and agribusiness in particular (Irfan *et al*., 2006). Television has been acclaimed to be the most effective media for diffusing the scientific knowledge to the masses. In poor countries where literacy levels are low, the choice of communication media is of vital importance, particularly Television is significant, in its transfer of modern agricultural technology to literate and illiterate farmers and peasants alike even in interior areas, within short periods of time (Khan *et al*., 2010).

With the main stream of Ugandan population, engaged actively in agriculture, television could serve as a suitable medium of dissemination of farm information and latest technical knowledge. The farmers can easily understand the operations, technology and instructions through television, the coverage of different subject matter by television with regard to agriculture, animal husbandry, agricultural marketing, agricultural engineering and cooperatives. In this article, an attempt is made to know about the importance of television and its effect in the field of agriculture through sound communication (Nazari & Hassan 2011).

Electronic media such as TV can be vital in this context. In Uganda, majority of the farmers are small and most of them reside in rural areas, where TV may be considered less effective because many of the rural dwellers may not afford it and its costs, in this digital TV era. However, Mazher, *et al.* (2003) reported that among various mass media used for technology transfer process, TV seems to be a more powerful way to communicate the latest information to the farmers. with TV, several programmes can be broadcasted on different channels. With all the above, the role and capacity of TVs in promoting agribusiness is undisputable. But what remains questionable especially in developing countries is whether these media houses give adequate attention to agribusiness issues. This seems to be a new area and the literature is very scanty. There is a big need to ascertain how much time is devoted on telecasting information related to agriculture and agribusiness. The few related studies which exist are mainly on radio or on specific agricultural programs, which in most cases are projects to be implemented for a given time. Such programs may not give adequate knowledge to farmers related to the most recent practices in the field of agribusiness.

For example, it is important to look at farmers' knowledge about different agricultural TV broadcasts of their interest and so they can pay adequate attention. In developing countries like Uganda, it is rare to find a TV program commonly known by the masses as being agricultural. Therefore, the concept of an agricultural or farmers' TV, which has already been seen in developed countries, is still far to be fetched in developing countries. There is different agribusiness related information that can be covered and therefore broadcasted on TV, including new innovations in agriculture, agricultural technologies, market information on farm inputs, outputs as well as labor and education (Jost, 2013). Considering the importance of television as a major source for disseminating agricultural information and playing a significant role in adoption of new practices across the world, this study was planned to analyze the extent to which TV stations in Kampala, Uganda are covering agribusiness issues in their programs.

According to Muhammad *et al*., (2004), television is an effective medium among the mass media which can be used effectively for agricultural best practices and technological transfer among the farming community. It has been acclaimed to be one of the most important communication tools available today. Much of its success in teaching lies in the unique combination of sight, sound, and motion. This coupling of audio and visual stimuli has proven that it can change human behavior and ultimately improve farmers' learning. These TVs have the potential of providing information very easily to large audience dispersed over wide geographical areas, which is impossible through personal contacts.

8. Methodology

This study used face to face interviews to collect data from television program managers about the number of programmes and time devoted to agribusiness by television channels in Kampala, Uganda in the last two-years (2015-2016). Interviews were preferred by the researcher because it supports the use of visual aids and the detection of social cues and body language, also with this type of interview, the interviewer, can gain a deeper insight to specific answers by treating the interview questions like a meaningful discussion and deducing the availability of each response.

Sampling Technique and procedure

Simple random sampling was used for selecting television stations in Kampala, Uganda which the names of all television stations in Kampala, Uganda was written on small pieces of paper and then a few stations were randomly selected while the researcher selected the program managers using purposive sampling method based on his own knowledge and professional judgment. According to Amin (2005), purposive sampling is usually used when a limited number of individuals possess the trait of interest. In other words, it is the only viable sampling technique in obtaining information from a very specific group of people.

Research Instruments

This study used interview guides as its main research instruments.

9. Data analysis

Qualitative data was analyzed using manual coding on the transcripts to identify the significant statements across individual interviews. Subsequent readings of the significant statements helped in identifying meaning of units or sub-themes emerging within the patterns. The objective of this study was to find out the number of programmes and time devoted to agribusiness by television channels in Kampala, Uganda in the last two-years (2015-2016). The objective was achieved by asking program managers of the selected television stations during face to face interview sessions.

Their responses were summarized in table 1 below:

Table 1: Showing the number of agribusiness programs in selected TV stations in Kampala, Uganda in the last two years 2015 – 2016.

TV Stations	UBC	NBS	Urban
Number of Agribusiness programs	3	1	1

Source: Primary Data, 2017

Table 1: revealed that UBC television stations had majority of the agribusiness programs while Urban TV and NBS TV had the least program as regard to agribusiness. UBC television has most of the agribusiness programs because it is a government television hence airs it as government initiated project to fight against.

The interview findings were stated as follows:

For UBC television the researcher asked the following questions:

The researcher asked the name of the agribusiness programs the station airing and the key interview informant said:

"*The UBC-TV have agribusiness programs such as Business today, Farmer's basket, and News on agribusiness".*

In an interview session, the researcher asked of how the above mentioned programs have been running in the station? Key interview informant said:

"The business today program was airing for 4-years; farmer's basket was airing for 10- years while News on agribusiness airing for the period of 4-years".

On a similar note, the researcher asked of how the above mentioned programs have benefited farmers? Key interview informant said:

"The agribusiness programs encourage farmers to start agriculture or farming as a business and also benefited through sharing of knowledge and practices, technologies and new innovation".

Furthermore, the researcher asked if there are any challenges they face as they run agribusiness

programs on the television station. The key interview informant response:
"We are facing a lot of challenges which include, programs expensive in rural areas, transportation is very difficult because of lack of good road, time consuming and language barrier" Key interview informant

Finally, the researcher asked of how the above mentioned challenges can be addressed? The interview informant said:
"The challenges can be solved through supporting the program by the government, encourage the young to participate in agribusiness programs and help the farmers with some chemicals that their farming activities" Key interview informant

For URBAN television the researcher asked the following questions:
The researcher asked the name of the agribusiness programs the station airing and the key interview informant said:
"Urban television has one agribusiness program that is feed the nation" Key interview informant
In an interview session, the researcher asked of how the above mentioned program has been running in the station? Key interview informant said:
"The feed the nation program was aired for the period of 2- years" Key interview informant

On a similar note, the researcher asked of how the above mentioned program has benefited the farmers? Key interview informant said:
"The program has helped farmers to be able to market their own products, share knowledge and ideas for innovation purposes and youth are able to practice agricultural business on their own" Key interview informant

Furthermore, the researcher asked if there are any challenges they face as they run agribusiness program on the television station. The key interview informant response:
"The Urban television is facing a lot of challenges in running agribusiness program which include, difficult to communicate to the farmers effectively, lack of interest of the youth on agribusiness, transportation is difficult due to bad roads and most of the people are not interested in watching agribusiness program compared to other programs" Key interview informant

Finally, the researcher asked of how the above mentioned challenges can be addressed? The interview informant said:
"The challenges can be addressed by encouraging people to watch agribusiness programs, farmers should give maximum cooperation to journalist and program should be in local language, so that it can be understood by farmers" Key interview informant
For NBS television the researcher asked the following questions:
The researcher asked the name of the agribusiness programs the station airing and the key interview informant said:
"The NBS-TV has only one program on agribusiness called Agricultural business" Key interview informant

In an interview session, the researcher asked of how the above mentioned program has been running in the station? Key interview informant said:
"The agricultural business program was aired for the period of 2 – years" Key interview informant

On a similar note, the researcher asked of how the above mentioned program has benefited the farmers? Key interview informant said:
"The program has been at the forefront in promoting agribusiness, disseminating information on new agricultural technology and help farmers in marketing their products." Key interview informant

Furthermore, the researcher asked if there are any challenges they face as they run agribusiness program on the television station. The key interview informant response:
"The NBS TV is facing challenges in agribusiness coverage which include, language barrier, inadequate resources and convincing them to advertise is very difficult" Key interview informant

Finally, the researcher asked of how the above mentioned challenges can be addressed? The interview informant said:

"The challenges can be addressed through sensitization of farmers, lobbing for more resources and government should support the program" Key interview informant

The above responses imply that agribusiness programmes covered on television stations have been able to greatly influence farmers' perception and understanding of agribusiness. The programmes indeed have helped farmers to get a wider understanding of agribusiness and venture into the one they believe is more profitable and manageable for them.

From the above responses, it can be deduced that agribusiness programs are very expensive and yet very instrumental in shaping the agribusiness of the country. In this regard, it is imperative that the government supports the television stations in promoting agribusiness programmes given the fact that agriculture is the backbone of Uganda.

Table 2: Showing the coverage of television stations on agribusiness programmes.

Name of stations	Programs	Air used (minutes) weekly
UBC	Business today	5
	Farmers' basket	25
	News on agribusiness	5
NBS	Agricultural business	30
Urban TV	Feed the Nation	30

Source: Primary Data, 2017

Table 2: revealed that most of the agribusiness programmes run on TV have been allotted airtime of 30 minutes across all the television stations surveyed. Other programs have been allotted airtime of 5 minutes featuring news time. It is true that television stations have very many programs that they promote, for instance, most entertainment programs have airtime of 1hr to 2hrs (e.g. football, music, soap operas, movies etc.). These programs as much as they are good for entertainment, they have not been successful in fighting poverty in the country more than agriculture, and yet agricultural programs are not given much airtime on most television airings. It is therefore based on the findings of the study the amount of airtime uses to televise agribusiness should be increase to atleast 1-hour, so that the agribusiness information will be enough to the farmers.

10. Discussion of findings, Conclusion and Recommendations.

10.1 Discussions

With governments often stated, commitment to agricultural development, and rural development in general, one would have expected a vigorous and sustained media programs on agriculture and related activities; however, this seems not to be so. This study found that all the television stations visited had one or three programmes on agribusiness. UBC television had three programs of agribusiness while NBS and URBAN had one agribusiness program.

The objectives of the programmes were also found to be similar. Generally, they are designed to enlighten the farmers on new farming techniques, encourage the people to go back to the land for mass food production (News on agribusiness, UBC TV), and put agriculture back on its feet as the backbone of Uganda economy (Farmer's Basket, UBC TV), farmer and their products (Agricultural business NBS), The program is geared into promoting agricultural business to secondary school children in to grow improved seed URBAN). Unfortunately, the duration of these weekly programmes did not go above 30 minutes and were transmitted during non-peak hours or featured in news for 5 minutes. From the various topics treated in the programmes, it is clear that emphasis was on teaching farming techniques and introduction and application of fertilizers and herbicides.

The study revealed that most of the agribusiness programs run on Televisions were allotted airtime of 30 minutes across all the television stations surveyed. Other programs had been allotted airtime of 5minutes featuring news time. It is true that television stations have very many programs that they promote, for instance, most entertainment programs have airtime of 1hr to 2:30 minutes (e.g. football, music, movies etc.).

These programs as much as they are good for entertainment, they have not been successful in fighting poverty in the country more than agriculture, and yet agricultural programs are not given much airtime on most television airings. Therefore, based on the finding it is important that agribusiness should be given at least airtime of 1hr and at the same time, the government should be at the forefront of making this a reality.

10.2 Conclusion

The study was to find out the number of programmes and time devoted to agribusiness by television channels in Kampala, Uganda in last two years (2015 – 2016). The study found that there are few agribusiness programs covered and less airtime used by the television stations in Kampala, Uganda.

10.3 Recommendations

The study found that some television stations have very few agribusiness programs. This study recommends that more agribusiness programs should be run by the television stations given the fact that Uganda is an agricultural country and therefore disseminating agribusiness information to the farmers can strengthen the economy.

Furthermore, this study found that not much airtime is assigned to run agribusiness programs, it is therefore, the television stations increase the coverage use to televise agribusiness, this will enable enough agribusiness information to be disposal to the farmers and will even increase much viewership for the television stations.

In addition, televising agribusiness show was found to be very expensive for the television stations to cover on their own. Therefore, there is need for the government to lend a supporting hand financially so as to motivate such ventures that promote the good of the country.

Furthermore, the study found that during the creation of the agribusiness shows, some farmers were not cooperative to the journalists. This study recommends that farmers should be made aware of the intention of the show and how it would be of great benefit to them and other farmers in all the parts of the country. Similarly, journalists can as well involve the participation of the local leaders and district leaders so as to make the farmers even more cooperative.

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A Learnt Accent as "Received" Model in an English-as-a-Second-Language Context

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Abstract. The task of codification and elaboration of the educated varieties of Nigerian English are the ones in current contention among scholars of Nigerian English. Pronunciation issues have however been the bane of Standard English all over the world. While most non-native speakers of English have been able to cross the hurdle of learning the syntax and semantics of Standard English, a recurrent issue in academic discussions has been their inability to approximate the native-like accentual competence. In this paper we have presented submissions of scholars on Nigerian English in comparison with other regional varieties of English belonging to the inner circle. The quality of phonemes in terms of closeness or distance from the prestige, Standard British English, RP has been examined. Considering the close approximation of the phonemic inventory of the Educated Nigerian English model to that of the standard British English, we have found that very few Educated Nigerians use English language effectively. This assessment is made from the perception of how these few Nigerians (i.e. broadcasters) articulate fricatives, affricates, stops or plosives, continuants and central vowels, correctly. The Nigerian RP spoken by these very few 'educated' people should qualify to be referred to as a regional RP.

1. Introduction

The impulses that inform the characteristics of Nigerian English include the Syntax, Phonology, Semantics, Pragmatics, and Sociolinguistics. This study is phonological as well as sociolinguistic. The phonology will highlight the phonemic inventories that identify Nigerian English as Nigerian, while the Sociolinguistics will explain why those features identify Nigerians. On the whole, the paper will explain the link between Nigerian English phonology and its sociolinguistics.

Before we begin to trace the literature of Nigerian English from Tiffen (1974) to date; it may be pertinent we give a brief background to this study. Apart from foregrounding the features that identify Basic Nigerian English (see Jibril 1982), this paper will rename the Educated Nigerian English in a rather prestigious pedestal as a variation of the Standard British English, and not as a deviation. English has been not only an international language but second, amalgam and additional language (see Cruttenden 2008:77).

Pronunciation issues have been the bane of Standard English all over the world. While most non-native speakers of English have been able to cross the hurdle of learning the syntax and semantics of Standard English, a recurrent issue in

academic discussions has been their inability to approximate the native-like accentual competence. Thus, non-native English speakers articulate the language segmentally and suprasegmentally.

In a recent publication of Gimson's "Pronunciation of English" revised by Cruttenden (2008), a number of issues that will strengthen the course we intend to champion in this paper are highlighted below:

- that RP started as the accent of the court
- that the BBC favoured the RP
- that RP continues to be diluted
- that greater social and regional variations are now permitted within RP
- that other accents have become acceptable in broadcasting
- that the need to set up the RP as a monolithic standard has weakened
- that there are now variations within RP.

Consequent upon the factors above, the English English is observed to be giving way to Regional RPs', which include those…belonging to the expanding and outer circles and not belonging to the 'new' inner circle English English (see Kachru 1997:213). The new inner circle group includes the United States of America (USA), United Kingdom (UK), Canada, Australia and New Zealand. Canada has replaced South Africa in that group. The exclusion of South Africa is as a result of the loss of the inactiveness in the speech of real South Africans as opposed to the Apartheid period of white domination in the country.

The purpose of this paper is to cautiously reposition the outer circle group in a prestigious pedestal, against the stigmatized standards with which they are described. Nigeria, for instance, as the case study in this paper, belongs to the outer circle. Other nations in this group include Bangledish, Kenya, Pakistan, South Africa, Zambia, Ghana, Malaysia, Philippines, Sri-Lanka, Zimbabwe, India, Singapore, Uganda and Tanzania. In these countries English is spoken as a second, additional and international language (cf. Cruttenden 2008:317). The name given to the kind of English, i.e., Standard Nigerian English, is referred to as Amalgam English according to Cruttenden (ibid), and is the variety believed to be internationally acceptable and intelligible, described by Brosnahan (1958), followed up in Banjo (1971) as variety III Nigerian English.

2. Defining Nigerian English as Regional RP

Diverse opinions abound on whether Nigerian Standard English exists or not. Jowitt (2008) is reported by Adegbite (2010:14) to have described the diversity of positions in terms of "left", "right" and centre in respect of the attitude of scholars to tolerance of learner errors. The left, towing the line of Kachru (1982) and represented by scholars like Adetugbo (1979a) and Odumuh (1987) who assert that a standard Nigerian English exists and has a right to exist; that it is used by educated people, and has begun to find expression in creative writing; and that it can be an expression of national identity. The "right" is reported to have towed the line of Prator (1968), who maintained the position that the distinctive usage identified in Nigerian English cannot be regarded as standard, because the standard form of a language is one that is generally both acceptable and used by the educated section of the community. The lack of standard is evident in the numerous errors observed in the usage and the lack of institutionalization, in the absence of any dictionary embodying its usage (cf. Salami 1968, Adesanoye 1973).

The "centre" position is reported to be the consensus among scholars of Nigerian English in recent times. Those who belong there hold that a standard form exists in the ontological sense in the usage of educated Nigerians, though the features are yet to be codified (see Grieve 1966, Banjo 1971, Bamgbose 1982, Jibril 1986, Adegbija2004).

On a realistic note, the argument as to whether a standard, international, or Amalgam Nigerian English exists seems awkward at this time. Rather, efforts from scholars should be geared towards defining the demography, authorities (i.e. speakers), geography, codification norm and acceptance of Standard Nigerian English (nationally and internationally). A standard Nigerian English variety thus exists and has gained wider recognition in academic circles. That suggests why Bamgbose (1998:4) believes that its

codification and acceptability are the most important requirements.

Other scholars who are Pro-British 'Received Pronunciation' (RP) include Atoye (1987), Amayo (1988), while the scholars who are anti-RP include Eka (1985), Adetugbo (1987), and Dairo (1988) among others. On several occasions, the educated form of English spoken in Nigeria, especially in very formal contexts and by the national news broadcasters, have been described as the Educated Nigerian English (ENE) by Olaniyi (2010), and as Standard Nigerian English (SNE) by Jibril (1982), Eka (1985), and Jowitt (1991, 1996, 2006). The point we intend to emphasise here is that the term RP is no longer an exclusive term to refer to the Standard British English.

3. ENE as International, Amalgam Received Pronunciation

To describe ENE as a Received Pronunciation of a sort will definitely raise arguments and reactions from scholars, researchers and linguists generally. However the basis for this proposition is a cue taken from Cruttenden (2008:83ff) about the existence of Regional RPs on the one hand and the submissions from the literatures on Nigerian English from Tiffen (1974) to date. A Regional RP in the words of Cruttenden (2008:89) is an "acrolectal variety which approaches RP and can be regarded as a type of Regional "RP". Cruttenden (2008: ibid) looks at some English "set within the basic framework of RP". He identifies first six systems within the inner circle: General American, Standard Scottish English, Northern (England) English, (Broad) London English, Australian English and Caribbean English. According to Cruttenden (ibid) the inner circle qualifies to be described as speakers of the regional forms of RP. He goes further to exemplify some systemic differences between the British RP and the General American. According to him, GA lacks the RP diphthongs /Iə, eə, ʊə/ which correspond in GA to sequences of short vowel plus /r/, e.g beard, fare, dour, bird, and fur. The diphthongal examples reflect the allied distributional differences between RP and GA, namely that unlike in RP where /r/ occurs only before vowels, GA /r/ occurs only before consonants and before pause (GA is rhotic and RP non-rhotic).

3.1 General American English (GA)

General America has no /ɒ/. Most commonly those vowels which have /ɒ in RP are pronounced with /a: / in GA, e.g., cod, spot, pocket, bottle. But a limited subset has /ɔ: /, e.g. across, gone, often, cough, orange, porridge, etc. The major disparities are illustrated below:

SBE	GA
ɒ	a:
a:	æ
ɒ	ɔ: (in context before a voiceless fricative
ɔ:	o: or nasal followed by consonant)

Allied to the pronunciation of /r/ in preconsonantal positions there is considerable alignment of vowels before /r/, so that merry and marry may be pronounced the same. Short and sport may have /ɔ:/ and /o:/ as shown above.

3.2 Scottish English (SE)

In Scottish English (SSE), there are three dialects: Gaelic, Scots and Scottish English. Cruttenden (2008:85) reports that old English spread into the south and east of Scotland at much the same time as it spreads through England and has continued in use as present day Scots. The major differences in phonemes between the SBE and SSE are listed below

SBE	SSE
a:	æ
u:	ʊ
ɔ:	ɒ
Iə	x
Ɛə	x
ʊə	x
əʊ	o:

SSE has no /Iə, eə, ʊə/ because like GA, it is rhotic, where beard, fare, an dour are pronounced as /bi:rd/, /feir/as /fe:ɹ/ and /du:r/ as /dyː ɹ/. The SSE also shares similar features with GA but today, rhoticity in SSE is declining drastically (Cruttenden ibid).

3.3 London English (LE)

Cockney is said to be the basilectal speech of London (see Cruttenden 2008:86). Unlike GA and Standard Scottish English, Cockney is as much a class dialect as a regional one. In its broadest form, the dialect of Cockney includes a considerable vocabulary of its own, including rhyming slang. But the characteristics of Cockney pronunciation are spread more widely through the working class of London than is its vocabulary. The London pronunciation thus differs from the SBE in the following instances.

SBE	London English
All vowel phonemes	Same as SBE
i:	əI
u:	əʊ
ɔ:	ɔʊ/ ɔwə
eI	aI
aI	ɑI
əʊ	æʊ
aʊ	a:

Examples are found in words such as late, /leIt/, light, /la:t/, load, /l æʊd /, and loud, /la:d/.

SBE	CarbE	
eI	aI	
aI	ɑI	
əʊ	aʊ	
Iə	i:	clear - /kli:/
eə	ɛ:	fare /fɛ:/
ʊə	ɔ:	sure /su:ə/

The front short vowels are all closer than RP. The distance between /æ, e, I/ being reduced.

	ə	æ
	Iə	eə /eæ /e.g. 'bear'- /beæ /
old forms of	ɔə	ɔæ /sure / - /ʃɔæ/
consonants	ɵ	t
	ð	d

Caribbean English vowel system is like that of RP rather than that of General American. Like in Nigerian English, /ə/ is absent in Caribbean English. The vowel is being replaced by /æ/ in words such as father -

3.4 Australian English

Similar differences in pronunciation of phonemes exist in RPs, such as Australian English (AUSE). Cruttenden (2008: 85) records that there is little regional variation in AUSE. The variations, according to him, are largely correlated with social class, and they range from a broad accent all the way up to Regional RP. AUSE shares many features with basilectal London English but with particular combination of other features which identify it. The use of identity here presupposes that articulatory traits can identify a dialect and his speakers. Few differences between the SBE and the Australian English are listed below:

SBE	AUSE
ɑI	a:
æ	ɑ:
i:	u:
əI	əI

3.5 Caribbean English

The last Regional RP to be discussed in this paper is the Caribbean English. In most Caribbean islands (Jamaica, Trinidad (including Tobago) and Barbados, together with Guyana), English is spoken as first language (Cruttenden 2008:89). The identifying features of the two RPs are listed below:

/fa:væ/, ‘woman’-/wʊmæn/, and so on. Among consonants, the most obvious characteristics are the absence of / ɵ, ð / replaced by /t,d/ as in ‘thin’ , ‘then’ as /tin, den/.

From the stories which we have told so far about inner circle Englishes apart from SBE, it may be clear that no single variety of English is superior to other varieties. We shall however comparatively exemplify the vowel and consonant systems of Educated Nigerian English in order that we may have a basis to conclude in this paper that Educated Nigerian English is a regional RP

3.6 Nigerian English

Researchers have investigated into most of the interference features from the native languages in Nigeria and have described what they referred to as coalesce phonemes. These phonemes have traits of L1 sounds transferred into English. The consonants of ENE and SBE are juxtaposed in the table below.
Table 1. A Comparison of the SNE, NE and SBE consonant Phonemes

SBE	Jim		Emi		Om		Jom		Adm		Awm		Um		Psnec**	
	B	v/a	b	v/a	b	v/a	B	v/a	b	v/a	b	v/a	b	v/a	b	v/a
p	P	F	p	f,p*h*	p	f	p*h*	f	*ph*	-	p	-	-	-	p	Ph
b	B	V	b	b	b		B	v	b	-	b	-	-	-	b	V
t	T	-	t	t,th	t	th	T	-	th	-	t	-	-	T	t	Th
d	D	-	d	d,d	d		D	-	d	-	d	-	-	-	d	
k	K	-	k	k,kh	k	kh	K	-	kh	-	k	-	-	-	k	Kh
ɡ	ɡ	-	ɡ	-	ɡ	-	ɡ	-	ɡ	-	ɡ	-	-	-	ɡ	
f	F	-	f	-	f	-	F	p	f	-	f	-	-	-	f	P
v	V	F	v	v,f	v	-	v	f	v	f	v	-	v	F	v	F
θ	Θ	t,d,s	θ	θ,t	θ	t,s	t,s	s	θ	t,s	t	Θ	t	t,s	t	s,θ
ð	Ð	t,d,z	ð	t,ðo	ð	d,z	t,d	z	ð	d,z	d,t	Ð	d	d,z	d	z,ð
s	S	-	s	s,z	s	-	s	-	s	-	s	Z	-		s	
z	Z	S	z	z,s	z	-	z	s	z	s	z	S	z	S	z	S
ʃ	ʃ	ʒ	ʃ	-	ʃ	-	ʃ	s	ʃ	ʃ,s	ʃ	-	ʃ	S	ʃ	S
ʒ	ʒ	ʤ	ʒ	ʒ,ʃ	ʒ	-	ʒ	z,d,ʃ,s	ʒ	-	x	ʒ	-	-	ʒ	s,ʃ
h	H		h	-	h	-	x	-	x	-	h		-	-	h	
ʧ	ʧ	ʃ	ʧ		ʧ	-	ʧ	ʃ	ʧ	ʃ	ʧ	ʃ	ʧ	ʃ	ʧ	ʃ
ʤ	ʤ	J	ʤ	ʤ,ʧ	ʤ	-	ʤ	j,z	ʤ	-	ʤ	-	-	J	ʤ	J
m	M		m	-	m	-	m	-	m	-	m	-	-	-	m	
n	N	ŋ,m	n	-	n	-	n	-	n		n	-	-	-	n	
ŋ	Ŋ	N	ŋ	ŋ,g,n	ŋ	-	ŋ	n,ng	ŋ	-	ŋ	ŋ,g,n,nk	-	-`	ŋ	ng,nk
L	L	L	l	-	l	-	l	ɪ	l	-	l	ɪ	-	-	l	L
R	R	R	r	-	r	-	r	-	r	-	r	-	-	-	r	R
J	J	J	j	-	j	-	j	-	j	-	j	-	-	-	j	J
W	W	W	w	w	w	-	w	w	w	-	w	-	-	-	w	W

SBE	P	B	t	d	k	ɡ	f	v	ɵ	ð	S	z	ʃ	ʒ	ʧ	ʤ	m	n	ŋ	l	r	W	j
SNE	P	B	t	d	k	ɡ	f	v	θ	ð	S	z	ʃ	ʒ	ʧ	ʤ	m	n	ŋ	l	r	W	j
NE	P	B	ʈ	d	k	g	f	f,p	t	d	S	ʂ	ʂ	ʃ	ŝ	ʤ	*m*	*n*	n,m	l	r	W	J

(see Christopherson (1956), Eka (1985:134), Jibril (1982:78), Eka and Udofot (1996); Udofot (2004) among others).

The RP phonemes listed in table 1 above and their corresponding sounds in Nigerian English are observable in the speech of Nigerians who have acquired considerable level of education, exposure, motivation and training in English language (see Eka 1985:10-11). To further buttress our point, the table below presents different models of the RP phonemes and their alternatives in NE

	CM	EKMɔ		JIM		EMI		OM		JOM		EUM	UM	BM		EM2		AWM		ADM	BOM	PSNEM*
		B*	V/A	B	V/A	B	V/A	B	V/A	B	V/A	B	B	B		B	V/A	B	V/A	B	B	
i:	I	i	-	i:	I	i:	i:,i	i:	i	i		i	i	i		i	i	I	i:,I	I	i	i
I	I	i	I	I		i	I	i	i	I	I	i	i	i		i	I	I	I	X	i	i
e	ɛ	e:	-	ɛ	e:	e	-	e	ɛ:,i,ə													
æ	A	æ	-	A	æ,e:ɛ	a	a,æ	a	æ	a	a:	a	a	a		a	æ	A	Æ	X	a	a
a:	A	a	-	a:	ə	a:	a:,a	a:	a	a	a:	a	a	a		a	a:	A	-	A	a	a,a:,a’
ɒ	ɔ	ɒ	-	ɔ	ə:,ə	ɒ	ɒ,ʌ	ɒ,o	ʌ	ɔ,ɒ	o,a	ɔ	x	ɔ		ɔ	ɒ	ɔ	ɒ	X	ɔ	ɔ,ɒ:,ɔ:
ɔ:	ɔ	ɔ:	-	ɔ	ɔ:	ɒ:	ɒ:	ɒ:		ɔ	o.o:	ɔ	ɔ	ɔ		ɔ’	ɔ’	ɒ,ɔ	ɔ,u	ɔ	ɔ	ɔ
ʊ	U	u	,ʊω	U	Ω	u	u,ʊ	u	u,ʊ	u,ʊ	u:	u	x	u		ʌ	ʊ	ʊ,u	ɔ,u	X	u	u
u:	U	u	-	U	u:,ω	u:	u:,u	u:	u'	u,u	u:	u	u	u		u’	u:	u:	-	U	u	u,u:
ʌ	X	ʌ	-	X	-	ɛ:,ɒ	-	x	ɒ	a,ɔ	u	ɔ	ɔ,ə	ɔ		ɒ	ʌ	ɒ,ɔ	ʌ	ɔ	ɔ	a,ɔ,ɒ
3:	X	ɒ	-	X	-	ə	ɛ:,e	ɛ:,e	3:	a:,ɔ	e,a	ɛ:	x	ɔ:,e	3’		3:	ɛ	-	e,ɒ,ɛ	-	ɛ:,ɔ,e,ɛ

Table 2. Researchers models of the consonants in SBE and alternatives in NE (Ubong 2009:159)

ə	X	a	-	X	-	eI	ə	ə	ä,ɒ:	a,e	ɔ,o	a	a,e	a		ä	ə	ɒ,ɔ	ə	ɒ,e,ɛ,ɔ	a,ɛ,i,ɔ,u	a,ə,e,ɔ

Table 3. Researchers models of Monophthongs and their Alternatives in Nigerian English (see Ubong 2009:160)

(RP)	CM	JIM		EM1		OM		JOM		EUM		BM	EM2		AWM		ADM	BOM	UM	EKM	PSNED*
		B*	V/A	B	V/A	B	V/A	B	V/A	B	V/A	V/A	B	B	V/A	B	B	B	B	V/A	
ei	x	x	ei,e	ei	e:,ei	ei	e:,	e,e	ai	x	-	-	e	x	ei	ei	e	-	e	-	e,e:
ai	ai	ai	-	ai		ai	ai	ai		ai		-	ai	ai	-	ai	ai	-	ai	-	ai
ɔi	ɔi	ɔi	-	ɒi		ɒi		ɔi	oi	ɔi		-	ɔi	ɒi	-	ɔi	ɔi	-	x	-	ɔi,ɔI
əu	x	x	Eu	ou	o:,əu	au		au		au	-	au	-	au		ao	o	ɔ	x	x	-	o,ou
au	au	au	-	au		au		au		au		au	-	au		au	ao	-	x	au	-	au,ao
iə	ia	iə	-	iə	ia,Iɒ	iə	:,iə,ia	ia	ea,ɛa,ɛə	ie	-	ie,ia	iə	-		ia	ia	-	x	Iə	-	Ie,ia,iə
ɛə	ia	ɛə	e:	eI	ɛ:,eə	x	ɛə,e:	Iə		ɛ:	-	e:	x	-	x	ɛə	aɛ	ɔ	x	x	ɛə	e:,ɛ:,ɛə
uə	ua	ωə	-	uɒ,ua	ɒ:,ua,uə	uɒ,ua	uə	ua,oa	uɒ,ua	ɒ:		uɔ	ua,uɒ			ɔ	uə	ɔ,u,ɒ,uɔ	ɔ	x	uə,ωə	uɒ,ua,uɔ

TRIPHTHONG

aiə	X	x	X	x	x	x	X	x	aja	x		aja	x	x	x	X	x		awa	x	x	x
auə	X	x	X	x	x	x	X	x	awa	x		awa	x	x	x	X	x	x	aja	x	x	x
ɔIə	X	x	X	x	x	x	X	x	x	x		x	x	x	x	X	x	x	X	x	x	x
əuə	X	x	X	x	x	x	X	x	x	x		x	x	x	x	X	x	x	X	x	x	x

Table 4. Researchers models of Diphthongs and Triphthongs and their Alternatives in Nigerian English
(see Ubong 2009:161)
Note:

British English (RP)
JOM- Jowitt's (1991)
EKM- Ekong's (1978)
JIM- Jibril's (1982)
EM1-Eka's (1985)
EUM-Eka & Udofot's (1996)
OM-Odumuh's (1987)
CM-Christopherson's (1954)
UM-Udofot's (2004)
BM-Banjo's (1995)
Em2-Eka's (2004)
AWM-Awonusi's (2004)
ADM-Adetugbo's (2004)
BOM-Boda's (1995
BAM- Bamgbose's (1995)
PSNEM**-Possible Standard Nigerian English Monophthongs PSNEC**- Possible Standard Nigerian English Consonants PSNED**- Possible Standard Nigerian English Diphthongs
x- No equivalent phoneme
B- Basic phonemes in ENE
V/A- Variants or Alternants

*- All phonetic entries represented on the table are understood to be enclosed in square brackets [], while the phonemes of SBE are expected to be enclosed in slanting lines //. We have attempted in this study to show the prevalent monophthongs and diphthongs of Nigerian English, in the three tables above (Bobda, 1995; Banjo, 1996; Udofot 2004).

From the foregoing illustrations, we can begin to assess the distance or closeness between Nigerian English and the Standard British English.

4. Nigerian English approximation to Standard British English

The approach to be employed in this section is implicational. In other words, we shall explain how the phonological features of Nigerian varieties of English on the one hand are noticed in the speech of Educated Nigerian Speakers of English before explaining how close or distant in terms of approximation to RP, ENE is. Educated Nigerian varieties of English differ only in the major points of divergence. These divergent features are to be considered as the regional variants of the Standard British English and not deviant forms (see Cruttenden 2008:75). The table below further explains the differences between the regional varieties.

Table 5: Prototype Educated Nigerian English phonemes

Typology	Convergence	Divergence	Coalescence
Hausa	All R.P. Phonemes	/f/, /p/, /θ/, /ð/, /ɒ/, /əʊ/, /ɜ: /	Diphthongs starting or ending in the short, mid central vowel /ə/. /θ/-/t/, /ð/-/d/, /ʒ/- /ʂ, /j/- /u/, /h/- /silence/,etc. Vowel intrusion in cases of consonant clusters, i.e., pipul for pi:pl, edukeIʃɔn for /edjʊkeIʃn/, etc. All long vowels rendered in their reduced quality, e.g., /a: /- /ə/, /ɒ/- /əʊ/ overlap in words such as 'holy', /hɷli/ for /həʊlI/, etc. Mid vowels /ə/ , /ʌ/ and /ɜ: / are rendered /ɛ/, /a/, /ɔ/ in differing word contexts While vocalic systems are reduced but for tense vowels they are lengthened in ENE and vice versa.
Igbo	All R.P. Phonemes	/eI/, /Iə/, /ɛə/, /ʊə/, /l, r/	
Yoruba	All R.P.Phonemes	/f, v/, /ʃn/, /ʒn/, /ɜ:/, /ə/, /ð/, /θ/, /ʊə/, and other diphthongs	

The features that mark ENE are the various *shibboleths*. The shibboleths (i.e. the problematic phonemes in terms of articulation) in ENE identify Nigerian varieties of English. Two categories of phonemes present themselves as 'convergence' and 'divergence' in the Standard English inventory. Where Nigerians experience no difficulty in attaining the almost target language proficiency in English, it is described as a case of 'convergence'. On the other hand, where they experience difficulty or produce affected forms of the L2, it is described as a case of 'divergence'.

The ethnic variables that identify Nigerian English do so because they (the variables) can be called 'stereotypes'. A small number of sociolinguistic markers rise as a result of constant and habitual use to become *stereotypes* (cf. Giglioli 1972:292). Thus, phonemic markers of identity such as /z/, the voiced alveolar fricative instead of /θ/, the voiceless interdental fricative, /f, v/, voiceless and voiced labiodental fricatives instead of the /p, b/, voiceless and voiced bilabial plosive phonemes that identify Educated Hausas when they speak few words of English are *stereotypes* of their 'back lashing' .

Whereas the Hausas have difficulty in articulating those fricatives mentioned above, the Yorubas do not, but have their own difficult sounds that mark them sociolinguistically as *stereotypes.* Such include the articulation of the voiceless glottal fricative, /h/ and the misplacement of /f/ for /v/and /s/ for /ʃ/ in speech contexts. The Igbos are identified when they produce /e/, the mid short front vowel instead of /eI/, a diphthong and /l/ the voiced alveolar liquid, instead of /r/, the post alveolar frictionless continuant consonant. The different ethnic variables in Nigerian English, described by Giglioli (1972) as sociolinguistic variables have risen to overt consciousness among Nigerians and linguists, and so have not only earned NE a *stereotype* non-native World English but has remained the means of ethnic identification in speech.

5. Implication for a Phono-Sociolinguistic Study

Some phonological areas of convergence and divergence would seem to have been revealed as points of cognitive strength and weaknesses among Nigerians in the course of attempting to approximate the native-like standard of English, phonologically. To forestall reactions such as would inquire to know what aspect of phonology we have focused in this research; it may be necessary to clarify that this study is segmental with partial exclusion of allophones or diaphones. Moreover, the study is not intended to theoretically investigate, allophonic variations, assimilatory processes, stress or intonation assignment, vowel weakening or lengthening, spirantization or other possible fertile grounds that are begging for research in the phonology of Nigerian English. We have simply carried out a Sociolinguistic study of the phonological variations that exist in Educated Spoken Nigerian English.

Sociolinguistic studies however have revealed that linguistic and social variables co-occur. The pattern of variation is neither fixed nor universal. But, it is a product of the nature of social organizations in the Nigerian society, under study; the manner in which the relevant language is acquired and the historical as well as other contextual variables of its diffusion and use. Our methodology has been to examine L2 performance and competence of 'Educated' Nigerians in formal settings. Our choice was to ensure consistency in style, so that duplication of styles will not affect our results in the study.

6. Recommendation and Conclusion

For pedagogical reasons however, the cultural context of the pupils or students must be taken into account in teaching Nigerian students a model of English pronunciation. A teacher of English must identify the areas of divergence or cognitively impelled deficiency peculiar to the ethnic groups of his pupils, so as to comparatively make them see the L1 and L2 forms. The teacher would assist the students to learn by identifying and producing the correct R.P forms, since international intelligibility is the target.

A teacher of English in the twenty first century must perfect the four language skills – writing and speaking, as well as listening and reading - before being certified to practise. This will enable such a teacher to teach the subject effectively using the necessary computer software to demonstrate his complete literacy. The standard learnt (educated) English (ENE) is the model accent that may be used to help Nigerian learners of English become effective speakers of the language.

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The Competence and Effectiveness of Translation of Radio Gotel Yola, Adamawa State, Nigeria.

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Abstract. The study was on competence and effectiveness of radio gotel Yola, Adamawa state, Nigeria. The objective of the study was to examine the level of competence of language translators at Gotel Radio station Yola, Adamawa state, Nigeria. The target population was 134 participants while the sample size was computed to 100 respondents using sloven's formula. The participant included the staff of the Radio Gotel Yola, and listeners of Radio Gotel programs and the main research instrument was questionnaire. The study examined the level of competence of language translator at Gotel radio station Yola, Adamawa state, that majority of the respondents agreed that translation requires experience and good mastery of the subject matter, that socio-cultural and linguistic background is necessary for good translation. The study concluded that the level of competence of language translators is respondent agree and interpreted satisfactory, the competence of translators is very essential in ensuring that the translation does not alter the meaning and context of the message received by the audience from the original one sent. The following recommendations were made: There is need to emphasize proper training and effective training methods for language translators, the Gotel radio Yola, should maintain constant interaction and seeking feedback from its listeners in order to gauge whether its program translations meets the expectations of the listeners, lastly the translator should be a native speaker of the language he/she is translating in order to deeply understand the grammar and vocabulary of the language etc.

Keywords: Competence, Effectiveness, Translation and Radio.

1. Introduction

The gearing of translation to language teaching and learning may partly explain why academia considered it to be of secondary status. Translation exercises were regarded as a means of learning, a new language of reading and a foreign language text until one had the linguistics ability to read the original text. The study of translation was generally frowned upon once the translator had acquired the necessary skills to read the original text. Grammar-translation therefore fell into increasing disrepute, particularly in many English-language countries, with the rise of alternative forms of language teaching (Cook, 2010).

The communicative approach stressed translators' natural capacity to learn language and attempts to replicate 'authentic' language-learning conditions in the classroom. It often

privileged spoken over written forms, at least initially, and generally avoided use of the students' mother tongue. This led to the abandoning of translation in language learning. As far as teaching was concerned, translation then tended to become restricted to higher-level university language courses and professional translators training course. It is only recently that there has been a move to restore translation to language teaching (Cook, 2010).ibd

In 1960s literary translation was promoted by the concept. This was based on the reading and practical criticism workshops of Cambridge critic (Richard, 1893). From the 1920s and on later creative writing workshops, the translation workshops were intended as a platform for the introduction of new translations into the target culture and for the discussion of the finer principles of the translation process and of understanding a text. Running parallel to this approach were literature is studied and compared transnationally and transculturally, necessitating the reading of some works in translation. Another area in which translation became the subject of research was, to study the two languages in contrast which an attempt to identify general and specific differences between them. It developed into a systematic area of research in USA from 1930s onwards and came up to 1960s and 1970s. Translations and translated examples provided much of the data in these studies (DiPietro, and Connor 1971).

The contrastive approach heavily influenced important linguistic research into translation, such as Vinay and Darbelnet (1958) and Catford (1965). Even if it did not incorporate sociocultural and pragmatic factors nor sufficiently the role of translation as a communicative act, the continued application of linguistics-based models have demonstrated their obvious and inherent link with translation. Among the specific models used are those related to generative grammar, functional linguistics and pragmatics?
The more systematic, linguistic-oriented, approach to the study of translation began to emerge in the 1950s and 1960s. Therefore, the translation is now becoming more than a minor subject matter studied in language and linguistics; it has been mushrooming remarkably over the past decades as a major discipline and interest of different scholars as the realize the significant of the discipline bridging contacts between nations worldwide. Therefore, in general sense translation is not an easy task; it requires high level of proficiency in source language (SL) and target language (TL), and this must be based on several competences. As a result of two prominent trends of modeling translation competence have been identified. (Fraihat and Tengku, 2011)

In the mid (1960s), the concept of translation competence was, admittedly, first tackled by some formal linguists (Chomsky, 1965) whose main interest at that time was to define and classify linguistic competence. In the past two decades, research into translation and interpretation competence theories flourished manifestly. However, some features of this field are still thrust and questionable, for instance, the optimal requisite competence for professional translators and interpreters. Competence in the field of translation and interpretation is crucial, since it mirrors the summation of translators and interpreters' training, experience, as well as their aptitude to embark on this profession. Many theorists have developed various catalogues of translators and interpreters' competences paying attention to the requirement of professional translators and interpreters (Kermis, 2008).

This may raise two critical questions; is there a fixed catalogue of professional translators and interpreters' requisite competence? Is translators and interpreters' competence of a diachronic nature? There for, Translation is now becoming more than a minor subject matter studied in languages and linguistics; it has been mushrooming remarkably over the past decades as a major discipline and interest of different scholars as they realize the significance of this discipline in bridging contacts between nations worldwide. Translation in the general sense is not an easy task; it requires high level of proficiency in SL and TL. This proficiency must base on several types of competence. There is no precise definition of competence, since this issue has been approached in many different trends

whose main focus was to define and determine what the translation competences are.

Chomsky, (1965) reveals that linguistic competence is the perfect knowledge of an ideal user of the language in a homogeneous speech community. His eminent distinction between competence (the speaker-listener's knowledge of language) and performance (the actual use of language knowledge in real life situations) arouses the interests of many scholars to find out what are the parameters of this perfect knowledge (competence). Meetham and Hudson (1969) define translation as the process of converting information from one language or language variety into another. They assert that the aim of that is to produce as precisely as possible all grammatical and lexical features of the SL original by finding equivalents in the TL, while all factual information contained in the original text must be kept in the translation. During the 1970s and 1980s many applied linguists with a primary interest in the theory of language acquisition and the theory of language testing gave their valuable contribution to the further development of the concept of competence (Bagarić and Mihaljević Djigunović, 2007).

2. Theoretical Framework

Holmes (1972) gave in his tremendous contributions in the translation section of the Third International Congress of Applied Linguistics in Copenhagen. Holmes draws attention to the limitations imposed at the time because translation research, lacking a home of its own, was dispersed across older disciplines (languages, linguistics, etc.). He also stresses the need to forget other communication channels, cutting across the traditional disciplines to reach all scholars working in the field, from whatever background. Crucially, Holmes puts forward an overall framework, describing what translation studies covers. This framework was subsequently presented by the leading Israeli translation scholar Gideon Toury (Toury 1995). In Holmes's explanations of this framework, the objectives of the areas of research are:
The description of the phenomena of translation; and the establishment of general principles to explain and predict such phenomena (translation theory)

The branch is divided into general and partial theories. By 'general', Holmes is referring to those writings that seek to describe or account for every type of translation and to make generalizations that will be relevant for translation as a whole (one example would be Tory's 'laws' of translation). Theoretical studies are restricted according to these parameters (medium, text-type, etc.). The descriptive branch of 'pure' research in Holmes's map is known as descriptive translation studies (DTS). It may examine: (1) the product; (2) the function; and (3) the process.

3. Statement of the Problem

The translator should be able to communicate ideas from one group to another in writing that is clear, accurate, and culturally relevant. Translators do this work by reading the source document to fully understand the messages and meaning and then rewriting the document in another language in a style that is best suited to the target audience. The translator should be familiar with the subject matter of the source document, including program names, common terms, definitions, and vocabulary. He/she must understand the author's intentions, so that the translation will convey the intended messages and ideas (Mildred 1984).

A good translator has intimate insight into the nuances of both cultures–that of the author and of the target audience. Ideally, a translator will at some point have lived among the people for whom he or she is translating and, therefore, know the language and culture well. A translator may work alone or as part of a team, with colleagues sharing the duties of translation, proofreading, editing, and project management (Kermis 2008).

Despite the fact that Fulfulde language is the dominant local language in Adamawa State, Nigeria, it is evidence that listeners of local Radio programs prefer those programs presented in Hausa language and more than any local languages. Beside most local programs are

presented in Hausa language while other local languages especially Fulfulde which is dominant language, and it's have few programs. Meanwhile it is also observed that majority of the translators of Radio Gotel Yola, do not have local cultural and socio-linguistic background of some local languages in Adamawa state. It is against this background that this study examined the competence and effectiveness of translation of Radio Gotel Yola, Adamawa State, Nigeria.

4. Purpose / Objective of the Study

The purpose of this study is to investigate the reason, why do some translators lack the ability to translate a given language effectively and to propose an approach/paradigm in tackling those deficiencies which surfaces among the translators and listeners in translation filed.

Objective of the study is to examine the level of competence of language translators at Gotel Radio station in Yola, Adamawa state, Nigeria.

5. Literature Review

5.1 Competence of Language Translators

Competence is defined in terms of the requirements of the tasks that constitute a certain job. This is indeed an important distinction, and in the following we will use the term competence to refer to the former meaning, and the term qualification to refer to the latter meaning. More specifically, the term competence will be used to refer to the capacity of an individual (or a collective) to successfully (according to certain formal or informal criteria, set by oneself or by somebody else) handle certain situations or complete a certain task or job (Ellström, 1997).

This capacity may be defined in terms of perceptual motor skills (e.g. dexterity); cognitive factors (different types of knowledge and intellectual skills); affective factors (e.g. attitudes, values, motivations); personality traits (e.g. self-confidence); and social skills (e.g. communicative and cooperative skills). Using this definition as a point of departure, the notion of qualification may now be defined as the competence that is actually required by the task, and/or is implicitly or explicitly prescribed, for example, by the employer. As implied by this distinction, an individual (or a collective) may possess a range of competencies that are not qualifications, that is, that are not required by the task (-s) at hand or prescribed by, for example, the employer.

Conversely, a certain job may require qualifications that do not correspond to the actual competencies of the individual (or the collective). Thus, the concept of qualification focuses on competencies that for one reason or another are valued by an internal or external labor market, that is, competencies that have an exchange value. In addition, it is in many situations necessary to make the following distinctions (for an extend discussion, see Ellström, 1997). First, given the view that competence is an attribute of an individual, a distinction can be made between: (i) formal competence, measured, for example, in terms of the years of schooling completed or by the credentials received by an individual and (ii) actual competence, i.e. as defined above: the capacity of an individual to successfully handle a certain situation or to perform a certain task. Although actual competence differs, by definition, from formal competence and it is, indeed, often the case that one possesses formal competence without actual competence and vice versa, measures of formal competence are often used as an indicator of actual competence (War Hurst& Thompson, 2007).

Second, focusing on job requirements, it is important to distinguish between prescribed or actual requirements, that is, between the official demand for competence (e.g. as a basis for recruitment or for the setting of wages) and the competence actually required by the job. Of course, the official demand for competence ideally corresponds to the actual competence requirements of a certain job. However, this correspondence may be disturbed by different factors. For example, official demands for competence are often affected by the demand and supply of qualified people in the external or internal labor market, but also by forces (e.g. professional interests) trying to raise or lower the status of a job.

Thirdly, it might be argued that competence is neither Competence Development in the Workplace primarily an attribute of an individual (or a collective), nor primarily an attribute of the job. Rather, the focus is on the interaction between the individual and the job, and on the competence that is actually used by the individual in performing the job. Thus, we can talk about this view of competence as the competence-in-use (Ellström, 1997). This third view is influenced partly by the competence that the individual brings to the task or the job, and partly by the characteristics of the task/job. Thus, competence-in-use might be seen as a dynamic process of learning mediating between the capacity of the individual and the requirements of the job. This means, among other things, that both factors related to the individual and factors related to the job may facilitate or limit the extent to which the individual may use and develop his or her actual competence. Concerning individual factors, previous experiences and factors like self-confidence are likely to be of importance (Colquitt &LePine, 2000; Illeris, 2006).

6. Empirical Review

In the past few decades, empirical experimental research has been carried out to examine translation competence and process. This trend investigated empirically various fields in translation and interpretation at the same time, i.e., the unity of translation, the role of linguistic and non-linguistic knowledge, problem solving and decision making. creativity in translation, ear voice span and the temporal distance between speakers and interpreter, the speed of reformulation, pause analysis, memory span, segmentation of input, attention, etc. (HurtadoAlbir and Alves, 2009). They also maintain that the empirical research interest on written translation started before three decades based primarily on Think Aloud Protocol (TAP) which was adopted by some scholars, among others (Lorscher,1991).

Fraser (1993), Atari (2005); however, TAPs remained the major and only source of process-oriented approach till the late 1990s. On the side of interpretation, alternatively, Gile (1995, 2009) reveals that the first empirical studies in simultaneous interpretation were conducted in the past five decades; these studies were characterized interdisciplinary studies between language, interpretation, and psychology and focused on the following spots; temporal distance between speakers and interpreter, the speech of reformulation on the comparison between rhythmical patterns in speech and in spontaneous speech, the segmentation of input, the speed of speaker delivery, and anticipation. Empirical research, in the mid (1990s), paid more emphasis on the use of various data elicitation tools and multi-methodological perspectives which integrates other disciplines, as a result, research into written translation has dictated to investigate the followings, among others, (1) The use of TAPs (Jakobsen 2003), (2) Contrastive performance between novice and expert translators and bilinguals and other language professionals (PACET 2005), (3) The mapping of translators' cognitive rhythms i.e., pause analysis and of the different phases of the translation process (Hasen, 2006), (4) Analysis of the components of translation competence (PACET, 2003, 2005, 2007) (HurtadoAlbir and Alves, 2009).

7. Methodology

Research Design

The study used descriptive design to understand a research problem being studied.

Target Population

The Target Population of this study was 134 people, consisting 34 staff of the Radio Gotel Yola, who are mainly translators working in the radio station and 100 listeners of Radio Gotel programs.

Sample Size

The sample size is of the study was 100 respondents.

Sampling Technique

The simple random sampling technique was used to select the respondents of the study.

Research Instrument

The main instrument of the data collection was closed-ended questionnaire.

8. Data Analysis

Frequency and percentage table, mean and standard deviation were used to examine the level of competence of language translator.

Demographic Characteristics of Respondents

This section presents the background information about the respondents, including gender, age, education levels and years of experience.

Table 1: Showing Frequency and Percentages of Respondents

Category	Frequency	Percentage
Male	56	56
Female	44	44
Total	**100**	**100%**

The results in table 1 indicate that on the gender of respondents, 44 % of the respondents was female while 56 % were male. This implies that both genders were adequately represented in the study. Documenting the gender differences of the respondents was important in determining the gender distribution of opinions and ideas in the community.

Table 2: Showing frequency and percentages of respondent's age

Category	Frequency	Percentages
16 -24	20	20
25 -34	30	30
35 -44	22	22
45 – 54	10	10
55 – 64	14	14
65 - above	4	4
Total	**100**	**100**

Regarding the age categories of respondents, the results indicate that 20% of the respondents were aged 16 – 24 years old, 30% of the respondents were aged 25 – 34 years old, 22% of the respondents were aged 35 – 44 years old, 10% of the respondents were aged 45 – 54 years old, 14% of the respondents were aged 55 – 64 years old and 4% of the respondents were aged 65 years and above. This implies that respondents were sourced from various categories of people living and working within the study area of Adamawa state Nigeria

Table 3: Showing frequency and percentages of respondent's educational level

Category	Frequency	Percentages
Ph.D.	2	2
Master's degree	21	21
Bachelor degree	36	36
Diploma/ NCE	27	27
Certificates	8	8
O level	6	6
Total	**100**	**100**

Source: *Field data, 2017*

Information on the education levels of respondents indicate that 2% of the respondents were Ph. D holders, 21% of the respondents were Master's degree holders, 36% of the respondents were Bachelor's degree holders, 27% of the respondents were Diploma/NCE holders, 8% of the respondents were

Certificate holders and 6% of the respondents were categorized as others. These included junior secondary and primary school dropouts and those that do not have any formal education at all. This implied that respondents were from the various educational backgrounds, which helped to expand the pool of information collected, from the learned perspective to the layman's perspective.

Table 4: Showing frequency and percentages of staff of Gotel Radio.

Category	Frequency	Percentages
1 – 3	3	3
3 – 5	10	10
5 – 8	36	36
8 – 10	32	32
10 & above	19	19
Total	**100**	**100**

The information about the staff of Gotel radio in the area of study indicates that 3% of the respondents had been working in the area for 1 – 3 years, while 10% of the respondents had been working in the area for 3 – 5 years. Also, 36% of the respondents had been working in the area for 5 – 8 years, 32% of them had been working in the area for over 8 – 10 years, and only 19% had been working in the area for more than 10 years. This implies that the majority of the respondents had spent an average 8 years and above working in Radio Gotel Yola, Adamawa state, Nigeria. So they are in position to comment authoritatively about the linguistics and language translation and how it affects Radio communication in local communities.

Level of Competence of Language Translators (Staff)

Table 5: Showing Responses on the Competence of Language Translators

Competence of language translators	Percentage responses (%)					Mean	Std.	Interpretation
	SA	A	N	D	SD			
Translators are clear, accurate and straight forward	33	40	16	7	4	**3.88**	**1.096**	**Satisfactory**
Translators are easily comprehended by the target audience	30	47	4	12	7	**3.81**	**1.200**	**Satisfactory**
Translators consider the linguistic background of the target audience	40	30	0	12	18	**3.86**	**.934**	**Satisfactory**
Translators take into consideration the level of awareness and education of the audience	40	30	12	12	6	**3.84**	**1.271**	**Satisfactory**
Translators take into account the socio-cultural background of the audience	32	44	14	5	5	**3.95**	**1.045**	**Satisfactory**
Level of awareness of target audience is important for effective translation	35	42	16	5	2	**4.02**	**.963**	**Satisfactory**
Translators consider the age of the target audience	39	45	7	7	2	**4.12**	**.981**	**Satisfactory**
Translators endeavor to improve the use of grammar and vocabulary	39	47	0	12	2	**4.23**	**.751**	**Very satisfactory**
Grand mean	**36**	**41**	**17**	**9**	**6**	**3.96**	**1.030**	**Satisfactory**

Source: *Field data, 2017*

KEY:

SA - Strongly Agree
A - Agree
U - Undecided
D - Disagree
SD - Strongly Disagree

The specific objective of the study was to examine the level of competence of language translators at Gotel radio station Yola, Adamawa state Nigeria. To achieve this objective, respondents were asked for their opinion on a number of aspects concerning language translators at Gotel radio. The findings on this as presented in table 5 above showed that on the assertion that translators are clear, accurate and straight forward when translating radio programs

were all respondent agree and interpreted satisfactory with mean = 3.88, std. = 1.096. 33% of the respondents strongly agreed, 40% of them were agree, 16% were neutral, and 7% of them disagreed and 4% were strongly disagree. On the assertion that translators are easily comprehended by the target audience, 30% of the respondents strongly agreed, 47% of them were agree, 4% were neutral, while 12% disagreed and 7% of them were also strongly disagree. This Signified that the responses were agree and interpreted satisfactory with the corresponding mean and standard (mean = 3.81, std. = 1.200). On the assertion that translators consider the linguistic background of the target audience were respondent agree and interpreted satisfactory because the mean=3.86, std. =0.934. 40% of the respondents were strongly agreed, while 30% of them agreed, 12% of the respondent were disagree, 18% were strongly disagree and none of them respondent on neutral they were all silence. On whether translators take into consideration the level of awareness and education of the audience, 40% of the respondents strongly agreed, 30% were agreed, 12% of them were neutral, while 12% of them disagreed and 6% were strongly disagree all these were accounted to mean = 3.84,std. = 1.271 interpreted satisfactory. Furthermore, translators take into account the socio-cultural background of the audience, 32% of the respondents strongly agreed, 44% were agreed, 14% of them were neutral, while 5% of them were all disagreed and strongly disagree. 3.95, 1.045 are mean and standard deviation, respond mode were agree and interpreted satisfactory. Also, on the assertion that the level of awareness of target audience is important for effective translation, 35% of the respondents' strongly agree, 42% were agreed, 16% of them were neutral, while 5% of them disagreed and 2% were strongly disagree upon all were interpreted satisfactory while the correspondent mean standard deviation were 4.02 and 0.963. On whether translators consider the age of the target audience, 39% of the respondents strongly agree, 45% of them were agree, 7% were neutral, while 2% of them disagreed and only 2% were strongly disagree and therefore, these account for mean and standard deviation of 4.12 and 0.981 were all agree and interpreted satisfactory. Lastly, the translators endeavor to improve the use of grammar and vocabulary, 39 % of the respondents was strongly agreed, 47% were agreed, while 12% of them disagreed and 2% were strongly disagree and therefore, 4.23 and 0.751 are mean standard deviation which respondent strongly agree and interpreted very satisfactory. This implied that the grand mean and standard deviation was 3.96 and 1.630 all were respondent agree and interpreted satisfactory. There is agreement that the language translators at Gotel radio station Yola, in Adamawa state, Nigeria, are considered to be competent.

9. Summary of the Findings

9.1 Level of Competence of Language Translators

The study examined the level of competence of language translators at Gotel radio station in Yola, Adamawa state, Nigeria. The results on this showed that majority of the respondents agreed that translators are clear, accurate and straight forward when translating radio programs, that translators are easily comprehended by the target audience, that translators consider the linguistic background of the target audience, that translators take into consideration the level of awareness and education of the audience, that translators take into account the socio-cultural background of the audience, that the level of awareness of target audience is important for effective translation, that translators consider the age of the target audience, and that translators endeavor to improve the use of grammar and vocabulary. This implies that on the overall, there is agreement that the language translators at Gotel radio station Yola, Adamawa state, Nigeria, are considered to be competent.

These findings are supported by War, Hurst and Thompson (2007) who said that given the view that competence is an attribute of an individual, a distinction can be made between: formal competence, measured, for example, in terms of the years of schooling completed or by the credentials received by an individual; and actual competence, i.e. as defined above: the capacity

of an individual to successfully handle a certain situation or to perform a certain task. Although actual competence differs from formal competence and it is, indeed, often the case that one possesses formal competence without actual competence and vice versa, measures of formal competence are often used as an indicator of actual competence. They (War, Hurst and Thompson, 2007) ibd. added that focusing on job requirements, it is important to distinguish between prescribed or actual requirements, that is, between the official demand for competence (e.g. as a basis for recruitment or for the setting of wages) and the competence actually required by the job, emphasizing that the official demand for competence ideally corresponds to the actual competence requirements of a certain job. However, according to them, this correspondence may be disturbed by different factors, for example, official demands for competence are often affected by the demand and supply of qualified people in the external or internal labor market, but also by forces (e.g. professional interests) trying to raise or lower the status of a job. Ellström (1997) also stressed that competence is neither competence development in the workplace primarily an attribute of an individual (or a collective), nor primarily an attribute of the job, rather, it is the focus is on the interaction between the individual and the job, and on the competence that is actually used by the individual in performing the job, describing it as 'competence-in-use'.

10. Conclusion

From the above findings, the study concluded that the level of competence of language translators is satisfactory. The competence of translators is very essential in ensuring that the translation does not alter the meaning and context of the message received by the audience from the original one sent, meaning that translating from one language to another one is a complicated problem solving task which demands the translators to have considerable cognitive, social, and textual skills and sufficient ability to access to appropriate stores of linguistics, cultural and real-world knowledge, plus using the modern information and communication digital technologies.

11. Recommendations

From the findings of the study and the conclusions presented above, the study made the following recommendations:

- They study recommends the importance of understanding of the key concepts of language translation, such as socio-cultural, linguistics and awareness of the audience. Language translators should be trained and regularly updated on their skills and knowledge of the changing attitudes and perceptions of society in order to ensure that the translation is and remains effective.
- There is need for proper training and effective methods for language translators. The organizations and other institutions should clearly and systematically teach and stress the importance of core competences in language translation.
- Indeed, the organization (Gotel radio) to maintain constant interaction and seeking feedback from its listeners in order to gauge whether its program translations meets the expectations of the listeners. Given the fact that radio is in the business of disseminating information, translation is important in reaching those sections of the population whose dialect differs from the indigenous. The study also recommends that the organization should ensure sensitivity among their translators, as a way of avoiding prejudices and misconceptions. More preferably, the translator should be a native speaker of the language he/she is translating in order to deeply understands the grammar and vocabulary of the language. This will help to avoid distortions in the translations which may alter the meaning and the message being communicated.

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Part Eight
Legal Studies

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Ozone Layer Depletion and the Montreal Protocol: An Assessment of Nigeria's Compliance

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1. Introduction

Ozone is a greenhouse gas which absorbs the sun's harmful ultraviolet light that can cause skin-cancer, weaken the immune system, damage plants and marine creatures from entering the earth's atmosphere. The ozone layer is a layer in earth's atmosphere which contains relatively high concentrations of ozone. This layer absorbs 97-99% of the sun's high frequency ultraviolet light, which is potentially damaging to life on earth. The Ozone layer is threatened by a range of chemicals usually referred to as Ozone depleting substances (ODS) which destroys the Ozone layer through a series of chemical reactions. These chemicals, such as chlorofluorocarbons (CFCs), methylbromide etc are released into the atmosphere owing to various activities caused by man such as the use of refrigerants (which release CDCs) and insecticides.

Ozone layer depletion lead to thinning of the ozone layer thereby exposing the organisms on earth to harmful ultraviolet radiation and increase in global temperature with adverse effects on man, (leading to skin cancer, eye disorders, immunological effect), aquatic life and land vegetation.

2. The Montreal Protocol

The Montreal Protocol on Substances that Deplete the Ozone is an international treaty designed to protect the ozone layer by phasing out the production of numerous substances believed to be responsible for ozone depletion.

The Montreal Protocol seeks to achieve some specific objectives. The Protocol is aimed at taking measures to protect human health and the environment against adverse effects resulting or likely to result from human activities which modify or are likely to modify the ozone layer. The Protocol seeks to protect the ozone layer by taking precautionary measures to control equitable total global emission of substances that deplete it with the ultimate object of their elimination on the basis of developments in scientific knowledge, technical and economic considerations and bearing in mind the developmental needs of developing countries. The Protocol also aims at ensuring that precautionary measures for controlling of emission of certain ozone depleting substances are taken at national and regional levels also the Protocol seeks to promote international co-operation in the research, development and transfer of alternative technologies relating to the control and reduction of emissions of substances that deplete the ozone layer.
The Montreal Protocol sets out a mandatory timetable for the phase out of ozone depleting substances. The Protocol also sets binding progressive phase out obligations for developed and developing countries for all the major ozone depleting substances. The Protocol targets 96 chemicals in thousands of applications across more than 240 industrial sectors. The multilateral fund has provided more than US $ 2.5 billion in financial assistance to developing

countries to phase out production and consumption of ozone depleting substance since the Protocol's inception in 1987.

The Montreal Protocol is one of the first international environmental agreements that include trade sanctions to achieve the goals of the treaty. It also offers major incentives for non-signatory nations to sign the agreement. The treaty negotiators justified the sanctions because depletion of the ozone layer is an environmental problem most effectively addressed on the global level. Furthermore, without the trade sanctions there would be economic incentives for non-signatories to increase production damaging the competitiveness of the industries in the signatory nations as well as decreasing the search for less damaging chlorofluorocarbons (CPCs).

3. The Montreal Protocol and the United Nations Environment Programme

The Montreal Protocol was signed in 1987, under the auspices of the United Nations Environment Programme (UNEP), to gradually eliminate global consumption and production of Ozone-depleting substances (ODS). The Multilateral Fund for the implementation of the Montreal Protocol was established in 1991 by the parties to the Protocol to provide technical and financial assistance to developing countries to achieve their targets to phase out Ozone depleting substances (ODS).
The United Nations made funds available for eradicating Ozone depleting substances (ODS). The Multilateral Fund for the implementation of the Montreal Protocol provides funds to help developing countries to phase out the use of Ozone depleting substances (ODS).

The UNEP's activities while implementing the Montreal Protocol through the Multilateral Fund in Nigeria have contributed significantly to the reduction of CFC consumption in the Nigerian refrigeration and air-conditioning sector. This reduction has helped the country to eliminate part of its annual consumption of ODS through effective technology transfer and financial assistance.

Nigeria is not an exception to the global regime for environmental protection of the ozone layer. The most recent environmental regime in the country is the National Environmental Standards and Regulation Enforcement Agency (Establishment) Act, 2007. The Act empowered the Minister of Environment to make regulations for the general purpose of carrying out or giving effect to environmental protection in Nigeria. With regard to Ozone layer depletion, the Minster has made regulation contained in the National Environmental (Ozone Layer Protection) Regulations, 2009 which provided for the phasing out of the use of harmful substances.

Lots of efforts have been put in place by the Nigerian government towards ozone layer depletion. Recently, the Nigeria's Federal Ministry of Environment commenced its anti-Ozone layer depletion programme with the training of 240 refrigeration and air conditioning practitioners in Sokoto State.

Determined to help to mitigate the effect of Ozone layer depletion in Nigeria, the United Kingdom on 22nd December, 2010 partnered with the government of Nigeria in planting 1000 tree seedlings at the Federal Capital Territory Parks and Recreation Centre, Asokoro, Abuja, Nigeria. According to Bob Dewar, the British High Commissioner to Nigeria "the rate of depletion of the Ozone layer has posed a challenge to the existence of the world and the existence of man".

Nigeria is going green with the assistance from the United Nations Development Programme (UNDP) through a project managed by the Ozone Programme and Management Implementation Unit, OPIAMU, in the Ministry of Environment. The thrust of the project is to get both the refrigerator manufacturers and the various associations of second hand fridges and air conditioners traders to switch from the CFCs to a more ozone friendly substance. Foam manufacturers who make use of ozone harmful substances have also been sensitized and their factories retooled and fitted with adequate machinery for ozone friendly materials. Members of the branches of the Nigerian

Association of Refrigeration and Air Conditioning Practitioners Association from 17 of the 36 States of Nigeria and the Federal Capital Territory underwent training on changing over from CFC based domestic refrigeration practices to non-ozone harmful practices. According to David Omotosho, the Chief Technical Adviser of the Project, "Nigeria's Consumption of the CFC has dropped from over 300 metric tones at the beginning of the project in 2004 to 16 metric tones to date. By 1st January, 2010 importation of CFC gases into the country is expected to be completely phased out".

The Government of Nigeria has commenced the construction of the Ozone Technology Village in Ogun State, Nigeria as part of the efforts of the government to effectively phase out Ozone depletion substances (ODS) in the country. According to John Odey, Nigeria's Minister of Environment "some locally fabricated prototype ozone friendly machineries has been developed such as box of foaming machines, chlorofluorocarbon (CFC) recovery and recycling machine and hydrocarbon refrigerant production machine as part of the project".

4. Conclusion

The Montreal Protocol requires different phase out plan for developed and developing nations particularly in the aspect of special situation of developing countries. The bases for this provision is that nations produce and consume those substances in different quality based on their level of development and it would be quite reasonable for some nations to be allowed to develop further, however, this provision is quite problematic because ozone depletion is a global and unified effort to fight, also the classification of a nation as "developed" or "developing" is quite elusive and abstract. If for some reason, a nation is allowed to continue production and consumption of these depleting substances, the effect would be felt not by that nation alone, but globally. A corollary to that is that unscrupulous businessmen from "developed nations" would have course to be dealing with such substances with these so called "developing nations". Thus, the Protocol should be revised to ensure that such loop holes are blocked. There should be equality between nations as regards CFC.

The defects in the Montreal Protocol enforcement mechanism is visible because it is silent on the sanctions to be imposed on nations which sign and ratify it, and then fail to comply with its terms. The Protocol merely states that the Parties shall consider and approve mechanisms for determining non-compliance. The defect must be remedied in view of the urgent need for full global compliance in eradicating Ozone depleting substances (ODS).

The current version of the Montreal Protocol must be altered so as to promote further scientific research into the Ozone depleting substances. There should be institutional framework for bodies designated to conduct such researches. This research is very imperative because in the creed to find substitutes to phase out substances, other new substances could be discovered which have tendencies of ozone depletion.

The role of the United Nations Environmental Programme in Nigeria is highly commendable. However, there is the urgent need by the Nigerian government to provide the necessary legal framework for UNEP to function more effectively in line with the goals and aspirations of the Montreal Protocol.

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Legal Impediments to the Proposed Cattle Colonies in Nigeria

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Abstract. In response to the frequent clashes between cattle herdsmen and farmers in some parts of the country, the Federal Government of Nigeria has proposed the establishment of cattle colonies across the country. It is believed by the Federal Government that the establishment of the cattle colonies would solve the continued herdsmen / farmers conflict in parts of the country. However, the above Federal Government proposal has been widely resented drawing heavy criticisms from major stakeholders particularly State Governors who are the chief custodian of Land in the territory of their respective States in the Country. This paper therefore examined the rationale and the expected benefits from the proposed cattle colonies. The paper particularly discussed the Legal Impediments to cattle proposal and recommended ranching as an alternative to the proposed colonies. Finally, the paper recognized that if the Federal Government would continue to pursue the said proposal on cattle colonies, there is the need for a radical amendment to the extant Laws on Land management and control in Nigeria.

1. Introduction

The Federal Government of Nigeria proposed to establish Cattle colonies across the country with a view of checking the incessant herdsmen/farmers clashes in some parts of the country. The proposal which was announced by the Nigeria Minister of Agriculture, Chief Audu Ogbe early in January 2018 attracted reactions in form of stiff opposition in some quarters, while other stake holders considered the proposal as a welcome development.

It was opined by the Government Minister that:

Cattle colonies are better for the breeding of cows because 30 or 40 ranches can share the same colony. A ranch is usually owned by an individual or a company with generally few cows. In a colony, you could find 30,000 cows owned by different owners. The reason why Government was designing the colonies is to be able to prepare on a large scale, on economy of scale, a place where many owners of cattle can co-exist, and where cows can be fed well, because Government can make their feeds. They can get good water to drink. Cows drink a lot of water. We can give them greater fodder.

From the Minister's explanation, colonies will be larger and sit on land to be acquired by the Federal Government, unlike ranches where cattle breeders will acquire by themselves according to the extant laws and subject their operations to the norms and cultures of their host communities.

This paper therefore highlights the benefits of the establishment of cattle colonies by the Federal Government of Nigeria and the legal impediments to the proposed cattle colonies considering the extant laws relating to the proposal. The paper also makes appropriate recommendation by suggesting ranching among others as alternative to creation of colonies for cattle grazing in Nigeria.

1.1 Conceptual Clarification of Terms and Concepts:

(a) Cattle colony:

According to WIKIPEDIA, **"**Cattle colony is one of the neighborhoods of Bin Qasim Town in Karachi, Sindh, Pakistan. This neighborhood of Karachi is the centre of cattle and meat trade in Karachi. The cattle colony is the dairy products shopping and supply centre of Karachi. There are also many abattoirs and meat warehouses located in the cattle colony".

Cattle colony is like a shopping complex where cattle and meat trade are carried out.

Cattle colony has nothing to do with rearing or grazing of cattle and other livestock.

According to Professor Ben Nwabueze, "the cattle colonies as proposed by the Federal Government are nothing other than "settlements" of Fulani herdsmen in all parts of the country. Nwabueze warned of the religious, political and legal implications of the plan".

(b) Ranching:

According to Collins English Dictionary, ranching is the activity of running a large farm, especially one for raising cattle, horses or sheep. A ranch is an area of land, including various structures, given primarily to the practice of ranching, the practice of raising grazing livestock such as cattle or sheep for meat or wool.

(c) Land Use Act 1978:

The Land Use Act of Nigeria 1978 is an important enactment that changed the land tenure system in Nigeria and intended to remedy the disparities in relation to land between the landowner and the tenant. Under the Act, all land in Nigeria is vested in Government.

In response to a potential crisis in land distribution, the Federal Military Government of Nigeria promulgated the Land Use Act of March 1978 establishing a uniform tenure system for Nigeria. In Nigeria, before the enactment of the Land Use Act, there was no uniform land policy because the historical backgrounds of the land tenure systems of the regions were not identical. In establishing a uniform tenure system therefore, the Act intended to address the problem of lack of uniformity in the laws governing Land Use and ownership, the issue of uncontrolled speculation in urban land, the question of access to land rights by Nigerians on equal legal basis and the issue of fragmentation of rural land, to stimulate investment in agriculture by enhancing land use security, to optimize land use, to ensure sustained land use, to ensure sustained improvements to land quality and to enlighten the people on the right to use land. The Act effectively nationalized all land by requiring land users to obtain statutory right of occupancy and customary right of occupancy from the state and Local Governments respectively. In this regard, the innovation introduced by the Land Use Act is that it divests any claimant of radical title and limits the claim to a right of occupancy. However, the Act stipulates that anyone in rural or urban area who normally occupied land and developed it before the commencement of the Act would continue to enjoy the right of occupancy and could assign his interest in the developed land.

1.2 Expected benefits of the proposed cattle colonies:

While explaining the rationale for the proposal, the Federal Government of Nigeria highlighted the expected benefits from the proposed cattle colonies as follow:

- It will ensure safety of lives and properties and a drastic reduction in farmers and herders clashes.
- It is believed that cattle produce healthier beef when they are kept in colonies, and also produce more milk.
- Farmers do not have to worry about the safety of their crops and thus more production is ensured for the masses, which means more economic activity in the agricultural sector.
- Cattle colonies would put a stop to cattle rustling by thieves and terrorists.
- It would be easy to identify criminals who either masquerade as herdsmen or herdsmen who commit murderous crimes and destruction.

1.3 Legal Impediments to the proposed Cattle Colonies:

The Minister's emphasis on the process of acquiring land for the colony is misdirected. The issue is not only about the process of acquiring the land but about the ownership of the land after it is acquired, more important about the right to the exclusive use, the management and control of the land so acquired.

As expected in a proposal of this nature, a lot of administrative, social, political and legal issues will be involved. The concern of this paper however, is limited to the legal issues relating to the proposed cattle colonies. In carrying out the legal analysis of some of the issues, certain questions are begging for answers. In this segment of the paper, the identified legal impediments are discussed and analyzed as follow:

(a) Who is vested with the land in the States across Nigeria upon which the Federal Government proposed to create cattle colonies?

By virtue of the Land Use Act, all land in the territory of a state are vested in the Governor of the state in trust for the use and benefit of all Nigerians.

Furthermore section 5(1) of the Act provides that:

It shall be lawful for the Governor in respect of the land, whether or not in an urban area:

- to grant statutory rights of occupancy to any person for all purposes
- to grant easements appurtenant to statutory rights of occupancy;
- to demand rental for any such land granted to any person;
- to revise the said rental

at such intervals as may be specified in the certificate of occupancy, or where no intervals are specified in the certificate of occupancy at any time during the term of the statutory right of occupancy; impose a penal rent for a breach of any covenant in a certificate of occupancy requiring the holder to develop or effect improvements on the land, the subject of the certificate of occupancy and to revise such penal rent as provided in section 19 of this Act.

The Act also provide in section 6 as follow:

(1) It shall be lawful for a Local Government in respect of land not in an urban area:

- to grant customary rights of occupancy to any person or organisation for the use of land in Local Government Area for agricultural, residential and other purposes;
- to grant customary rights of occupancy to any person or organisation for the use of land for grazing purposes and such other purposes ancillary to agricultural purposes as may be customary in the Local Government Area concerned.

No single customary right of occupancy shall be granted in respect of an area of land in excess of 500 hectares if granted for agricultural purposes, or 5,000 hectares if granted for grazing purposes, except with the consent of the Governor.

From the above provisions of the law therefore, there is no doubt that the land upon which the Federal Government proposed to establish cattle colonies have exclusively vested either in the Governor, or the Local Government depending on whether the land is situate in urban centre or at the Local Government areas for the benefit of all Nigerians. Having vested the land in the Governor or the Local Government, the Act also provides that the highest right that can be subsequently granted for an individual or organisation is the Right of occupancy. This right of occupancy can be an Express grant from the Governor or Local Government as the case may be or through a "deemed" grant as envisaged under section 34 & 36 of the Land use Act. It is therefore settled form the above provision of the Land Use Act that the Federal Government is not vested with the land in the territory of a State in Nigeria. The only available land vested in the Federal Government is the land at the Federal Capital Territory and other land specially designated as belonging to the Federal Government through its agencies in some parts of the country. Consequently, in order for the Federal Government of Nigeria to push ahead with its proposed cattle colonies, it will have to apply for allocation of land from the respective state Governors who are not in any way under any obligation to grant such request.

(b) The next legal issue associated with the proposed cattle colonies in Nigeria is how to deal with the existing rights on the land on which the Federal Government proposed to establish the cattle colonies.

It has been established above, that the Governor is invested with the land in the territory of a state and where such land fall within the rural area of a state, the Local Government is empowered to administer such land for the common benefit of all Nigerians. In enforcing the trust imposed on them in respect of the land, the Governor and the Local Government grant rights of occupancy (either express or deemed grant) to individuals and organizations for purposes recognized under the Act. With the proposed cattle colonies being envisaged by the Federal Government, the implication is that most of the land already allocated by state Governor and Local Government to other Nigerians may have to give way for the proposed cattle colonies.

Assuming the state Governors and the Local Government wish to support the Federal Government initiative on the proposed cattle colonies, there are legal impediments which many hinder the realization of the said proposal. For example, section 44 of the constitution of the Federal Republic of Nigeria provides "that:

- No moveable property or any interest in an immovable property shall be taken possession of compulsorily and no right over or interest in any such property shall be acquired compulsorily in any part of Nigeria except in the manner and for the purposes prescribed by a law that, among other things- requires the prompt payment of compensation therefore; and
- gives to any person claiming such compensation a right of access for the determination of his interest in the property and the amount of compensation to a court of law or tribunal or body having jurisdiction in that part of Nigeria.

Beyond the constitutional provision, section 28 of the Land Use Act makes provision for circumstances under which the Governor or the Local Government may revoke an already existing right over the land. It has been held that such revocation must be for overriding public purpose. Where a right of occupancy is revoked under section 28 of the Act, the holder or occupier is entitled to compensation under section 29 of the Act.

It is therefore clear that where a purported revocation of land is not for overriding public purposes, such revocation will be set aside.

It should also not be construed that once the Governor exercises his power under section 5(2) of the Act, that all other subsisting right on the land are automatically distinguished.

Section 5 (2) of the Land Use Act provides as follow:

Upon the grant of a statutory right of occupancy under the provisions of subsection (1) of this section, all existing rights to the use and occupation of the land which is the subject of the statutory right of occupancy shall be extinguished.

The Supreme Court of Nigeria has however taken very bold decisions in recent times on the effect of section 5(2) of the Act on existing rights. Existing rights in this case, include "deemed rights" under section 34(2) and section 36(2) of the Act respectively and rights created by the grant of a customary right of occupancy by the Local Government before the exercise of the power of the Governor under section 5(1) of the Act over the same land. Existing rights also arise where the Governor had earlier granted Right of occupancy over a particular parcel of land and subsequently in exercise of his power under section 5(1) of the Act purport to grant a right of occupancy to another person in respect of the same parcel of land. In all the above cases, the Supreme Court made it clear that whether a deemed right under S. 34(2) and S. 36(2) which is a vested right recognized by the Act itself or an earlier grant of a customary right of occupancy or statutory right of occupancy respectively cannot be extinguished by operation of the provision of section 5 (2) of the Act by the issue of a statutory right of occupancy over the same plot. The right can only be revoked as provided under section 28 of the Act.

It is therefore clear from the above provisions that existing rights on Land can only be revoked

for overriding public interest or purpose. The courts in Nigeria will have to be satisfied that the proposed cattle colonies will amount to overriding public interest to warrant the acquisition of land required for the said colonies to take priority over the already existing interest on the Land.

(c) The next related issue to be determined is whether the business of cattle rearing by individual herdsman can be regarded as public enterprise and as such warrant Government intervention like in the proposed cattle colonies?

In this regard, various commentators have wondered why the Government wishes to be involved in the process of acquiring land for individual private enterprise.

It is argued that the business of cattle rearing is just an aspect of agriculture business. The question is; will the government acquire similar colonies for cocoa farmers, rice farmers, poultry farmers etc. Legally, it is viewed that the proposed "cattle colonies" is an infraction to section 42(1)(b) of the 1999 constitution which provides:

(a) A citizen of Nigeria of a particular community, ethnic group, place of origin, sex, religion or political opinion shall not, by reason only that he is such a person –

(b) be accorded either expressly by, or in the practical application of, any law in force in Nigeria or any

(c) such executive or administrative action, any privilege or advantage that is not accorded to citizen of Nigeria of other communities, ethnic groups, places of origin, sex, religious or political opinions.

Therefore, as long as the proposed cattle colonies will accord undue advantage to cattle herders who are essentially of Fulani ethnic nationalities, the Federal Government by the proposal would be infringing on the provision of the 1999 constitution as other ethnic nationalities would feel shortchanged, sidelined and cheated. This will elicit stiff opposition to the proposal by other ethnic nationalities who view the proposal as an expansionist policy of the Fulani ethnic nationalities more so that the current President of Nigeria is a Fulani man.

(d) Another problem envisaged in the proposed cattle colonies is the right to the exclusive use, management and control of the land in the colonies.

Does the right to exclusive use management and control of the land in the colonies belong to the Federal Government or the cattle owners? Ordinarily, where a Governor grants a right of occupancy under section 5 of the Act, he has the right to demand rental for any such land upon which a right of occupancy has been granted. The question that will arise here is; who will now collect rental from the herdsmen over the Federal Government acquired cattle colonies in the various States. Is it the Federal Government, the state Government or the communities whose communal and ancestral land have been colonized? What would happen, where for instance, the herdsmen give their allegiance to the Federal Government who established the cattle colonies or to their Umbrella Association "the Miyetti Allah" rather than the State and Local Governments upon whose land the cattle colonies have been established? There is palpable fear that if the allegiance of the Fulani herdsmen in the proposed colonies tilts towards their Umbrella Association rather than the host Governors, the situation may lead to "creation of States within States". This and many others related issues may necessarily lead to an amendment to existing laws on land management and control before the proposed cattle colonies can be legally established.

(e) Whether there exist any previous Federal laws or policies to cater for cattle ranching in Nigeria?

The 1965 Grazing Reserve Law was enacted to give legal backing to the acquisition of grazing reserves. This gave the then regional government and native authorities powers to acquire native land and constitute it into grazing reserves. The 1978 Federal Land Use Decree further extended this law and specified the categories of land that could be used for grazing and agricultural purposes.

The National Agricultural Policy of 1988 indicated that a minimum of 10% of the national territory (about 9.83 million hectares, of which

20% was to be low lying fadama) would be acquired of the different levels of the government.

Although this represents a conscious effort by the central government to protect pastoralism, the policy has not been enforced. As a result, only about 313 grazing reserves covering a total of 2.82 million had been acquired. Of these, about 52 reserves were gazetted by 1998, mainly in the northern states.

Despite 'gazettement', almost all reserves have been encroached by crop farmers and other users. The responsible authorities have failed to reserve fadama lands for grazing purposes.

While the comprehensive legal provisions should provide an enabling environment for pastoral development, they have not been fully implemented. This can be attributed either or political motivation on part of the authorities or ineffective lobbying from pastoral group.

(f) What is the quantum of Land that can be granted for agricultural and grazing purposes in Nigeria?

Under the provision of the extant law in Nigeria which is the Land Use Act and by virtue of section 6 of the Act, the Local Government cannot grant a single customary right of occupancy in excess of 500 hectares of Land for agricultural purposes, or 5,000 hectares for grazing purposes except with the consent of the Governor. The limit set for the quantum of land permissible for grazing purpose is another serious impediment to the proposed cattle colonies which may be in excess of the 5,000 hectares limit.

2. Conclusion and Recommendation

There is no doubt that the proposal for the establishment of cattle colonies by the Federal Government of Nigeria has generated a lot of mixed reactions. This paper has analyzed some of the anticipated benefits of the proposal and the legal impediments to the proposal. The paper finds among other things that the extant Law in Nigeria cannot readily support the proposed cattle colonies as any attempt to force the proposal on the states of the Federation in Nigeria will lead to serious resistance by some State Governors upon whom the entire land in the territory of each State are vested.

Consequently, this paper recommends that instead of the proposed cattle colonies, the Federal Government should appeal to the State Governments to readily make available adequate land for ranching to individual herdsmen to enable them graze their cattle. If however, the Federal Government must insist on the proposed cattle colonies, appropriate machinery must be put in place to effect necessary amendment to the Land Use Act 1978 that would entrust certain percentage of Land in the territory of each State of the Federation to the Federal Government.

Once, this is done, the Federal Government will find it easy not only to establish cattle colonies in the States but also any other commercial venture without being in conflict with the State Governors over land administration in the territory of each State of the Federation.

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Taking of Aliens' Property: The Line between the Concept of Indirect Expropriation and Government Regulatory Measures Not Requiring Compensation

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Abstract. It is a well recognised rule in international law that the property of aliens cannot be taken, whether for public purposes or not, without adequate compensation. Two decades ago, the disputes before the courts and the discussions in academic literature focused mainly on the standard of compensation and measuring of expropriated value. The divergent views of the developed and developing countries raised issues regarding the formation and evolution of customary law. Today, the more positive attitude of countries around the world toward foreign investment and the proliferation of bilateral treaties and other investment agreements requiring prompt, adequate and effective compensation for expropriation of foreign investments have largely deprived that debate of practical significance for foreign investors. In this paper, we shall be looking at takings; the indirect expropriation and see how tribunals have dealt with the issue of taking on case by case bases. Although the scope of indirect expropriation was expanded even further by use of the language "take a measure tantamount to nationalization or expropriation of such an investment," NAFTA's Chapter 11 did not contain any standard for identifying an indirect expropriation. Moreover, since the decisions of international tribunals do not have precedential value, there has been no consistency among the indirect expropriation cases. Many scholars have criticized NAFTA's Chapter 11 provision for going beyond U.S. regulatory takings laws, and the U.S. government also realized that this broad definition of indirect expropriation could result in the undesirable situation of having a legitimate regulation for public welfare hindered by an individual investor under Chapter 11. Therefore the paper further examining the thin line between the concept of indirect expropriation that requires compensation and Government regulatory measures that not requiring compensation.

1. Introduction

Expropriation (direct and indirect) requires compensation, based on clearly set rules of customary international law. However, while determination of a direct expropriation is relatively straightforward to make, determining whether a measure falls into the category of indirect expropriation required tribunals to undertake a thorough case-by-case examination and a careful consideration of the specific wording of the treaty. However, a close examination of the relevant jurisprudence reveals that, in broad terms, there are some criteria that tribunals have used to distinguish these concepts.

1.1. What constitute takings?

In the early instruments on foreign investment, the terms mostly used to describe takings were "nationalization" or "expropriation". Though the

distinction between the two terms was not clearly made; they basically applied to the taking of property by the State through legislative or administrative measures. In modern law, as suggested, it is best to refer to takings by states as expropriation, as in most instances these takings are carried out for an economic or a public purpose. Exploration, the targeting of a specific business, will be the most usual form of governmental interference with which the law has to be concerned. Therefore, theory of litigation in the Ethyl and Methanex Cases was that any depreciation of the assets of the foreign investor amounted to a taking.

However, customary international law does not preclude host states from expropriating foreign investments provided certain conditions are met. These conditions are: the taking of the investment for a public purpose, as provided by law, in a non-discriminatory manner and with compensation. There are two ways in which takings can occur. It is direct taking where an investment is nationalised or otherwise directly expropriated through formal transfer of title or outright physical seizure. Expropriation could also occur through interference by a state in the use of that property or with the enjoyment of the benefits even where the property is not seized and the legal title to the property is not affected. The measures taken by the State are generally termed "indirect", "creeping", or "de facto" expropriation, or "constructive" taking, or measures "tantamount" to expropriation.

However, under international law, not all state measures interfering with property are expropriation. The interference must be of a certain quality and exceed a certain magnitude, degree, or intensity. States have the right, indeed the duty, to regulate and public governance would be impossible if States were liable to pay compensation for every measure that reduced the value of foreign investments. As Brownlie has stated, "state measures, prima facie a lawful exercise of powers of governments, may affect foreign interests considerably without amounting to expropriation. Thus, foreign assets and their use may be subjected to taxation, trade restrictions involving licenses and quotas, or measures of devaluation. While special facts may alter cases, in principle, such measures are not unlawful and do not constitute expropriation". Similarly, according to Sornarajah, non- discriminatory measures related to anti-trust, consumer protection, securities, environmental protection, land planning are non-compensable takings since they are regarded as essential to the efficient functioning of the state.

Despite a number of decisions of international tribunals, the line between the concept of indirect expropriation and governmental regulatory measures not requiring compensation has not been clearly articulated and depends on the specific facts and circumstances of the case. However, while case-by case consideration remains necessary, there are some criteria emerging from the examination of some international agreements and arbitral decisions for determining whether an indirect expropriation requiring compensation has occurred.

1.2 Criteria for identifying indirect expropriation

The contours of the definition of an indirect expropriation are not precisely drawn. An increasing number of arbitral cases and a growing body of literature on the subject have shed some light on the issue but the debate goes on. In Midland Eastern shipping and Handling Co. v. Egypt indirect expropriation was described as 'measures taken by a state, the effect of which is to deprive the investor of the use and benefit of his investment even though he may retain nominal ownership of the respective rights'. In Lauder v Czech Republic, the tribunal stated that such taking 'does not involve an overt taking but effectively neutralises the enjoyment of property.' Such descriptions, while providing catchy labels for takings outside the obvious situation of direct takings of physical property, do little to further the identification of indirect takings which will attract the application of the international law on expropriation. However, the difference between a direct and indirect expropriation turns on whether the legal title of the owner is affected by the measure in question. A typical feature of an indirect expropriation is that the state will deny the existence of an

expropriation and will not contemplate the payment of compensation. Today it is generally accepted that certain types of measures affecting foreign property will be considered an expropriation, and require compensation, even though the owner retains the formal title. Few legal texts attempted to address directly how to distinguish legitimate non-compensable regulations having an effect on the economic value of foreign investments and indirect expropriation, requiring compensation. Scholars recognised the existence of the distinction but did not shed much light on the criteria for making the distinction. This may reflect reluctance to attempt to lay down simple, clear rules in a matter that is subject to so many varying and complex factual patterns and a preference to leave the resolution of the problem to the development of arbitral decisions on a case-by-case basis. The two most prominent sources of such decisions were the Iran-United States Claims Tribunal and decisions arising under Article 1, Protocol 1 of the European Convention for the Protection of Human Rights. The recent period has seen a further body of jurisprudence, from cases based on NAFTA and bilateral investment treaties (BITs). At the same time, a new generation of investment agreements, including investment chapters of Free Trade Agreements has developed, which include criteria to articulate the difference between indirect expropriation and non-compensable regulation.

1.3 Jurisprudence

Although there are some 'inconsistencies' in the way some arbitral tribunals have distinguished legitimate non-compensable regulations having an effect on the economic value of foreign investments and indirect expropriation requiring compensation. A careful examination reveals that, in broad terms, they have identified the following criteria: (a). the degree of interference with the property right, (b). the character of governmental measures i.e the purpose and the context of the governmental measure and (c). the interference of the measure with reasonable and investment-backed expectation.

2. Degree of Interference with the Property Right

2.1 Severe Economic Impact

Most international decisions treat the severity of the economic impact caused by a government action as an important element in determining whether it rises to the level of an expropriation and requiring compensation. International tribunals have often refused to require compensation when the governmental action did not remove essentially all or most of the property's economic value. There is broad support for the proposition that the interference has to be substantial in order to constitute expropriation, i.e. when it deprives the foreign investor of fundamental rights of ownership, or when it interferes with the investment for a significant period of time. The European Court of Human Rights (ECHR) has found an expropriation where the investor has been definitely and fully deprived of the ownership of his/her property. If the investor's rights have not disappeared, but have only been substantially reduced, and the situation is not "irreversible", there will be no "deprivation" under Article 1, Protocol 1 of the ECHR.

Under the Iran-United States Claims Tribunal, it was held in Starrett Housing that the foreign investor had not been expropriated formally but a local "temporary manager" had been put in charge of the project. The tribunal found that this amounted to an expropriation:

'It is recognised by international law that measures taken by a State can interfere with property rights to such an extent that these rights are rendered so useless that they must be deemed to have been expropriated, even though the State does not purport to have expropriated them and the legal title to the property formally remains with the original owner.'

In the NAFTA context, in the Pope & Talbot case, the Tribunal found that although the introduction of export quotas resulted in a reduction of profits for the Pope & Talbot Company, sales abroad were not entirely prevented and the investor was still able to make profits. It was stated:

'Mere interference is not expropriation; rather, a significant degree of deprivation of fundamental rights of ownership is required.'

The European Court of Human Rights, in the most widely cited case under Article 1, Protocol 1 of the European Convention Human Rights, Sporrong and Lonnroth v. Sweden, did not find indirect expropriation to have occurred as a result of land use regulations that affected the claimant's property because:

"Although the right of peaceful enjoyment of possessions lost some of its substance, it did not disappear. The Court observes in this connection that the claimants could continue to utilize their possessions and that, although it became more difficult to sell properties as a result of the regulations, the possibility of selling subsisted."

A different approach was taken by the Tribunal in the case of CME (Netherlands) v. the Czech Republic, the Claimant had purchased a joint venture media company in the Czech Republic and alleged, inter alia, breach of the obligation of the host country not to deprive the investor of its investment because of the actions of the national Media Council. The Tribunal, citing inter alia, the Tippets and Metalclad cases, found that an expropriation had occurred because 'the Media Council's actions and omissions caused the destruction of the joint venture's operations, leaving the joint venture as a company with assets, but without business. It stated also that although "regulatory measures are common in all types of legal and economic systems in order to avoid use of private property contrary to the general welfare of the host state' the administrative measures taken by the host country did not fall under this category. It therefore concluded that:
"Expropriation of the Company's investment is found a consequence of the host country's actions and inactions as there is no immediate prospect at hand that the joint venture will be reinstated in a position to enjoy an exclusive use of the license."

2.2 Duration of the Regulation

The duration of the regulation could be another criterion of whether the regulation has had a severe enough impact on property to constitute a taking. In order to constitute an appropriation, regulatory measure should be definite and permanent. A measure that leads to a temporary diminution in value or loss of control would normally not be viewed as expropriatory. The Iran-United States Claims Tribunal has acknowledged this was an issue but it has had little difficulty in finding that the appointment of "temporary" managers may constitute a taking of property, when the consequent deprivation of property rights is not "merely ephemeral (in Tippetts, Phelps Dodge and Saghi cases).
In S.D. Myers v. Canada, the tribunal dismissed the expropriation claim because the measure was temporary in its effect:
"In this case, the interim order and the final order were designed to, and did, curb SDMI initiative, but only for a time……An opportunity was delayed. The tribunal concludes that this is not an expropriation case."

Equally, in Suez v. Argentina, the tribunal found that the measures taken by Argentina to cope with the financial crisis "did not constitute a permanent and substantial deprivation" of the investment.

However, some of the temporary measures may also be considered expropriation depending on the specific circumstances of the case. As noted in the explanatory note to Article 10(3) of the Harvard Draft Convention on the International Responsibility of States for Injuries to Aliens (1961), whether an interference might amount to indirect expropriation will depend on its extent and duration, but "there obviously comes a stage at which an objective observer would conclude that there is no immediate prospect that the owner will be able to resume the enjoyment of his property." It was on these grounds that the Iran- United States Claims Tribunals found in a number of cases that the appointment of "temporary" managers constituted a taking, particularly because the surrounding circumstances after the Islamic revolution gave

no realistic prospect that the investors could resume their business activity.

2.3 Economic Impact as the Exclusive Criterion.

There is no serious doubt that the severity of the impact upon the legal status and the practical impact on the owner's ability to use and enjoy his/her property is one of the main factors in determining whether a regulatory measure effects an indirect expropriation. What is more controversial "is the question of whether the focus on the effect will be the only and exclusive relevant criterion, 'sole effect doctrine' or whether the purpose and the context of the governmental measure may also enter into the takings analysis". The outcome in any case may be affected by the specific wording of the particular treaty provision. From the doctrine and the case examination, it seems however that the balanced approach is pre-dominant.

A few cases have focused on the effect of the owner as the main factor in discerning a regulation from a taking. In two nearly simultaneous awards, Tippetts case and Sea-Land Service case, the Tribunal seemed to endorse different approaches to whether a finding of expropriation required a finding that the state concerned had intended to expropriate the property. In the Tippetts case, the Iran-United States Tribunal held that:

"The intent of the government is less important than the effects of the measures on the owner, and the form of the measures of control or interference is less important than the reality of their impact".

In the Metalclad case, the claimant had been assured by the federal government that his project for a landfill facility had complied with all relevant environmental and planning regulations. Subsequently the local municipal authorities denied a construction permit. Then, the regional government declared the land in question a national area for the protection of rare cactus. The Tribunal upheld the investor's claim under the NAFTA's provision on expropriation. It said:

"expropriation under NAFTA includes not only open, deliberate and acknowledged takings of property, such as outright seizure or formal or obligatory transfer of title in favor of the host State, but also covert or incidental interference with the use of property which has the effect of depriving the owner, in whole or in significant part, of the use of reasonably-to-be expected economic benefit of property even if not necessarily to the obvious benefit of the host State".

The case Compania del Desarollo de Santa Elena v. Costa Rica, has attracted particular attention because the panel expressly stated that the environmental purpose had no bearing on the issue of compensation. In this case, the Claimant (Company Santa Elena) was formed primarily for the purpose of purchasing Santa Elena, a 30 kilometer terrain in Costa Rica with the intention of developing it as a tourist resort. In 1978, Costa Rica issued an expropriation decree for Santa Elena aiming at declaring it a preservation site. While this case concerns a direct expropriation where the issue was the day of the taking for purposes of determining compensation, the panel, citing the Tippett case, indicated that a compensable expropriation could occur through measures of state which deprives the owner of access to the benefit and economic use of his property or has made those property rights practically useless. The panel held that:

"While an expropriation or taking for environmental reasons may be classified as a taking for a public purpose, and thus be legitimate, the fact that the property was taken for this reason does not affect either the nature or the measure of the compensation to be paid for the taking. That is, the purpose of protecting the environment for which the property was taken does not alter the legal character of the taking for which adequate compensation must be paid. The international source of the obligation to protect the environment makes no difference.'' It also added that:

"Expropriatory environmental measures, no matter how laudable and beneficial to society as a whole are, in this respect, similar to any other expropriatory measures that a state may take in order to implement its policies: where property is expropriate, even for environmental

purposes, whether domestic or international, the state's obligation to pay compensation remains."

Character of Governmental Measures, i.e the Purpose and the Context of the Governmental Measure

A very significant factor in characterizing a government measure as falling within the expropriation sphere or not, is whether the measure refers to the State's right to promote a recognized "social purpose" or the "general welfare" by regulation. "The existence of generally recognized considerations of the public health, safety, morals or welfare will normally lead to a conclusion that there has been no 'taking'". In the context of the jurisprudence of the ECHR, the State may affect control on activities by individual by imposing restrictions which may take the form of planning controls, environmental orders, rent controls, import and export laws, economic regulation of professions, and the seizure of properties for legal proceedings or inheritance laws".

According to Article 1 of Protocol 1 of the ECHR, the European Court has given States a very wide "margin of appreciation" concerning the establishment of measures for the public interest and has recognized that it is for national authorities to make the initial assessment of the existence of a public concern warranting measures that result in a "deprivation" of property. The Court held that the state's judgment should be accepted unless exercised in a manifestly unreasonable way. Also, the Court has adopted a common approach to "deprivations" and "controls" of use of property. In either case, there has to be a reasonable and foreseeable national legal basis for the taking, because of the underlying principle in stability and transparency and the rule of law. In relation to either deprivation or control of use, the measures adopted must be proportionate. The Court examines whether the interference at issue strikes a reasonable balance between the demands of the general interest of the community and the private interests of the alleged victims of the deprivation and whether an unjust burden has been placed on the claimant. In order to make this assessment, the Court proceeds into a factual analysis insisting that precise factors which are needed to be taken into account vary from case to case. In the James case for example, the Court said that:

"The taking of property in pursuance of a policy calculated to enhance social justice within the community can properly be described as being 'in the public interest'. In particular, the fairness of a system of law governing the contractual or property rights of private parties is a matter of public concern and therefore legislative measures intended to bring about such fairness are capable of being in the 'public interest', even if they involve the compulsory transfer of property from one individual to another".

In the Sporrong and Lonnroth v. Sweden case, the Court stated that Article 1 contains "three distinct rule":

"the first rule, which is of a general nature, enounces the principle of peaceful enjoyment of property; it is set out in the first sentence of the first paragraph. The second rule covers deprivation of the possessions and subjects it to certain conditions; it appears in the second sentence in the same paragraph. The third rule recognizes that the States are entitled, amongst other things to control the use of property in accordance with the general interest, by enforcing such laws as they deem necessary for the purpose; it is contained in the second paragraph."

The European Court of Human Rights found no expropriation as a result of the first test, yet found compensation to be required as a result of the second test. Under the "fair balance test", it found that over the years the state had failed to take proper account of individual interests involved. Since the state had neither shortened the temporal effect of the rules nor paid compensation, the court rules that the State had placed "an individual and excessive burden" on plaintiffs and therefore acted in violation of Article 1.

The Claimant in Tecnicas Medioambientales Tecmed S.A v. The United Mexican States filed a claim with ICSID alleging that the Mexican government's failure to re-license its hazardous waste site contravened various rights and protections set out in the bilateral investment treaties (BIT) between Spain and Mexico and was an expropriatory act. The Tribunal in order to determine whether the acts undertaken by

Mexico were to be characterized as expropriatory, citing the ECHR's practice, considered 'whether such actions or , measures are proportional to the public interest presumably protested thereby and the protection legally granted to investments, taking into account the significance of such impact plays a key role in deciding the proportionality' it added that there must be a reasonable relationship of proportionality between the charge of weight imposed to the foreign investor and the aim sought to be realized by an expropriatory measure.

2.4 Interference of the Measure with Reasonable Investment-backed Expectations

Another criterion identified is whether the governmental measure affects the investor's reasonable expectations. In these cases, the investor has to prove that his/her investment was based on a state of affairs that did not include the challenged regulatory regime. The claim must be objectively reasonable and not based entirely upon the investor's subjective expectations. In the Oscar Chinn case, the Permanent Court of International Justice (PCIJ) did not accept the contention of indirect taking noting that, in those circumstances, a granting of a de facto monopoly did not constitute a violation of international law and that "favourable business conditions and good will are transient circumstances, subject to inevitable changes":

"No enterprise can escape from the chances and hazards resulting from general economic conditions. Some industries may be able to make large profits during a period of general prosperity, or else by taking advantage of a treaty of commerce or of an alteration in customs duties; but they are also exposed to the danger of ruin or extinction if circumstances change. Where this is the case, no vested rights are violated by the State".

The Iran-U.S. Claims Tribunal in Starett Housing took into account the reasonable expectations of the investor:

"Investors in Iran, like investors in all other countries, have to assume a risk that the country might experience strikes, lock-outs, disturbances, changes of economic and political system and even revolution. That any of these risks materialised does not necessarily mean that property rights affected by such events can be deemed to have been taken".

3. State Practice

The recently concluded US-Free Trade Agreements with Australia, Chile, Dominican Republic-Central America, Morocco and Singapore and the new US model BIT107 provide explicit criteria of what constitutes an indirect expropriation. As set out therein, the criteria for a finding of indirect expropriation are as follows:

The economic impact of the government action, although the fact that an action or series of actions by a Party has an adverse effect on the economic value of an investment, standing alone, does not establish that an indirect expropriation has occurred;

The extent to which the government action interferes with distinct, reasonable, investment-backed expectations; and

3.1 The character of the government action.

However, a number of treaties have taken the approach of adding a relevant explanatory clause (in an annex or in the expropriation provision itself). It is often phrased as follows:

"Except in rare circumstances, non-discriminatory regulatory actions by a Party that are designed and applied to protect legitimate public welfare objectives, such as public health, safety and the environment, do not constitute indirect expropriations.

Recent treaties concluded by other countries also include similar language. For instance, Belgium /Luxembourg-Colombia BIT (2009), provides in Article IX(3)(c):

"except in rare circumstances, such as when a measure or series of measures are so severe in the light of their purpose that they cannot be reasonably viewed as having been adopted and applied in good faith, non-discriminatory measures of a Party that are designed and applied for public purposes or with objectives such as public health, safety and environment protection, do not constitute indirect expropriation."

This formulation requires, inter alia, an assessment of the severity of the measure and its bona fide nature.

Relevant clauses usually describe those measures that do not constitute an indirect expropriation and, therefore, are non-compensable. Some clauses additionally set out conditions or criteria that would render a measure expropriatory that is prima facie non-compensable. The Protocol to the India-Latvia BIT (2010) provides:

"(b) Actions by a Government or Government controlled bodies, taken as a part of normal business activities, will not constitute indirect expropriation unless it is prima facie apparent that it was taken with an intent to create an adverse impact on the economic value of an investment."

Importantly, even though the relevant clarifications are legally confined to those treaties where they are made, the exception of good faith non-discriminatory regulatory measures exists in general customary international law on the basis of the police powers doctrine. Indeed, many treaties specify that the clarifications with respect to indirect expropriations are "intended to reflect customary international law concerning the obligation of States with respect to expropriation. Criteria for the delineation of such measures formulated by investment tribunals are similar to the ones that can be found in recent treaties

In Fireman's Fund v. Mexico, the tribunal summarizing the law of expropriation under NAFTA (which does not have additional clarificatory language on regulatory measures) stated as follows:

"To distinguish between a compensable expropriation and a non- compensable regulation by a host state, the following factors (usually in combination) may be taken into account: whether the measure is within the recognized police powers of the host state; the (public) purpose and effect of the measure; whether the measure is discriminatory; the proportionality between the means employed and the aim sought to be realized; and the bona fide nature of the measure."

The treaty approach has been to introduce so-called general exceptions, which exclude from the scope of the treaty as a whole government measures necessary for, or relating to, certain public policy objectives. They often include objectives such as the protection of human or animal or plant life or health, the conservation of exhaustible natural resources and the protection of public morals. Relevant examples can be found in the India-Republic of Korea Comprehensive Economic Partnership Agreement (CEPA)(2009), Artcle 10.18(1)

More so, general exceptions usually come with safety valves which ensure that the exceptions are not abused by the State. For instance, the Canada model BIT provides in the chapeau of Art.10 that the measures concerned must not be applied "in a manner that would constitute arbitrary or unjustifiable discrimination between investments or between investors, or a disguised restriction on international trade or investment"

While being a progressive and balanced solution, the limitation of this approach is that it carves out only measures that relate to public policy objectives specifically mentioned in the general exceptions clause. Potentially, there might be public interest measures that do not fall within the scope of the listed exceptions but which still must be considered non-expropraitory and non- compensable. Therefore, some countries, such as Canada and India, have combined the two approaches- a clarification clause with respect to indirect expropriation and general exceptions provisions

4. The Ideas of Property

The philosophical underpinnings of property have also become important in the analysis of taking. Property has been seen not as a single right of ownership but as involving a series of rights relating to its use and enjoyment. The growth of modern law, particularly administrative law, has resulted in the rediscovery of the idea that, when government interference occurs, it targets only some of the rights in the bundle of rights that constitute ownership and thereby reduces the value of the ownership in the property. However, protection from expropriation relates not only to tangible property or physical assets but to a broad range of rights that are economically significant to the

investor. In the words of Professor Giorgio Sacerdoti:
"All rights and interests having an economic content come into play, including immaterial and contractual rights."
This principle is reflected in the definitions of the terms "investment" in the treaties for the protection of investments. The ECT in Article 1(6) refers not only to tangible but also to intangible property. In addition, it lists, among others, claims to money and claims to performance pursuant to contract, intellectual property and generally any right conferred by law or contract among protected investments. The NAFTA and BITs contain similarly comprehensive definitions.
Judicial practice unanimously supports a wide concept of "property," that includes intangible rights especially rights under contracts, for purposes of expropriation and equivalent measures in the Amoco case, the Iran-US Claims Tribunal said with respect to rights arising from a concession agreement:
''Expropriation, which can be defined as a compulsory transfer of property rights, may extend to any right which can be the object of a commercial transaction.''
Therefore, for there to be a recovery for expropriation, there must be a taking of property. Significantly, in the Oscar Chinn case, market access was held not to amount to property. The Belgium Government, with a view to maintaining viable shipping on the river Congo, gave a subsidy to UNATRA and directed it to charge nominal freight rates. The effect was to close down the business of Mr Chinn, who was UNATRA's sole competitor. The United Kingdom argued that this amounted to a breach of the general principles of international law, in particular of respect for vested rights. The Court, however, rejected this position, reasoning thus, 'the Court is unable to see in his original position which was characterised by the possession of customers and the possibility of making a profit anything in the nature of a genuine vested right'.

5. Conclusion.

Although the scope of indirect expropriation was expanded even further by use of the language "take a measure tantamount to nationalization or expropriation of such an investment," NAFTA's Chapter 11 did not contain any standard for identifying an indirect expropriation. Moreover, since the decisions of international tribunals do not have precedential value, there has been no consistency among the indirect expropriation cases. Many scholars have criticized NAFTA's Chapter 11 provision for going beyond U.S. regulatory takings laws, and the U.S. government also realized that this broad definition of indirect expropriation could result in the undesirable situation of having a legitimate regulation for public welfare hindered by an individual investor under Chapter 11.

At the same time, prudence required to recognise that the list of criteria, which can be identified today from state practice and existing jurisprudence is not necessarily exhaustive. Despite the efforts of authors and adjudicators alike to define in sufficiently concrete terms, the meaning of indirect expropriation is still unclear. Indeed, the doctrine and case law on indirect expropriation in international law remain somewhat unsettled. Several factors may explain why this is so. These include the university interests at play, divergences in cultural, economic and legal concepts of property, different understandings of the role of the State, and a general heterogeneity in state practice. Indeed, new investment agreements are being concluded at a very fast pace and the number of cases going to arbitration is growing rapidly. Case-by-case consideration, which may shed additional light, will continue to be called for. Therefore, this deficiency in indirect taking cannot be cured but there should be standard for what should be an indirect taking.

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