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Editorial

This issue of KIU *Journal of Social Sciences* focuses on Development Administration, Political Education, Social Psychology, Organizational Management and Educational Technology.

The first section of this edition addresses various issues in Development Administration such as rural and community development, International Portfolio Diversification, Remittances, Foreign Aid and Private Consumption, development policies such as Universal Basic Education System, Technical and Vocational Education Programme, Primary Healthcare and Maternal Mortality among others. It is through Development Administration that projects, programs, policies and ideas which are focused at development of a nation, with the point of view of socio-economic and socio-political development of society in general, carried out by talented and skilled bureaucrats. It was revealed in one of the papers in this section that no reasonable rural development can take place without agricultural development and rural people's participation in the development efforts meant to develop their communities. The researchers therefore recommended among others that rural development efforts both from the government and Non-governmental organization should give the development of agriculture a priority through agricultural extension.

Section two explores Political Education as an instrument of preparing citizens of a country, especially the young, to carry out their civic roles. Political education therefore is the inculcation of the virtues, knowledge, and skills necessary for political participation. Papers, in this second part of the Journal, addresses issues in the concept and perception of citizenship education, role of political parties, peace and security,basic consumers' rights and utilization among others. Using Edo South Senatorial District in Nigeria as a case study, one of the papers in this section argues that there is no difference between the ways the experienced Social Studies teachers and the less experienced perceived the objectives of Citizenship Education. Based on the result, it is recommended, among others, that there should be full scale implementation of the citizenship education curriculum in schools because of the growing incivility in the country.

Section Three focuses attention on Social Psychology. One of the papers in this section establishes that job stress has a significant impact on the integration of one's family and that families differ in their expectations concerning stress present at work. It therefore suggests that there should be provision for employee training in the area of stress management periodically so that employees can personally be conscious of what they need to do to stay healthy and to stay productive.

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Papers in the fourth section of this edition center on Organizational Management. Organizational Management helps in Achieving Group Goals. It arranges the factors of production, assembles and organizes the resources, integrates the resources in effective manner to achieve goals. It directs group efforts towards achievement of pre-determined goals. Based on its findings, one of the papers in this section posits that nature of formalization is not significantly correlated with employee performance. And therefore suggests among others that University should encourage hierarchical layer as a means of influencing employees' performance.

Papers in the last section of this edition deal with educational technology. With the help of educational technology, teachers can pay attention to every single student's achievements and they can personalize the educational process. The teacher can also use different methods to capture the students' attention and assess their progress. With that approach, the learning process can be enhanced. That is why one of the papers in this section suggests, as a result of its findings, that the government should provide ICT resources to secondary schools in Nigeria and also educational authorities should lay more emphasis on modern educational resources that promote effectiveness in teaching and learning process.

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All the articles in this edition of KIU Journal of Social Sciences, in sum, are interesting and well researched. Kudos to the contributors and all members of the editorial board for a job well done.

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Part One

Development Administration

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Community Development and Extension Services: A Synergy for Rural Development in Nigeria

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Abstract. The role of community development and extension services in rural development throughout the world cannot be over-emphasized. Community development is viewed as a process of providing a concerted effort to develop a community with the goal of improving the quality of life of its members while Agricultural extension is the application of scientific research and new knowledge to agricultural practices
through farmer education. They have remained the bedrock for rural development in Nigeria. This paper examines the scope and roles of extension services and community development as well as their collective effects on the development of rural areas in Nigeria. It is the belief of this paper that no nation can develop her rural areas without effective extension services and properly monitored community development. It is also the view of this paper that sustainable rural development can be achieved through effectively planned and well administered extension services and community development programmes and projects. This paper established that no reasonable rural development can take place without agricultural development and rural people's participation in the development efforts meant to develop their communities. The paper recommends that rural development efforts both from the government and Non-governmental organization should give the development of agriculture a priority through agricultural extension.

Keywords: Community, Development, Extension services, rural development, development programmes and projects.

1. Introduction

Rural development is any effort aimed at achieving enhanced rural production and productivity, greater socio-economic, equity and aspiration balance in social and economic development. Historically, Nigeria is a dominantly rural settlement. The 1963 Census recorded 80.2% of national population residing in the rural areas; in 1985, the proportion dropped to 70.13% and 69% by 1990s (Muoghalu, 1992 in Akpan, 2012). The figure according to World Development Reports (2005) dropped to 53% and 51.6% in 2011 according to World Bank Report (2011) and further dropped to only forty-nine per cent (49%) of total population in 2012 (The World Bank) Group in Babalola (2012). Despite this reduction in the percentage of rural population and various urbanisation programmes, seventy per cent (70%) of the world's poor still live in rural areas (TWBG, 2012).

Ever since, Nigeria got her independence in 1960, rural development has been declared a priority by the successful governments (civilian or military) due to the fact that rural sector is very vital in the socio-economic development of the nation. The rural areas, for instance, is the major source of capital formation for the country and a principal market for domestic

manufacturers (Olatunbosun, 1975). The rural areas also engage in primary economic activities that form the foundation for Nigeria economic development (Chukwuemeka, Ugwuanyi and Amobi, 2013). Up till now, most of the industries in the urban areas of the country depend largely on the products from rural areas. In a nutshell, the provision of food and raw materials for urban population and industries have made activities in the rural areas affect the majority of the active population in Nigeria,

The emphasis on rural development by national, regional, state and local government as well as non-governmental organizations is to ensure food security for both the rural and urban population and steady supply of raw materials to industries. In the Nigeria's second National Development Plan of 1970-1974 (Nigeria, 1970 in Inedu, 2016) the broad objectives of the country's rural development include creating rural employment opportunities with a view of checking rural outmigration and improving the level and quality of social services and infrastructural facilities. In order to achieve these objectives, Idiode (1989) in Akpomuvie (2010) highlighted three major approaches to rural development to include the extension approach, the project approach and service approach. He further explained that, extension approach involves indirectly teaching of the rural people improved methods and techniques of farming, healthcare or how to read and write. The project approach to rural development is generally motivated by the governments desire to improve the economic conditions of rural areas through the establishment of economic ventures such as government farms and rural industries. The project approach is the contributions of the governments and NGOs to rural development.

The service approach to rural development calls for active participation and initiative of local people. This approach concentrates on the provision of social amenities such as culverts, bridges, maternity centres, bore-holes, health centres, and electricity, among others. The service approach is usually referred to as community development.

Community development is a process that brings about change in many aspects of community living especially in the areas of social, economic, cultural as well as environmental. The focus of community development process is the people's involvement whereby the community members come together to take action collectively to meet their shared goal(s) or to generate solutions overcoming a shared problems Rahim & Asnarulkhadi, (2010). The participation of community members in providing solutions to problems confronting them is one the principles that makes community development one of the best approach to community development, The role of community development is to develop members' capabilities and potentials to affect their wellbeing and quality of life through maximizing resources utilization to benefit them socially and economically Rahim & Asnarulkhadi, (2010)..

Agricultural extension functions by encouraging and involving rural people's own organizations, enhancing individual and collective self-reliance, and environmental issues. From the analysis it is clear that extension is different from rural development. Agricultural extension has contributed to the development of rural areas in the areas of food security, dissemination of useful agricultural information, sustainability of development projects and empowerment of farming groups (Zwane, 2012).

Since community development ensures community people's involvement in the development process affecting them, and agricultural extension is aimed at developing rural areas through agriculture and farm families, there is a need therefore to harmonize the two together so as to ensure speedy development of rural areas in Nigeria. Agricultural projects such as the establishment of farm settlements, construction of irrigation dams, processing industries and markets can be incorporated into community development projects whereby community people will be able to agree together on which of the projects should come first before another. The extension agents and community development officers can work

together with community members to bring about sustainable rural development.

This paper, therefore, aims at examining community development and extension services as synergy for rural development. This paper is divided into four sections following; the introduction section comes literature review on the concept of extension, objectives and principles of principles community development and agricultural extension services and rural development. The third section attempts a systematic review of the contributions of community development and extension services to rural development. This is followed by the concluding remarks.

2. Concept of Rural Development

Rural development is the process of improving the quality of life and economic wellbeing of people living a rural area, often relatively isolated and sparsely populated area (Moseley, 2003). This view was expressed by World Bank in her 2000 report where rural development is defined to include all strategies and policies designed at improving the economic and social life of a specific group of people; that is the rural poor.

The main aim of rural development is to better the life of people living in the rural areas. According to Jibowo (2000) in Ogbeide (2015), rural development involves the integration of the rural people, which constitute the majority of the population of the most developing countries into national economy. The emphasis here is on how to ensure that rural dwellers contribute their own quota to the growth of the national economy after transforming their lives through improved economy. Rural development involves the identification, analysis and proposal of relevant solutions to problems facing rural communities. In line with this, FAO (2014) opined that rural development process is usually encompassed within a programme or a project that seeks to tackle the identified problems facing the rural community.

Since the problems facing rural communities are many, the development efforts aimed at rural areas are also multi-dimensional in nature. In line with this, Olayiwole and Adeleye (2005) identified and classified the infrastructural development requirements of the rural areas into three namely: Basic infrastructure, social infrastructure and institutionalized infrastructure. According to them, basic infrastructure includes availability of good roads, water, rural electricity, storage and processing facilities among others. The social infrastructure include with health and educational facilities, community centres, fire and security services and the like. The institutionalized infrastructures include credit and financial institutions and agricultural research institutions to aid the economic activities and income of the rural population. The provision of these infrastructures ensures integrated rural development that entails the promotion of rural productive activity, supportive human resource development and enlargement of enabling rural infrastructure (Chukwuemeka, 2013).

2.1 Objectives of Rural Development

Based on the aim of rural development which is improving the total welfare of rural people, Ijere (1990) in Raheem & Bako (2014) identified the following objectives of rural development:

- To have greater commitment of the resources to the rural areas in terms of budgeting allocation and actual expenditure;
- To ensure popular participation of the rural people in the identification of priorities, planning of programmes as well as their implementation
- To lay greater emphasis on the use of total resources and promotion of local skills;
- To expand and improve on rural infrastructure such as roads, markets, Malls, electricity, water and storage facilities;
- To maintain political and social stability; to create rural employment opportunities and
- To increase commodity output and production and subsequently increase

food, food supply as well as rural incomes.

The principles of rural development as explained by Alkali (1992) are as follows:

Accessibility: Rural development programmes must be accessible to all rural dwellers especially the poor peasant farmers. All people within the target population should benefit from rural development programmes.

Independence: Any rural development programme should be such that helps and support the rural dwellers but does not make their livelihood 100% dependent on the programme.

Sustainability: Any rural development programme must be relevant to the local social, economic and administrative conditions of the target rural population. The programme should be sustained until the problem of the area has been addressed.

Effectiveness: A rural development programme should be based on the effective use of local resources that are readily available in the community.

Participation: Rural dwellers should b actively involved at the various stages of the programme; from conception state to the implementation and evaluate stages.

Having ex-rayed the concept of rural development, attempt will be made to examine the concept of community development.

3. Concept of Community Development

Community development refers to the manifestation of a variety of local capabilities to mobilize and manage resources to meet diverse local needs. Turner, Barnet& Brennen, (2009) states that, communities are endowed naturally with resources needed to satisfy their needs, but members of the community need to be mobilized to make use of these available resources. It is a process that leads to change in many aspects of community living which include social, economic, cultural as well as environmental (Sail & Abu-Samah, 2010). Community development is, thus, being viewed as a process of change in the lives of community members. It is about continual involvement, first with the help of change agents (extension agents and community development officers) and later, by the people themselves to bring about change in their lives which ultimately improve their quality of life (Sail & Abu-Samah, 2010).

According to Rubin and Rubin (2001), community development occurs when people strengthen the bonds within their neighbourhood, build social networks, and form their own organisations to provide a long-term capacity for problem solving. Community members will effect changes in their lives if they are able to agree together to solve common problems. Community development requires the involvement of community members more than the activities of non-members.

The major objectives of community development are:

- To change the outlook of all rural people,
- To improve existing village occupation, to improve fairness, freedom without interference with the freedom of others and
- To increase the availability and widen the distribution of basic life-sustaining goods such as food, shelter, health, and protection.

The main purpose of community development is to build communities on the basis of justice, mutual respect and equity (Atieno, 2019). He further breaks down the purpose to include:

Bring people together to motivate themselves through programmes geared towards their overall development as a unit of the society, encouraging togetherness and teamwork to bring about a sense of strength, to bring social reforms through discharging ancient social and cultural practices that are outdated and possibly harmful, creating awareness on various social concerns such as health, poverty, hunger, and promoting good governance as it ensures the community leaders are on their toes.

4. Extension Services in Rural Development

Extension is an educational process which is applied to rural people which supports them, identified and solves their problems. It is a procedure which happens over a long period of time, if not just something that has one activity (Oakley & Garforth, 1985). The major aim of extension is to assist rural people solve their problems if possible permanently. According to Rivera (1989), extension is a provider of non-formal agricultural related continued education for multiple audiences such as farmer, spouses, youth, and rural community. It does not focus on farmers alone but on the entire rural population to improve its standard of living.

The most widely used definition of extension is the one given by Swanson in one of the FAO's publications, where extension is seen as a service or system which assist farm people, through educational procedures, in improving farming methods and techniques, increasing production efficiency and income, bettering their levels of living and gifting the social and educational standard of rural life (Swanson & Clair, 1984). Extension ensures all round development of rural population financially, socially and educationally.

All the objectives of extension are expressed based on its outcome. The fundamental objectives of extension according to Kassa and Temesger (2011) are:

The dissemination of useful knowledge and information relating to agriculture, including the use of improved technologies and improved cultural practices in a variety of farming practices. To improve all aspects of rural people's lives within the framework of the national development policies and people's need for development.

These objectives were further broken down by Murray and Gaur (2007) into four and this include:

- To assist people to identify their problems and felt and unfelt needs,
- develop leadership among various sectors of the rural community,
- transmit information based on agricultural research and applied experience with a view to bring about larger farm community under new modern technology and
- keep research workers constantly informed about the problems of farm level to offer solutions based on further research in the specific area concerned.

Extension has continuously help to transmit research findings to farmers and relay farmer's problem to research institutes for possible solutions. Planning and practicing of extension are based on the following principles as highlighted by Kassa and Temesgen (2011) are as follows:

- The extension work must be based on the people's needs, customs, traditions, beliefs and value of the people.
- Extension encourages people to take action and work out their own solutions to their problems rather than receiving readymade solutions.
- Extension work should be based on the full utilization of local leaders.
- An extension programme should be flexible so that necessary changes can be made whenever needed to meet the varying conditions of the people.
- Extension should be a cooperative action involving participatory activity in which people cooperate to pursue a common cause.
- The success of extension has to be measured by the level of satisfaction of the people or the beneficiaries.
- Extension should be based on constant evaluation.
- The effectiveness of the work is measured in terms of the changes brought in knowledge, skills, and attitude and the adoption of changed behaviour of the people, and not merely in terms of achievement.

The extension process is concerned with communicating the technology of scientific

agriculture to the farmers in order to transform traditional level of agriculture to better for improving the economic conditions of farmers (Sadakhadula & Gaur, 2007). Hence, the extension is an approach of rural development through farming family. The transformation from traditional to modern agriculture will lead to increase in farmer's productivity, income and profit. This will lead to individual transformation that will bring about the rural transformation.

Extension has and is making significant contributions in the rural areas in the areas of food security, information dissemination, empowerment of farming groups. Food security is the term used for food availability, food access and food utilization (USAID, 1995 in Zuwane, 2012). Food availability in sufficient quantities is consistently available to all individuals within a country through a well organised and well-coordinated extension.

Extension makes relevant information available to farmers in the areas of production, cultural practices, market and marketing. This information has assisted rural farmers to develop small enterprises and discovering new alternatives for obtaining profits. Extension is playing an important role in the empowerment of rural farmers to have access to capital through savings or credit (Zuwane, 2012). When farmers have access to capital or credit, they will increase the size of the farm holdings and production and this in turn will lead to increase in production and profit. Farmers' empowerment could also come through the building of farmers' institutions, organizing farmers into associations, commodity groups and other forms of cooperative activities (Zuwane, 2012).

5. Community Development in Rural Development

Community development is a process that leads to change in many aspects of community living which include social, economic, cultural as well as environmental (Sail & Abu-Samah, 2012). In other words, community development has helped to ensure the social, economic and cultural development of rural areas through the efforts that come from the people themselves. The central means by which community development and rural development is the self-help approach that emphasise on grassroots efforts that are directed towards central government goals (Robinson & Green, 2010).

Community development also ensures rural development through the empowerment of community members, thereby enabling them to move towards a goal or vision. Community development is defined by Christenson and Robinson (1989) as a group of people in a locality, initiating a social action process that seeks to empower individuals and groups of people by providing these groups with skills they need to effect change in their own communities. When people are empowered, they actively participate in rural development programmes meant for their community.

Community development also contributes to rural development through education and change. Education is the process of teaching people how to live better by learning ways that improve their life (Behzad & Ahmad, 2012). They listed different areas by which community development brings about changes in the lives of rural dwellers through education to include: Change in what people know – their knowledge of themselves, of their society and their physical environment. Change in what they can do – their skills, mental and physical. Change in what people think and feel – their attitude towards themselves; towards their society and towards their physical environment. Change in what people actually do – their actions related to factors determining their own welfare.

These changes in what people know, in what they think, in what they can do and in what they actually do enable them to effect positive changes in their rural community.

6. Community Development and Extension : A Synergy of Rural Development

Rural development involve creating and widening opportunities for (rural) individuals to realize full potential through education and sharing in decision and action which affect their

lives Obinne in Ogidefa (2010). He also viewed it as efforts to increase rural output and create employment opportunities while eliminating fundamental (or extreme) cases of poverty, diseases and ignorance.

Therefore, Mayowa, (2014) opined that combining all the essential elements of development, rural development can be described as the integrated approach to food production as well as physical, social and institutional infrastructural provisions with an ultimate goal of bringing about both quantitative and qualitative changes which result in improved living standard of the rural population.

Integrated rural development is a multipurpose approach in which case, programmes of agriculture, education, health, rural electrification, cooperatives among others are considered in connection with each other rather than being treated in isolation. It is this development that led Nigeria to adopt several approaches/strategies towards improving the well-being of the rural dwellers. Such strategies include:-Community Development, Agricultural Extension, Coordinated Rural Development and Integrated Rural Development. From the above, it could be observed that both the community development and agricultural extension are strategies for rural development.
While community development ensures that people themselves exert their own effort joining with government authorities to improve their economic, social and cultural conditions; it is designed to promote better living for the whole community with active participation and initiative of the people. It encourages the use of self-help and cooperative efforts on the part of the community but with technical assistance from government or voluntary agencies. It emphasizes group action in improving rural conditions. People work together to shape their own future.

Agricultural extension as a strategy of rural development, on the other hand, is concerned with the efforts to develop rural communities through agriculture. It is believed that agriculture as the major occupation of the rural dwellers is the economic foundation for rural development. It is concerned with rural problems such as nutrition, health, cooperatives as well as collaboration with other agencies directly responsible for rural development. Williams (1978) in Mayowa, (2019) summed up Extension in three basic task comprising: disseminating useful information, applying it to analysis of practical problem and helping people to use it to help themselves.

7. Conclusion and Recommendations

It can finally be established that no reasonable rural development can take place without rural people's participation, and development effort that does not involve the people to which the development is meant may be successful. This is the major reason why some development projects and programmes are abandoned in the rural areas. Since community development ensures participation of rural dwellers in the development efforts meant for them, sustainable rural development will be achieved if communities are developed using community and development approach. Also since agriculture is the main occupation of the rural dwellers, rural development efforts both from the government and non-governmental organization should give the development of agriculture a priority through agricultural extension.

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Adequacy of Facilities for the Implementation of the Universal Basic Education Scheme in Public Primary Schools in Ogun State, Nigeria: An Appraisal

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Abstract. This paper examined the extent to which facilities for the full implementation of the Universal Basic Education (UBE) programme have been provided in public primary schools in Ogun State, Nigeria. The study adopted the descriptive survey design. 70 public primary schools were randomly sampled from the 7 randomly selected local government councils in the state. A self-designed instrument, the Primary School Facilities Checklist (PSFC) was used to obtain data. Data collected were analysed using frequency count, simple percentage, mean and standard deviation. Results show that some facilities were not available in many of the sampled schools and where they existed, they were either inadequate or in different stages of disrepair. This indicates that government's pledge to provide adequate facilities for all primary schools in the state under the UBE scheme has not been fully fulfilled. This is certain to have negative impact on the quality of primary education and the achievement of the overall objectives of the UBE scheme, especially since research has shown that school infrastructure and availability of teaching materials have significant impact on the learning outcomes of primary school pupils.

Keywords: Adequacy, Appraisal, Facilities, Implementation, Policy.

1. Introduction

It is universally acknowledged that education is the aggregate of the process by which a child acquires attitudes, abilities and other forms of behaviour of positive value to the society in which he lives. Education helps the individual to develop physically, mentally, morally, socially and technologically, thus enabling him to function in any environment in which he may find himself. Education also performs the major task of equipping the individual with the knowledge, skills and competences needed for self realization and development of the society. It is an attempt made by each society to assist individuals to become functional members who will be able to maintain and promote the inherited culture of that society (Lawal, 2004). Education has the power to transform lives. It widens people's freedom of choice and action. It empowers them to participate in the social and political lives of their societies and equips them with the skills they need to develop their livelihoods. It is the greatest investment any nation can make for the rapid development of its economic, political, social, and human resources.

At the foundation of every formal education system is the primary level of education. Primary education is the type of education given in institutions for children usually between the age of six and eleven years to equip them mainly with sound basic education in reading, writing, and mathematics. Primary education develops in the individual the capacity to read, write and

calculate, and have a general knowledge of the world around him. It also lays a sound basis for scientific and reflective thinking (Akinbote, 2007).

Realizing the numerous benefits derivable from primary education, the Federal Government of Nigeria launched the Universal Primary Education (UPE) programme in 1976, and the Universal Basic Education (UBE) scheme in 1999. It also came out with policy statements meant to enhance both the quantity and quality of education. Government stated that it would enhance the learning environment by providing physical and material facilities, including support services such as libraries, elementary science laboratories, basic health scheme, counselling, media and ICT centres for primary schools in the country.

The learning environment plays an important role in the lives of young learners. Buttressing this statement, Siraj-Blatchford (2008) argues that the quality of the learning environment is probably the most important factor when understanding and explaining students' differences in learning. It can add a significant dimension to children's experience and development when the learning environment is carefully and knowingly arranged. A learning environment, called 'the third teacher' in the Reggio Emilia Schools (Gandini, 2002) enhances and supports the child's ability to do something himself, take care of himself, initiate and complete activities, take control of his own actions and responsibilities, communicate and interact with others easily, and have better perceptual and motor skills. Enhancing the learning environment includes the provision of physical and material facilities through which pupils can have unlimited access to knowledge and develop their potential maximally.

In spite of government's publicly declared statements of intention to provide facilities for all primary schools, lack of adequate infrastructure has been identified as a common feature of most public primary schools in Nigeria. Ajayi (2007) and Sulaiman (2204) have observed that infrastructural facilities such as classrooms, laboratories, libraries, furniture and fittings, textbooks and instructional materials were still inadequate in Nigerian primary schools and that where they were available, they were inadequate or in very bad state. The question then is: how available and adequate are facilities needed for the successful implementation of the Universal Basic Education programme in Ogun State public schools?

2. Methodology

The study adopted the descriptive survey design. The sampling technique was random. Seventy (70) public primary schools were randomly sampled from the randomly selected seven (7) local government councils (there are 20 local government councils in the state) cutting across the three senatorial districts in the state. A self-designed instrument, the Primary School Facilities Checklist (PSFC) was used to obtain data. The Primary School Facilities Checklist was meant to determine the availability and adequacy of facilities in the selected schools. It solicited information on the availability and adequacy of facilities such as classrooms, furniture, libraries, elementary science laboratories, counselling, media and ICT centres, instructional materials and others. It was designed on a 4-point rating scale (for adequacy of facilities – Grossly Inadequate, Inadequate, Adequate and Very Adequate). Scoring was 1, 2, 3, 4 for GI, I, A, and VA respectively. The researcher took the instrument to the selected schools and with the assistance of the school heads, went round to inspect the facilities in the schools. The data gathered were analysed using frequency count, simple percentage, mean and standard deviation.

3. Results

Table 1: Frequency Table on the Adequacy of Facilities in Public Primary Schools in Ogun State, Nigeria.

Item	Grossly Inadequate		Inadequate		Adequate		Very Adequate		Mean	SD
	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
1. Classrooms	13	18.6	44	62.9	10	14.3	3	4.3	1.89	.986
2. Teachers' tables and chairs.	10	14.3	36	51.4	20	28.6	4	5.7	2.14	.997
3. Pupils' tables and chairs.	15	21.4	34	48.6	16	22.9	5	7.1	2.06	1.020
4. Staff common room.	63	90.0	5	7.1	2	2.9	-	-	.26	.716
5. Radio/tape recorder.	60	88.6	7	10.0	1	1.4	-	-	.30	.709
6. Television	62	88.6	5	7.1	2	2.9	1	1.4	.34	.849
7. Computers	56	80.0	12	17.1	2	2.9	-	-	.47	.880
8.Elementary Science Laboratory	66	94.3	4	5.7	-	-	-	-	.17	.510
9. Library	59	84.3	5	7.1	5	7.1	1	1.4	.46	1.003
10. Counselling centre	66	94.3	4	5.7	-	-	-	-	.17	.510
11. Counters	60	85.7	5	7.1	2	2.9	3	4.3	.44	1.044
12. Flash cards	48	68.6	5	7.1	11	15.7	6	8.6	1.01	1.460
13. Wall charts	48	68.6	5	7.1	11	15.7	6	8.6	.99	1.450
14. Play ground	44	62.8	13	18.6	9	12.9	4	5.7	1.00	1.362
15. Toys	57	81.4	10	14.3	3	4.3	-	-	.47	.896
16. Games	58	82.8	7	10.0	5	7.1	-	-	.43	.941
17. Nature corner	51	72.8	9	12.9	6	8.6	4	5.7	.76	1.290
18. Health care centre	57	81.4	7	10.0	4	5.7	2	2.9	.53	1.073
19. First aid box	46	65.8	7	10.0	14	20.0	3	4.3	1.00	1.394
20. Toilet facilities	42	60.0	18	25.7	7	10.0	3	4.3	1.00	1.285
21. Safe water	61	87.1	3	4.3	4	5.7	2	2.9	.43	1.015
22. Fire extinguisher	67	95.7	3	4.3	-	-	-	-	.14	.460
23. Electricity	59	84.3	4	5.7	4	5.7	3	4.3	.50	1.113

Table 1 reveals that nearly all the facilities available in the schools were inadequate. It shows that the schools did not have enough classrooms, teachers' tables and chairs, pupils' tables and chairs, staff common room, radio/tape recorder, televisions, computers, elementary science laboratories, and libraries with 91.5%, 65.7%, 70.0%, 97.1%, 98.6%, 95.7%, 97.1%, 94.3% and 91.4% of the respondents affirming this respectively. 94.3% of the respondents affirmed that many of the schools did not have counselling centres, that there were few health care centres (91.4%), and first aid boxes (75.8%), that there were no decent toilet facilities (85.7%), and that the schools did not have adequate access to safe water (91.4%), and there was no electricity (90.0%). The respondents also asserted that the schools lacked good playing grounds, nature corners, games, toys, counters, flash cards and wall charts with 81.4%, 85.7%, 92.8%, 95.7%, 92.8%, 75.7%, and 75.7% respectively. From the results, it is clear that many physical facilities and material resources were either unavailable or in short supply in public primary schools in Ogun State.

Table 2 shows the percentage analysis of adequacy of facilities in Ogun State public primary schools across the twenty local government areas.

Table 2: Percentage Analysis of Adequacy of UBE Facilities in Ogun State Public Primary Schools Across Local Government Areas

S/N	Local Government Area	No of Primary Schools per L.G.A.	No of Schools Provided with UBE Facilities	% Distribution
1.	Abeokuta North	78	5	6.41
2.	Abeokuta South	46	5	10.86
3.	Ado-Odo/Ota	108	5	4,62
4.	Ewekoro	52	4	7.69
5.	Ifo	73	4	5.47
6.	Ijebu East	56	5	8.92
7.	Ijebu North	101	5	4.95
8.	Ijebu North-East	33	4	12.12
9.	Ijebu Ode	39	5	12.82
10	Ikenne	20	4	20.00
11	Imeko-Afon	43	4	9.30
12	Ipokia	74	4	5.40
13	Obafemi Owode	161	6	3.72
14	Odeda	100	4	4.00
15	Odogbolu	51	4	7.84
16	Ogun Waterside	61	4	6.55
17	Remo North	21	4	19.04
18	Sagamu	51	5	9.80
19	Yewa North	99	5	5.05
20	Yewa South	69	4	5.79
	TOTAL	**1,336**	**90**	**6.73**

Source: Adeyemi, A. 2011. *Nigerian Education Report.* 1.1:21

Table 2 shows that the percentage of the total number of public primary schools in Ogun State provided with Universal Basic Education (UBE) facilities is 6.73. On the whole, the percentage distribution ranges from 3.72 to 20.00, a range of 16.28.

4. Discussion

The study appraised the state of both physical and material facilities in public primary schools in Ogun State, Nigeria, in terms of availability and adequacy. Table 1 shows that some of these facilities were not available, and where they existed, they were inadequate. For example, educational support services such as libraries, elementary science laboratories, and counselling and information technology centres were virtually non-existent in majority of the schools. So also were instructional materials such as games, toys, counters, and wall charts. Where physical facilities such as classrooms, furniture, play grounds and others were available, they were usually insufficient or in bad state. A holistic appraisal shows that these facilities were only fairly available, but inadequate and, hence, cannot help to achieve the goal of providing quality basic education for the children in the state.

This finding corroborates those of several earlier studies. A report of the African Regional Studies Programme of the World Bank presents a sorry state of the conditions in African schools, Nigeria inclusive. It points out that most primary schools in Nigeria suffer from very poor conditions of learning and that learning takes place in dilapidated or uncompleted buildings. It reveals that there were inadequate classrooms leading to overcrowded classrooms, insufficient tables and desks, and inadequate learning materials (The World Bank, 1998). Corroborating this report, especially on the condition of school buildings, Ajayi (2007) found out that as many as a total of 276,854 classrooms in Nigerian primary schools in the 1999-2000 academic session were dilapidated.

A situation analysis report submitted to the United States Agency for International Development (USAID) in 2006 on the state of primary education in Nigeria observed that

primary school infrastructure in the country had badly deteriorated with many of the existing structures needing repairs. The learning conditions, it stated further, were alarming: paucity of teaching and learning materials; in many schools, there were no charts or teaching aids, while pupils in many cases had only their exercise books for taking notes. The report also revealed the lack of adequate furniture, and a generally run-down condition of many of the school buildings.

The poor state of infrastructural facilities in Nigerian primary schools was also aptly captured in the report of the Vision 2020 National Technical Working Group on Education Sector. The report stated that from the 2006 School Census, there were 87,941 primary schools in Nigeria. There were about 254,319 classrooms while 251,030 more classrooms were needed to accommodate the children still seeking space in primary schools. It stated further that even the existing infrastructure needed major repairs to bring them up to minimum acceptable standards. Of the available classrooms, 50.9% was considered to be in 'good' condition. The inadequate number and poor state of classrooms had contributed to large class sizes and had impact on teaching and learning outcomes. The report stated, in addition, that the physical state of classrooms was very poor, with poor floors, broken roofs and ceilings. In other words, the fabric was in a poor state of repair with broken windows. Where doors were available, they were without locks. Few schools had perimeter fence or enclosure and so lacked security (FRN, 2009).

As the result of this study has shown, Ogun State public primary schools exhibited the same pattern as that described above concerning the state of facilities in them, especially in terms of availability and adequacy. This study confirms similar findings by earlier studies. Sulaiman (2004) reported that most of the educational services such as libraries and counseling centres were not available in public primary schools in the state. She observed that where library services were provided, they were not properly designed because classroom spaces were converted for the purpose. The same thing applies to the reading corners in the classrooms as they were poorly designed and arranged, and both (libraries and reading corners) lacked new and recent publications. She also reported the paucity of other materials: that 75.0% of the schools sampled in both urban and rural areas did not have adequate teaching aids, that pipe borne water was found in as few as 4% of the schools sampled, and that 56.0% of the sampled schools had no electricity, and that even those that had face frequent power outage during the school hours.

A study was conducted by Adeyemi in 2011 to determine the percentage of adequacy of provision of Universal Basic Education (UBE) facilities in public primary schools in Ogun State across local government areas in the area of school building, furniture, instructional and reading materials. The assessment was done using all the schools in the twenty local government areas in the state where these facilities were provided. The study showed that the total percentage of all public primary schools in Ogun State provided with UBE facilities was 6.1%. Only one local government had 20.0% of its schools provided with these facilities. Four local governments had about 10.2% of its schools provided, and fifteen had below 10.0%. Indeed, some local governments had below 5.0%. In all, the percentage distribution ranged from 3.7% to 20.0%, a range of 16.3%. This is a clear indication of both unavailability and insufficiency of facilities in these schools, a position that this present study corroborates. The uneven pattern of distribution of these facilities indicates unavailability and inadequacy. Another study by Ajayi and Adeyemi revealed that in the 2006/2007 academic session, Ogun State had 1,336 public primary schools spread across the twenty local government councils. The total number of classrooms stood at 10,172. Of this number of classrooms, only 2,790 were adjudged to be in good condition, a paltry 27.0% (Ajayi and Adeyemi, 2011).

These findings have implications for the quality of primary education in Ogun State. Both physical and material facilities are significant to the achievement of the goals of education. The present conditions of primary school buildings

would impact negatively on the quality of education. Such conditions would encourage brain drain of teaching and administrative personnel out of education to other sectors of the economy. Dilapidated school environments contribute to the high dropout rate of learners from school. School infrastructure constitutes a major component of conducive and enabling environment for teaching and learning. Pheko (2006) asserts that the amount of learning that takes place in schools is facilitated by the available quantity and quality of facilities. Adeogun (2001) had earlier submitted that schools endowed with more resources perform better than schools that are less endowed. He states further that instructional materials increase teachers' effectiveness in the classroom because they augment, complement and supplement their effort. Uwheraka's 2005 study reveals that facilities below approved standard could lead to reduction in the quality of teaching and learning in schools, culminating in students' poor academic performance. While Newhouse and Beegle (2006) in their study showed that higher quality inputs produced higher test scores in public schools in Indonesia, Sureiman (2010) in his study also reported that school infrastructure and availability of teaching materials had significant impact on academic performance of pupils in Kenya. Likewise, Murillo and Roman (2011) submitted that facilities impact on the achievement of primary school pupils in Latin America.

5. Conclusion

This study shows that some facilities were not available in some public primary schools in Ogun State, Nigeria, and where they existed, they were inadequate and or in bad shape. Facilities such as educational support services like libraries, elementary science laboratories, and counselling centres were virtually non-existent in majority of the schools. So also were instructional materials such as games, toys, counters, wall charts and others. In schools where physical facilities like classrooms, furniture, play grounds and others were available, they were usually insufficient or in bad state. A holistic appraisal shows that these facilities were only fairly available, but inadequate.

This finding has implication for the quality of basic education in the state. Physical and material facilities are very important for the achievement of the goals of education. The present conditions of primary school buildings would impact negatively on the quality of education. Such conditions would encourage brain drain of teaching and administrative personnel out of education to other sectors of the economy. Unimpressive school environments contribute to apathy to education on the part of pupils and consequently high dropout rate of learners from school. School infrastructure constitutes a major component of conducive and enabling learning environment. Pheko (2006) asserts that the amount of learning that takes place in schools is facilitated by the available quantity and quality of facilities. Adeogun (2001) had earlier submitted that schools endowed with more resources perform better than schools that are less endowed. He states further that instructional materials increase teachers' effectiveness in the classroom.

From this discussion, it is clear that facilities have impact on the learning outcomes of pupils. The unavailability and inadequacy of some facilities in Ogun State public primary schools is certain to have negative impact on the quality of education being given to the pupils. This is a situation that needs to be addressed if the goals of the UBE programme and, indeed, the goals of education in Nigeria are to be achieved.

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Measuring Co-Movement in International Portfolio Diversification

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Abstract. This study aims at measuring co-movement in international portfolio diversification from 1981-2016. The study adopted the survey research design and time series data was sourced from World Bank. Various stock indexes were modeled to see the correlation among these indexes; and these foreign indexes were stress-tested against the all share price index of banks in Nigeria. The study employed the techniques of correlation, Cholesky Monte Carlo simulation, ARCH, ordinary least squares, unit root test and granger causality test. An examination of the OLS regression estimate shows that Dow Jones industrial Average, JSE index, Nikkei, Sao Paulo index, Shang and Tokyo price Index(Topix) have positive and significances relationship with All Share Index of banks in Nigeria, But Johannesburg Index, Standard and Poor index and Dax index have insignificant relationship with All Share Price of Banks. The results of the Johansen co-integration test shows that there are nine linear combination of the variables that are stationary in the long run and also confirms the existence of positive long run dynamics relationship with the dependent variable. The positive long run effects confirm to the expectation of this study and the contagiousness and spillover of stock market worldwide. It can be seen that the Cholesky innovation standard deviation emanating from these exogenous shock simulated into the share indices of the Nigerian banking sector affected the sectorial share index. Thus, the study concludes that there is high level of contagiousness and spiral effects between the various stock markets globally. This work recommends that, all investors should carefully appraise the stocks and markets they wish to invest in or ensure that the portfolio combinations are uncorrelated; this they could do by employing the services of a reputable investment consultants.

Keywords: Portfolio, International Portfolio, Diversification, International Portfolio Diversification.

1. Introduction

The foundation for Modern Portfolio Theory ("MPT") was established in 1952 by Harry Markowitz with the writing of his doctoral dissertation in statistics. The most important aspect of Markowitz's model was his description of the impact on portfolio diversification, which implies holding uncorrelated securities as portfolio, (Megginson, 1996). His dissertation findings were first published in The Journal of Finance with the title The Journal of Finance. These findings were significantly expanded with the publication of his book, Portfolio Selection: Efficient Diversification (1959). This set the pace for other researchers to further advance the theory of portfolio diversification in the different economies of the world.

In 1958, economist James Tobin in his essay, Liquidity Preference as Behavior Toward Risk,

derived the 'Efficient Frontier' and 'Capital Market Line' concepts based on Markowitz' works. Tobin's model suggested that market investors, no matter their levels of risk tolerance, will maintain stock portfolios in the same proportions as long as they "maintain identical expectations regarding the future" (Megginson, 1996, citing Tobin, 1958). Consequently, their investment portfolios will differ only in their relative proportions of stocks and bonds. Again, Capital Asset Pricing Model (CAPM), evolved from the works of Markowitz's and Tobin's. It independently developed by William Sharpe, John Lintner, and Jan Mossin, (Megginson, 1996). It provided an important evolutionary step in the theory of capital markets equilibrium, better enabling investors to value securities as a function of systematic risk. Sharpe (1964) significantly advanced the Efficient Frontier and Capital Market Line concepts in his derivation of the CAPM. Sharpe would later win a Nobel Prize in Economics for his seminal contributions. A year later, Lintner (1965) derived the CAPM from the perspective of a corporation issuing shares of stock.

Reducing risk effectively and earning maximum return comparably from domestic investment is through international portfolio (Black F, 2004). It is paramount because stocks of foreign market with their domestic counterpart have lower correlations. Unique specific shock affects different markets and countries in various ways, to hedge against shock, international diversification is considered (Sorenson 2007). Idiosyncratic shocks may be diversified away. Thus investors who pursue cross-country diversification strategies may eliminate country-specific risks but remain vulnerable to common shocks. One of the ways investors can potentially increase return, dampen volatility and lower risk is diversifying across regions or asset classes.

2. Literature review

2.1 Portfolio and International Diversification

The roots of diversification trace back thousands of years. "…divide your investments amongst many places, for you do not know what risks might lie ahead." (Ecclesiastes 11:2). To reduce potential risk, we hold pool of assets and securities in order to minimize exposure in a portfolio (Kacperezk, 2004).

A portfolio is grouping of financial assets such as stocks, bonds and cash equivalents, as well as their funds counterparts, including mutual, exchange-traded and closed funds. Portfolios are held directly by investors and/or managed by financial professionals. Prudence suggests that investors should construct an investment portfolio in accordance with risk tolerance and investing objectives (Investopedia). An investment portfolio can be thought of as a pie that is divided into pieces of varying sizes, representing a variety of asset classes and/or types of investments to accomplish an appropriate risk-return portfolio allocation. Many different types of securities can be used to build a diversified portfolio, but stocks, bonds and cash are generally considered a portfolio's core building blocks. Other potential asset classes include, but aren't limited to, real estate, gold and currency.

An international portfolio is designed to give the investor exposure to growth in emerging and international markets and provide diversification. International portfolios allow investors to further diversify their assets by moving away from a domestic-only portfolio. Due to the integration of global financial markets, many companies already have operations in more than one country (Khoury, 1980). During the last decade, there has been a relaxation of international capital controls, a dramatic expansion in the volume of trading in international financial markets, and, more generally, an increase in international financial integration (Rezayat, 2006). International portfolio diversification is an investment risk reduction strategies and vehicle by which a rational investors, hold various classes of assets which include both domestic and foreign assets which is geared towards risk reduction objectives.

2.2 Economic Significance of Portfolio Diversification

What drive investors into diversifying beyond the geographical confines of his residence and

holding assets is to minimize the entire risk inherent in his or her portfolio (Rezayat, 2006). The underlying significance of portfolio diversifications are: risk reduction and hedging, maximization of return, risk spreading, and breaking new market grounds to benefit from unique investment policies and incentives and taking calculated risk to enhance maximum portfolio performances in the face of domestic systematic risk which seems undiversifiable (Grauer, 1976).Diversification:

2.3 Determinants of Financial Market Spillovers

In a broader sense, spillovers refer to the impact of shocks or policy changes in one country on another because of the large volume of trade or financial linkages. Spillovers can take various forms; for example, shocks in country X can adversely affect country Y's economic growth if these two countries have stronger economic or financial ties. Spillovers can take place in financial markets, observed by financial market indicators' co-movement worldwide. Bilateral financial market spillovers are defined as the co-movement of equity return or bond yields between two countries. As pointed out in Forbes and Rigobon (2002), the onset of the 2008 global financial crisis, economic and financial shocks have been greatly transmitted throughout the world. Financial markets are highly interconnected worldwide and, consequently, negative shocks in one country have spilled over into other countries. Financial market spillovers can be thought of as the correlation between two countries' financial market returns, for example, on equity or debt markets.

2.4 Stress Testing the Risks to ensure Diversification

One significant challenge of crafting a well-diversified multi-asset-class portfolio is that not all risks impact all asset classes in the same way – in fact, arguably the reality that certain investments may respond differently to a similar risky event is what defines them as different asset classes, Lessard (2013). For instance, consider the case of inflation. Both stocks and commodities react well to modest inflation, but significant inflation may be especially good for commodities while turning bad for stocks (in part because the more-expensive commodities cause higher input costs that drive down the price of stocks!). Similarly, modest inflation may allow government bonds to perform well, but significant inflation forces interest rate increases that adversely affect interest-rate sensitive bonds. On the other hand, corporate bonds may perform especially well in a rising inflationary environment, as companies eventually pass through price increases that lift their nominal earnings and make their debt easier to service (even if real earnings are not rising).different asset class dynamics can also apply to deflation (and may vary depending on the cause of deflation), growth vs. recession environments, rising vs. falling interest rates, or even times of peace vs. environments with geopolitical unrest. The added complexity to investing in this manner, as noted earlier, is that not only do different asset classes react differently to external events, but their reactions are not always symmetrical. Deflation is more severely bad for commodities than inflation is good. Modest inflation is good for stocks, but severe inflation can be bad (and deflation is bad, too). Government bonds underperform corporate bonds in growth environments, but outperform them in the recessions when they're needed most for diversification.

These dynamics mean that in practice, it's not enough to simply look at basic portfolio statistics such as long-term average correlations. Instead, portfolios must be evaluated for their exposure to specific risks, with recognition of how the portfolio might respond to those particular risks – and ensuring that there is a healthy level of diversification to a wide range of possible outcomes. Fortunately, a growing number of tools are becoming available to advisors specifically to analyze and "stress test" such scenarios. Companies like Hidden Levers, RiXtrema, and Macro Risk Analytics all provide solutions for advisors to input portfolio allocations, and evaluate how the portfolio might respond to scenarios from an inflation shock to a further oil crash, from inflation picking up or rolling over into a deflationary direction. The purpose of all these tools: to identify scenarios

where a portfolio is "too aligned" towards a single outcome, and thus over-exposed to the potential of being wrong (or outright unprepared for a risk to occur). Portfolio stress testing allows you to truly test how diversified you really are. As with all of these uncertainties, there is still some "base case" scenario that is most likely to play out – inflation is more likely than deflation (at least in the modern era), peace is more likely than an actual geopolitical war, and even though recessions may be "inevitable" growth is still more likely to occur from year to year (all else being equal).

2.5 Theories of Portfolio Diversification

2.5.1 Modern Portfolio Theory

Technically speaking Modem Portfolio Theory (MPT) is comprised of Markowitz Portfolio Selection theory, first introduced in 1952, and William Sharpe's contributions to the theory of financial asset price formation which was introduced in 1964, which came be known as the Capital Asset Pricing Model (CAPM) (Solnik, 2004). The modern portfolio theory emphasis holding maximum number of assets in other to enhance return and reducing risk if only the assets combinations are uncorrelated (Markowitz, 2002). Diversification implies "never put all eyes in one basket".

The framework for international portfolio theory (IPT) includes numerous assumptions about markets and investors. Some of these assumptions are explicit, while others are implicit. Markowitz built his portfolio selection contributions to MPT on the following key assumptions (Markowitz & Bofah, Wecker 1952): (i) Investors are rational (they seek to maximize returns while minimizing risk), (ii) Investors are only willing to accept higher amounts of risk if they are compensated by higher expected returns, (iii) Investors timely receive all pertinent information related to their investment decision, (iv) Investors can borrow or lend an unlimited amount of capital at a risk free rate of interest, (v) Markets are perfectly efficient, (vi) Markets do not include transaction costs or taxes, (vii) It is possible to select securities whose individual performance is independent of other portfolio investments. These foundational assumptions of international portfolio theory have been widely challenged.

2.5.2 Post-Modern Portfolio Theory

Critics from the Markowitz portfolio model brought about the post-modern portfolio. Internal rate of return is used as a yard stick for including securities in a portfolio, the higher the internal rate of return on assets possess the preferences for such assets. This theory prefer downside to total risk, which uses the internal rate of return as a benchmark or hurdle rate for portfolio combination and asset selections decisions, the uses calculus as a mathematical model to achieve this objective.

2.5.3 Risk Parity and Maximum Diversification Theories

This theory rank risk of assets and apportion preferences to assets (Yavas, 2012). Firstly, all assets risks are measured, thereafter, a comparism is done, and those assets with minimum risk are added to the portfolio given the investors risk profile. Maximum diversification theory also uses volatility to measure risk. Each asset volatility is measure and an average is taken, each weight is multiply by the number of the assets in the portfolio. The ratio of diversification should be exceed one, if it is more than one, it means that the total portfolio risk has provide a margin of safety comparably to the individual assets risks, (Stulz, 1980). It is good to understand each theory and apply it when the need arises; the bottom line is diversification is a good tool for hedging against risk.

2.6 Empirical literature

The empirical literature regarding benefits of international diversification is available since 1960s. Grubel's (1968) risk –return strategy was used in a bit to reduce country systematic risk through international diversification. This risk-adjusted diversification was studied by many researchers (Wilcox1992; Bekaert & Harvey 1995; Divecha et al. 1992; Speidell & Sappenfield 1992; Harvey 1995, Gilmore et al.

2005; Naranjo and Porter 2007; Olgun & Ozdemir 2008; Ozdemir 2009; Ozdemir & Cakan 2007; Ozdemir et al. 2009). Various methodologies were used by the researchers for the determination of co-movement among the stock indices. Ripley (1973) in his study finds out by using variance methodology that US have low degree of variability, whereas Japan and South Africa were demonstrated the high degree of association.

Hui & Kwan (1994) used data from Asia-Pacific and US equity prices to examine covariation among the stock prices by employing factor analysis. Results revealed that Japan, Taiwan, Hong Kong, and U.S markets were categorized into different factors which showed that these countries are suitable for diversification. Naughton (1996) in his study using factor analysis as an analysis tool and observed that correlation exist between developed and Asian markets. Meric & Meric (1997) focused the period of pre-crisis and post-crisis of 1987 to verify the co-integration of European stock indices. Using factor analysis technique, they reported that three factors were found statistically significant before crash but after crash, only two factors were shown in the analysis. Tuluca & Zwick (2001) used Factor analysis technique was applied and analysed, and it was reported that all markets other than Asian markets were into one factor, whereas Asian equity markets were divided into two groups. Therefore, the study suggested that potential diversification was reduced as the case long-run diversification.

In international Portfolio Theory (IPT), the key determinant of optimal portfolio is that the correlation between the securities must be negative or their relationship should be weak. There exist different motives for investment in the various stock markets of the world of which the most prominent among all is to earn a reasonable return on investment. However, selecting investments on the basis of returns alone is not sufficient (Brodie, Daubechies & Loris, 2009). The fact that most investors invest their funds in more than one security suggests that there are other factors, besides return, and they must be considered, investors not only like return but on the other hand avoid or dislike risk and this makes the financial market, despite the benefits and rewards as a complexly volatile industry that requires critical analysis to adequately evaluate risks relative to returns to assist investors in decisions as regards participation in the industry (Sabbadini, 2010). For instance, Forbes and Rigobon (2002) showed that when markets experience increased volatility, and then the correlation measure is biased upwards, it may lead to an incorrect conclusion of financial market contagion.

To examine the determinants of stock market vulnerability defined by local markets' co-movement with the United States (US), Didier et al. (2010) analyzed the co-movement between monthly stock returns of the US and those of each country in the sample. They argued that each market's correlation vis-à-vis the US market is interacted with country-level characteristics that affect co-movement such as real and financial linkages between it and each country.

Using stock and flow data, Forbes (2012) empirically investigated financial market spillovers through trade, bank exposure, portfolio investment exposure, and portfolio inflows. This paper features the analyses of how financial market spillovers are explained by the size of bilateral asset holding. With respect to the second point, the contribution of this paper is that it explains bilateral financial spillovers by country-level geographical portfolio preferences. It should be noted that because of the lack of relevant data, country-level geographical preference in connection with financial market spillovers has been less exploited. Sorenson et al.(2007) calculated country-level home bias using commercial data distributed by Standard & Poor's and found that home bias is associated with international risk sharing defined by equalization of consumption growth. IMF (2011) provides a comprehensive discussion on spillovers. Standard correlation coefficients as proxies for spillovers may raise the problem of heteroskedasticity and are potentially biased. Therefore, they propose an "adjusted correlation coefficient", which accounts for this bias by assuming that only one country causes shocks to

be transmitted to the other country and that there are no exogenous global shocks. In this context, this paper calculates the adjusted correlation coefficients as well as standard correlation coefficients.

3. Research Methodology

We use the survey research design and we will adopt the methodology of Gravelle et al (2006) .To the best of our knowledge, no other study has employed this innovative technique to study the transmission of stock market shocks. Hence we can focus on the G-7 countries and detect changes in the transmission of shocks that may have originated elsewhere. This is going to be particularly beneficial in the latter part of our sample when the Asian and Russian crisis occurred. Studies that focus on market contagion tend to concentrate on smaller markets that are geographically close to the source of the shock but we believe that a portfolio manager will be more concerned with the co-movements of the larger countries that typically get included in asset allocation strategies due to their size and diversity. Different stock market index will be sourced; these data will be source from World Bank data base.

Based on the objectives of the study, the functional model is specified as follows:

ASP_B =F(SP,SHANG,DAX,JSE,DON,SAO,FTSE)- …. (1)

Rewritten equation one in econometric form:

$\ln ASP_B = \beta_0+\beta_1 \ln SP+\beta_2 \ln SHANG+\beta_3 \ln DAX+\beta_4 \ln JSE+\beta_5 \ln DOW+ \beta_6 \ln SAO+\beta_7 \ln FTSE+ \beta_8 \ln NIK +\mu$ … (2)

Introducing the stress testing scenario

$ASP_B = f (\delta_1 \delta_2 \delta_3 \delta_4 \delta_5 \delta_6 \delta_7)$ … (3)

The existence of contemporaneous correlation between the stressed test scenario $\Omega_{1 \text{ to }} \Omega_4$ suggests that common structural shocks are driving both returns. Then the forecast errors and exogenous shocks simulation are written as:

$ASP_B = ASP_B\delta_1 + ASP_B\delta_2 + ASP_B\delta_3\ ASP_B\delta_4+\mu$ …. 4)

We allow both the common and the idiosyncratic shocks to switch between two states: high and low volatility. In other words, the observed increase in the variance and correlation of returns during turbulent periods is due to increased assumption of regime switching in the common shocks is necessary for the identification of the system.

3.1 Estimation Techniques

First is Autoregressive Conditional Heteroskedasticity (Arch), second is correlation coefficient Cov (R_x, R_Y) = $\sigma_\chi \sigma_\gamma \rho\chi\gamma$, and third is Cholesky test (Monte Carlos): This test is a stimulus-responses test using standard deviation as shocks, it shows the level of volatility of one variable as its respond to another variables. It is a causal relationship involving Monte Carlo simulation. Other tests include stationarity tests, co-Integration test (Johansen' test), and Granger causality test, and our a priori expectation is stated thus: we expect β_1 to β_7 to be positive. i.e. $\beta_1>0$…… $\beta_6>0$; $\delta_{1 \text{ to }} \delta_7$ to be positive since we expect contagiousness.

4. Results and Discussion

The estimates and results of the models and techniques as formulated in chapter three of this work are presented in this chapter. The short run regression results of the various indexes, the unit roots test, the test of co-integration and normalized co-integration were present. The granger causality test was used to examine the causal relationship running from the independent variable to dependent variable and from dependent to independent variables. Cholesky standard deviation innovations were used to stress test the All Share Index of Nigeria banks against foreign index. The Ordinary Least Square (OLS) estimates for the models and the discussion of hypotheses and findings were also presented.

Table 1: Correlation matrix

	ASPB	SP	DOW	DAX	SAO	SHANG	FTSE	JSE	TOPIX
ASPB	1.000000	-0.693402	-0.628525	-0.573939	-0.553271	-0.149687	-0.201150	-0.147776	-0.007460
SP	-0.693402	1.000000	0.980947	0.683755	0.835116	0.643867	0.062292	0.291577	0.054826
DOW	-0.628525	0.980947	1.000000	0.666052	0.804208	0.672391	0.086830	0.295941	0.066663
DAX	-0.573939	0.683755	0.666052	1.000000	0.783973	0.514593	0.294964	-0.056819	0.242256
SAO	-0.553271	0.835116	0.804208	0.783973	1.000000	0.741406	-0.019578	-0.059303	0.124521
SHANG	-0.149687	0.643867	0.672391	0.514593	0.741406	1.000000	-0.094004	-0.028058	0.119239
FTSE	-0.201150	0.062292	0.086830	0.294964	-0.019578	-0.094004	1.000000	0.136134	0.160926
JSE	-0.147776	0.291577	0.295941	-0.056819	-0.059303	-0.028058	0.136134	1.000000	0.060725
TOPIX	-0.007460	0.054826	0.066663	0.242256	0.124521	0.119239	0.160926	0.060725	1.000000

Source: E-view output

The correlation matrix shows that the banking sector index as represented by ASPB has negative correlations in relation to other indexes as SP, DOW, DAX, SAO, SHANG, TOPIX, FTSE, and JSE. This shows that, there is no level of contagiousness or that the stock return of Nigeria index does not correlate with those indexes with negative coefficient. Hence portfolio managers can diversify internationally by holding those stocks in his or her portfolio with negative correlation. The correlation matrix is carried out on the time series to see if any of the independent variable correlates with each other so as to avoid multicollinearity while the chow break point test is conduct to show the effect of structural break on return on asset over the period of the study.

5. Discussion of findings

Based on our results, a U.S. investor having holding foreign assets like that of Nigeria securities will not benefit in risk reduction, but invariably by investing in German stocks, SHANG, and Nikkei which has positive coefficient. On the other hand, the same Nigeria investor will have better diversification benefit by investing in the Japanese market cum for German investor. This is so because a Germany-Japan combination will yield better diversification than with a Germany-U.S. combination. Similarly, investors in Japan can achieve equally desirable portfolio diversification benefits when they invest in Germany or the U.S. Solnik (2004) and Karolyi & Stulz are examples of two of the studies that find that the correlations between the major stock markets increase after global shocks. To see if data used in this study could provide support for the above hypothesis, we studied the recent financial crisis from 2007 till date. The findings reported in Table above shows that during the Chinese Stock Bubble Of 2007, only NIKKEI have positive coefficient, which mean, Nigerian portfolio cannot be diversify with NIKKEI stock in the portfolio, while the rest indexes have negative covariance. Also during the 2015–16 Chinese Stock Market Crash there was not international investment opportunities presented, because all market shows gross positive co-movement.

6. Conclusion

Given the relative size of markets and the observed home bias in asset holdings (French and Poterba, 1991), diversification benefits were large in the aftermath of the 1987 crash when the Nigerian investor most needed protection. Therefore, we conclude that the benefits of hedging idiosyncratic risks outweigh the burden of bearing common shocks. Idiosyncratic shocks are found to be more frequent, more persistent and larger in magnitude than the common shock. Both our statistical and economic results reinforce the belief that international portfolio diversification strategies are worthwhile and provide the investor with insurance against domestic risk. Even if everybody loses in an absolute sense, diversification benefits remain sufficiently large to compensate the investor who has spread her risk internationally. Methodologies that require the market from which the shock emanated to be included, often force studies to concentrate on relatively small or regional markets. In discussing the implications for portfolio selection, we should focus on the larger markets of the world and by

choosing the G-7 countries; we cover about 80% of world market capitalization. Obviously, these markets will be the major recipient of capital inflows and hence vehicles for international portfolio diversification.

7. Recommendations

Our results show that the Nigerian investor should allocate funds to international assets and the fear of increased co-movement during periods of global market turbulence should not prevent such diversification. We must look at the pros and cons of international portfolio diversification. Investors must employ strategic investment techniques to ensure that they minimize risks and maximize returns. Particular caution should be given to the choice of country; choice of market; the correlation between the securities and markets chosen; optimal portfolio weights; and portfolio balance to obtain maximum diversification benefits.

It is crucial to ensure that portfolios are mean-variance efficient, as the portfolio components derived from this method are relatively stable. It might be most sensible for the private investor to consider investing in international mutual funds, preferably those that are linked to a world capital market index (suitable indices).

Finally, this paper recommends that, all types of investors should carefully research the stocks and markets that they wish to invest in or ensure that they employ the services of a reputable investment management company.

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Managing the Challenges facing Technical and Vocational Education Programme in Rivers State for National Cohesion and Global Competitiveness.

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Abstract. The study investigated managing the challenges facing technical and vocational education programmes in Rivers State for national and global competitiveness. Three research questions and three corresponding hypotheses guided the study. The descriptive survey design was adopted. A sample size of 115 representing 30% was drawn from a population of 347 directors and principals, using stratified sampling technique. An instrument titled managing the challenges facing technical/vocational education questionnaire (MCFTVEQ) was used for data collection. Validity of the instrument was ascertained using professional critique of experts in educational management and evaluation. Reliability was obtained through test re-test method, using a sample of 20 selected vice principals in Rivers State who are not part of the study group. The instrument yielded a reliability index of 0.74. The mean and standard deviation were used to answer the research questions while the z-test was used to test the hypotheses at 0.05 significant level. The findings revealed that the challenges facing technical and vocational education in Rivers State are, inadequate finding, no equipped workshops and laboratories, strong dislike for the programme and brain drain. Technical and vocational education provides employable and productive skills, change negative attitudes and inculcate positive attitudes on the citizens that will bring national cohesion and global competitiveness. It was inter alia recommended that Rivers State government should provide fund to technical and vocational schools, ensure better remuneration for technical education teachers, embark on enlightenment campaign, provide workshops, ensure appropriate maintenance culture in technical and vocational school and provide collaboration between vocational schools and companies.

Keywords: Technical, vocational, education cohesion, global competitiveness.

1. Introduction

Education is always a powerful instrument for progress and the greatest power known for man's improvement. It is also a phenomenon engaged by societies in all their developmental stages. The process of education helps to impart useful and relevant skills to individuals which in turn leads to societal growth. Highly industrialized nations have at one time or the other identified technical and vocational education as a transformational key policy the thrust for technological growth and economic advancement.

Technical and vocational education commenced in Nigeria with the adoption of 6-3-3-4 system of education. It seeks to vocationalize the school systems and make secondary education relevant to the industrial manpower needs and self-reliant

needs of the citizens. It was on this direction that the pre-vocational and vocational education was made compulsory at the junior and senior secondary school level under the 6-3-3-4 arrangement. This is a step in the right direction in providing the skills required for individuals to be better, more useful and productive citizens of the society. The graduates equipped with these technical and vocational skills are relatively the labour force and their professional responsibilities are required to effectively perform in the dynamic and competitive world of work. It is therefore important to note that this system of education needs to be properly managed to achieve the desired goals and objectives.

1.1 Statement of the Problem

There is the projection that technological and vocational education will prepare the citizens with different skills for paid jobs or self-gainful engagements. That the skills acquired should also be relevant to labour demand and manpower needs of the society, technological and sustainable development, productivity, self-reliance, national cohesion and global competitiveness. The planning and provision of technical and vocational education in Nigeria is indeed suitable and relevant towards the realization of these goals.

But it seems that this programme can effectively achieve these above objectives if it is well managed. In Nigeria and Rivers State in particular, technical and vocational education seem to be faced with some challenges, which could lead to non-realization of these goals. It is on this note that the study tries to identify these challenges and ways of managing them, in order to achieve the objective of national cohesion and global competiveness.

1.2 Aim and objective of the study

The aim of this study is to investigate the ways of managing the challenges facing technical and vocational education in Rivers State for national cohesion and global competitiveness. The specific objectives are to:

- Identify the challenges facing technical and vocational education programme in Rivers State.
- Examine how technical and vocational education programme in Rivers State can lead to national cohesion and global competitiveness.
- Assess the ways of managing the challenges facing technical and vocational education programme in Rivers State for national cohesion and competitiveness.

1.3 Research Questions

The following research questions guided the study:

- What are the challenges facing technical and vocational education programme in Rivers State?
- How does technical and vocational educational programme in Rivers State lead to national cohesion and global competitiveness?
- In what ways can the challenges facing technical and vocational education programme in Rivers State be managed for National cohesion and global competitiveness.

1.4 Hypotheses

The following hypotheses were tested:

- This is no significant difference between the mean ratings of directors and principals on the challenges facing technical and vocational education programme in Rivers State.
- There is no significant difference between the mean ratings of directors and principals on how technical and vocational education programme in Rivers State can lead to national cohesion and global competitiveness.
- There is no significant difference between the mean ratings of Directors and principals on the ways of managing the challenges facing technical and vocational education programme in

Rivers State for national cohesion and global competitiveness.

2. Literature Review

This study is guided by efficiency and effectiveness of organization theory propounded by Chester Bernard (1938). According to Chester Benard as cited in Kpee (2015), the theory states that the function of the chief executive of an organization is to ensure efficiency and effectiveness in the organization. In any organization setting, effectiveness entails the accomplishment of the organizational objectives through task related activities that will enable the organization attain its' goals, while efficiency entails all efforts geared towards attaining staff welfare and better working condition.

The theory further states that efficiency and effectiveness of an organization depend solely on the quality and quantity of human and material resources inputs invested into the organization as well as the level of prudence employed by the chief executive in managing the available resources, human and materials in the organization. The theory therefore holds that a synergy must exist between the availability of the quantity and quality of inputs and prudential management of all the resources, human and materials of the organizations, if the organization goals will be achieved and continue to exist.

The theory is relevant to this study because, for the goal of technical and vocational education to be achieved, there should be availability and utilization of educational facilities, and the facilities need to be prudently managed towards the attainment of the goals underlying the provision of technical and vocational education.

3. Conceptual framework

3.1 The Concept of Technical and Vocational Education

According to Okoro (1993) as cited in Ebete (2015:352); vocational education is defined as any form of education whose primary purpose is to prepare persons for employment in recognized occupations". Federal republic of Nigeria (2004:29), defines technical and vocational education as:

A comprehensive term referring to those aspects of educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life.

Also Nwaifo (2009) as cited in Ebete (2015) posited that technical education is the training of technical oriented personnel who are to be initiators, facilitators and implementers of technological development of the nation. He further stressed that technically, education more than any other profession has direct impact on national welfare.

From the above definitions, technical and vocational education are used synonymously to refer to an education aimed academically at engaging the citizens in the acquisition of modern technological skills, to prepare them for employment.

3.2 The Challenges facing Technical and Vocational Education

Technical and vocational education is facing some notable challenges. One of these challenges is funding Aghenta (1985) as cited in Okoye and Arimonu (2016) stated that inadequate funding of technical and vocational institutions has led to the turning out of half-baked graduates because there are no funds to build and maintain workshops, laboratories or purchase modern facilities. He further stated that staffing of technical and vocational schools is generally inadequate because of poor funding. Similarly, Momoh (2012) and Mohammed (2001) as cited in Okoye and Arimonu (2016) observed that government lack of commitment to technical and vocational education, and inadequate funding has weakened technical and vocational education is Nigeria.

Furthermore, Origa (2005) as cited in Okoye and Arimonu (2016:115) opined that "Only 40% of institutions of higher education in Nigeria have laboratory and workshop space for technical education programmes". He observed that the few schools that have laboratories, experience acute shortage of laboratory equipment and supplies.

Also, Bassi (2004) as cited in Okoye and Arimonu (2016:115), stated that "about 45% of all Nigeria professionals including technical educators have left the Nigerian shoes over the years". He also stated that between 1997 and 2007, Nigeria lost over 10,000 middle level and high level managers to the western economies. This is a serious brain drain.

Ojimba (2012) as cited in Okoye and Arimonu (2016:115), noted that the salary and service benefits paid to technical education teachers in Nigeria is about the lowest in the world. He further stated that the curriculum of technical and vocational education is based on foreign model, too theoretical instead of practical, and teaching method follows the conventional method of transferring knowledge across through the lecturer reading out to students.

Okoye and Arimonu (2016) also noted that apathy and strong dislike for technical education is another challenge facing the programme. According to him technical and vocational education has been grossly neglected in Nigeria.

Again, the issue of Nigerian value system is a challenge. Nworlu-Elechi (2013) as cited in Okoye and Arimonu (2016), noted that too much emphasis is placed on university qualification not minding whether the holder possesses the required knowledge or skills. No doubt Nigeria has remained a technologically backward and dependent nation due to this value system.

3.3 Technical / Vocational Education and National Cohesion

Countries around the globe are vigorously implementing technical and vocational education in order to provide employable skill to its citizens so as to ensure national integration and cohesion. It is believed that the more people are self-employed, the stronger the economy, the higher the standard of living, the more cohesive and well integrated the citizenry of a nation.

It is in this direction that sadiq, Kire and Kwairanga (2006) posits that the present democratic government is vigorously pursuing vocational and technical education towards providing employable skills to its citizens so as to ensure national integration and cohesion. This is because it follows that the more citizens of a nation are self-employed, the stronger the economy and the higher the standard of living.

Furthermore, Abubakar (1998), as cited in Sadiq, Kire and Kwairanga (2006) notes that nation building does not only lie on how best our natural resources are harnessed or managed, but lies more or less on how best the human assets of the nation are progressively educated. According to him, this is where vocational and technical education play a vital role. Supporting this view, Kanu (1999) as cited in Sadiq, Kire and Kwairanga (2006) assert that education is capable of bringing about change of negative attitude and values of a people and can be used to inculcate in them positive attitude of cooperation and national consciousness which cuts across regional and state boundaries.

Also, Mbah (1985:5) reported by Kwairanga (1999), as cited in Sadiq, Kire and Kwairanga (2006) states that Nigeria is seen as a nation of division, conflict and diversity, which ranges from indiscipline, poor attitude to work, robbery, arson, bomb blast, religious and ethnic bigotry, all of which are evidence of national disintegration and lack of cohesion. According to him vocational/technical education is capable of eradicating such social vices in the society which will bring about the desired national integration and cohesion.

3.4 Technical Vocational Education and Global Competitiveness

Osuala (1995) as cited in Sadiq, Kire and Kwairanga (2006) asserts that vocational education provides skills, abilities, economic understanding and develop aptitude, attitudes,

work habits and competence that help an individual enter and make progress in employment on a useful and productive basis. This in turn leads to global competitiveness. And the success or failure of any nation's economy depends on the functionality of it vocational and technical education system.

And Ukeje (1996) in Omenkeukwu (1998) as cited in Sadiq, Kire and Kwairanga (2006) states that vocational/technical education is an engine that generates creativity and skillfulness. When a nation is creative and skillful, that nation can be globally competitive. From the foregoing, vocational/technical education prepare citizens to be functional, productive and gainfully employed and self-reliant. If the citizens of a nation are all productively busy and well fed, crime rate and other societal vices will drop, paving way for peace, which is a bi-product of national integration and cohesion; and global competitiveness.

3.5 Managing Technical and Vocational Education for National Cohesion and Global Competitiveness

Technical and vocational education has been seen as a veritable tool for national cohesion and global competitiveness. But there is still the need to manage that educational system properly to ensure that this desired goal is achieved. This is the reason why Okoye and Arimonu (2016:117) recommended that adequate resources should be allocated to technical and vocational education to provide essentials such as equipped laboratories and workshops, relevant textbooks and training manuals.

Also, Okolocha (2012) stated that for vocational education to meet the economic, social and political trends of the time, the nation must use qualified vocational training prefossionals teachers in implementing vocational technical education programme. She further stated that, investing in quality vocational technical education programme, training and learning taking place in authentic and real work environment, adoption of uniform standard of training and certification are very important factors for the graduates of technical vocational education programmes to complete favourabley, globally.

Similarly Okoye and Arimonu (2016) highlighted that proficient teachers, technical institutions establishments of good relationship and linkages with similar institutions abroad will promote exchange of ideas, skills and this in turn will enhance technology transfer. The duo further stated that there should be collaboration between technical institutions and industries, and the curriculum taught in our vocational institutions should be reviewed to meet the demands of the labour market.

Sadiq, Kire and Kwairanga (2006) recommended that government should embark on an aggressive enlightenment campaign on the relevance of vocational/technical education so that Nigerians should be made to appreciate dignity in labour.

Furthermore Ebete (2016) recommended that Rivers State government should try to provide functional workshops in technical/vocational schools, and appropriate maintenance culture should also be given to the existing facilities. He further stated that teachers and adequate technical workshop instructors should also be provided in technical/vocational schools in Rivers State.

4. Methodology

The study adopted a descriptive survey design. The population is 347 consisting of 247 principals of senior secondary schools 100 directors in Rivers State. A sample size of 115 representing 30% of the population were drawn using stratified sampling technique. An instrument titled Managing the Challenges facing Technical/Vocational Education for National cohesion and Global Competitiveness Questionnaire (MCTNEGCQ) was used for data collection. The questionnaire contains 15 items designed to elicit information from research questions. The questionnaire was patterned according to modified likert scale of strongly agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Validity of the instrument was ascertained using the critique of experts in educational measurement and evaluation. Reliability was obtained through test re-test method, using a sample of 20 selected vice principals in Rivers State who are not part of the study group. The

instrument was administered twice on the respondents. The two scores were analyzed by using Pearson product moment correlation statistics and the instrument yielded a reliability index of 0.74. The instrument was administered and retrieved by the researcher with the help of two research assistants. The data were collated and the mean and standard deviation were used to answer the research questions while, the z-test was used to test the hypotheses at 0.05 significant level.

5. Results and Discussion

Research Question 1: What are the Challenges facing Technical and Vocational Education Programme in Rivers State?

Table 1: Mean and Standard deviation of Directors and Principals' opinion on the Challenges facing Technical and Vocational Education Programme in Rivers State.

S/N	Items	Directors		Principals		$\bar{x}$ $\bar{x}$	Decision
		$\bar{x}$	SD	$\bar{x}$	SD		
1	There appear to be inadequate funding of technical and vocational institutions in Rivers State.	2.80	.73	2.79	.71	2.79	Agree
2.	These are no equipped workshops and laboratories in technical and vocational institutions in Rivers State.	3.30	.94	3.25	.93	3.27	Agree
3.	There also seem to be a strong dislike for the progrmme.	3.10	.91	3.05	.90	3.07	Agree
4.	Technical and vocational education teachers and instructors are not well paid.	2.85	.76	2.80	.73	2.82	Agree
5.	There is also the challenge of teachers of technical and vocational education leaving the country to another country for better pay (brand drain).	3.01	.90	2.95	.88	2.98	Agree
	Aggregated mean	3.01		2.96		2.99	

The data in table 1 above show that the calculated mean scores of items 1,2,3,4 and 5 are $\bar{x}$ = 2.79, $\bar{x}$ = 3.27, $\bar{x}$ = 3.07, $\bar{x}$ = 2.82 and $\bar{x}$ = 2.98 respectively. The mean scores are above the criterion of 2.50. This portrays that the challenges facing technical and vocational education in Rivers State are, inadequate funding, no equipped workshops and laboratories, strong dislike for the programme, no better payment and the issue of brain drain.

Research Question 2: How does technical and vocational education programme in Rivers State lead to national cohesion and global competitiveness?

Table 2: Mean and standard deviation of Directors and Principals opinion on how Technical and Vocational Education Programme in Rivers State can lead to National Cohesion and Global Competitiveness

S/N	Items	Directors		Principals		$\bar{x}$ $\bar{x}$	Decision
		$\bar{x}$	SD	$\bar{x}$	SD		
6.	Technical and vocational education will provide employable and productive skills that can lead to global competitiveness	3.14	.93	3.09	.91	3.11	Agree
7.	Technical and vocational education can help to change negative attitudes on the citizens and inculcate, positive attitudes which will bring in national cohesion.	3.00	.90	2.94	.88	2.97	Agree
8.	Technical and vocational education is also capable of eradicating social vices in the society.	307	.92	3.02	.90	3.04	Agree
9.	Technical and vocational education can lead to creativity, skillfulness and productivity.	2.86	.76	2.95	.88	2.90	Agree
10.	When the citizen are creative and productive, it will lead to national cohesion and global competiveness	3.15	.91	3.06	.91	3.10	Agree
	Aggregated mean	3.04		3.01		3.02	

The data in table 2 above show that the calculated mean scores of items 6,7,8,9 and 10 are, $\bar{x}$ = 3.11, $\bar{x}$ = 2.97, $\bar{x}$ = 3.04, $\bar{x}$ = 2.90 and $\bar{x}$ = 3.10. The man scores are above the criterion mean of 2.50. This revealed that technical and vocational education will provide employable and productive skills to its citizens help to change negative attitudes on the citizens and inculcate positive attitudes which will bring in national cohesion and eradicate social vices. Technical and vocational education can lead to creativity, skillfulness and productivity which in turn lead to national cohesion and global competitiveness.

Research Question 3: In what ways can the challenges facing technical and vocational education programmes in Rivers State be managed for national cohesion and global competitiveness?

Table 3: Mean and Standard Deviation of Directors and Principals' opinion on the ways that the Challenges facing Technical and Vocational Education Programmes in Rivers State can be managed for National Cohesion and Global Competitiveness.

S/N	Items	Directors		Principals		$\bar{x}$ $\bar{x}$	Decision
		$\bar{x}$	SD	$\bar{x}$	SD		
11.	Better resources or fund need to be allocated to technical and vocational education.	2.70	.72	2.79	.71	2.74	Agree
12.	Qualified and well paid vocational training personnesl and school management should be provided in technical and vocational schools in Rivers State.	3.50	.98	3.51	.99	3.50	Agree
13	Functional and well equipped laboratories and workshops should be provide in technical and vocational at schools in Rivers State.	3.21	.93	3.34	.95	3.27	Agree
14.	Englightment campaign should be embarked the relevance of vocational education to national and global competitiveness	2.80	.73	2.98	.90	2.89	Agree
15.	Technical and vocational education should not leaving to abroad (eliminating breathing	3.16	.91	3.04	.90	3.10	Agree
	Aggregated mean	3.04		3.13		3.08	

The data in table 3 show that the calculated mean scores of items 11,12,13, 14 and 15 are, $\bar{x}$ = 2.74, $\bar{x}$ = 3.50, $\bar{x}$ = 3.27, $\bar{x}$ = 2.89 and $\bar{x}$ = 3.10. The man scores are above the criterion mean of 2.50. This indicates that the ways of managing the challenges facing technical and vocational education in Rivers State for national cohesion and global competitiveness are provision of resources or fund, qualified and well paid vocational training personnel and school managers; functional and well equipped laboratories and workshops, enlightenment campaign on the usefulness of vocational education and elimination of brain drain.

Hypothesis 1: There is no significant difference between the mean ratings of directors and principals' opinion on the challenges facing technical and vocational education programme in Rivers State.

Table 4: z-test analysis of the significant difference between the mean ratings of directors and principals opinion on the challenges facing technical and vocational education programme in Rivers State.

Variables	N	$\bar{x}$	SD	Df	Cal. Z-value	Critical z-value	Decision
Directors	30	3.01	.84	113	0.56	±1.96	H0 1 Accepted
Principals	85	2.96	.83				

In table 4 above, the data show that the calculated z-value of 0.56 is less than the critical z-value of ±1.96 at 0.05 significant level. Since the z-calculated value is less than the z-critical value, the hypothesis is accepted. There is no significant difference between the mean ratings of directors and principals on the challenges facing technical and vocational education programme in Rivers State.

Hypothesis 2: There is no significant difference between the mean ratings of Directors and principals on how technical and vocational education in Rivers State can leads to national cohesion and global competitiveness.

Table 5: z-test analysis of the significant difference between the mean ratings of Directors and principals opinion on how technical and vocational education programme in Rivers State can lead to National cohesion and global competitiveness.

Variables	N	$\bar{x}$	SD	Df	Cal. Z-value	Critical z-value	Decision
Directors	30	3.04	.88	113	0.48	±1.96	H0 2 Accepted
Principals	85	3.01	.89				

In table 5 above, the data show that the calculated z-value of 0.48 is less than the critical z-value of ±1.96 at 0.05 significant level. Since the z-calculated value is less than the z-critical value, the hypothesis is accepted. There is no significant difference between the mean ratings of directors and principals on how technical and vocational education in Rivers State can lead to national cohesion and global competitiveness.

Hypothesis 3: There is no significant difference between the mean ratings of Directors and Principals on the ways of managing the challenges facing technical and vocational education programmes in Rivers State for national cohesion and global competitiveness.

Table 6: z-test analysis of the significant difference between the mean ratings of Directors and principals on ways of managing the challenges facing technical and vocational education programmes in Rivers State for national cohesion and global competitiveness.

Variables	N	$\bar{x}$	SD	Df	Cal. Z-value	Critical z-value	Decision
Directors	30	3.04	.85	113	0.54	±1.96	H0 3 Accepted
Principals	82	3.13	.89				

In table 6 above, the data show that the calculated z-value of 0.54 is less than the critical z-value of ±1.96 at 0.05 significant level. Since the z-calculated value is less than the z-critical value, the hypothesis is accepted. There is no significant difference between the mean ratings of directors and principals on ways of managing the challenges facing technical and vocational education or national cohesion and global competitiveness.

A) The Challenges facing Technical and Vocational Education

The study revealed that the challenges facing technical and vocational education in Rivers State are, inadequate funding, no equipped workshops and laboratories, strong dislike for the programme, no better payment for technical education teachers and the issue of brain drain. This finding agrees with Momoh (2012) and Mohammed (2001) as cited in Okoye and Aimonu (2006) who observed that government lack of commitment to technical and vocational education, and inadequate funding has weaken technical and vocational education in Nigeria. the finding also agrees with Okoye and Arimonu (2016) who noted that apathy and strong like for technical education is another challenge facing the programme, and that technical and vocational education has been grossly neglected in Nigeria.

B) Technical and Vocational Education, National Cohesion and Global Competitiveness

The study revealed that technical and vocational education will provide employable and productive skills to its citizens, help to change negative attitudes on the citizens and inculcate positive attitudes that will bring in national cohesion and eradicate social vices. Technical and vocational education can lead to creativity, skillfulness and productivity which in turn leads to national cohesion and global competitiveness.

This finding is in line with Kanu (1999) as cited in Sadiq, Kire and Kwairanga (2006) when he asserts that education is capable of bringing about change of negative attitudes and values of a people and can be used to inculcate in them positive attitude of cooperation and national consciousness which cuts across regional and state boundaries. The finding is also in line with Ukeje (1996) in Omenkeukwu (1998) as cited in Sadiq, Kire and Kwairanga (2006) who stated that vocational/technical education is an engine that generates creativity and skillfulness. When a nation is creative and skillful, that nation can be globally competitive.

C) Managing the Challenges facing Technical and Vocational Education Programme for National Cohesion and Global Competitiveness

The study revealed that the ways of managing the challenges facing technical and vocational education in Rivers State for national cohesion and global competitiveness are provision of resources or find, provision of qualified and well paid vocational training personnel and school managers; provision of functional and well-equipped laboratories and workshops, embarkment on enlightenment campaign on the usefulness of technical and vocational education and the elimination of brain drain. This finding corroborates Okoye and Arimonu (2016) who recommended that adequate resources should be allocated to technical and vocational education to provide essentials such as equipped laboratories and workshop, relevant textbooks and training materials. The finding also corroborates Okolocha (2012) who stated that for vocational education to meet the economic, social and political trends of the time, the nation must use qualified vocational training professional teachers in implementing vocational technical education programme. Furthermore, Sadiq, Kire and Kwairanga (2006) supported this finding when they recommended that government should embark on an aggressive enlightenment campaign on the relevance of vocational technical education, so that Nigerians should be made to appreciate dignity in labour.

6. Conclusion

The study concluded that the challenges facing technical and vocational education can be managed to achieve the objectives and goals which is the production of creative, skillful and productive citizen in Rivers State. In this regard other states in Nigeria can toe the path of Rivers State. This will lead to poverty eradication, self-reliance, disciplined society, wealth generation and reduction of employment.
In this direction, fostering national cohesion and global competitiveness can be realized.

7. Recommendations

- Rivers State government should ensure that adequate fund is allocated to technical and vocational schools for the provision of well-equipped workshops and laboratories.
- Rivers State government should ensure that technical and vocational education teachers and school managers are well remunerated in order to eliminate brain drain.
- Rivers State government and school managers should regularly embark on enlightenment campaign to inform the citizens on the usefulness of technical and vocational education.
- Rivers State government and school manager should ensure that appropriate maintenance culture is provided to the existing facilities in technical and vocational schools.
- Technical and vocational school managers should regularly organize workshops, and seminars to train and re-train teachers and workshop instructors on the innovation in technical and vocational subjects.
- Rivers State government and vocational school manager should ensure that there is collaboration between technical and vocational schools with stakeholders and companies to make students training environment relevant with subsequent working environment.

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Primary Healthcare and Maternal Mortality in Selected Areas in Rivers State, Nigeria

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Abstract. The study focused on the effectiveness of Primary Health Care to reduce maternal mortality in selected areas in Rivers State from 2001-2010. The work observed that primary Health Care is an attempt to address health challenges of low income majority. Given this government did not only establish more health centers but introduced free medicals services among other instruments. In spite of these, most pregnant women patronize Traditional Birth Attendants during delivery. The work is guarded by three hypotheses, system theory was adopted for the work, Survey research design was used. A sample of 400 was drawn from a population of 2,039,040 using Taro Yamane formula but 365 questionnaires were retrieved, this became the sample size. Primary sources and secondary sources of data were used. The hypotheses were analyzed using Chi-Square and student T-Test. Deductions from the analysis shows a rejection of the null hypotheses but maternal mortality reduced due to pregnant women high patronage of antenatal and post natal services in the health centres among other reasons. The work recommended integrative approach involving home base health workers from primary health care centres and Traditional Birth Attendants, women empowerment, compulsory primary and secondary education with bias in health education and maternal education, more employment of health personnel, among others.

Keywords: Primary Health Care, Maternal Mortality.

1. Introduction

Health concern for women, especially those within the reproductive age is an integral aspect of development. Generally, good health is very crucial to the nation's growth and development. A healthy labour force ordinarily is expected to make meaningful contributions to a nation's development. Healthy population is one that is physically and mentally energetic and robust and not likely to miss work due to ill health either of themselves or any member of their family. In this sense the more good health a people enjoy the more their poverty tends to reduce. This is akin to the saying that health is wealth and health is a valued possession. A healthy population is an engine house for economic growth (World Health Organization (WHO) Working Group Report, 2002). This prima facie suggests that the economy has problem when individual especially the reproductive elements are poor in health. Health is one of the most important basic needs of man and a critical index of the nation's welfare (Oluwatuyi, 2010).

It is on this basis, that Primary Health Care (PHC) and maternal mortality (the death of a woman due to pregnancy complications) cannot be ignored. Onuzulike (2005) quoting WHO (1978) define PHC as an essential health care based on social, acceptable methods and technologies made accessible to individuals and families in the community through their full participation and at a cost that the community can afford to maintain at every stage of their development in the spirit of self-reliance and self-determination. Globally, women constitute the majority of humanity (Adeniyi, 2010). According to Ekong (2003) women population

is significant in most Nigeria population censuses. In another development several scholars; Agbor (2001); Girigiri (2000); Omolabi (1994); Anikpo (1996) and Population Reference Bureau (2001) in Oladipo, (2009) agree that rural areas have greater population concentration with women and children constituting a greater proportion.

Ekong (2003) citing 1991 Nigeria population census revealed that there were 28.64 million rural females (representing 50.51%) in the rural population. Out of this number, adults of marriageable age constituted 16.09 million representing 56.2%. Nigeria Demographic Health Survey (NDHS) (2008), reveal that Total Fertility Rate (TFR) in Nigeria is 5.7 children per women with a variation of 4.7 in the urban area and 6.3 children in the rural area. WHO, United Nations Children Education Fund (UNICEF), and United Nations Population Fund (UNFPA) (2007) in Nigeria National Health Conference (NNHC) (2009) reveal that each year, about 6 million women get pregnant. Out of which 5 million end in still birth. In Nigeria's 2006 population census, women population is 65 million (2006 Nigeria Population Census). Out of these, 30 million are of reproductive age (15-49 years).

A report by the Nigeria Health Review (2007) reveals that Nigeria is only two percent of the global population, but contributes 10 percent of the global population, but contributes 10 percent of the global maternal burden. The report further states that, annually an estimated 52,900 Nigerian women die from pregnancy – related causes; out of a global total of 529,000. A Nigerian woman's lifetime chance of dying from pregnancy related causes is very high. According to NDHS (2003) a Nigerian woman is 500 times more likely to die in child birth than her European counterpart as maternal mortality ratio is about 800-1,500/100,000 live births. Given this, Nigeria maternal mortality is the second highest after India and most of these deaths are avoidable (Ladipo, 2009). It is on this observed prevalence of maternal deaths that Nigeria's case seems unacceptably high and the need for active collaboration between all stakeholders to reduce the trend. The crisis situation is more in rural communities because most rural dwellers do not have access to adequate health care. Where health centres exist, there is lack of fund to purchase drugs and as a result, rural women now patronize faith healers, Traditional Birth Attendants (TBA) or give birth at home instead of seeking medical solution to their problems (Olusegun, 2009; Felix, 2007).

It is on the basis of this scenario and other equally important health related challenges that PHC has become quite inevitable as a strategy to address maternal mortality in Nigeria and in Rivers State.

On the basis of the place of health in the society and maternal mortality in particular that UNO through its agencies: WHO and UNICEF organized a conference in Kazakh, USSR in 1978. The conference was necessitated by the unabated global health problem especially in developing countries (maternal problem inclusive). As a result of this, alternative approach in meeting the practical health needs of the populace was sort. At the end of the conference, a declaration was made called Alma-Ata declaration. This declaration gave birth to PHC in the world.

In support of the above WHO (2002) opines that a healthy population is an engine house for economic growth. This perhaps informs the understanding that the health sector is critical to social and economic development of the nation. In the same vein, the Nigeria National Strategic Health Development Plan Framework 2009-2015 (NNSHDPF) (2009) did argue that the centrality of health to national development and poverty reduction is self-evident, as improving health status and increasing life expectancy contributes to economic development in many regards. Above all, health is also a fundamental human right and attaining the best possible level of health is the most important world-wide social goal whose realization requires the action of many other social and economic sectors (Lucas & Gilles, 2003).

Since the initiation of PHC according to Omordu (2012) PHC have not done significantly well in achieving the objective of the programme in

Nigeria and Rivers State. According to him, PHC lack adequate health facilities, their services are expensive while most of the health care receivers are poor, this made PHC services underutilized. Observation over the years has shown that most low income individuals rely on alternative health care in addressing their health challenge. It is against this background that this study examined how PHC been able to reduce maternal mortality in selected areas in Rivers State.

1.1 Statement of the Problem

The role of PHC in Nigeria health sector and in the reduction of maternal mortality has been stressed by both Scholars and government. The 2004 Revised National Health Policy recognized PHC as the cornerstone of the nation's national health care. As a cornerstone, the policy observed that PHC is the entry point in Nigeria Health system and that it is an instrument of providing general health services. For Osotimehin (2009) PHC is health instrument that meets the majority of the people where they live; it is healthcare that is community – owned. For Olalekan, Olusegun, and David (2009) PHC is a corner stone of achieving Health For All (FA); it is accessible and affordable health care that is planned to reach the populations so as to assist them to lead an economically productive social life. To fulfill this, Nigeria Government has established PHC centres 317. In 2011 60 PHC were commissioned across the Local Government Areas in Rivers State. The State has recruited 460 Medical Doctors, 300 Nurses, 20 pharmacists, and 40 Record Officers. This excludes Free medical Care programme and Mother and Child hospital in the Air Force base. Currently there is Public Private Partnership in health. Through it, Millennium Development Goal (MDG) has procured and supply equipment and furniture including desktop computers, printers and accessories for 66 model PHC and 15 marine ambulance boats while Niger Delta Development Commission build and furnished the mother and Child hospital at the Air force base Rivers State Ministry of Health, 2013). These exclude partnership with the Empowerments Support Initiative and Rotary Club International. In the same manner, UNICEF has spent N975,901,732 between 8/07/04 and 30/01/2012 in PHC in Rivers State (Rivers State Ministry of Health, 2012).

However, globally improving maternal mortality has been key concern of several international summits and conferences since late 1980. Such conferences include Submit for Children in 1990, International Conference on Population and Development in 1994 and Fourth World Conference on Women in 1995 and their respective follow up evaluating programs in 1999 and 2000 and presently, MDG also advocated for reduction in maternal mortality. In spite of these, Rivers State Ministry of Health (2006) and Rivers State MDG and United Nations Development Programme (UNDP) 2006, report claim that maternal mortality is as high as 89 deaths for every 1000 live births in 2005. By 2008 Rivers State Government report puts the state maternal mortality at 889 per 100,000 live births. The report equally claims the figure is one of the worst in the word. NDHS (2008) puts Nigeria maternal mortality rate at 545 deaths per 100000 live births. This approximately mans that in every 20 live births one (1) Nigerian woman die of pregnancy related complication.

Iyayi (2009) asserted that PHC problem is due to lack of political will on the part of the government; lack of fund; obsolete equipment/infrastructure; poor motivation of workers; poor staffing; religious/cultural factors; corruption; insufficient medical personnel; too much concentration of medical personnel in the urban area and security problem. Commenting further on security Iyayi (2007) in Iyayi (2009) claim that war and violent conflicts produce debilitating consequences for the health of the population as health institutions may be destroyed, health professionals may relocate from or refuse to accept posting in the affected areas. According to him, violent social conflicts increase death rates and incidence of disease that usually accompany wars and violent social conflicts. In that instance individuals and communities may find their ability to cope with disease greatly reduced. The situation of war and armed conflicts in Nigeria's Niger Delta has resulted into 'dislocation of social life' and

therefore undermined in a very real sense the ability of PHC institutions to function. These according to Omordu (2012) made alternative medicine practice which is devoid of basic medical knowledge to thrive. The lack of skilled birth attendance predisposes pregnant mothers to life-threatening complications (Zibim, 2013). According to Igbarase (2012) TBAs' lack of basic birth education has made it difficult for them to recognize common danger and symptoms in obstetrics.

Studies are available that most people especially rural women prefer patronizing traditional healers, spiritualists and TBAs (NDHS, 2003; Onuzulike, 2005; NDHS, 2008; Felix, 2007 and Olusegun, 2009). This confirms Uzuigwe and Fubara (2003) observation in their analysis of 1,225 maternal death cases from ruptured ectopic pregnancies performed in the Anatomy and Pathological Department of university of Port Harcourt Teaching Hospital between 1990 and 2001. The study observed that 71 percent of the cases came from the rural area of Rivers State and that age 20-30 is the vulnerable group. Similarly, Ezebunwa (2006), in a study of pregnancy outcome in Ibain, a rural community in Rivers State discovered that maternal mortality is high and that pregnancy outcomes are related to socio-cultural factors.

These scenarios indicate that the approach in PHC to reduce maternal mortality as become problematic. As more provision of PHC services is increasing, most pregnant women still patronize TBAs during child birth which lead to complications in child birth which the TBAs cannot handle hence high incidence of maternal mortality. This means that, the more effort in reducing maternal mortality through the establishment of more PHC centers in Rivers state is increasing, the more the rise in incidence of maternal mortality in the area. Also, despite government effort in establishing more PHC to reduce maternal mortality in Rivers State most pregnant women patronize TBAs. This study therefore becomes imperative as it is an investigation into effectiveness of PHC as health instrument to reduce maternal mortality in selected areas in Rivers State. In addition to this, the study proffered solutions on how to make the programme more effective. In doing this the work identified that other works miss out in the role community mobilization and participation can play in PHC as an instrument of reducing maternal mortality in the selected areas in Rivers State and the influence of inter-sectoral link between and among the government ministries and departments in the pursuit of making PHC effective to reduce maternal mortality in the selected areas Rivers State. Again available works did not look at maternal mortality in the context of PHC (as a component).

1.2 Objectives of the Study

The main objective of this study is to examine how the influence of PHC has been able to reduce maternal mortality in the selected areas of Rivers State. The specific objectives include:

- To examine the extent of PHC delivery effectiveness in the reduction of maternal mortality in the some selected areas in Rivers State.
- To investigate how the educational level of pregnant women influence the utilization of PHC facility in the area of this study.
- The more pregnant women patronize Traditional Birth Attendants the higher the incidence of maternal mortality in the area of this study.
- The more availability of PHC services, the more the reduction in maternal mortality in the area of this study.

1.3 Hypotheses

The following hypotheses guided the study:

- The more pregnant women patronize Traditional Birth Attendants the higher the incidence of maternal mortality in the area of this study.
- The higher the level of education of pregnant women, the more likely they will patronize PHC programmes in the area of this study.
- The higher the income of pregnant women, the higher their level of patronage in PHC programmes in the area of this study.

2. Conceptual Clarification

2.1 The Concept of Primary Health Care

The concept has generated interests from many scholars. This interest is informed by the overwhelming influence/affinity between quality health care; the overall performance of any economy and the core objective of PHC to reach the less privilege majority. This perhaps informed why Carmel (1998), classified PHC into four perspectives, mainly as an Approach, a Concept, a Philosophy and as a set of activities. PHC as an Approach sees PHC as a health service led by priorities set by local service providers and service users. It is a health policy that integrates individuals and family healthcare with the public health elements required for planning and to serve the needs of communities. As an Approach PHC means healthcare that emphasis comprehensive health care system that encompass curative, preventive and rehabilitative activity which are developed and implemented with the participation and equal partnership of the people receiving healthcare and services. The people as used here represent: individual, family and community. As a Concept PHC means Health Policy that places emphasis on several health-related activities, like nutrition, sanitation, education, housing and finance. Each of these is outside the direct sphere of control of health industry. The understanding is about organic unity between PHC and other institutions of the Society.

PHC as a set of activities implies that PHC is essentially a set of first-line approach to health service delivery. In this sense it is a set of activities that is tailored towards promoting change to achieve equity in health care by changing people through strategies for empowerment, changing professional roles to enable health care professionals to work in partnership with the clients. This is in addition to changing health care systems orientation from an acute medical driven base to client-centre approach for the planning and delivery of healthcare. In Carmel's perspective, PHC is concerned with bringing about social change especially in health as it puts the individual, family and community at the heart of health care; encouraging them to take responsibility for their own health and welfare through a process of empowerment.

Quite a number of scholars settle with the WHO/UNICEF 1978 Alma Ata Conference definition which defined PHC as an essential health care based on practical, scientifically sound and socially acceptable methods and technology made universally accessible to individuals and families in the community through their full participation and at a cost that the community can afford to maintain at every stage of their development in the spirit of self-reliance and self-determination. This definition over the years has been accepted by scholars like Agbor (2004); Onazulike (2005); Obionu (2007) and Iragunima (2010).

Given this background, a number of perceptions abound. Onuzulike (2005) defines PHC as health approach which integrates at the community level all the elements necessary to make an impact on the health state of the people. In the sense, PHC is an integral part of the country's health system. This is basically because PHC is the first health care close to the community, thus it is accessible and socially acceptable to health consumers.

2.2 The Concept of Maternal Mortality

Maternal mortality over the years attracted the concern of people of diverse academic background, thus medical sociologists, development experts, demographer, UNO and other of its agencies have written so much on it, thus Uzumba (2008); Chukwuezi (2010) and WHO (2008) agreed that maternal mortality is the death of a woman while pregnant or within 42 day of termination of pregnancy, irrespective of the duration and site of the pregnancy from any cause related to or aggravated by the pregnancy or its management but not from accidental or incidental causes. These causes can be direct and indirect obstetric causes. Direct obstetric causes are obstetric complications of the pregnancy state (pregnancy, delivery, and post-partum –after birth) from interventions, omissions, incorrect treatment, or from a chain of events resulting from any of the above causes. In this case death due to hemorrhage and complications due to caesarean section are examples. Indirect obstetric deaths are those that result from previous existing disease or disease

that developed in cause of the pregnancy; they are caused by direct obstetric causes but aggravated by physiological effects of pregnancy (WHO, UNICEEF, UNFPA & World Bank, 2005). In sum, maternal mortality is any death during pregnancy, child birth or the post-partum period.

This definition has problems mainly in terms of getting accurate measurement. This is due to several reasons. For example, it is difficult in some settings/environments to code maternal death into the nation's civil death registration systems as it is the case in developing nations where medical certificates of death barely exist. For this reason maternal deaths may be under reported .Secondly some deaths recorded as maternal deaths are questionable where the woman's pregnancy status was not considered from the onset, thus it will be difficult to determine if the death is actually related to pregnancy complication. These observed weaknesses instituted a drift on the explanations of maternal mortality to mean the death of a woman while pregnant or within 42 days of termination of pregnancy, irrespective of the cause of the death and the death of a woman from indirect obstetric causes more than 42 days but less than one year after termination of pregnancy. Maternal mortality can be measured through Maternal mortality Ratio and maternal Mortality Rate. Maternal Mortality Ratio is defined as the number of maternal deaths in a population divided by the number of live births. In contrast to this, Maternal Mortality Rate is the number of deaths in a population divided by the women of reproductive age. Thus, it reflects not only the risk of maternal death per pregnancy or per birth (live birth or still birth), but also the level of fertility in the population.

3. Review of Related Literature

Globally the scale of maternal death is shocking. UNFPA (2008) observed one woman dies in Childbirth every minute, with over half a million woman dying per year. Most of these deaths are classified as preventable. Nigeria is an example of a country with high level of maternal mortality incidence. According to (NDHS 2008) the number of maternal death in Nigeria is545 death per 100,000 live birth, it further states that Nigeria's maternal deaths is second to India. Rivers State Ministry of Heath 2006 maternal mortality report on the state in 2005 claim that maternal mortality is 89 deaths for every 1000 live births. Recognizing this as a problem, government has put in a number of policy measures to hold the increase. A number of factors account for its prevalence. Ladipo (2009) observed that causal factor of maternal mortality is an outcome of nexus of interaction of a variety of factor. These factors can be classified into four namely; medical factors, sociocultural, health and reproductive factors.

3.1 Roles of Primary Health Care in Reducing Maternal Mortality

Preventing Unwanted Pregnancies: Unwanted pregnancy is a type of pregnancy that the woman or both the woman and the man did not prepare for. It is the type that one is not ready to have. It is very common with teenagers. The role of PHC here is to educate the homes and reproductive age group on how to avoid it. This explains why family planning department exists in PHC centres. Different types of family planning exist, common among them are the use of condom, the use of injectable pills, sex abstinence etc.

Pregnancy Spacing: Non-spacing birth is a major contributor to maternal mortality problem in Nigeria. According to International Medical Advisory Panel (IMAP) (2005) in Oriji (2010) pregnancy spacing is a safety measure for maternal and child health. IMAP (2005) in Oriji (2010) further explain that large number of children due to non-spacing of pregnancy by mothers is against the function and principles/philosophies of PHC. IMAP further claim that non-birth spacing can lead to socio-economic and health problems such as low savings of income by parents due to wear and tear involved during pregnancy and birth. To achieve child spacing, registered pregnant mothers in the PHC are advised to register with FP unit immediately after birth or during post natal. PHC can equally do this through their community sensitization programme.

Limiting the Family Size: Limiting family size is derived from PHC role in pregnancy spacing and preventing of unwanted pregnancies. When child birth is controlled and spaced family size invariably is controlled. In doing this, PHC emphasizes the link between family size and family income, health and general development. Where the family size is high PHC is faced with over stretching of infrastructure, thus effectiveness of PHC delivery is affected.

Preventing and controlling of locally endemic diseases: This role form one of the core reasons why PHC is established and is seen as the bedrock of Nigeria's health care policy. This is because about two-thirds of Nigerians, according to http.//www.fao.org/ countries profiles/ index .asp in Abdulraheem, Olapipo and Amodu (2011) reside in rural areas. These areas lack basic infrastructure including health care. It is this same place that over the years have suffered health challenge which the secondary and tertiary health care cannot handle. As a result PHC was established to tackle ill-health from this area.

Ensuring appropriate treatment of common diseases and injuries: This role is derived from the knowledge of preventing and controlling of locally endemic disease. This equally underscores the use of appropriate technology in PHC and community participation. Technical appropriateness means that whatever policies and procedures that are used in delivery of health care, should be accepted to all stakeholders. An example of this is the use of ORT in the treatment of diarrhea in steady of intravenous fluid. Over the years this approach has been in use by most mothers.

Immunization against the major infectious diseases: Immunization serves a protector against diseases such as yellow fever, tetanus toxoid, meningitis, hepatitis. This is performed by PHC staff. This diseases if not contained will lead to the deaths of patients.

Efforts in strengthening Primary Health Care to achieve reduction in Maternal Mortality: In Nigeria public sectors play dominant role in all sectors. According to Dotun (2009), government is the principal financier of Nigeria health sector. In order to achieve its general objective in health and that of PHC, government over the years have evolve a number of policies aimed at strengthening PHC to reduce maternal mortality. This is more given the roles health can play in the development of the economy. Strengthening health sector and PHC became necessary due to the dynamics playing in Nigeria society. For example, until recently HIV/AIDs was unknown in Nigeria. Its spread presently is induced more by social than medical. As a new health challenge, government introduced National Action on AIDs and promulgated laws against discrimination of victims. As the dynamics play out, appropriate efforts are sort for and are put in place to resolve it.

In health sector over the years a number of public policies have been made to strengthen the efficiency of PHC to reduce maternal mortality among other objectives. The essence of the policies is to cover loop-holes created by the dynamics playing out in health or the initial over sights that were noted/observed in the first policy formation. For example, Nigerian National Health Policy Philosophy is founded on equity. This philosophy is clearly enunciated in the 2nd National Development plan 1970-74. It has as its objectives: to make Nigeria a free and democratic society; a just and egalitarian society. In addition to these, it is intended to make Nigeria a unified, strong and self-reliant nation and a great and dynamic economy. What actually informed the principles of social justice and equity is because of defects in colonial health policy especially its low coverage of Nigeria population mainly rural communities and the urban poor among others. So as society evolves, policies (health policies) are enacted to tackle the situation. In PHC, National Health Insurance Scheme (NHIS), National Health Policy, National Primary Health Care Development Agency (NPHCDA), MDG; PHCMA are some policy measures in this respect.

4. Theoretical Framework

In this work, System theory is used. System theory, according to Ekpo (2003), was first

outlined by Lugwig Von Bertalanfy in 1950. System theory sees society as a system of interrelated parts analogous to biological organism. Specifically the theory is concerned with how large number of individuals (group) can be organized to function in ways analogous to the organs in biological organism and how this organization can smoothly be perpetuated from one generation to another so that order is maintain. The theory believes that individual parts performance collectively contributes to the overall well-being of the organism.

In this sense, the organism function optimally if all the parts perform their specific roles effectively, thus if they fail a dysfunction occurs, the organism may not survive. The understanding of any parts of the organism is necessarily an understanding of its relationship to other parts and most importantly of its contributions towards the maintenance of the organism (Haralambus & Healds, 1980). Drawing from this organismic arrangement, these parts, according to Ekpenyong (2003), represent different institutions in society such as the family, school, police, government and so on. Each part has clearly defined functions which they perform individually and collectively for the survival of the society because of their interrelationship. This coherency accounts for the persistence of the social units. Seen in this manner, System theory sees health institution within the frame work of a dynamic system, (Erinosho, 1998). A system is associated with activities which are processed into output, that is a system is compelled by human needs and desires which the system converts to legal enactments and public bodies/agencies to meet citizens' demands and expectations.

Extrapolating from these assumptions, society has parts: family, education, health institutions inclusive. None of these parts exists independently in terms of functions, as they are interdependent and interrelated in their roles. These roles are purely activities; meaning that society is essentially activities/roles. These roles are essentially the needs of the society but in performance conceptualized and exist in formal enactments/policies/institution (PHC as one). Because these parts exist in an organismic structure, the input of each part is very essential for the overall survival of the entire system. Each part's input in the system stimulates the services of other parts of the society for the interest of the whole. By extension, each part manifests its own share of failure/success separately as roles differ.

Critically, System theory is relevance to this work because of its emphasis on institutional collaboration in the delivery of public-goods-quality health care and reduced maternal mortality. To fulfill this, all the parts/components of the society have a role to play. The family attitude towards accepting/cooperating with PHC personnel and strategy is important. Family position on this is a function of the level of education and information dissemination. This brings education industry and the mass media to the success/failure of PHC and the rising maternal mortality. Through effective communication family members will be well mobilized and even indoctrinated to accept PHC programme. Through this, all socio-cultural barriers can be removed.

Education is also a form of empowerment; knowledge empowerment is a source of wealth creation. Among other things it reduces early marriage which is a source of high risk pregnancy. Empowerment makes for effective choice of the place of delivery and keeps people informed of the dangers in the use of unorthodox birth practice. Equally important is that education has to train the required man-power either medical or other equally important health officers, even administrative job challenges whose job roles can determine the success/failure of PHC programme. For education to do all these economy must be buoyant to sustain the training of PHC personnel, the schools of health and technology must be functional, the economy must pay staff, fund research into health and cultural issues that affect maternal mortality in order to reduce it. In this, a sound democratic government that will take decisions and allocate resources effectively is needed.

In addition PHC is health cum development policy. A close look through the components of PHC reaffirms the place of water supply, health education, food supply and environmental sanitation in PHC. This means that the present state of PHC failure and the maternal mortality problem is a product of system failure. Maternal mortality only manifest in health, other parts/components of the society manifest theirs differently. In education, it could be high illiteracy level; poor electric power supply for power sector; poor water supply for ministry of water resources and the presence of water borne diseases; bad road for ministry of works; weak political structure to elect credible persons in position of authority to take right decisions at the right time; weak economy to pay and hire qualified person into office. The inability of PHC to reduce maternal mortality in this context is a function of failure of other sectors to play their basic roles that will act as inputs for maximum performance of health sector/health policy like PHC.

5. Methodology

The larger population of this study is estimated at 2,039,040 (National population Census, 2006). Taro Yamane formula was used to determine the Sample Size. The Sample Size for the study was 400. Two Sampling Techniques was adopted in this study. The stratified sampling technique was use to Strata Rivers State into upland and riverine Local Government areas while simple random sampling was use to select ten Local Government Five (5) each from upland and riverine areas. Through this process, 40 respondents were selected from each of the five (5) LGAs (upland 200 riverine 200). Data were collected through primary and secondary source. The data were analysed using student t-test and chi-square statistical tools.

6. Data Analysis

A total of hundred (400) copies of questionnaires were distributed both manually and via emails out of which three hundred and sixty five (365) copies were returned representing response rate of ninety two percent (92%). Student t-test and chi-square were used for the hypotheses testing. The results of the hypotheses test were interpreted accordingly.

Hypotheses One: The low level of using PHC services by pregnant women and high preference for TBAs have resulted to higher incidence of maternal mortality in the selected area.
Using the Pearson Product moment correlation coefficient to establish the relationship between the level of patronage of PHC and the high preference of TBAs in the study area noting the existing prevalent high mortality rate which is higher than national average, we have the following (see appendix):

Let X represent TBA and y represent PHC

X	Y	x^2	y^2	Xy
23	15	529	225	345
20	16	400	256	320
17	15	289	225	255
57	55	3249	3025	3135
18	15	324	225	270
15	8	225	64	120
16	9	256	81	144
13	8	169	64	104
14	7	196	49	98
15	10	225	100	150
Σ208	Σ158	Σ5862	Σ4314	Σ4941

Comment: The calculated t-value 20 is greater than the table value of 2.306 at 8df. Thus, the null hypothesis was rejected. By implication it is true that the more pregnant women patronize TBAs, the more the incidence of maternal mortality in the selected areas of the study.

Hypothesis 2: The level of education of pregnant women does not show any significant relationship with the level of patronizing PHC facilities in Rivers State.

Chi square

0	E	0-E	$(0-E)^2$	$\frac{(0-E)^2}{E}$
34	39.5	-5.5	-30.25	-0.77
20	39.5	-19.5	-350	9.63
51	39.5	11.5	132.25	3.35
53	39.5	13.5	182.25	4.61
				Σ18.36

$x^2 = \sum \left[\frac{0-E^2}{E}\right] = 18.36$

Degree of freedom N – 1

df = 4 – 1 = 3

Table value at 0.05 with 3 degrees of freedom is 7.81

Comment: The data analyzed revealed that the calculated x^2 value of 18.36 is greater than the table value of 7.81. This means that the higher the level of education of pregnant women, the more they patronize PHC Facility in the areas of this study. Given this the null hypothesis is rejected.

Hypothesis 3: The higher the income level of pregnant women, the higher their level of patronage of PHC facilities in the selected areas of this study.

0	E	0-E	$(0-E)^2$	$\frac{(0-E)^2}{E}$
55	31.6	23.4	547.56	17.33
38	31.6	6.4	40.96	1.30
18	31.6	-13.9	193.21	6.11
27	31.6	-4.6	21.16	0.67
20	31.6	-11.6	134.56	4.26
				Σ29.67

$x^2 = \frac{\Sigma (Q - E)^2}{E} = 29.67$

df = N - 1

= 5 - 1 = 4

Comment: At 0.05 probability level on x^2 contingency table, the table value with 4df is 9.49. Since the calculated x^2 value of 29.67 is greater than the table value 9.49, the null hypothesis was rejected. This means that there is a significant relationship between higher income group and patronage of PHC services to reduce maternal mortality.

7. Discussion of Findings

From the data analyzed, it is apparent that TBAs receives favorable patronage among pregnant women in the areas of this study despite government efforts in providing PHC services in Rivers State. According to Imogie (2004) in Ugal, Ushie and Ingnwu (2012) TBA has remained attractive and convenient to both users and non-users alike. That is poor utilization of health facility during pregnancy by pregnant women is one of the causes of maternal mortality. By implication TBA practice has remained as one of the heath resources in the state as a result are still attractive to most pregnant women. This finding confirms Ziblim (2013) work on maternal and child health care delivery in Yendi, Ghana. By extension, it implies that cultural factors are still the driving force in determining choice of health care. Secondly availability of health care facilities by government did not translate into massive patronage in birth but in antenatal and post services. This confirms Emejuru (2011) and Chujor (2014) work in Rivers State.

This result is similar to Karlsen et al (2011) work on the relationship between maternal

education and maternal mortality among women giving birth in health care institutions: Analysis of the cross sectional WHO global survey on maternal and prenatal health. The study established a relationship between the levels of women education with maternal mortality. In this thinking, the level of educational attainment by women enhances the capacity of women to obtain, process and understand basic health information about their reproductive health services. Such knowledge will help them make appropriate health decision or choice between alternative healthcare services and conventional health services. It is this poor educational level that opens the window for cultural practices to thrive in child birth. According to UNFPA and Rivers State Government (2004) work on socio-cultural context of reproductive health and gender issues in Rivers State, it was revealed that cultural factors still wield overwhelming influence on patronage of TBAs over modern health care in the state. The patronage of TBAs in birth corroborates the findings of this on the influence of level of education on patronage of TBAs.

The study confirmed that the higher the income of pregnant women, the higher the level of patronage of pregnant women in PHC programme. This led to the rejection of the null hypothesis. Maternal mortality is a crucial indicator of the quality healthcare. As public goods, health in all societies attracts price value. In fact, the choice of which health facility to sue is a function of income. This very fact has posed a serious threat to reproductive health. As a matter of fact it is the impetus for choice of TBAs. According to Ugal; Ushie and Ingwu (2012) most hospitals and clinics have basic registration and consultation fees. This is in addition to laboratory and prescription charges. Indeed financial considerations pose real obstacle among the low-income group. This finding is relevant to Ogunlesi (2004) in Omodu (2012). Ogunlesi (2004) affirm that cost of health care acts as a deterrent to people seeking health treatment. According to Ozumba (2012) poverty trends in maternal mortality demonstrated that poverty constrains choices that individual/even States makes in terms of safe motherhood. To remove the effect of income in accessing health facility, government introduced NHIS.

8. Conclusion

PHC is an attempt to address health inequality. Specifically its basic intent is to make health care facility accessible to the common people who constitute the majority and are often faced with preventable health challenges like maternal mortality. Given the population of women of productive age and their economic role in the Nigeria economy, no doubt maternal death will truncate the nation's development process. It is on this basis that Rivers State Government introduced PHC. To achieve this objective Rivers State Government also introduced a number of measurers like free medicals, free immunization, and introduced Public-Private Partnership in health among others. In the face of these, this work reveals that most pregnant women still patronize TBAs at birth but make high use of PHC antenatal and post natal services. Given these, the work reveals that maternal mortality has reduced in the area of this study.

9. Recommendations

Given the findings and conclusion this work recommends the following:

Integrative approach involving the use of home base health care officers equipped with delivery kits and TBAs. Home base health team should consist of retired midwives drawn from the communities where the PHC are located; a medical doctor and medical staff from the PHC centre who are mostly women. The retired midwives must be natives of the community who is conversant with the culture of the community especially the language of the people. This team should collaborate with the TBAs in pregnancy cases in their various homes. Through such collaborative effort pregnancy cases with the TBAs will receive a touch of modern health case instead of delivery that is exclusively performed by the TBAs. Of important here is that the medical team will be able track the health status of these pregnant women (even the baby in the worm) with the

TBAs; get their medical history and their date of delivery. Such information will help the home base health team to assist the TBA on the delivery day and to refer the case to a nearby health centre where necessary. The main utility of this approach is that it can reduce and even eliminate most of key problems that propel pregnant women to patronize TBAs like communication problem and the common feeling that most PHC staff is young and inexperienced which is essentially a function of low education. This is possible since the home base health care team apart from being populated by retired midwives from the communities is dominated by women.

Similarly the work recommends compulsory primary and secondary education with bias in health and maternal education. Health education is emphases here because it is subsumed under health promotion; inclusive in its curriculum are child survival, reproductive health and nutrition. This will provide women with early understanding of their reproductive health as a result will resist patronage of TBA in child birth. Education generally delays early marriage and it is a form of empowerment. Where the family is properly educated cultural myths in birth which encourage the incidence of maternal mortality will be discouraged. In addition education will increase awareness on health education particularly maternal education.

Given the role low income plays in the utilization of PHC and reduction in maternal mortality, the work recommend empowerment for women of low status. Low income level can lead to poor housing; living in an unhygienic environment, usage of poor water and food. These predispose people to malnutrition and infectious diseases which are potential risk factors in maternal issues. Such empowerment will include soft loan, free skill acquisition programme, free and compulsory primary and secondary education. These compliments will among other things eliminate basic challenges arising from payment for transport to PHC centres for antenatal, birth delivery proper, payment for card registration and other tests that may arise from the pregnancy monitoring, during birth and after birth.

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Survey of Toilet Sanitary Facilities and Water Hygiene in Rural Communities of Ovia Areas, Edo state, Nigeria

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Abstract. Toilet sanitary facilities and water hygiene are important aspects or rural health. Without proper toilet facilities and water hygiene, human lives can be at serious health risks. The study focused on the survey of toilet sanitary facilities and water hygiene in rural communities of Ovia areas, Edo state. The study employed the cross sectional form of descriptive research design where four research questions were answered. The sample consists of 2 individuals from the 200 households selected from Ovia south west and Ovia North East local government areas of Edo state. Focus group discussion was used among 120 respondents which were selected purposively (60 respondents each from Ovia south west and Ovia North East local government areas). In addition, checklist was also used to elicit data for the study. The checklist and focus group discussion documents were administered by the researchers only except for the questionnaires that were administered with the aid of research assistants. The research instruments were ascertained valid by three experts in the field of health education and environmental health education from the University of Benin and University of Ilorin, Nigeria. A reliability coefficient of 0.69 was obtained through the split half approach of Cronbach alpha analysis. The completed series of instruments were collected, sorted and coded and descriptively analyzed by frequency counts and percentages. The findings of the study revealed that the rural communities of Ovia areas, Edo state uses ventilated improved pit latrine, ordinary pit latrine, water closet and aqua privy with soak away, however, the ordinary pit latrine is the commonest type of toilet facilities use in the rural communities of Ovia areas, Edo state. The toilet facilities in the rural communities, Edo state are majorly dilapidated, unsanitary and poorly sited. The rural communities of Ovia areas, Edo state uses water, tissue, paper, dried leaves and combination of the materials, however water and paper are the commonest type of self-cleaning materials in the rural communities of Ovia areas, Edo state. Majority of community members demonstrate poor water hygiene practice in rural communities of Ovia areas, Edo state. The researchers recommended among others that Local government chairmen and councilors should support community members with water closet to replace the pit latrines as many health hazards are associated with pit latrines.

Keywords: Toilet, Sanitary facilities, water hygiene and Rural communities

1. Introduction

Toilet facilities and water hygiene are functions of sanitation and are important indicators of community health. Toilet sanitary facilities refers to the kind of toilet used, the hygiene condition for prevention of communicable diseases among community members, while water hygiene refers to the source of water, handling of water source to promote optimal health of the people in line with the attainment of the millennium development goals (MDGs).

According to World Health Organization, WHO/United Nations Children Funds, UNICEF (2011), progress has been good on increasing access to clean drinking water, the global target is likely to be surpassed although rural areas are lagging behind and more than one in ten people may still not have access to safe drinking water by the 2015 deadline. This report still demonstrates even in recent times the challenges to toilet sanitary facilities and poor water hygiene especially in developing countries and even devastating in the rural communities of the developing countries. UNICEF (2014) reported that almost half the population in developing countries do not have access to sanitary facilities and an estimated 1.4 billion people practice open defecation, exposing themselves and their communities to major health risks. In Sub-Saharan Africa, only 24 percent of the rural population were using improved sanitation facility (WHO/UNICEF, 2011. Without proper toilet facility, untreated human waste can impact a whole community, affecting many aspect of daily life and ultimately posing serious risks to health.

Access to decent and clean toilet is globally considered as fundamental to the human survival and wellness. It remains one of the target of the millennium development goals. Access to improved sanitary facilities, particularly efficient and decent toilet remains very critical not only to achieve MDGs but also to sustain environment, improve health and development. UNICEF (2014) reported that Nigeria is the fourth in term of highest number of population without access to safe toilet with about 39 million people practicing open defecation after India, Indonesia and Pakistan. It is estimated that about 72 percent of the population in Nigeria use indecent and unsafe toilets especially in the rural communities (Abdu, Adewara&Oloni, 2015).Toilet facilities are important in community health as well as school health. Nwankwo, Uzoechina & Oguegbu (2016) reported that unsafe and indecent toilet facilities result to drop out in schools, prevalence of communicable diseases like diarrhea, cholera, trachoma, typhoid and amoebic dysentery among others, sexual abuse among women as they resort to open defecation and remain a good indicator of poverty.

There are several toilet facilities available for use with different structures, demand for water and health implications. According to Ordinioha & Owhondah (2008) explained that ventilated improved pit (VIP) latrine, simple pit latrine, septic water closet with collection well and aqua privy with soak-away were mentioned in a survey study of toilet facilities in rural communities. Shittu, Akpan, Mafiana, Ogunshola & Sodipe (2014) further stated that simple pit latrineswere found in 72 percent of the household surveyed with 6 percent of the households having the water closet. A common toilet facility used in rural communities is the close pit toilet or latrine; it has a platform with a hole in it and a lid to cover the hole when it is not in use. The platform could be made of wood, concrete or logs. A common problem with it is that once the pit is full, the toilet can no longer be used, however it requires no or very less water. According to Nkwocha, Pat-Mbano & Okeoma (2012), the use of pit latrine is a main cause of diarrhea and cholera in developing countries and to prevent future diseases. Pit latrine should be replaced by water closet, the pit latrine should be kept clean and covered when not in use.

The conditions of toilet sanitary facilities determine its usage, and the health risks associated with it. Researchers' observations from rural survey revealed that many cases of the common pit latrine were uncovered, not properly sited, without lid or cover and are breeding site for flies. Infact, Abdu, Adewara & Oloni (2015) reported that most pit latrine are located close to the kitchen at the backyard of the house and utilized by many people in the house especially large extended families which sometime are shared by neighbors. Shittu, Akpan, Mafiana, Ogunshola & Sodipe (2014) also reported that sometime the pit latrines are sited close to the well which is the major source of water in the rural communities and the dilapidated structure often result to rain which wet the wood hereby becoming weak and threat to safety of the users.

Water hygiene and sanitized toilet facilities are mutual in promoting public health. The provision of water source is not enough to improved people's health, rather water hygiene practices are essential. The proper use of water before and after toilet use plays a significant role to determine water hygiene. Self-cleaning materials include materials used after toilet use, they include water, tissue, paper, dried leaves and sometimes combination of these materials. Ashaiolu & Onudi (2014) reported in a rural survey study that majority of the people use water. WHO (2011); WHO (2004) reported that the unhygienic condition of the toilet sanitary facilities, improper disposal of children faeces and the poor hand washing behavior of the respondents and perhaps responsible for number of childhood diarrhea and other communicable diseases in the rural communities.

Toilet facility is an important part of a building as it determines environmental wellness and influence the occurrence of water and food borne diseases like cholera, diarrhea and typhoid fever. The quest to pay attention to toilet sanitary facilities and water hygiene as an important component of toilet facilities so as to promote individual, family and public health is borne out of the interest of the researchers to Survey of toilet sanitary facilities and water hygiene in rural communities of Ovia areas, Edo state.

2. Statement of the Problem

The environmental and health policies to ensure adequate toilet sanitary facilities in households are still a difficult task in Nigeria and Edo state in particular. Effective toilet sanitary facilities including water hygiene is no doubt important to promote individual, family and public health and equally prevent water and food borne diseases especially that related to poor toilet sanitary facilities. In the rural communities, there is prevalence of neglects, underdevelopment, poverty and lack of healthful knowledge to sanitized toilet facilities, water hygiene and general sanitation. It becomes necessary to find out contemporarily the nature of toilets available and use, hygienic conditions of the available toilets, water hygiene in relation to materials for self-cleaning after toilet use so as to report contemporary findings as regard toilet sanitary facilities and water hygiene in rural communities of Ovia areas of Edo state as it is an important aspect of the millennium development goals attainment.

3. Research Questions

The following research questions guided the study:

- What are the toilet facilities available in rural communities of Ovia areas, Edo state?
- What is the condition of the available toilet facilities in rural communities of Ovia areas, Edo state?
- What materials are used for self-cleaning after toilet use in rural communities of Ovia areas, Edo state?
- What is the level of water hygiene practice among rural communities' members of Ovia areas, Edo state?

4. Method and Materials

The study employed the cross sectional form of the descriptive research design study because the information about the independent and dependent variables that are gathered represent what is going on at a particular point in time (Best &Kalin, 2009) in relation to survey of toilet sanitary facilities and water hygiene in rural communities of Ovia areas, Edo state.Ovia areas are made up of Ovia South West and Ovia North East constituencies in Edo state.

Data were collected with structured interview administered questionnaire, checklist and focus group discussion (FGD). The questionnaire was administered to two (2) individuals from the 200 households (100 persons each from Ovia South West and Ovia North East local government areas). The focus group discussion was discussed with 120 respondents (60 each from Ovia South West and Ovia North East local government areas). The checklist was use to gathered data for research question 1 and 2, while questionnaire was use to gathered data for research question 3 and focus group discussion was used to gathered data for research question

4. A composition of these research instruments were needed to help gather valid data on the independent and dependent variables of the study.

The instruments were administered by the researchers except for the questionnaires that were administered with the aid of research assistants. The research instruments were ascertained valid by three experts in the field of health education and environmental health education from the University of Benin and University of Ilorin, Nigeria. A reliability coefficient of 0.69r was obtained through the split half approach of Cronbach alpha analysis.

The completed series of instruments were collected, sorted, coded and descriptively analyzed using frequency counts and percentages.

5. Results

RQ1: What are the toilet facilities available in rural communities of Ovia areas, Edo state?

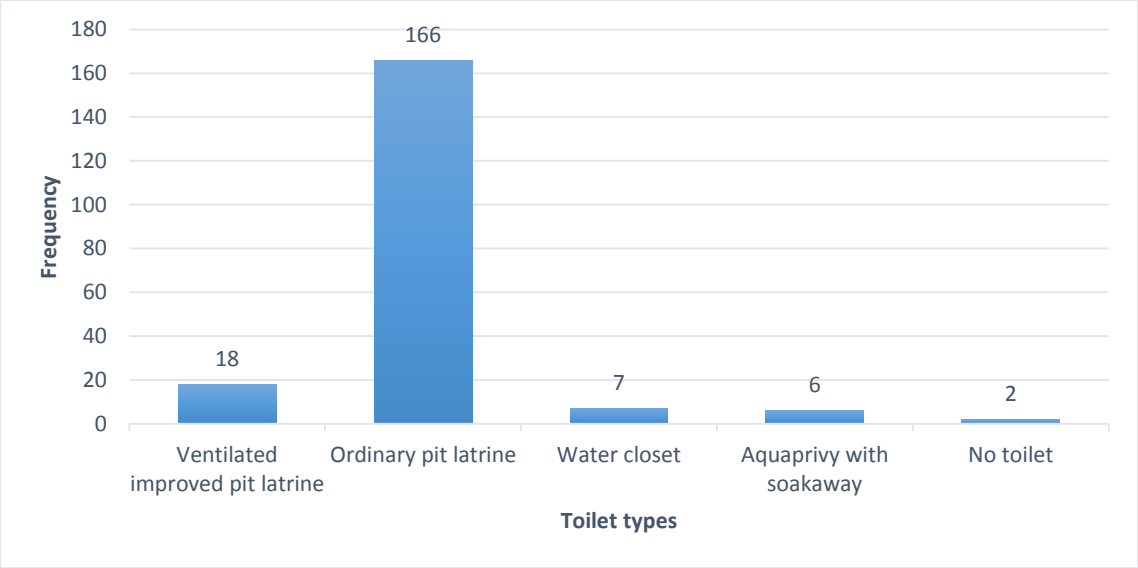

Figure1: Bar chart representing the types of toilet facilities in rural communities of Ovia areas of Edo state.

The figure 1 above shows a representation of the descriptive analysis for research question 1, From the 200 households sampled, 18 (9%) of the households have ventilated improved pit (VIP) latrine, and majority of the households, 166(83%) have ordinary pit latrine, 7(3.5%) of the households have water closet toilet, 6(3%) of the households have aqua privy with soakaway toilet and 3(1.5%) of the households have no toilet.

RQ2: What is the condition of the available toilet facilities in rural communities of Ovia areas, Edo state?

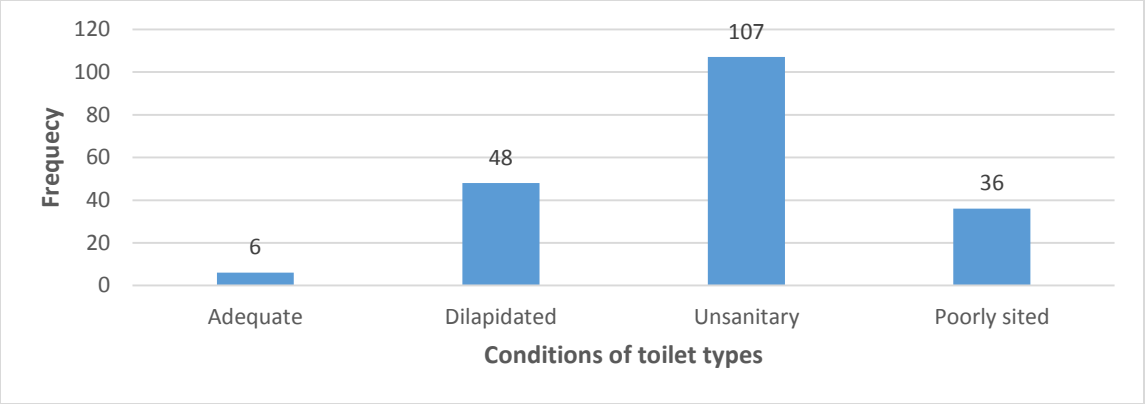

Figure 2: Bar chart representing the conditions of the toilet facilities in rural communities of Ovia areas of Edo state.

From the total 197 toilets observed in the 200 households,6 (3.0%) of the toilets were adequate, 48(24.4%) of the toilets were dilapidated with old zinc, decayed wood and uncovereed, 107(54.3%) of the toilets were unsanitary and breeding sites for disease vectors like flies, mosquitoes and rodents and 36(18.3%) of the toilets especially ordinary pit latrines were poorly sited either close to the kitchen or well.

RQ3: What materials are used for self-cleaning after toilet use in rural communities of Ovia areas, Edo state?

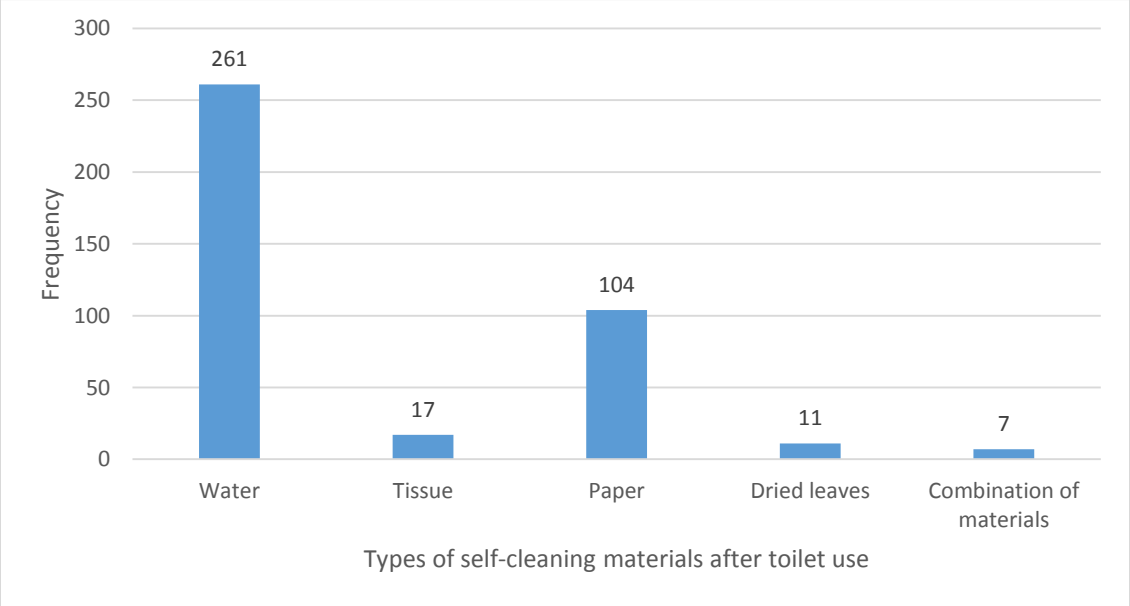

Figure 3: Bar chart representing the types of self-cleaning materials after toilet use in rural communities of Ovia areas of Edo state.

From the figure 3 above, questionnaires were used to gather data for research question 3, the sample size of the respondents were 400. The figure revealed that 261(65.25%) of the respondents reported to use water as self-cleaning after toilet use, 17(4.25%) of the respondents reported to use tissue as self-cleaning after toilet use, 104(26%) of the respondents reported to use paper as self-cleaning after toilet use, 11(2.75%) of the respondents reported to use dried leaves as self-cleaning after toilet use, and 7(1.75%) of the respondents reported to use combination of materials as self-cleaning after toilet use.

RQ4: What is the level of water hygiene practice among rural communities' members of Ovia areas, Edo state?

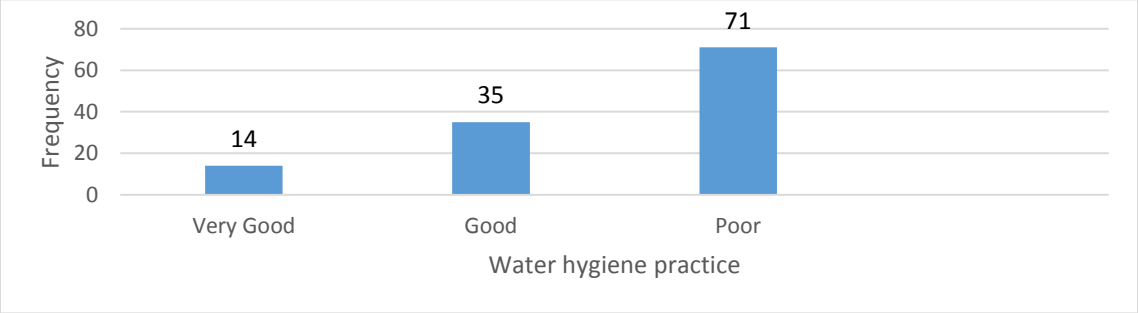

Figure 4: Bar chart representing the level of water hygiene practice in rural communities of Ovia areas, Edo state.

The figure above shows the responses from focus group discussion on the level of hygiene practices in rural communities of Ovia areas of Edo state. The figure revealed from the 120 respondents that 14 (11.7%) of the respondents reported very good water hygiene practice, 35(29.2%) of the respondents reported good water hygiene practice while 71(59.2%) of the respondents reported poor water hygiene practice.

6. Discussion of Findings

The findings of the study revealed a survey on the toilet sanitary facilities and water hygiene in rural communities of Ovia areas in Edo state.

Research question 1, revealed that the rural communities in Ovia areas Edo state have ventilated improved pit latrine, ordinary pit latrine, water closet and aqua privy with soak-away as toilet facilities used however majority of the households 166(83%) have ordinary pit latrine with 7(3.5%) households having water closet. This therefore revealed that the communities make use of the ordinary pit latrine than any other form of toilet facilities. This finding is in concordance with the finding of Shittu, Akpan, Mafiana, Ogunshola & Sodipe (2014) that most of the rural communities uses the pit latrines than any other types of toilet facilities.

Research question 2, revealed that 107(54.3%) of the toilet facilities in the rural communities of Ovia areas, Edo state are unsanitary, 48(24.4%) are dilapidated, 36(18.3%) are poorly sited while very few, 6(3.0%) are adequate. These shows that the toilet facilities in the rural communities are associated with one or combination of challenges that predisposes people to health hazards. The finding is similar to that of Abdu, Adewara & Oloni (2015) that reported that 72% of Nigeria population uses indecent and unsafe toilet especially in the rural communities and, Shittu, Akpan, Mafiana, Ogunshola & Sodipe (2014) reported that most pit latrine are poorly sited with weak structures.

Research question 3, revealed that several self-cleaning materials are used by communities' members after toilet use. Majority of the respondents, 261(65.25%) use water as self-cleaning materials and a quite majority, 104(26%) use paper as self-cleaning material and next on the ranking is tissue as a self-cleaning material,17 (4.25%) of the respondents agreeing to its usage. The finding corroborates with the finding of Ashaiolu & Onudi (2014) which reported in a survey that majority of the people use water as a self-cleaning material after toilet use.

Research question 4, revealed the level of water hygiene practice among communities' members in the rural communities of Ovia areas, Edo state. The finding revealed that 71(59.2%) of the respondents reported a poor water hygiene practice, only 14(11.7%) demonstrate a very good water hygiene practice. The finding corroborates with the findings of WHO (2011); WHO (2004) that poor hand-washing behavior is more in rural communities thereby resulting to diarrhea and other food and water borne diseases.

7. Conclusion

Based on the findings of the study, it was concluded that:

- The rural communities of Ovia areas, Edo state uses ventilated improved pit latrine, ordinary pit latrine, water closet and aqua privy with soak away, however, the ordinary pit latrine is the commonest type of toilet facilities use in the rural communities of Ovia areas, Edo state.
- The toilet facilities in the rural communities, Edo state are majorly dilapidated, unsanitary and poorly sited.
- The rural communities of Ovia areas, Edo state uses water, tissue, paper, dried leaves and combination of the materials, however water and paper are the commonest type of self-cleaning materials in the rural communities of Ovia areas, Edo state.
- Majority of community members demonstrate poor water hygiene practice in rural communities of Ovia areas, Edo state.

8. Recommendations

Based on the findings and conclusion made to the study, the followings recommendations were made:

- Local government chairmen and councilors should support community members with water closet to replace the pit latrines as many health hazards are associated with pit latrines.
- There should be strict enforcement of sanitation by government at all levels to ensure toilet facilities are well built and kept sanitized always.
- Water and tissue are recommended as self-cleaning materials however health education should be advocated more on proper water handling and hand washing.

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Remittances, Foreign Aid and Private Consumption in Sub-Saharan Africa (SSA): A System GMM Estimation

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Abstract. The question of whether remittances and foreign aid at the macro level impact private consumption in SSA has been explored in this study. Twenty-nine (29) SSA countries were sampled for the study from 2002 to 2017. The System Generalized Method of Moment (SGMM) estimator was applied in the study to account for the dynamics in the model. Empirical evidence showed that foreign aid and remittances exerted positive but insignificant impact on private consumption.

Keywords: Remittances, Foreign Aid, Private Consumption, System GMM

1. Introduction

Remittances refer to the money and goods that are transmitted to households by migrant workers working outside their communities of origin. These resource transfers represent one of the key issues in economic development. In 2004, official international remittances were estimated at $93 billion per year (Ratha, 2004), making them about twice as large as the level of official aid-related flows to developing countries. World Bank figures show that remittances to different regions in Africa hover between 1 percent and 5 percent of gross domestic product (GDP), with West Africa receiving around 4 percent of its GDP in remittances. Total remittances to Africa stood at $60bn in 2012, up from $41.6bn in 2011 (Bodomo, 2014).

Researchers and policymakers have tended to take a rather pessimistic view of how remittances are spent or used and the impact of these monies on economic development. For example, a recent review of the literature by Chami, Fullenkamp and Jahjah (2003) reports three stylized facts: first, that a "significant proportion, and often the majority," of remittances are spent on consumption; second, that a smaller part of remittance funds goes into saving or investment; and third, the ways in which remittances are typically saved or invested – in housing, land and jewelry – are "not necessarily productive" to the economy as a whole. Despite this pessimistic view, the amount of money remitted back to Africa is bound to grow because of the formation of new diasporas in economically fast developing countries such as China, Russia, India and Brazil. Currently, more than 70 percent of the remittances that flow to Africa south of the Sahara come from the West, but it is expected that a growing percentage will be sourced from expanding African communities in places such as China (Bodomo, 2014)

In addition to the foregoing, enormous amount of resources has been put into foreign aid that go to developing countries, which stood at US$135 billion in 2014 (World Bank, 2016). Given the call from international policymakers to increase it further, it is unsurprising that aid has always been, and remains a subject of controversy for academics and policymakers. On the one hand, proponents argue that aid can help poor

countries break out of the vicious cycle of poverty by funding "the core inputs to development that is, teachers, health centers, roads, wells, medicine, to name a few if rich and poor countries alike follow through on their commitments (United Nations Millennium Project, 2002), on the other hand, the controversies surrounding the desirability of foreign aid is further heightened when it is evident that six of the top ten aid recipients in SSA are resource rich; countries such as Tanzania, DRC, Nigeria, Mozambique, South Sudan and Ghana. It is important to note that only two countries (DRC and Mozambique) of the poorest countries by HDI (but resource rich) are among the top ten recipients of ODA in 2014 (Bokosi and Chiraerae, 2015). Diverse and varied are the resource endowments of SSA countries, that they have come to form a reliable source of foreign exchange earnings for these countries. These earnings by countries in SSA from the export of primary products, and foreign aid from more developed countries and organizations have for a long time formed the source of revenue for consumption and investment purposes, with little attention and policy direction given to the potentials of remittances to influence the economy, given the fluctuations that have occurred in the primary product export markets recently. These fluctuations have made foreign exchange earnings for most SSA countries almost unpredictable.

However, despite economic and political difficulties in migrant host countries of Europe and America, especially occasioned by the global economic downturn of 2008 to 2010, remittances and foreign aid flows continue to grow significantly. The recession that followed the downturn and tightened immigration laws in the United States did not reduce flows to the main recipient countries. These remittances and foreign aid flows have not followed cyclical economic dynamics in either the sending or receiving economies. Between 2008 and 2014, remittances grew by an additional US$ 5.8 billion and foreign aid by an additional US$ 6.6 billion. In the wider developing world, remittances have leapfrogged foreign aid as constituting the highest share of inflows and it has remained so (Maimbo and Ratha, 2005).

Remittances are a key poverty reduction tool, as more than 60% of remittances are used to purchase daily necessities such as food, clothing and shelter. The remainder is saved, invested in housing, small business, health care or education (Meins, 2009). The challenge for SSA countries is how to maximize the consumption expenditure potentials of foreign aid and remittances flows into the region. At a time of slow growth in some of SSA's largest economies, these inflows are expected to help relax foreign exchange restraints and improve household economic activities in the area of consumption.

This study is a macroeconomic approach to investigating the explanatory power of remittances and foreign aid on private consumption in SSA. This is one of the shortcomings of existing literature on these inflows.

The remainder of the paper proceeds as follows – section two outlines existing literature, section three lays out the data and methodology adopted in the study while section four contains estimation results and discussion; in section five, we give the summary and conclusion of the study.

2. Literature review

2.1 Remittances and Consumption in Developing and Emerging Countries

Empirical literature on the impact of remittance on receiving economies has been examined from both the micro and macroeconomic perspectives. A lot of literature has examined the economic growth and consumption impacts of remittances. While most literature on the effect of remittances on economic growth are more macro in analysis, the consumption remittance nexus are more micro There is however, scarcity of literature on the macroeconomic impacts of remittance and foreign aid on private consumption; given the role both inflows into SSA have played in both welfare and growth.

Studies such as Chami, Fullenkamp, and Jahjah, (2003) found a negative effect of remittances on economic growth, unlike the positive effect

found by Tchantchane, Rodrigues, and Fortes (2013); Adams and Page (2005, 2007) found that remittances significantly reduced the level, depth, and severity of poverty in the developing world, even when Parinduri and Thangavelu (2008) did not find a strong link between remittances and household consumption; Ang, Sugiyarto, and Jha (2009) found no significant influence of consumption by remittances; Rivera and Gonzalez (2009) found that internal remittances seemed to affect more, categories related to human development investments, health and education, while external remittances affected positively, physical capital investments. External remittances had a strong positive effect on health, and less consistent effect on education, just as Duval and Wolff (2013) found it significantly improved the living standard of the recipient households; Combes and Ebeke (2010) and Bilal, et al (2015) showed that remittances played a role mitigating consumption instability in less financially developed countries; Clement (2011) found evidence that remittances helped dependent households to achieve a basic level of consumption.

2.2 Remittances and Consumption in Sub-Saharan Africa (SSA)

Quartey (2006) studied the impact of migrant remittances on welfare in Ghana using the General Least Square (GLS) estimation technique, the study revealed that remittances improved household welfare and helped to minimize the effects of economic shocks to household welfare. They did not offset the shocks completely, however, except for food crop farmers (the Poorest in Ghana).
Adams, Cuecuecha and Page (2008) used the Ordinary Least Square (OLS) to investigate how the receipt of internal remittances (from within Ghana) and international remittances (from African or other countries) affected the marginal spending behavior of households on a broad range of consumption and investment goods, including food, education and housing. Findings from their investigation showed that households receiving remittances in Ghana do not spend more at the margin on food, education and housing than households with similar income levels and characteristics that do not receive remittances. When the analysis controlled for endogeneity and selection bias, the findings showed that any differences in the marginal spending behavior between remittance-receiving and non-receiving households were explained completely by the observed and unobserved characteristics of households.

Anyanwu and Erhijakpor (2010) asked if international remittances affected poverty in Africa. The study tackled the question by adopting the Ordinary Least Square (OLS) technique of estimation to find that international remittances reduced the level, depth, and severity of poverty in Africa. After instrumenting for the possible endogeneity of international remittances, it was also found that a 10 percent increase in official international remittances as a share of GDP lead to a 2.9 percent decline in the poverty headcount or the share of people living in poverty in Africa.

In Nigeria, Olowa and Awoyemi (2011) studied remittances and household expenditure in rural Nigeria using the Ordinary Least Square estimation method. Unlike Adams, Cuecuecha and Page (2008) that found that households receiving remittances in Ghana did not spend more at the margin on food, education and housing than households with similar income levels and characteristics that do not receive remittances, this study found that at the margin, households receiving domestic and foreign remittances spent between 45 and 58 percent more, respectively, on education and housing than do households with no remittances. However, their result showed that households receiving remittances spent less at the margin on consumption of food, consumer goods and durables than do households receiving no remittances.

Randanzzo and Piracha (2014) carried out a study on remittances and household expenditure behaviour in Senegal using the propensity score matching (PSM) and OLS methods. Results showed that there was a productive use of international remittances in Senegal. It was further discovered that the impact of remittances disappeared when the marginal spending

behaviour is considered, i.e., households did not show a different consumption pattern with respect to their remittance status which represents the findings of Cuecuecha and Page (2008) in Ghana and part of the findings of Olowa and Awoyemi (2011) in Nigeria.

2.3 Foreign aid in Developing and Emerging Countries

Foreign aid and its impact on economic development has been examined in studies such as Tadesse (2011) and Girma (2015), Baliamoune-Lutz (2011), Fasanya and Onakoya (2012) and Mbah and Amassoma (2014) with conflicting outcomes. However, very few literatures exist on the consumption effect of foreign aid.

On foreign aid as an antidote for human poverty in Sub-Saharan Africa, Thorpe (2011) used an unbalanced panel data covering the period from 2003 to 2009 to estimate the impact of foreign aid on the incidence of poverty in Sub-Saharan Africa. Adopting the fixed effects regression estimation method to account for country invariant characteristics and time effects, findings indicated that there was an inverse relationship between foreign aid and human poverty, an effect that was found to be marginal.
Meanwhile, Magesan (2016) in a study on the growth enhancing capability of foreign aid in 88 developing countries using the Ordinary Least Square (OLS) Fixed Effect, found that a percentage point increase in aid as a fraction of GDP causes the annual average growth rate in a recipient country to increase by about 0.6 percentage points. This estimated effect, according to the research findings, is explained almost entirely by an expansion of the service industry, accompanied by a large increase in household consumption, with no evidence that aid caused "Dutch disease". The paper concluded that aid increased growth by inducing a structural change in household demand for services. Other studies that have estimated the role of foreign aid in the macro economy include Ogundipe, Ojeaga, and Ogundipe (2014) found that the growth enhancing effect of foreign aid is reversed when interacted with policy, Balde (2011) and Benmamoun and Lehnert (2013).

While the focus of these studies has been predominantly economic growth focused, this study intends to lay emphasis on the effect of remittances and foreign aid on one component of economic growth – private consumption.

3. Data and Methodology

Secondary sources of data were used for this study. The source of data for this study was the World Bank's Development Indicator (WDI). For this research work, panel data was sourced on Private consumption (PC), Remittances (REM) and Foreign aid (FA). These data cut across the 29 countries in SSA for which there are available data.
The data period chosen was due to data availability as well as evidence which indicates that remittances inflow to sub-Sahara Africa grew significantly from US$1.9 billion in 1990 to US$34.5 billion in 2014 while foreign aid inflow grew from US$17.8 billion in 1990 to US$46.9 billion (World Bank, 2008, 2016).
The data period is also justified on the account that between the 2000 and 2015, the total migrant stock grew from 13,716,539 to 18,993,986, an increase of over 5 million people in a decade and half (United Nations, 2015).

3.1 Descriptive Statistics

Table 1: Descriptive Statistics

Variable	Mean	Std. Dev	Min	Max
Pc	2.21e+10	5.31e+10	1.84e+08	4.08e+11
Rem	9.62e+08	3.25e+09	518994.7	2.20e+10
fa	8.42e+08	9.12e+08	-1.45e+07	1.14e+10

Note: The table reported common statistics for each variable. These are mean, standard deviation (Std. Dev), minimum (Min) and maximum (Max) values

Table 1 shows that in the period under review, average private remittance flow into SSA was more than average flow of foreign aid. This indicates that foreign aid may be less relied upon to grow consumption in SSA. Alternative international flow such as the private remittances is significant as this may serve to cushion the adverse effects that primary product dependent countries in SSA may face. The value of the standard deviation shows that there may be more stability in the flow of foreign aid than remittances.

3.2 Theoretical framework

The empirical model for this study is based on Milton Friedman's (1957) Permanent Income Hypothesis (PIH). The central idea of the theory is that people base consumption on what is considered as "normal" income. In doing this, the theory attempts to maintain a fairly constant standard of living even though their incomes may vary considerably from month to month or year to year.

The idea behind the permanent income hypothesis is that consumption depends on expectational earnings over a considerable period of time.

The consumption function of PIH is defined as:

$$C_t = f(PV_t) \quad (1)$$

Where PV_t is the present value of current and future income at time t

Friedman differs from Ando-Modigliani beginning with his treatment of PV term in equation (1), which, multiplying by a rate of return, gives us Friedman's permanent income theory as

$$Y_i^P = r.PV_i \quad (2)$$

Thus, permanent income from the consumer's present value includes human capital. The present value of future labour income is included in the above equation (Rode, 2012).

Friedman assumes that the consumer wants to smooth his actual income stream into a more or less flat consumption pattern. This gives a level of permanent consumption C^P that is proportional to permanent income Y_I^P. The individual rate of permanent consumption to permanent income is K^i and presumably depends on the interest rate. Thus, permanent consumption is related to permanent income with the equation (Rode, 2012)

$$C_i^P = K_i Y_i^P \quad (3)$$

Remittances and foreign aid vary from time to time depending on factors such as economic situations of migrant host countries, cost of remittances and labour restrictions in the host countries, political and diplomatic considerations from aid giving countries thus; they can be classified as transitory income. Yet another argument may be that if there has been consistent and indeed growing flow of migrant remittances over the years, then it is no longer transitory but permanent. On the other hand, foreign aid flow into SSA which has been outstripped by remittances flow, the amount of which is at the whims and caprice of the donor country may be classified as transitory. In this study therefore, we classify migrant remittances as permanent income and foreign aid as transitory income. Hence, private consumption will be a function of transitory (foreign aid) and permanent income (remittances received). This relationship is described with the following equation:

$$C_{it} = f(Y_{it}^T, Y_{it}^P) \quad (4)$$

Where, C_{it} is consumption in country *i* at time *t* and it is the market value of all goods and services, including consumer durables expressed in current US dollar term.

Y_{it}^T is transitory income in country *i* at time *t* and is the value foreign aid (Official Development Assistance) received and expressed in current US dollar term.

Y_{it}^P is permanent income in country *i* at time *t* and is the value of private remittances received expressed in current US dollar term

3.2.1 The Model

An estimable consumption function of the form of the PIH can be derived from equation (4) above. Hence,

$$C_{it} = \alpha_0 + \alpha_1 Y_{it}^T + \alpha_2 Y_{it}^P + \mu_{it} \quad (5)$$

According to the theory, it is important to note that an increase in income should not immediately increase consumption spending by very much, but with time it should have a greater and greater effect.

To test the theory, Friedman assumed that on the average, people would base their idea of normal or permanent income on what had happened over the past several years thus, current consumption is influenced by the past value of consumption. To account for this lag, the following equation is specified:

$$C_{it} = \alpha_0 + \alpha_1 Y_{it}^T + \alpha_2 Y_{it}^P + \alpha_3 C_{t-1} + \mu_{it} \quad (6)$$

Furthermore, current consumption can also be influenced by past and current values of permanent income but less by the past values of transitory income. Therefore, equation (6) above is modified to account for this dynamic, thus equation (7) is the estimable, dynamic form of the model in equation (6) with all the variables expressed in their natural log forms

$$\ln PC_{it} = \beta_0 + \beta_1 \ln PC_{i,t-1} + \beta_2 \ln REM_{it} + \beta_3 \ln REM_{i,t-1} + \beta_4 \ln FA + \varepsilon_{it} + \mu_{it} \quad (8)$$

The term ε_{it} is the fixed effect, containing all factors that do not vary over time, and u_{it} is the idiosyncratic error term (Wooldridge, 2013).

Hence, $\varepsilon_{it} + \mu_{it} = \nu_{it}$

3.3 Estimation Technique

With panel data, pooled OLS is appropriate when there is neither significant country nor significant time effects, as it assumes that both the slope and intercept are constant. This assumption is very restrictive, because there are considerable differences across these countries which could result in omitted variable bias (Thorpe, 2011). Therefore, to control for heterogeneity in countries, the fixed effects model or random effects model is appropriate for studies such as this with large N and small T. However, dynamic models of the type that has been specified for this study suffer from two sources of persistence over time. They are:

(i) Autocorrelation that results from the inclusion of a lagged dependent variable as a regressor in the model and

(ii) Unobserved heterogeneity among units (Olubusoye, Salisu and Olofin, 2016).

To solve these problems requires an estimator of the General Method of Moment (GMM) class that will utilize some sets of instruments to deal with the potential problem of correlation between the lagged dependent variable and the disturbance term. In this study, we have adopted the Blundell and Bond (1998) System GMM (SGMM) estimator because it is more efficient as it uses instruments in both the levels and first differences in the estimation process. In using the SGMM, we will employ the two-step estimation. Although the Arellano and Bond (1991, cited in Olubusoye, Salisu and Olofin, 2016) and Blundell and Bond (1998, cited in Olubusoye, Salisu and Olofin, 2016) had reported that the two-step standard errors tend to be severely downward biased, the bias can be compensated for by the finite-sample correction to the two-step covariance matrix derived by Windmeijer (2005, cited in Olubusoye, Salisu and Olofin, 2016) making a two-step robust option more efficient than the one-step robust in system GMM (Olubusoye, Salisu and Olofin, 2016)

4. Estimations Results and Discussions

Table 2: Two-step System GMM Estimation
Dependent Variable: LNPC

VARIABLES	SGMM
$lnpc_{t-1}$	1.043***
	(0.0678)
$Lnpc_{t-2}$	-0.161***
	(0.0442)
lnrem	0.0253
	(0.142)
$Lnrem_{t-1}$	0.0111
	(0.131)
lnfa	0.0471
	(0.0293)
Constant	1.101*
	(0.564)
Observations	370
Number of crossid	29
country effect	YES
year effect	NO
Hansen_test	11.28
Hansen Prob	0.257
Sargan_test	14.44
Sargan Prob	0.107
AR(1)_test	-2.252
AR(1)_P-value	0.0243
AR(2)_test	-0.121
AR(2)_P-value	0.904
No. of Instruments	15

NOTE: Standard errors in parentheses

*** denotes 1% level of significance; ** denotes 5% level of significance and * denotes 10% level of significance
Source: Authors' Computation Using Stata 13

4.1 Interpretation of Result

From the parameter estimate, remittances are expectedly positively related to private consumption. The lag of remittances is also positively related to private consumption. However, both do not exert statistically significant impact on private consumption. From the output, ceteris paribus, a 1% increase in remittances received will induce about 0.03% increase in private consumption. Furthermore, a one period lag in remittances received will still have a positive effect on private consumption. In the same vein, foreign aid is positively but not significantly related to private consumption. From the results, a 1% rise in foreign aid will lead to about 5% rise in private consumption. It is also instructive form the results to note that households' current consumption is significantly influenced by the level of their previous income level. A one period lag of per capita income exerts a positive and significant impact on private consumption while further back, the effect becomes significantly negative. By implication, most households will not necessarily increase consumption expenditure in the current moment even if their incomes increased. This might explain the reason why consumption has not risen to increases in remittances in recent years in the selected SSA countries.

4.1.1 Diagnostics

The Sargan and Hansen tests examine the validity of the instruments used by testing for the over-identifying restrictions. The reported p-values show the null is to be accepted. The AR (1) and AR (2) tests examine if there is first and second order autocorrelation in the error. The null hypothesis is rejected for AR (1) but accepted for AR (2)
All inferences for this paper are drawn at the 5% level of significance.

4.2 Discussion of Findings and Policy Implication

It has been shown from this research that private consumption in SSA is influenced more by its lag than remittances and foreign aid. This shows that modelling consumption in SSA requires a careful consideration of the lag in consumption. In more simple terms, a positive increase in current consumption will induce a positive response from consumption in one year. However, the same increase will produce a negative effect on consumption two years later. It will be noticed that the proxy for permanent income, that is remittances (*lnrem*), had both an instantaneous and one year lag positive effect on consumption which may imply a high confidence placed on future consumption coming from income from private remittances received by households. Foreign aid as seen from the analysis has a positive but insignificant impact on private consumption. Fortunately, with the spread and rise in democratic governance and institutions across SSA, some of which are aimed at translating the aid into improved welfare for the people, foreign aid seems to be recording some positive impact in the region. The impact may of foreign aid may begin to have more impact if more projects are directed more towards projects that enhances the ability of the household to increase consumption. For example, an intervention in the educational sector will increase disposable income for consuming households who spend a good percentage of the private remittances received on education.

The outcome of the study has shown that policy makers in SSA can do more to improve the private consumption potential of remittances and foreign aid which have been shown to be positively but insignificantly related to private consumption. Private consumption is a variable of significance to policy makers since it constitutes a large chunk of the gross domestic product. Policies towards reducing the cost of remittances will free up more income for households receiving remittances to spend. Finally, for foreign aid to have the desired significant impact on private consumption, there must proper monitoring of the projects for which it is used to ensure that it eases households of the burden of human capital spending, to which studies such as (Tchantchane, Rodrigues, and Fortes, 2013) have identified as constituting the chunk of remittance spending.

5. Summary and Conclusions

The question of whether remittances and foreign aid at the macro level impact private consumption in SSA has been explored in this study. The System GMM estimator was used to explore the question. Results from the study highlighted a positive but insignificant effect from remittances and foreign aid on private consumption in SSA.

However, the study also showed that consumption in SSA is dynamic, judging by the significant effect on consumption, of its lag. Therefore, policies on consumption in the present, should consider past levels of consumption. The findings indicate that modeling consumption in SSA should take this dynamic to cognizance. Finally, from the results, remittances may have become a source of permanent income for households in SSA, as the significance of foreign aid wanes.

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Radio and Small Scale Business Promotion Preference for Excel 103.7 FM, Port Harcourt, River State

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Abstract. This study assesses small scale business owners' preference for promoting their trade on Excel103.7 FM Port Harcourt despite the availability of other radio stations in Port Harcourt and the fact that Excel FM is only a student radio station. The study assumes that Excel FM may have adopted an attractive broadcasting style or may have cheaper promotion options that have endeared small scale business owners to the station. The paper is an empirical study and adopts the qualitative method using structured interviews for eliciting information from select members of staff of Excel FM Port Harcourt and some small scale business owners who promote their businesses on Excel FM Port Harcourt. Findings indicate that Excel FM is more preferred by small scale business owners because it is very affordable and has huge audience rating of young people with very attractive programmes and large fan base with a student dominated reach, including very young and experienced On Air Personalities. Business owners also opinionate that advertising on Excel FM has made a very positive and significant impact on their businesses. The study concludes that the student based reach and interesting programmes that came with the establishment of the station must have endeared business owners to promote their products on Excel 103.7 FM Port Harcourt.Consequently, recommendations made tilts towards the need for a high maintenance culture, increase in staff strength and intermittent retraining of Excel FM staff for optimum delivery of more quality and development oriented programmes so as to keep the flag flying.

Keywords: Excel FM, Preference, Promotion, Radio, Small Scale Businesses.

1. Introduction

Between the two famous electronic media of advertising, Belch and Belch (2005) posit that television has often been the ideal advertising medium because of its glamour and excitement while radio gets no respect from many advertisers. This position seems to be inadequate and lagging in substance when viewed against the electronic broadcasting industry in Nigeria. Apart from the audio, visual and motion capacities of television, technological advancements including the evolvement of electronic bill boards, internet or computer platforms such as whatsapp and face book, and the transit media have significantly challenge the preference for radio as a medium for promotion of small scale businesses in Nigeria.

In Port Harcourt, Rivers State, the increase in the number of small scale businesses have aroused a necessary competition among department store owners, water producing factories and some fast food/eateries such as Genesis, The Promise and Pepperoni. With the spread of a major department store like Market Square in the second quarter of the year 2017, smaller Department stores such as Sparks Shop, Success Supermarket and Divine Favour, which have existed before as some of the most famous venture, have a stiffer competition to face in terms of attracting the attention of their customers.

Again, with the availability of various media platforms for promoting business, owners of small scale businesses are faced with the problem of which medium to patronize as most effective in terms of cost and reach of target audience. Most complicated is the fact that twocampus radio stations exist currently in Port Harcourt: the first is Unique FM being that owned by the University of Port Harcourt (UNIPORT) and Excel FM owned by Rivers State University amongst the myriad of other mainstream radio stations in the metropolitan city of Port Harcourt. After an impact survey of available media of behaviour change communication, Iyorza (2016) concludes that radio, followed by television and billboards, and is the most effective tool for reaching out to consumers in Rivers State. This study seeks to confirm the reasons for small scale business owners' preference for radio.

Specifically, the thrust of this paper is to assess small scale business owners' reasons for preferences of Excel 103.7 FM irrespective of its campus radio status and coverage limitations. The station is mainly a campus/community radio and hence cannot transmit beyond its community being the environs of Rivers State University together with its immediate neighboring communities such as Nkpolu-Oroworokwo, Diobu, Eagle Island and parts of Ada-Georg. The radio station officially emerged when Late Dr A.A. Amakiri controlled the affairs of the Mass Communication Department in the year 2004 but became robust in sometime 2014 under the auspices of Dr G.B.Okon, the then Head of Mass Communication Department. The radio station is established to promote the affairs of Rivers State University, provide its audience with the best of music, practical session for students of Mass Communication Department, news, talk shows, and to generally promote the spirit of sportsmanship amongst students of River State University in the context of academics and character building. Today, the radio audiences of Excel FM is not just limited to the walls of Rivers State University but cuts across neighboring communities which are mostly business oriented audiences like Ikoku where all sought of spare parts are sold, Diobu which is the printing hub of Rivers State and Cherubim Road axes that is the headquarters of building material apparatus in Rivers State.. The Main gate and Back gate direct access roads to the University have arrays of boutiques,bookshops and refectories from whom promotional signals blinks to the station. Pockets of these business owners have advertised or promoted their goods or services at some point or the other on Excel FM since its inception.

Brisibe (2018) in explaining the radio station's dynamics said Excel FM can boast of very modern digital equipment and young and dynamic On Air Personalities (OAPs). The OAPs of Excel FM Port Harcourt including David Ibe (Extralarge), Agnes Asugo of the Countryside Music Show, Chuku Zion of the" Goodmorning Gospel show" all had their experiences from the classroom exigencies of Mass Communication Department and practical session exposures before Hitting it up on Excel 103.7 FM. Brisibe (2016) further reports that by January 2018, during the Nigeria University Commission (NUC) accreditation tour of the Department of Mass Communication,Excel FM was adjudged and ranked as the best campus radio station in the South-South of Nigeria which in some way boosted the radio station to put in more efforts in its delivery of excellence by ways of breaking factual news, practical mentorship of Mass Communication students, promotion of small scale businesses and entertainment.

The problem of this study is the business owner's exodus from the patronage of already existing radio stations to the coverage limited Excel FM and the loss of patronage by mainstream radio stations to the community radio stations.

The objectives of this paper therefore include to:

- Access major reasons why small scale business owners prefer to promote their businesses on Excel FM instead of mainstream radio stations in Port Harcourt, Rivers State.
- Evaluate small scale business owners' benefits of promoting their business on Excel FM Port Harcourt.

- Identify the modus operandi of Excel FM and other factors that have made the station to stand tall and attractive to advertisement sponsors.

2. What Radio Means

To start with, there are many definitions of the term Radio because of existing contexts which the word can be applied. In the context of transmitting signals for the purpose of communication, Smith and Gervelis (2003:1) define radio as the technology that uses the electromagnetic radiation with wave length to carry information, using sound, by systematically modulating some property of electromagnetic energy waves through space, such as their amplitude, frequency phase or pulse width. Thus, radio as a device, has some electromagnetic waves that are major transporters of sound from a speaker to the receiver in a given location.

Schranks (1986:12) recalls that radio was the first of the electronic mass media. This implies that other electronic communication media including television and film were produced after radio. Citing Marcus (1986), Nwanwene (2005:38) states that radio sprang into popularity in the 1920s virtually overnight, On radio as a promotional medium, Nwanwene (2005:3 8) writes:

The radio industry, on the defence since television's ascendancy in the late 1950'0s, has proven amazingly resilient in the face of competitive pressures. As the industry evolved, management showed admirable readiness to change and cope with the demands of an ever more crowded market place. Its success as an advertising medium laid the foundation for commercial practices upon which television's success would rest.

The above assertion captures radio growth in Nigeria as an instrument that stirred the growth of businesses in the country. There is an indication that the growth of businesses assisted by the radio industry gave television broadcasting a boost when TV evolved; a feat that later challenged the speed of radio's popularity. Despite the challenge, radio's qualities remained unique. Hassan (20 13:377) describes radio generally as a medium that takes message to illiterate and highly educated sirnu1taneouslly. The medium is cheap and affordable to advertisers, with the capacity to deliver instant messages. The medium does not always require power line for operation so people in remote villages' devoid of power line can a1cive messages from the medium.

Similarly, community radio refers to the radio broadcasting established, managed and transmitted either by a group of people in a community, a community-based organization or a trust established by all the members of that community. An example is the Excel 103.7 FM of Rivers State University which is established to service the concerns of the University. According to Alumuku (2005, p.l8):

Community radio is a semi-profit-oriented broadcasting system at the service of social economic development within communities. Community radio stations are owned and managed by particular communities, usually through a trust, a foundation or an association. Although it is well- developed in the United States and Canada, it is relatively new to Africa where Zambia first legalized its operations in 1993 followed by South Africa in 1994 and by Ghana in 1995. Although the movement of this form of broadcasting has witnessed a rather fast growth, yet many African countries as yet, have no legislation for community radio broadcasting and do not seem to want to encourage its development.

He adds:

Community radio service is set up to run as a non-profit making but financially self-reliant organization. It relies on financial support from diversity of sources which may include grants, donations, membership fees, sponsorship or advertising. A combination of these is the most desirable to ensure independence. Many community radios also organize yearly fund-raising events. The overall aim is to reach a state of financial self-sufficiency.

From historical point of view, community radio began in early I940s in the American continent. Buckley (2005, p. 4) explains that:

The first community radios date back to the l940s in the Americas, notably the radios of the Bolivian tin-mining communities. Community radio commenced in Europe in the 1960s but it was not until the 1980s that really took hold. In the recent years, it is on the African continent that we have witnessed the most rapid emergence and growth of community radio broadcasting. This trend has been associated with the end of state broadcasting monopolies and the growing importance given to democratic human rights and sustainable models of development.

However, in Nigeria, the idea of community broadcasting came with liberalization of broadcasting in Nigeria in 1992. Prior to that year, broadcasting was an exclusive undertaking of the governments at the centre and the states. No private individual or organization was allowed to partake in the industry as the government considered it too risky to national stability to allow private ownership of broadcast stations given their power and influence. But grudgingly yielding to massive internal external pressures to liberalize the industry and allow private participation, the government of General Ibrahim Babangida (retired) enacted the enabling Decree N0. 38 of August 1992 (now Act 38 of 1992 as amended) which established the National Broadcasting Commission (NBC), a body entrusted with the 'safe delivery' of private broadcasting in the country. Okenwa (2000, p.53) asserts that:
The year 1992 marked a critical turning point iii the development of the broadcast media in Nigeria. It came with new policies that were to revolutionize the media industry, through allowing private participation in the ownership of the electronic media.

National Broadcasting Commission packaged the now famous NBC code: a booklet containing the policy guidelines, the mission, vision, objectives, powers, functions of the Commission including licensing, monitoring, supervision, charges and other details regarding private broadcasting in Nigeria. The code is indeed, a bible of sorts for private and public broadcasters and stations in the country. It made elaborate provision for applying for and obtaining different kinds of licences which are issued to interested private individuals and organizations including licence for community broadcasting. Besides acknowledging in Section 2.4.0 of the code, the immense benefits of community broadcasting to communal life, Section 2.4.1 of the code further states: "Pursuant to section 2(1)b and c of Act 38, a community broadcast station shall be licenced subject to the following conditions:

- Operations shall be community-based;
- Programme content shall cater to the communal needs;
- Key operatives of the station shall, as much as possible, be members of the community."

Section 2.4.2 says that other conditions shall be as may be determined by the commission from time to time. Section 2.1.1 provides for category of licences that the commission will consider and these include licences for rural broadcasting and community broadcasting (2.1.1. sub-section I: I &ii).

2.1 Radio and Small Scale Business Promotion in Nigeria

As a promotional medium, Okpara et al (1999) identifies some demerits of radio to include poor permanence, poor coverage, and visual deficiency and channel fragmentation. Other disadvantages include partial listenership and messages cluttering. Despite the advantages and disadvantages, radio is still a powerful tool for communication for the purpose of marketing, promotion, entertainment, education and information, especially to various communities with the urban and rural areas.

One major factor that has erupted from the growth of the radio industry in Nigeria and in every part of the world is competition among radio stations Effiom (2006) state that the deregulation and consequent expansion have introduced competition and variety among the various electronic media establishment in Nigeria. King (1996) asserts that all broadcasting stations are perpetually competing with each other. Competitions among radio broadcasting stations, small scale business arc

also caught in a dilemma of which station to patronize. Okpara et al (1999) identify seven qualities that advertisers consider in any medium before promoting their products. These factors include cost, medium's selectivity, coverage ability, medium's flexibility, permanence, production quality and trade acceptability.

Small scale businesses are synonymous to sole proprietorship businesses which Richman and Mescon (2005) define as a business owned by just one person, an enterprise that is easy to go into, which permits the sole proprietors to take personal decisions. Examples include building materials stores, auto tire and accessories stores,liquor stores, sports and recreational clubs and funeral homes and crematories. Others include seed and garden supply stores, sporting goods manufacturers, engineering, laboratory and scientific equipment, hardware stores and office supplies and equipment. Also to make the list are local laundries and dry cleaners, used car dealers, gas stations, restaurants, bakeries, grocery and meat stores and car washes. Partnerships, a legal association of two or more persons as co-owners of a business can be considered as a small or medium scale business.
Small scale businesses are in dire need of promotion. Belch and Belch (2005) define promotion as the coordination of all seller-initiated efforts to set up channels of information and persuasion to sell goods and services or to promote an idea. Promotion ordinarily is one of the marketing mixes. Others include price, place and product. Promotional activities arc sub-divided into advertising, public relations and publicity personal selling, sales promotion and direct marketing. Thus any of these forms especially those transmitted on radio can be classified as promotion. McCarthy (2008) posits that promotion requires effective communication and can be targeted at final consumers, industrial customers, retailers or wholesalers. Recently, with the growth of businesses, there has been an upsurge in the business of promotion on radio but the reasons for preference of radio among other media are not clear.

3. Methodology

This study adopt a survey method to elicit the opinions of small scale business owners on reasons for patronizing Excel FM and the impact of that patronage the prospect of their business. Under the survey methods, a qualitative research approach is employed. The qualitative research method relate to "quality" of variations in experiencethe meaning of experience for different people and classify events or phenomena and ask questions like how? Consequently, the semi-structured interview with loose set of questions is employed. The population for the study include select small business owners around Rivers State University as well as management staff and On-Air-personalities of Excel FM. Particularly, six stationsmanagers of small scale businesses together with the stations manager and three other AOPs of Excel FM, were randomly selected and interviewed.

Basic questions for the interviews for small scale business owners include:

- What are your reasons for choosing Excel FM Port Harcourt as a platform for promoting your business?
- How have you benefited from promoting your business on Excel FM Port Harcourt?
- Why would you say you have enjoyed significant prospects in advertising on Excel FM Port Harcourt?

Questions for the stations manager of Excel FM include:

- What operational strategies have made Excel FM Port Harcourt an attractive radio station for small scale business owners to promote their businesses?
- Why do you think that advertisers prefer promoting their goods and services on Excel FM Port Harcourtirrespective of the presence of mainstream radio stations in Port Harcourt?

Three On Air Personalities (OAPs) and one Administrative staff (The Head of Productions) from Excel FM Port Harcourt were interviewed. Questions bothered on subjective concerns on why small scale business owners preferred to promote their goods and ices on the station. The second question focused on the unique attribute that hasgiven Excel FM Port Harcourt

performance edge over other radio stations. The OAPs interviewed were:

Nkechi Columbus (News Caster), Barine Anthony (Presenter), Oguike Emmanuel (Presenter of the morning groove show). The head of productions interviewed is Mr Ogochukwu Odua.

On the other hand, six managers of six small scale businesses are interviewed. Questions for the interview bother on reasons for preference to publicize their business on Hit FM amidst other available radio stations and the impact of such publicity on the prospect of their businesses. Those interviewed included Miss Kate Osuoha (Marketing Manager of Akogate Water), MrNestor IzuOgu (Manager of Ndi restaurants), Mr Famous Obua (Manager of Native Kitchen - a food restaurant) and Mr Imo Obong (Media Consultant of J.C. Educational Resources Limited). Others were Miss Grace Brown (Supervisor at Babyisco clothings) and Mr Osita Anaeto (Director of De Choice Fast Food and Restaurant).

The study of business promotions on radio and. audience preference for Excel FM Port Harcourt is examined within the framework of two theories: The Uses and Gratification theory and the Social Responsibility Theory. Ike (2005) states that the Uses and Gratification Theory was introduced in 1974 by J.G. Blumber and E. katz. The theory states that media audience take active part in the communication process and they are goal oriented in their media uses. The theorists claim that a media user (small scale business owner) seeks out a media source that best fulfills his needs. The focus of the theory was shifted from media production and transmission functions to media reception and consumption functions where consumers of media messages choose, pay attention to, interpret and retain the promotions that appeal to their needs. This theory is tested under the assumption that small scale business owners have a particular reason why they patronize Excel FM Port Harcourt; the gratification derived from the use of the station for advertising.

The Social Responsibility Theory on the other hand holds that the press must perform a public service to warrant their existence by properly informing the public and responding to societies' needs. This theory is subject to scrutiny in this study as there is a need to verify how much Excel FM Port Harcourt has put in, including the stations management style to endear small scale business owners to the medium.

4. Discussion of Findings

Findings reveal that Excel FM Port Harcourt is a campus radio that has an audience rating that is predominantly made up of students and anything with young people coloration attracts patronage from business owners who want to go with the trend. Excel FM Port Harcourt also has wider reach and its signals are streamed live on facebook and on the website of Rivers State University thereby availing the station an inestimable audience members since the Internet has a guarantees global presence. Business owners prefer stations that can help them reach out to not just a wider but vibrant audience as much as possible. The study also reveals that Excel FM Port Harcourt appeals to different segments of the audience especially the youth. Business owners preferred a station that appeals to various audiences who listen to the programmes. Again, findings show that Excel FM Port Harcourt has attractive programs including good music and interesting talk shows that make the station attractive to listeners.

Excel FM Port Harcourt programmes are quite attractive with the best music and best talk slogan. The attractiveness of the station stems from the participatory nature of the programmes that tends to dwell on trendy and contemporary issues of the day. Excel FM Port Harcourt has a very vibrant fan and audience base and promotes urban life style which many business owners capitalize on to promote their businesses. Excel FM Port Harcourt is owned by Rivers State University and run by the Department of Mass Communication primarily for academic purposes and at such can afford to be dynamic which by extension satisfies the promotional needs of business owners. The station interacts with audience through the social media platforms that allow for customer-seller

interaction especially on issues that may not need public attention. Excel FM Port Harcourt staff are intelligent, young, experienced, committed and friendly both on air and off-air. They bring in a lot of creativity to bear even on the models of promoting business owners.

The radio station promotes the interest of the less literate members of audience and encourages their participation through the Pidgin English programme Area Matter. Excel FM Port Harcourt is gradually achieving fame among her counterparts and has become very popular. The station's staff operate in unity as a family and each staff is supportive of the other. Promoting or publicizing small scale businesses on Excel FM Port Harcourt has impacted significantly positive on the prospect of the businesses which are sometimes owned by the students of Rivers State University themselves.

From the above findings, it is clear that most small scale business owners in Rivers State University and its environs had not been publicizing their products and services on mainstream radio stations Port Harcourt like Rhythm 93.7, Nigeria Info 92.3 or Love 97.7 FM owing to their exorbitant fees. With the gradual emergence of Excel FM Port Harcourt as a campus radio, many business proprietors are now shifting their patronage to the campus radio because of its affordability yet vibrant audience members occasioned by excellent programmes, and the small scale businesses believe that the campus radio was more largely patronized by students within and outside the Rivers State University; an opportunity business owners have sought to expand their businesses. Many business owners believe that the audience base of Excel FM Port Harcourt best suites their businesses than that of other existing stations in the city of Port Harcourt.

Again, both staff of Excel FM Port Harcourt and business owners' reasoned similarly that apart from being a campus radio, Excel FM Port Harcourt is owned by Rivers State University and run by Mass Communication Department with independence and flexibility that would appeal to the needs of its audience more. Apart from the fact that the nature of the station is attractive alone, Excel FM Port Harcourt is lively and attractive to listeners, with its trendy and interesting programmes including music and participatory (phone-in) shows run by efficient and well experienced on-air personalities (OAPs). In fact, one of the staff of Excel FM Port Harcourt and another business owner, Mr. Osita Anaeto of the De Choice Fast Food Corroborate that Excel FM Port Harcourt will be continually preferred as long as its programmes appeal to the youths, taxi drivers and diverse segments of the audience. Consequently, all small scale business owners who advertise on Excel FM Port Harcourt agree that their patronage of the station has significantly and positively improved the number of their customers base and has also given their business the much deserved awareness despite the comparative higher cost of advertising on the much patronized radio station.

5. Conclusion

The study of radio and small scale business owners preference for Excel 103.7 FM Port Harcourt was necessitated by the fact that two older radio stations: Silverbird's Rhythm 93.7 (a privately owned medium) and Treasure FM 98.5 (A Federal Radio Cooperation of Nigeria's Station) exist in Port Harcourt, but proprietors of small scale businesses around Rivers State University have showed preference for Excel FM Port Harcourt as a platform for maximally promoting their goods and services. Key objectives were to discover the major reasons for preference of Excel FM Port Harcourt to assess the impact of advertising business on Excel FM Port Harcourt, and to identify the key factors that have made Excel FM Port Harcourt preferable.

This study therefore concludes that Excel FM Port Harcourt has an edge over other radio stations in the city of Port Harcourt because of its framework as a campus radio, flexibility, attractive programmes, wider reach, appeal to more diverse audiences and crop of young, vibrant and talented staff who operate as a family. As long as Excel FM Port Harcourt continues to maintain this status, the station will become a beacon and reference point to other broadcast media. The staff of Excel FM Port

Harcourt, made up of young people from different states will continually give Excel FM a unified and systematic nature of operation characterized by tutelage, mentorship objectivity and fairness.

This study therefore recommends that:

(i) The management of Excel FM Port Harcourt should sustain the character of motivation among its staff and encourage AOPs to remain highly creative in the presentation of their programmes.

(ii) On Air Personalities at Excel FM Port Harcourt should intensify research so to continue to mentor upcoming students that will eventually join in raising the flags of the station in one way or the other in the nearest future.

(iii) Other radio stations in Port Harcourt should emulate the secrets of success in Excel FM, and rebrand their stations' programmes and staff for effective stay in the competition

(iv) There should be adequate remuneration of staff of Excel FM Port Harcourt and/or full scale employment so as to make them have a sense of long term commitment to the station and forestall the search for greener pastures which could be distracting to the discharge of their duties.

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Part Two

Political Education

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Teachers' Perception of the Concept and Objectives of Citizenship Education in Edo South Senatorial District

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Abstract. This study investigated teachers' perception of the concept and objectives of citizenship education by Social Studies teachers in Edo State. A sample of 100 Social Studies teachers were randomly selected from all the public secondary schools in Edo South Senatorial District using the table of random numbers. Data were collected through questionnaire designed by the researchers and analyzed with the z-test of independent samples. These were considered suitable because the sample used was further divided into independent sample. Results revealed that there is no difference between the ways the experienced Social Studies teachers and the less experienced perceived the objectives of Citizenship Education. Based on the result, it was recommended, among others, that there should be full scale implementation of the citizenship education curriculum in schools because of the growing incivility in the country.

Keywords: Perception, Concept, Objectives, Citizenship education and Social studies.

1. Introduction

One of the major challenges which has continue to agitate the minds of educational policy makers and implementers is how best to empower the individual to understand his past as well as to adjust to and participate in the present and most importantly equip him or her with the necessary knowledge, skills and attitude for creating an ideal society where everyone is actively involved in promoting the course of social development. Citizenship education has remained the most valuable tool for achieving this.

In our society, the terms "citizen" and "citizenship" are so commonly used society, yet many individuals are not aware of their rights, privileges and the rule of law as stipulated in the country's constitution. A citizen of a country is one born in a given country in which the parents originated from also by birth. Such an individual is accorded all the rights and privileges guaranteed under the constitution of the state and federal government. Citizenship education on the other hand can be defined as educating children from early childhood to become clear thinkers and enlightened citizens who participate in decisions concerning their society. According to Gatherer (2000), he described citizenship education as not just a subject in the curriculum but also a set of values and attitudes. It requires a change in the culture of many schools with their wider communities; it is a worthwhile value and attitude that can help us and children in particular to exhibit civic dispositions such as civic courage, civility, honesty, integrity, respect, humility and service to the nation when called upon. The concept of citizenship

education is central to the growth and survival of any sovereign nation. This is why Cherryholmes (1980) described citizenship education as irreducibly concerned with transmitting information and knowledge about society and politics to students.

The most interesting view of citizenship education according to Ejiogu (2011) is that it is process of learning to live as a neutral and acceptable member of the community to which one belongs. This means that citizenship education has the potentials of making the individual become critically aware of his reality in a manner that will lead him to take effective action upon it (Friera, 1972). Recognizing the importance of citizenship awareness and education, the National Policy on Education (2014) in its philosophy emphasized the development of the individual into a sound and effective citizen.

The general acceptable objectives of citizenship education as incorporated into school curriculum in Nigeria include the following:

- To create awareness of the provision of the Nigerian constitution and the need for democracy in Nigeria;
- To create adequate and functional political literacy amongst Nigerians;
- To sensitize Nigerians on their rights and civic responsibilities;
- To make Nigerians fully aware of their right and duties and to respect the rights of others;
- To assist in the production of responsible well informed and self-reliant Nigerian citizens;
- To inculcate right values and attitudes for the development of the individual and the Nigerian societies.

In view of these objectives, workshops and seminars were organized to ensure better understanding and proper application among teachers and educators. Hence citizenship education was to be taught in schools through courses like social studies, politics and law, etc. This, as Nwana (1996) explained, would kindle the love, awareness and appreciation of the young people to their motherland in a deliberate rather than in an accidental manner.

To Osakwe and Itedjere (1993), Social studies is intricately interwoven with citizenship education. Social studies has so much to do with the development of civic and citizenship knowledge, attitude, values and skills. It can be pointed out that the essence of Social studies education is citizenship transmission. The hallmark of Social studies education is the development in individual's desirable skills, knowledge, values and attitude to enable them cope effectively in their environment. Besides, it is a study that places emphasis on interpersonal skills and relationships. The relationship can be further pointed in what Osakwe and Itedjere (1993) captured as the ultimate aim of Social studies when is to produce people who are civically competence and productive as social human being. Therefore, Social studies can be seen as an instrument of civic responsibility. Its focus is on effective civic responsibility that can enhance a positive permanent change, not only in the behavior but also in attitudes, skills, knowledge and value acquisition in teaching. The present education system (that is the education in Nigeria as inherited from the colonial masters) instead of developing positive values in the society in which the African child lives, tends to alienate him from the cultural environment (in other words, out of his environment).

The above phenomenon attracted serious criticisms as no education is worth its name if it fails to educate individuals in their own environment. The need to educate the Nigerian child in his physical, social, political, economic, cultural and religious environment is crucial to the emphasis on citizenship education in the nation's schools. In this regard, the role of the school has always been extolled as a veritable agent of the inculcation of the right types of values, attitude, behaviours, habits and skills in the society (Iyamu, 1995). Perhaps one of the principal justifications for citizenship education in Nigerian schools is that it helps to produce good citizens. The crux of citizenship education is to transmit those values, attitudes and attributes considered desirable for the

individuals and the society. It emphasizes building a good society through the building of good citizens. These traits include honesty, obedience, dedication, respect, loyalty, handwork, orderliness, tolerance, patriotism, fairness and so on.

Finally, citizenship education is an indispensable concept in social studies education that helps to prepare the child for social responsibility in ever growing and dynamic society.

2. Statement of the Problem

The dearth of citizenship education as a panacea for national development and national reconstruction is being lamented as this has frustrated efforts to promote and inculcate the spirit of national consciousness, patriotism and nationalism among the Nigerian citizens. Therefore there is a dire need to foster citizenship education as a threshold to enlighten Nigerians on how to promote national development. To achieve this objective, the determination of perception of Social studies teachers, of the concept and objectives of citizenship education became imperative. The question is how do Social studies teachers perceive the concept and objectives of citizenship education?

3. Research Questions

In order to achieve the purpose of this study, the researcher seeks to find answers to the following research questions:

- Does the experience of Social studies teachers influence their perception on the concept of citizenship education?
- Does the experience of the Social studies teachers' influence their perception on the objectives of citizenship education?

4. Hypotheses

Based on the foregoing questions, the following hypotheses were formulated to guide the study:
There is no significant difference between the perception of experienced social studies teachers and the less experienced social studies teachers on the concept of citizenship education.
There is no significant difference between the perception of experienced social studies teachers and the less experienced social studies teachers on the objectives of citizenship education.

5. Research Methodology

This study used the survey research design because it looked at social studies teachers' perceptions of the concept and objectives of citizenship education in Edo South Senatorial District. The population for the study consists of 220 Social studies teachers in the public secondary schools in Edo South Senatorial District. Out of the population of 220, a sample of 100 Social studies teachers were randomly selected using a table of random numbers for the sample.

5.1 Instrument

The instrument used for the study was a questionnaire designed by the researchers. The 20-item questionnaire elicited information on teachers' perception of the concept and objectives of citizenship education. The scoring technique adopted for the 20-item questionnaire was a four point Scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The respondents were required to respond to statements provided by identifying with a particular level of response among the options listed. Each variable concept and objectives have 10-items each. The instrument was reviewed by three experts and their suggestions were incorporated into the final instrument to ensure content validity. A test re-test measurement technique was used to ascertain the instrument's reliability. This was done through a pilot study which was conducted using 20 teachers of Social studies at the junior secondary schools and which did not form part of the population for the study. The data emanating from the test was treated with Cronbach Alpha and a reliability of 0.67 was established. The researchers personally administered the copies of the questionnaire to the respondents in the various schools. The questionnaires were administered to 10 Social studies teachers in each of the seven local

government areas in Edo South Senatorial District. The completed questionnaire were collected and analyzed with the z-test of independent samples. This is considered suitable because the sample used was further divided into independent samples.

6. Presentation of Results

Hypothesis 1

H_o: There is no significant difference between the perception of experienced social studies teachers and less experienced social studies teachers on the concept of citizenship education.

Table 1: Social studies teachers' perception of the concept of citizenship education by experience

Category	N	X	SD	Calculated z	Critical z	Decision
Experienced	48	30.27	5.27	6.6	1.96	H_o Rejected
Less experienced	52	20.7				p>.05

The hypothesis is rejected at .05 level of significance since there was a significant difference.
From the table above, the calculated z which is represented by 6.6 is greater than the critical z-value of 1.96; therefore, falls within the rejection region. This means that the H_o is rejected. The result shows that teachers with many years of experience had high perception of the concept and objectives of citizenship education than the less experienced Social studies teachers. However, teachers already in the job should be given in-service training such as workshops and seminars to enhance their teaching ability and performance in the job. In a cursory look at the citizenship education curriculum, Osakwe and Itedjere (2009) captured that the ultimate aim of Social studies is to produce people who are civically competent and production of social human beings. Social studies can be seen as instrument on civic responsibility. Its focus is on effective civic responsibility which can enhance a positive permanent change not only in behavior of individuals but also in attitude, skills, knowledge and value acquisition.

Hypothesis 2

H_o: There is no significant difference between the perception of experienced Social studies teachers and the less experienced Social studies teachers on the objectives of citizenship education.

Table 2: Social studies teachers' perception of the objectives of citizenship education by experience

Category	N	X	SD	Calculated z	Critical z	Decision
Experienced	48	30.18	5.2	1.12	1.96	H_o Not rejected
Less experienced	52	31.7	5.42			p>.05

The null hypothesis is not rejected since there is significant difference at .05 level of significance as shown above. From the table above, the calculated z-value is represented by 1.12 which is less than the critical z-table value of 1.96. This means that the calculated z falls with the non-rejection region. Consequently, the null hypothesis is therefore not rejected at a significant level of .05. This implies that long years teaching do not influence the way Social studies teachers perceive the objectives of citizenship education.

7. Recommendations

- Full scale implementation of the citizenship education curriculum should begin because of the growing incivility.
- In-service training, seminars and workshops should be given to the less experienced Social studies teachers on the concept and objectives of citizenship education in order to enhance their performance and become effective instructors.
- There should be text materials and instructional aids for public enlightenment.

- Research into different aspects of the programme should be encouraged and reputable journals on citizenship education should be floated and published periodically.

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Peace, Security and the Development of Nigerian Communities

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Abstract. A peaceful and secure environment is critical to every society because, it will affect all aspects of development economic, social and political. This work is predicated on the fact that when there is absence of peace and security, there can be no obvious development as efforts at development would always be truncated by absence of peace and insecurity. This research examines the issue of peace and security in Nigeria context and what its effects are on Nigerian communities. A descriptive research design of the survey type was used for the study. 164 respondents were used including people from various strata and occupations in communities in Ibadan, Oyo state capital and Ado-Ekiti, Ekiti State capital. The respondents included school children from age fifteen (15) to the tertiary level. The data collected were analyzed using Pearson's Product Moment Correlation at 0.05 level of significance. The study found that unemployment, political insinuations, religious and land issues, ethnicity problems and unequal distribution of wealth are some of the causes of violence that lead to insecurity in Nigeria. Among others, it was recommended that governance should be more inclusive and participatory. Employment should be generated for all youth and the capacity of youth should be built to contribute to the building of more resilient, peaceful and secured community. The government at all levels should address the root causes of violence and ensure that everybody is free from fear so as to contribute to the development of their communities.

Keywords: Peace, security, unemployment, development, good governance

1. Introduction

Everyone desires peace and security. Conflict is inevitable in any nation of the world but when it becomes difficult to resolve emerging conflicts, they result into lack of peace and insecurity and no country can develop economically, politically without peaceful co-existence among its population and within its borders. There had been incessant and visible cases of insecurity in Nigeria; such as terrorism, kidnapping, ritual killings and cultism which has led to fear and insecurity with the resultant effect of sorrow, hardship, pains, destruction of lives and properties. Many reasons have been adduced for lack of security and peace in Nigeria, such include, youth unemployment, governance that is not participatory, political insinuations, religious problems and clashes among ethnic groups. This research, thus dealt into the issue of peace and security and the effect this could have on Nigerian communities and her people.

2. Literature Review

Conflict is an important and inseparable part of human existence and one that arises as a result of disagreement between individuals, groups and countries. When conflicts cannot be managed, they become destructive, claiming many lives and properties and leaving both young and old in a state of fear and thereby hindering the progress of people and that of the communities in which they domicile.

Globally, to Obasanjo (2017), there is no peace. He gave various examples to back up his claims such as crisis in Yemen, Iraq and Syria and the brewing tension around the South China Sea and North Korea. He noted also that many European countries such as Britain, Germany and Belgium which used to intervene in African crises and examining ways of restoring peace also have to grapple with internal attacks by terrorists.

It is therefore, pertinent that insecurity and lack of peace remain a great challenge to all the nations of the world. The concepts of Peace and security are germane to development in nations of the world as they impact on the creation of sound, competitive and equitable economic development which eventually impact society positively. Kimanuka (2018) states that security challenges surface in nations of the world every day. Such security challenges include terrorism, insurgencies, kidnapping, armed robbery and political insinuations that manifest in various criminal activities. Without removing these security challenges, nations cannot be at peace and thus, development is greatly hindered. This implies that the growing nations in the world are those that enjoy peace and security as businesses could be carried out without fear and investors would be full of confidence to invest in such nations. When investors invest in Nigeria, there would be more job opportunities for the youth and youth could desist from acts that could lead to violence. Peace building is, therefore, important if development process is to be heightened and this means there should be efforts to stop armed conflicts and wars where they exist so as to allow sustainable peace which would bring stability as security would have been ensured. (Government Offices of Sweden (2018)).

OSAA (2018) points out that lack of human security affects the opportunities of individuals to exercise their rights and to participate in the development of their society as human security refers to living without fear of insecurity or violence whether it is political, criminal, economic, social or gender based. Security also could be described as having access to a functional system of protection. When security lacks, there would not be peace and this will affect opportunities of individuals to exercise their rights to participate economically, politically and socially in the development of the society (Office of Special Adviser in Africa, OSAA (2018)). Peace does not only imply the absence of physical violence. It has the attitudinal, emotional and psychological aspects to it. Peace building is a process that must be encouraged not only in Nigeria but also internationally within the context of global space because peace and development relate to the processes of globalization and global social development.

Obasanjo (2017) states that the United Nations High Commission for Refugees stated that human trafficking and migrant flows are on the rise. The UNCHR also warmed that 84,830 people arrived in Italy's shore from Libya in 2017 – Nigerians inclusive. All these people risking their lives are searching for peace, security and greener pastures and as they do, many perished in the Sahara and on the Mediterranean Sea. These people migrate for various reasons ranging from hard and harsh economic realities to bad governance and lack of employment.

Some people may perceive peace as an unachievable concept. Though conflict is inevitable but it must not be allowed to degenerate to the level of insecurity. One Earth Future (OEF) (2015) based on high level experts discussion held in 2014 submitted that peace is achievable. The submission was based on the fact that human development and human security including international peace keeping should be extended to all and that women should be integrated into equal participation in economic and political life and that norms and beliefs that legitimize the use of violence as a tool of state or non-state groups should be undermined. The report submits that when poverty is reduced and human development is encouraged, there will be a decline in war and violence hence, security and peace.

Keels (2018), is of the opinion that the rebel groups are more likely to use terrorism when they have close ties with vulnerable communities and are able to use media coverage of attack to highlight their goals to those aiding

them in perpetrating their acts of violence and that rebels use terrorism at a greater rate when they have close associations with political wings. This is true of Nigerian situation where violent attacks are usually politically motivated.

United Nations (2012) states that violence and fragility have become the largest obstacles to Millemium Development Goals (MDGS). Development cannot thrive where violence operates and that before there could be development of any kind, there must be a strong relationship among security, justice and development. UN also lays emphasis on fundamental values such as peace, security, disarmament, poverty eradication, human rights, democracy and good governance as these would aid an all-round development in societies of the world. Where these elements of development are lacking, there would be insecurity and development would be obscure. Also, emphasizing on causes of violence which leads to disruption of systems in societies, UN states that factors aiding violence include socio-economic inequalities, injustice, joblessness, natural resources management, human rights abuse, political exclusion and corruption. The above factors give a detailed reason why violence with its associated insecurity pervade the nations of the world and most especially Nigeria. These causes need to be strictly addressed through multi-dimensional approach because the causative factors are interdependent on one another with the result that solving one without the other will not bring the required result.

According to World Bank (2011) fragile and conflict affected states account for 47 percent of the world population, 66% of the undernourished, 16% of impoverished, 77% of children not in primary school and 65% of people without access to safe water and 70% of infant deaths occur in fragile and conflict affected areas. The above reveal the great consequences of violence leading to death, disease, displacement, causing destruction of physical and social capital, decreasing school attendance and discouraging investments (Cillier, Elliot, Hegra, Hoeffler, Sambanis and Reynal-Quero, 2003).

Blattman and Miquel (2010) also emphasize the effect of violence causing insecurity and inflicting hardship on the people, giving examples of Burundi and Zimbabwe which experienced conflicts thereby, affecting not only the health and education of the people but also their level of productivity which dropped, leading to hunger and poverty and impoverished living.

World Bank (2011) perceives that:

Peace building is about reducing the risk of relapsing violence……. Countries need to address the root causes of violence and build resilient institutions and peaceful societies. A broad approach to development will contribute to peace building. A focus on justice, human rights, horizontal inequalities, jobs and inclusive polities will reduce the risk of violence (pp5).

UN further states that development has been broadened over time from the 1950s – 1990s to include human development, human security and recently freedom. The issues of development in terms of wellbeing involves political voice, functioning democracy, free media and rule of law and personal security (Stiglitz, Sen and Fitoussi, 2010)

Human security to Stiglitz et-al (2010) is "the total protection of all human lives in ways that enhance human freedoms and human fulfillment. Security thus, means freedom from want and fear, bringing together development, human rights and security in one concept" (pp7 un.org)

According to Commission on Human Security (2003), "when people are lagging in political voice and suffering from inequalities and lack of various rights and fundamental freedoms and expression, there can be little human development" (pp7).

All these elements are lagging in the Nigerian context hence violence and insecurity. This is to say that development, human rights, peace and security are interrelated and one cannot be achieved without the other. There is a social contact between the state and its citizens but violence usually breaks this contact paving way for insecurity of lives and human security is a key factor in the development of any nation.

The United Nations (2012) states that the overall framework of the post 2015 development approach are framed along three sets of goals which could include targets on personal security, democracy and political participation. This hinges on the fact that for peace, security and development to be enhanced, participatory politics must be firmly established through good governance. To this end peace education which is the theory and practice about peace and non-violence and a commitment to building a more cooperative society by utilizing concepts and practice of peace studies and conflict resolutions should be planned for youth who are the most vulnerable group in terms of violence (Sage Publications, 2019).

Building a peaceful and secured society rests on good governance. According to Seyle (2017), governance systems that contribute to stable peace are characterized by having inclusive means of operating participatory systems that bring the governed into the process of decision making, systems for accountability that ensure transparent and equitable operations and enough systemic capacity that are able to provide physical security and public goods supporting human development. These would reduce the risk of violence for peace and security to be enhanced and sustained in any society, governance must ensure that all major groups within the polity perceive themselves as included in decision making and equally being able to access resources and public goods. This is because when systems are not inclusive, they contribute to group based grievances that often end in mobilization of violence.

According to Cilliers (2003)

"Hunger, poverty, HIV/AIDS and lack of development in Africa are in the first instance political and governance issues. Both economic and corporate governance takes its cue from political governance and it would be naïve to suggest that the latter could improve within a corrupt and self-serving political system" (pp2).

United Nations Economic Commission for Africa (UNECA) (2019) states that the first step to achieving sustainable economic development in a stable and secure environment is good governance. It is only through good governance that challenges and threat to peace and security can be removed. It is when public institutions conduct public affairs and manages public resources in preferred ways that one can begin to talk about good governance.

According to Grindle (2004), to get a good enough governance, policies that have worked in the past must be revisited, setting priorities right and evaluating policies that are impactful on poverty reduction and being innovative in implementing such polices. However, Nigeria lags behind in continuity of good policies emanating from past governments. Instead new government wants to put in place new policies which might end up not being fruitful at the end of that government.

Grindle (2004), Rolberg (2014) itemize some indicators of good governance to include; poverty reduction, employment generation, buoyant economy, security, health, education, water, protection of property and environment among others. Buttressing the outcome of governance, Kauffman (2002) found a causal and positive relationship between different dimensions of good governance and the GDP per capital income. This implies that good governance makes development possible. Participation of the marginalized and downtrodden groups will guarantee the opportunity of checks and balances on the government since the voice of the marginalized can also be heard.

Lawson (2013) opined that good governance is closely related to the concept of impartiality. By this he means bureaucrats should always perform their tasks in the interest of the public and not in their own interest. Kofi Annan in UNESCAP (2009) submits that good governance should have respect for human rights and rule of law and there should be accountability, transparency in which information should be understandable, responsiveness and citizen participation among others.

Adegbami and Adepoju (2017) believe that where transparency, accountability and citizen participation are absent, there cannot be peace, development and security. They state that bad

governance has been the bedrock of unemployment, poverty, criminality, internet violence, insurgent activities and all sorts of terrorism paving way for insecurity lending to loss of lives and properties.

According to Osisioma (2016) Fayomi (n.d) and Ibrahim and Igbuzor (2002) there are many causes of conflicts leading to insecurity in Nigeria, some of which are listed below: land space and availability of resources, ethnic, individual and sectional competition over access to scarce political and economic resources; politicization of religion and fanatism of religious practice and turning public resources into personal wealth. Some of the suggested recommendations include the fact government must always address the root causes of conflicts and that the nation should be made really democratic and not the pseudo democracy that it being practiced now in Nigeria. Fayomi in clear terms states that corrupt people do not make good leaders. Osisioma (2016) states that no part of the country is free from insecurity as a result of conflicts, violence, terrorism, kidnapping, armed robbery and other criminal acts. All these range from Boko-Haram problem, the religious crisis of Shiite-Sunni of El-Zakaky , Fulani herdsmen problem, occultism, ritualism and militancy of various types.. All these acts have accounted for lack of peace, insecurity, displacement, vandalism, loss of lives and properties and fear leading to retardation of development. According to the former Ghanaian President, John Kufour, states without mixing words that imbalanced development is a major cause of insecurity in Nigeria (Bello and Oyedele, (2012)). It is, therefore, important that government is made inclusive to involve all so as to pave way for equality in governance

3. Statement of the problem

Nigeria, a vast country with diverse people of differing ethnic background and languages has been facing insecurity challenges for some time past. It is observed that fear is written all over the people, traveling out of towns and cities brings fear, staying in cities and rural settings is not safe. Children and parents exercise fear; investors could not invest in the country due to fear of insurgency, kidnapping and militancy which bring insecurity. This has brought hardship on people and infrastructures are being destroyed thereby taking; its toll on the nation's development at large. This research work was embarked upon to determine the challenges of peace and security in Nigeria and the toll being inflicted on the development of Nigerian communities with the main question being: Will development be hampered with lack of peace and insecurity in Nigeria?

4. Purpose of the Study

The main purpose of the study was to examine the challenge posed by lack of peace and security on the development of Nigerian communities. Other specific purposes are to:

- Investigate the causes and effect of insecurity on Nigerian communities
- Examine the relationship between insecurity and development
- Investigate the relationship between good governance and security

5. Research Question

Only one research question was generated for the study. Will lack of peace and security affect development of Nigerian communities?

Three hypotheses were formulated for the study:

- There is no significant relationship between insecurity and development n Nigerian communities
- There is no significant relationship between good governance and security
- There is no significant relationship between effect of insecurity on development and Nigerian communities

6. Methodology

The population for the study consisted of people, male, female, school children from age fifteen and above and adults in Oyo and Ekiti States, Nigeria. One hundred and sixty four (164) respondents were purposively chosen to cover the various strata of communities in the two states – school children, teachers, hospital

workers, traders and civil servants. This is to examine whether the issue of insecurity pervades the entire society or not.

The descriptive research of the survey type was used because it selects and studies samples chosen from a large population to enable the researcher have a representative opinion of the characteristics of the subjects from where inferences will be drawn about the features of the selected population.

The researcher designed the instrument tagged "Peace, Security and Development in Nigerian Communities Questionnaire" (PSDNC) to gather data for the study. The instrument was focused on the variables of the research work. The instrument was rated in 4 points Likert scale type rating of strongly agree to strongly disagree. There were 20 items covering the variables raised in the study which were pre-tested on 30 respondents outside the study sample with a correlation coefficient 0.79 which was deemed good for the study.

Copies of the questionnaire were distributed with the aid of two research assistants, one in Ibadan, Oyo State capital and the other assistant from Ado-Ekiti, Ekiti state capital. The research question was analysed using frequency counts and percentages while the research hypotheses were tested using Pearson's Product Movement Correlation Statistics at 0.05 level of significance.

Research Question 1: Will lack of peace and security affect the development of Nigerian communities?

Table 1: Lack of peace and insecurity and the development of Nigerian communities

S/N	Items	SA		A		D		SD	
1	Insecurity is a breach of peace	162	98	2	1.22%		-	-	-
2.	Imbalanced development is a cause of insecurity	164	100%						
3	Insecurity is as a result of bad governance	163	99.39%	1	.61%				
4	Political insmuation body to violence	164	100%						
5	Region and land problem account for violence in Nigerian communities	164	100%						
6	Insecurity scares away investors	164	100%						
7	Insecurity brings fear to every sector of the communities	162	98%					2	1.22%
8	Youths are perceived as perpetrators of violence	151	92%					13	7.93%
9	The victims of violence and insecurity are usually youth	153						11	6.7%
10	The following are some of the causes of insecurity in Nigeria								
	Socio-economic inequalities	164	100%						
	injustice			157	95.7%			7	4.3%
	Joblessness	163	99.39%	1	0.61%				
	Political exclusion	149	90.85%	2	1.22%	7	4.23%		
	Management of natural resources	162	98.7	2	1.22%				
11	Development cannot be fostered in an atmosphere of insecurity and lack of peace	164	100%						
12	Insecurity has negative effects on Nigerian communities	164	100%						
13	Consequences of violence and eventual insecurity include								
	Psychological trauma	164	100%						
	Family disruption attended by dehumanization of women, rape, child abuse and neglect	164	100%						
	Fear at every corner of the country	151	92.1%			13	7.93%		
	Dislocation of local industries	140	85.37%			24	14.63%		
	Poverty	161	98.2%	3	1.83%				

Table 1 above shows that insecurity is a breach of peace 100% agree, while 164 (100%) respondents agreed that imbalanced development causes violence and subsequently insecurity. 163 respondents (99.39%) agreed that bad governance is a cause of violence and insecurity and 164 (100%) respondents agreed strongly that political insinuation leads to violence, and that religions differences and land problems also lead to violence bringing along with it insecurity (160; 97.6%) while 4 respondents (2.4%), disagreed and 164 (100%) respondents agreed that insecurity scares away investors. 162 (98%) agreed that insecurity brings fear to every sector of the community while 2 (1.22%) respondents disagreed strongly, 151 (92.01%) respondents agreed strongly that youths are perceived as agents of violence while 13 (7.93%) disagreed.153 (93.3%) respondents agreed that women and children are victims of violence and subsequent insecurity.

The respondents responded on some of the causes to insecurity as follows socio-economic inequalities 164 (100%), agreed. Injustice – 164 (100%) agreed, joblessness 164 (100%) agreed while 13 (7.93%) disagreed, management of natural resources. 162 (98.7%) agreed while 2 (1.22) disagreed. 164 (100%) respondents agreed that development cannot foster in an atmosphere of insecurity and where peace is absent. 164 (100%) respondents agreed that insecurity has enormous negative effects on Nigerian communities. The following represent the responses on the consequences of violence with its resultant insecurity and lack of peace.

Psychological trauma 164 (100%) agreed, family disruption 164 (100%) agreed, fear everywhere 151 (92.1%) agreed while 13 (7.93%) disagreed, dislocation of local industries, 140 (85.7%) agreed while 24 (14.63%)disagreed, poverty 164 (100%) respondents agreed. The results as displayed in Table 1 above reflect the fact that when violence ravages societies of the world, the result is insecurity which had its negative impact on development. This is because there would not be peace of mind and the atmosphere would be so tense, charged and fearful that to carry out daily economic and social activities would be so difficult. People that had been displaced would not have the peace to engage in their daily businesses hence underdevelopment is being further enhanced.

Adeniyi (2015) in his study which investigated the relationship between national security and national development, employing time series data between 1994 and 2014 in his study, found a positive relationship between government expenditure on security and output. This is however not in compliance with Fayomi (n.d) who believed that not much is done by the government in the funding of the police and other security agencies and that ill training is given to police who are expected to secure the lives of people. When security agents are not well groomed, insecurity will blossom and will have a lot of negative effect on the people. This contradicts the views of Adeniyi (2015) that government expenditure in security matches output.

Udeh, Okoroafor and Ihezie (2013), earlier work on insecurity and national economy supports the findings that insecurity is a threat to development as he asserts that insecurity is a fear of the unknown, a feeling of trepidation and being unsafe. In an atmosphere that lacks assurance for safety, there cannot be development.

Udeh (2013) et al also confirms the various causes of insecurity as exposed in the study such as imposition of unpopular policies, corruption, unemployment, poverty, terrorism and inequality and uneven development. The authors state that the activities of the anti-development group like the kidnappers, militants, violent armed robbers made development in Nigerian communities an herculean task. Hence, to them foreign investors are scared from coming to invest their capital and contribute towards economic development. The country, as a result of insecurity, is plunged into instability as peace in the country is a mirage and human lives as well material resources have been lost. These are human resources which ought to have led to the development of the country.

Jelilov, Odden and Briggs (2018) in their study on “Impact of insecurity on investment in

Nigeria" asserts that insecurity in Nigeria constitutes serious threat to lives and properties, obstructs, commercial activities and discourages local and foreign investors. All these had led to downward trend not only in economic development but also in social and political activities. With the above, it is evident that insecurity and peace challenges affect development in Nigerian communities.

Hypothesis 1: There is no significant relationship between security and development in Nigerian communities.

Table 2: Relationship between security and development in Nigerian communities

Variable	N	X	SD	DF	Cal-r-value	P. VALUE
Security	164	2.93	.73	162	.568	.000
Development	164	23.01	4.46			

Table 2 above shows that the calculated r-value of .568 is less than the significant level of (0.05) at 162 degree of freedom. Therefore, the hypothesis which states that there no significant relationship between security and development is rejected. This means that when a country is secured, development thrives.

Hypothesis 2: There is no significant relationship between good governance and security

Table 3: Relationship Between Good Governance and Security

Variable	N	X	SD	DF	Cal r-value	P-Value	Decision
Security	164	23.01	4.46	162	.571	0.001	H_2 rejected
Good governance	164	1.96	64				

Significant <0.05

Table 3 shows the calculated r-value of .571 is less than the significant level of 0.05 at 162 degree of freedom. Therefore, the hypothesis which states that there is no significant relationship between good governance and security is rejected. This means when there is good governance, security is enhanced, thus there is a great correlation between good governance and security.

Hypothesis 3: There is no significant relationship between effect of insecurity and the development of Nigerian communities

Table 4: Relationship Between Effect of Insecurity and the Development of Nigerian Communities

Variable	N	X	SD	DF	Cal r-value	P-Value	Decision
Effect of Insecurity	164	1.78	.63	162	.529	.000	Ho_3 rejected
Nigerian communities	164	23.01	4.46				

Table 3 above shows that r-value of .529 is less than the significance level of P.-value 0.05 at 162 degree of freedom. The hypothesis that states there is no significant relationship between effect of insecurity and the development of Nigerian communities is thus rejected. This means that effects of insecurity have negative impact on the development of Nigerian communities.

7. Discussion

The findings on hypotheses 1 and 2 reveal that there is relationship between security and development, good governance and security. This study is buttressed by the earlier study of Adeniyi (2015) who investigated the relationship between national security and national development, employing time series data between 1994 and 2014. He found a positive relationship between government expenditure on security and output and also found that there is existence of both long run and short run relationship between output, crime, unemployment and fiscal spending on security. However in the case of recent happenings, fund expended on security does not justify the output

as crimes increase by the day leading to insecurity and fear. When there is insecurity, development is hindered.

Adedokun (2011) is of a strong opinion that development is desired in every area of people's lives and in the society and that the word indicates progress or growth and it can be used to describe the status of a nation or community economically, culturally, socially and politically. Development is a word that makes people to come together to create a lively and conducive atmosphere free of fear, hunger, mystery and coercion.

The above implies that when an environment is free of fear and hunger, coercion, then security is enhanced and development will be assured. To ensure peace and security which would lead to development, Martinez-Solimon (2017), the UN Assistant Secretary General for Peace Building Support; is of the opinion that peace is germane to sustainable development and peace in every country is the solution to the challenge of insecurity. He submits that development, peace and security are interconnected and that a country's development must be inclusive and sustainable, giving everyone a stake in a shared future. If this is done, peace and security will be enhanced and sustainable development in every area of human endeavour will be enhanced.

Adeniyi (2015) recommended that government should take preventive measures on security matters such as providing employment opportunities for people and this will allow youth to disengage from criminal activities. To Adeniyi, making adequate budgeting for security will minimize the rate of insecurity that impede foreign direct investment economic growth and development. According to Aminu, Hamza and Ali (2015) disproportionate attention to security sector by the Nigerian leadership is a great challenge to sustainable development. They found that insecurity and poverty jointly and significantly affect economic growth rate in Nigeria. These authors found that that there is a significant relationship between good governance and security. This submission is in support of this finding.

Khalid, Alan and Said (2016) believe that "good governance guarantees the ethical values, roles and responsibilities with actor risk management framework and a well-defined set of accountabilities" (p292). They found that though efforts are being made by Malaysian government to restore public confidence in governance, they recommend that much still need to be done to improve public perception towards governance. When ethnical values are put in place, everyone will live within the dictates of the law of the land, thereby guaranteeing security and development.

Kauffman (2002) also found a causal and positive relationship between different dimensions of good governance and GDP per capital in the long run. This implies that if good governance persists, there will be growth and development. According to Grindle (2004), Lawson (2013) and Onichakwe (2016), elements of good governance include the establishment and enforcement of norms for the protection of citizens, their property and the existence of independent judiciary systems. Others are the concept of impartiality which makes those in government perform their duties following public interest rather than self-interest. Other elements include, political accountability, participation by various social, economic, cultural and professional groups in the process of governance, freedom of information, and transparency. When these are put in place there will be what Grindle refers to as "good enough governance". This will mean policies that worked in the past would be revisited and policies that have greater impact on poverty alleviation and having far reaching effect on development would be pursued. This would bring about peace and thus, everyone would perceive and feel the indicators of good governance such as poverty reduction, employment generation, buoyant economy, peace and security. These indicators would mean that peace is guaranteed and that development cannot be hindered. With inclusive and impartial government, government would not be disrupted but enhanced to aid development.

It is of importance to note that the issue of bad governance is everywhere as Kauffman (2019)

states that "available data indicates that ethics and corruption represent a challenge not only for many emerging economics but also for many countries of the rich world" (p.83)

Adegbami and Adepoju (2017) submit that bad governance in areas of rule of law, transparency, accountability and citizen participation are accountable for lack of peace and development and that poor leadership has hindered the nation's (Nigeria) development and threaten her peace and stability and that bad governance in Nigeria has brought about unemployment, poverty, crimes, internal violence, insurgent activities, diseases, loss of lives and properties. This implies that bad governance gives way to insecurity.

The finding also shows a significant relationship between effect of insecurity and the development of Nigerian communities. The literature reviewed showed issues that could lead to insecurity with dastardly effect on community members such include harsh economic realities festered on people by corrupt, inept and clueless leaders (Obasanjo, 2017), politicization of religious pluralism, turning public resources into personal wealth, ethnic and individual and sectional competition over access to scare political and economic resources (Osisioma, 2016).

In an earlier submission by Dantata (2014) buttressing this finding, he believes that it is not possible for meaningful development to take place in an atmosphere of ethnic, economic, social and religious disharmony coupled with sectarian crises. To him, the results of the above are among others; social dislocation, population displacement, rape, child abuse and neglect. It is obvious that where these exist, development cannot be easily achieved. He, thus, concludes by stating that no form of development (socio-economic, socio-political and socio-cultural) can thrive where peace and tranquility are not in existence.

Shetima (2012) also identified the visible effect of insecurity as loss of lives and properties, dislocation of local industries with its associated poverty as people had been displaced with no opportunity to be gainfully employed and thus people facing hardship in their living conditions, fear in school, among students, teachers and parents and psychological trauma leading to emotional imbalance. He attributed these to the causes of insecurity which he states to include endemic poverty, unemployment among youth, selfishness, injustice and wealth accumulation of those at the helm of affairs. These stated effects of insecurity have negative impacts on the development of Nigerian communities, hence people experience social tensions, fear, disruption of family and communal life, atmosphere of mistrust and anxiety among others. In any atmosphere where these negative tendencies pervade, there is not likely to be any lasting and sustainable development.

8. Conclusion

The study examined the issue of peace and security and how it could aid development generally in Nigerian communities. Various authors' works were reviewed and each author favoured the idea that peace and security are important variables for development of Nigeria as a nation and her communities.

Findings from the analysed data also show significant relationship between security and development, between good governance and security and that the adverse effect of insecurity had grave consequences on the development of Nigerian communities – economically, emotionally, socially, politically, and psychologically. The study revealed that when governance is improved, development would be positively affected.

9. Recommendations

Based on the above findings, the following are recommended:

- For development to be fostered, good governance and rule of law must be enforced on every citizen in Nigeria irrespective of position anyone holds.
- Governance must be made inclusive and participatory so that each person would be able to contribute his/her quota to the development of Nigerian communities.

- Efforts should be made to remove every impediment to development – fear, dehumanization and unemployment that breads poverty. Employment should be generated so that youth would be gainfully employed instead of being involved in terrorism, insurgency, kidnapping and other, endangering criminal activities that lead to loss of lives and properties and displacement of people from their local environment where they could be agent of development.
- The capacity of the young people should be enhanced to contribute to the building of more resilient, peaceful and secure society as youth have the tendency to be involved in criminal activities when unemployed or underemployed.
- Education is key to development as it opens ways to better understanding of issues on violence and sustainable development in communities. It is therefore important for parents to invest in the education of their children while the government makes education compulsory from basic 1 to basic 9 .
- The government at all levels including should address the root causes of violence and ensure that everybody is free from fear and humiliation so as to contribute freely to the development of the community in which they live.
- Efforts should be made by every community member to find means of building a community of peace.

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Monitoring Political Parties' Spending in Nigerian Elections: What Role for the Press and other Public Institutions?

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Abstract. Aside from the Press in its sobriquet as the Fourth Estate of the realm of political governance, two principal institutions that are responsible for the monitoring of financial spending of political parties before, during and after general elections on behalf of the Nigerian State are the Independent National Electoral Commission (INEC) and Economic and Financial Crime Commission (EFCC). While the Electoral Act indeed specifies the spending limits for political parties and their candidates, the extent of compliance to the Electoral Act concerning finances by both political parties and their Monitors is of great concern in this paper. This is against the background of how billions of Naira meant for war prosecution against terrorism was said to have been misappropriated by Nigeria's national government towards the 2015 General Elections. This paper reviews the roles of the press and other principal agents responsible for monitoring parties political campaigns spending in the last elections. It argues that in spite of the change mantra of new party that forms Nigeria's national government after the old lost elections, the nature of party spending for elections in Nigeria is yet far from transparent and the roles of the public institutions saddled with the responsibility including the Press is called to question.

Keywords: Spending, Public Institutions, Elections, Parties, Governance.

1. Background and Introduction

The Nigerian State was awash with the revelation of how 5.4 billion Naira meant for the prosecution of war against terrorism/Boko Haram in the north east, Nigeria was shared among politicians for other purposes than the money was meant , including funding of political parties' campaign towards the 2015 General Elections under President Goodluck Ebele Jonathan. President Jonathan lost the 2015 elections to his challenger General Muhammadu Buhari who was sworn in as President in May 2015. The campaign mantra of General Buhari's party was change and fight against corruption. The exposure of the diversion of the fund was therefore seen as a true fight against corruption by the new government.

This paper's focus is not on corruption directly. Its concern is on political parties' spending in an election and the roles expected of public institutions assigned for such activities in the Nigerian State. It is therefore of utmost importance to interrogate the link between this corrupt proceeds and funding of campaign activities in the 2015 elections on the one part and on the other examine how political parties are generally funded for election purpose under the monitoring guide of the specific public institutions assigned to handle such for and on behalf of the Nigerian State. The principal institutions in this regard are the Press and the Independent Electoral Commission (INEC) and Economic and Financial Crime Commission (EFCC) in particular.

Odunlami (2015) posits that there is a negative relationship between press freedom and corruption on the one hand, and that there is always a positive correlation between press

freedom, transparent governance and sustainable development on the other .Hence, the role of the press or the mass media in engendering accountability through an open and transparent society has always received world-wide acknowledgement.

The press, a generic term for the mass media, enjoys the universal accolade as the fourth estate of the realm of governance. By this appellation the mass media are conferred with the responsibility of the watch/guard dog of the society by providing a public sphere platform for x-raying society and cross-fertilization of ideas for agenda setting through debates including surveillance functions all aimed at ensuring transparent governance by holding the governor accountable to the governed. All of these goals are geared towards ensuring an all-round sustainable development for the society. As the oxygen of democracy and by extension development, the mass media through their traditional roles of reporting and interpreting news set agenda for government and societal preoccupations. This is aside from serving as both guard/watchdog over governmental and other powerful institutions of society.

On the other hand, Section 86 (1-4) of the Electoral Act 2010, empowers INEC, as a public institution, with the role to monitor and keep records of the activities of all registered political parties, including their financial activities. As a base line, the Electoral Act specifies the spending limits for political parties and their candidates. For example, no presidential candidate is allowed to spend more than N1bn on campaign. A governorship candidate is restricted to two hundred million naira (N200m) and no senatorial candidate can spend more than forty million naira (N40m). The law equally puts a ceiling on the amount of money an individual or association can donate to a political campaign. It is within these limits that INEC is expected to monitor spending and financial conducts of politicians concerning elections. The extent of effectiveness and efficient service delivery of this constitutional role in a Nigeria State is part of the interest of this paper.

2. Role for Public Institutions: Between Modernism (Bureaucracy) and Post-Modernism (Adhocracy)

Max Weber's theoretical principle of the traditional model of public administration (bureaucracy) dominated most of the 20th century and it is the most universally acceptable and globally established form of mass organization (Onyeonoru, 2002, Katsamunska, 2012). The explanation of events and activities of public institutions about her roles in the process of service delivery to the society can therefore be conveniently placed within the context of Weber's theoretical postulations on public administration.

The phenomenon requiring explanation in this context is the role of public institutions saddled with the responsibilities of monitoring political parties' spending in elections in Nigerian State particularly the 2019 General Elections. And apart from the press, the two institutions under focus here are INEC and EFCC. While the INEC is saddled with the role to monitor and keep records of the activities of all registered political parties, including their financial activities, the EFCC is constitutionally empowered as a Nigerian law enforcement agency that investigates financial crimes such as advance fee fraud (419 frauds) and money laundering.

Within the Weber's theoretical principle therefore, both institutions fit properly in the fundamental features of bureaucracy, which include 'a hierarchy of officials expressed in tall administrative structures and span of control, centralization, division of labor, specialization, standardization, impersonality, administration by formal rules etc. – all of which promote organizational rationality' (Onyeonoru, 2002).

The aspects of these characteristics of Weber's bureaucracy and theoretical principle that will be on focus in explaining the roles of the public institution under study are the impartiality and centralization principle. For the impartiality principle:

The ideal official under such principle is expected to perform his or her duties in a spirit

of formalistic impersonality-in compliance with official rules. This is aimed at ensuring objectivity. By implication, he or she is neither guided by personal likes or dislikes, nor give room for such emotions as hatred or passion for colleagues. Official do not show favour towards friends or relatives. The action of official is therefore rational rather than affective or traditional (Onyeonoru, 2002:281).

And for the centralization principle:
The competence of the official follows the principle of hierarchy as every lower office is structured under the control and supervision of a higher one. This ensures that, first, no office is left without supervision or control and second, that compliance is systematically ensured and reinforced

The rationality of officials of INEC and EFCC in the Nigerian State is being called to question concerning the principle of centralization (control and compliance) and impartiality of bureaucracy as suggested by Weber in relations to their constitutional roles as public institutions established for a purpose.

The suspect of the affective and traditional actions of both institutions by Nigerians and politicians is a challenge to the claim of rationality and indispensability of bureaucracy in public administration as claimed by Weber in his theory and principle. To the extent that it is difficult for both institutions under review to be impartial it becomes equally difficult to accept the explanatory power of Weber's thesis of the role of public institutions in public administration.

Perhaps the gaps created by the two elements in Weber's bureaucracy, which posed a challenge to public administration was compensated by post-modern organization that in the argument of Clegg 'tends to be small or located in small sub units of larger organizations…..its management structure is functionally decentralized, eclectic and participative, overlapping in many ways with non-managerial functions' (cited in Onyeonoru, 2002: 285). Indeed, its features are contrary to the modern bureaucratic elements.

The bureaucratic thesis of Weber might have explained organization activities sufficiently in the past, the dynamics of the society in the contemporary world has compelled a further explanation of organizational activities beyond Weber hence, the post-modern organization.

Such dynamics, in the case of Nigeria, is the Federal structure of Nigeria, which many have condemned, through ethnic and intellectual agitations, to be unwieldy for proper administrative activities that would be beneficial to the generality of the people (National Confab Report, 2014; Alliyu, Obioha, and Akin-Lawal, 2016; Akinwale, 2018; Adetola, 2019). Post-modern thesis therefore is a manifestation of shift away from strong power structures typical of Taylorist and Fordist centralized and strict control systems. They are antithetical to bureaucratic structures typified by rules, hierarchies, discipline, centralization, predictability etc. instead, post-modernist forms emphasize a rather weak power form marked with decentralized, self-regulating, fluid and flexible structures with no clear centre of power or spatial location (Mulgan 1989; Parker 1992:4 cited in Onyeonoru, 2002).

The various arguments of the proponents of a restructured Nigeria seems to have lots in common with post-modernism thesis as contrary to modernization thesis, which in this case is obsolete and ineffective in its explanative strength of events and phenomenon bordering on public administration in Nigeria.

3. INEC/ EFCC and Challenges of Monitoring Party Finances

Both INEC and EFCC have constitutional responsibilities towards the running of the Nigerian State with specific reference to elections and financial regulations. In carrying out these responsibilities there have been many challenges due to several factors some of which both theories above have explained.

One of such challenge was featured in *The Punch* newspaper on 9th December, 2018. The paper disclosed that in spite of the provision of the Electoral Act 2010 which specifies the

spending limits for political parties and their candidates, there are disturbing allegations of many incumbents are using State resources to prosecute their re-election bids, campaigns or sponsor the election of their anointed candidates. The seeming inability of the bodies saddled with the monitoring capacity to take a stand on these allegations especially when it affects the ruling party is a challenge to both the principle of centralization and impartiality as postulated by Weber's School of thought on public administration.

The best that INEC has been able to do in this case of allegation is to 'warn all elected or appointed officers against the use of State resources to fund campaigns'. In one of such warnings at the commencement of campaigns for the 2019 general elections, INEC did not only warn, perhaps, having realized its own weakness as an agency, invited the EFCC to intervene in the funds related issues concerning elections especially where electoral laws guiding elections are being contravened by political parties. It was a call by INEC hinged on an attempt to 'avoid the mistake of the past, especially during the 2015 general elections where funds meant for the procurement of weapons to fight Boko Haram insurgency in the North-East of Nigeria were allegedly diverted to campaign purposes'.

INEC saw clearly her own weakness and sought for help from a sister agency but could not seek assistance from the higher authority whose interest is also at stake in this forth coming election. The call for help could be a synergy of public institutions towards a common goal in public interest. But where a policy in public interest is difficult to determine, it poses another challenge to resolve. And this brings up the second challenge faced by INEC on its march towards the conduct of the 2019 general elections.

The Electoral Acts 2010 was the legal tool that guided the conduct of elections in 2015. It was subjected to amendments in 2018 by the National Assembly. The amendments sought in part to achieve: mandatory use of card readers; real time on-the-spot live transmission of results votes count; mandatory access to all party agents to inspect election materials before voting commences; mandatory access to party agents to be present during voting, collation and announcements of results; imprisonment of any INEC staff that contravene the Act and finally and more of concern to this paper parties can no longer impose arbitrary nomination fees on political aspirants.

The Bill passed prescribes limits for each elective office as follows: (a) One Hundred and Fifty Thousand Naira (N150,000) for a Ward Councillorship aspirant in the FCT; (b) Two Hundred and Fifty Thousand Naira (N250,000) for an Area Council Chairmanship aspirant in the FCT; (c) Five Hundred Thousand Naira (N500,000) for a House of Assembly aspirant; (d) One Million Naira (N1,000,000) for a House of Representatives aspirant; (e) Two Million Naira (N2,000,000) for a Senatorial aspirant; (f) Five Million naira (N5,000,000) for a Governorship aspirant; and (g) Ten Million Naira (N10,000,000) for a Presidential aspirant.

This amendment was expected to address the inability of many Nigerian youth who showed interest after the *Not- too- young to- Run* Act became law. 'Over 1000 of them across the country indicated interest to contest the 2019 general elections, however many could not contest because of the exorbitant prices of the expression of interest and nomination forms'.

It must be put on record that INEC as a public institution is making many useful attempts at re-positioning the electioneering process in Nigeria and a major step in that direction is the fact that the 2018 electoral amendment was at the instance of INEC to the National Assembly who prepared its Legislative Bill. This to INEC was a bold step to inject strength into its operation as the election umpire. Aside the bill of electoral reform initiated by INEC and the request for assistance from EFCC to discharge her duties satisfactorily to Nigerians, the body has also initiated other moves to monitor party finances with tracking devices the 2019 general elections.

Unfortunately, and in spite of the laudable efforts of INEC, the bill went back and forth

between the Legislative Chambers and the Executive four times in an attempt to reach compromise on the contents of the bill to make it signing uninterrupted. At the last count, 68 days to the general elections, the bill was finally rejected by the President on the ground of timing being too close to election time and that it's signing may disrupt and bring confusion to the general election.

Interestingly, INEC that initiated the bill as a working tool did not complain about timing as the President did knowing fully that she needs the bill signed into law to empower her service delivery concerning the elections. In the event of the inability to sign the bill into law, INEC may have to rely on the 2010 Electoral Act which she feared might yet bring some avoidable problems that led to several litigations after the 2015 general elections.

The consideration given to the Electoral Act in this paper is hinged on the fact that financial regulations are also contained in the electoral laws and where the laws- the basis upon which election offences are tried is not clear from the outset prior to the election proper, it yet posed grate challenge at the level of both operation and prosecution at the courts of law. Amount of monies to charge members contesting one position or the other often create problems especially when it is costly and almost unaffordable. President Muhammadu Buhari's nomination form for example, was claimed to have been purchased by a group of people at the sum 40million naira yet, the detail of the people as to their sources of income is unknown and their identity remain clear to Nigerians.

Yet another challenge is the lack of trust and confidence in both the electoral and financial agencies of government by opposition political parties concerning a number of issues including the mode of operation. The main opposition party in Nigeria (PDP) was the first to raise alarm about their lack of confidence in the two public institutions under review in this paper. The party for example faulted the decision of INEC to delegate her power to monitor party financing to EFCC claiming that 'it is unlawful and INEC cannot delegate power delegated to her'. The party expressed doubts in EFCC to discharge the delegated job without fear or favour to the ruling party, which has been accused severally of using EFCC to harass and intimidate other parties in the contest.

The weakness of INEC can actually be compensated for in EFCC's capacity if only all stakeholders in the electioneering process can stay within the ambit of the constitution and the Electoral Act. Unfortunately, it has been difficult as there are allegations against the Federal Government and the ruling APC about the bias in the operation of EFCC in handling allegations when it comes to ruling party and opposition parties. For example, the PDP accused the Minister of Defense in the ruling party of using the funds of the Federal Government to produce documents carrying the party's (APC) logo and the photos of the President for his campaign.

Yet, EFCC appeared not moved because it was reluctant to initiate any investigation on the issue because of affiliation. National newspapers were equally awash with allegations as these, just as there were many investigations, invitations, arrests, detentions of other political parties and their candidates including many other perceived individuals or groups that were opposed to the position of the Federal Government on issues related or not to elections.

Other celebrated cases of the bias of EFCC that worried the opposition included the alleged involvement of two Governors in corruption and/or bribery. The Governor of Kano State Abdullahi Ganduje was alleged to have received a kickback of the sum of $5M dollars, while Governor Ayodele Fayose was also alleged to have received money from the former National Security Adviser-Col. Dasuki Sambo currently under trial for diverting money meant for soldiers to fight insurgency to election campaign of PDP government in 2015.

Under a true bureaucratic system, the handling of these matters should have been the same because the allegation and the statuses of the alleged persons were the same. Unfortunately, the EFCC handled the same matter differently to

the extent of attracting Senator Shehu Sanni (of same APC) celebrated comment in the social media that 'the Federal Government treats corruption cases of the opposition with insecticide and she uses deodorants on her own members'. This statement was based on the manner of operation of EFCC where she would be quick and prompt to harass one and would turn her face away in another as a result of affective or traditional reasons rather than rational reason expected in a bureaucracy.

In fact, the anti- corruption advocacy group, Socio-Economic Rights and Accountability Project (SERAP), had to sue President Buhari for failing to order the probe of the bribery allegation against the Kano State Governor, Abdullahi Ganduje in spite of video clips of the bribery that went viral on the social media showing where the Governor was collecting kickback from some contractors and the preparedness of the journalist that published the video to appear in law court to attest to his publication (See Tribune 10th December, 2018). With all these scenarios in the political landscape of Nigeria, perhaps it is pertinent to ask some basic questions as: What is campaign finance? Why does public campaign financing matter? Why do oversight and monitoring matter? Why do sanctions and appeals matter? Attempt will now be made to give thoughts on these queries in the section below.

The Big-Two political parties in Nigeria APC and PDP have not conducted their party affairs in a manner pursuant to transparent spending in elections. Both have continued to reveal some unscrupulous financial improprieties before the masses of Nigeria. Before the 2015 general election when PDP was the ruling party, monies belonging to the Nigerian State were alleged to have been diverted to party activities for funding of elections; the APC then opposition before 2015 was also alleged to have been sponsored by many politicians standing trial before EFCC whose cases have been abandoned or at best rested as long as they played game of support to the APC now- the ruling party. The silence of EFCC on such party members who were accused but not prosecuted became a signal for many others outside the party who quickly de-camped to join the ruling party for 'safety'.

4. What is Campaign Finance?

Campaign finance is an element of broader political finance. It refers to all funds raised and spent in order to promote candidates, political parties or policies in elections, referendums, initiatives, party activities and party organizations https://openelectiondata.net. The idea of raising funds by political parties suggest sourcing funds for political purpose, which is in a contest environment, if left unregulated, might make the contest unfair to all contestants. Generally there are two types of funding opportunities the world over. They are public and private funding available to politicians. Abati (2019) captures the reality of campaign finance thus:

many countries have written into their electoral frameworks, rules and procedures on campaign finance: to rescue democracy from money bags, the influence of money, also, to prevent the undue use of money, and to preserve the people's sovereignty. In real terms, these rules which exist in virtually every jurisdiction, include laws and regulations which forbid the unauthorized use of state resources for political purposes, contributions from dubious sources, violation of campaign funding limits as prescribed by enabling laws, the use of money to influence voters and election outcomes, non-disclosure of campaign spending, abuse of media, broadcasting and political advertising rules, and rules on declaration of assets, academic qualifications, health and other disclosures and internal party guidelines and rules.

A country decides what funding type to adopt. Nigeria, by the electoral law, stipulates rules guiding expenditure, reporting, monitoring and sanctions about financing election process. What is not clear is the type of funding operational in Nigeria between public and private or mix funding. But going by the way campaigns are run in Nigeria, it may be convenient to say that Nigeria runs a private funding campaign style.

4.1 Why does Public Campaign Financing matter?

Where politicians receive public funding for their campaigns, it is incumbent on the recipient

to give account of how such public fund is dispensed. For any country that adopt public funding, it is also incumbent on the government to be sure that equal level playing ground is guaranteed for all contestants by preventing private funding which might make one contestant to have edge over another. In essence, the type of funding adopted by a country must be clear from the outset in order for proper monitoring, accountability, transparency and credibility.

An attempt was made to distinguish between public and private funding of campaign where 'public campaign financing includes both direct and indirect funding to political parties. Direct public campaign financing refers to funds allocated by the State to electoral contestants. Indirect public financing is when candidates or parties are granted access to some services free of charge or at a reduced rate, such access to public media, use of state property for the purpose of campaigning, printing of electoral materials or use of state postal services'. https://openelectiondata.net

Commenting against the backdrop of public or private campaign financing in Nigeria, the Transition Monitoring Group TMG- a non-governmental organization in support of the role of INEC on monitoring campaign funds once remarked that "experiences from previous elections have shown widespread manifestation of political corruption, possibilities of widespread electoral, vote buying and voter inducement. The implication of vote buying on Nigeria's democracy is well traversed".

What is noticeable in Nigeria in terms of funding of political parties is the opaque nature funding assumes among all parties including the ruling party. It is a process that is not clear enough to all stakeholders. Rather than support other contestants in terms of provision of facilities by the government the reverse is the case. Indeed there are instances where opposition paid to National Television for campaign purpose and such an opposition candidate and party were denied access to the facility of the Government by the ruling party in the same contest. That was the case of Alhaji Atiku Abubakar with the Nigerian Television Authority (NTA).

Perhaps in the same vein of making sure public institutions are held accountable to the public. *The Punch* Newspaper in her editorial of 11th December 2018 remarked in part that:
Apprehension is mounting in the polity over the activities of the Economic and Financial Crimes Commission as it concerns the credibility of the 2019 general election. Matters got out of hand at the weekend when the EFCC moved against some leading members of the Peoples Democratic Party, which is seen as the strongest opposition to the President Muhammadu Buhari's second term bid. Those caught in the offensive included Doyin Okupe, the spokesperson for the party's presidential campaign, and the sons of Abubakar Atiku, the PDP's presidential candidate. More than anything else, this is an indication that the anti-corruption agency is not operating independent of the incumbent government. The trend is terrible for the election and harmful our democracy.

A clear cut definition and truly post-modern method of running public institutions like the EFCC is needed in the present day Nigeria going by the deficiencies noticed in the bureaucratic style of the organization as it concerns election, where partisanship has completely replaced rationality in the discharge of public functions.

4.2 Why do Oversight and Monitoring matter?

If the availability of legal instruments have not curtailed sufficiently the conduct of political parties in matters relating to election campaign in Nigeria, one then wonders if there is no oversight and monitoring agencies to regulate the whole activities of politicians. But the challenge in Nigeria's case is the degree of independence of the monitoring agency to discharge unbiased tendencies in her role. Ruling parties in Nigeria irrespective of party colour will under any circumstance behave the same way. 'Oversight and monitoring of compliance with campaign finance rules are important mechanisms for enhancing the

transparency and effective implementation of regulations. States often provide for an independent oversight body that monitors the implementation of campaign finance regulations, including the publication of reports' https://openelectiondata.net.

Where the chairman of INEC and EFCC are both appointees of President of Nigeria and they are to oversee and monitor election campaign funds where their Principal (the President) is also a contestant with other opposition, then the delivery of the function is challenged *ab initio.* Monitoring of timely campaign finance and expenditure reports by the public, journalists, and/or civil society organizations allows them to assess the fairness of electoral competition; review the potential influences on contestants when they gain elected office. Additionally, they can use the information to hold the oversight body accountable, which can contribute to its performance. https://openelectiondata.net.

5. Press Coverage of Campaign / Election Spending

Unlike the INEC and EFCC, the Press does not occupy any statutory oversight position over political parties and their spending. Rather its legitimacy as the society's watchdog derives from its accolade as the fourth estate of the realm of governance. By this, the mass media owe it a duty to monitor elections and the activities of politicians in line with the stipulations of the Electoral Act. The major instrument the press uses to accomplish its sacred mandate is investigative journalism.

In Nigeria, investigative journalism received a boost in May, 2011 when the Freedom of Information Act (FoIA) was signed into law. Naturally expectations were high then that with this constitutional guarantee in place, the challenge of monitoring campaign and elections spending would not be too difficult for the mass media. Unfortunately it was not long after the FoIA was promulgated than it was bogged down by other constitutional technicalities and issues of applicability and domestication. Commenting on this, Odunlami (2015:72) contends that government officials and public office holders appear not to have genuine commitment to abide by the provisions of the law in terms of assisting the media and individuals with information that is of public interest and vital to their understanding of public issues.

All over Nigeria's political turfs are evidences of what Abati (2019) describes as the "commercialization of Nigeria's political process", and unfortunately the Press has not been able to effectively raise this issue to the plane of public discourse. Perhaps this is because the press itself has become a major actor in the constitutional breach. There is truth after all in the age-long accusation that the mass media are often implicated in the allegation of imposing and legitimizing the agenda of the ruling and political class on the masses. No further evidence would prove this fact than the awareness that many Nigerian senior journalists and editors are on the payrolls of notable politicians as consultants and spin-doctors. Add this fact to the glooming political economic reality of the Nigerian Press in which competition for political advertising spends leads to abuse of media, broadcasting and political advertising rules, the picture of the seeming helplessness and inability of the press to perform its watchdog role of surveillance and as early warning signals to fundamental constitutional breaches is complete.

The mass media no doubt have crucial roles to play especially in democratic societies towards the emergence of credible leaders and good governance. In many developing countries, like Nigeria, corruption and bad governance feed off each other and the challenge of the mass media in these climes is how to wrestle societies from the predatory claws of politicians and leaders of the public sectors. How the Press has been able to fulfill this responsibility in the 2015 and 2019 elections leaves much to be desired.

6. Concluding Remarks

Going by the recent outburst of former president Olusegun Obasanjo on the state of the nation-Nigeria that 'only a fool will sit on the fence or be neutral when his or her country is being destroyed with incompetence, corruption, lack of focus, insecurity, nepotism, brazen impunity and

denial of the obvious'. It is suspect that sanction for any erring political party that contravenes any of the financial regulation procedure will hold especially if such party or officer is of the current ruling party. In that case the journey to true democracy is yet far where the masses of the people can be confident of their representatives to deliver the goods for the society.

The need for good governance that will imbibe 'adhocracy' in service delivery is not only desirable but expedient. The expediency has to tackle situations where Nigerian Political Parties are more or less political machines with authoritarian boss or small groups of commanders who
manage the support of a corps of supporters (usually campaign workers and 'militants'), who receive rewards for their efforts. As political machines, the political parties rely on patronage and
spoils, in particular on public resources.(Norad Report 17, 2010).

The expediency requires the need to address the incumbency factor in her election process, which has been tagged as primary source of financial strength used in diverse ways to truncate the realization of true democratic state

All institutions of specialized control like EFCC as reviewed here in this paper that is more or less subject to the political elite's control of the state requires another look that may further strengthen her in the quest for service delivery to skew against the opposition and Nigerian masses

Finally the Independent National Electoral Commission (INEC) as a permanent body constitutionally empowered to organize, undertake and supervise all elections lack true independence required to function independently for good governance. It is therefore suggested that all elements that make INEC tied to the apron of the government should be untied to enable her deliver and function maximally in those areas for the good of democracy and Nigerians.

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Students' Civic Knowledge and Attitude as Correlates of Civic Engagement in Secondary Schools in Oyo State, Nigeria

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Abstract. This study investigated civic knowledge and attitudes as correlates of civic engagement among secondary students in Oyo State, Nigeria. The population for the study were all public secondary school students in Oyo State and sample consisted of 600 Senior Secondary II students. Multistage sampling procedure was used to select the sample. The research instrument was a questionnaire designed by the researchers titled "Students Civic Engagement Questionnaire (SCEQ)". The validity of the instrument was ascertained by specialists in Social Studies and experts in Test and Measurement and Evaluation. The reliability of the instrument was ensured through cronbach Alpha and the reliability coefficient 0.72 was obtained. The data collected were analyses using Pearson Product Moment Correlation Analysis.The study revealed that there is no significant relationship between secondary school students' civic knowledge and civic engagement. Also, there is no positive and significant relationship between secondary school students' attitude towards civic engagement. The study further revealed that, there is no significant relationship between secondary school students' knowledge of civic duties and civic attitude. Based on the findings of this study it was recommended that students should be enlightened and encouraged to participate in civic obligations such as community services and others in order to develop positive attitudes towards civic engagement. Non- governmental organizations should intensify efforts in campaigning and promoting civic activities and duties for better awareness among students and the citizens of the nation in general.

Keywords: Civic Education, Civic Knowledge, Civic Duties, Civic Attitude, Civic Engagement.

1. Introduction

It is generally believed that students of secondary schools are not fully engaged with community development, there attitude towards civic engagement do not support the roles of participation in community development, most of the students are not committed to community participation and it has invariably become a matter of great concern to people of Nigeria. It seems awareness of civic responsibility of students is not well defined by the society. The role of students in community development is important for national development. Part of government efforts to enlighten students about their involvement in civic duties was the introduction of Civic Education to Nigeria educational system in 2009. The search for the

school programmes that could develop in the citizens those knowledge, skills and activities that they need to be useful to themselves and the society at large led to the introduction of the Integrated Social Studies in Nigeria in the 1960s with the coming of Social Studies, Civic Education became as an integral part of Social Studies in 1971 (Ogundare, 2011).

Civic education is education given to the students to know their rights and responsibilities in the society. Civic education create awareness to students' civic engagement, such as registering as voters and vote during the election, also to engage in protecting government properties by reporting any suspicious move that can damage government properties. The need for civic knowledge and right attitudes that can enhance the civic engagement of the students is necessary in this dispensation of Nigeria, students are the leaders of tomorrow and government is making frantic efforts to engage students in order to participate and contribute to community in which they belong. Civic education including civic knowledge of the students that could form their attitude towards engagement is a collective responsibility of all and sundry. Abdu-Raheem (2018) noted that civic education is a vigorous attempt to teach morals, social and societal values skills, knowledge, legal rights, honesty and norms which are qualities expected of good and responsible citizens towards nation building.

1.1 Statement of the Problem

It has been observed that students are not actively participating in community development neither students show interest in engaging with democratic process in the country. In order to inculcate democratic ideas and ensure a just and egalitarian society, Nigeria needs students who are aware of characteristic of democracy and committed to it. Again, students who are aware of the irregularity associated with human ideas and their actual behaviour are also needed. The message of Civic Education is to learn, talk and listen to others and cooperate, including identification of public problems that is cognitive and ethnically demanding activities that can be learned from experience and contribute to society development. This study therefore aims at investigating students' civic knowledge, attitudes towards the knowledge acquired and their engagement in civic activities.

1.2 Research Hypotheses

The following hypotheses were formulated for the study:

- There is no significant relationship between civic knowledge and civic engagement of secondary school students in Oyo State.
- There is no significant relationship between civic attitude and civic engagement of secondary school students in Oyo State.
- There is no significant relationship between secondary school student's civic knowledge and attitude towards civic engagement in Oyo state.

2. Civic Education and Civic Engagement

According to Fabiyi (2009), Nigeria is currently facing the problem of incivility and immorality. Kehinde, Awoyele and Jekayinoluwa (2012), perceived that Nigeria youths had been fingered to be at the nerve centre of the social, economic and political problems facing the country. Mofoluwawo, Jarimi and Oyedele (2012), also observed that youth incivility has become the order of the day, while civic virtues in all sphere of life have totally declined. Event of the recent past have indicated that Nigeria is facing the trend of losing its much cherished sense of nationhood, cultural identity and indeed, hospitable spirit. Students should leave the schools with the understanding that they can use the knowledge and skills of their degree for a career and for the public good (Jake, 2016).However, Abdu-Raheem (2018) advocated for inculcation of the right kind of values through effective teaching of civic education as a value-oriented and value-projected subject.

According to Agu, (2009), there is need for urgent value re-orientation and engagement of

the youths in a more articulated way through Civic Education because of the far reaching impact of the negative trends on national development. Azebamwan (2010) noted that the need arises for Nigeria to seek solution to pressing problems of national importance. The solution is to create a society where there is unity, peace, tolerance, honesty, respect for human dignity and patriotism (Mofoluwawo et al, 2012). Coley and Sum (2012) posited that civic engagement varied across the educational attainment age, and income: rates of engagement were positively correlated with higher education and income levels and increases in age. Youniss (2012) found that certain school practices such as promoting classroom discussions, students to offer government and engage in extra-curricular activities and incorporating service learning into the curriculum, can build students' knowledge of history and government and encourage civic engagement.

Civic engagement, a critical outcome of civic knowledge and responsibility is defined as "working to make a different in the civic life of our communities by developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community through both political and non-political processes. In addition, civic knowledge and responsibility encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

However, civic engagement refers to attitudes shows that civic engagement positively relates to psycho social adjustment (Schmidt, Shumow, & Kackar (2007). Participation in everyday situation, young people can develop a picture of themselves as citizens (Identity development of, Haste, 2004). Ideally, the school is a place for young people to accumulate democratic experiences and reflect upon these in addition to experience acquired elsewhere (Daniels, 2001). Such reflection can contribute to the identify development of young people and thereby enhance the quality of their participation in society.

According to Sherrod, Torney-Purta and Flanaga, (2008), Civic engagement generally is taken to represent a larger set of activities that includes political participation but extends beyond it to include activities in civil society. Civic engagement historically has come in many sizes and shape, and review of civic engagement in the United States includes activity in politics and public affairs, engagement in community associations clubs and religious bodies, and work related organizations, such as unions and professional societies, and informal associations and activities (ranging from bowling leagues to picnics and parties).

Additionally, engagement is often distinguished from participation in that it is not restricted to physical activity; instead, civic engagement is normally defined to include psychological engagement in civic society. Common measures of civic engagement include such indicators as political interest, media consumption and political knowledge, in that these provide a measure of the degree to which citizens are mentally participating in society. On the whole, civic engagement refers to the actions, beliefs and knowledge that link citizen into their societies and that establish the basis for cooperative behaviour.

Furthermore, Civic engagement includes attitudes, behaviours, knowledge, and skills that benefit society and derive from the interest in improving the common good, indicate feelings of responsibility toward the communities in which an individual is embedded, and the idea that everyone has a central role in influencing the well-being of society. Civic behaviours include actions that based on this belief system, aim to resolve community issues and improve the welfare of the society, such as volunteer work and supporting charities. Such behaviours are generally termed civic participation. (Zarrillo, 2008).

Other organizations that generally engage adolescents in community life include youth organisation like scouts and religious organizations. These kinds of organisation supplement the education of young people and help them create a value system that underlines

their constructive role in improving society. Unlike political and voluntary association these organisation contributing to the common good is not the only aim: activities of these organisation also include playing and having fun with other boys and girls.

Finally, other clubs in which youth can participate in structured activities include sport and cultural originations, which imply a minimal engagement in improving the community (aside from e.g. organizing real events). Thus, community organizations can be placed on a continuum based on their degree of civic purpose and community improvement activity. Based on the type of organisation in which youths are involved, it is possible to assume different amount of civic engagement: maximum when young people volunteer or participate in political activity in the community, minimum when they take part in sportive or cultural organizations.

The study of Sherrod, Torney-Purta and Flannagan (2008) noted that extracurricular activities are early manifestation of civic engagement. Civic engagement in the present study was based on adolescents' club memberships. We take into account both the numbers of organizations (Vieno, Perkins, Smith and San tinello (2007). By creating an index based on the amount of engagement in community life in which the different organisation tend to engage, the focus of the present study is on adolescents' civic engagement: how much young people depending on the kind of organisation attended, participate and contribute to community life.

Empirical research has advanced the understanding of youth civic engagement. For example, by describing volunteer and political activities that youth often participate in such as tutoring, campaigning, and participating in social organizations at school and by suggesting that such activities influence the formation of beliefs about one's responsibilities and aspirations toward community (Pancer, Pratt, Hunsberger, & Alisat, 2007; Schmidt, Shumow, & Kackar, 2007). Such research focuses on the importance of early socialization processes in contexts of families, schools, and peer groups as well as on opportunity for civic engagement during adolescence. Youniss, 2012).

There seems to be a development cycle during adolescence in which attitudes such as civic efficacy (the belief that one can impact their community) and social responsibility (a sense of duty to others) both lead to and result from ratification in community service and political activities. Pancer et al., 2007). On the downside, this definition arguably privileges traditional modes of civic action that are both increasing outdated and unrepresentative of a range of actions and behaviours that have historically been important civic tools of members of disadvantaged, oppressed or marginalized groups, or any combination of the three. For example, various web 2.0 activities such as uploading a video to YouTube and Intercepting through social networking sites such as Facebook or Ning do not obviously fit into the categories and actions described above, despite their increasingly evident civic importance.

This definition also 'seems to exclude artistic production and expression such as hip-hop music and videos, poetry slams, and graffiti-all of which have arguably been used especially by young, often poor, people of colour in the United States and elsewhere to critique contemporary power structures and civic institution. Furthermore, it fails to credit the civic intentionality and implications of everyday forms of resistance by relatively powerless groups: foot dragging, dissimulation, desertion, false compliance, pilfering, feigned ignorance, slander, arson, sabotage, and so on" (Schmidt, et al, (2007).

Finally, emphasis on public and collective forms of engagement likely overlooks the ways in which especially members of historically disadvantaged groups may be "pillars of their communities" without participating collectively in public activities. A well-known community elder, for example, may extent considerable civic influence by modelling rectitude, advising youngsters about how to behave, and serving as an informal but final arbiter of community

disputes, even though he takes part in no obvious public activities.

3. Factors that Promote Students' Civic Engagement

According to Fan, Usman and Yaro (2015), more active cooperative and participatory learning activities in the classroom and out of school, are needed for students in order to assist them in developing essential skills for democracy, stimulate their civic interests and improve their knowledge and skills, as well as their sense of efficacy. The factors are discussed below:

3.1 Family

Family affluence according to (Atkins and Hart 2003), seems to promote engagement in community improvement. In families with more economic resources in fact, adolescents can have easier access to organized activities because they can afford the costs of participation (e.g. membership dues transportation). Moreover family affluence is usually related to social and educational status. Increasing the like hood that affluent parents know the local organization and value adolescent's participation in them, Coulton & Irwin, 2009).

Economic security can also improve the quality of parent – child relations, it can create a family environment in which it is easier for parents to encourage youth to participate in structured activities. All these characteristic can result in a wide range of opportunities for adolescent engagement, and in higher levels of participation. Students who feel more connected to parents may come to feel connected to the community leading to greater civic engagement.

3.2 School

Regarding the role of schools, we found that a democratic climate in the classroom and elsewhere in school related to civic engagement. Student who feels free to express their points of view and participation in organizing school events tend to be more involved in organization outside of schools. As demonstrated by previous studies (Flanagan et al. 2007: Vieno etal, 2007) schools can influence nurturing students engagement in community life.

In particular, besides the central roles of school, through civic education according to Syvertsen, Stout and Flanagan (2009), teachers can transmit civic values by establishing an open climate for learning. In a learning environment that allows students to influence school life student have the opportunity to exercise right and assume responsibilities as active members of the institution, thus improving their democratic skills. Civic Knowledge and commitment are for the common good of the community (Tourney-Purta et al 2008). A school climate that encourages students' democratic participation can foster civic values, knowledge and skills that are the basis for a higher level of engagement in community life.

3.3 Neighbourhood

Neighbourhood contexts might also influence civic engagements the feeling that one lives in a neighbourhood with high levels of social connectedness where people trust and are willingly to help each other may enable adolescents to get involved in community organisation. Alternatively, participation in such organisation may positively influence young people's perception of social capital, Independent of the actual level of neighbourhood trust and cohesion. Most likely, civic engagement and perceptions of social capital are mutually reinforcing.

Interacting with people in community organizations that are based on norms of trust and reciprocity adolescent/ students can learn civic values and develop an interest to improve the local community collective socialization" At the same time, the relations developed in the neighbourhood can be an important source of support for adolescent who may develop an emotional bond, and a commitment to give back to their local community, working to make it a better place (Brown, Perkins, and Brown, 2003) (Albanesi, Cicognani, and Zani, (2007): (Flanagan, Cumsille, Gills, & Gallay, 2007).

3.4 Peer Group

School mates are central in the social networks of adolescents, Vieno, Perkins, Smith, and Santinello, (2007) noted that peer group can influence students' motivation to join an organisation or participate in structured activities. Students can learn about existing opportunities for engagement for schoolmates: they can also decide to get involved in activities simply because friends are already participating or are deciding together to join a particular organisation. Family, School and Neighbourhood and peer group are crucial factors that determined student's civic engagement, these agents of socialization have contributed a lot and have greatest influence in students' lives and their involvement in community participation.

4. Research Design

The descriptive research design of the survey type was adopted in this study. Descriptive research was considered appropriate because, the study does not require the manipulation of any variable, but seek students' response with the use of questionnaire on the civic knowledge and attitude as determinants of civic engagement. Join the population, sample and sampling technique, research instrument, validity of the instrument, reliability and administration of the instrument with research design. The population for this study consisted of all the students in all public secondary schools in Oyo State. According to the Oyo State Teaching Service Commission (TESCOM), there are 411,951 students. 204,545 are Male, while 207,406 are Female, also there are 618 public secondary schools in Oyo State as at the time of this study.

The sample of this study consisted of 600 students in SS11 selected using multistage sampling procedure. The first stage involved the use of simple random sampling technique to select two senatorial district out of three in Oyo State. Simple random sample technique was used to select two Local Government Areas from each of the two Senatorial District. The third stage involved the use of simple random sampling technique to select five schools from each Local Government Areas selected. Last stage involved the use of stratified random sampling technique to select 30 students from each of the selected five schools.

A questionnaire designed by the researcher tagged 'Students' Civic Engagement Questionnaire' (SCEQ). The instrument is divided into four sections. Section A sought the bio-data of the respondents such as sex, class, name of school and location. Section B consists of twenty (20) structured questions that sought the respondents' civic knowledge. It measured the general understanding and familiarity of the students with Civic Education. The test adopted a 4-mutiple – choice items response ranging from A-D. Section C consists of 15 items which measured respondents' civic attitude. It measured the extent to which the students react to civic education and its impact on their life in and out of the school environment. The scale adopted a 4-point scale format ranging from SA = strongly agree to SD= strongly disagree.
Section D consisted of 15 questions on respondents' level of civic engagement. It measured the extent to which the students engage in civic activities and civic education. The scale adopted a 4-point scale format ranging from VO = very often to N = Never.

The validity of the instrument was ascertained by researcher's supervisor, specialists in Social Studies and expert in Tests, Measurement and Evaluation. The experts determined the face and content validity of the instrument by rejected some questions in the instrument and replaced it with appropriate one, they ensured that the items in the instrument were appropriate to measure the secondary school students' civic knowledge, attitude and civic engagement in Oyo State.

The reliability of the instrument was estimated through the use of Cronbach Alpha in a trial testing. The instrument (SCEQ) was administered on 20 Senior Secondary School (SS11) students from two schools. The students were drawn from a co-educational school but not part of the sample. Cronbach Alpha was applied on the responses of the students for the estimation of internal consistency of the items.

The formula yielded a reliability coefficient of 0.72 which was adjudged high enough to make the instrument reliable and useful for the study.
Two research assistants were trained to assist in the administration of instrument to the students. The instrument was administered to the students by the researcher with the help of trained research assistants. The researcher was able to retrieve all the questionnaire back immediately from the students.

The data collected were analysed using inferential statistics of Pearson's Product Moment Correlation. All hypotheses were tested at 0.05 level of significance.

5. Results and Discussion

Hypothesis 1: There is no significant relationship between civic knowledge and civic engagement of secondary school students in Oyo State.

Table 1: Pearson's Product Moment Correlation of Civic Knowledge and Civic Engagement of Secondary School Students

	Mean	**Std. Deviation**	**N**	**r_{cal}**	**Sig.**
Knowledge of Civic Duties	10.38	3.312	600	0.057	0.167
Civic Engagement	45.28	6.720	600		

*P< 0.05

Table 1 revealed that there is no significant relationship between secondary school students' knowledge of civic duties and engaging in civic duties (r_{cal} = 0.057; p = 0.167 > 0.05). The hypothesis is therefore accepted

Hypothesis 2: There is no significant relationship between civic attitude and civic engagement of secondary school students in Oyo State.

Table 2: Pearson's Product Moment Correlation of Civic Attitude and Civic Engagement of Secondary School Students

	Mean	Std. Deviation	N	r_{cal}	Sig
Civic Attitude	46.01	5.270	600	0.375*	0.000
Civic Engagement	45.28	6.720	600		

*P< 0.05

Table 2 revealed that there is positive and significant relationship between secondary school students' attitude towards civic duties and civic engagement (r_{cal} = 0.375; p = 0.000 < 0.05). The hypothesis is therefore rejected.

Hypothesis 3: There is no significant relationship between secondary school students' civic knowledge and attitude towards civic engagement in Oyo State.

Table 3: Pearson's Product Moment Correlation of Secondary School Students' Civic Knowledge and Civic Attitude

	Mean	Std. Deviation	N	r_{cal}	Sig.
Knowledge of Civic Duties	10.38	3.312	600	0.014	0.728
Civic Attitude	46.01	5.270	600		

*P< 0.05

Table 3 revealed that there is no significant relationship between secondary school students' knowledge of civic duties and civic attitude (r_{cal} = 0.014; p = 0.728 > 0.05). The hypothesis is therefore accepted.

6. Discussion

The finding revealed that there is no significant relationship between secondary school student's knowledge of civic duties and engaging in civic duties. This may be possible because of re-introduction of civic education to Nigeria Educational system. Cite an author that which your study supports or against under each finding. The study is in line with Zaff, Kawa, Lin and Lerner (2011) who submitted that the ability to become a developed citizen is dependent on knowing one's right and responsibility.

The finding further showed that there is positive and significant relationship between secondary school students' attitude towards civic duties and civic engagement. This finding can be possible because secondary school students have the ability to improve their school, neighbourhoods and the broader society by volunteering in community based organization and through engagement in community life can promote psychological, social and intellectual growth for young citizen. Secondary school students' civic engagement can provide services to the local community, thus promoting the effectives functioning of society. The finding agreed with the study of Okam and Lawal (2011) who submitted that problems of negative citizenship value have gravely militated against Nigerians' march towards effective and sustainable socio-economic and political development since her independence which she obtained about fifty years ago.

The finding further revealed that there is no significant relationship between secondary school student's knowledge of civic duties and civic attitudes. This findings collaborate with position of Jake, (2016) he opined that students should leave the school with the understanding that they can use the knowledge and skills of their degree for a career and for the public good.

7. Conclusion

Based on the findings of this study, it was concluded that the relationship between students' civic knowledge and civic engagement was not significant, also relationship between students' civic knowledge and civic attitude was not significant. However, the relationship between students' civic engagement and civic attitude was significant.

8. Recommendations

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

- Students should be enlightened and encouraged to participate in civic engagement such as community service and others, in order to develop positive attitudes towards civic activities.
- Government should frequently organise seminar and workshop for the teachers of civic education in order to refresh their brain and learn new methods and techniques of impacting knowledge, this could complement efforts of the government for re-introducing the civic education to Nigeria educational system in 2009.
- Parents and Guardians should encourage their children/wards to fully participate in community development.
- Non- governmental organizations should intensify efforts in campaigning and promoting civic duties, this could create awareness for the citizens.

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Interrogating Security Agencies: The Role of the Police Force in the 2015 General Elections in Bayelsa State, Nigeria

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Abstract. The problem of insecurity in elections in Nigeria and the role of security agencies have continued to occupy the minds of public policy analysts and academics for quite some time now. Despite these concerns, the problem has continued to persist. As a result, this paper examined the issue of security agencies focusing on the role of the Nigerian Police Force (NPF) in the 2015 general elections in Bayelsa State, Nigeria. To achieve this broad objective, data were collected from a sample of 370 police officers made up of Three Hundred and Sixty (360) questionnaire respondents and ten (10) key informants. Relying on the systems theory, descriptive statistics as well as thematic analysis for the data analysis, the study found among others that although the Nigerian Police Force played a significant role in providing security during the 2015 general elections, training and funding were major challenges that undermined their capacity to be efficient in this regard. In light of this, the study concludes that inadequate training and insufficient funding of security agencies such as the Nigerian Police Force are strong challenges to security enforcement during election periods in the country. As a result, the study recommends among other things that, security agents should be well trained and equipped to better manage the insecurity situations associated with conducting elections in the country. This is in addition to improving on the funding of the security outfits to ensure effective delivery of their security duties.

Keywords: Security agencies, police force, 2015 general elections, Bayelsa, Nigeria.

1. Introduction

People all over the world have various systems of interactions. The forms of interactions either at the family level, community level or otherwise, are all determined by abiding rules, norms and values. In other words, the abiding principles and rules bring about social order. One of the ways of identifying a society powered by social order is the manner they rule or govern themselves. Interestingly, most contemporary societies around the world now tend to believe in the system of democracy because it is participatory. Even though most democratic countries are not perfect, it is believed that it involves a governance framework that is a product of the people, by the people and for the people. In clearer terms, people are chosen to represent the vast majority of others in the decision making process of society (Nwolise, 2006; Nweke, 2006). This process of choosing representatives to the decision making level takes various forms. For instance, casting of lots, election, inheritance, military, and so on. However, the concern here is on the process whereby people cast votes to choose a representative using a well-structured format, otherwise called Election.

The historical trajectory of Nigeria which can be periodized into to the pre-colonial, colonial, and post-colonial stages is replete with experiences of various forms of governance system that require the choosing of representatives. In the pre-colonial stage, we had the society being governed by chiefs and kings who controlled the means of production. Also, in the colonial stage,

the British ruled through the already existing traditional structures. For instance, we had the Sokoto Caliphate, headed by the Sultan of Sokoto, the Benin Empire, headed by the Oba of Benin, the Oyo Empire, headed by the Alaafin and so on. At the independence stage and with the emergence of the post-colonial social structure, the country experienced both military and democratic governance. However, under the military, the governance behaviour was largely determined by the use of force and repressive laws making it highly dictatorial. Nevertheless, several democratic experiments took place until 1999 when it is believed that this form of governance became relatively stable in the country.

It is important to note that a critical aspect of the democratic government is the process of election. In this regard, an election is where the people of any society cast their votes to choose a person or candidate that will represent or govern them at the decision making level. It is a process where the people get involved voluntarily because the elected person will definitely control the allocation of the means of production either to their favour or disfavour. The people therefore, having that consciousness come out to vote and also be voted for. The distribution of political power is also inclusive. This informs the reason why these days the "Do or Die" syndrome comes into the election process (Okara, 2014). Election is a people oriented system of choosing representatives, and that is the reason, it is preferred above others in choosing leaders world over.

Succinctly, there is no single model of elections or democracy that is universally applicable. An election is unique and defined, not only by the electoral rules but also shaped by the social values, politics, religion, history, and culture of the people. In the same way, the security of an election is sacrosanct and integral, and is unique to the circumstances surrounding its conduct. The stakes of any given election are different even if it is held periodically in the same country due to the changing forces that shape the national interest and corresponding political agenda (Idowu, 2014). The threat profile at the period of elections also influence or make it unique. Similarly in a sporting event, the rivalry between opposing teams entails competition within an accepted set of rules but does not allow for the use of violence to seek victory. Further to that, if violence does occur, it can lead to disqualification of players (candidates), teams (political parties), an amendment of the result or abandonment of the competition. As such, the emergence of electoral violence is not a result of the process being followed but signals a critical departure from the accepted rules that govern the process (Carpel, 2018; Elem, 2018).

The issue of security during an election comes up at all stages; the pre-electoral, electoral, and post electoral stages. As such, all players or stake-holders are supposed to be involved. Contemporarily both regional and non-regional, and non- governmental organizations are involved. Every election is bound by a legal framework. In Nigeria today, and probably elsewhere in the world, the legal framework for the management of elections is potentially one of the major sources of insecurity and instability. In fact, the recent impasse between the National Assembly and the Presidency over whose election comes first in the electoral framework is a good example. If not properly handled, the injuries in the course of struggle will continue to hunt the process. Over the years, Nigeria elections have been marred with violence that is why it is necessary for the role of security agencies to always come to play.

This work will in addition proffer solutions that will lead to better police roles in election. In doing this, the work also identified that other works missed out on the role poor motivation can play in effective police coverage of election in the area of this study. Again, other works concentrated effort on discussing the Nigeria general elections, with little or no attention on the role of the Police Force in Bayelsa State during the 2015 general elections. It in a bid to fill this gap in the literature that this study is focused on the issue of Security agencies and Nigerian elections with emphases on the role of the Police Force in Bayelsa State in the 2015 elections.

In light of this, the objectives of the study are:

- To examine the real role Nigeria Police played in -2015 election in the area of this study.
- To establish if Nigeria Police were properly trained to handle election duties in this area of study.
- To establish the role of funding in the underperformance of security agencies in the area of the study.

The Hypotheses include:

- The more Nigeria Police play their constitutional electoral roles according to their duty ethics, the more they become objective in their election duties.
- The more Nigeria Police are ill-trained in their duties, the more in-efficient they become in election duties.

2. Review of Related Literature

Nigeria is a heterogeneous country, made up of various ethnic groups and tribes. Each group always politicizes their ethnicity by way of ensuring that their people are in charge of government power. Again, election which is an instrument to choose leaders who will occupy government position requires the activities or support of the security agencies, in order to ensure effectiveness, and free and fair process. The role of the security agencies in the conduct of the election cannot be overemphasized. It was earlier identified that the security agencies used during election in Nigeria includes: the police, DSS, and NSCDC, and the Armed Forces. The high spate of cyclic conflict and insecurity (Raimi, 2017) in Nigeria may affect election success, hence the need for using security agencies. For instance, it was proven that the major reason given for the general elections postponement of the 2015 general elections from their initial dates to March 28 and April respectively, were security issues.

Carpel (2018) posited that the role of security agencies in election has become an issue. He asserted that ordinarily in advanced democracies, security agencies are rarely seen within the precincts of the voting area and certainly do snot enforce a lock down of the town as would be expected across the country. However, the role of security men became an issue after the elections in Ekiti state in 2014 where the All Progressive Congress (APC) has alleged that security men were used to obstruct in their officials while at the same time giving the way to their rivals, the People Democratic Party (PDP). This made some people to be at the forefront of pushing for the exclusion of security men from the electoral process. There have been various involvements of security agencies in election, which acts negate the expected roles of security agencies in Nigeria. Most politicians are accused of always using the services of security agencies to commit their evil during election. Instead of ensuring the protection of electoral process and ensuring the total maintenance of peace, they engage in assisting politicians and their things in ensuring easy access for evacuation of electoral materials.

This attitude of security agencies in Nigeria as against their original or expected roles has created fears in the minds of the citizen, if they should rely solely on security agencies in securing of election in Nigeria. If the security personnel are responsible in effective discharge of their duties, there will be lesser challenge, in the problem of inconclusive and suspension of election results in Nigeria. However, despite the ills of the security agents (Joel, 2012), it is still their duty to ensure security in elections. There should therefore be good working relationship with the people (Charles, 2015). Obviously, the behavior of the "bad eggs" in the police and other security services has made some Nigerians to lose confidence in these organizations. This is very bad for the country because many people no longer report crimes to them as good citizens should do. Hence, some now doubt their integrity in the monitoring of the elections.

For the police, the armed forces and other security agencies shortcomings to be connected to improve their performances in a democratic structure, our security agents must be made to realize through political education that it is the wealth created by the people of Nigeria that sustains them and as a result, they should realize that all their uniforms, kits, and salaries are from

the wealth of the nations. Hence they should ensure neutrality in election, and focused majorly in securing electoral processes. Looking at security agencies and elections in Nigeria, there is need for security agents to improve on the relationship between them and the people during elections. The people will not be afraid because of the relationship and trust promoted. This also will help the security agents to stop treating people who report electoral crime to them as the first suspect. By treating honest people who report electoral crimes, through harassment, delays and "come today, come tomorrow" mentality, the people will refuse to help the security agents with vital information that lead to stoppage of electoral violence or crime (Nwaenyi, 2011; Charles, 2015). Furthermore, the relationship which exists between security agencies and election process are imperative, and if properly sustain will lead to good conduct of election.

Bayelsa state is one of the state in southern region in Nigeria, precisely in the Niger Delta. In 2015 gubernatorial elections, the People's Democratic Party (PDP) emerge winner with Seriake Dickson as the flag bearer. The elections conducted in 2015 were characterized with violence, killings, intimidation and harassment by political thugs. Considering the outcome of the election held on the 5th of December, 2015 the military and other security agencies were heavily criticized for their alleged complicity in the widespread violence, ballot-snatching and hostage taken that allegedly characterized the polling. These acts show that despite the huge security personnel sent for the election, it was unable to sustain a peaceful process. This however led to the military defending its position as accused by the opposing political parties. Accordingly, the People Democratic Party's (PDP) accused the military of colliding to rig the election as did the All Progressive Congress (APC) (Sam, Umeh & Sobechi, 2015). Considering the violent nature of the election, Sam et al (2015) posited that the military claimed its officials arrested, seventeen (17) suspected political things and recovered several arms and ammunition during the governorship election. All these acts are dent to the tenets of democracy and shows that Nigeria is practicing pseudo democracy. The military also asserted that several political thugs stole permanent voter's card. Again, 30 PVCs at Ekeremor area of Bayelsa state, were retrieved from three youths and were apprehended and duly handed over to the police for further investigation by the military.

According to the statement by Sam et al (2015), it was gathered that despite the huge security officials that ranged from the military, police and civil defence, southern ijaw results were not declared. Some were of the opinion that the APC leaders and stalwarts used the Army, Navy, Police and other security agencies to intimidate the other political parties. The election held in the Southern ijaw led to the death of five persons as stated by Mr. iworiso –Markson (premier times). These allegations were also denied by police who also claimed that the corpse of those killed cannot be found even when they were all over the media; hence, election in Nigeria is no longer secured despite the huge security personnel sent for ensuring free and fair elections. People have totally lost confidence in the security of our nation, most of the security agents are believed to accept bribe and engage fully in electoral malpractices, against normal professional practice. These acts affected elections in Bayelsa and other state election in Nigeria. It was however learnt and observed that the 2015 presidential election and national legislative election in Bayelsa was not all that violent compared to the governorship election of December 5th, which led to arrest, harassment of security agents and political thugs, and other violent means to discourage the peaceful nature of the election.

3. Theoretical Framework

This work is anchored on the systems theory. As postulated by Adams (cited in Brian, 2008:64) systems theory is an input-output process. According to this theory, it is the quality of input invested in any part of society that determines how much output that the part delivers to society as a whole. Using the system theory, it is the contention of this study that bad inputs, in terms of inadequate preparation as well as funding of the Nigerian security agencies during election

periods is likely to necessitate an equally bad output such as ineffective performance of security agencies during election duties as well as negative election outcomes. The reverse is usually the case when the input is adequate and good enough.

Systems theory more like functionalism sees society as being made up of parts that are intricately tied together in terms of output and input functions in order to make the society stable. It is a basic assumption of the theory that parts are interdependent and interrelated in such a way that they account for the survival of the larger social system. More than other theories, the systems theory is particularly concerned with analyzing society from the point of view of the functional prerequisites that each part must perform if society is to survive.

Applied to the present study, the system theory gives one a better appreciation of the fact that it takes concerted efforts on the part of all stakeholders to deliver effective results during elections in any society. It is the contention of the study, that the current behaviour of security agencies during election periods can only be understood from the perspective of the systems theory given the fact that it is a network of different social sectors in society for the purpose of drawing core competencies dealing with societal problems and achieving effective and efficient results.

The basic assumptions of the systems theory which are that society is made up of interrelated systems and subsystems that are in constant interaction to promote the general system's wellbeing is particularly very relevant to the understanding of the role of security agencies during the 2015 general elections in Bayelsa State. In this sense, security agencies and the role they play more than anything else provide a platform where the tenets of systems theory are clearly manifested. This is because, all ramifications, the security agencies such as the police constitute a major part of the system and it is believed that when they follow their constitutional role without any negative influence, they end up contributing to the survival of the system in this case through their election duties. As a result, the systems theory provides the best possible analytical parameter to frame a clear narrative of the roles that the police force played in the 2015 general elections in Bayelsa State and how these affected the overall outcome of the elections.

4. Methodology

The setting for this research is Bayelsa State, located in the Niger Delta region of Nigeria. The research design that was adopted for this study is the survey design. This is because a survey design makes it possible to gather vast amount of information on time. There have been various elections in Nigeria but this study is narrowing down to the 2015 general elections in Bayelsa State. The population of the study comprised of all the 3,683 Police Officers serving in Bayelsa State (Nigeria Police Force, Bayelsa State, 2018). The sample size for this study is 360 Police Officers determined using the Taro Yamane formula as represented thus $n = \frac{\mathrm{N}}{1+\mathrm{N}(\mathrm{e})^2}$ where n is the expected sample size, N is the total population which is equal to 3,683 and e is the level of significance which in this case is 0.005. The study adopted the stratified, simple random and purposive sampling techniques. In light of this, the study focused on the 24 Police Divisions. However, 10 divisions were randomly selected and 36 respondents each were drawn from each of the divisions making 360. To select the respondents, the stratified random sampling method was first used to divide the sample by gender and proportionate simple random sampling was used to select respondents so as to ensure that the sample is a reflection of the size of the population of either males or females. The simple balloting method was used given the existence of a list of all the police officers which formed the sampling frame. In addition to the 360 respondents, 10 key informants were purposively selected for the interview sessions. The key informants were made up of key stakeholders in the election process such as major party leaders in the state, judiciary members, senior ranking officers of other security outfits such as the Army and the State Security Service among others. As a result, the sample size grew to 370. The primary data for the study were gathered using questionnaire and Key Informant Interviews (KIIs) while secondary data were gotten from published and

unpublished materials. A number of data analysis techniques were combined to interpret the data. These are the descriptive statistics; the Chi-square ($\chi 2$) statistical tool is employed to test the various hypotheses and the thematic method for the KII sessions.

This section presents the data in analytical form as well as the results derived from the process. Out of the 360 questionnaire that were distributed, 342 were collated for analysis. This amounts to a 95 percent return rate. Hence, the section is outlined in such a way that the socio-demographic information is presented first, followed by the information related to the objectives and the hypotheses and the thematic analysis of the KII data. Lastly, the discussion of findings section logically follows.

5. Results and Discussions

Table 1: Socio-Demographic Information

Age Distribution of Respondents		
Age in Years	**Frequency**	**Percentage**
Below 20	11	3.2
20-29	60	17.5
30-39	218	63.7
40-49	45	13.2
50and above	8	2.3
Total	**342**	**100**
Sex of Respondents		
Sex	**Frequency**	**Percentage**
Male	253	74.0
Female	89	26.0
Total	**342**	**100**
Marital Status of Respondents		
Marital Status	**Frequency**	**Percentage**
Single	86	25.1
Married	211	61.7
Divorced/Separated	33	9.6
Widow/Widower	12	3.5
Total	**342**	**100**
Education of Respondents		
Educational Level	Frequency	Percentage
No Formal Education	0	0.0
Primary Education	16	4.7
Secondary education	219	64.0
Tertiary Education	85	24.9
Others	22	6.4
Total	**342**	**100**
Religion of Respondents		
Religion	**Frequency**	**Percentage**
Christian	198	57.9
Muslim	105	30.7
Traditional Religion	17	5.0
Others	22	6.4
Total	**342**	**100**

Table 1 above shows the socio-demographic information of respondents in this study. The first part of the table captures the age distribution of respondents and out of 342 of them, 11(3.2%) were below the age of 20 years, 60(17.5%) of them fall between the age bracket of 20-29 years, furthermore, 218(63.7%) are within the age bracket of 30-39 years, 45(13.2%) of the respondents are between 40-49 years of age, while 8(2.3%) of them are 50 years and above. Next is the sex composition of the respondents and it is easy to see that 253 (74%) of the total respondents are males, while 89(26%) of them are females. This is followed by the marital status of the respondents and it can be deciphered that 86(25.1%) of the respondents are single, 211(61.7%) of them are married, 33(9.6%) of them are either divorced or separated from their spouses, while 12(3.5%) of them are either widows or widowers. Also, data on the education of respondents reveals that 16(4.7%) of the respondents had attended primary school, 219(64%) of them have secondary school education, 85(24.9%) of them said tertiary education, while 22(6.4%) of them said others. Furthermore, information on the religious affiliation of the respondents shows that 198(57%) of the respondents are Christians, 105(30.7%) of them are Muslims, while 17(5%) of them practice African Traditional Religion and 22(6.4%) of them said they practice other kinds of religion.

Substantive Data

In this section, the objectives are restated and the related data are presented in charts to enable a pictorial understanding of the results derived. This is followed by the presentation of the test of the hypotheses and interpretation of results.

Evaluation of Objectives

Objective 1: To examine the real role Nigeria Police played in -2015 election in the area of this study.

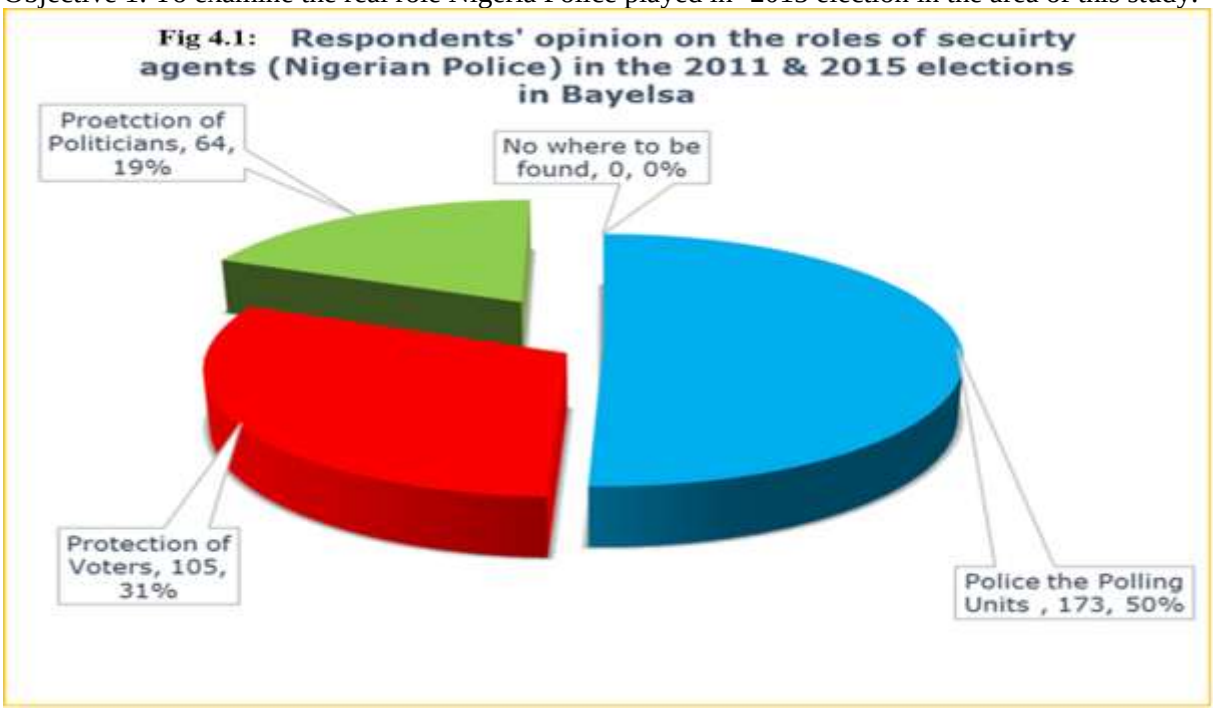
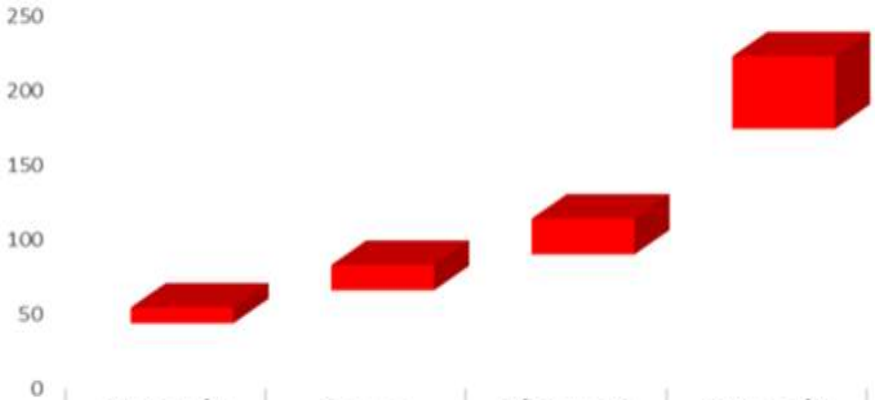


Figure 4.1 above is a pie chart showing respondents' opinion the roles of security agencies especially the Nigerian Police Force in the 2015 general elections in Bayelsa State. From the information presented in the chart, it is easy to see that 173(50%) of them said it is to guard the polling units, 105(31%) of the respondents said it is to protect voters, while 64(19%) of them said it is to protect politicians.

Objective 2: To establish if Nigeria Police were properly trained to handle election duties in this area of study.

Fig. 4.2: Members of the police were specifically trained for the purpose of the 2015 General elections



	Strongly Agree	Agree	Disagree	Strongly Disagree
Percentage	10.5	17.0	24.0	48.5
Frequency	36	58	82	166

Figure 4.2 above shows data on whether members of the police were specifically trained for the purpose of the 2015 general elections in Bayelsa State. From the data, it can be seen that 36(10.5%) of the respondents strongly agree as to whether they had any training during the periods in questions. 58(17%) of them agree, 82(24%) of them disagree, while 166(48.5%) of the respondents strongly disagree.

Objective 3: To establish the role of funding in the underperformance of security agencies in the area of the study.

Fig. 4.3: Role of adequate funding for secuirty agents in elections

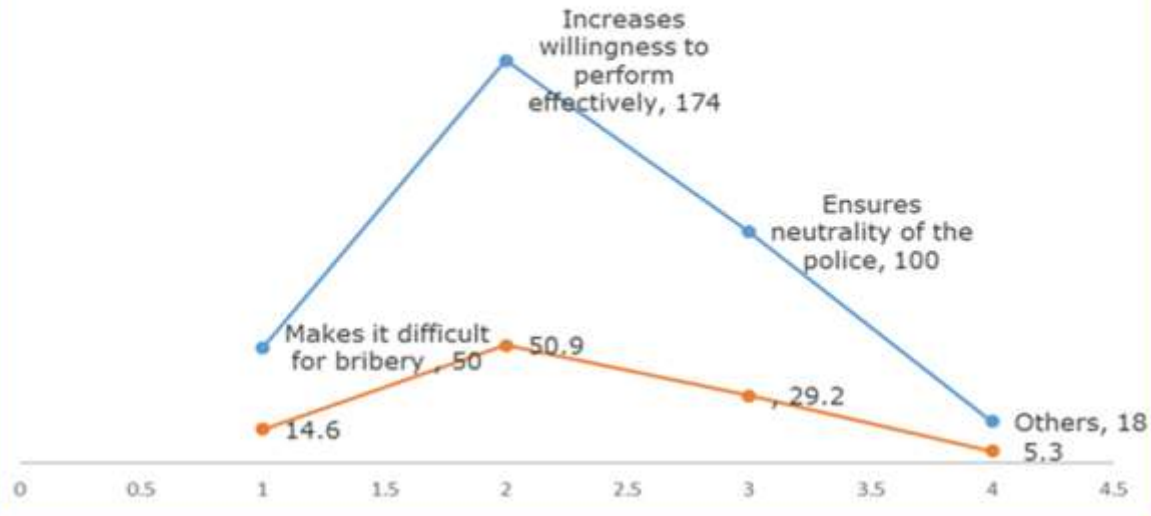


Figure 4.3 above shows data on the role of adequate funding for security agencies in the elections in Bayelsa State. From the data, it can be seen that 50(14.6%) of the respondents said adequate funding makes it difficult for the security agents to be bribed, 174(50.9%) of them said it increases their willingness to perform effectively, 100(29.2%) of them said it ensures neutrality of the police during elections, while 18(5.3%) of them said others.

Test of Hypotheses

1. The more Nigeria Police play their constitutional electoral roles according to their duty ethics, the more they become objective in their election duties.

Table 2: Strictly adhering to their constitutional role enables the police to be more objective during elections

	SA	A	D	SD	
Male	130	95	21	7	253
Female	49	18	10	12	89
Total	179	113	31	19	342

The data in Table 2 above shows respondents' opinion on whether strict adherence by the police force to their constitutional roles is likely to make them more objective during elections. The data shows that 179 of the respondents strongly agree, 113 of them agree, 31 disagree, while 25 of them strongly disagree.

Table 3: Chi-square computation for hypothesis 1

Category	O	E	O-E	(O-E)2	(o-e/e)2
Male	130	132.42	-2.42	5.85	0.04
	95	83.59	11.41	130.11	1.56
	21	22.93	-1.93	3.74	0.16
	7	14.06	-7.06	49.78	3.54
Female	49	46.58	2.42	5.85	0.13
	18	29.41	-11.41	130.11	4.42
	10	8.07	1.93	3.74	0.46
	12	4.94	7.06	49.78	10.07
Chi-Square	$\chi 2$=				20.39

Source: Data derived from Table 2 above & computed using Microsoft excel 2013

From the table above, the chi-square χ^2 calculated value for hypothesis 1 is as follows:

Chi-Square= $\chi 2 = \frac{(o-e)2}{e}$

Where o= observed frequency

e= expected frequency

Note that expected value is calculated by multiplying the row total by column total for each response and dividing by total number of respondents. After this, chi-square calculated value is compared with chi-square table value based on the calculated degree of freedom (df). Hence, to ascertain the degree of freedom the following formula applies.

DF = (R-1) (C-1)

= (2-1) (4-1)

= 1x3

Therefore DF =3

At 3 DF, the table value of $\chi 2$ at 0.05 level of significance is =7.82

Decision rule: The general accepted decision rule for the application of chi-square $\chi 2$ test states that: Accept null hypothesis if calculated value is less than the table value and reject hypothesis if the calculated value is greater than table value. In this study, since calculated value for $\chi 2$ is 15.63 and table value is 7.82, the hypothesis which states that "The more Nigeria Police play their constitutional electoral roles according to their duty ethics, the more they become objective in their election duties" is hereby accepted. Given the weight of the computed value of the chi-square when compared to the table value, it is safe to submit that there is a significant relationship between the strict adherence to constitutional roles by the police and their ability to be more objective during election processes in Bayelsa State.

2. The more Nigeria Police are ill-trained in their duties, the more in-efficient they become in election duties.

Table 4: Poor training may make the police inefficient in election duties

	SA	A	D	SD	
Male	90	89	42	32	253
Female	37	18	15	19	89
Total	127	107	57	51	342

The data in Table 4 above shows respondents' opinion on whether poor training is likely to make members of the police force inefficient in dealing with election duties. The data shows that 127 of the respondents strongly agree that when the police are ill-trained, they turn out to be inefficient when performing election duties, 107 of them agree to this, 57 disagree, while 51 of them strongly disagree.

Table 5: Chi-square computation for hypothesis 2

Category	O	E	O-E	(O-E)2	(o-e/e)2
Male	90	93.95	-3.95	15.60	0.17
	89	79.15	9.85	96.92	1.22
	42	42.17	-0.17	0.03	0.00
	32	37.73	-5.73	32.81	0.87
Female	37	33.05	3.95	15.60	0.47
	18	27.85	-9.85	96.92	3.48
	15	14.83	0.17	0.03	0.00
	19	13.27	5.73	32.81	2.47
Chi-Square	$\chi 2$=				8.69

Source: Data derived from Table 4 above & computed using Microsoft excel 2013

From the table above, the chi-square χ^2 calculated value for hypothesis 2 is as follows:

Chi-Square= $\chi 2 = \frac{(o-e)2}{e}$

Where o= observed frequency

e= expected frequency

Note that expected value is calculated by multiplying the row total by column total for each response and dividing by total number of respondents. After this, chi-square calculated value is compared with chi-square table value based on the calculated degree of freedom (df).

Hence, to ascertain the degree of freedom the following formula applies.

DF = (R-1) (C-1)

= (2-1) (4-1)

= 1x3

Therefore DF =3

At 3 DF, the table value of $\chi 2$ at 0.05 level of significance is =7.82

Decision rule: The general accepted decision rule for the application of chi-square $\chi 2$ test states that: Accept null hypothesis if calculated

value is less than the table value and reject hypothesis if the calculated value is greater than table value. In this study, since calculated value for $\chi 2$ is 8.69 and table value is 7.82, the hypothesis which states that " The more Nigeria Police are ill-trained in their duties, the more in-efficient they become in election duties " is hereby accepted. However, due to the value of the chi-square computed figure, it is the submission here that the relationship between the fact that poor training leads to inefficiency of the Nigerian police during election duties is not significant.

Key Informant Interview Data

Following the KIIs, three important themes emerged that formed the sub-headings under which the results are discussed here. Below, the themes are discussed and supported with verbatim quotes from the interviewees where necessary.

The Roles of Security Agencies in Elections

The outcome of the KII concerning the roles of security agencies in elections shows clearly that the Nigerian Police Force actually have key roles to play during elections. The roles range from providing security during elections and ensuring the order even after election periods. One of the key informants had this to say "the security agencies especially the police are by law enabled to ensure the safety of lives and properties during and after elections" (Male KII Participant aged 48 years old). In support of this, some of the participants made it clear that the roles of the security agencies are clearly enshrined in the electoral laws of the country. However, interviewees seem to agree that security agencies are usually compromised making it difficult for them to stick to their constitutional roles. In most cases, some of them see election periods as the time to make money from politicians hence, they are easily swayed to support parties in return for cash. This makes it really difficult for the smooth operation of security agencies during elections.

Training of Security Agencies for Election

On the issue of training, the outcome of the interviews showed that very little effort is made to build capacity of security forces to handle election duties. This is because of the erroneous belief that the security agencies are already trained without necessarily seeing the need for specific security duties such as election periods. Most of the interviewees agreed that the security agents do not have any special training targeted at security duties for election purposes. One of the interviews is quoted to have said that "there is no need for further training since all the security agencies have already undergone trainings in their various security outfits before joining" (Female KII participant aged 42 years). However, another who is an INEC staff was quick to add that despite their previous trainings, it is important that they are retrained specifically to handle election duties.

Funding for Security Agents

Concerning funding, the KII participants unanimously agreed that security funding is usually very inadequate. According to them, this creates security loopholes especially when the issue of poor remuneration for the police is benchmarked with this. However, the outcome is strongly in favour of the fact that when funding of security is not adequate whether during elections or any other security duty, the performance of the security agencies is usually undermined because most of them would focus on making money from the politicians thereby jettisoning their constitutional role in this regard. It is believed that "part of the reason why the general elections are usually marred by violence, ballot snatching and killings involving some security agencies is because of poor funding for them" (A Male security officer aged 39 years old). Similarly, some of the KII participants point out that the 2015 elections had security challenges because of low funding and insufficient security equipment to fight violence during such elections. They point out that the police force and other security agencies usually put their lives on the line when they work under low funding regimes during election periods.

6. Discussion

The discussion of findings in this section is done in line with the objectives that guided the study.

The first finding of the study dealt with objective 1 and related data were presented in

Figure 4.3 above and the result showed that security agents especially the Nigerian Police Force played the role of providing security for election materials at the polling units. This finding also support that of Sam, Sobechi, Umeh, (2015) who in their report proved that the Military performed the function of safeguarding lives and properties during the 2015 general elections.

The second finding in this study resulted from the second objective and the relevant data were presented in Figure 4.2 above. The results showed that showed that 72.7% of the respondents had negative views concerning whether the police had any form of training preparatory to the elections. This finding supports that of Ukwu (2015) who pointed out the absence of training of security personnel as a key gap in election preparations in Nigeria. Again, this was validated by the result of the chi-square test for hypotheses 2 above.

The third finding which is the sixth was triggered by the third objective and the related data are captured in Figure 4.3 above. The results showed that funding has a way of making security agents to underperform during elections. This is usually the case because when there is adequate funding, security agents are not easily bribed and they tend to perform their election duties effectively. This finding supports that of Charles (2015) who argued in his study that poor funding of security agencies during elections in Nigeria is a major setback to the security of lives and properties.

7. Conclusion

It is important to stress that participants in this study showed high level enthusiasm and willingness to respond to issues concerning security agencies and Nigeria elections especially the Police Force. This is not farfetched from the obvious fact that respondents felt that it was high time for people to understand their plight during general elections in the study area. Based on the findings of the study, it can be concluded that the Nigerian Police Force actually do have the constitutional backing to take part in general elections such as the 2015 elections. In this regard, their roles are backed up by the constitution and properly defined by the electoral act as provided by the Independent National Electoral Commission (INEC). However, it is also the conclusion of this study that these constitutional roles have been strongly undermined by insufficient funding which makes it easy for the members of the police force to be vulnerable to bribery especially from the politicians thereby reducing their capacity to be neutral and effective in performing their roles. This has a negative influence on the overall outcome of the elections. Lastly, the study also concludes that the security agencies especially the Nigerian police force do not get specific training that is tailored towards preparing them for elections such as that of the year 2015. This may be as a result of the underlying belief that the police force are already trained to deal with matters of security whether those related to elections or not.

8. Recommendations

Based on the findings and conclusions reached in this study, the following recommendations have been proffered:

- Public Enlightenment: There is need for the INEC in partnership with the National Orientation Agency (NOA) to carryout pre-election enlightenment of the general public on the constitutional roles of the police and other security agencies during general elections. This will help create the much needed awareness amongst the public on the subject matter and perhaps act as a check on the behaviour of the police.
- Security Training: The need to properly train and or educate members of the security agencies on election behaviour and their responsibilities is particularly necessary. This is because every security situation requires specific skills to manage associated security threats or risks.
- Security Funding: It is important to ensure that funding levels are at per with the required duties of security agencies

during election periods. When funding is short, it usually affects the ability of the police and other security agencies to be neutral. Needless to say that this promotes conditions for bribery and other election related frauds.

- Proper sanctions: Having satisfied issues of enlightenment, training and funding, it is pertinent to add that the authorities of all security agencies including the police force should apply stiff sanctions when members of their agencies are found to have violated their constitutional roles during elections.

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Investigating the Awareness Level of Homemakers on Basic Consumer Rights and Utilization of Information Sources in Jos Metropolis of Plateau State

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Abstract. The study investigated the awareness level of home makers on basic consumer rights and utilization of information sources in Jos metropolis of plateau State. A descriptive survey was carried out on home makers in Jos north LGA of plateau State. The population is made up of male and female home makers in Jos metropolis. 500 home makers were selected using simple random sampling technique. A structured questionnaire was constructed and used for data collection. The data was statistically analyzed using t-test and mean statistics. The hypothesis was statistically tested at significant level of 0.05. The results revealed that, 43% of homemakers were moderately aware of their rights for basic needs and safety while, 48% were not aware of their right to choose and access goods. The study further showed that 147 (49%) of the homemakers, were aware of the sources of information by sales representatives while a few numbers of 90 (30%) got their information of household goods from billboards and posters. It was concluded that there is a moderate awareness level of consumer rights but low-level awareness of products information and utilization of goods and services in Jos metropolis. It was recommended that civil society on public and family matters should enlighten home makers on the need to utilize information on particular goods and services, also, consumer protection council (CPC) should sensitize consumers about the knowledge and skills needed to purchase and use goods and services**.**

Keywords: Investigating, Awareness, level of home makers, Basic consumer Rights and In information sources.

1. Introduction

Consumer education involves asking questions about goods and services and subsequently taking decisions based on information available and the consciousness of the consumer. Madugu (2016), referred to consumer education as the process of enlightening buyers about their rights on goods and services. Consequently, consumer education involves the preparation of an individual or a group through skills, concepts and understanding that are required for everyday living to achieve maximum satisfaction in purchasing and utilization of household goods. The aim of consumer education is to help buyers make knowledgeable rational choices in the market place concerning goods and services obtainable to them (Charbonneau, Ponte and Kochanowshi 2000; Centers for Disease Control and Prevention, 2004). In order to achieve this, the consumer needs knowledge, material and skills to evaluate marketing and advertising messages as well as manage their resources. Thus, a consumer could be a male or female, educated or uneducated as long as they buy or use goods and services directly or indirectly (Ezeonyejiaku, 2015). According to the Consumer Protection Council (CPC), uninformed consumer population in Nigeria cannot be efficiently protected if they are not aware of their rights and how the rights can be protected. Businesses in the same vain are

expected to be well familiar with their obligations to consumers (CPC, 2015).

The Services that a consumer may buy are numerous, some of which include: food, clothing, water, electricity, telephone and transport services. The goods available to consumers are in diverse forms. Some of them are edible while some are not. The edible consumer goods may include cereals and grains, roots and tubers, fruits and vegetables. The non-edible could include clothing or durable Consumer goods like electronics, furniture and furnishings (Pinjaker,2014, Paul,2006 and Morris 2011; Wilkie, 2011). Hence, it is necessary for consumers to understand that they do have some basic rights and privileges which include: the right to satisfaction of basic needs, choice of information, consumer representation and the right to a healthy environment (Hawkins, 2010).

According to Ndibisi, (2016), the consumer's rights were conceptualized in the developed countries as opportunities for the wealthy and completely dependent buyers to fulfill their needs. In many developing countries, however, many consumers are either ignorant or unaware of their consumer rights, information sources or legal redress system. Consumer awareness is part of the formal school curriculum in many countries of the world and incorporates knowledge from many disciplines, such as Home economics, psychology, economics, law and mathematics (Anyakoha and Eluwa, 2008; Consumer Education Foundation, 2014),

The Consumer Protection Council (PCP) is an organization of the Federal Government of Nigeria that is supervised by the Federal Ministry of Trade and Investment. Its purpose is to sensitize people about the knowledge and skills needed to purchase and use goods and services sensibly. These consumer rights were enacted in order to safe guard consumer interest. These rights are supposed to be an integral part of a consumer. Also the public are expected to be aware of what is available to them. These rights could be disseminated through various means such as: radio, television, newspapers and public enlightenment campaigns. These materials when available are supposed to aid the homemaker in planning, purchasing and handling of consumer goods and services. (Dahiru, 2015). The home maker is a member of the household who is responsible for the handling of all or most of the household chores (Keswet&Anyakoha, 2013; Keswet and Anyakoha, 2014). They purchase the household goods and services, as well as use them. They are therefore the main targets of this study. This knowledge will be useful in further planning strategies that will enhance consumer education information of households in Nigeria and specifically Plateau State.

2. Statement of the Problem

The present stringent economic situation of Nigeria and particularly Plateau State poses a lot of challenges to homemakers especially in the area of genuine information about household consumer goods and services. The promotion of indigenous goods and services has paved way for some people to produce, promote and market many adulterated consumer goods and services. The ability to meet the demand of the household under the present economic crisis situation requires the homemaker to have adequate and relevant consumer information and dissemination sources. For homemakers to make wise and intelligent choices, they must be conscious about the availability, terms and conditions under which goods and services are available and promoted. As well as know the strategies that can make them better homemakers. This is the main purpose of this study.

3. Research Questions

The following research questions guided the study:

- What is the awareness level of homemakers about consumer rights regarding basic household goods in Jos North L.G.A. of Plateau State?
- To what extent are Homemakers aware of the sources of information regarding basic household goods in Jos North L.G.A.?
- To what extent do Homemakers in Jos North L.G.A. utilize available consumer information in the purchase of household goods?

- What are some of the strategies that could help homemakers to enhance the purchase and use of household goods in Jos North L.G.A.?

4. Hypotheses

Two research hypotheses were formulated and tested at 0.05 level of significance as follows:
HO_1There is no significant difference between the mean rating of male homemakers and those of the female, regarding awareness level of homemakers about consumer rights in Jos North L. G.A.
HO_2 There is no significant difference between the mean ratings of married women and those of Single women regarding the extent of utilization of information available on household good.

5. Methodology

The design of the study was a descriptive survey. It was designed to Investigating the awareness level of homemakers on basic consumer rights, sources and utilization of information sources in Jos North L.G.A. of plateau state. The population for the study comprises of 437,217 in Jos North L.G.A of Plateau State. The population table further showed that there were 220,856 males and 216,361 females in the L.G.A. (National Population Commission, 2008).The sample for the study was made up of five hundred homemakers selected from the population of study. A simple random sampling technique was adopted in the selection of the sample. Structured questionnaire was used for data collection. The instrument was made up of five sections. Section one consist of personal data of the Homemakers, section two contained 10 items on the awareness level of homemakers about consumer rights regarding basic household goods, Section three contained 14 items on the extent of awareness of homemakers on the sources of information regarding household goods, section four contained 13 items on the utilization of available consumer information sources regarding household goods and section five contained 11 items on the strategies that could help homemakers to enhance the purchase and use of household goods. Five hundred copies of the questionnaires were distributed to the homemakers in Jos North L.G.A. with the aid of two trained research assistants. The research assistants were taught how to interpret the items of the instrument to the respondents in Hausa or English language, as the case may be.

6. Data Analysis Technique

Five point Likert scale was used to generate responses from research questions two, three and four while a three point scale was used for research question one. Mean and Standard deviation was used to answer all the research questions while t-test was used for hypotheses 1 and 2 at 0.05 level of significance. Any item which had a mean score of 3.0 and above was accepted while below 3.0 were rejected..Find below the result of the findings

Research Question 1: What is the Awareness level of Homemakers about their consumer rights in Jos North L.G.A?
Table 1: Awareness level of Homemakers about consumer rights

STATEMENT	Not Aware	Aware	Very Much Aware	No response	Total
Right to satisfaction of basic needs	98 (32.7)	158 (52.7)	37 (12.3)	7 (2.3)	300 (100)
Right to safety of protection against hazardous goods	94 (31.3)	149 (49.7)	39 (13.0)	18 (6.0)	300 (100)
Right to be informed about quality and quantity	82 (27.3)	131 (43.7)	80 (26.7)	7 (2.3)	300 (100)
Right to choose	145 (48.3)	113 (37.7)	35(11.7)	7(2.3)	300 (100)
Right to access a variety of goods at competitive prices	117 (39.0)	111 (37.0)	72 (24.0)	0	300 (100)
Right of protection against unfair practices	113 (37.7)	103 (34.3)	84 (28.0)	0	300 (100)
Right to seek redress	99 (33.0)	91 (30.3)	110 (36.7)	0	300 (100)
Right to be heard	118 (39.3)	135 (45.0)	40 (13.3)	7 (2.3)	300 (100)
Right to consumer education knowledge about goods	134 (44.7)	116 (38.7)	43 (14.3)	7 (2.3)	300 (100)
Right to consumer representation	113 (37.7)	113 (37.7)	61 (20.3)	13 (4.3)	300 (100)

Source: Field data 2017
N.B: percentage in parenthesis (%)

Table one shows the awareness level of homemakers about their consumer rights. 52.7%, 49.7% and 43.7% of the consumers are moderately aware of the right of basic needs, right to safety of protection against hazardous goods, right to be informed about quality and quantity respectively. Majority of the consumers 48.3%, 39.0%, 37.7%, 44.7% and 37.7% were not aware of Right to choose, Right to access a variety of goods at competitive prices, Right of protection against unfair practices, Right to consumer education knowledge about goods and Right to consumer representation respectively. The overall responses of 40.7% consumers had moderate Awareness level of Homemakers consumer rights, 20% of the consumers to a low extent had low awareness. This implies that, homemakers are not aware about their right to access products, and do not have much knowledge about consumer education, but aware of their right to basic needs and information.

Table 2: Awareness level of Homemakers about their consumer rights in Jos North L.G.A

Awareness Level	**Frequency**	**Percentage (%)**
Very low	0	0
Low	0	0
Moderate	267	89.0
High	19	6.3
Very High	14	4.7
Total	300	100.0

Table 2 shows the mean scores of respondents regarding the level of awareness about consumer rights in Jos North L.G.A. 267(89%) of the Homemakers had moderate awareness level, 19(6.3%) of the homemakers had high awareness level and 14(4.7%) of the Homemakers had very high awareness level about their consumer rights in Jos North L.G.A .

Research Question 2: To what extent are Homemakers aware of the sources of information regarding basic household goods in Jos North L.G.A. of Plateau State?

Table 3: Sources of information regarding household goods

COMSUMER INFORMATION SOURCES	NO EXTENT	LITTLE EXTENT (LE)	UNDECIDED	GREAT EXTENT (GA)	VERY GREAT EXTENT (VGE)	Total
School curriculum at all levels	95(31.7)	100(33.3)	49(16.3)	95(15.7)	9(3.0)	300(100)
Cooperative Societies	59(19.7)	134(44.7)	56(18.7)	39(13.0)	12(4.0)	300(100)
Government price control boards	73(24.3)	130(43.3)	41(13.7)	45(15.0)	11(3.7)	300(100)
Seminars and workshops	67(22.3)	129(43.0)	46(15.3)	34(15.3)	24(8.0)	300(100)
Newspapers and magazine advertisements	58(19.3)	136(45.3)	40(13.3)	52(17.3)	14(4.7)	300(100)
Use of public address system	44(14.7)	117(39.0)	58(19.3)	67(22.3)	14(4.7)	300(100)
Television advertisement	95(31.7)	119(39.7)	37(12.3)	40(13.3)	9(3.0)	300(100)
Radio advertisement	105(35.0)	103(34.3)	49(16.3)	34(11.3)	9(3.0)	300(100)
Text messages	63(21.0)	110(36.7)	36(12.0)	60(20.6)	31(10.3)	300(100)
Internet/web information	83(27.7)	115(38.3)	18(6.0)	52(17.3)	32(10.7)	300(100)
Bill board/Posters	92(30.7)	90(30.0)	46(15.3)	32(10.7)	40(13.3)	300(100)
Sales representative	50(16.7)	147(49.0)	39(13.0)	42(14.0)	42(14.0)	300(100)
Enlightenment campaign	59(19.7)	106(35.3)	49(16.3)	64(21.3)	22(7.3)	300(100)
Display of products on stands	86(28.7)	104(34.7)	27(9.0)	61(20.3)	22(7.3)	300(100)

Source: Field data 2017
N.B: percentage in parenthesis (%)

Table 3 shows the Homemakers awareness of the sources of information regarding basic household goods in Jos North L.G.A. of Plateau State. Majority of the Homemakers awareness of sources of information

regarding basic household goods to a low little extent (LLE) were as follows: 90(30.0%) from Bill board/Posters,100(33.3%) from School curriculum at all levels are sources of information regarding basic household good, 103(34.3%) from Radio advertisement,104(34.7%) from display of products on stands, 106 (35.3%) from enlightenment campaigns, 110(36.7%) from Text messages, 115(38.3%) from Internet/web information,117(39.0%) from use of public address system,119(39.7%) from Television advertisement,129(43.0%) from seminars and workshops, 130(43.3%) from government price control boards, 134(44.7%) from cooperative Societies, 136(45.3%) from newspapers and magazine advertisements, 147(49.0%) from sales representative. This indicates that large number of home makers are aware of the sources of information by sales representatives, while a very few numbers of home makers get their information of household goods from billboards and posters.

Table 4: Consumers Awareness of Product Information Sources

Awareness of Product Information sources Level	Frequency	Percentage (%)
Very low (0-4.34)	0	0
Low (4.35-14.13)	7	2.3
Moderate (14.14 – 43.5)	249	83.0
High (43.6-53.29)	38	12.7
Very High (53.30-65.00)	6	2.0
Total	300	100.0

Table 4 shows the mean scores of respondents regarding the level of awareness about consumer rights in Jos North L.G.A. the result shows that 7(2.3%) of the Homemakers had low awareness level, 249(83%) of the Homemakers had moderate awareness level, 38(12.7%) of the homemakers had high awareness level and 6(2.0%) of the Homemakers had very high awareness level about their consumer rights in Jos North L.G.A. This indicates that, moderate number of homemakers are aware of product information.

Hypothesis 1: There is no significant difference between female and male homemakers mean rating on consumer rights awareness level.

Table 5: t-test Analysis on female and male homemakers mean rating on consumer rights awareness level

GENDER	N	Mean	SD	Df	t_{cal}	P-value
MALE	108	19.18	5.26	298	1.212	0. 226
FEMALE	192	18.48	4.43			

Table 5 shows the t-test Analysis on female and male homemakers mean rating on consumer rights awareness level, the married female had a mean and standard deviation rating of 18.48±4.43 while the male homemakers had a mean and a standard deviation of 19.18±5.26. In addition the calculated t-value of 1.212 with a p-value of 0.226 which is greater than 0.05 (P>0.05). Therefore, the researcher accepts the null hypothesis and rejects the alternative hypothesis, which implies that there is no significant difference between female and male homemakers mean rating on consumer rights awareness level.

Hypothesis 2: There is no significant difference between married women and Single homemakers mean ratings on the extent of Products information utilization.

Table 6: t-test Analysis of married women and Single homemakers mean ratings on the extent of Products information utilization

MARITAL STATUS	N	Mean	SD	df	t_{cal}	P-value
MARRIED	140	18.81	5.35	298	.276	.783
SINGLE	160	18.66	4.16			

Table 6 shows the t-test Analysis of significant difference between married women and Single homemakers mean ratings on the extent of Products information utilization, the married women had a mean rating of 18.81±5.35 while the single had a mean and a standard deviation of 18.66±4.16. In addition the calculated t-value of 0.276 with a p-value of 0.783 which is greater than 0.05 (P>0.05). Therefore, the researcher accepts the null hypothesis and rejects the alternative hypothesis. This implies that there is no significant difference between married women and Single homemakers mean ratings on the extent of Products information utilization.

Table one shows the awareness level of homemakers about their consumer rights. 52.7%, 49.7% and 43.7% of the consumers are moderately aware of the right of basic needs, right to safety of protection against hazardous goods, right to be informed about quality and quantity respectively. Majority of the consumers 48.3%, 39.0%, 37.7%, 44.7% and 37.7% were not aware of Right to choose, Right to access a variety of goods at competitive prices, Right of protection against unfair practices, Right to consumer education knowledge about goods and Right to consumer representation respectively. The overall responses of 40.7% consumers had moderate Awareness level of Homemakers consumer rights, 20% of the consumers to a low extent had low awareness

7. Discussions

It is important for consumers, especially homemakers to know their rights in order to survive in the present economy in any country of the world, especially in Nigeria and particularly in Plateau State. This is necessary because most sellers are desperate to make money and consumers are also careful to make the most of the little family resources available to them. Majority of the respondents in table one (less than 50%), indicated lack of awareness to choose, right to access a variety of goods at competitive prices, right to protection against unfair practices and right to consumer education knowledge about goods and services. Since the basic aim of consumer education is to help clients make knowledgeable sensible choices in the market place concerning goods and services available to them (Rana, 1997; 2000), consumers need knowledge, material and skills to evaluate marketing and advertising messages as well as manage their family resources.

A study carried out by Atoki, 2015 and Rani, 2003, showed that participants were unanimous on lack of awareness as the major challenge for the electricity consumers' protection. Uninformed consumer population cannot be efficiently protected if they do not know that they have rights, what the rights are, and how the rights could be protected. Businesses also need to be well acquainted with their obligations to consumers. 43 to 52% of the respondents however agreed on knowing their rights to basic needs, rights to safety against hazards and right to be informed about quality and quantity, although, they usually do nothing about. This is in contrast to the studies of some researchers (CIA, 2014; Ezeonyejiaku, 2015;), who found out that consumers are hardly aware of the existence of their legal rights. This lack of awareness according to the researchers is a big challenge for the consumer protection systems. This study showed that majority of the consumers were not aware of their rights to choose, access a variety of goods at competitive prices and protection against unfair practices, which is the main objective and essence of the Consumer Protection Agency in Nigeria and other countries of the world (World Bank, 2013, CIA, 2014). The responses of the participants in this present study therefore were not so different in this aspect mentioned. Also, responses of males and female respondents did not differ much. In other words, there is no significant difference between female and male homemakers mean rating on consumer rights awareness level and no significant difference between married women and Single homemakers mean ratings on the extent of Products information utilization.

In addition, complexities of consumer goods and services and the way they are marked in recent times seem to pose more challenges to the consumer (Madugu, 2015).Although the results of this present work showed that consumer awareness of products information sources was

83%, meaning that they may be well informed, sometimes it is not quit true. For example; there are circumstances where sales representatives are hired to market the products that they know nothing about or are not familiar with. These sales representatives are young boys, girls, primary secondary or even university graduates who just hawk about with products, sometimes some of them just dance to entertain their audiences but may not know anything about what they are selling or advertising. Ignorant consumers not being specialists find it difficult to establish the quality, standard, as well as the performance of these products. Hence, consumer education becomes convenient. Radio advertisement was rated very low as a source of information perhaps, because most consumers now are on the go from morning to night while radios are left at home.

8. Conclusion

The study concluded that there is a moderate awareness level of consumer rights but low level of awareness of products information and utilization of goods and services. These rights could be disseminated through various means such as: radio, television, newspapers and public enlightenment campaigns. These materials when available are supposed to aid the homemaker in planning, purchasing and handling of consumer goods and services. Therefore, homemakers either male or female needs to be well informed about different goods and services in the market, the cost and availability of the products which will help them manage their family's needs effectively. The researcher by this has device means of getting consumer especially women to be more informed.

9. Recommendations

Based on the findings of the study the following recommendation was made;

- Home makers that are aware of their rights as far as goods and services is concern should do a door to door campaign on the need to focus on consumer rights.
- Consumer agencies, companies, such as consumer protection council (CPC) under the federal government supervised by the federal ministry of trade and investment should sensitized consumers about the knowledge and skills needed to purchase and use goods and services.
- Government should include consumer education in the curriculum of colleges. This will help in creating awareness about consumer protection laws amongst the public.
- Government should also provide necessary encouragement for establishment and functioning of voluntary organizations. Thus, through use of mass media, training camps &awareness camps can improve awareness level of consumers and thereby increase the utilization of consumer rights by the consumers.

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Part Three

Social Psychology

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Home Environments and Preschooler's Bullying Behaviour

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Abstract. A child who exhibits aggressive behaviour that affects his or her relationship with other children around him or her is termed having behavioural problems. The study examined the influence of home environments on bullying behaviour among preschool pupils in Ijebu-ode local government area of Ogun State. Three research questions were raised and answered in this study. This study adopted the descriptive survey research design. The target population for this study consists of all parents, caregivers and pupils in the forty three (43) government owned preschools in Ijebu-Ode Local Government area of Ogun State. Three research instruments tagged "Home Environment and Children Bullying Behaviour" (HECBB), "Class Bullying Assessment Scale" (CBAS) and the self-observation report from the researcher" were developed and used for this study. The data collected were analyzed using ANOVA and Pearson's Correlation Coefficient. The result revealed that bullying incidence is not significant or related to home location. The result shows that there is no significant influence of neigbourhood characteristics on bullying incidence among preschoolers. The result shows that parents' occupation has a significant influence on bullying incidence among preschoolers. Based on the findings, it was recommended that:

- Schools should organize training for parents on what bullying is, what the school's policies and rules are, and how the enforcement of the rules may affect the child and the parents.
- Caregivers should make provision of measures to control bullying incidence among preschoolers and help them to engross healthy behaviour in their pupils.

Keywords: Preschooler, Home Environments, Bullying Behaviour

1. Introduction

Early childhood educators need to understand bullying within the context of their early childhood settings. The term bullying refers to a specific form of aggressive and violent behaviour among preschoolers. Bullying is characterized by acts of intentional harm, repeated over- time, in a relationship where an imbalance of power exists. It includes physical bullying (punching, kicking, biting), verbal bullying (yelling at, name calling,), and sign bullying (abusive sign language through hands, tongues, eyes, or nose). Family is the principal unit in the socialization process of a child. It is the starting point for children to learn and internalize the norms and ideologies of the larger society.

Behavioural problem is a term used to describe a child who exhibit aggressive behaviour that affects his or her relationship with other children around him or her. This study identifies bullying as a behavioural problem which is prevalent among pre-school children. It is observed that parents do not believe the reports of their children who engage in bullying either as victims or perpetrators (Holt, Kantor, and

Finkelhor, 2009). This is considered a rising threat to social order among pre-school children and therefore justifies the need to investigate the extent to which home environment influences bullying behaviour among preschool children.

Preschoolers are regarded as children between the ages of 3 and 5 years who receive early childhood education prior to entering the formal compulsory primary school (Maduewesi, 2005). According to Osokoya (2011), the education given to pre-school children is meant to increase the child's social, emotional and cognitive development. Generally, preschool children learn through play activities such as dancing, sitting, crawling, standing, walking, jumping and controlling of their postures (referred to as gross motor skills). They also learn to engage in touching, grasping, cutting, pasting, working with mold, picking up objects (referred to as fine motor skills), In some cases, they learn to identify alphabets, numbers, read phonics, hold pencils, write on notebooks and fill colours under the instruction of the caregiver (referred to as cognitive skills). They however learn most of these in a preschool learning centre designated as creche, kindergarten or nursery school.

Home is the primary social unit where preschool children learn first. Home environment refers to the child's physical dwelling place where he or she receives parental or guardian support (Sara, et al, 2016). It is also regarded as family environment where the child learns certain habits, cultural norms, language pattern and skills. In most cases, the child inherits behavioural traits that are prevalent in the family. These behavioural traits shape the home experiences of the child and subsequently influence his/her behavioural patterns. In this dissertation, home environment covers the home location and the socio-economic status (occupation and parenting style). This study is interested in establishing the link between home environment variables and bullying behavior among preschool children.

It is generally accepted that the structure of the Nigerian family has changed and will continue to change. Such phenomena as the increased divorce rate, two-employed-parent families, a growing number of teenage pregnancies and the decreasing influence of extended families have substantially changed the kind of preschool experiences that children have (Sara, et al, 2016). Meanwhile, research has indicated that variables including family income, family structure, parents' educational level, amount of children's television viewing, availability of learning tools, and home literacy activities may be related to bullying among preschoolers. A comprehensive literature review in this area is difficult, not only because of the number and variety of studies but also of the intricate relationships that have been hypothesized or found to exist among the variables used in these studies.

Beginning with Coleman's seminal study in the middle 1960s, research has indicated that children's behavior is strongly influenced by home background. During this early research, home background was typically defined in terms of global social status variables including parental income, education, and occupation in addition to family structural characteristics such as family size and birth order. Early landmark studies by Bloom (1964) longitudinally investigated stability, change and the effect of environment on school children. In addition to examining the effects of environment on physical characteristics, he also studied intelligence, attitudes, personality and achievement.

Social behavior of preschoolers is likely to be greatly affected by the home, peer group and school environment in which the children live, play and learn. There are clearly some environments, which encourage positive social behavior, while there are other environments which encourage and reinforce negative social behavior. The place of residence or a child's home has greater influence in students' behavioural development. In connection to this Oriye, (2008) emphasized that home location near market places and garage tends to make children develop aggression towards others. Vanfossen, Kellam, Sokoloff, and Doering, (2010) are of the view that neighbourhood characteristics contain a local opportunity structure that channels and constrains child

behaviours, engender a prevailing normative climate delimiting the boundaries of acceptable and desirable conducts, and may predispose individuals to respond differently to social institutions.

Bullying can happen in a number of different places including preschool classrooms or playgrounds. Among preschoolers, bullying is used for a purpose (e.g., to gain another's friendship, to exclude another, to hurt another). Young children have been observed to pick on peets, exclude them from a peer group, hit or bite their peers in order to get what they want (Salmivalli, Karna, A., & Poskiparta, 2010). Specifically, pre-school bullying, according to Evans, (2014) refers to: A set of actions that happen when a child who is, or who wants to feel, more powerful targets a weaker and/or smaller person by hurting or frightening that person, and does so repeatedly. Bullying therefore is intentional and if repeated by the preschooler against other children, it becomes an aggressive behaviour which is directed at inflicting physical or emotional damage to the victim. This study considers bullying from three angles, namely (i) physical bullying which involves hitting and pushing of other children (ii) verbal bullying where other children are name-called or yelled at (iii) sign bullying where other children are hurt as a result of using abusive sign language through hands, tongues, eyes, or nose.

Bullying has negative effects for everyone involved. Children who are victims of bullying are more likely to have depression, anxiety, increased sadness and loneliness, sleep problems, decreased academics, and health complaints. Children who bully are more likely to abuse substances, engage later in life in earlier sexual activity, get into fights, drop out of school, and become abusive adults towards family, spouses, and children than children who are not considered bullies. Bystanders are more likely to abuse substances, have increased mental health problems, and miss or skip school. (U.S. Department of Health & Human Services, 2014).

Splete (2005) conducted a study based on mothers' reports of their four-year-old children. The study looked for common characteristics in children who became bullies. She found that cognitive stimulation and emotional support from parents showed a decrease in the likelihood of children becoming bullies. She also found that children who watched more television were more likely to become bullies and attributed this to a decrease in cognitive stimulation.

Perren and Alsaker (2005) found other common characteristics of bullies in their study with early elementary students. They found that bullies tended to be more aggressive and lacked prosocial skills. They also found that children who became bullies tended to have more friends and more leadership skills. Bansel, Davies, Laws, and Linnell (2009) had another theory on what caused bullying. They attributed bullying behavior to a striving for power. They found that bullying is not due to a weak character flaw, as previous research had suggested, but instead is due to a child trying to gain and maintain power in a school setting. This study suggests that it is not home life or parenting styles that produce, or do not produce a bully, but rather it is the power struggle.

Perren and Alsaker (2005) found common characteristics in victims of bullying as early as kindergarten. They concluded that victims tended to be more aggressive than non-victims were. The research showed that victims tend also to be isolated, more withdrawn, submissive, and frequently had no playmates; this may or may not come from home life or internal factors. The research concluded that work should be done with children in kindergarten settings. They suggest working with children already bullying, who are victims of bullying, and those who are at risk for falling into one of these groups (bully, victim, or bystander). Schwartz, Dodge, Pettit, and Bates (1997) also found common characteristics of victims of bullies, but the characteristics came from home life and affected the type of victim the child may become. In their study, it was suggested that home life directly affected how a child responded to bullying. This included whether he or she became an aggressive victim or a passive

one. The study showed that children who live with harsh maternal experiences, specifically those that witnessed many acts of violence in the homes, created a more aggressive victim. It should be noted that parenting styles did not differ between passive victims and normative boys.

There is currently a vast knowledge of research on bullying and topics surrounding bullying in older children (kindergarten and older) (Laura-Humphrey, B. S., 2013). School social workers are frequently asked to work with students who need to develop prosocial skills. These groups may be small pull-out groups with a specific goal such as anger management or social skills groups. These interventions may include classroom/school interventions in reducing bullying, creating a less hostile environment, and teaching friendship skills. Social workers in early childhood programs are also asked to be a resource in teaching these same skills, but little is known about bullying in the preschool classroom (children between 33 months and 5 years old). It would benefit social workers to know what works in these early childhood programs, enabling them to help children before they enter kindergarten.

Also, a number of factors can be responsible for the development of bullying in preschoolers. According to Neto (2005), the world outside the school is reproduced within the school. Hence, family factors such as harsh parenting style, disorganized attachment, and poor parent-child relationship could trigger bullying behaviours among pre-school pupils. Furthermore, Cook (2010) believes that other salient factors such as the school climate, teacher characteristics and peer influence could predict bullying behaviour. Fielder (2008) is also of the view that the development of bullying can be viewed as part of a large process of interaction, with the home at its root. Thus, he opined that bullying behaviour is to a great extent believed to be a byproduct of family dynamics.

Farrell (1999) found that there is a need in early childhood education for bullying prevention programming in preschool. The author also stated that this need might not be widely acknowledged in education settings potentially due to bullying being called by other names in the early childhood field. She speculated that in these early childhood settings, teachers may call bullying behaviors something different, although examples of terms were not given. This use of multiple names may cause the problem of bullying to be minimized. She concluded that there are many causes of bullying in preschoolers and more intervention work needs to be done. Ferrell stated one intervention could include creating a nationwide lexicon surrounding bullying in early childhood. Another intervention she stated was that more training for early education teachers; specifically, how to create a respectful atmosphere and work on prosocial skills in the classroom.

Other programs have been created to work on specific aspects of preschool behavior that is considered maladaptive while not specifically working on "bullying." Such programs include the Center on the Social and Emotional Foundations for Early Learning, which has a series of briefs on promoting positive developmental skills including language, social interactions, and managing behaviors.

Kaiser Family Foundation, (2011) also created a comparison guide about different evidence-based programs. In their publication, they compare many different programs geared at early childhood and show which skills are directly targeted at which populations of children. These programs focus on a wide range of topics including emotional regulation, decreasing aggression, promoting social skills, and family interventions. Again, these programs are aimed at certain behaviors and not necessarily bullying in context. Therefore, home is the primary and social unit where preschool children learn first. It is on this basis that the study examined the influence of home environment on bullying behavior among preschool pupils.

2. Statement of the Problem

Bullying is a nationwide problem happening in our schools, homes, and workplaces. There is

very limited knowledge of what bullying looks like in a preschool classroom. One thing that can be stated at the current time is that there is no consensus as to what causes bullying in general. There are also no studies that looked at causes of preschool bullying. Very few studies have looked at bullying in the preschool classroom and how the children involved are affected. There is also a lack of research on what is being done in the preschool classroom to prevent and stop bullying. The focus of this research work was to examine the influence of home environments (home location and socio-economic status of parents) on bullying behaviour (physical, verbal and sign bullying) among preschool pupils.

3. Purpose of the Study

The broad aim of this study was to assess the relationship between home environment and bullying behaviour among preschoolers (children from 3 to 5 years). Specifically, the study investigated the following objectives:

- Influence of place of residence on bullying incidence among preschoolers;
- Influence of neighbourhood characteristics on bullying incidence among preschoolers;
- Influence of parents' occupation on bullying incidence among preschoolers;

4. Research Questions

The following research questions were raised and answered in this study.

- What is the influence of place of residence on bullying incidence among preschoolers?
- What is the influence of neigbourhood characteristics on bullying incidence among preschoolers?
- What is the influence of parents' occupation on bullying incidence among preschoolers?

5. Methodology

5.1 Research Design

This study adopted descriptive survey research design. The target population for this study consisted of all parents, caregivers and pupils in the forty three (43) government owned preschools in Ijebu-Ode Local Government area of Ogun State. Data from the Education Board in Ijebu-Ode indicates that only 41 of the preschools are functioning with a total population of 82 caregivers with 2400 preschoolers. Simple random sampling technique was used to select twenty (20) schools out of the forty-one (41) functioning preschools in Ijebu-Ode Local Government. Also, five (5) parents were randomly selected as respondents from each preschool which gives a total sample of one hundred (100) parents as respondents. Purposive sampling technique was used to select forty (20) caregivers out of a total population of eighty-two (82) in government owned preschools in Ijebu-Ode Local Government area of Ogun State..

Three research instruments were developed and used for this study. The first instrument tagged, "Home Environment and Children Bullying Behaviour" (HECBB) was designed to collect information on home location of parents and their socio-economic status. The second instrument tagged, "Class Bullying Assessment Scale" (CBAS) was meant for caregivers in assessing the behavior of children in their group rooms. The third instrument was the self- observation report from the researcher. The researcher personally visited the selected schools to meet with the head teachers for acceptance. Caregivers were informed about the purpose of the study and how to fill the CBAS questionnaire. Also, they assisted in the selection of five parents whose children are in their group rooms in order to fill the HECBB questionnaire. The researcher visited the selected schools to observe the behaviour of the preschoolers within a short period of ten minutes. The questionnaires were returned a week after the distribution for further analysis. The data collected were analyzed using ANOVA to answer questions one, two and three Pearson's Correlation Coefficient was used.

6. Results and Discussion of Findings

Answer to Research Question One

Q1: What is the influence of place of residence on bullying behaviour among preschoolers?

Table 1: Analysis of Variance results indicating influence of place of residence on bullying among preschoolers.

	SS	df.	MS	F	Sig.
Between Groups	459.592	3	153.197	.745	.528
within Groups	19734.408	96	205.567		
Total	20194.000	99			

Given the results of test of ANOVA (F3, 96 =.745, p (.528) >.05) on table 1, place of residence have no significant influence on bullying incidence among preschoolers. In other words, bullying incidence is not a function of place of residence. The two variables are therefore not related.

Answer to Research Question Two

Q2: What is the influence of neighbourhood characteristics on bullying incidence among preschoolers?

Table 2: Analysis of Variance results indicating influence of neighbourhood characteristics on bullying incidence among preschoolers

	SS	df.	MS	F	Sig.
Between Groups	96.315	3	32.105 .153	.927	
within Groups	20097.685	96	209.351		
Total	20194.000	99			

Looking at the results of test of ANOV A (F3, 96 = .153, p (.927) > .05) on Table 2, there is no significant influence of neighbourhood characteristics on bullying incidence among preschoolers. In other words, bullying incidence is not related to neighbourhood characteristics.

Answer to Research Question Three

Q3: What is the influence of parents' occupation on bullying incidence among preschoolers?

Table 3: Analysis of Variance results indicating influence of parents' occupation on bullying incidence among preschoolers?

	SS	df.	MS	F	Sig.
Between Groups	3072.667	4	768.167	4.262	0.003
within Groups	17121.333	95	180.225		
Total	20194.000	99			

According to results of test of ANOVA (F4, 95 = 4.262, p (0.003) < .05), parents' occupation has a significant influence on bullying incidence among preschoolers. The implication is that bullying incidence is a function of parents' occupation. The direction of change is indicated on table 3 below:

7. Discussion of Findings

The result shows that bullying incidence is not significant or related to home location. This implies that the environment which the child belong does not necessary influence the child negatively. The result also shows that there is no significant influence of neighbourhood characteristics on bullying incidence among preschoolers. In other words, bullying incidence is not related to neighbourhood characteristics. Furthermore, the result shows that parents'

occupation has a significant influence on bullying incidence among preschoolers. The implication is that bullying incidence is a function of parents' occupation. Studies conducted by Karnani, and Pomm, (2006) found that bully are also more likely to come from low socioeconomic backgrounds, including low maternal education and maternal unemployment. However, Grennan, & Woodhams, (2007) found little or no association between SES and bully victims. However, the results of the study showed that the only socio-economic status that has a significant relationship with bullying incident is the parents 'occupation. It can be concluded from this results that private employees do not create time for their children and are left alone with the daily challenges. The implication is that bullying incidence is a function of the parent's occupation.

8. Conclusion

Having examined the influence of home environment on bullying incidence among preschooler in Ijebu-Ode Local Government Area of Ogun State, the following conclusions were drawn based on the findings of the study:

- The place of residence and neighbourhood characteristics of children do not necessarily influence bullying incidence except in exceptional cases.
- While parent's occupation has a significant influence on bullying incidence among preschoolers.

9. Recommendations

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

- Schools should organize training for parents on what bullying is, what the school's policies and rules are, and how the enforcement of the rules may affect the child and the parents. Training may take many forms: PTA meetings, one- day training sessions, and teaching through modeling preferred behavior. It is expected that parents will create a well-balanced home environment for the children to enable them develop positive relationship with others.
- Caregivers should make provision of measures to control bullying incidence among preschoolers and help them to engross healthy behaviour in their pupils. They can do this by allowing children to engage in creative writing, such as drawing images that discourage bullying among children in school.
- Furthermore, government and educational planners should organize seminars and provide counseling for parents, caregivers and school owners to become responsive in dealing with the holistic needs of their children.

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Cultism and its Implication on Development: A Case Study of Rivers State from 2003-2019

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Abstract. This work examines the implication of cult activities on the development of Rivers State. The origin of cultism was traced to the cult activities in the various Universities in Nigeria. These cult groups subsequently initiated people who were not students. The politicians who have the unquenchable desires to win election through unconstitutional means sponsored these cult groups to unleash Mayhem as well as to kill political opponents. The proliferation of cultism and its implication on development in Rivers State was located within the context of Marxism conflict analysis, it was argued that the political class at the helms of affairs exercised their authority to maintain their selfish and parochial interest by sponsoring cult groups to eliminate political opponent. After some time, this culminated into multiple crises that have claimed the lives of so many innocent people. The incessant cult clashes and the problems associated with it (Kidnapping, killing, burning of houses etc.) hampered the growth and expansion of business in the state. Again more youths are running away from school because cultism offers quick money. Generally speaking, this has actually affected the development of the state. It was also found out that there is a correlation between cultism and acquisition of wealth. There is also a significant relationship between cultism and political patronage/appointment. It was also discovered that the more the cult activities, the higher the death rate and destruction of economic activities in the state. So many foreign companies and investors relocated to other states in the federation that are more peaceful. It was therefore recommended that the government should deal decisively on any culprit according to the law without any preference. It was also recommended that the parents should train their children in accordance with the biblical standard.

Keywords: Cultism, Development, Proliferation of arms, the political leaders, violence crimes.

1. Introduction

The past three decades have really witnessed the most horrible and monstrous killing, wanton destruction of properties, and disorganization of the educational system as well as the larger society. David and Oliver (2005) succinctly put that the proliferation of cult groups led to a very hot competition for the available students willing to join. It is believed in cult circles that the more the number of men you have, the more you will dominate your environment. Therefore, membership drive is a very important activity for cult groups.

The numerical strengths of all the cult groups in tertiary institutions in Rivers state is increasing as some students also willingly joined the band-wagon just to feel belong and to be protected within university environment. In the bid to actualise their dominance in their environment, more secondary school students have been confirmed and forcefully initiated into their "Feeder teams". David and Oliver (2005) emphasized that the graduates of these "Feeder

teams" need no extra prodding to become full-fledged cultists on entry into the University.

Ogunbamara (2000) asserts that secret cult activities are kept secrets and their meetings are also carried out at odd hours of the day. There is no public university in Nigeria that is totally free from cultism. Different cult groups are always attacking each other every semester; their constant clashes usually paved way for wanton destruction of property and untimely death of members. It is important to point out that conflicts emanating from cult clashes on the various campuses have really posed serious threat to the students, academic staffs and the non-academic staffs. Beside the ordinary people on campuses, the lives of the cultists are also in great danger, hence some of their abstained from lectures and also find it difficult to meet up their academic activities. This deplorable condition actually affected their academic pursuit and performances.

So many people who were not students have been initiated as members of the various cult groups at one time or the other in Rivers State. In fact, belonging to cult group is now a way of life and a general feature of our society. The focus of the youths have shifted from acquisition of education and meaningful skills that can put food on their table tomorrow to cultism that provided immediate wealth emanating from oil bunkering, arm robbery, kidnapping, assassination, vandalization of oil pipes etc. it is important to point out that there activities have really affected development of the state as wanton destruction of property, incessant killings and shouting as well as kidnapping are happening on daily basis.

The constant terrorization of the people and violent destruction that people that characterized the state, posed severe threats to the people as well as inestimable anxiety. The ugly seen in and frightening condition described above imparted negatively on development and peaceful co-existence in fact, it is indeed reasonable and wise to state that many companies and business men have relocated to other states of the federation that are peaceful and free from cultism. The cultists are so numerous and it is difficult to identify who cultist is. At present they are about 65% of the youths in Rivers State, they interacted and interrelated on daily basis in their special languages that are difficult to decode by non-members. The cultist employed some of the tactics and modus operandi of the security agencies when carrying out their nefarious and dastardly acts. There is no community in Rivers State that is free from cultists, or that had not been terrorized by cult related activities.

1.1 Objectives of the Study

The following are the objectives of the study:

- To examine the causes of cultism in Rivers State.
- To examine the implication of cultism on the development of the state
- To determines cult related activities and violence conflicts
- To proffer solutions to the problems identified.

1.2 Hypotheses

- The more the participation in cult activities, the more the dividend of democracy
- The more the participation in cult activities the more wealth acquired
- The more the participation in cult activities, the more their education are abandoned.
- The more the cult clashes and wanton destruction the less the development of the state.

1.3 Causes of Cultism

Several youths and adults joined cults or got initiated into cult groups because of the following reasons:

- People joined cult because of insecurity on campus and their immediate environment. They are of the opinion that the moment they got initiated, no

one will be able to molest or intermediate them any longer.
- Others joined cult because of they were forced by the cultists. These people have no option but joined them out of threat.
- They see it as a process of socialization and fraternization, as they are exposed to people from other tribes, states, Local government and communities.
- Others joined because of what they intended to gain. To such people, it is the shortest cut to get rich quickly, since it exposes them to arm robbery, kidnapping and illegal oil refining.
- Some people get initiated because they want to enjoy the dividend of democracy. These youths served as thugs and aids to politicians, and their main duties are to snatch ballot boxes during election, shoot political enemies and unleash all manner of violence so as to achieve their selfish aim. They want to dominate their environment like the Lion of the forest Hence they joined forces with others to intimidate and harass the law abiding citizens so as to attract attention and recognition.

1.4 Definition of Concepts

Cultism: This refers to a group of people whose activities are kept secret and behaved in unconventional manner as well as infringing on the Rights of people.
Violence Crimes: This has to do with dangerous actions that are carried out by cultists, murderers, criminals, criminals that claimed the lives of innocent people as well as destruction of properties.

2. The Evolution of Cultism in Nigeria

Cultism was not known to Nigeria University before 1953. Opuwari (2000) asserts they the emergence of secret cult in Nigeria Universities can be traced back to the early 1950s. In similar vein, David and Oliver (2005) pointed out that the 1953/54 session of the University collage Ibadan, now the University of Ibadan has gone dawn in the annals of history as the session that gave birth to the first campus fraternity in Nigeria. That was when seven young men in their afro centrism founded the pyrates confraternity (PC). They emphasized that these young men were led by Prof. Wole Soyinka, and other members included the late Raph Opara, Pius Oleghe, Frank Aig-Imoukhuede, Nathaniel Oyinola, Olumuyiwa Awe and Ben Egbuchelam.

He emphasized that they were propelled by the zeal to fight what they referred to as Moribund convention, neo colonialism and tribalism and to also defend humanistic ideals while promoting comradeship and Chivalry among members. They used to maintain order in every social gathering and also acted as police. They were guided by what they referred to as the seven rudder blades, and four compass points. These were rules that guided and regulated their behavior. However, their activities were peaceful and orderly until some disgruntled members that were expelled from the organization formed themselves into different cult groups in other to fight the supremacy and dominance nature of the pyrates confraternity on the various campuses. This action led to the emergence of several cult groups such as the buccaneers, Vikings, mafia, Blackaxe, Eiye, black, Braziers, Daughter of Jezebel, Black berets, K.K.K. Other cult groups that are not so prominent and pronounce are as follows, the dragons, Islands, the Secret sons of Satan, White Angels, the Vipers, Musketeer Fraternity, the Barracudas, Eagle club, Cappa Vendelto etc.

It is also important to state that these cult groups have also initiated students in the secondary schools and youths who are not in the University. Presently, in the various communities in Rivers State and Niger Delta at large, we have countless number of cult groups that constantly terrorized the villages on daily basis. Some of the cult groups operating in the villages are as follows, Deywell, Deygbam, Green Landers, Islanders, Jagaban etc.

These cult groups used sophisticated weapons such as AK 47, Pump action, rifles, various types of pistols, revolvers, acid, dynamites, matches, Axes, Knives etc. when carrying out their operations. Today, there are no public University and public secondary schools

including communities that are devoid of cult groups in Rivers State. This implies that it has really spread like a wild fire or epidemic disease

3. Implication of Cultism Development and Academic Performance

The most collectively and cherished dreams of every individual in the world is to have peace and to live in peace with one another. But it is one of the most difficult task to achieve especially in the 21st century that witnessed several remarkable and outstanding conflicts that caused the death of several millions of people. Others were placed in deployable conditions and perpetual bondage (Deedam, 2013). The incessant monstrous and barbaric killings increased tremendously in the past three decades in Rivers state as a result of cult clashes in both higher institutions and the communities in general.

Presently, cult killings, kidnapping and destruction of houses are common features of our state. No day passes without a gory news and pictures of beheaded and battered corpses lying dawn helplessly in their pool of blood. The various communities in Rivers State are no longer saved for habitation. It is now an obvious fact that so many people especially prominent men and women no longer go to their villages because of the unwholesome and gruesome killings that are going on.

Dagogo (2018) avers that ever since the emergence of these cult groups, the residents of Port Harcourt particularly in Diobu and old Port Harcourt Township areas, have lived under the threat of some of these vicious cult groups, the Icelanders and Greenlanders, and of course, their affiliates, the Deygbam and Deywell. In similar vein Ebiri (2015) posits that incidents of major clashes between rival cult groups, Deywell and Deygbam in the northern part of Ogba/Egbema/Ndoni local Government Area claimed as many as 16 people in July (2016).

Severally, there were reported cases of cult clashes between rival cult groups, mostly Greenlanders and Icelanders in the southern part of Degema Local Government Area. In Kono-Boue community in Khana local government Area, a reprisal attack was launched by the Deywell against the Deygbam and all the men in the community chased. In April, 2019 about 23 men were killed in one day while the women were spared. The same scenario was replayed in Zorsogho in the same local government Area by the same group of cultist. This reprisal attack claimed the lives of about 32 young men in one day.

So many sons and daughters of Rivers State have been killed by cult groups, for example, Chief, A.K. Dikibo, Marshall Harry and Hon. Monday Ndo, who was representing Khana constituency two in Rivers State House of Assembly were murdered in their cold blood at different point in time. Several communities in Rivers State have been destroyed and deserted by the villagers at one time or the other communities like Bakana, Ogbakiri, Gwara, Baen, Ke, Ogu, Bolo, Emohua, Omoku, Bille, Buguma, Asarama, Boue, Aluu, Sogho, Kpong, Choba, Ibaa. It is on record that Rivers State had not experienced this high and alarming rate of monstrous killing before the introduction of democratic rule in 1999. Hence, it is strongly believed in several quatres after careful scientific observations, that the cult clashes, conflicts wanton destructions and death were politically motivated. This argument points to the fact that the political leaders in Rivers State hired the services of the various cult groups to unleashed violence as well as intimidating their opponents during election. Sophisticated weapons were bought by the politicians and distributed to these cult groups to silence their opponents.

At every election since 2003, different cult groups used to brandish their guns at the polling units, collation centers and at their various political rallies, without being arrested by the police. The few that were arrested were released few hours, few days or weeks without being tried in a competent court of law.

According to Peterside (2005) the 2003 democratic process exacerbated violence as the people democratic party (POP) deployed its incumbent identities to capture political strongholds outside areas of the party's

influence. Thus idle youths that operated as political thugs and militia groups were recruited because of their fire-powers and were paid heavily for their service thereby transforming violence into commodity, proceed and purchased in the democratic process. It is perhaps in this sense that, Poroma, Kpaa and Abel (2008) postulated that the proliferation of small arms and light weapons in the hands of non-states actors has been one of their biggest security challenges confronting the state which is capable of throwing the state into anarchy and increase crime and violence.

The proliferation of arms and small weapons among the varying cult groups made life on bearable, people lived constantly in fear, as all the legal and traditionally recognized institutions had been battered, destroyed, threatened and weakened by the cultists. In some communities, the chiefs have been dethroned, while in some other communities the chiefs and their entire council of chief have been reduced to a toothless bull-dog, bench-warmers and puppets. They cannot function or carry out their day to day activities without interference from the cultists. On the other hand, some of the communities are operating without chief, and lawlessness became the order of the day in such communities. Apart from killing wanton destruction and looting of property, some sacred places are no longer respected and reserved for rituals. The thin lines that held the communities together had been destroyed.

Cultism is an agent of destruction and underdevelopment in Rivers State. Several companies and business men ran away from the state because of the high level of insecurity perpetuated by these cult boys. The content kidnapping at Omoku, the kalabari water ways, East west road (Ahoada/Emohua section) and the Taabaa-Opuoko section in Khana local Government Area made businessmen and tourists to run away from Rivers State.

More importantly, the prevailing un-employment and consistent oil bunkering activities attracted so many youths who abandoned their educational career Wabali and Deedam, (2014) posited that many youths who were supposed to be in the school are now in one cult camp or the other so as to make earns meets. In fact more, youths are attracted to join cult because of its economic importance. As youths, they have accessed to huge amount of money as a result of ransom paid to them by the kidnapped relatives. The funds they are generating per day from oil bunkering are also high compared to what education will give them on the long run.

The above explanation shows that cultism has negative implication on peaceful co-existence that was in place from time immemorial, economic activities, educational sector, political sector as well as the agricultural sector. No (body) youth wants to be a farmer or a fisherman because of the high amount of money generated from cultism.

Table 1: Some of the Notable violence attacks unleashed in the various communities in Rivers State from 2003-2019

S/N	Communities L.G.A	Year	Mode of violence	Causalities
1	Port Harcourt	2003	Clashes between Icelanders and Green landers in Diobu.	Properties destroyed, several people injured.
2	Port Harcourt	2005	Ravaging of Port Harcourt Township by cultist (Greenlanders and Icelanders – including their affiliate's cults Deywell and Deygbam.	Several Properties destroyed while 2 persons died.
3	Port Harcourt	2006	Deywell and Deygbam clashed in Mile1 Diobu Area.	One young man died.
4	(Obubu) Eleme	2007	Cult clashes	A farm house was burnt down and, and 3 persons were killed.
5	Abua/Odua	Aug. 2009	Cult clash between Greenlanders and Icelanders.	2 persons were killed
6	(Ibaaa) Emohua	July 2012	Clash between Icelanders and Greenlanders	10 persons were killed and properties worth millions destroyed.

7	Egba/Egbema Ndoni	2014	Fought over the supremacy of the area. (Deywell and Deygbam).	12 persons lost their lives.
8	Port Harcourt	2015	Cultist invaded a hostel in Diobu axis of Port Harcourt.	Five persons were killed.
9	Eleme	2015	Rivalry between Deywell and Deygbam.	Five persons killed
10	(Onne) Eleme	2015 Sept.	Clash between Deygbam and Deywell	Three killed
11	Agbonchia Eleme	2015 Sept.	Clash between Deygbam and Deywell	Five killed
12	Ebubu Eleme	2015 Sept.	Cultist chased out the paramount ruler from the community sporadic shooting.	Properties destroyed
13	Ogba/Egbema Ndoni	2015 Feb.	Constant shooting	Eight killed
14	Ogba/Egbema Ndoni	2015 May	Gun battle between the police and cultists	Over 20 persons killed
15	Ogba/Egbema Ndoni	2015 July	Cult clash between Deywell and Deygbam	18 persons killed
16	Ogba/Egbema Ndoni	2015 Sept.	Violence shooting between the cult groups	17 persons killed
17	(Beera) Gokhana	2015 May	Cult related crises	Four persons killed and properties destroyed.
18	Bomu/Leive (Gokhana)	2017	It was masterminded by the antagonism between Deywell and Deygbam	5 persons and killed and properties destroyed
19	Bomu/Leive (Gokhana)	2016	It was also masterminded by the two antagonistic cult groups (Deywell and Deygbam).	8 persons killed, houses destroyed
20	(Yeghe) Gokana	2016	Crisis between Deywell and Deygbam	7 persons killed and properties destroyed
21	(Baen) Khana	2017	Clash over the supremacy of the community	6 persons killed and others injured.
22	Gwara Khana	2018	Clash between Icelanders and Deygbam	5 killed including one promising young man that came for a burial.
23	(Eeken) Khana	2018	Un-identified cult group ravaged the community	6 killed and 7 other injured.
24	(Sogho) Khana	2019 April	Zagaban and Icelanders clash. They shoot Sporadically.	27 youths died
25	(Kono Bove) Khana	2019	Reprisal attack by the Deygbam on the Deywell and all the men of the community.	23 person were killed
26	Nyokwu Khana	2018	Deywell and Deygbam rampaged the community	One notable politician was killed (menezaa)
27	Kpean Khana	2018 24th Nov.	Deygbam ravaged the community after the burial of Austin Nwikinaka	Killed a medical practitioner and 2 others.
28	Bianu Khana	2018	A group of unidentified group of cult shoots sporadically.	Killed the youth president.
29	Betem Khana	2019	Cult group invaded the community	The youth President and the chief were killed.
30	Luumene Bagha Khana	2018	Clash between Deywell and Deygbam. The Deygbam descended on the Deywell cult at their camp.	The leader of the Greenlanders was killed including other members of his group.
31	Okwali, Taabaa and Nyokuru	13th June, 2019	Iceland attacked 3 Communities	Killed 7 persons, destroyed houses in 3 communities
32	Luumene Bagha and Opuoku	17th June 2019	Iceland attacked 2 Communities	Killed 6 persons, destroyed 2 houses in communities

4. Discussion of Findings

Hypotheses one states that the more the participation in cult activities, the more the dividend of democracy, it has been proven and confirmed that cultists who served as political thugs to snatch ballot boxes during election, kill political opponents and unleashed mayhem on the citizens are always and usually compensated by their political godfathers, they bought houses, land, cars for them. Beside the above, some of them, who are educated, were given political appointments, contracts, persona aids, special assistant etc. In fact, in some cases, they benefited the democratic process than the law abiding citizens. The above explanation shows that the hypothesis is accepted.

Hypothesis two, states that the more participation in cult activities, the more wealth acquired. The explanation above indicates that some of the youths who engaged in cultism acquired more wealth than other youths who are not cultists. This is because cultists have accessed to sophisticated weapons that enabled them to engage in kidnapping, arm robbery, assassination and oil bunkering. To them these are literature business that made them to make so much money within a short period of time, while the law abiding citizens wallowed in abject poverty without any meaningful source of livelihood. Based on this explanation, hypothesis two which states that the more participation in cult activities, the more wealth acquired is accepted.

Hypothesis three, states that the more the participation in cult activities, the more their education are abandoned. The discussion above shows that greater proportions of the youths in Rivers State are no longer interested in education. Many of them are dropped-out; they abandoned education and embraced cultism because of its immediate benefits. They are able to acquire wealth in a short period, which education would have given them after so many years of hard work. This action will have negative impact on the development of Rivers State because in the near future, the state will have so many vagabonds, illiterates and criminals who will have nothing to offer toward the development of the state. Unfortunately, the state will lack the required manpower to turn the wheel of development and progress in the state.

Hypothesis four, states that the more the cult clashes and wanton destruction, the less the development of the state. It has been confirmed that the more the cult clashes, wanton destruction of lives and property, the more development eludes the people. The current level of terrorism perpetuated by the cultists who are sponsored by the selfish politicians forced some companies to fold and relocate to other states that are peaceful. The constant killing and kidnapping of expatriates and the capitalists has detrimental effects on development and the people's livelihood.

Many people were relieved of their employment because of the relocation of some companies, most families are affected, yet the environment is not suitable and convenient for business as a result of insecurity perpetuated by the cultists.

5. Recommendations

The following recommendations have been preferred as panacea to the problems associated with cultism and its implication on peace and development:

- The government at various levels should try as much as possible to rise up to the occasion by devising proactive measures to tackle insecurity caused by cultism. All the culprits should be treated in accordance with the law. Issues of preferential treatment nepotism, ethnicity and political affiliates should no longer be considered.
- The citizens should be able to get the law enforcement agencies acquainted with valuable information about their hideouts, camps or residential houses. This will enable the police to work assiduously to arrest the cultists.
- The home has a pivotal role to play in the fight against cultism in the various communities and the schools parents should be able to train their children from infants in the fear of God. Parents

should always put an eye on their children, especially at adolescent and youthful age. Their constant pieces of advance and discussion are very important in the child's moral life.

- The parents should also try as much as possible to check and examine the behavior of some of the friends kept by their children. This important because most youths were influenced by peers to get initiated into cults.
- The religious leaders should take it upon themselves to constantly preach against cultism and its adverse effects. They should make use of the mass media so as to reach everybody.
- The government should re-instate chiefs that were deposed and dethroned by cultists as well as providing adequate security for them.

6. Conclusion

Cult activities that reared their ugly heads in the University has taken a different dimension. Several youths in the secondary schools and the various communities have been initiated into different cult groups. The land scape of River State has been dotted with different cult groups, which constantly posed serious threat to lives and properties.

The statistics provided on table 1.1 above shows that so many persons have lost their lives and properties worth millions of naira destroyed. In fact the incessant killing, shooting, bombing, kidnapping that aggravated into tension and threats forcefully pushed several business men out of the state. Hence, making life unbearable as unemployment jumped to the roof top. So many youths were attracted to join one cult group or the other because of the financial benefits or gains from kidnapping and arm-robbery.

This has really affected the education of most youths who abandoned education for kidnapping and oil bunkering. Cultist activities are alarming and strengthen because evidence shows that they are sponsored by politicians who are regarded to godfathers.

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A Sociolinguistic Investigation of Toilet Graffiti among Male Students of the University of Ibadan

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Abstract. This study examines the construction of toilet campus graffiti as an alternative communication channel and opportunity for male students of the University of Ibadan. The writing of graffiti is deemed an illegal activity in the University of Ibadan, making its prevalence on toilets doors and walls an intriguing issue. Foucault's theory of power is applied in this analysis to demonstrate how student graffiti may be read as a significant form of rebellion and resistance. This study relies on the qualitative content analysis technique to analyze and categorize the graffiti collected from the toilet walls of Nnamdi Azikiwe and Independence halls of the University of Ibadan. The findings in this study support the argument that while graffiti is a banned network of communication for students of the University of Ibadan, students continue to resort to writing on toilet walls to express subdued opinions, to re-affirm self-identity, to intimidate others through hostility and to indulge sexual needs. The findings reveal that there are heterosexual male students and homosexual male students, employing graffiti as communication. Homosexual male students use graffiti on the toilet walls to network and share information with other homosexual students and reach out to sexual partners. Furthermore, graffiti offers them secrecy, and enjoyment. Discourses constructed through graffiti inscriptions in male toilets of the Nnamdi Azikiwe and Independence Halls reveal how power is constructed through debate on the suitability of marginalised sexualities such as homosexuality.

Key words: Graffiti, Power, Sexualities, Social Constructionism.

1. Introduction

The word graffiti means “little scratchings” and it comes from the Italian *graffiare*, which means to scratch. For several thousand years, ancient cultures have engaged in this type of written expression (Abel& Buckley 1977). These scribblings have been said to provide a unique insight into society, because messages written through graffiti are often made without the social constraints that might otherwise limit free expression of political or controversial thoughts. From a historical standpoint, graffiti has been used by epigraphologists to reconstruct a history of both the people of Pompeii and the ancient Athenians (Abel & Buckley 1977). Archaeologists have also examined graffiti to learn more about the history of writing. Graffiti can also be traced back to the ancient Egyptians, who developed one of the oldest and most

remarkable forms of writing in the world (Shillington 1989:97).

In the past psychologists, sociologists, linguists, anthropologists, and geographers have studied graffiti. It has been examined and interpreted to understand adolescent personality (Peretti et al. 1977), sexual attitudes, gender differences (Stocker et al. 1972), behavior, communication, female suppression (Bruner & Kelso 1980) and territoriality. Graffiti is typically perceived as vandalism; a public nuisance to be dealt with prohibitively by measures such as banning the sale of spray paint and making graffiti writing a criminal act (Hutchinson 1993:138).

Graffiti is as a type of discourse; in addition, a distinct type of social practice (Litosseliti, 2006). This means that it is a discourse or inhibited by the social context in which it is practiced. When graffiti is approached from this perspective, we are better able to distinguish graffiti practices according to their spatial and contextual distribution. While there are existing studies on graffiti, it needs to be pointed out that differences in social orders in which these practices are situated entail differences in discursive practices. The present study examines male toilet graffiti at the University of Ibadan with a view to showing how male students deploy graffiti as a communicative outlet.

2. Statement of the Problem

Many scholars have written on graffiti, but not many studies have attempted to investigate toilet male graffiti in relation to the Nigerian context. Those that have investigated graffiti have mostly done so in the light of their social roles and functions (jimoh 1983). Further, writers seem to have different approaches to studying graffiti: youth subculture (Dennant 1997; Kan 2001), and graffiti as a signifier of social disorder (Piqueo 1999). This study argues that graffiti is communication that might result from youthful resistance in some social situations. This study explores and investigates the student graffiti subculture from a communication perspective. In particular, the study regards graffiti as an unsanctioned communicative channel for male students of the University of Ibadan. The major concern of this study is to know why students of the University of Ibadan choose to write graffiti and what needs do they gratify through the graffiti. This study explores toilet wall graffiti among male students of the University of Ibadan as a communicative opportunity, considering student graffiti as communicative outlet. The study clearly confirms the fact that graffiti has long been used as a means of communication among students who are aware of the communicative freedom offered through graffiti. This, therefore, provides the thrust for the sociolinguistic investigation of graffiti writing in relation to how male students deploy graffiti to (re)produce social relationships of power.

3. Theoretical Framework

3.1 Foucault 'Theory of Power

Foucault (1991) examines the structure of power in *The History of Sexuality*, and claims that the way society is structured determines whose voices are heard, and the positions and viewpoints from which they speak. Foucault (1991:307) traces the manner in which the French population became subject to the 'techniques of power' – particularly through the 'incitement to discourse' (Foucault 1991: 201) – exercised by the institutional requirement to speak in detail and at length about their sexual practices (Foucault 1991: 304).

The intensification of public discourse on sex is Foucault's case study. The study emphasizes the pressure exerted on private individuals to disclose personal information for the benefit of the state. Foucault underscores the materialization of the concept of population and its control as 'one of the great innovations in the technique of power' (ibid: 307). To Foucault, the incitements to divulge personal information, which in some ways is connected to Bourdieu's theory of systems of practice, required conformity and thus enabled the extension of government power. Therefore, Foucault establishes a link between discourse, knowledge and power with the result that 'power is no longer simply repressive, but also *productive*' (Doyle and Fraser 2010: 227).

The link to the theory of Foucault is its emphasis on the power to influence people's beliefs. Power is not applied in a physical sense, but is exerted to influence people's thoughts and behaviours. This study examines how this is manifested on students' toilet walls of the University of Ibadan.

3.2 Social Constructionism

Language as the product of society is shaped by society and, in turn, shapes society. The above explains the dialectical association that exists between language and society. Social constructionism (SC) opines that there is a dialectical link between language and society. SC as used in this study reveals that language, though a social practice is not universal. Every society where language is used shapes it. The fact that there are different ways to express the same ideas and propositions in several societies clearly demonstrates this.

To Burr (1995), social constructionism is a social psychology perspective, drawing its influences from a number of disciplines such as psychology, sociology and linguistics. Boghossian (2001) is of the opinion that things that are socially constructed are contingent on aspects of social life. This signifies that the existence of the social aspect is solely predicated on society. To proponents of the social constructionist perspective, no privileged relationship exists between the world and the word (Gergen, 1999). For every given situation, multiple descriptions are potentially possible, and there is no upper limit to our forms of description. The meaning of our world is generated through the way we use words together.

Social constructionism itself is premised on two major notions of social constructs and the understanding of social reality. A social construct is defined as anything that is in existence as a direct or indirect result of social interactions. Such things or notions as graffiti and language are aspects that are in existence as integral parts of our social functioning. Their existence is contingent upon social interaction. Berger and Luckmann (1971) argue that social constructs are both epistemologically objective and ontologically subjective. Their meanings are intertwined with the context of production and consumption. Their importance cannot be fully appreciated outside their socio-cultural environment. Thus, social constructs can be alleged to be artefacts, i.e. objects that are produced and comprehended only within the background of the social reality in which they exist. According to Raskin (2002: 9) 'social constructs are constituted within the boundaries of culture, context and language.' If transported into a different social milieu, they may, at best, mean something completely different or, at worst, may not carry any meaning at all.

The role of language in the social construction of reality is indispensable. Corroborating the claim above, Wilkinson (2001) opines that all knowledge is both mediated and constructed through intrinsic language properties. This fact is further supported by Raskin (2002) who opines that the way members of a society talk about themselves and their world in general plays a very big role in determining the nature of their experiences. Social constructionists are interested in the role played by language in the institutional formulation of social problems, (Sandstrom, Martinand, Fine, 2001). 'There are many different ways of talking about the world within any given society's many subcultures' (Raskin, 2002: 10). To Raskin (2002), there exist ways through which reality is constructed by language which become dominant over others. Every given society or context contains some accounts that are dominant whilst others become either ignored or suppressed. Therefore, power relations become an essential concern for analysts within the social constructionist paradigm.

There are essentially two versions of social constructionism: the weak and the strong versions. The weak, Siebers (2001: 738), 'contends are dominant ideas, attitudes, and customs of a society which influence the perception' of social phenomena. Advocates of the weak version accept 'the existence of objective conditions, while focusing on the social processes through which these conditions enter public debate' (Sandstrom et al, 2001:

223). This version of social constructionism constructs society on the basis of facts or beliefs that are seen as primitive in any give society. Because this version of constructionism assumes some pre-condition on which reality is constructed, it is also known as 'contextual constructionism or cautious naturalism', (Sandstrom et al, 2001:223).

To strong constructionism, it is believed that sociological knowledge is the same as the rhetoric or ideology of any social group (Sandstrom et al. 2001). Strong constructionalism relies 'on a linguistic model that describes representation itself as a primary ideological force' (Siebers, 2001:738). This means that whatever is referred to or regarded as 'reality' is in itself also a social construct. The present study agrees with the claims by advocates of the strong social constructionist movement who argue that our language and social practices, to a greater extent, determine how we perceive and make sense of what we refer to as reality. In the same way, Berger and Luckmann (1967) observe that reality is earnestly constructed as an unswerving result of the creation and shaping of the world in social interactions. To Berger and Luckmann (1967) language is an indispensable instrument in the social construction of reality in the sense that it influences people's understanding of what is real, possible or impossible. There are four key assumptions on which social constructionism is predicated (Burr 1995). The assumptions are discussed below:

(i) Social constructionism refers to critical stance towards taken-for-granted knowledge. This means that reality is not a result of a nature which people do not have control over. This first assumption interrogates the view that knowledge is built upon objective and impartial scrutiny of the world. What is said to be in existence is what people have essentially perceived to exist.

(ii) From the social constructionists' perspective, analysis should be based on specifics from history and culture. How social phenomena is perceived by a person is connected with where and when in the world one lives. The implication of this is that 'all ways of understanding are historically and culturally relative', (Burr 1995: 4).

(iii) Social processes sustain knowledge. Social interaction is answerable for the construction of knowledge. To Burr (1995:4), 'it is through the daily interactions between people in the course of social life that our versions of knowledge become fabricated.' There are numerous 'versions' of knowledge and people 'fabricate' this knowledge to achieve different aims.

(iv) Knowledge and social action are complementary of each other. Burr (1995) opines that some social constructions are targeted at supporting some patterns of social action while excluding others.

In this line of argument, graffiti, because it is taken as a social practice, is regarded as a social phenomenon that exists as a direct result of human interactions. The language that is used in, or to talk about, graffiti is also by implication also taken to be a social construct in the sense that it is the people who actively decide the language to use in 'practicing' graffiti as well as deciding what to and what not to discuss in it. This would obviously call into question claims made by scholars such as Othen-Price (2006) and Ouzman (2010) who characterise graffiti as a predominantly adolescent male activity and as the modern language of the underprivileged and peripheral, respectively

4. Methodology

Given that graffiti as a practice is generally frowned upon at the University of Ibadan, the researcher first had to carry out a preliminary survey designed at establishing the incidence of graffiti at the University of Ibadan. The researcher was very much mindful of the broken windows theory, stating that once instances of graffiti are seen in the community, ignoring them is equivalent to relaying the message that

the community does not care (Graham, 2004). This is particularly the case at the University of Ibadan where any graffiti in the institution is considered a gigantic undermining of school authority as well as a sign of the perpetrators' moral standing. The researcher made use of a research instrument, namely, a camera. Inscriptions captured by the camera from toilet walls at two halls of residence (Nnamdi Azikiwe Hall and Independence Hall) were thematically analysed and categorised according to the central issues they addressed.

5. Data Analysis

Analysis of Sex

Analysis of inscriptions or graffiti by male students on the toilet walls of the selected halls of residence addresses power struggle and the 'benefits' of sex to the male folk, This, to a large extent, challenge the master code whose signature terms on sexuality include self-denial and marital sex. Excerpts 1-4 are appropriate for our purposes here.

Excerpt 1

Without the vagina there is no life, it is what I depend on for survival

In a social milieu in which educational and health discourses on sexuality emphasize abstinence and the dangers of irresponsible sexual activity, the writings above can be regarded rebellious. From the inscription, there is an obvious celebration of sex as an indispensable component of one's life. The dialogic significance of the statement 'the vagina (sex) equals life' which can be said to correspond with clichés such as 'water is life' or 'education is life' makes for a more thought-provoking appraisal. 'Education is life', for example is being emphasized in schools including higher institutions, and it's a member of a master code which in turn relegates sex to the boundaries. Inscriptions suggesting and equating 'sex with life' on toilet walls, therefore belong to a revolutionary code which appropriates discourses on sex from the centre and render them complex. It can be argued that the statement 'without the vagina there is no life, it is what I depend on for survival' calls for the inclusion of sex in Maslow's hierarchy of needs, because it is placed and considered among other life's basic needs.

Excerpt 2 contains inscriptions that reveal the significance of sex to male graffiti writers:

Excerpt 2

(a) Fuck them girls
(b) Jaidoski was born to fuck them girls
(c) '*Japojapo*' Sperm supplier

Excerpt 2a clearly suggests a longing to engage in heterosexual sex. Nevertheless, there is another probable interpretation: that the graffitist is generally 'fed up' with girls and might be hinting at a substitute form of sexuality. However, when interpreted in the background of excerpt 2b then a desire to have sex with women is revealed. Male graffiti writers appear to regard women as objects that can be slept with for sexual gratification. When such inscriptions appear recurrently on toilet walls and doors, they become naturalised. 'In excerpt 2c, 'sperm supplier' suggests an identity constructed around the notion of sex alone. Such inscriptions disclose male chauvinistic behaviour. To these graffiti male writers, the penis is the man and vice versa, revealing deep male patriarchal attitudes.

Excerpt 3

This is for you Bisi
You are nothing. I will fuck you beyond your understanding.

The inscription is drenched in ambiguity in the sense that Bisi can be a girl or a boy who behaves contrary to expectations. On the one hand, the personage in question may be a girl who is acting in 'deviant' ways. What is obvious is that the graffitist reads Bisi's behavior as a challenge to his manliness. The entity in question may also be an unmanly male who apparently 'deserves' or 'warrants' being fucked by a 'real man.' Nevertheless, the sexual identity of the person in question is not the focus here. The focus is rather on the suggested line of

action considered apt in dealing with the person in question, not considering their gender.

Sometimes, inscriptions in the toilets at halls of residence of male students reveal an active creation of sexual fantasies which involve female lecturers. Excerpt 4 show the extent to which this is done.

Excerpt 4

Dr Stella I have had sex u.
Suck my dick Angelina
Mrs Iwabi was moaning when I fucked her.

If one looks beyond the perspective of masculinities and its associated relations of power, the inscriptions may just be adolescent fantasies energetically constructed by horny adolescent students, trying to get to terms with excess of hormones in their systems. Nonetheless, when excerpt 4 is considered in the perspective of masculinities and its associated relations of power, the act of imagining oneself engaging in sexual relations with a female lecturer represents an undermining of authority and the confirmation of manhood. Masculinity socialisation most often involves mocking boys for coming second best to girls. More often than not, male children are chided for signs of weakness against their female counterparts. Sentiments like the above mirror the common gender order in most patriarchal societies where gendered roles exist, and present grave problems for most men to find themselves in spaces that are dominated by the womenfolk.

In higher institutions, there are male students who do not want to accept the dominance of the female. Graffiti dealing with sexual fantasies can be seen as a way of rationalizing uncharacteristic power relations. Excerpts 4b and 4c couch these fantasies along pornographic 'lines' where the plan is to completely control and humiliate. When a woman sucks a dick, it is more often than not done in a kneeling position. In this position, the woman appears to be bowing to the man and showing reverence to the male symbol (the phallus). The inscription about moaning in 4c is deployed to show that, despite the boys' likely lesser age, they can sexually control or/and satisfy the female teacher/lecturer. The inscriptions in excerpt 4, thus, is indicative of the men's answer for getting to grips with a social milieu which subjects them under individuals who are considered as inferior to them. The female lecturers in question are regarded as sexual objects and thus, inferior to the male students.

Graffiti dealing with sexual fantasies and desires, emblazoned on toilet walls by male students of the University of Ibadan in their halls of residence, reveal profound erotic fantasies by male students seek to entirely control and humiliate the female lecturers.

Homosexuality

Nigeria is a country that has unambiguously banned the practice of homosexuality. However, the secrecy of graffiti writing permits individuals to explore this marginalized sexuality. Investigation of the writings in male toilets at the University of Ibadan showed a certain level of resemblance with other researches that have been carried out on homosexual graffiti. Trahan (2011) disclose how heterosexual and homophobic graffiti vie for discursive spaces on the toilet walls.

Writings on homosexuality in the University of Ibadan toilet walls can be roughly classified into pro- and anti-homosexuality writings. Pro-homosexuality inscriptions display a certain degree of diversity depending on how the inscription intends to discursively position the reader. The mild inscriptions are aimed at justifying or, at least, rationalising the availability of alternative sexualities.

Some graffiti writings in male toilets operated like a newspaper's confidential segment. To some male writers, the walls are active platforms through which they can seek male partners. In this context, the anonymity allowed by graffiti motivates writers to write nearly anything. Excerpt 5 below provides an example:

Excerpt 5
I need a boy/male to fuck in the ass.

Excerpt 5 reveals two aspects about homosexuality. To start with, homosexuality is

also gendered, in the sense that one of the participants performs 'maleness' while the other performs 'femaleness.' Madero (2012) acknowledges the significance and part played by gender role performance in general homosexual sociability. Homosexuality is a social practice in which gender is vigorously recognized. Excerpt 5 constructs homosexual identities on the grounds of performance in which one of the participants performs the male role of infiltration while the other partner is the receiver. Further, homosexuality, just like heterosexuality, is represented as having the same patriarchal tendencies of objectifying another body; this is evident in the graffiti. Therefore, excerpt 5 reveals the fact that there are gender orders even in sexualities that are practiced amongst imaginary equals. This brings to the fore a central feature of gender; it operates on inequality. While the participants are both males, they perform different roles. One performs the main role while the other performs the subsidiary role, signifying an unequal relationship of power.

More often than not, graffitists made explicit or implied references to the anus:

Excerpt 6

***James dey always fuck Michael yansh*.**
(Michael was constantly fucking James in the ass).

Excerpt 6 all make reference to the anus in one way or the other. Whilst, *yansh* is one of the most common terms used to refer to a person's behind, it is also commonly used to represent the anus. *Yansh* is a Pidgin English word used to refer to the anus.

Excerpt 7
I'm gay
You are a product of leaking condom

In male student graffiti, males launch viciousness and hatred toward homosexual males. The abhorrence is conveyed in the graffiti inscriptions and abuse directed at homosexual males. It is obvious in excerpt 7 that homosexuality is frowned on by majority of male students. It is considered a moral collapse that is damaging to society. The fight to control homosexuality, morality and decency is used *as* a tool to defend society and its 'decent and normal' members. Through this mechanism and other, Thai society places homosexuals as the outgroup awarding them no status or place in society assigning them to stay at the margin.

Religious tension

Graffiti provide a glowing and often unflattering insight into the hidden side of our society, but they also represent an intriguing, and an important source of information for those studying the behavior of human beings. It seems that graffiti are an accurate indicator of the social attitudes of a community (Abel & Buckley 1977). It seems that graffiti are an accurate indicator of the social and religious attitudes of a community. In addition, the topics are likely to vary according to the liberalism or conservatism of the social group in question.

Excerpt 8

8a. What can I do without Jesus?
R: He is just a prophet and human accept Islam.
Excerpt 9
9a. All Christians should be shot.
R: Fuck all you Muslims.

At the University of Ibadan, scribblings and inscriptions on the wall reflect Christians – Muslims conflicts. An example of a religious line can be found in graffiti 8 and 9. The struggle for supremacy between the two religions is all but evident in graffito 8. Two graffitists are involved here. The first graffitist who is obviously a Christian asked a question "what can I do without Jesus?" The second graffitist who is likely a Muslim, judging from his response to graffito 8 challenges the Christian graffitist on what he interprets to be a struggle for supremacy between adherents of Christianity and Islam. This is a testament to what the Nigerian society looks like. Christians and Muslims are in an eternal battle for which religion is greater. Further, graffito 9 helps to confirm the tension between adherents of the two religions. The graffitist in excerpt 9a calls

for the killing of Christians while another graffitist replies by all Muslims.

By means of graffiti individuals or groups reveal their hostilities, unburden their grievances, express fantasies and frustrations or declare a socially unacceptable point of view on subjects ranging from philosophy to politics, humour, religion, race relations, drugs, sports and sex. Even though graffiti are anonymous ways of communication without the possibility of being interrupted or rejected, they are expressed in a way that is easily understood; in the spoken language of the period. Little wonder then, they are of interest to the linguist.

6. Conclusion

The research was a sociolinguistic investigation of graffiti writing among male students, in two halls of residence at the University of Ibadan. Graffiti is an alternative practical discourse that functions as an opening for pent up emotions and, politically, to resist conditions of domination. Inscriptions in male toilets revealed a propensity to construct sex as a calling for men who consider themselves unable of existing without sex. This could be a reaction against the abstinence messages which dominate educational, health and religious discourses, advocating putting education ahead of romantic relationships and sexual activities. In the graffiti, sex is represented as a device for dominance and a regulative weapon for unruly individuals who need to be put in their right position. The domination role of sex as is evident in the graffiti was not only restricted to females. Through graffiti, alternative sexualities such homosexuality is constructed and negotiated. Inscriptions questioning or debating the assumed superiority of Islam and Christianity highlight the constructed nature of the notion of religious tension that is prevalent in Nigeria.

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Out-Of-School Girls as an Impediment to the Achievement of the UBE Goals in Plateau State

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Abstract. This paper investigated out-of-school girls as an impediment to the achievement of the UBE goals in Plateau State. The sample consisted of one hundred (100) respondents were used in the study. Three research questions were formulated and answered in the study to facilitate the findings of the research. Descriptive survey research design was adopted in the study and the research instrument used for this study was a questionnaire developed by the researcher. The data collected in the study was analyzed using mean score and simple percentages. From the analysis of data collected, it was discovered that there are many of out-of-school girl-children in Jos North LGA and therefore, the extent of achievement of the UBE goals is still low despite effort by stakeholders to curb the rate of out-of-school girl-children. Therefore, it is concluded in this study that there is need to put more effort towards curbing the rate of out of out-of-school girl-children in Jos North LGA of Plateau State. Based on the findings of the study, it was recommended among others that early girl-child marriage should be discouraged in Nigeria and the UBE programme should be made compulsory for very Nigerian child of school age.

Introduction

The girl-child refers to the female children between the ages of 0-18 years. The girl child is seen as a prospective mother and a home-maker, thus educating her becomes very important because the vital role women play in the family, the society and the nation at large. However, the girl-child has been neglected when it comes to education in some parts of Nigeria. For instance, in Northern Nigeria, many parents are of the belief that educating the girl-child is a waste of resources since she will eventually end up getting married into another family. Other factors that militate against girl-child education include poor economic conditions of parents, broken homes, teenage pregnancy, early marriage and religious beliefs. It is common to find young girls of school age in small towns, streets of major cities in Plateau State including Jos roaming around and hawking pure water, groundnuts and other petty commodities rather than being in school. This phenomenon puts the girl-child at disadvantaged position because she is denied access to basic education which will equip her with knowledge, skills and value to function effectively in the society (Kabiru, 2012).

The Education for All Campaign and the Millennium Development Goals focused attention on ensuring that no child is excluded from receiving a primary education. However, despite global efforts to promote universal primary education, there were still 115 million children of primary school age out-of-school in 2013/2014. Globally, 61.6 million girls of primary school age were not in school, accounting for 53% of the total number (UNICEF, 2015). The greatest absolute numbers

of out-of-school children were found in sub-Saharan Africa (45 million) and South Asia (42 million). Education brings wide-ranging benefits to both individuals and societies. It is considered so important to individual development that the right to primary education is legally guaranteed in most countries of the world. Ajaja (2012) stated that international human rights conventions also recognize the right to education. This right has been established by a succession of UN Conventions, from the Universal Declaration of Human Rights (1948) to the Convention on the Rights of the Child (1989), which acquired the status of international law in 1990. According to Article 28 of the Convention, governments have the responsibility of making primary education compulsory and available free to all. Education is also recognized as crucial to human development. Indeed the Education for All (EFA) movement and the Millennium Development Goals (MDG) have led to greater attention paid to educational participation and completion. Universal primary education is Goal 2 of both EFA (Jomtien, 1990; reaffirmed in Dakar, 2000) and the MDGs, adopted by UN Member States in 2000 (UNESCO, 2000; UN, 2003).

For many years, education for girls has been identified as one of the best investments a society can make because of the many social and economic benefits that are accrued to it. These documented benefits include later marriage, healthier, more educated children, and more rapid economic growth. Known to be the best investment in development, girls' education has become a major issue in most developing countries. Especially in sub-Saharan Africa a large number of young girls still do not attend school. The global figure for out-of-school children is estimated at 121 million, 65 million being girls. Over 80 per cent of these girls live in Sub Saharan Africa. (Egbochuku, 2002)

In Nigeria, girls' access to basic education, especially in northern states, has remained low. As few as 20 per cent of women in the North West and North East of the country are literate and have attended school (UNICEF, 2015). In the Northern part of the country, the number of children out of school is particularly high and the proportion of girls to boys in school ranges from one girl to two boys and even one to three in two states. Although the gender gap has narrowed from 12 to 10 points, there exist wide variations across the States and zones, with the North Central and North West presenting worst scenarios (Egbochuku 2002).

Commenting further, Egbochuku (2002) stated that the Net Attendance Ratio is at 60.10%, translating to about 40% level of non-attendance among primary school age children. In the Northern part of Nigeria, where girls' enrollment rates are already low, it is likely that those who do not participate in education are girls. Girls' education does not only bring the immediate benefit of empowering girls, but is seen as the best investment in a country's development. Educated girls develop essential life skills, including: self-confidence, the ability to participate effectively in society, and protect themselves from HIV/AIDS, sexual exploitation. Girl's education also helps cutting children and maternal mortality rates, contributing to national wealth and controlling disease and health status. Children of educated women are more likely to go to school and, consequently, this has exponential positive effects on education and poverty reduction for generations to come. (Egbochuku, 2002).

The hindrance of girl's education in Nigeria anchors on various factors-cultural, societal and economic factors. These can be viewed from early marriage and child bearing, house hold duties, parent's perceptions that schooling is more beneficial for their sons than for their daughters, worries about girl's safety outside the village environment and limited job opportunities for women in sectors that require higher education. These barriers loom large in many states and communities (Abiri, 2009).

Cultural factor also acts as barrier is the education of the girl-child. Many of the cultural and traditional practices advocated for the girl-child by their societies and families stem from the belief that females are inferior and must be controlled as well as prepared for their main role- to be wives and mothers. Cultural inhibitions are closely tied with religious

affiliations and traditional practices. For instance, in many of the predominantly Moslem states where gender gap is marketing high in Sokoto and Zamfara, girls are traditionally prevented from accessing formal school environments as a consequence of erroneous interpretation of religious injunctions. The betrothal of the girls for marriage at early age also hinders school attendance and retention. This is closely tied with teenage pregnancy. To support this assertion, Ezio (2003) stated that about 30% of the teenagers drop out of school has already begun bearing child before the age of 18. However, this practice is becoming unfashionable in homes with educated parents.

According to Mcmillen (2003), societal influence also impedes girls 'education. In rural areas, many Nigerian parents prefer to enroll the boy-child in school instead of the girl-child especially in large families where fund are limited. This is because they (parents) believe that education is more important for the boy-child and less for the girl-child. Gender roles in homes and society at large are stereotyped with the girl-child made to do greater proportion of household chores. This lack the reserve energy and spare time makes real participation in development of her community and self-development through education and training impossible even if the opportunity is available. Some parents argue that investing in the girl-child is equivalent to investing for the benefit of the family she will marry into while investment on the boy-child will be to the benefit of his family.

Economic factor is another area of impediment to the education of girls. The economic barriers are largely associated with parental poverty. With about 70% of the populace being poor most especially in the rural communities and urban ghetto settlement, the inclination is to deploy the girl-child to income generating activities rather than to school. Thus, during school hours, it is common to see more girls than boys hawking in the streets or in markets selling wares. In the process of hawking, they are exposed to all sorts of abuse including sexual abuse and the dangers of contracting HIV/AIDs and other sexual transmitted disease (Boyd, 2007).

2. Statement of the Problem

Many -girl-children of school age are out of school. Rather many of these them are found hawking, begging, doing menial job and prostitution. The phenomenon of out-of-school children in Nigeria is a serious problem to the entire nation and Plateau State in particular which needs urgent attention. The high rate of out-of-school girl-child in Plateau State has cumulatively undermined the achievement of the Universal Basic Education goal. As a result of ignorance, poor socio-economic background, cultural and religious misconceptions, many children are not enrolled in school. Even among the few children that are enrolled in school, many still drop out before graduation. Socio-economic factor such as low income results in children dropping out-of-school because their educational needs cannot be provided. Also, cultural and religious practices such as early marriage results in the girl child dropping out-of-school to become a wife and a mother at an early age. There is also the issue of ignorance on the part of some parents who may see western education as waste of time and resources. Such parents may withdraw their children from school to help them at home with domestic and farm work.

The problem of this study lies in providing answers to the following questions: why are girl-children of school age not attending school? What impact does out-of-school girl-children have on the achievement of Universal Basic Education goals in Plateau State? The above questions constitute the problems which this study intends to address.

3. Aim and Objectives of the Study

The aim of the study is to examine the rate of out- of- school children and achievement of Universal Basic Education goals in Plateau State, Nigeria. Specifically, the objectives of the study are to:

- Determine the causes of out-of-school girl-children in Plateau State.

- Find out the extent of achievement of the UBE enrollment goals in Plateau State.
- Find out the efforts put in place by government in Plateau State to reduce the incidence of out-of-school girl-children in the state.

4. Research questions

The following research questions will guide the study:
- What are the causes of out- of- school girl-children in Plateau State?
- To what extent have the UBE enrolment goals for the girl-child been achieved in Jos North LGA?
- What are the efforts put in place by the government to reduce the incidence of out-of-school girl-children in Plateau State?

5. Methodology

Descriptive survey research design was employed in carrying out this study. The descriptive survey assesses out-of-school girls as an impediment to the achievement of the UBE goals in Plateau State. The population for the study consisted of all the out-of-school girls, teachers and head-teachers of the UBE schools in Jos North Local Government Area. The sample consisted of one hundred (100) respondents consisting of 10 head-teachers and 30 teachers and 70 out-of-school girl-children. The research instrument used for this study was a questionnaire developed by the researcher. The instrument was divided into two parts. Part one consisted of personal data of the respondent. Part two sought information on the causes of out-of-school girls and achievement of the UBE goals in Jos North Local Government Area of Plateau State in Jos North Local Government Area of Plateau State. The researcher personally administered the questionnaire to the respondents who formed the sample used for the study. The data collection exercise took two weeks to complete. The data obtained from this study were analyzed using simple percentage and mean score and standard deviation

6. Results

Research Question One: What are the causes of out-of-school girl-children in Jos North LGA?

Table 1: Showing the Responses on the Causes of Out- Of-School Girl-Children in Jos LGA

		Responses						
S/N	**Statement**	**SA (5)**	**A (4)**	**UD (3)**	**D (2)**	**SD (1)**	**Mean score**	**Decision**
1	Ignorance of the importance of education by parents	44	16	10	23	7	3.28	Agreed
2	Poor mobilization by government and non-governmental agencies	36	39	4	18	3	3.54	Agreed
3.	High dropout rate of children from the UBE	33	30	7	18	12	3.30	Agreed
4	Poor parental enlightenment by government and non-governmental organisations	41	29	3	17	10	3.50	Agreed
5	Cultural factor	49	21	2	20	8	3.51	Agreed
6	Poor socio-economic status of parents	29	28	2	21	20	3.03	Agreed

The results of the analysis in table 1 shows that ignorance of the importance of education by parents, poor mobilization by government and non-governmental agencies, high dropout rate of children from the UBE, poor parental enlightenment by government and non-governmental organisations, cultural factors and poor socio-economic status of parents are all causes of out-of-school girl-children in Jos North LGA.

Research Question Two: To what extent have the UBE enrolment goals for the girl-child been achieved in Jos North LGA?

Table 2: Showing the Results of the Extent of Achievement of UBE Goals for the girl-child in Jos North LGA

S/N	UBE Goals	Extent of achievement					
		High	%	Moderate	%	Low	%
1	Enrolment of the girl-child in the UBE programme	22	22%	58	58%	20	20%
2	Retention of the girl-child in the UBE programme	27	27%	43	43%	30	30%
3	Completion rate of the girl-child in the UBE programme	21	21%	50	50%	29	29%
4	Quality education for the girl-child in the UBE programme	20	20%	57	57%	23	23%

The results of the analysis in table 2 show the extent to which UBE goals have been achieved in Jos North LGA. From the responses on enrolment goal, 22 respondents representing 22% agreed that the extent of the achievement of enrolment goal is while, 58 respondents representing 58% said it is moderate while 20 respondents representing 20% said the extent of achievement of enrolment goal in the UBE is low. From the responses on the achievement of retention goal in the UBE, 21 respondents representing 21% agreed the extent of retention in the UBE programme was high. 43 respondents representing 43% agreed that the extent of retention in the UBE programme was moderate while 30 respondents representing 30% said it was low. From the responses on the extent of achievement of completion goal in the UBE programme, 21 respondents representing 21% said the extent of achievement of completion goal in the UBE was high, 50 respondents representing 50% said it was moderate while 29 respondents representing 29% said it was low. From the responses on the extent of achievement of quality education goal in the UBE programme, 20 respondents representing 20% said it was high, 57 respondents representing 57% said it was moderate while 23 respondents representing 23% said it was low.

Research Question Three: To what extent have the efforts of stakeholders reduced incidence of out-of-school girl-children in Jos North LGA?

Table 3: Showing Responses on the Efforts of Stakeholders Towards Reduction of Out-of-school Children in Jos North LGA

S/N	Efforts of Stakeholders	Extent of achievement					
		High	%	Moderate	%	Low	%
1	Making the UBE programme compulsory for all school age girl-children by law	30	30%	23	23%	47	47%
2	Providing easy access to the UBE schools in rural and urban areas	10	10%	39	39%	51	51%
3	Enlightenment campaign on the admission and re-admission of dropouts into the UBE programme	25	25%	22	22%	53	53%
4	Discouraging early girl-child marriage	20	20%	24	24%	56	56%

The results of the analysis in table 3 reveals the responses of respondents towards the extent to which the effort of stakeholders towards reducing of the incidence of out-of-school girl-children in Bassa LGA of Plateau State. From the analysis, 30 respondents representing 30% agreed that the extent to which stakeholders have made the UBE programme compulsory for all school girl-children by law is high, 23 respondents representing 23% said it is at moderate level while 47 respondents representing 47% said it is at low level. From the statement on the extent to which stakeholders have provided easy access to the

UBE schools in rural and urban schools, 10 respondents representing 10% said to a high extent, 39 respondents representing 39% said to a moderate extent while 51 respondents representing 51% said to a very low extent. From the statement on the extent to which stakeholders have carried out enlightenment campaign on the admission and re-admission of dropouts into the UBE programme, 25 respondents representing 25% said to high extent, 22 respondents representing 22% said to a moderate extent while 53 respondents representing 53% said to a very low extent. From the responses on the extent to which stakeholder have discouraged early girl-child marriage in Plateau State, 20 respondents representing 20% said to a very high extent, 24 respondents representing 24% said to a moderate extent, while 56 respondents representing 56% said to a low extent.

7. Discussion

Findings from the analysis of research question on the causes of out-of-school girl-children in Jos North Local Government Area revealed that the causes of out-of-school girl-children include ignorance of the importance of education by parents, poor mobilization by government and non-governmental agencies, high dropout rate of girl-children from the UBE and cultural factors

Research question two which sought to know the extent to which the UBE enrolment goals been achieved in Jos North LGA is analyzed. The findings from the analysis revealed that enrolment, retention, completion and quality of the UBE programme in Jos North Local Government Area are all rated at a moderate level

Findings from the analysis of research question three revealed that revealed that effort put in place by stakeholders to reduce the incidence of out- of -school girl-children include making the UBE programme compulsory for all school age girl-children by law, providing easy access to the UBE schools in rural and urban areas, enlightenment campaign on the admission and re-admission of dropouts into the UBE programme and discouraging early girl-child marriage.

8. Conclusion

From the aforementioned findings, it is obvious that there are still high numbers of out-of-school girl-children in Jos North LGA and therefore, the extent of achievement of the UBE goals is still low despite effort by stakeholders to curb the rate of out-of-school girl-children. Therefore, it is concluded in this study that there is need to put more effort towards curbing the rate of out of out-of-school girl-children in Jos North LGA of Plateau State.

9. Recommendations

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

- More UBE schools should be established in Jos North LGA to accommodate the high number of out-of-school girl-children in the LGA
- The UBE programme should be made compulsory for very Nigerian child of school age
- Child marriage should be discouraged in Nigeria and be made punishable by law.
- Enlightenment campaigns should be carried out by government and other stakeholders on the need for enrolment and re-admission for dropouts from the UBE programme
- Adequate instructional materials for teaching and learning should be provided in the UBE schools
- Parents in Jos North LGA should be enlightened and mobilized to enroll their girl-children in the UBE programme

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Family Conflict, Interpersonal Relationship and Senior Secondary Schools Students' Academic Performance: The Counselling Implication

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Abstract. Good education does not happen by chance. It is a product of effective teaching and learning coupled with the effort of the teacher, the school, the students, parents and their various home environments. Therefore, this study investigated the influence of family conflict and interpersonal relationship senior secondary schools students' academic performance and the counselling implications.
A survey research design of the ex-post-facto type was employed in the study. Two thousand four hundred (2400) Senior Secondary School Two (SSS2) students comprising 1200 male and 1200 female were sampled for this study. Data were collected using questionnaire. Four research hypotheses were raised to guide this study, while data were analyzed using Multiple Regression Analysis and Pearson Product Moment Correlation significant at 0.05 alpha level.
Results indicated that family conflict and interpersonal relationship accounted for 24.3% of the variance in the senior secondary schools students' academic performance ($R = .505$; $R^2 = .255$; Adj. $R^2 = .243$; $F_{(1,2398)} = 5.113$; $p = 000$). The most potent predictor of senior secondary schools students' academic performance among the predictor variables of the study is family conflict ($\beta = .284$; $t = 9.249$; $p = .000$) followed by interpersonal relationship ($\beta = .185$; $t = 5.856$; $p = .000$). Student gender (Female = $R = .371$; $R^2 = .137$; Adj. $R^2 = .136$; $F_{(1,68)} = 9.041$; $p = .011$); Male = $R = .332$; $R^2 = .110$; Adj. $R^2 = .107$; $F_{(1,46)} = 5.893$; $p = .007$) was found to moderate the influence of family conflict and interpersonal relationship on senior secondary schools students' academic performance. Also, a significant high relationship was observed between family conflict and senior secondary schools students' academic performance ($r = .387$) as well as interpersonal relationship and senior secondary schools students' academic performance ($r = .448$). It was further shown from the table that a significant relationship equally exist between family conflict and interpersonal relationship ($r = .401$).
The study concluded that all hands should be on deck in ensuring that appropriate counselling programmes such as group counselling, family counselling, and supportive associations are designed to help children from negative home environment and their parents so as to improve the children academic performance at school. Also, no stone should be left unturned in nipping in the bud the growing monster called negative home environment in our society as it does not lead to the proper and successful educational development of our children.

Keywords: family conflict, interpersonal relationship, academic performance.

1. Introduction

Academic performance has been a topic of considerable interest and research for a very long time. One of the most important concerns of education is to ensure that each child is able to make most of his abilities. Academic performance in itself has become more or less

powerful symbol and way of life. However, even if the course of life is not determined by achievement, it is essentially directed by it. Academic performance is the outcome of the training imparted to a student by the teacher in a school system. It is defined as the mean achievement score in the examination of each subject i.e., curriculum of the students taught by the teachers (Naderi, Abdullah, Hamid, Sharif & Kumar, 2009).

Different people at different times have passed the blame of poor student performance to the students because of their low retention, parental factors, association with wrong peers, low performance and the likes (Akinlana, 2014). In her own position, Aladenusi (2017) believed that the falling level of academic performance is attributable to teachers' non-use of verbal reinforcement strategy. Others found out that the attitude of some teachers to their job reflected in their poor attendance to lectures, lateness to classes, unsavory comments about students' performance that could damage their ego, poor method of teaching and the likes affect students' academic performance (Odunuga, Onabanjo, Adekunle & Olugbenro, 2013).

However, the family lays the psychosocial, moral and spiritual foundations in the overall development of the child. While the mother's significant role in this cannot be over-emphasized. Studies on father-child relationship suggest that the presence of a father in the home influences significantly the development of a child (Ayodele & Iro-Idoro, 2012). Thus, parenthood is a responsibility requiring the full cooperation of both parents who must ensure the total development of their offspring(s). Structurally, a family is either broken or intact. A broken family in this context is one that is not structurally intact for various reasons; death of a parent, divorce, separation, dissertation and illegitimacy in which case, the family was never completed (Ogunsawo, 2018). This analysis becomes necessary because life in a single parent family can be stressful for both the child and the parent. This is because when the single parent is overburdened by responsibilities and by their own emotional reaction to their situation, they often become irritable, impatient and insensitive to their children's needs (Ezeokoli, 2017).

The primary environment of the students is the home and it stands to exert tremendous impact on students' achievements (Olanrewaju, 2015). Moreover, the home is the primary agent of education in the child. Thus, the way the child lives, the food he/she eats and his/her life style is influenced by the home. The type of family system the child is exposed to could influence his academic achievement in school. Kellaghan (1993) cited in Ezeokoli (2017) affirmed that academic success of a child depends on what parents do at home.

Ogunsawo (2018); Olanrewaju (2015); Stephen and Ceci (2011) observed that parent-child interactions are forces that lead to better academic performance. Conflict in the family is gradually becoming a phenomena. Conflict could result from dissension, disagreement, incongruence, separation, violent, lack of peace. According to Wanjiku (2010) conflict can be defined as the lack of peace in an environment. Conflict in a family therefore refers to a situation whereby the smooth interaction and relation among members of a family is disrupted due to misunderstanding. It can be between the two parents or between parents and their children. Conflict in a family can occur as a result of lack of trust, drunkenness, and effective communication (dialogue),respect, joblessness and idleness. It comes in form of fights, quarrels, spouse battering, child abuses and child molestation, children who experience these conflict may have difficulty in establishing a healthy interpersonal relationship with peers in the school because of the background orientation. Furthermore, conflict it can be due to a bad atmosphere in the home, separation or even divorce.

The journey to communication and interpersonal relationship begins with peoples' intra personal relationship. When they begin to be in contact with their felt feelings, sense them in their bodies, verbalize them in their minds and finally express them outwardly in their behaviour, they also open doors to contacting their needs. Interpersonal relationship are created by people

who are willing to be in full contact with their feelings and needs and equally be interested in others' feelings and needs (Ayodele, 2011). The giving and receiving exchange is the building block to developing close relationship with others (Rosenberg, 2003).

Relationship quality is a key indicator of individual psychosocial adjustment. The nature of intrapersonal and interpersonal relationship among individuals especially in our educational institutions varied as the individual members themselves. Also, numerous other factors such as personality, attitudes and environment factors affect the totality of one's relationship (intra and inter) in many ways. At one extreme, these relationships can be personal and positive. This is the case when individual interact meaningfully, share mutual friendship and be personal and negative. This happens when individual dislike one another, create tension and crisis for one another or try to humiliate the personality of one another (Limber, 2002; Rigby, 2002; Ayodele & Bello, 2008).

Negative relationship qualities encompass rivalry, betrayal, hostility, antagonism and competition. Positive relationship qualities encompass companionship, intimacy, assistance, loyalty, caring, warmth, closeness and trust. From psychological standpoint, effective and collaborate relationship within an environment/organization will bring about a stimulating environment in which love, trust, cooperation and collaboration can be built towards the betterment of every individual therein and the success of the environment. On the other hand, such environment will be characterised with tension, anxiety, frustration and at large an environment where individuals are made to internalize and exhibit violence, in order, to endanger themselves and other people's peace and right (Ayodele, 2011; 2014).

Based on the above increasing evidence that parental involvement are beneficial for children's success in school, this study, therefore, seeks to find out the influence of family conflict and interpersonal relationship as they individually and collectively affect the senior secondary schools students' academic performance in Ogun State, Nigeria, Nigeria..

2. Research Hypotheses

- There is no significant influence of family conflict and interpersonal relationship on senior secondary schools students' academic performance.
- There is no significant relative influence of family conflict and interpersonal relationship on senior secondary schools students' academic performance.
- There is no significant moderating effect of gender on the influence of family conflict interpersonal relationship and senior secondary schools students' academic performance
- There is no significant inter-relationship among the variables of the study.

3. Methodology

Research Design: This study adopted the descriptive research design of the ex-post-facto type to influence of family conflict and interpersonal relationship on senior secondary schools students' academic performance in Ogun State.

Sample and Sampling Technique: Sampling was done through stratified random sampling technique. The State was stratified into four major educational divisions namely: Remo, Ijebu, Yewa and Egba (RIYE). There are twenty Local Government Areas in the four Educational divisions in Ogun State. Simple random sampling was adopted to pick two Local Government Areas from each of the Educational divisions. In total, eight Local Government Areas represented the interest of the four Educational Divisions.

The selection of the schools were done through balloting method in which all the names of all the secondary schools in the selected divisions were written based on the strata (local governments) on separate sheet of paper of equal size. These sheets were folded and put into 16 plastic bowls (8 public and 8 private). After thorough reshuffling, and without looking into

the plastic bowls, the researcher picked up three (3) slips each from each of the 16 bowls to get out the forty-eight (48) participating schools for the study.

In each of the participating schools, 50 students were randomly selected from SSII classes (Science, Art, and/or Commercial). From these classes, 50 students (comprising 25 male and 25 female) were purposively selected to participate in the study. In all, 2400 SSII students comprising 1200 male and 1200 female within the age range 13 – 17 years were sampled for this study.
Research Instruments: Two self-developed instruments were used for data collection. They are:

Family Conflict Scale: Family conflict scale was a self-developed questionnaire. The questionnaire contained twenty items that is of 4 likert type which ranges from strongly agree (SA) to strongly disagree (SD).

Interpersonal Relationship: Interpersonal relationship scale was a self-developed questionnaire. The questionnaire contained fifteen items that is of 4 likert type which ranges from strongly agree (SA) to strongly disagree (SD).

Academic Performance: Students' academic performance was measured by collecting the Students' CGPA.

Method of Data Analysis: The data collected in the study were analysed descriptively and inferentially. The characteristics of the respondents were described using frequency counts, simple percentages, mean and standard deviation scores. Inferentially, the logistic regression analysis set at the .05 significant level was used to analyze the hypotheses generated for the study. All these were done using the SPSS computer analysis.

4. Results

Table 1: Model Summary of the Regression Analysis for the composite contribution of family conflict and interpersonal relationship on senior secondary schools students academic performance

Source of variation	Sum of Squares	Df	Mean Square	F-Ratio	P
Regression	164.193	1	164.193	5.113	.000[b]
Residual	77034.289	2399	32.111		
Total	77198.482	2400			

R = .505; Multiple R = .255; Multiple R^2 (Adjusted) = .243; Stand error estimate = 9.321

a. Dependent Variable: academic performance

b. Predictors: (Constant), family conflict and interpersonal relationship

The results indicated that with all the predictor variables (family conflict and interpersonal relationship) in the regression model jointly predicted senior secondary schools students' academic performance (R = .505; R^2 = .255; Adj. R^2 = .243; $F_{(1,2398)}$ = 5.113; p = 000). This showed that all the predictor variables accounted for 24.3% of the variance in the senior secondary schools students' academic performance. The null hypothesis which stated that there is no significant combined influence of family conflict and interpersonal relationship on senior secondary schools students' academic performance was rejected by this finding. This implies that there is a significant combined influence of family conflict and interpersonal relationship on senior secondary schools students' academic performance.

This finding corroborates the findings of other researchers such as Akinlana (2014), Clark and Shields (2014), Darling (2010) who find that children from homes that are not well intact exhibit lower self-esteem, lower achievement motivation, lower tolerance for delay of gratification and lower academic achievement than those from intact homes where both parents are present. The explanation for the poor academic achievement of students from homes characterized with family conflict and poor interpersonal relationship that such home is short of positive relationship qualities that encompass companionship,

intimacy, assistance, loyalty, caring, warmth, closeness and trust among family members (Ogunsanwo, 2018).

Table 2: Beta coefficients and t ratio for relative influence of family conflict and interpersonal relationship on senior secondary schools students' academic performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	21.059	2.479		7.363	.000
Family conflict	.169	.018	.284	9.249	.000
Interpersonal relationship	.180	.031	.185	5.856	.000

a. Dependent Variable: academic performance

The strength of causation of the predictor variable on the criterion variable was analysed as shown in Table 2. The most potent predictor of senior secondary schools students' academic performance among the predictor variables of the study is family conflict (β = .284; t = 9.249; p = .000). Interpersonal relationship is the next potent factor (β= .185; t = 5.856; p = .000) in the prediction of senior secondary schools students' academic performance. The hypothesis of no significant relative contribution of family conflict and interpersonal relationship on senior secondary schools students' academic performance was rejected by this finding. This implies that there is a significant relative influence of family conflict and interpersonal relationship on senior secondary schools students' academic performance, while family conflict was observed as the most potent predictor among the two.

This result is in line with the findings of Heard (2017) that conflicting homes increased the risk of school disciplinary problems and reduced college expectations of the children. Heard also found that, for each year a child lived in turbulent home, there was a substantial reduction in the grade point average of the child. Also, Ogunsanwo (2018) reported that poor interpersonal relations inhibit effective and good academic performance among students no matter their level of education. On the same vein Ayodele (2003) confirmed that children from broken homes experience more behavioural problems and their ability to cope with these problems differs and is accountable for the differences in their academic achievements.

Table 3: Model Summary of the multiple regression analysis of the moderating effect of gender on the influence of family conflict and interpersonal relationship on senior secondary schools students' academic performance

Model	R	R^2	Adj. R^2	SE	Change Statistics				
Gender					R^2 Change	F Change	d f 1	d f 2	Sig. F Change
Female	.371	.137	.136	5.445	.136	9.041	1	1199	.000
Male	.332	.110	.107	6.836	.107	5.893	1	1199	.001

a. Predictors: (Constant), Gender, family conflict, interpersonal relationship
b. Dependent Variable: academic performance

The results indicated that when gender entered into the regression model to family conflict and interpersonal relationship, it predicted senior secondary schools students' academic performance. For female undergraduates (R = .371; R^2 = .137; Adj. R^2 = .136; $F_{(1,1199)}$ = 9.041; p = .011), it was observed that family conflict and interpersonal relationship accounted for 13.7% variability of senior secondary schools students' academic performance; while 10.7% was observed for male academic performance (R = .332; R^2 = .110; Adj. R^2 = .107; $F_{(1,1199)}$ = 5.893; p = .007). Therefore, the null hypothesis which stated that gender will not significantly moderate the influence of family conflict and interpersonal relationship on senior secondary schools students' academic performance was rejected by this finding. This implies that family conflict and interpersonal relationship influenced the female academic performance compared to their male counterparts.

This result is in agreement with Richford (2012) who discovered the male students at high school and college levels tend to be more confident than female students in Mathematics, science and technology. He found out that negative home environment to a great extent influenced the female more compared to the male in performance outcome at college level. Silverwise (2010) findings was also in accordance with this result. He confirmed that healthy male performed better than healthy female. This contradicts the findings of Aremu and Tella (2009) who found out that gender have very low insignificant correlation with mental ability and mathematics achievements.

Table 4: Relationship between family conflict, interpersonal relationship and senior secondary schools students' academic performance

		Family conflict	**Interpersonal relationship**	**Academic Performance**
Family conflict	Pearson Correlation	1	.401**	.387**
	Sig. (2-tailed)		.013	.007
	N	2400	2400	2400
Interpersonal relationship	Pearson Correlation	.401**	1	.448*
	Sig. (2-tailed)	.013		.000
	N	2400	2400	2400
Academic performance	Pearson Correlation	.387**	.448*	1
	Sig. (2-tailed)	.007	.000	
	N	2400	2400	2400

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

The results in Table 4 indicated that there is a significant inter-relationship among the variables (family conflict, interpersonal relationship and senior secondary schools students' academic performance) of the study. A significant high relationship was observed between family conflict and senior secondary schools students' academic performance (r = .387) as well as interpersonal relationship and senior secondary schools students' academic performance (r = .448). It was further shown from the table that a significant relationship equally exist between family conflict and interpersonal relationship (r = .401).

This study lends credence to the previous studies by Ogunsawo (2018); Olanrewaju (2015); Stephen and Ceci (2011) observed that parent-child interactions are forces that lead to better academic performance. So it is with the degree of home conflict experienced by the individual student (Olanrewaju, 2015). The state of the home affects the individual since the parents are the first socializing agents in an individual's life.

5. Counselling Implication and Conclusion

Findings from this study have implications for the counsellors, psychologists, social workers, parents, teachers, students and the society at large. Since negative home environment characterized by poor interpersonal relationship and conflicts have negative effects on the academic achievements of the children. Their talents, abilities and interest may not be fully developed to allow them to achieve self-actualization in life. This has a great implication for counselling and educational advancement of the nation.

The parents should also be counselled on socio-mental needs of their children so that their academic work will not suffer at school. Children and their parents should be counseled along their gender, as it affects their children's academic achievement. In this respect, whatever the parents should put the wellbeing of their children into consideration in whatever things they do by making the home a "HOME" and not "HELL".

In conclusion, all hands should be on deck in ensuring that appropriate counselling programmes such as group counselling, family counselling, and supportive associations are designed to help children from negative home

environment and their parents so as to improve the children academic performance at school. Also, no stone should be left unturned in nipping in the bud the growing monster called negative home environment in our society as it does not lead to the proper and successful educational development of our children.

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Evaluation of Parents and Peers without Special Needs Roles in Sustaining Inclusive Practices in Enugu State, Nigeria

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Abstract. This study evaluated the impact of roles of parents and peers without special needs (PWSN) in sustaining inclusive practices in Enugu state Nigeria: A pilot study report on "Evaluation of inclusive education practices for learners with special needs in primary schools in Enugu state of Nigeria". The study adopted a descriptive cross-sectional survey research design. Two research questions and one hypothesis guided the study. The population of the study comprised 351 teachers and 278 learners. A questionnaire named (IPPQ) was used to elicit responses from the respondents. Cronbach's Alpha method yielded a reliability index of 0.80. The research questions were analyzed using simple percentages, mean and standard deviation. The study found that (PWSN) to a moderate level, help and support their peers with special needs while mostly it is parents of learners with special needs who help and support inclusion. The study recommended along with others, the need to create awareness for inclusion among parents of learner without special needs.

Keywords: Evaluation; inclusive practices, parents, peers without special needs; and primary schools.

1. Introduction

Evaluation implies assessing whether or not one is doing the right things in order to achieve a stated goal. Evaluation is a systematic collection and analysis of data in order to assess the strength and weakness of programs, policies, and organizations to improve their effectiveness (Norwegian Agency for Development Cooperation (NADC, 2011). Evaluation in an education program, in this instance, provides feedback to help guide the implementation of the program, and demonstrates whether or not the program is achieving its goals and objectives. Evaluation is a Science of providing information for decision making, it includes measurement, assessment and testing, it is a process that involves: Information gathering, Information processing, Judgment forming and Decision making.

The history of learners with special needs is not a subject for celebration in view of the inherent violation of human rights as are known today. The Dakar Framework of Action adopted a World Declaration on Education for All (EFA) in 2000, which established the goal to provide every child with primary school education by 2015. It clearly identified

Inclusive Education (IE) as a key strategy for the development of EFA. Inclusive education is a new model in education which advocates that all learners irrespective of any disadvantage, should be educated in the same classroom. All necessary aid to enhance learning are to be provided in the classroom. Nigeria government has formulated policies aimed at giving learners with disabilities adequate education. These policies are expressed in the 2004 National Policy on Education (NPE).

In Enugu state, Inclusive schools emerged as a result of intervention of State Advocacy and Voice Initiative (SAVI) a program of the Department for International Development (DFID) Nigeria (SAVI, 2012). Their efforts in collaboration with an organization designated Inclusive Education Advocacy Partnership culminated into the state government signing a policy on inclusive education in 2014. Furthermore, Inclusive education practices mean the expected ways in which inclusive education is carried out, for this study, in Enugu State. There are components involved in inclusive education practices to ensure that learners with special needs develop skills in many different areas, as well as obtain the same educational rights as their peers, these include: Modification and Accommodation; instructional strategies; assistive technology; infrastructural facilities; collaboration among professionals and para-educators; administrative support; academic qualification; professional qualification in special education; role of peers without special needs, and parents or family support. This study focuses on the last two components: the role of peers without special needs and parents or family support. Inclusive education may not thrive nor succeed in absence of roles played by peers without special needs and the support of parents or family members. Since 2014 when inclusive education practices began in primary schools in Enugu state for learners with special needs, no study is known to the researcher on evaluation of inclusive education practices neither in the state nor in the area of role of peers and parent or family support.

Evaluation means the assessment of all activities being undertaken in a program or project in other to arrive at stated objectives. It is focused towards decision making. Evaluation is a concept that has emerged as a prominent process of assessing, testing and measuring. Its main objective is Qualitative Improvement. Evaluation implies a critical assessment of educative process and its outcome in the light of the objectives. Evaluation is a process that critically examines a program. It involves collecting and analyzing information about a program's activities, characteristics, and outcomes (WikiEducator (2009). This study employed Stufflebeam's Concept Input, Process and Product evaluation model (CIPP), these are considered within the framework of formative and summative evaluation (Stufflebeam, 2003)

Inclusion on the other hand, is understood generally to mean a move to educate learners with disabilities to the maximum degree possible in regular education setting. The concept of inclusive education has been broadened to encompass not only learners with disabilities, but also all learners who may be disadvantaged (Mitchell 2010). Mitchell, citing Christensen argued that exclusion or segregation of students with special needs is a violation of their human rights and represents an unfair distribution of educational resources. A place or classroom where teaching and learning take place is known as a learning environment. An inclusive learning environment is a school or classroom where learners of every ability level receive teaching in the same place.Parents of both learners with and without disabilities are very important in the inclusion of learners with disabilities in regular education classroom. Childre (2004), states that parents are important allies in the successful inclusion of their children. Salend (2005) outlines some of the strategies that include: (a) the learner's relatives can describe the child in ways that help and are good for the child, by telling what they are skilled at and what they have accomplished while avoiding any negative or harmful descriptions, and (b) families of peers without special needs can help their child learn different and more effective ways of interacting with learners with special needs. Downing and Peckham-Hardin (2007) interviewed parents of students with moderate to severe disabilities, the parents claimed that their children were

"happier, more independent, and more motivated to go to school and participate in class" when included in the general education classroom. Parents expressed concern that learners with moderate to severe disabilities need to observe general education learners as role models for social and academic behaviors. In another study, Peck, Staub, Gallucci, and Schwartz (2004) found that parents of learners without disabilities who were not supportive of inclusion expressed concerns in two areas: (a) the perception that the teacher focused more on the children with disabilities than on the children without disabilities, and (b) behavioral disruptions by the children with disabilities. According to Afolabi (2014), school-family partnership in inclusive education is very limited. The reason for this exclusionary practice of educating learners with disabilities is linked to: parents' negative perception of inclusive practice, socio-cultural and religious beliefs about disabilities.

Role of Peers without Disabilities: The general education setting allows learners with special needs to interact with peers without disabilities and to observe them so that they might further their own development (Grubbs & Niemeyer, 1999). The positive effect of peers without disabilities on learners with any level of disabilities has been the focus of many studies (Downing, 2008). Peers without disabilities can fulfill many roles such as those of tutors, helpers, readers, and guides. They can help by providing role models or by actively guiding learners with special needs to develop coordination, social, and communication skills (Downing & Peckham-Hardin, 2007). Studies suggest peer strategies that can provide support for learners with special needs in the general education setting. Carter and Kennedy (2006) recommend: (a) adapting class activities to facilitate their participation; (b) contributing to the attainment of IEP goals; (c) supporting behavior intervention plans, when appropriate; (d) providing frequent, positive feedback; (e) modeling age-appropriate and contextually relevant communication skills; and (f) facilitating interactions with other learners in the class.

2. Statement of the problem.

Parents of learners with and without special needs are important allies in the successful inclusion of their children. Family members can help improve how learners with special needs are viewed and help others to understand and include them in the classroom. Specific strategies for families of learners with special needs to support their children in general education settings include collaborative problem solving and education plans. On the other hand, Peers without disabilities can fulfill many roles such as those of tutors, helpers, readers, and guides. They can help by providing role models or by actively guiding learners with special needs to develop coordination, social, and communication skills. The interaction of these learners and their peers' without disabilities helps them manage the general education curriculum and develop social skills they might not develop in a less inclusive setting. There are some individuals who have positive attitude towards learners with disabilities in Nigeria, but there is undeniable fact that predominantly, attitude towards learners with disabilities are negative. Enugu state, Nigeria has keyed into global progress in the expansion of access to education to all learners irrespective of status, by allowing learners with disabilities access to regular schools. One wonders, how parents and peers without disabilities view this development. There is also no study carried out on impact of parents and peers without special needs known to the researcher since inclusion started in Enugu state. Against this back drop, the researchers set out to evaluate the impact of parents and peers without disabilities in achieving inclusive learning environment in primary schools in Enugu state.

3. Aims and Objectives of the Study.

The main purpose of the study is to evaluate the impact of roles of parents and peers without special needs in achieving inclusive learning environment in Enugu state, Nigeria. Specifically, the study is designed to achieve the following specific objectives:

- To ascertain the kind of support given by parents or families of both learners with and without special needs in the inclusive primary schools in the state, and
- To find out the level of interactions between learners with and without special needs in the inclusive schools.

4. Research Questions.

The following research questions were raised in view of the problem to be investigated in this research:

- What kinds of support does inclusive school receive from parents or families of learners with and without special needs?
- What is the level of interactions between learners with and without special needs in the inclusive schools?

5. Methodology

This research employed descriptive cross-sectional survey design. A descriptive survey design is generally used where the study population is large and getting everyone to be involved in the study will be very difficult to carry out, a representation of the research target audience can be used to represent the entire population. The study was conducted in three inclusive schools, one each from LGAs which represented three zones out of 6 education zones of the state. The population of this study was taken from 3 out of the 6 Education Zones and comprised 351 teacher and 278 learners in 39 inclusive schools in 3 Local Government Areas (LGA) used for the study. Random, purposive and stratified sampling technique were employed in this study, the names of the 6 education zones in the state were written, folded and placed in a basket, the researcher picked 3 which were used for the study. The researcher used the same technique to select one LGA each from the education zones and also one school each from the selected LGAs. Only Primary 4 to 6 classes were involved due to the possibility of learners being able to read and write in English language. Seven Primary 4 to 6 teachers who have learners with special needs in their classes were chosen for the study. Twenty four (24) learners were used for the study, representing twelve (12) learners each with and without special needs. The 3 local government areas are Obollo represented as Education Zone 1, Agwu as Education Zone 2 and Agbani as education zone 3. Both regular and special educators were included. A questionnaire named (IPPQ) was used to elicit responses from the respondents, which was developed by the researcher, interviews and observation. The instrument was meant for teachers and learners with and without special needs. The content validity and instruments relevance were assessed by experts in Research Measurement and Evaluation, Department of Educational Foundations, Department of Special Education and Rehabilitation Sciences and the researcher's supervisor at the University of Jos Nigeria. A trial test was conducted using teachers at Uwani Primary School 1(One) in Enugu South LGA. The reliability of the instruments obtained using Cronbach's Alpha coefficient indexes was 0.78.The data that were obtained from the questionnaires were analyzed using mean score, ranking scale and simple percentages.

6. Results

Research Question One: What kind of support does inclusive school receive from both parents of learners with and without special needs?

Table 1: Parental Support in Education of Learners with and without Special Needs

S/N	STATEMENT		SA	A	D	SD	Total 1	MEAN	SD	Rank
1	Provide teaching /learning materials for learners with special needs.	2	2	2	1	7	2.71	1.11	4	
2	Support behavior modification of learners with special needs.		2	3	1	1	7	3.29	1.11	1
3	Contribute in fund raising to support provision of infrastructural facilities.		1	1	3	1	7	3.00	1.15	2
4	Support enlightenment campaign for inclusive education.	0	2	3	2	7	2.00	0.82	5	
5	Come in from time to time to help in teaching learners with special needs	0	1	4	2	7	2.00	1.00	6	
6	Only parents of learners with special needs support the school as it concerns learners with special needs.	1	4	1	1	7	1.86	1,07	7	
7	Parents of learners without special needs complain about their children learning in the same classroom as learners with special needs.	1	2	2	2	7	2.9	1.11	3	

Source: Field Data, 2018

Table 1 revealed the responses of 7 teachers on supports received from parents of learners with and without special needs in inclusive school. Based on the mean, standard deviation, and ranking, ranked first was that parents supported behavior modification of learners with special needs, secondly, parents contributed in fund raising to support provision of infrastructural facilities. Thirdly ranked was that parents of learners without special needs complained about their children learning in the same classroom as learners with special needs. Fourthly ranked was that parents provided teaching/learning materials for learners with special needs. Fifthly ranked was that parents supported enlightenment campaign for inclusive education. Sixthly ranked was that parents came in from time to time to help in teaching learners with special needs, and lastly ranked was that only parents of learners with special needs supported the school as it concerns learners with special needs. This result showed that mostly parents of learners with special needs supported the inclusive school by creating awareness, emotional support, provision of instructional/learning materials and the least supports came from parents of learners without special needs.

Research Question Two: What was the level of interactions between learners with and without special needs in the inclusive schools?

Table 2 A and B: Level of Interactions between Learners with and without Special Needs in the Inclusive Schools. Research Question One

A: Learners without Special Needs

S/N	STATEMENT	Yes		No		TOTAL
1	Do you play with your class-mate with special need?	6(50.00)	6(50.00)	12(100)		
2	Do you help your class-mate with special need to copy note?	8(66.67)	4(33.33)	12(100)		
3	Do you help your class-mate with special need to learn?	8(66.67)	4(33.33)	12(100)		
4	Do you feel that a learner with special need should be in the same class as you?	5(41.67)	7(58.33)	12(100)		
5	Does the class room have big space for learners with special needs?	9(75.00)	3(66.67)	12(100)		
6	Do learners with special needs get bullied in the class?	5(41.67)	7(58.33)	12(100)		
7	Do learners with special needs get bullied in the school?	4(33.33)	8(66.67)	12(100)		
	TOTAL		**45(53.57)**	**39(46.43**	**84(100)**	

Source: field data 2018

B: Learners with Special Needs

S/N	STATEMENT	Yes		No		TOTAL
1	Do you play with your classmate?	10(83.3)	2(16.7)		12(100)	
2	Do you have a friend in the class?	9(75.0)		3(25.0)		12(100)
3	Do you like the school?	10(83.3)	2(16.7)		12(100)	
4	Are you comfortable in the class?	10(83.3)	2(16.7)		12(100)	
5	Do you like your teacher?	10(83.3)	2(16.7)		12(100)	
6	Does your teacher give you special attention?	10(83.3)	2(16.7)	12(100)		
7	The school gives me good opportunity to read and write?	9(75.0)	3(25.0)		12(100)	
8	Are you bullied by other learners in the school?	9(75.0)		3(25.0)		12(100)
	TOTAL		**77(80.2)**	**23(19.8)**	**96(100)**	

Source: Field Data 2018

Table 2 revealed the level of interactions between learners with and without special needs in the inclusive schools. Majority of the learners without special needs agreed with 50% of the responses that they play with their classmate with special needs, while to a moderate level of interaction, learners without special needs in the inclusive schools helped their class-mate with special needs to copy note. Fifty-eight percent (58.33%) of the learners do not feel that a learner with special need should be in the same class with them even though they do not get bullied in the class. Seventy-five (75%) of the learners without special needs agreed that the class room has big space for learners with special needs. This implied that the learners without special needs to a moderate level interacted with learners with special needs and rendered assistance in copying notes. Although learners with special need were bullied, it was not by majority of the learners without special needs.

7. Discussion

The study reveals that the aim of Enugu state government is to provide access to learners with disabilities to study side by side with their peers without disabilities in an environment free from barriers and discrimination in order to achieve their maximum potential in life. The research revealed that it is mostly parents of learners with special needs who support inclusive education in inclusive schools in Enugu state

this falls in line with findings of Downing and Peckham-Hardin (2007) that parents of students with moderate to severe disabilities claimed that their children were "happier, more independent, and more motivated to go to school and participate in class" when included in the general education classroom.

They also expressed concern that learners with moderate to severe disabilities need to observe general education learners as role models for social and academic behaviors. On the other hand, parents of learners' without special needs aversion to support inclusion may be in line with their fear that teachers may pay less attention to learners without disabilities and fear of disruption of the class by learners with disabilities as was found in a study carried out by Peck, Staub, Gallucci, and Schwartz (2004).

The study also found out that although learners without disabilities help those with disabilities in learning and copying notes, play with them and do not bully them, which falls in line with Downing & Peckham-Hardin, (2007) fingings, that Peers without disabilities can fulfill many roles such as those of tutors, helpers, readers, and guides. Nevertheless, they express concern to having to learn in the same class with learners with disabilities, this may be linked to socio-cultural and religious beliefs about disabilities (Afolabi 2014).

8. **Recommendations**

- Encourage parents of learners without disabilities to to be involved through promoting more awareness programs in the community.
- Involve learners with and without disabilities in programs and projects that will diminish cultural and religious negative beliefs about disabilities.

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Philip Esler's Concept of the Communion of Saints and its Significance for Christian Unity in Nigeria

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Abstract. The concept of "Communion of Saints" as propounded by Philip Esler, emphasises that all Christians are one regardless of their denominations. The concept teaches that the living Christians on earth are saints in the biblical sense of the term and all those who die in Christ are saints in heaven. Hence, there is a sense of oneness among all true Christians whether living or dead. Esler considers this concept as an important tool for fostering unity among Christians. However, one of the challenges facing Christianity today is that of disunity among Christians and churches across the world. In Nigeria, Christians are divided as a result of differences in doctrine, liturgy, administrative policy and other traditions that distinguish one denomination from the other. Some Christians express the view that they are superior to the others due to the denomination they belong or through the doctrine(s) they practice. This however, is hindering the effectiveness of the gospel message as well as the roles of Christians as salt and light in the society. This negates the kind of Christianity or Church that Jesus desired when He prayed "that all may be one" (John 17:21). It is on this perspective that this paper examines the concept within the framework of the relationship among Christians in Nigeria. This paper employs hermeneutical approach in examining the concept and posits that unity is essential if Christianity is to make the desired impact in the society. This paper concludes that adequate understanding of Esler's concept of the "Communion of Saints" will help in promoting unity among Christians and recommends that Church leaders should teach the concept to their members.

Keywords: Philip Esler, Communion of Saints, Christian Unity.

1. Introduction

One of the prayers of Jesus is that His followers would remain united (John 17:20-23). Love plays a major role in uniting Christians together. Jesus and His Father are bound closely in a reciprocal relationship of love which is to emulated by Christians (Davids, 2014). It is however, sad to note that Christians today have been divided by liturgical, denominational traditions and doctrinal differences. Bonhoeffer (2015), when explaining the disunity that exists in the Church says that the culture of the world today is "selfie," and this has crept into the Church. According to him there is the self-centredness syndrome in the Church. Thus, the Church is no longer bonded as a community of faith.

Apostle Paul teaches that the Church is one body of Christ and encourages the Church to be one. He did this by using the human body as a metaphor in describing the interconnectivity that should exist in the Church. He explains that just as the human body has many parts, so also is the Church. The Church has many different parts

with many different gifts while still existing as one body (1 Cor. 12:12). Apostle Paul further teaches that regardless of their origins and denominations, all Christians "are baptised (regenerated) by one Spirit into one body" and are "given the one Spirit to drink," that is, are filled with the same one Spirit (1 Cor. 12:13). In other words, all Christians are part of the body of Christ regardless of their denominations. The different parts of the body are not divided; they do not envy each other. The same should apply to Christians (1 Cor. 12:14-20). Similarly, just as one part of the body does not claim superiority over the other, a Christian or denomination should not feel superior to the other. Fiddes, Haymes and Kidd (2014) assert that such disposition causes disunity among Christians.

It is on the basis of the teaching of Apostle Paul on unity of the Church in 1 Corinthians 12 that Philip Esler, a leading figure in the social-scientific interpretation of biblical texts digs into a not-well-pronounced doctrine called the "Communion of Saints" in the Apostles' Creed. The last paragraph of the Apostles' Creed says, "I believe in the Holy Spirit, the holy Catholic Church; the communion of saints; the forgiveness of sins; the resurrection of the body; and the life everlasting" (Miller, 2017:8).

It is in the light of the third in the string of these six creedal statement, "the communion of saints," that Esler examined the relationship of Christians as a communion and community. Esler (2005) opines that the doctrine of the "Communion of Saints" emphasizes that Christians are connected irrespective of their origin or denominations. He unequivocally states that a proper understanding of the concept will promote unity among Christians. It is in the light of this that this study examines the significance of the concept of the "Communion of Saints" to unity among Christians in Nigeria. Attempt will also be made to provide recommendations that will enhance unity among Christians in Nigeria.

2. The Concept of Communion of Saints

The "Communion of Saints" is a concept in Christian theology that is not well pronounced in the Church with the exception of the Roman Catholic Church, Anglican Communion and Methodist Church. Johnson (1998) expresses this view by saying that the concept is a long neglected element of the Christian creed. Esler (2005:192-193) agrees with the view of Johnson when he states that "Communion of Saints" "was not the subject of any systematic treatises in the early centuries, nor in the medieval period, and there have been few attempts to explicate the idea in Protestant, Orthodox or Catholic theology." He further explains that lack of emphasis on the "Communion of Saints" is not a recent thing because when it was discussed by the Council of Trent, it was not given a serious consideration. The Council only deliberated on the concept for two days out of its eighteen years of deliberations. The brevity of the discussion on the concept was an indication that it was not taken as a serious theological issue to be considered for thorough discussion. Kelly (1972), Esler (2005) and Bonhoeffer (2015) agree that the concept originated from the East (Greece) to the West (Rome) in the early Church. According to Kelly (1972), the "Communion of Saints" which is a translation of the Latin word *Sanctorum Communio* is an expression of the Greek *koinonia ton hagion* which has its root in the East. It expresses the idea of "participation in the blessings (or good things) of salvation," as it is experienced in the Eucharist (Kelly, 1972:391). He unequivocally states that the word *Sanctorum Communio* moved from the East to the West to be known as *Communio Sanctorum* signifying the communion of saintly persons.

Esler (2005:193), explains that the communion of saintly persons as expressed in the West means, "a spiritual interchange between Christians living and dead, as seen first in Nicetas of Remesiana's fifth century commentary on the Apostles' Creeds." He further explains that the concept of the "Communion of Saints" made its earliest appearance in the minutes of regional Council which was held at Nimes, Gaul, in 394 CE. It found its way into the Apostles' Creed around the same period. A section of the Apostles' Creed which contained the phrase "Communion of Saints states that "I believe in the Holy Spirit,

the holy Catholic Church, the communion of saints [*sanctorum communionem*], the forgiveness of sins, the resurrection of the flesh, and life everlasting. Amen" (Esler, 2005:193).

It was succinctly stated in the Nicetas of Remesiana that the "Communion of Saints" means having fellowship or communion with the saints (Fiddes, Hyaymes and Kidd, 2014). The saints include the patriarchs - Abraham, Isaac, and Jacob, the prophets, the apostles, the martyrs and deceased Christians who were and are and will be, together with the angels (Wilken, 2002 & Esler, 2005). Wilken (2002:161) notes that "the 'communion of saints' designated the close bond that exists between the church of the present and those who have gone before." The belief in communion between living and dead Christians, is only possible with a conviction that those saints who died are in some meaningful sense still alive.

Kirsch (2017:1) explains "Communion of Saints" to be "the supernatural spiritual union which includes members of "the Kingdom of God," whether still alive on earth or already departed hence for that other state in which the souls of departed members of that kingdom continue their existence after death." By this explanation, the concept of the "Communion of Saints" is seen as a connection between the Christians that are still alive on earth and those that have departed into heaven. The link shows that there is life after death. Those who lived in obedience to Christ when they were on earth continue to live in a better place away from earth, while those who did evil when living on earth ends up in a place of pain and suffering. Bauckham (1998:81-82) posits that, in the postbiblical period, belief in life after death "came to be the general belief of Judaism." Apart from the Sadducees, most Judeans believe in a desirable immortality for the righteous and punishment for the wicked. These Judeans had a purely spiritual vision of human existence with the body crumbling to dust while the soul receives eternal life or ascends to God with the bones remaining in the earth (Bauckham, 1998). Thus, the argument that there is a connection between the living saints and those who have gone to heaven.

Esler (2005:196) points out that, the New Testament does not contain an explicit and fully elaborated theology of communion between Christ's followers that are living and dead as developed in later centuries, but "possesses much material in some of its twenty-seven writings that make such ideas seem a rather natural development." Esler (2005) further emphasises that, when one reads in between the lines of the twenty-seven writings of the New Testament, most especially the epistles of Apostle Paul, it will be observed that, the "Communion of Saints" teaches that, Christ's followers should love one another, remember one another and think about one another constantly. The concept also teaches Christ's followers to hope for a solution to problems of one another, to thank God for one another and pray to God to bless every follower of Christ. The concept equally helps believers to ask other believers to pray to God on one's behalf (1 Thess. 5:25).

Ryken (2001) and Bonhoeffer (2009) view the "Communion of Saints" as love relationship among followers of Christ all over the world irrespective of the denominations they belong. It is a relationship that helps followers of Christ to build Christian community. Ryken (2001) while explaining what Communion of Saints is, calls the attention of his readers to the content of the speech of John Winthrop (1588-1649), the devout Puritan governor of the Massachusetts Bay Company to illustrate the kind of relationship that should exist among Christians. The speech states that Christians:

must be knit together in this world as one man, we must entertain each other in brotherly affection .... We must uphold a familiar commerce together in all meekness, gentleness, patience and liberality, we must delight in each other, make others' conditions our own, rejoice together, mourn together, labor and suffer together, always having before our eyes our commission and community in the work, our community as members of the same body, so shall we keep the unity of the spirit in the bond of peace, the Lord will be our God and delight to dwell among us (Ryken, 2001:1-2).

The speech gives a graphical explanation of what the relationship of Christians should be within the purview of the concept of the "Communion of Saints." It should be a living fellowship of love centred in Jesus Christ where Christians who have experienced the sanctifying work of the Holy Spirit, live to share a common life of unity, charity, and generosity. This agrees with the prayer of Jesus Christ in John 17:21-22. Jesus prayed that all His followers will be knitted together as one. It also confirms the desire of Apostle Paul for the Christian community as expressed in 1 Corinthians 12:12-26. Putnam (2000) stresses that, contrary to the prayer of Jesus Christ and the desire of Apostle Paul, Christians are divided due to several reasons which include, the claim of better liturgical order, sound doctrinal position and better Church polity. There is a breakdown of the doctrine of "Communion of Saints" among Christians (Putnam, 2000).

Recent studies on major themes in biblical scholarship reveals that "Communion of Saints" is a theological concept that should be studied with a view to unravelling its significance to Christian unity. The concept of the "Communion of Saints" teaches that all Christians are interconnected to form a unit called the body of Christ. Individual Christian should identify themselves with other Christians regardless of their denominations because they are members of a single body of Christ. Esler (2005), uses the Social Identity Theory as a spring-board to affirm Christian identity in the body of Christ. He states that all Christians are saints according to the teaching of the New Testament.

The word "saint" is prominent in the New Testament. It is almost always used in the plural, just as it is used in Acts 9:13, which says "Lord, I have heard from many about this man, how much harm he did to Your saints at Jerusalem" (Acts 9:13). There is only one instance of the use of its singular form and 67 occurrences of its use as a plural form. Even in that one instance, the plurality of saints is in view: "…every saint…" (Philippians 4:21) (Ferguson and Wright1998). The word "saint" comes from the Greek word *hagios*, which means "consecrated to God, holy, sacred, pious (Vine, 1996). In the New Testament, all Christians were regarded as "saints" "not because of their moral achievements, or even martyrdom, but because they were in Christ" (Fiddes, Haymes and Kidd, 2014:8). In other words, all Christians are "saints" and are, at the same time, called to be saints. This is clearly stated in 1 Corinthians 1:2, "To the church of God in Corinth, to those sanctified in Christ Jesus and called to be holy…".

Esler (2005) opines that living saints have always considered that those of their number who died in Christ were in some sense still present. According to him, this sense of the presence of the dead has taken many forms, among others, from the general idea that the dead are living on in the memory of their survivors to the notion that they "slept" in Christ until they were resurrected on the last day, to the idea that their souls survived death in heaven (or some lesser state) and would be reunited with their bodies at the resurrection at the *parousia*. *Parousia* is a transliteration of Greek word which means "presence" or "coming." In New Testament theology it encompasses the events surrounding the second coming of Jesus Christ (Butler, 2003).

Generally, it is agreed that the "Communion of Saints" points to an ongoing connection between the living Christians and Christians who have died. All Christians on earth are saints in the biblical sense of the term and all those who die in Christ are saints in heaven. Both groups are linked by their communion with the living God who pervades and transcends the boundaries of time itself (Tavard, 1992 and Esler, 2005). Saints on earth have access to the company of saints in heaven through memory and hope. Memory is meant here in the sense of anamnesis, an effective remembering that makes something genuinely past to be present and active in the community today (Esler, 2005). In other words, a remembered event becomes a living force in history when it is recalled and narrated; in the very retelling, power comes forth to change the horizon of the people who are living and offer new possibilities of existence. Retelling the stories of heroes and heroines of faith brings the subversive,

encouraging, and liberating power of their love and witness into the present generation. Communion of Saints also suggests a bond of companionship among living persons themselves who, though widely separated geographically, form one Church community (Johnson, 2011).

Jesus Christ is the fulcrum of Christianity. Every believer irrespective of their denominations should see Christ as the connecting factor of Christians all over the world. This view is emphasized in the concept of the Communion of Saints. Colson and Vaughn (1992) opine that, Church leaders should regularly emphasise the doctrine of the "Communion of Saints" in order to strengthen unity among Christians irrespective of their denominational bias. Ryken (2001) corroborates the fact that the essence of the concept of the "Communion of Saint" is to strengthen the bond of unity in the body Christ and that living in unity should be seen as an act of grace. He supports his view by citing what Bonhoeffer wrote on Christian unity as an act of grace of God, "Let him who until now has had the privilege of living a common Christian life with other Christians praise God's grace from the bottom of his heart. Let him thank God on his knees and declare: It is grace, nothing but grace that we are allowed to live in community with Christian brethren" (Ryken, 2001:ix).

The Church is a family in which believers in Christ are connected and have concern for one another. The concern is such that, "If one member suffers, all suffer together, if one member is honoured, all rejoice together" (1 Corinthians 12:26). Wilhelm (2005), points out that, what Apostle Paul said in 1 Corinthians 12:26 is the ideal but not the real considering the sharp division among Christians today. He submits that, an emphasis on "Communion of Saint" will reduce the division and strengthen the bond of unity. The concept of the "Communion of Saints" shows that mutual interchange of love is the hallmark of the community of Christians.

3. Christian Unity in Nigeria

The current population of Nigeria is estimated to be 195,109,684 as at Thursday, May 10, 2018, based on the latest United Nations estimates (http://www.worldometers.info/world-population/nigeria-population, 2018). Out of this estimated population of Nigerians, 85 million persons belong to various Christian denominations (http://www.canng.org/, 2018). Akano (2018), after conducting a research on the roles of Christians in nation building, unequivocally states that it seems the rate of disunity among Christians in Nigeria is proportional to the rate of increase of churches. He asserts that this disunity is basically caused by differences in doctrinal beliefs of various denominations, power tussle among Church leaders and the thought of superiority of a denomination above others. The causes of disunity highlighted by Akano corroborated those stated by Oderinde (2010) that the major causes of disunity in the body of Christ are centred on a desire for recognition, honour, power, pleasure, money and superiority. The problem of disunity among Christians is not limited to Nigerian Christians, according to Fuchs (2008), it cuts across the length and breadth of the world where Christians are.

Ayegboyin (2000) opines that disunity is not a phenomenon that is common to only contemporary Christians. It existed among Christians during the time of the Apostles and early Church fathers. There was some measure of unity in the Church at the beginning, but after the upper room experience there was disunity. A Church that was less than two hundred worshipers grew in a single day after the sermon of Peter with an addition of three thousand believers (Acts 2:41). God continued to add to their numbers as they gathered as community of believers sharing things in common and meeting the needs of those in need (Acts 2:42-47). The Church was significantly strong numerically and believers were united in heart and soul to the point that when the apostles were warned by the Sanhedrin not to witness about Jesus, they were not deterred (Acts 4:1-21). Upon the release and return of the Apostles to their fellow believers, they reported their experience with the Sanhedrin. Instead of the believers to panic, they unitedly raised their voices to God, requesting for power and passion to continue to speak more about Jesus Christ (Acts 4:23-31). This underscores the kind of unity that was in the

Church. The Church experienced a common bond of fellowship. Constable (2007:79) describes the unity of the Church being led by apostles as:

The unity of the believers extended beyond spiritual matters to physical, material matters (cf. Mt 22:37-39). *They owned personal possessions but they did not consider them private possessions. Rather they viewed their belongings as common* (Gr. *Koina*, cf. *koinonia* –"fellowship") property.

After some times, there were dissensions among Christ-followers. Apostle Paul mentioned a case of division over leaders among the Corinthian Christians. Some Church members were becoming more sentimentally attached to certain ministers of the gospel than to the gospel itself. Paul condemned this attitude when he said:
I appeal to you, brethren, by the name of our Lord Jesus Christ, that all of you agree and that there be no dissensions among you, but that you be united in the same mind and the same judgment. For it has been reported to me by Chloe's people that there is quarrelling among you, my brethren. What I mean is that each one of you says, I belong to Paul, or I belong to Apollos, or I belong to Cephas, or I belong to Christ. Is Christ divided? (1 Cor. 1:10-13).

Apostle Paul states that the failure of the Christians at Corinth to present a united front was unhealthy. Further disunity was caused when some Christians felt their gifts were superior to that of others. In 1 Corinthians 12: 12, 23, he pointed out that though there are diversity of gifts in the Church given to believers, it does not infer division or superiority of certain gifts above others. He stresses that the different gifts are meant to enhance unity in the body of Christ. Apostle Paul used the analogy of the human body which has many parts to illustrate that the body of Christ has different parts but it is still one body.

Division among Christians did not stop at the time of the apostles. It was seen to have existed among Christians in the early Church. Those things that caused the division include disagreement on what should be creed, interpretation of Bible and Church politics (Ayegboyin, 2000). These resulted in the starting of other Churches, like Eastern Orthodox from Roman Catholic. Later, there was reformation in some parts of the Western Churches which brought about the Protestant movement. Fiddes, Haymes and Kidd (2014:5), in their explanation of the division that erupted in the early days of Christian era, state that:
Christians were persecuting Christians. Arguments about the true Church, its governance, and its membership meant that whosoever had the power to do so brought death with them-the destroying of heretics or the affirmation of martyrs according to the prevailing theological point of view. Christians were both the prosecutors and the persecuted. Catholics killed Protestants, Protestants killed Catholics, and both, when in political power, killed Dissenters such as Anabaptists. The power of the state allied to religious convictions is always a serious, potentially fearsome matter.

The division in the Church also gave birth to the Pentecostal movement. Missionary Churches in Africa were not exempted from the crises of disunity and this led to emergence of African Indigenous Churches/Africa Independent Churches (AIC) (Olowola, 1998 and Ayegboyin, 2000). Today, there are different denominations in Nigeria like in several parts of the world and the Church in Nigeria is not in any way immune from the challenge of disunity as a result of many factors which include claim of denominational superiority, doctrinal differences, administrative polity and Church politics.

Obijole (2012) asserts that regardless of the diverse denominations in Nigeria and those things that make them different from one another, all Christians are regenerated by one Spirit who is the Holy Spirit and filled by same Spirit. No individual Christian or denomination should feel superior than others and no Christian should isolate himself from other Christians based on doctrinal differences. Instead of emphasising what make Christians of a denomination different from those of other denominations, emphasis should be on love, which is supreme and the most excellent way (1

Cor. 13). Esler (2005) points out that, the concept of the "Communion of Saints" hangs on love of Christ which connects Christians together. He believes that placing emphasis on this concept will foster love among Christians regardless of their denominational differences and this will in turn strengthen the cord of unity among them. This position agrees with the view of Muthengi (1998) who says, all Christians irrespective of their denominations form one spiritual family with Christ as the head of the family and the object of worship. In Nigeria, Christian Association of Nigeria (CAN) is expected to promote Christian unity in Nigeria. It has not done much in this area but have been successful in being a voice for Christians in the area of politics.

When Christians are united, they become a single force to change things in the society. This is because there is strength in unity. This is in agreement with the African world view. Ngewa (2006:1431) opines that, "in the African world view, unity is strength." Africans believe, the higher the number, the better and the powerful. Also, in Africa, each group traces its origin to a hero and is united around certain beliefs and practices. The same should be true of the Church. Christians in the South-West of Nigeria should take advantage of their increase in numbers and be unite in their purpose to spread the gospel and move the country forward. They should also be united as they trace their origin from Jesus Christ who is their hero. They should also be united around biblical beliefs and practices that are common to them and not allow the ones that are particular to each denomination to divide them. Since everything rises and falls on leadership, the onus is on them to pursue what promotes unity in the body of Christ (Akerele, 2016).

4. The Significance of the Communion of Saints to Christian Unity in Nigeria

The inclusion of the "Communion of Saints" in the Apostle Creed is an indication that it is meant to enhance Christian faith and promote unity (Esler, 2005). The concept teaches that Christians are one regardless of their denominations. These Christians are regarded as "saints" because they have accepted Jesus Christ as Lord and Saviour and are following His footsteps for their daily living. The gospel emphasises that the road to joining communion of saints is the way of Jesus the Christ, crucified and risen, and requires being poor in spirit, merciful, pure of heart, peacemaking, and hungry and thirsty for righteousness (Johnson, 2011). This shows that Christ is at the centre of the concept of the "Communion of Saint." He is the unifying factor. Christians in Nigeria should be united on the ground that they were regenerated by one Spirit and are filled by same Spirit (1 Cor. 12:13).

The concept of the "Communion of Saints" shows that Christianity is not an individualistic religion, rather it is a religion of communal living where Christians show concern for one another. "If one member suffers, all suffer together; If one member is honoured, all rejoice together" (1 Cor. 12:26, RSV). All Christians regardless the denomination, tribe or ethnic group they belong to, are expected to show concern for one another. The Communion of Saints" emphasises unity in diversity. It shows that, although Christians are many but they all join together to form one body. Just as the human body has many parts and each part depends on one another, also, the relationship among Christians should be symbiotic not parasitic. Nigerian Christians should always bear in mind that, regardless of their denominations, all Christians are regenerated by one Spirit and are filled by the same Spirit (1 Cor. 12:13).

5. Conclusion

All Christians, wherever and whenever they live, who have faith in Jesus Christ and in His work can be called "saints" not by virtue of what they did but by what God has done for them in Christ. It indicated that they have been set apart for God and for His service. This applies to believers of all ages. Being a saint demands obedience, maintaining a good relationship with God and fellow saints. Christians have the obligation of keeping the bond of unity of the "saints" irrespective of the variant factor of doctrine, administrative polity, liturgy and other traditions. The concept of the "Communion of Saints emphasises that Christ who is the unifying factor is not divided, so, "saints" must

not be divided. They must recognise the uniqueness of each denomination, play down on what makes a denomination different from others and promote love. Denominationalism should not corrode the unity of the Church rather, it should unite it because Africans believe in "the more, the merrier." When All Christians understand the concept of the "Communion of Saints," they will no longer live as isolated individuals or feel that their denomination is superior to others. All Christians belong to one family of God and it is the will of God for them to grow stronger together, rather than Christian individualism. In Christ there is no East or West, no South or North, but one great fellowship of love throughout the whole world.

6. Recommendations

This study shows that Church members, pastors, ecumenical leaders and Christian religious lecturers have roles to play in fostering Christian unity. It therefore recommends that pastors, ecumenical leaders and Christian religious lecturers should teach the doctrine of the "Communion of Saints" emphasising the unity among Christians as a result of Christ who is the unifying factor. Pastors also have the responsibility of teaching their members that all Christians are the same regardless the denominations they belong. They should place more emphasis on things that are common to all Christians of different denominations in order to promote unity. Ecumenical leaders should passionately seek for the unity of Christians by being truthful in their dealings and not self-seeking. When apex Christian leaders maintain integrity, their followers are more likely to follow their examples. They should look for ways to unite the leaders of Christian denominations in Nigeria through regular meetings done with open heart. Church leaders and Christian religious lecturers should create a forum where gown and town meets to promote the concept of the "Communion of Saints" in order to foster unity among Christians.

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Insurgency and Quality Assurance in Nigeria Secondary Education

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Abstract. The study was on insurgency and quality assurance on secondary education in Nigeria. The aim of the study was to examine how insurgency impedes quality secondary education. The study was guided by three basic research questions. The study adopted the cross-sectional survey design. The population was 13,661 while the sample was 220 respondents. A structured four-point Likert-type scale was used for data collection. The questionnaire reliability index is 0.72. The personal contact method was used to collect data while the mean was used for data analysis. Result showed that access to secondary education is negatively affected by insurgency through killing of students, teachers and destruction of school buildings. In the same manner, quality and equity in access to education have been truncated by insurgent attacks. The study recommended that the government should provide alternative education to take care of those whose access to education has been disrupted by insurgent attacks. The study concluded therefore that insurgent attacks have negative influence on quality assurance in secondary education in Nigeria.

Keywords: Insurgency, Quality Assurance, Secondary Education.

1. Introduction

Education is a fundamental human right. It is because of indispensability of education that the United Nations charged every member country to provide education at all cost to its citizens. The importance of education in human is not in doubt. Educations is a means of acquiring traits, competences and capabilities needed for meaningful living in the society and for contribution to national growth (Obanya, 2011).

In Nigeria, education is in three levels, namely: primary, secondary and tertiary education. However, the secondary education is regarded as the transition education as it bridges between primary education and tertiary education. The objective of secondary education is to prepare youths for useful living in the society and for higher education (Federal Republic of Nigeria, 2013). Going by the two cardinal objectives of secondary education, one would see that it is critical stage in one's educational pursuit and as such needs to be of quality for it to achieve desired result.

For all citizens to benefit from education, it follows that education has to be accessible, qualitative and equitably distributed. In Nigeria a lot of challenges have hindered the efforts of the Federal Government to make education accessible, qualitative and equitably distributed. One of such factors is the issue of insurgency (Ede, 2000).

Insurgency is a violent attempt by an individual or group of persons revolting against constituted authority of the state in order to establish their ideology (Powell & Abraham, 2006). The occurrence of insurgency in Nigeria has affected the extent to which learners have access to the education that has been provided. Access means being able to utilize what has been provided (Ogunu, 2008).

Regarding education, access means citizens being able to utilize the educational opportunities that have been provided by the government. This statement presupposes that it is not enough to provide a resource, service or opportunity; there is need to ensure that those who the service, opportunity or resources are meant for are given the right or enabling environment to utilize them. This means that whatever may stand as obstacle for citizens to not utilize educational opportunity which have been provided for them hinders access to education (Tonwe, 2005). In the face of insurgency, it may be difficult for citizens to attend school and acquire education even though it has been provided.

The goal of education is to produce citizens who will be well-equipped to be self-reliant and contribute meaningfully to the advancement of the nation. However, the education that will achieve such feat must be qualitative. Quality education is education that meets the set standard workable and effective. Some of the criteria for assessing quality of education as documented by UNICEF (2000) include healthy learners' safe and protective environment, contents that are reflected in relevance curricula and materials for the acquisition of basic skills. However, in the face of insurgency, safety of learners may not be guaranteed. Insurgency causes psychological trauma that leaves learners unhealthy for meaningful learning. In such scenario, quality education may not be feasible (Osiobe, 2014).

Another issue of importance is equity in education. Equity in education means ensuring that all segments of the society get their fair share of the educational opportunities that are provided (Education Sector Analysis (ESA), 2003). In simplest term, equity means fairness to all. It means that all obstacles or impediments to education opportunities be removed especially those which are not due to natural capacities and social arrangements but which are the products of social factors. Insurgency is a social factor which tends to cause an impediment on the extent to which citizens get their fair share of education in Nigeria. During insurgent attacks, the affected persons are affected educationally, thereby denying them of getting equal share as others.

It is against this background that the study seeks to examine the influence of insurgency on quality secondary education in Nigeria.

2. Statement of the Problem

Education is a fundamental human right of every citizen. Despite the fact that each child has a right to education, many school-aged children are not accessing secondary education in Nigeria. This is because of the enormous attacks on schools by insurgent group popularly referred to as Boko Haram (BH). In the same vein, many schools have been destroyed, students and teachers have been killed leaving some schools permanently closed. This situation has put fear in citizens regarding accessing secondary education which have been provided by the government. The insurgent attacks have hindered some eligible school-aged children equitable access to secondary education.

Furthermore, the numerous insurgent attacks on schools have hindered effective teaching by teachers, adequate concentration by students while in class and the quality of education obtained. Now the problem of this study is embedded in the broad question: "How has insurgency affected quality assurance in secondary education in Nigeria?"

3. Aim and Objectives of the Study

The study is aimed at examining the influence of insurgency on quality secondary education. Other objectives include:

- Examine how insurgency has influenced access to secondary education in Nigeria.
- Find out the influence of insurgency on quality of secondary education in Nigeria.
- Identify how insurgent attacks have affected equity in access to secondary education.

4. Research Questions

The study is guided by the following research questions:

- What is the level of influence of insurgent attacks on access to secondary education in Nigeria?
- To what extent do insurgent attacks affect quality in secondary education in Nigeria?
- In what ways do insurgent attacks influence equity in access to secondary education in Nigeria?

5. Methodology

The study adopted the cross-sectional survey design. The population of the study consists of all teachers and students in the 290 public secondary schools in Taraba State. There are 2,382 teachers and 11,279 students in the 290 secondary schools in Taraba. Hence the population of the study is 13,661. The sample consists of 220 respondents who were conveniently drawn out of five (5) secondary schools in Jalingo, Taraba State. The sample is made of 200 students and 20 teachers (including principals).

Data were elicited from the respondents by means of research-made structured questionnaire tagged Insurgency and Quality Assurance in Secondary Education Questionnaire (INSQASEQ). The content validity of the instrument was sought through experts' judgment. The two experts certified the instrument to be of high content validity. The internal consistency reliability of the instrument was established using the Cronbach-alpha method which yielded a reliability index of 0.72 indicative of high reliability. The mean was used for analysis of data. The benchmark mean is 2.50 which is equal to the mean of the scale.

6. Results

Research Question 1: What is the level of influence of insurgent attacks on access to secondary education in Nigeria?

Table 1: Level of Influence of Insurgent Attacks on Access to Secondary Education

S/N.	Statement	SA	A	D	SD	Mean	Remark
1.	Many schools have been shut down due to insurgent attacks.	180	15	15	10	3.66	Accepted
2.	Educational activities in some areas have been on hold because of crises.	200	10	5	5	3.84	Accepted
3.	Many students have been killed because they went to school during crises.	210	10	-	-	3.96	Accepted
4.	Students fear to go to school during crises.	220	-	-	-	4.00	Accepted
5.	Many schools have lost their students due to insurgency.	190	20	8	02	3.81	Accepted

Result in Table 1 shows that insurgent attacks influence access to secondary education through killing of students who went to school (3.96) and putting fear in students about going to school (4.00) and others. It could be seen from data in table 1 that all the items have mean response above 2.50 which means that all the items are accepted as influential.

Research Question 2: To what extent do insurgent attacks affect quality in secondary education in Nigeria?

Table 2: Extent of Insurgent Attacks on Quality of Secondary Education

S/N.	Statement	SA	A	D	SD	Mean	Remark
6.	Many teachers find it difficult to teach well after crises.	168	22	10	20	3.54	Accepted
7.	Insurgent attacks have destroyed most school facilities.	183	27	5	5	3.76	Accepted
8.	Many students hardly pay attention in class after crises due to fear.	172	18	15	5	3.53	Accepted
9.	Students' learning outcomes are inadequately assessed because of crises.	158	32	24	06	3.55	Accepted
10.	A lot of teachers do not complete their subjects' scheme due to crises.	180	30	5	5	3.75	Accepted

Evidences in Table 2 show that insurgent attacks influence quality of secondary education through destruction of school facilities (3.76), teachers' inability to complete their subject scheme of work (3.75) among others. Moreover, all the items in Table 2 have mean response above the benchmark mean of 2.50. This means that all the items are influential. It can then be deduced based on data in Table 2 that insurgent attacks affect quality in secondary education in Nigeria.

Research Question 3: In what ways do insurgent attacks influence equity in access to secondary education in Nigeria?

Table 3: Influence of Insurgent Attacks on Equity in Access to Secondary Education

S/N.	Statement	SA	A	D	SD	Mean	Remark
11.	Many school-aged children do not attend school because of crises.	170	30	10	10	3.64	Accepted
12.	Some school children are at home because Boko Haram destroyed their schools.	195	25	-	-	3.89	Accepted
13.	Many students cannot go to school now due to fear of crises.	183	20	12	5	3.73	Accepted
14.	Students living in war-torn zones cannot go to school due to fear.	150	65	5	-	3.66	Accepted
15.	Insurgency has created unsafe environment for going to school.	178	22	10	10	3.67	Accepted

Data in Table 3 reveal that insurgent attacks have influence on equity in access to secondary education as the insurgent attacks have made some school children to remain at home because their schools have been destroyed by Boko Haram (3.89) and many students can no longer go to school due to fear of crises (3.73) and others. One could easily see from data in Table 3 that equity in access to education is greatly affected by insurgency.

7. Discussion

Education is a basic human right and as such needs to be accessed by all school-aged children in Nigeria. Research question one shows that insurgent attacks have denied many school-aged children access to education. Access to education means that obstacles that prevent anyone from taking advance of the educational opportunities should be removed (Osiobe, 2004). Many children in Nigeria have been denied access to education by insurgency. Insurgency is a social factor which has made many children not to have access to educational opportunities even though provided. This is why Ogunu (2008) lamented that many children are denied access to education on different grounds which cut across gender, religion and socio-cultural factors like insurgency.

Similarly, quality secondary education has been negatively affected by the spate of insurgent attacks. Quality also means fitness of purpose. The occurrence of insurgent attacks has affected the quality of education obtained in secondary education due to unhealthy, unsafe and poor-facilitated learning environments orchestrated by the attacks. These ugly aftermaths of insurgency create loopholes on quality of education. Quality education will be obtained if the learning environment is healthy and conducive. It is sad to see that insurgency has made most school environments to be very unconducive for learning which has adverse effect on quality of education (Ede, 2000).

Equity in access to secondary education connotes that every citizen of Nigeria should have a fair share access to education. However, this fairness has been hindered due to insurgent attacks. The occurrence of insurgent attacks in some parts of Nigeria has created impediments on access to secondary education. This has created impediments on access to secondary education. This has made many children of school-age not to enjoy equitable access to education (Obanya, 2011).

8. Recommendations

Based on the findings of the study, the following are recommended:

- The study found that access to secondary education is being negatively affected by insurgent attacks. Therefore, the onus lies on the

Federal Government to device means of fighting insurgency to increase access to education.

- Quality education is equally affected by insurgency, hence it is imperative for the government to device other means of providing education even in the face of insurgency.
- Many children are not having equitable access to secondary education as a result of insurgency. Therefore, there is need to provide alternative forms of education to cater for those whose equitable access to education has been denied due to insurgency.

9. Conclusion

The study examined how insurgent attacks impede quality assurance in secondary education in Nigeria. The study was expedient due to the fact that education (though a fundamental human right) is not accessible to some school-aged children due to occurrence of insurgency. The study discovered that many children no longer attend school due to insurgency. In the same vein, qualitative secondary education has been hampered at the instance of insurgency because many educational facilities have been destroyed. Finally, it was discovered that insurgency has affected equitable access of students to education in Nigeria. Based on the findings from the study, it is concluded that insurgency has a negative influence on quality assurance in Nigerian secondary education.

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Knowledge, Attitude and Practice of School Safety among Primary Schools' Teachers in Edo South Senatorial District

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Abstract. A safe school is one that ensures the health, safety and security of the learners in the physical, social, emotional and psychological makeup of the school. The study investigated Knowledge, attitude and practice of school safety among primary schools' teachers in Edo south senatorial district. The study employed the cross-sectional form of survey research design. The target population comprised all primary school teachers in Egor and Ovia South west local government areas which are part of the senatorial district which are predominantly urban and rural areas respectively with a total of 992 public primary school teachers. The sample was 394 selected using purposive sampling technique. A researcher designed questionnaire was used for data collection which was validated by three experts in the field of health education; test re-test method was used to measure the reliability of the instrument whereby a coefficient of 0.81 was obtained. The questionnaires were administered to the respondents by the researchers with the aid of three research assistants. Frequency counts and percentage was used to analyse the research questions and T-test was used to test the formulated research hypotheses. It was concluded that primary school teachers have limited knowledge and positive attitude, however the limited knowledge and positive attitude of school safety exhibited by the teachers was not determined by the location of the schools where they work. It was recommended that state government and local government should collaborate effectively to raise school safety programme and enlighten teachers about the components of school safety to ensure schools are safe physically, socially, mentally, emotionally and psychologically.

Keywords: knowledge, Attitude, Practice, Safety measures, Primary schools and Teachers.

1. Introduction

The responsibility of schools to provide a safe environment for their students has been affirmed in the United Nations (UN) Sustainable Development Goal (SDG) four on Education. A school should be a safe place for all students. It should be a place free of violence and discrimination. Safe schools are a vehicle for disseminating knowledge about possible risks and conflicts in surrounding areas and how students can protect themselves from such exploitation. Students are taught how to prepare for, respond to and rebuild in the face of emergencies. A school should always be a place where students and staff are safe and protected. It is a teacher's responsibility to ensure the safety and well-being of students who are in their charge. They can take pride in the fact that they are well versed in safety knowledge and skills. Community members will also be proud of the school and are more apt to support it when resources are scarce or when opposition to schooling emerges.

School safety refers to the process of establishing and maintaining a school that is a physically, cognitively and emotionally safe space for students and staff to carry out learning activities (Friskin, 2006). A safe school is one that ensures the health, safety and security of the

learners in the physical, social, emotional and psychological makeup of the school.

A safe school has a certain feeling, that when you enter, surrounds you with a sense of both calm and excitement. Calm, because you know you are in a physical, emotional and cognitive safe space that makes you forget about outside troubles and excitement, because you can allow yourself to be immersed in the wonders and challenges of learning and future possibilities (Odeyemi & Chukwu, 2015). They further stated that the overall knowledge of school health and safety among teachers was poor and limited. Odeyemi & Chukwu (2015) further revealed that teachers demonstrate poor knowledge of school health programme and school safety irrespective of the location of the schools. A learner feels safe when they know their physical, nutritional and emotional well-being is being looked after through a system of structural and procedural supports that promote their development in the school. A safe school has a system put in place that ensure and promote safety and continuity through emergency situations, ensure nutritional soundness in their students and staff, foster a positive school climate and allow for the anonymous reporting of abuses. In creating a safe school environment that promote effective teaching and learning, one of the most important aspects is planning which reflect on the physical structure, site collection in relation to social, emotional, and psychological wellbeing of the students and staff of the school. Without proper plans in place, major and minor emergency situations can quickly lead to injury, or even become life-threatening (Abodunmi, Adeoye, Adeomi, Osundina &Ilori, 2014).

School safety begins with the school site selection, disaster control strategies on the social and psychological environment for effective teaching and learning process. The following should be consider for effective school safety: accessibility of school building, safe playground, adequate class space, Provision of adequate sanitation facilities, stairways with secured railings, recruitment of emotionally stable school staff and students, availability of safety gadgets like fire extinguishers, fire alarms system, proper reporting systems, secure, leak proof roofing and access to adequate quantities of safe drinking water.

In planning for school safety, discussion should center around; vulnerability of the schools to threats, potential hazard and harms; gender sensitivity; makeup of the school population; contingency plans for infrastructure damage due to emergency; climatic hazards; supplies needed to continue education such as safety kits, who are the local partners who can assist in case of emergency. Poor school safety affects learners' performance, social and psychological wellbeing. Some of the symptoms that arise from poor school safety, behaviourally include; temper tantrums, regression in speech development, poor concentration, restlessness, stuttering, hyperactivity, self-destruction like drug taking, withdrawal syndrome, anxiety, nervousness (Nicolai, 2003; Nwachukwu, 2004).

Students or learners behaviour is an aspect of school safety. Reduction in self-control is displayed through activities including: increased sexual behavior, aggression, prejudice, thoughts of death, passivity and increased perception of task difficulty (Ibeziako, Bella, Omigbodun & Belfer, 2009; Centre for Disease Control and Prevention, 2016). It can be assumed that this could contribute to risk-taking behaviors outside the classroom that could inadvertently compromise classroom safety. School climate can be defined as the patterns of norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures that work together to create a general "mood" on a school campus (Cohen, Guffey, Higgins & Thapa, 2013). They further explained that school safety is desirable and necessary for the general wellbeing of the learners and staff of schools. This mood can be positive or negative depending on how staff, students and families work together to promote a shared vision of educational outcomes. Positive school climates contribute to the physical, social, emotional and cognitive development of the student. Additionally, positive school climates contribute to the health and well-being of teachers and staff. The climate of your school can also contribute or pose a threat to safety. A positive school climate can lead to decreased

absenteeism, serve as a method of risk-prevention and lessen the effects of socioeconomic disparities. Schools with a positive climate experience less violence, less harassment and achieve greater academic outcomes. Overall, feelings of safety promote greater learning and development amongst students and are associated with less school violence and greater teacher satisfaction. Positive school climate starts with positive relationships. This refers to student-teacher, student-student and staff-staff interpersonal relationships. How connected individuals feel to the school and how well they take care of each other are important factors in building and sustaining positive relationships. Positive interpersonal relationships between students and teachers help to reduce bad behavior. Support from teachers and peers increase self-esteem and school achievement. Additionally, positive teacher perceptions of work environment, their own peer relationships, inclusion and support from leadership/peers minimizes burnout and leads to more committed teaching force. School can sponsor student groups related to teamwork that foster healthy competition, hold team-building staff development that also increase pedagogical knowledge and skills (Kann, Telljohann & Wooley, 2007).

Classroom organisation as a school safety element, the classroom should be kept clean, with easy access to trash cans, students should be able to get in and out of their seats and there should balance in setting arrangement in relation to ethnic and gender. There are several environmental risk factors than can contribute to ill health, threaten student safety and lead to psychological or developmental damage. Students may be at risk, if the community has experienced natural disasters such as flood, drought, and severe storms. Noriko, Masamine, Krishna, Chitsavang, Azusa, Bounlay & Khamhoung, 2009) expressed that local and regional conflicts between groups can lead to a loss of community or family support and further stated that out of school children are at an increased risk of abuse and human rights violations. Abodunmi, Adeoye, Adeomi, Osundina &Ilori, (2014) revealed in a study that teachers in public schools showed low practice to school safety which was as a result of poor knowledge about school safety and lack of facilities to promote school safety like sick bay, sanitation kits, safe playground and well trained teachers.

The classroom is the best place for students to learn to share and respect other students (UNESCO, 2011). One of the best ways to build a relationship with a student is to get to know them. Students will feel more comfortable in class when they realize they have more similarities than differences with their classmates (Nigudgi, Patil, Pattankar & Shrinivasredy, 2012). Idehen & Oshodin (2008) stated that safety at the classroom level begins with effective classroom management. Many potential threats to students' emotional, cognitive and physical safety can be lessened through proper classroom management and consistent procedures. A teacher must understand that he work with a wide variety of learners who have differing abilities, personalities, learning styles and dispositions. Basic elements of classroom organization must also be employed. Classroom organization to promote school safety includes; keeping the class neat and tidy, proper arrangement of desks and chairs in such a way that students can move easily from one side of the classroom to the other.

Teachers play a significant role in promoting school safety. The knowledge, attitude about school safety will enhance the practice of school safety through advocacy, implementation and evaluation of the school safety to promote learners social, emotional, psychological and physical wellbeing. The knowledge of school safety ensure teachers' commitment and support to harness school safety elements and measures in order to have an effective learning environment for maximum learners performance and wellbeing of the students and staff to determine the extent of school safety practices in such schools. Ofovwe and Ofili (2007) explained that teachers and school administrators with adequate knowledge of school, safety tend to advocate for it and ensure its full implementation. They further revealed that teachers' attitude to school safety programme was not determine by the location of

the schools. In another vein, positive attitude about school safely reduces school related injuries, hazards, child abuse, absenteeism and other unruly behaviour in school. Knowledge, attitude and practice of school safety exemplify the general dimensions of effective teaching and learning environment, hence the need for this study to investigate the knowledge, attitude and practice of school safety among primary school teachers in Edo south senatorial district.

2. Statement of the Problem

Children spend a considerable part of their life in school exposed to a variety of environmental, physical, emotional and social influences. With an increasing number of students with health conditions requiring health services during the school day, the school health service programme with emphasis to school safety and health should be directed to ensure safety among students and staff in the schools. Poor health and safety conditions may result from many causes including but not limited to physical, electrical and structural hazards, poor indoor air quality and/or temperature control, building materials, furnishings and equipment. Human error, facility operation, and maintenance practices, as well as the various activities of students, parents and other school user groups can also contribute to health and safety problems. Although there is no single solution for all of these problems, thorough and routine inspections of school facilities will help in reducing illness and injuries to students, staff and visitors. There have been reports of injuries, accidents, spread of communicable diseases like measles, whooping cough, conjunctivitis, cholera, tuberculosis among pupils in primary schools in Edo state, which ordinarily would have been prevented and controlled with proper school safety programmes and services. The role of teachers in the school safety programme is very central. They are the resource people responsible for the promotion of school safety in schools; hence the study is geared towards investigating the knowledge, attitude and practice of school safety among primary school teachers in Benin metropolis.

3. Research Questions

Three research questions guided the study:

- What is the level of knowledge of school safety among primary school teachers in Edo south senatorial district?
- What is the attitude of primary school teachers about school safety in Edo south senatorial district?
- Do primary school teachers practice school safety in Edo south senatorial districts?

4. Research Hypotheses

The following research hypotheses were formulated for the study:

There is no significant difference in the level of knowledge of school safety among primary school teachers in Edo south senatorial districts based on location

There is no significant difference in attitude about school safety among primary school teachers in Edo south senatorial districts based on location

5. Method and Materials

The study employed the cross-sectional form of survey research design. This is because the information about the independent and dependent variables that are gathered represent what is going on at a particular point in time (Best & Kalin, 2009) in relation to the investigation of the knowledge, attitude and practice of school safety among primary school teachers in Edo south senatorial district. The population of the study comprised all primary school teachers in Edo south senatorial district; however the target population comprised all primary school teachers in Egor and Ovia South west local government areas which are part of the senatorial district which are predominantly urban and rural areas respectively. Egor local government area have 58 public primary schools with a teacher population of 604, Ovia south west local government area have 30 public primary schools with a teacher population of 388. The list of schools in each LGAs and purposive sampling technique obtained from the enlisted schools to obtained was used to select

by balloting, using simple random sampling technique in Egor LGA, while 12 schools were selected in Ovia south west LGA to make up the sample size of 32 schools selected. In the selected schools, all the primary school teachers were used for the study. The total primary school teachers were 394.

A researcher designed questionnaire was used for data collection. The questionnaire consisted of two sections. Section A and B. Section A elicited information about the socio-demographic data of the primary school teachers while section B elicited information about the research questions and research hypotheses of the study. The questionnaire was validated by three experts in the field of health education and a reliability testing was done using test re-test approach in which a 30 validated questionnaires were administered to primary schools teachers in Esan North east LGA which is in Edo central senatorial district and re-administered after three weeks. A Pearson product moment analysis was used to analyse the two scores obtained and 0.81 was obtained. The questionnaires were administered to the respondents by the researchers with the aid of three research assistants. Completed questionnaires were retrieved, sorted and coded. Frequency counts and percentage was used to analyse the research questions and T-test was used to test the formulated research hypotheses.

6. Results and Discussion of Findings

6.1 Results

RQ_1: What is the level of knowledge of school safety among primary school teachers in Edo south senatorial district?

Level of Knowledge	f(%)	Remarks
Good	43(11)	Majority of the primary school teachers in Edo South
Fair	83(21)	senatorial district have limited knowledge of school
Poor	268(68)	Safety.

The table showed the frequency counts and percentage calculation in respect to the knowledge of school safety. The table revealed that only 43 out of the 394 primary school teachers have good knowledge of school safety.68% of the total sampled teachers have poor knowledge of school safety.

RQ2: What is the attitude of primary school teachers about school safety in Edo south senatorial district?

Attitude gradients	f(%)	Remarks
SA	288(73)	Majority of the primary school teachers in Edo South
A	102(26)	senatorial district showed positive attitude of school
D	4(1)	Safety.
SD	-	

The table showed the frequency count and percentages distribution of the four options to determine the level of attitude on school safety by the sampled primary school teachers. The table revealed that 73% of the respondents strongly agree to the need and benefits of school safety. Again, only 1% expressed disagreement that school safety is beneficial to learners and staff of school in conjunction with improved learner performance and social, emotional and psychological wellbeing.

RQ3: Do primary school teachers practice school safety in Edo south senatorial districts?

Practice of school safety	F(%)	Remarks
Yes	71(18)	Majority of the primary school teachers in Edo
No	323(82)	South senatorial district do not practice school safety

The table showed the frequency count and percentages distribution of the practice of school safety among primary school teachers in Edo south senatorial district. The table revealed that 82% of the primary

school teachers do not practice school safety in relation to physical, social, emotional and psychological wellbeing.

Hypothesis One: There is no significant difference in the level of knowledge of school safety among primary school teachers in Edo south senatorial districts based on location

Table 4: Summary of T-test analysis on the difference between primary school teachers in rural and urban areas of Edo south senatorial district about the level of knowledge of school safety.

Location	N	Mean	SD	t-value	Df	t-crit.	Decision
Rural	141	4.04	1.36	1.33	292	1.96	Ho accepted
Urban	253	4.28	1.28				

The table 4 above is a summary of t-test on the difference between primary school teachers in rural and urban areas of Edo south senatorial district about the level of knowledge of school safety. The table revealed that the calculated t-test value of 1.33 is less than the critical value of 1.96 at 0.05 level of significance. Therefore, the formulated null hypothesis was accepted. This implies that there is no significant difference in the level of knowledge of school safety among primary school teachers in Edo south senatorial districts based on location.

Hypothesis Two: There is no significant difference in attitude about school safety among primary school teachers in Edo south senatorial districts based on location

Table 5: Summary of T-test analysis on the difference in attitude of School Safety between Primary School Teachers in Rural and Urban Areas of Edo South Senatorial District.

Location	N	Mean	SD	t-value	Df	t-crit.	Decision
Rural	141	3,96	1.29	1.26	292	1.96	Ho accepted
Urban	253	4.02	1.24				

The table 5 above is a summary of t-test on the difference in attitude of school safety between primary school teachers in rural and urban areas of Edo south senatorial district. The table revealed that the calculated t-test value of 1.26 is less than the critical value of 1.96 at 0.05 level of significance. Therefore, the formulated null hypothesis was accepted. This implies that there is no significant difference in attitude about school safety among primary school teachers in Edo south senatorial districts based on location

6.2 Discussion of Findings

The findings of the study revealed that primary school teachers in Edo south senatorial district have poor knowledge about school safety and failed to understand that school safety encompasses physical, social, emotional and psychological wellbeing of learners and staff of schools to promote improved academic performance of students. This finding corroborate with the finding of Odeyemi & Chukwu (2015) which stated that the overall knowledge of school safety among teachers was poor. The study also revealed that primary school teachers demonstrate positive attitude to the necessity and usefulness of school safety programme to promote physical, social, mental, emotional and psychological wellness of the students and staff of schools. The finding is in agreement with Odeyemi & Chukwu (2015) which stated that majority of the teachers studied had positive attitude to school health programme and safety and felt that school safety was desirable and necessary for the general wellbeing of the learners and staff of schools. The finding of Cohen, Guffey, Higgins & Thapa (2013) also agreed with the finding of this study that school safety is desirable and necessary for the general wellbeing of learners and staff of schools.

The study also revealed that majority of the primary school teachers do not practice school

safety and the reason is not farfetched from the poor knowledge expressed about school safety. It can also be deduce that many of the public primary schools do not have facilities and commitment to implement school safety. The finding corroborate with the finding of Abodunmi, Adeoye, Adeomi, Osundina & Ilori (2014) that teachers in public primary schools show low practice to school safety which could be as a result of poor knowledge about school safety and lack of facilities to promote school safety like sick bays, sanitation kits, safe playground and well trained teachers.

The study revealed that there is no significant difference in the level of knowledge of school safety among primary school teachers in Edo south senatorial districts based on location. The findings is in line with that of that Odeyemi & Chukwu (2015) which stated that teachers demonstrated poor knowledge of school health programme and school safety irrespective of the location of the schools.

The study also revealed that there is no significant difference in attitude of school safety between primary school teachers in rural and urban areas of Edo south senatorial district. The finding corroborate with that of Ofovwe & Ofili (2007) which stated that teachers' attitude to school safety programme was not determine by the location of the schools.

7. Conclusion

The study concluded that public primary school teachers showed limited knowledge about school safety and showed awareness of the physical component of school safety with poor knowledge on the social, emotional and psychological components of school safety. The teachers however demonstrated positive attitude to the need and usefulness of school safety. However, due to limited knowledge and insufficient resources in the schools, it was difficult for the teachers to practice school safety. The limited knowledge and positive attitude of school safety exhibited by the teachers was not determined by the location of the schools where they work.

8. Recommendations

Based on the findings of the study, the researchers recommended the followings:

- State government and local government should collaborate effectively to raise school safety programme and enlighten teachers about the components of school safety to ensure schools are safe physically, socially, mentally, emotionally and psychologically.
- Government, school proprietors and school administrators should provide the enabling environment and facilities that encourage school safety in schools.
- There should be periodic forums, seminars and symposia that educate teachers about school safety and provide all needed to encourage the practice of school safety.

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Impact of Job Stress on Family Integration

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Abstract. This study was carried out to examine the impact of job stress on family integration. The study adopted a descriptive research design. The information was collected through the use of questionnaire. One hundred and twenty participants whose ages ranged from 20 to 65 were used for the study. The participants were drawn from the educational, health, and banking sectors using purposive sampling procedure. The data collected were subjected to appropriate statistics of paired sample test, ANOVA, and Chi-square. All the four hypotheses postulated for the study were tested at 0.05 level of significance. The results revealed that job stress differed from one job to another. It also showed that job stress has a significant impact on the integration of one's family and that families differ in their expectations concerning stress present at work. It showed that there is a significant difference in the perception of job stress by male and female employees. The study recommended that provision for employee training in the area of stress management periodically so that employees can personally be conscious of what they need to do to stay healthy and to stay productive.

1. Introduction

A great number of people experience unacceptable levels of stress. It can stem from events in their personal lives or at work. Although small amounts of stress can have positive effects by energizing people to achieve goals which are motivating and challenging. The study of job stress has shown that the nature of work situation can sometimes lead to aversive effects on the employees' physical or mental health or wellbeing. Because many organizations subject their employees to stress, it is important to understand the effects of stress, the relationship between stress and performance and the sources of stress in organizations. In many ways, stress is a perceptual process. An event that one perceives to be stressful may not be labelled as such by someone else. Some jobs, by definition, tend to possess higher stress – such as ones that are in dangerous settings (e.g. fireman, police), that deal with demanding customers (service providers), that have demanding time pressures (healthcare), and that have repetitive detailed work (manufacturing) – but stress is not limited to any one particular job or industry.

Although we most often think of job stress as an unpleasant state, it can have both negative and positive effects. For example, imagine that a person had been working for several years as an assistant manager for a large company and finds that he has just received promotion to the level of the departmental manager, a position that he had been trying to obtain for some time. With his new position come feelings of stress. Some of these are negative, such as the stress that will result from having to work many overtime hours without additional compensation; being required to make formal presentations to his peers and superiors (and having his presentation critically evaluated by them) and taking the responsibility to take the criticisms for any problems occurring in the department. On the other hand, there are many positive reactions associated with the promotion, including, feelings of accomplishment, anticipation, pride, and challenge. Like the negative aspects, these

positive responses also induce physiological and psychological reactions in the body.

According to early stress researcher, Hans Selye (1976), stress is primarily a physiological reaction to certain threatening environmental events in the workplace. From Selye's perspective, worker stress would simply refer to the stress caused by events in the work environment. Psychologist John French and his colleagues (French, Rogers, & Cobb, 1974) say that job stress is a lack of "fit" between a person's skills and abilities and the demand of the job and the workplace.

Job stress is the condition that result when the person – environment transactions lead the individual to perceive a discrepancy – whether real or imagined – between the demands of a situation and the resources of the person's biological, psychological, or social systems. Generally, job stress can arise from either the environment (situational stress) or from an individual's personal characteristics (dispositional stress). Situational stress can come from all aspects of our lives. We are subjected to a wide range of stressors at home, at school, and in our interpersonal relationships as well as the stressors that we encounter at work. Dispositional stress is the stress that results from the personal characteristics of the worker himself. This relates to type A or B behaviour or stress-prone personality.

The recognized causes of job stress are numerous and fall into several categories. Job practice, pressure, working environment, burnout, exhaustion, etc. are categories through which individuals experience job stress. Job practice cause stress for individuals in the following ways: when people are unable to exert control or influence over the demands placed upon them. Stress result when there is a lack of clear job description or chain of command. Also, a high level of uncertainty about job security or career prospect, temporary work, and fixed term contracts generate stress. No opportunity to use personal talents or abilities, inadequate time to complete tasks to personal or company standards are also stress-causing practices. Lastly, chances for small error or momentary lapse of attention that have serious or even disastrous consequences on job behaviour thereby causing stress. These are referred to as stressors – environmental events that causes stress reactions, any stimuli that the individual perceives as challenging, threatening, or demanding which are internal or external. The stressors can be grouped under the following subheadings:

Workload: For many employees having too much work to do and not enough time or resources to it can be stressful. Role overload exists when demands exceeds the capacity of the employee or manager to meet all of them adequately. Surveys commonly identify work overload or having to work too hard as a major source of stress. Having too little work to do also may create stress – but in very few circumstances. This is referred to as role under-load. This is brought about by underutilization when workers feel that their knowledge, skills or energy are not been fully used.

Role Conflict and Ambiguity: In the job setting, a role is a cluster of tasks and behaviour that others expect a person to perform while doing a job. Role conflict occurs when an employee perceives incompatible messages and pressure from role senders i.e. there are differing expectation of or demands on a person at work. This means that the role a person is assigned to in work place is in conflict with others' and there is no clear job description of what such employee is supposed to do. Role ambiguity occurs when an employee is uncertain about assigned job duties and responsibilities i.e. when aspects of a job such as tasks and requirements are not clearly outlined.

Job Conditions: Poor working conditions represent another important set of job stressors. Temperature extreme, loud noise, too much or too little lighting, radiation, air pollution, overcrowding, poor spacing, very little safety preventions, powerful machines and equipment that are capable of causing bodily harm to the employees and the work layout are examples of work conditions that can cause stress for the employees.

Aggressive Behaviour: A frightening category of job stressors is overly aggressive behaviour in the workplace, often taking the form of violence or sexual harassment. Aggressive behaviour that

causes actual physical or psychological harm to an employee is classified as workplace violence. Employees are constantly subjected to violence of one form or the other ranging from actual physical assaults to other forms of unwarranted harassment. Individuals subjected to violence or the threat of violence in the more workplace are more likely to experience negative stress reactions.

Multiple Roles: A person has many roles in life (e.g. breadwinner, employee, family member, father, son to some parents, church volunteer, member of social clubs, friends to others to name a few), only one of which is typically associated with work. These roles may present conflicting demands that become sources of stress. Furthermore, a job typically meets only some of a person's goals and needs, other goals and needs may conflict with career goals presenting additional sources of stress. Also a person may be bringing in issues and stress-causing factors from these other roles into the workplace and vice-versa, thereby resulting in a condition of stress for the individual. For example, employees' personal desires to spend time with their families may conflict with the extra hours they must work to advance their careers.

Pressure emanating from the workplace can be threatening and taxing on the individual. Pressure pile one on top of another, they are unremitting and prolonged and there is confusion caused by conflicting demands. There are various symptoms that an individual can experience in the workplace that are indicative of job stress. When they occur to an individual, stress is gradually setting in or has set in for the individual to tackle. They are behavioural, physiological, and psychological symptoms. The behavioural symptoms are becoming irritative or aggressive, withdrawn, showing signs of change in eating habits or sleeping pattern, consumption of alcohol tea/coffee or drugs, self-medication, becoming more difficult in the workplace, less cooperative, more accident-prone, less-sociable, inability to cope with family/domestic roles, neglects of personal appearance. The physiological symptoms of work stress are headache, migraines, stomach disorders, raised blood pressure, changing sleep patterns, muscle spasm, back/shoulder/neck or general body pain, a sense of feeling unwell, an unwillingness to work. The psychological symptoms are growing feelings that the workplace is a 'threat', a place of anxiety, tension, and the cause of irritability, low self-esteem, and forgetfulness, an increase in worry about problems and negative feelings in the individual.

Family integration can be viewed as a phenomenon that encourages family members to create daily routines, as well as special traditions and celebrations which affirm members, connect them to family roots, and add creativity and fun to ordinary events. Families build secure nests which shelter without smothering and allow for all members to "test their wings" under protection and encouragement i.e. it create a platform where family members can freely express themselves and enjoy each others' company. Strong families recognize that there are benefits to be gained from time and activity together. They also realize that they have contributions to make to the family and its members and some obligation to do so. They value the family bond and make efforts to preserve time together for family activities and interaction.

Families that value unity will, from time to time, evaluate the time and energy allocated to family, and when necessary, makes needed adjustments. By spending pleasant, positive time together, families build up a reserve of good feelings. When trouble comes, it has to be shared with the family and resolved. What families do together does not matter so much as they do something that is mutually planned and enjoyable. As a general principle, it is probably a good idea to strive for a balanced activity program, including active and inactive, physical and mental, old and new, at home and away, work and play. Spontaneity, humour, wit and fun are goals to strive for.

Family integration includes time that family members spend together, both in quality and quality. It means maintaining family identity and togetherness, balancing family priorities with support for members' needs, producing strong family bonds, and freedom for individual self-expression. Families that are integrated make up

for many things in their family. A family that is integrated is a complete family where love and mutual respect is the focal point for comfort and that feeling of being 'home' is present.

2. Literature Review

There is increasing evidence which suggests that today more than ever before, employees are working in an atmosphere of anxiety and stress. A fundamental and dynamic shift is taking place in the world of work. Many have called this change the third revolution or 'tidal wave'. Most experts have agreed, however, that the situation is a transformation from an industrial economy to an information or knowledge based economy. Structural changes (downsizing, mergers, acquisitions and restructuring), changing social and working contexts and the introduction of new technology are all implicated in the stress process. The negative impact of stress can be observed in the wide range of conditions that are associated with it. Stress has been associated not only with a variety of psychological conditions including anxiety and depression, but also with a number of important physical conditions including heart attack, ulcers and stroke. It is also considered to be a contributing factor to low back pain and repetitive stress injuries.

The incidence of stress within European society is on the increase and accounts for over 30% of all absence from work (Paoli, 1997). Evidence for this is emerging from a number of sources including surveys, longitudinal studies and absence statistics (e.g. Van der Hek and Plomp, 1997). Estimations of the Health and Safety Executive (1998) are that between 30 – 60% of all Sickness Absence in the UK is related to a mental or emotional disturbance (i.e. stress, burnout). In The Netherlands long-term sickness absence due to 'mental disorders' has increased from 17 % in 1974 to 32 % in 1992 (Allegro & Veerman, 1998). This figure has increased over the past decade. Evidence from the literature suggests that Workers on long-term absence as a result of stress are less likely to return to work than those with physical injuries or illnesses (Wyatt, 2000).

Wyatt (1998), in their annual survey of integrated disability management programmes, found that incidents of disability are increasingly related to slowly developing, chronic conditions and work-induced stress. In this survey, musculoskeletal problems such as carpal tunnel syndrome and repetitive motion complaints (50 percent) exceeded injuries (44 percent) as the most common condition triggering an occupational disability expense. The survey also found that mental health-related disabilities are on the rise. Forty-five and 58 percent of employers, respectively, expressed growing concern about mental illness as a source of occupational disabilities and non-occupational disabilities. Moreover, one-third of survey respondents characterized the management of mental illness in the workplace as very difficult.

The cost of stress to workers, employers and society is enormous and serious negative impacts on worker health and well-being (cardiovascular disease, psychological distress, general mental health, depressive symptoms, psychiatric disorders, and suicide), the family (work family conflict), the organization (absenteeism, reduced performance) and on society (public health costs, insurance costs) are well documented in the literature.

Like other occupational injuries and illnesses, although the injured worker is normally the person most directly affected, occupational stress injury and illness has serious broader consequences including adverse effects in the following domains: vocational function (e.g. work ability, wages, productivity, employment, training), organizational performance (e.g. absenteeism, turnover, poor customer service, workers' compensation claims), family relationships, community relationships (e.g. impact on social care agencies) and economic well-being (Harrison, 2003).

As the numbers of dual-earner households are rising, the potential conflicts between the demands of family and career are also increasing – these conflicts being well documented for both women and men (Wiley & Eskilson, 1988). Work and family conflict, as a stressor, has been related to negative consequences including

reduced life satisfaction, lower mental health, and decreased productivity, and it is therefore of great concern for both organizations and individuals. Although there have been big changes in family structure and women's labour force participation, there have only been minor changes in responsibility for domestic chores. Women continue to be responsible for the majority of domestic chores and are therefore experiencing the stress of coping with a double day (Reskin & Padavic, 1994). Women are also more likely to take on other family-related roles such as caring for elderly parents, and finding appropriate childcare.

Langan-Fox (1998) proposes that the more roles an individual is involved in, the higher the potential for stress. According to Nelson & Burke (2002) women are particularly likely to suffer from role overload (conflicting demands from different roles). Nelson & Quick (1985) conclude from their review of the literature, on stress and women, that the career-family conflict is one of the main sources of stress for working women. Similarly, Davidson & Cooper (1984) found that female managers reported greater pressure than men from work and home stressors. McDonald & Korabik investigated stressors and coping in 19 male and 20 female managers in Canada. It was found that work and family interfaces were more often sources of stress among the female participants than among the male. Although both the qualitative (description of stressful experiences) and quantitative methods (work-stressor questionnaire) resulted in similar findings, the authors suggest that the findings should be treated with caution due to the small sample size.

3. Research Hypotheses

The following hypotheses were generated for testing for this study:

- There is a significant difference in job stress among various occupations.
- Job stress has a significant impact on the integration of one's family.
- Families significantly differ in their expectations concerning stress at work.
- There is a significant difference in the perception of job stress by male and female employees.

4. Methodology

4.1 Research Design

The study adopted a descriptive research which made use of questionnaire as its research instrument. It established empirical truth with the use of statistics to analyze and interpret results obtained from survey of opinions.

4.2 Population and Sample

The population for the study was the overall number of employees in each of the selected sites which were domiciled in the health, banking and educational sectors in Ibadan, Oyo State. The three sectors were selected to draw opinions from the various sectors to understand the nature of stress in each of these occupations and how it affects their jobs and particular instance, their families. The samples for the study were drawn from the underlisted sites:

- Adeoyo Maternity Hospital, Yemetu, Ibadan.
- Maternity and Child Welfare Clinic, Apata, Ibadan.
- Wema Bank Plc, Apata, Ibadan.
- First Bank Plc, Apata, Ibadan.
- Adifase High School, Apata, Ibadan.
- Apata Community Grammar School, Apata, Ibadan.

One hundred and twenty (120) questionnaires were distributed of which one hundred and fourteen (114) were retrieved and processed for further analysis.

4.3 Procedure

Pre-survey visits were made to the selected establishments to collect information concerning their schedules activities and. The visits were used to source for information about the participants' job schedules and to book appointments for the conduct of the data generation exercise. The questionnaire was administered to the respondents at their various

departments. The questionnaire was handed down personally to the participants by the researcher. For ease of filling their responses, the respondents were given five working days to complete the questionnaire after which it was retrieved from them for further analysis.

5. Data Analysis

The table below describes the demographic characteristics of the respondents in the study.

Table 1 – Distribution of Respondents' Demographic Characteristics

VARIABLE	GROUP	HEALTH	BANK	EDUC.	FREQ	%
GENDER	Male	15	19	12	46	40.4
	Female	24	19	25	68	59.6
	Total	**39**	**38**	**37**	**114**	**100**
MARITAL STATUS	Single	7	8	9	24	21.0
	Married	30	30	28	88	77.2
	Divorced	0	0	0	0	0
	Separated	2	0	0	2	1.8
	Total	**39**	**38**	**37**	**114**	**100**
EDUCATION LEVEL	Primary	1	0	0	1	0.9
	Secondary	2	1	0	3	2.6
	OND	5	5	3	13	11.4
	HND	9	5	6	20	17.5
	University Degree	18	27	27	72	63.2
	Masters/Ph.D	4	0	1	5	4.4
	Total	**38**	**38**	**37**	**114**	**100**

There were 46 male respondents indicating a 40.4% and females were 68 which constitute 59.6%. The respondents that were single in terms of marital status were 24 indicating a 21.0%. Those married were 88 respondents (77.2%). There were no divorcees and only 2 respondents (1.8%) were separated. Only 1 respondent (0.9%) had primary education while secondary school leavers were 3 respondents (2.6%). 13 respondents (11.4%) had Ordinary National Diploma while 20 had Higher National Diploma (17.5%). Those who had a University degree were 72 (63.2%) and those with postgraduate degrees were 5 (4.4%).

6. Results

H1: There is a significant difference in job stress among various occupations.

The hypothesis which states that there is no significant difference in job stress among occupations was tested with a Paired Sample test and the result is presented in Table 2 below.

Table 2: Paired Sample Test

	Paired Differences							
				95% Confidence Interval of the Difference				
	Mean	**Std. Deviation**	**Std. Error Mean**	**Lower**	**Upper**	**t**	**df**	**Sig. (2-tailed)**
Occupation Job is very hectic	-1.96581	1.54770	.14308	-2.24921	-1.68241	-13.739	113	.000

Table 2 show a significant two-tailed test about the various levels of stress in the various occupations under consideration in the study. From the above table, the paired sample test at t = -13.739 with degree of freedom at 113 is significant at 0.05 level of significance. The hypothesis is therefore accepted indicating that there is a significant difference in job stress among various occupations i.e. stress encountered at work varies from one occupation to another and that some jobs are more stressful than the others.

H2: Job stress has a significant impact on one's family

The hypothesis which states that job stress has a significant impact on one's family was tested with Analysis of Variance (ANOVA) and the result is presented in Table 3 below.

Table 3: Analysis of Variance

		Sum of squares	df	Mean Square	F	Sig.
Care for family reduce due to stress	Between groups	36.020	4	9.005	5.896	.000
	Within groups	171.057	112	1.527		
	Total	207.077	116			
Spend time with family has reduced	Between groups	29.247	4	7.312	5.186	.001
	Within groups	157.899	112	1.410		
	Total	187.145	116			

The table above tested the impact of job stress on one's family integration. Considering the ANOVA result in the table, Fisher's value of f = 5.896 and 5.186 (df = 4). The result is significant at 0.05 level of significance and therefore it could be said that job stress encountered at work have significant impact on the integration of one's family. This means that an individual's care for his/her family and the time spent with them is significantly reduced as a result of the stress the employee goes through at work.

H3: Families significantly differ in their expectations concerning stress present at work.
The hypothesis which states that families significantly differ in their expectations concerning stress present at work – in particular instance for members of their family – was tested using the Chi-Square test and the result is presented in Table 4 below.

Table 4: Chi Square Test

	Value	Df	Asymp. Sig (2-sided)
Pearson Chi-Square	25.977(a)	12	.011
Likelihood Ratio	26.751	12	.008
Linear-by-Linear Association	1.354	1	.245
N Of Valid Cases	114		

The Chi-square table above deals with the expectation of family members concerning stress present at work. A chi-square value of 25.977 with degree of freedom of 12 is established. The result generated was 0.011 tested at 0.05 level of significance. It therefore shows that families significantly differ in their expectations concerning stress present at work. What this connotes is that different families have different opinions of what constitute stress in the workplace of their members and as such think differently on how they expect their family members to relate with them due to the stress those ones face at work.

H4: There is a significant difference in the perception of job stress by male and female employees.
The hypothesis which states that there is a significant difference in the perception of job stress by male and female employees was tested with Paired Sample Test and the result is presented in Table 5 below.

Table 5: Paired Sample Test

	Paired Differences							
				95% Confidence Interval of the Difference				
	Mean	**Std. Deviation**	**Std. Error Mean**	**Lower**	**Upper**	**t**	**df**	**Sig. (2-tailed)**
Sex Occupation	-52632	1.55268	.14542	-81442	-23821	-3.619	113	.000

From the above paired sample table, the t-test value is -3.619 with degree of freedom of 113. The0020result is significant at two tailed and it means that there is a significant difference in the perception of job stress by male and female employees. Male employees perceive stress differently as against females. They perceive themselves as experiencing more stress than the females. It was observed that females are not always present in jobs characterized with high degree of stress so that they can effectively manage their families and have more time to spend with them.

7. Discussion

The study is geared towards studying the impact of job stress on family integration. The discussion is based on the results arrived at from the data analyzed. The first hypothesis which states that there is a significant difference in job stress among occupations was accepted. This indicates that though all jobs possess some level of stress, some are more stressful than others.

The testing of the second hypothesis which state that job stress has significant impact on the integration of one's family identified more people as responding that because of their job stress, their care for their family has reduced and the time they spend with their families has reduced. The stress encountered at work has serious implications for the families of the workers as these lead to a breakdown in communication in the family structure. This is due to the fact they the family members are so tired to even stay up and spend some time with their families and they often shows behavioural signs of irritation, aggression, frustration, anger, resentment, and tension.

The testing of the third hypothesis revealed that families differ in their expectations from their stressed family members. They differ on the basis of the fact that they put into consideration the stress present at work before laying their expectations by considering the possibility of meeting such expectations from their stressed family members. This goes to show that families perceive stress differently and differ in their definition of what constitute stress. It can therefore be deduced that family members view job stress with various ends of the societal prism.

The fourth hypothesis which states that there is a significant difference in the perception of stress by male and female employees was accepted. Males perceived themselves to engage more in stressful occupations than females. They also feel they are the ones that experience stress more in the course of their day to day activities in order to provide for their families, the basic needs of life. By this, observation is drawn that the female employees are not always seen to be present in jobs that are characterized by high levels of stress. This is so for a woman to effectively manage the family while the man in the house goes to fend for the family. This finding posits that women were more likely than

men to report low quality of work life when they had high work-family conflict, whereas men were more likely than women to report low quality of family-life when they had high work-family conflict.

This finds support from the works of Hasnain, Ansari, Ali, & Sharma (2012) which depicted that male and female managers differ significantly only on three factors of occupational stress i.e., role overload, role conflict and strenuous working conditions. On all the three factors, means of male managers were found to be significantly higher than the female managers. Strenuous working conditions across different branches of the same organization may bring to them more work to family and family to work conflicts than female managers.

8. Conclusion and Recommendations

In view of the results from the study, it has been observed that job stress has significant impact on the integration of employees' families. Job stress is now been considered a safety and health problem in many organizations. Employees have found difficulty in taking days off from their work to catch a good rest and recuperate or to sometimes visit distant family members because of job stress. Some even subject themselves to daily medication after the day's work.

Organizations need to consider job stress as an important health and safety issue in their operations and make adequate plans for it. If this aspect of life is not well taken care of, it can lead to more things than envisaged. In homes where the breadwinners of the family leave home early for work and come back very late only to wake up early the next morning to continue the ritual or where they begin to take out their anger at work on their family members, this can lead to a breakdown of communication and joyfulness in the once-happy family thereby resulting in unpalatable behavioural tendencies both from the parents and the siblings.

As a corollary to the foregoing, it is therefore recommended that managers and company administrators develop the job schedules in such a format that will have breaks or rest periods and early closing time. This will enable the employees to function more productively as they are able to have time to refresh themselves and are also able to go home early to rest and not the mundane long hours of extensive work without breaks. There should also be provision for employee training in the area of stress management periodically so that employees can personally be conscious of what they need to do to stay healthy and to stay productive. There can also be creation of leave schemes for organizations that don't have and maintenance or improvement of such schemes for employees such as maternity, annual, sabbatical, and sick leaves. The organization could also institute a procedure of reward system wherein outstanding performance is rewarded among the employees. This will encourage others to put in their best and ensure the organization's mission and vision is achieved.

If health and risk assessments of the organization highlights that employees are suffering from any of the stressors, it is important that steps are taken to reduce or eliminate these hazards. Flexitime within the workplace could allow women and men to deal with home issues and thereby reduce the pressure from the workplace. Allowing for greater flexibility for employees encourage them to take more responsibility for childcare and other family affairs, therefore reducing the stress and possibly improve the overall quality of family life.

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Prevalence and Challenges confronting the Prosecution of Paedophilic Assault Cases in Lagos State, Nigeria

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Abstract. Paedophiles are adolescent or adult men and women who sexually assault children for satisfaction of their sexual urge. This paper attempts to provide an analysis of the prevalence and challenges confronting the administration of criminal justice in the prosecution of paedophilia assault cases in Lagos State. Secondary data/records retrieved from the Referral Unit of the Domestic and Sexual Violence Offences Department of Lagos State Ministry of Justice, and records/register of the juvenile court on convicted paedophilia offenders between July 2013 - June 2018 were analyzed. The study also adopted purposive sampling method to capture respondents for the key informant interview (KII) conducted. Results show prevalence and rising cases of paedophilia. While boys are sometimes victims of sexual assault, the girl child is potentially more vulnerable. Among the major challenges confronting prosecution of this crime are underreporting and under prosecution associated with a myriad of problems accounting for adjournment of the cases in court. Following this, the study recommends that society should exhibit zero tolerance to sexual assault of children. Law enforcement agencies like the Nigeria Police Force (NPF), the Court, non-governmental organizations (NGOs) and the media should champion the promotion of public awareness of the crime, encourage victims and their parents/guardians to speak out, report the crime to appropriate authorities and assist victims to press for legal charges in court. Government should also show more commitment in decongesting the court of child sexual assault cases and in the provision of free treatment, as well as counseling and rehabilitation to victims.

Keywords: Prevalence, Challenges, Prosecution, Paedophilic, Sexual cases.

1. Introduction

Nigeria is signatory to a number of treaties, protocols and conventions on the Rights of the Child. Prominent among these are the 1989 United Nations Convention and the 1990 Organisation of African Unity Charter on the Rights of the Child. Efforts have also been made to domesticate these legal instruments. At the national level, the Nigeria 2003 Child Rights Act defines a child "as a person below the age of eighteen (18) years". This legal instrument further provides for "the respect, dignity and protection of the human person of every child against inhuman degrading treatment, harmful influence, sexual abuse, assault, molestation, exploitation, violence, and trafficking". Also, the 1999 Constitution of the Federal Republic of Nigeria, section 34 (1) and the Violence Against Persons Prohibition Act (VAPP Act, 2015), both provide for the respect and dignity of the human person that 'no person shall be subjected to any form of inhuman degradation, assault and violence of any form'. But in recent times, the increasing incidence of paedophiles that prey on children for satisfaction of their sexual urges,

fantasies and excitement is posing a serious threat on the future of Nigerian children and the society.

Paedophilia is a psychological term generally used to describe an adolescent or adult person (man or woman) with psychosexual behavioural disorder or abnormal sexual behaviour. This term was popularized by psychiatrists as a form of mental disorder or illness as observed in publications like: *Diagnostic and Statistical Manual for Mental Disorder* (American Psychiatric Association, 1968) and *International Statistical Classification of Diseases and Related Health Problems* (WHO, 2007). The paedophilic psychosexual behavioural disorder manifests in intense and unrestrained sexual drive, sexual fantasies or assaults directed toward a minor of the same or opposite sex (Akinade, 2001). While boys can be victims of sexual assault or violence, girl children are potentially more vulnerable (Felson and Pare, 2005). Paedophiles generally engage minors in sexual act, viewing minors' genital with or without physical contact, or using their fingers or objects to stroke the minors' genitals, expose their genitals to minors or forcing the minors to engage in oral sex, displaying pornography to minors or using minors to produce child pornography as means of satisfying their sexual urges, fantasies and excitement, which suggests child sexual assault or violence (Oluwatosin and Akinbo, 2017). Paedophiles usually exploit the innocence, vulnerability and naivety of the minor or use fraud, force, deception, assault, intimidation, threat or coercion to secure sex with the minor, regardless of whether the minor is interested or not. Here, the absence of objection of the minor does not necessarily constitute valid consent for the obvious reason that children are not considered capable of informed and valid consent, because they do not necessarily demonstrate adequate reasoning capacity to comprehend, nor are they developmentally matured to understand, the implication of their "consent".

Paedophiles are found among all categories of people regardless of gender, race, religion, culture, ethnicity or socio-economic status. Moreover, child sexual assault is universally condemned as a deviant, antisocial and psychosexual behavioural disorder. In Nigeria, the crime of paedophilia or child sexual assault is largely underreported and under prosecuted given the fact that only very few cases are formally reported to the social welfare or the police or are prosecuted in court (Chinawa et. al, 2013). Despite the fact that the crime is underreported or under prosecuted like other forms of domestic violence, it is still a very serious problem of inhuman degrading treatment, assault and violence against children (Ejedimu and Omumu, 2010). Especially, with the existing statutory laws in Nigeria, one could begin to wonder if the long hand of the law is catching up with the perpetrators of paedophilia or whether the punishment doled out to these perpetrators is stringent enough to stem the tide of the crime (Tukur, et. al. 2007).

In spite of the relevant legislations that are in place to curb the menace of paedophilia, the increasing incidence of paedophilia in Nigeria is quite worrisome. According to a United Nations Children Fund (UNICEF) report, one in every four girls and one in every ten boys in Nigeria had been sexually abused or assaulted before the age of eighteen years, while six out of ten Nigerian children had experienced some form of physical, emotional or sexual violence before the age of eighteen years (Guardian Newspaper July 26, 2018). Revealing the economic burden and financial implications of violence against children in Nigeria, UNICEF reports that on average, sexual violence costs the country some 307 billion Naira. That this huge financial loss accrues from the cumulative loss of earnings due to loss of productivity stemming from sufferings associated with different degrees of sexual violence against children over time (Guardian Newspaper July 18, 2019). Although paedophilia is a culpable crime of sexual assault under the Nigeria Criminal Code Act (1990), yet sexual assault against children continues to suffer considerable neglect probably because it is often a crime committed in secrecy and less likely to be reported because of the stigma attached, even when the parents or guardians of the minors are aware of the physical and emotional damage done to the child (Ejedimu and Omumu, 2010).

Over and above this, this paper shall attempt to provide some analysis regarding the prevalence and challenges confronting the administration of criminal justice in the prosecution of paedophilia sexual cases in Lagos State. To address this, the study shall examine the record of reported cases of paedophilia between July 2013 and June 2018 in Lagos State, with a view to determining the rate of prevalence, the gender of the victims and pattern of assault. Also, the study shall examine the records/register of convicted offenders between July 2013 and June 2018 in Lagos State, as well as the challenges confronting the administration of criminal justice in the prosecution of paedophilia sexual cases in Lagos State. Above all, to stimulate interdisciplinary discourse of this paper, the study shall provide an integrated body of theories from sociology, psychology and neuroscience, to generate a wider knowledge and orientation for discussing the psychosexual behavioural disorder of paedophiles as a deviant, antisocial behaviour and mental illness. This is because it is important to understand the causes of this behaviour and the common personality traits of the perpetrators.

2. Theoretical Framework

Several theories have been advanced to explain the causes of criminal behaviours. These theories provide different perspectives on the issue of crime. Demonology is one of the earliest theories of the sociology of crime and deviants. It posits that crime perpetrators like paedophiles are strongly influenced by unseen supernatural or demonic forces. That crime generally cannot be committed without the perpetrator being under Satanic or demonic influence. The core assumption and application of demonological explanation of crime was based on the religious belief that people commit crime under satanic or demonic influence. The theorists posit further that "God created man free from criminal tendencies but Satan entered into man and caused him to commit crime". Though demonology is one of the earliest theories of crime and criminal behaviour yet its explanation came to be seen as rather unscientific and a product of imagination, speculation and superstition well-crafted within the creative mind of religion. In spite of this however, demonological theory still cannot be considered as totally irrelevant because in many parts of the world today, people still believe in the supernatural forces of Satan to explain reason for involvement in crime.

Psychoanalytic theory of crime believes that crime perpetrators like paedophiles are strongly influenced by uncontrollable innate sexual drive of savagery and an untamed id, weak ego and super-ego. Sigmund Freud (1856-1939), an Austrian neurologist and psychologist was one of the first to propound the psychoanalytic theory. The theory has a far reaching significance both practically and scientifically, and continues to influence contemporary thought in different research fields. The core assumption and application of Freud's psychoanalytic theory is that paedophiles (men and women) who sexually assault children are strongly influenced by unconscious and uncontrollable forces of innate sexual and aggressive drive of the id. This is so because the phenomenon of sexual assault of children is a psychosexual behavioural disorder of an unconscious and unrestrained sexual drive of the id. The theory posits that human psyche has three structures, which include the id, ego and super-ego. The id is the unconscious reservoir of libido, sexual urges, antisocial and pleasure seeking impulses. The rational ego tames and suppresses the sexual urges and antisocial impulses, and the moral dictate of super-ego then follows. Following this, the theory sees paedophiles as those individuals with a huge sexual appetite and possibly with 'masturbatory behaviour' associated with an uncontrollable innate sexual drive of savagery and untamed id, weak ego and super-ego, an impaired sense of sanity, weak moral and social conscience, and very powerful antisocial, and aggressive sexual urges.

The biomedical theory of neuroscience argues that a crime like psychosexual behavioral disorder of paedophiles is caused by mental disorder or illness in certain individuals who act on their uncontrollable sexual urges for fantasy and excitement when experiencing significant clinically associated mental distress (Seto, 2008). Using neurological brain scanning techniques, neurologists observe structural brain

impairment resulting in abnormalities in the left temporal lobe of paedophiles. And that there is significant lower levels of cerebral blood flow particularly within the frontal and left temporal lobes of the brain of paedophiles that confirm their psychopathological situation as mental or neurological impairment (Moulden, Firestone, Kingston and Bradford, 2009). The important thing about this theory is that it uses medically proven research evidence to draw a conclusion about the state of mental health of paedophiles. Central to this, however, is that the biomedical theory could not provide a specific mechanism through which the mental or neurological impairment can lead to the development of paedophilia. Hence, the diagnosis explanation of biomedical theory is still a judgment woven around observation of psychosexual behavioural disorder of unrestrained and uncontrollable sexual drive, fantasies and assaults of paedophiles. This is so because it is possible that certain paedophiles may not actually have clinical psychopathological situations defined as 'mental illness' or 'neurological impairment' especially when the psychosexual behavioural disorder of the paedophile is a direct effect of pornography, alcohol or other illicit substances on the central nervous system of the paedophile.

3. Materials and Methods

The study was carried out in Lagos State Nigeria. Lagos state is located on the south-western coast of Nigeria. It is bounded in the North and East by Ogun state and West by the Republic of Benin; it stretches between latitudes 6^o and 7^o N and longitudes 3^o and 4^o E. The state covers a total area of 3,577 square kilometers, with a population of about 21 million; representing about 12% of the national figure of 180 million (George 2009). The Lagos metropolitan area is the most urbanized agglomeration in Nigeria.

The Domestic and Sexual Violence Offences Department of the Lagos State Ministry of Justice started operation in July, 2013. Due to the peculiar nature of paedophilia cases and administration of criminal justice of sexually related offences in Lagos State, a retrospective study (between July2013-June 2018) of paedophilia sexual assault of children was carried out to determine the prevalence and challenges confronting prosecution of paedophilia sexual cases in Lagos State. Following this, efforts were made to analyse child Sexual Assaults. Secondary data/records retrieved from the Referral Unit of the Domestic and Sexual Violence Offences Departments and also, records/register of the juvenile court on convicted paedophilia offenders between July 2013 - June 2018. In addition, the study adopted purposive sampling method to capture respondents for the key informant interview (KII) conducted to determine the challenges confronting prosecution of paedophilia sexual cases in Lagos State. The key informants included three (3) state legal counsels attached to the juvenile court; three (3) police officers of the juvenile/gender crime unit of the Nigeria Police Force; three (3) prison officials; and three (3) health officials of the pediatrics unit of the General Hospital, Ikeja. We also made several visits to the juvenile court to observe court proceedings of some of the paedophilia cases. The study is a descriptive research, thus, data collected was analysed using frequency distribution, graph and content analysis.

4. Results and Discussion

We are not aware of any published study that has used data generated by the Sexual Assaults Referral Unit of the Domestic and Sexual Violence Offences Department and the juvenile court of the Lagos State Ministry of Justice. This study analyzed raw secondary data/reports gathered from the period between July 2013 - June 2018 from the Sexual Assaults Referral Unit of the Domestic and Sexual Violence Offences Department of the Lagos State Ministry of Justice and the records/register of the juvenile court on convicted paedophilia offenders. The secondary data are the only available sources of data for the study. The ethical permission to have access to the secondary data was granted by the Domestic and Sexual Violence Offences Department of the Lagos State Ministry of Justice. The use of secondary data/report has a rich tradition in the social sciences because it provides baseline information required for in-depth research

analysis. The secondary data/report identified paedophilia and sexual related offences as assault, defilement or rape.

A. Prevalence of Paedophilia Cases of Sexual Assault of Children in Lagos State.

To address the issue of prevalence of paedophilia sexual assault of children in Lagos State, the following factors were analyzed:

- Reported cases of paedophilia sexual assaults.
- Gender of the victims of the paedophilia sexual assault.
- Nature of paedophilia sexual assault suffered by victims.

These factors are key to understanding the issue of the prevalence of sexual assault of children especially when paedophilia sexual cases are conceptualized as rape, defilement or sexual assault of children. The paedophiles generally exploit the innocence and naivety of the minor to secure sex through the means of fraud, force, threat, deception, coercion or intimidation of any kind or by fear of harm.

Reported Cases of paedophilia sexual assault.
The composition on Table 1 shows that there was a gradual but speedy increase in percentage of reported paedophilia assault cases in lagos State in the period under review. While only 8.26% of the total number of cases for the period of five years (July 2013 – June 2018) was reported the first year, 12.04% was reported the second year, 23.83% was reported the third year, 25.95% was reported the fourth year and 29.92% was reported the fifth year.

Table1: Distribution Based on Reported Cases of Paedophilia Sexual Assault

No of years		Frequency	%
1.	July 2013 – June 2014	301.	8.26%
2.	July 2014 – June 2015	439.	12.04%
3.	July 2015 – June 2016	869.	23.83%
4.	July 2016 – June 2017	946.	25.95%
5.	July 2017– June 2018	1091	29.92%
	Total	3646	100.00%

The prevalence of paedophiles sexual assault of children could be estimated with the number of cases reported. The evaluation of the prevalence is very important because of the physical and psychological effects of the assault on the victims

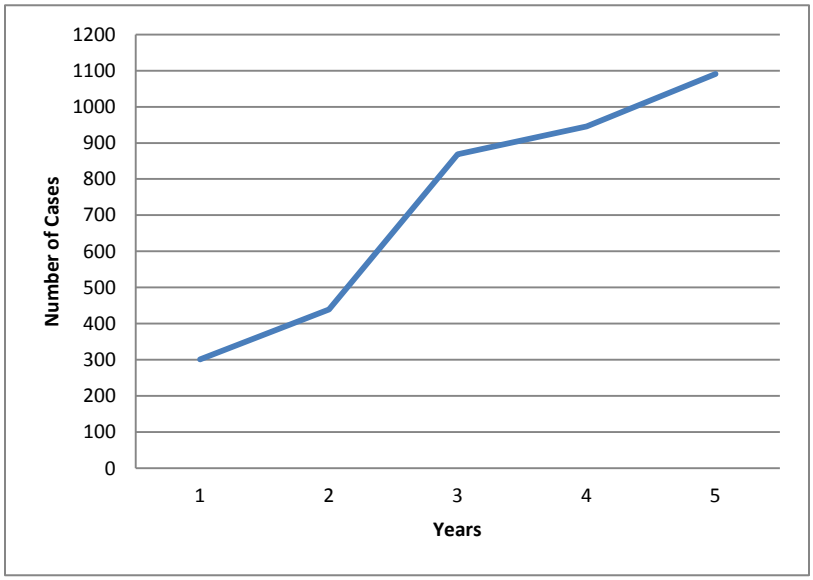

Fig.1: Graph showing trend of Reported Cases of Paedophilia Sexual Offences.

Fig.1 shows a steady increase in the trend of reported cases of sexual assault of children in Lagos State. This increase could be attributed to advocacy programme and public sensitization and enlightenment campaign of the Domestic and Sexual Violence Response Team (DSVRT) of the Lagos State Ministry of Justice. The increasing trend of the crime, no doubt, points to a disturbing dimension the crime is assuming in Lagos State, even though section 137 of the Criminal Law of Lagos State, 2015, prescribes life imprisonment for offenders of child sexual assault and defilement. The growing population, urbanization and rapid industrialization of Lagos State may partly account for the increasing spate of sexual assault of children. There is also the influence of the growing use of technology, as well as consumption of illicit drugs/substances and especially the widespread effect of the use of telephony and social media, especially unfettered access to internet obscenity, pornography and violence.

The coordinated sources of reported cases of sexual assault of children across Lagos State are social welfare, juvenile/gender crime unit of the Nigeria police, pediatrics unit of the general hospital, media, non-governmental organizations (NGOs), community leaders and guardian/parent referral. Yet, all these sources put together may not have given the exact number or figure of the prevalence of sexual assault of children in Lagos State. Following this, however, it is difficult to determine the exact number of paedophilia offenders because incidences of sexual assaults of children are mostly underreported even when parents or guardians of the minors are aware of the violence and pains suffered by their wards (Ejedimu and Omumu, 2010).

Akhiwu et. al. (2013) observe that cases of sexual assault of children are less likely to be reported in low income countries, that only two out of forty cases of sexual assaults are reported attributing this to the arduous legal requirement needed to prove the cases. Other reasons for poor reporting may include the age of the victim. On the other hand, parents or guardians of the victim may be overwhelmed with fear and shame of making such known to the public because of stigma. The worst underreported case of paedophilia is the one involving a family member. For reasons associated with shame and abomination, family members may rarely discuss this in public let alone wanting to report the case to the social welfare or the police for prosecution. Also, minor forms of assaults such as viewing minors' genital without physical contact, seduction and fondling of breast are most likely to be underreported.
Gender of the victims of paedophilia sexual assault.

The composition of data in Table 2 shows that 2% of the reported cases of sexually assaulted children are male while about 98% are female. This shows that girl child is overwhelmingly more sexually assaulted and potentially more vulnerable (Felson and Pare, 2005).

Table 2: Distribution Based on Gender of Victims of Paedophilia Sexual Assault

GENDER	Frequency	%
Male Children	76	2.08%
Female Children	3570	97.92%
Total	**3646**	**100.00%**

Nature of Paedophilia Sexual Assault Suffered by Victims.

The composition of data on Table 3 shows the nature of paedophilia sexual assault suffered by the victims. Penile penetration through the anal route (77.63%) and oral sex involving penetration through the mouth of the victims (22.37%) are reported as the commonest forms of sexual assaults experienced by male children. This points to the fact that the perpetrators are men. On the other hand, the commonest forms of sexual assault experienced by female children are rape resulting to penile penetration through the vaginal route (59.36%), defilement by the use of finger or object to stroke the minors vaginal (16.72%), oral sex involving penetration through the mouth of the minor (13.19%) and penile penetration through

the anal route (10.73%). The perpetrators work on vulnerability, innocence and naivety of the children with statement of flattery, deception, gifts, force and threat of harm, to secure sex with the children.

Table 3: Distribution Based on Nature of Paedophilia Sexual Assault suffered by Victims

Nature of Sexual Assault	**Male children**	**Female children**	**Total**
Penile penetration through the child Anal Route	59(77.63%)	383(10.73%)	442(12.12%)
Rape resulting to Penile penetration through the child vaginal Route	-	2119(59.36%)	2119(58.12%)
Defilement by the use of finger/object to stroke the child vaginal	-	597(16.72%)	597(16.37%)
Oral Sex (penile penetration through mouth of the child or defilement by sucking the child vaginal)	17(22.37%)	471(13.19%)	488 (13.38%)
Total	**76 (2.08%)**	**3570 (97.92%)**	**3646 (100%)**

These sexual assaults are quite traumatic especially where victims are left to nurse the physical and psychological pains resulting from bruises or injuries of the sexual assault. Especially, the severity of the experience, pains and presence of body fluid like semen or blood resulting from injury sustained during the assault, can be very critical in prolonging the traumatic experience of the sexual assault. Research has shown that cases with physical evidence like semen, blood or injury are more likely to be reported (Du Mont and White 2007).

The negative effects of paedophilia sexual assault on children cannot be downplayed. These effects include severe pains, nightmares, insomnia, guilt, self-blame, lack of trust, associated identity disorder, self-esteem difficulty, fear of things associated with the assault including object used by perpetrator, sexually transmitted infections including HIV and suicide attempt associated with depression (Oluwatosin and Akinbo, 2017). Children kept under the care of family members, neighbours, domestic servants (house maids/boys) and adolescent female children are the most vulnerable victims of paedophilia sexual assaults. This suggests that the perpetrators are mostly men and especially, persons known to the victims. Strangers seem to account for few cases of sexual assault of children.

Even though the Nigeria Childs Rights Act (2003); the Criminal Law of Lagos State (2015); the Nigeria Sexual Offences Act (2015); the Criminal Code Act of the Law of Federation of Nigeria (1990); the Constitution of the Federal Republic of Nigeria (1999); and Violence against persons Prohibition Act (VAPP Act, 2015) do not specifically address or mention child sexual assault or paedophilia however, it is useful to observe that certain elements in these legal instruments reveal that paedophilia could be interpreted as a culpable crime of rape and inhuman, sexually degrading treatment of a child within the paradigm of common definition of paedophilia as a crime perpetrated without the valid consent of the minor. According to Violence Against Persons Prohibition Act (VAPP Act, 2015 section 1), "a person commits the offence of rape if s/he intentionally penetrates the vagina, anus or mouth of another person with any other part of his/her body or anything else without consent, or the consent is obtained by force, fraud, deception, threat, fear of harm, coercion or intimidation of any kind and exploitation of innocence, naivety or mental illness of the person"

Legal Instruments Prohibiting Sexual Assault against Children in Nigeria.

Sexual assault against children is a crime against all known laws. It contravenes both natural and sacred laws. Because of the nature of the crime, and in order to suppress the crime and bring perpetrators to justice, the response at national and international levels have put in place a number of laws, treaties, conventions and protocols dealing with sexual assault against children. At the international level, there are a number of treaties, laws, protocols and conventions that Nigeria is signatory to. Prominent among these are: the United Nations

Convention on the Declaration of Human Rights (1948); the United Nations Convention on the Rights of the Child (1989); the United Nations Optional Protocol to the Convention on the Rights of the Child, especially on Child Prostitution and Child Pornography (2002); and Africa Charter on the Rights and Welfare of the Child (1990). Efforts have also been made to domesticate these legal instruments. At the national level, the Nigeria Child Rights Act (2003); the Nigeria Sexual Offences Act (2015); the Criminal Code Act of the Law of Federation of Nigeria, (section 57 and 58, 1990); and the1999igerian constitution provide for the respect and dignity of human persons. The Constitution provides in section 34(1) that 'no person shall be subjected to torture, assault or any form of inhuman degrading treatment'. The rights of the citizens to the dignity of the human person against sexual assaults and exploitation are also enshrined in the criminal Code of Southern Nigeria (Cap 42, 1990); the Penal Code of Northern Nigeria (Cap 89, 1963); the Criminal Law of Lagos State (2015); and Violence Against persons Prohibition Act (VAPP Act, 2015), the Law of the Federation of Nigeria domesticated in Lagos, Anambra, Ebonyi and Oyo States.

The Nigeria Child Rights Act (2003) defines a child "as a person below the age of eighteen (18) years". The law vests the power to try the offence of sexual assault against children on both federal and state high courts. Where the offence is committed by any citizen or person granted permanent residence in Nigeria, s/he may be prosecuted in respect of such offence with the existing legal instruments. The seriousness of the legal instruments against such crime, especially if one is found guilty of sexual assault by penetration, is underscored by a life imprisonment sentence.

Some of the Convicted Paedophiles in Lagos State (July 2013- June 2018.

Since the Domestic and Sexual Violence Offences Department of the Lagos State Ministry of Justice started operation in 2013, it has taken charge of investigating and prosecuting all crimes connected with or relating to sexual assaults against children in consultation with the office of the Attorney General of the State. In spite of the relevant legislations in place to curb the increasing incidence of paedophilia, so far, only few persons (less than thirty) have been successfully convicted and sentenced. Among the few convicted paedophils are the following:

The state Vs. Adegboyega Adenekan Charge no: LD/5287//c/2017. The defendant (Adegboyega Adenekan) is a 47year old, a school supervisor at Chrisland International School, Lekki, Lagos, charged ith offence of defiling a 2year old girl under the guise of teaching her sex education. The toddler testified before the court by giving a graphic description of how the accused put his "wee" into her "wee". Conviction/sentence: 60years imprisonment

The state vs. Ikechukwu Okafor. Charge no:ID/4633/c/2017. The defendant (Ikechukwu Okafor) is a 28year old man charged with the offence of defilement and sexual assault by penetration of a 2 year old girl. Conviction/sentence: Life imprisonment.

The state vs. Bayo Lekan. Charge no: LD/6467/c/2017. The defendant (Bayo Lekan) is a 45year old, a site engineer charge with offence of defiling an 8year old girl.Conviction/sentence: 50years imprisonment

The state vs. Adelaja Olaide.Charge no: ID/3389/c/2016. The defendant (Adelaja Olaide) is a 45 year old man charged with the offence of defiling a 9year old girl. Conviction/Sentence: 60years imprisonment.

The state vs. Emmanuel Idoko Charge no: LD/6354/c/2017. The defendant (Emmanuel Idoko) is a 37year old commercial motorcyclist charged with offence of sexually assaulting his 12year old daughter by penetrating his fingers to test her virginity and consequently raped her. Emmanuel Idoko was also found guilty of drugging the daughter to make her sleep before having carnal knowledge of her. Conviction/sentence: Life imprisonment.

The state vs. Sunday Salami.Charge no: LD/6353/c/2017. The defendant (Sunday

Salami) is a 25year old man charged with the offence of defiling a 14years old girl. Conviction/Sentence: 50years imprisonment

Challenges Confronting Administration of Criminal Justice in Prosecuting Offenders of Child Sexual Assault in Lagos State.

The increasing incidence of sexual assault against children in Lagos State is very disturbing. Sexual assault against children is a crime punishable under the Nigeria Child Rights Act (2003) and the Criminal Law of Lagos State (2015), with life imprisonment as penalty. In Lagos State, the office of the Director of Public Prosecution (DPP) is in charge of prosecuting all sexual and gender based crimes forwarded by the Domestic and Sexual Violence Response Team (DSVRT) or by way of petition or case file from the Nigeria police sent to the office of the Attorney General. Where there are enough facts to prosecute the case, the office of the DPP will take appropriate steps to file a charge at the High Court. In spite of this, and especially with the relevant legislations in place to curb the increasing incidence of sexual assault of children in Lagos State, only a handful of offenders have been successfully convicted.

The key informant interview (KII) conducted reveal quite a number of socio-legal bottlenecks responsible for the delay in prosecuting offenders of child sexual assault. Due to the peculiar nature of child sexual assault cases, prosecuting suspects of the crime is very complex. The criminal justice stakeholders and the parents/guardians of the victims were all apportioned with blame for the challenges confronting the prosecution of offenders of child sexual assault. For instance, most parents/guardians of the victims are not particularly aware of where to report the crime or they are simply unwilling to lodge complaints with appropriate authorities probably because of stigmatization or lack of money to pay for their wards' forensic medical examination, and press for charges in court. Sometimes where the parents/guardians are aware of the agency like the Sexual and Gender Based Violence (SGBV) of the Lagos State Government that could offer free legal and medical services, they still shy away from reporting the crime because of the threat they may receive from the crime offenders.

Another problem in the administration of criminal justice in prosecuting offenders of child sexual assault is the non-availability of medical forensic report or evidence that could ultimately help prosecutors to convict the accused persons. The evidence from medical forensic examination of the victim is key because it offers credible evidence to corroborate or refute crime leveled against the accused. One of the health officials of the pediatrics unit of the General Hospital Ikeja, observes that injuries such as cuts, tears or bruises on the genital, body fluids like semen, blood or finger prints(supporting that violent act had actually occurred) are some of the most common types of physical evidence (samples) collected and examined in case of sexual assault. But in cases where medical samples of the physical evidence are not promptly taken to laboratory for forensic analysis, this could distort the required evidence needed to convict the accused person, especially where credible evidence is being demanded from the prosecutor. A senior physician in the pediatrics unit of the General Hospital Ikeja, further explains that solving child sexual crimes and bringing offenders to justice is much more complex, because the psychiatric analysis of the state of mental health of the offender is also as important as the forensic evidence needed to convict the offender.

Another challenge in the administration of criminal justice in prosecuting offenders of child sexual assault is traceable to the police. The Nigeria Police is a federal institution and so, officers are frequently transferred from one station to another irrespective of the case they may be investigating. When the Investigating Police Officer (IPO) is on transfer, there is always a problem of follow-up on the investigation and case files are most often declared missing. According to one state counsel, this problem borders on corruption of the Nigeria police, by frustrating the prosecuting counsel so as to pervert the course of justice.

Another informant puts the challenges in the administration of criminal justice in prosecuting

offenders of child sexual assault on prison officials who most times fail to bring suspects to court on appointed dates. On the part of the prison officials, several reasons including lack of communication between prison authorities and prosecutors and logistics (means of transporting suspects to court), are some of the issues stalling trials. One prison official openly lamented that quite often prison vehicles are poorly maintained, old and rickety.

The court cannot also be spared of the challenges confronting administration of criminal justice because of the way it grants frivolous requests to adjourn cases. Hence, justice delay is justice deny. This is one of the reasons for the congestion of paedophilia cases in court. But a state counsel notes that the sensitivity and complex nature of the cases, most times, require careful approach, since justice must not only be done but must be seen to have been done. So, tackling the increasing incidence of child sexual assault, and bringing offenders to justice is much more the collective responsibility of officers of the Temple of Justice. Commenting on whether life imprisonment sentence of the existing laws is not stringent enough to stem the tide of the crime, he states further that the supreme aim of the laws is not only to punish offenders but to also save the society from catastrophe of violence, anarchy and total annihilation.

5. Conclusion and Recommendations

The assault by or of paedophiles who prey on children for the satisfaction of their sexual urge is on notable increase in Lagos State. This could have been influenced by the widespread effect of urbanization, use of illicit drugs/substance, technology and social media, especially unfettered access to internet obscenity, violence and pornography. While boys are sometimes victims of sexual assault, girls are potentially more vulnerable. In order to suppress the crime and bring perpetrators to justice, responses at national and state levels have entailed a number of laws. Yet, with the recent increasing trend of reported cases, only few offenders have been convicted because of a myriad of problems leading to adjournment of these cases in court. Sexual assaults on children are severely traumatic especially where victims are left to nurse the physical and psychological pains resulting from bruises or injuries from the act. The negative effects of paedophilia on children cannot be overplayed. Sexual assault on children poses a lot of threat on the future of the children and society. The effects are quite damaging and devastating to the victim, family and society at large. Specifically, sexual assault of children often leaves the victim with psychological, social and health problems such as severe pains, nightmares, insomnia, guilt, self-blame, lack of trust, associated identity disorder, self-esteem difficulty, fear of things associated with the assault including object(s) used by perpetrator, sexually transmitted infections including HIV and suicide attempt associated with depression.

Following this, fighting against all manner of sexual assault of children is all encompassing. This is because the law enforcement agencies like the Nigeria Police Force (NPF), the court, social welfare system, pediatrics unit of hospitals, the media, non-governmental organization (NGOs), community leaders and members of the public are all expected to play different but critical roles in the war. In a nutshell, society should exhibit zero tolerance to the sexual assault of children, promote public awareness of the crime, encourage victims and their parents/guardians to speak out, report cases to appropriate authorities and be bold enough to press for legal charges in court. Especially, Civil Society Organisations have a lot to do in terms of advocacy and sensitization of the general public on the danger of the crime.

Government should show more political and legal will to decongest the court of child sexual assault cases with stringent and prompt penalty on offenders to serve as deterrent. Psychiatric analysis of the state of mental health of offenders is also as important as the forensic evidence needed to successfully convict offenders.

Much is also required in the area of policies and programmes for treatment, counseling and rehabilitation of victims who are often traumatized and haunted by their terrible

experiences. The treatment, counseling and rehabilitation programmes should be holistic to include allowing the victims to have access to government subsidized medical services, including for HIV/AIDS, and other reproductive health care programmes.

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Part Four

Organizational Management

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Organizational Structure and Academic Staff Performance in Yusuf Maitama Sule University

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Abstract. The objective of the study is to examine the relationship between organizational structure and academic staff performance in Yusuf Maitama Sule University, Kano. The study employed descriptive research design using researcher made device. The instrument was tested using face validity, and to check the internal consistence test and retest method was employed. The study chooses a sample size of 111 respondents using Slovene's formula from a total population of 154 academic staff in the university. Similarly, proportionate-stratified sampling strategy was use to give employees from each unit chance of participation in the study. To achieve the study objective Pearson Linear Correlation and Multiple Regression Analysis was use. The study finding indicated that, nature of hierarchical layer and organizational boundary significantly influences academic staff performance. The result further shows that nature of formalization is not significantly correlated with employee performance. The research recommends that the University should encourage hierarchical layer as a means of influencing employees' performance.

Keywords: Organizational Structure, Employees Performance, Nature of Hierarchy, Job Satisfaction

1. Introduction

The essence of any organization is to achieve goals and these goals / objectives set by organizations are determined by the level of employees' commitment and performance towards their jobs. Organizational structure is considered as anatomy of the organization providing skeletal frame, which defines functions and relationships among the organizational members on how organizational goals could be attained. Okafor, Agboeze and Obi (2017) argued that a good organizational structure does not only increase organizational performance but it has positive and significant influence on employees' performances in every system. Most successful organizations despite multiple branches, proved to be a good example of companies that achieves an unspeakable success via a well-coordinated organizational structure (Lunenburg, 2012). The structure further establishes mutual trust between the management, employees and external environment.

Costigan, Ilter and Berman (1998) further explained that organizational structure requires management to place trust in the workers to finish the tasks they are assigned. Similarly, a good organizational structure enables employees to surface their ideas and feelings use as resources to allow them work together. Jordan (1999) opines that without trust, people have a tendency to keep to themselves, rather than share their thoughts, which inhibits creativity.

The Nigerian University structure system (public, private, conventional and specialized) consist of interrelated and interdependent elements, which have influence on one another, meaning that a well define structure will make

tasks to become easy and increases employees performance. Organizational structure in Nigeria University has been the guiding format on task accomplishment and achieving prosperity when properly managed this will lead to quality and performance among students and employees. However, the structure according to Oyebade (2016) varies from one university to another (public, private, conventional and nonconventional) hence considered multidimensional with bureaucratic/nature of hierarchy, collegial political, anarchical and cybernetic structures. This gives both employees and students' sense of directions as various activities such as task allocation; supervision and coordination are well defined.

The effect of organizational structure on employees' performance is a significant issue that has generated opinions in Nigerian university system. Previous studies examined the relationship between organisational structure and employee performance in manufacturing or service industries in Nigeria (Okafor, Kalu, and Anike And Ozioma, 2017, Shabbir, 2017 & Nwankwere , Chibueze, Christopher and Anthony, 2015). Despite the tremendous contributions of organizational structure, extant theories and researches are limited in explaining the impact of organizational structure on academic staff performance in Nigeria university system. The study therefore attempts to bridge the gaps that exists both in methodological and empirical reviews from the previous studies.

1.1 Objective of the Study

To Examine the Relationship between Organizational Structure and Academic Staff Performance in Yusuf Maitama Sule University.

1.2 Hypotheses of the Study

$H_{1a:}$ Hierarchical layer will be positively associated with Academic Staff Performance in Yusuf Maitama Sule University.

$H_{1b:}$ Nature of Formalization will be positively associated with Academic Staff Performance in Yusuf Maitama Sule University.

$H_{1c:}$ Organizational boundary will be positively associated with employee Academic Staff Performance in Yusuf Maitama Sule University.

2. Literature Review

2.1 Organizational Structure

Organizational structure is define as the formal system of authority relationships and tasks that control and coordinate employee actions and behavior to achieve goals in organizations (Zeng, Yeng & Mclean, 2010; John, 2017). It describes the formal arrangement of jobs and tasks in organizations (Tran and Tian, 2013); allocation of authority and responsibility, and how management executes rules and regulations. **Funminiyi (2018) added that organizational structure entails clarity of task responsibilities, which allows harmonious work relation among the employees.**

Oyebade (2011) opines that organizational structure in the Nigerian universities unlike other structures are more complex due to fragmentation pattern in arrangement, hierarchy in structure, participatory in decision-making, centralization of authority and high level of formalization. The complex organizational structure in Nigerian universities paves the way for different crises such as funding, admission and issues relating to staff and students management practices (Abdulkareem and Gabadeen, 2015).

The structure of an organization influences the way in which workflows; different design or structure can help or hinder different strategic objectives and also aid or hinder employees in their role (Lunenburg, 2012). Similarly, the structure dictates the means to which strategies are design to assist in examining employees' performance. Studies indicated many aspects of organizational structure including: the number of layers in the hierarchy, the nature of formalization, loose/blurred internal and external boundaries and appropriate technology, standardization, productivity and efficiency (Zheng, Yang, and McLean, 2010; Lunenburg, 2012 & Tran and Tian, 2013). These dimensions can make or mar the effect of structure on employees' performance if not appropriately situated.

Nature of Layers in the Hierarchy

Is the system hierarchy of reporting relationships in the organization from the top level to the

bottom. The more layers organization have the more complex the structure of the organization, the more complex the structure, the more difficult the coordination and integration of organizational system become. Okafor, Agbaeze and Obi, (2017) citing Nahm, (2003) forwarded that lesser layer in organizational hierarchy facilitates decision-making and facilitate employee performance.

Nature of Formalization

John (2017) defines formalization as degree to which rules and procedures shapes employee's jobs. The nature of formalization depends on the size of the organization, some organizations add more rules to become formal where other organizations are becoming less formalized for the fear that formalization provides employees with rules and procedures that not only deprive but also discourage creativity, autonomous work and learning activity (Shabbir, 2017).

Organizational Boundary

Organizational boundary is a term used in business and legal profession mainly to distinguish one company from a separate but related company (Alipoor, Ahmadi, Pouya,. Ahmadi, and Mowlaie, (2017). It is use to isolate a unit/department from other external stakeholders as well as internal links. For an organization to operate effectively and efficiently, Ann, Nwakwere and Orga (2015) suggest that there must be a good structure with blurred boundaries. Organizational boundary plays two important roles: it clarifies the roles for each member and dictates the amount of control each member possesses in the organization.

2.2 Employee Performance

Efficiency is achieving maximum satisfaction with minimum or no cost (Abdulrahaman, 2016). Employee performance is a complex measurable parameter, which characterizes an output produced by efforts and by achievement of an employee compared with the standard output set by the organization or with the output of another employee working under the same conditions. Similarly, the term according to Gunuraja (2014) is the ability of employee to maximize their productivity with minimum effort or expense.

However, in general, productivity tends to be associated with production-oriented terms (e.g. profit and turnover) while employee performance is linked to efficiency or perception-oriented terms (e.g. supervisory ratings and goal accomplishments). Organizations need good employees and appropriate structure that will enhance their performance. Employee performance according to Abdulrahaman (2016) depends on employee's job knowledge, his dependability to undertake/ execute a task with less or no supervision, and his compliance to organizational policies and regulations. Similarly, Shabbir (2017) included supervisory rating, quality and quantity as well as his efficiency and effectiveness in discharging tasks assigned to him. Other researches included punctuality in class lectures, submission of exam results in time and effectiveness in students project supervision (Faith, 2014 and Ishola, Adeleye, & Tanimola, 2018) to determine academic staff performance in academic institutions.

2.3 Review of Empirical Studies

Empirical studies were conducted across the globe to explain the effect of organizational structure on employee performance. For example in their study Okafor, Kalu, and Anike And Ozioma, (2017) the effect of organizational structure on performance of selected manufacturing companies in Enugu state Nigeria the study found that structure significantly affects organizational performance. The study concludes that organizational structure in pharmaceutical manufacturing firms affects performance except in its growth objective. In examining the Impact of organizational structure on performance of selected technical and service firms in Nigeria, Nwankwere , Chibueze, Christopher and Anthony, (2015) found that decentralization enhanced better and more informed decision making in technical and service firms in Nigeria. Similarly, task routine affected staff productivity both positively and

negatively; equally a significant positive relationship existed between narrow span of control and performance.

In Kenya Awino, (2015) conducted a study on Organizational Structure and Performance of Large Manufacturing Firms, using regression analysis result shows that organizational structure on its own using Return on Assets (ROA) does not influence performance. However, a further test using non-financial measures such as internal processes, customer perspective and performance produced a different result, which influenced performance of large manufacturing firms. Similarly, in Iran a study was conducted on the effect of organizational structure on employees' job performance in private hospitals of Ahvaz, the results indicate that organizational structure (structural aspects) has a significant negative effect on job performance of employees in a private hospital of Ahvaz (Alipoor, Ahmadi, Pouya, Ahmadi & Mowlaie, 2017).

Ishola, Adeleye, and Tanimola, (2018) the result from their study using multiple regression analysis results shows that, Bursary staff with professional qualification reported more job performance than non-certified staff. Bursary staff with higher tertiary education performed better in accounting task than those with lower qualification. Thirdly, significant results were found for gender and age as predictors of job performance. From the finding of his study Faith, (2014) revealed that academic qualification as perceived to have a positive relationship with job performance. The study concluded that academic qualification has a positive relationship with employee performance.

Ann, Nwankwere and Orga (2015) investigated the correlation between structure and the organizational performance in technical and service firms in Nigeria. Results revealed that decentralization enhanced better and more informed decision-making in technical and service firms in Nigeria. Similarly, positive relationship existed between narrow span of control and efficiency in organizations. In another development Zia-UD-Din and Shafique (2018) in their study, the result indicates that organizational structure is significantly correlated with organizational performance under moderator of marketing strategy. For that reason, all the hypotheses showed significant outcomes. The study further guides the organization to figure out the role of marketing strategy as a moderator in training employees to achieve competitive advantage.

Furthermore, Funminiyi (2018) investigated the impact of organizational structure on employees' performance. Results from the study indicated that there is a significant positive relationship between decentralization system of control and employee productivity. Similarly, the result further indicated that standardization system of control positively affect employee performance.

3. Methodology

3.1 Research Design

The study adopted descriptive research design, to allow the study to describe and analyzed the effect of organizational structure on Academic staff performance in Yusuf Maitama Sule University, Kano.

3.2 Population, Sample Size and Sampling Technique

The study is conducted in Yusuf Maitama Sule University, which is public university and owned by Kano State government with the total population of one hundred and fifty four (154) academic staffs (YUMSUK, 2018). A sample size of one hundred and eleven respondents (111) using Slovenes formula was selected. Similarly, stratified proportionate sampling strategy is employed to ensure each stratum is duly represented. Ahuja (2009) opines that stratified proportionate sampling has the advantage of given units in the strata's chance to participate in the study.

3.3 Research Instruments

The study employed questionnaire method using Likert's 4 rating scale. Mubaraka (2013) and

Ahmed (2010) argue that the scale has the advantage of not including undecided responses.

3.4 Data Analysis Technique

Descriptive statistical tools were used to provide descriptive statistics of the respondents and the study variables. Similarly, Pearson Linear correlation coefficient is used to explain the strength and direction of linear relationship between two variables (Mubaraka, 2013) and Multiple Regression analysis to neutrality of assessing the degree and character between independent variables and dependent variable (Ahmed, 2010).

3.5 Research Model

Using multiple regression analysis the statistical model for the study is express as follows:

$Y = \beta + .NHLx_1 + NOF\ x_2 + .OGB\ x_3 + \acute{\varepsilon}$

Where; Y Employee Performance
β the slop of the regression line
NHL Nature of Hierarchical layer
NOF Nature of Formalization
OGB Organizational boundary
έ Error term

3.6 Operationalization and Measurement of the Study Variables

Organizational Structure is considered as anatomy of an organization, providing a skeletal framework defining the functions and relationship within the organizational setting (Faith 2014 & John, 2017). The variable is measured based on nature of hierarchical layer, nature of formalization and organizational boundary, with five, six and seven items respectively. Academic staff performance is define as the academic staff ability to exert his output when compared to the standard output or compared with the output of another employee working in another condition under the same condition (Faith, 2014; Ishola, Adeleye and Tanimola, 2018). The variable is measured using punctuality in class lectures, submission of exam results in time and effectiveness in students' project supervision, with six, seven and six items respectively.

4. Results and Discussions

4.1 Response Rate

To achieve the objective of the study, 111(100%) questionnaires were distributed, 108 (97%) questionnaires were returned, and 3 (3%) questionnaires are invalid. A return of 108 questionnaires equating to 97% indicated a good response rate according to Sekran (2003) to make an informed decision.

Table 4.1 Questionnaire Distribution and Retention

Item	Frequency	Percentage (%)
Distributed Questionnaires	111	100
Returned Questionnaires	108	97
Rejected (Outliers) Questionnaires	3	3

Source: *Field Survey, 2018*

4.2 Descriptive Characteristics of the Study Variables

In order to make a summary of the observed data, the researcher established means and standard deviations. Basing on guidelines by Field (2009), the means represent a summary of the data and the standard deviations indicate the extent to which the means represent the data. In essence, they establish the goodness of fit of the data (Field, 2009). Table 4.2 shows the summary of means and standard deviations.

Table 4.2 Descriptive characteristics of study variables

Variables	Mean	Standard Deviation
Organizational Structure	3.00	.53
Academic staff Performance	2.21	.42

Source: *Primary Data*

From table 4.2, the average scores for the variables of study lies between 3.00 and 2.21 using four-point Likert scale. Field (2009) suggested that small standard deviation relative to the mean values is a good manifestation that the mean represents the data observed. The mean averages for the two variables are above the mid-score (2.0), which is an indication that respondents in Yusuf Maitama Sule University understand organizational structure and its effects on their performance.

4.3 Correlation Analysis

To determine the causal relationship between the variables of the study, Pearson Linear Correlation Coefficient is used. The results (table 4.3).shows that there is positive relationship between nature of hierarchical layer and nature of formalization .383, there is also a positive relationship of .312 between nature of formalization and organizational boundary. Similarly, a positive relationship, of .412 exist between organizational boundary and nature of hierachy. Concisely, there is positive relationship between nature of hierarchical layer and academic staff performance .246, also there is negative relationship between nature of formulization and academic staff performance -.424. Furthermore, table 4.3 indicated a positive relationship .457 between academic staff performance and organizational boundary. Similarly, the result indicated that there is no problem of Multicollinearity, hence none of the variables of the study has correlation coefficient of 0.9 and above.

Table 4 .3 Correlation Analysis Table

	NOH	NOF	OGB	ACC PERF
Nature of Hierarchical Layer (NOH)	1			
Nature Of Formalization (NOF)	.383**	1		
Organizational Boundary (OGB)	.412**	.312**	1	
ACADEMIS STAFF PERF (4)	.246**	.-424**	.457**	1

**. Correlation is significant at the 0.01 level (2-tailed).

Source: *Generated from SPSS, 21 Version*

4.4 Regression Analysis

To examine the effect of organizational structure and employee's performance, the study conducted a multiple regression analysis. Three (3) predicting variables including Nature of Hierarchical Layer (NOH), Nature of Formalization (NOF), Organizational Boundary (OGB) were used.

The regression result presented in table 4.5 shows a correlation coefficient of R=.790 meaning that the predictor variable (organizational structure) was able to predict 79% of the predicated variable (employee performance) of the study. While R^2 of .52 implies that predicting variables (NOH, NOF, OGB) under the study were able to account or explain 52% variance in the dependent variable (performance), while the

remaining 48% was not captured by this study. The results also show adjusted R^2 of .75 which implies that organizational structure was able to explain 75% variation in the academic staff performance. The significant F.test of (17.990, p<0.000) signifies that the overall significant prediction of independent variables to the dependent variable, this further implies that, p value of 0.000 the model fitness in regressing the relationship between organizational structure and academic staff performance.

Based on the result from table 4.5 nature of hierarchy (NOH) is the variable that best predict the employee performance with the following values (β=.269, t=5.259, p value = 0.000 and ∞ = 0.05). The next vital predictor in order of importance is the nature of formalization (NOF) (β=.052, t=2.485, p value = 0.014 and ∞ = 0.05). However, organizational boundary (OGB) found with (β=.055, t=1.185, p value = 0.235 and ∞ = 0.05).

Table 4. 5 Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	T	P. Value	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
	(Constant)	2.013	.200		10.044	.000		
	NOH	.269	.051	.293	5.259	.000	.905	1.105
	NOF	.055	.046	.068	1.189	.235	.862	1.160
	OGB	.082	.033	.146	2.485	.014	.818	1.223
	R	**.790**						
	R^2	**.52**						
	Adj. R^2	**.75**						
	R^2 Change	**.152**						
	F. Change	**17.99**						
Df 1	**173**							
Df 2	**179**							
	Sig.	**0.0000**						

a. Dependent Variable: EMPLOYEE PERFOR.

Source: Generated from SPSS, 21 Version

$$Y = 2.013 + .269NOH + .055\ NOF + .082\ OGB + \acute{\varepsilon}$$

4.5 Hypotheses Testing

Based on the result from table 4.3, the study hypotheses are tested as follows:

At 95% confidence level, α = 0.05 is statistically large enough when compared to p value = .000, hence it is accepted that hierarchical layer will have significant and positive relationship on academic staff performance in Yusuf Maitama Sule University, Kano. hypothesis 1 is therefore accepted.

However, in testing hypothesis 2 at 95% confidence level α = 0.05 is not statistically significant when compared with p value = .235, the study therefore rejected the hypothesis that nature of formalization will have no significant positive relationship on academic staff's performance in Yusuf Maitama Sule University, Kano.

Furthermore, at 95% confidence level α = 0.05 is statistically significant and large enough when compared to p value = .014. The study accepted that organizational boundary has significant and positive relationship on academic staff's performance in Yusuf Maitama Sule University, Kano. With this result hypothesis 3 is accepted.

4.6 Discussion of Findings

In trying to achieve the objective of the study, result shows positive relationship between nature of hierarchical layer and employee performance. Meaning that hierarchical structure of the university system improves academic staff's performance. However the finding is contrary to the assertion made by Funminiyi (2018), Okafor, Agbaeze and Obi, (2017) citing Nahm, (2003) and Ann, Nwankwere and Orga (2015) that lesser layer in organizational hierarchy/decentralization facilitates decision-making and facilitate employee performance.

The reason of the disagreement could be, previous studies were conducted in non-educational institutions where hierarchy is not much required, unlike in university system where hierarchy and seniority play an important role in administration

Nature of formalization is said to have no positive relationship with the academic staff performance, this result support the earlier finding of a study conducted by Fischer, Ferrier and Meurs (2019) that in context of low uncertainty organizational formalization is not necessary in providing structures that will increase performance, but may increase constraints on discretionary behavior. The point to note is that employees in the study area are skeptical, looking at the bureaucratic procedures involves in decision-making. For example, it takes time before approval granted to attend a workshops, seminars or international conferences.

Furthermore, the study found that organizational boundary lead to employee efficiency, this finding explain how powers are shared, exercise and limited within a given scope. In university system a good example in how the university organizational structure spelt out the roles and functions of every department, faculty, senate and council each have powers and these powers are limited within a given boundary. Employees given chance to exercise his power within the boundary given to them increases their performance.

5. Conclusion and Recommendations

5.1 Conclusion

The main objective of the study is to examine the impact of organizational structure on employee performance in Yusuf Maitama Sule University. To achieve the objective of the study, questionnaires were distributed to 197 sampled respondents and 191 questionnaires were administered using SPSS. From the findings and summary results, the study concludes that; hierarchical layer is positively associated with employee performance in Yusuf Maitama Sule University, this provide basis for accepting the study alternate hypothesis. Similarly, the study concludes that organisational boundary is positively related with academic staff performance. The study concludes that nature of formalisation is not significantly correlated with academic staff performance in Yusuf Maitama Sule University.

5.2 Recommendations

Based on the findings from regression table, the study recommends that the university should maintain nature of hierarchy and organizational boundary at all times to ensure high performance of its academic staff. However, the study recommends that the University should not impose nature of formalization as it negatively affects academic staff performance.

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Collective Bargaining and Management Contract in Hospitality Industries: Issues in Contract for Industrial Feedings

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Abstract. This article examines the effect of collective bargaining on management contract in the hospitality industry. The data used for drawing inference was from reviewed literature. A qualitative and quantitative view of collective bargaining was taken from the dimensions of distributive bargaining, integrative bargaining, productivity bargaining and composite bargaining, whereas the management contract was seen from service and operations contract. The study adopted the stratified sampling technique in collecting its data. A total of 52 respondents were drawn from six (6) hotels in Port Harcourt. Spearman rank order correlation coefficient was the adopted statistical tool used in analyzing the collected data. The literature revealed that both the distributive and the productivity bargaining had more influence on the service contract, while the integrative and the composite bargaining had more influences on the operations contract as revealed by the statistical calculations. Therefore, the paper concluded that collective bargaining had influence on management contract.

Keywords: collective bargaining, integrative bargaining, productivity bargaining, management contract, supply-service contract.

1. Introduction

The requirement for a favourable workplace and welcoming connection between the three on-screen characters in industrial relations (labour, management and the government) and how best to advance and keep up worker job satisfaction and efficiency has drawn in the consideration of the management of both public and private organizations. This is on the grounds that; these factors are extremely urgent to the survival of each organization. A nearby look at these factors proposes that Labor-Management relation is a vital factor that may decide or impact alternate factors. One essential element of the components of an organization is varying interests. Each partner in an organization has his/her interest which ordinarily may contrast from other partner's interests.

The degree to which these interests are blended and fulfilled decides the degree to which the organizational condition or the workplace is favourable for collaboration and most extreme improved performance. These interests are frequently attained through collective bargaining - an instrument in labour/management relations which enables both management and employees to talk about issues and take joint choices that will guarantee the survival of the organization. Work improving approaches have always been for a collective good as there is general enthusiasm for an abnormal state of work.

Any company's employment relations system is shaped by its history and various socio-political, economic and technological forces both inside and outside the company. The lack of genuine, strong collective agreements has been an impediment to the improvement of a labour

relations system which has not yet mobilized the potentials of society in an optimal manner which will boost economy and promote social equality and progress in labour relations.

Collective bargaining is an industrial practice made to enhance harmony by mutual settlement of trade disputes between an employer and workers or their respective unions. The term collective bargaining is applied to the arrangement under which wages and conditions of employment are settled by a bargain in the form of an agreement made between employers or associations of employers and workers organizations. It includes all methods by which groups of workers and relevant employers come together to attempt to reach an agreement in matters under discussion by a process of negotiation, such matters are often regarded as constituting a challenge which generates into a competitive rivalry and usually the method of reaching a decision is compromise.

As Onusanya (2005:290) points out "in the wake of capitalism and the spread of industry, negotiation took a new turn more than ever before and as such, people must not fear to negotiate and negotiation must not be in fear". On Usanya's position clearly brings to mind the fact that bargaining and human existence are inseparable to an extent that where more than two persons are gathered, the next possible party is or should be bargaining. The justification for bargaining in society literally stands on the clear fact that conflict is an inevitable part of human existence and whenever it occurs, people need to find the best possible way or ways of settling such conflicts.

Interestingly, nowhere else is the above assertion more correct and prevalent than the workplace. Social relationships in the workplace are constantly fluid in such a way that conflict and bargaining can be rightly described as industrial bed fellows. In an attempt to defuse the generation of conflict, most societies have developed rules, institutions and procedures for the regulation of conflict. Some rules are prescribed by the state in various labour laws, other rules have been developed through agreements between employers and unions. These institutionalize the process of collective bargaining, which is accepted by many countries as being the best means of resolving conflict between employers and workers.

Management contract practice is a vital aspect in the hospitality industry that intends to gain a competitive advantage and value for money. A firm's procurement process is incomplete without an effective and efficient contract management practice. Cropper (2008) describes management contract as a document that include numerous concurrent agreements that address such matters as real property rights; intellectual property rights; hotels as financial assets; hotels as operating businesses; and the needs of owners, operators, and lenders. It also involves handling of issues that include errors, payment, specifications, policy specifications, as well as any changes that may result in the course of the contract execution.

Management contract term can be defined as the length of time that the agreement is to remain in effect. Both a commencement date and a termination date are usually specified in this provision. The commencement date may be either a specific date or it may be as of a certain occurrence, such as the date the hotel officially opens for business. Whatever the certain occurrence may be, the parties to the contract must be careful to define it clearly. The contract term may consist of an initial term and one or more renewal terms that extend the total length of the agreement.

The hospitality business is a general gathering of organizations that provide services to clients. It's centered around the fulfillment of clients and giving explicit encounters to them. The hospitality business is one of a kind since it depends so intensely on optional salary and available time. The multibillion-dollar hospitality industry has three essential regions. The primary region is accommodations, which incorporates hotels, motels, and their likes. The second region is food and beverages, which includes eateries, junk food chains, and different foundations that give nourishment and refreshments, and the last zone of the hospitality business is travel and the tourism, which

incorporates carriers, prepares, and voyage ships.

The different zones of the hospitality business have one basic center: the client. As noted before, the hospitality business gives benefits that individuals use when they have available time and additional cash, in this manner giving highly satisfying services to customers.

The proper execution of a hotel management contract between the owner and the operator is a critical step in the development of a successful hotel venture. In today's highly competitive environment, operators are keen to "seal the deal" as quickly as possible, sometimes overpromising performance results. Owners, however, are now more aware and knowledgeable, wanting to safeguard their investment by understanding the management contract terms and conditions thoroughly prior to signing. Management contract entails a process of efficient and systematic management of contract creation, implementation, and analysis in order to maximize financial and operational performance, as well as minimize risks. Therefore, this paper will examine collective bargaining and its relationship on management contract in the hospitality industry with focus on Hotels in Port Harcourt.

2. Literature Review

2.1 The Concept of Collective Bargaining

According to Diali (2007), the term collective bargaining was originated by Webb and Webb described the process of agreeing terms and conditions of employment through representatives of employers (and possibly their associations) and representatives of employees (and probably their unions). Diali (2007) further posits that collective bargaining is the process whereby representatives of employers and employees jointly determine and regulate decisions pertaining to both substantive and procedural matters within the employment relationship. The outcome of this process is the collective agreement.

Collective bargaining defined as a social process that continually turns disagreements into agreements in an orderly fashion. According to Armstrong & Tayor (2014), Collective bargaining is the establishment by negotiation and discussion of agreement on matters of mutual concern to employers and unions covering the employment relationship and terms and conditions of employment. It therefore provides a framework within which the views of management and unions about disputed matters that could lead to industrial disorder can be considered, with the aim of eliminating the causes of the disorder.

Collective bargaining has been noted to help promote cooperation and mutual understanding between workers and management by providing a framework for dealing with industrial relations issues without resort to strike and lockouts. Collective bargaining is central to any industrial relations system since it is a tool through which regulated flexibility is achieved (Godfrey et al., 2007). According to Cole (2005) the process of negotiating collective agreement does not occur in a vacuum. The aim of the process, is to achieve a workable relationship with management, found on mutual respect, in which tangible benefits are realized on agreed terms and not just on management's whim.

Collective bargaining is at the heart of trade unionism and industrial relations. Generally, Collective bargaining rests on four fundamental principles. First is the principle of collectivism as opposed to individualism that together there can be purposeful achievement. This means that the numerous workplace problems facing workers can be best resolved by trade unions. The second principle is cooperation as opposed to competition. The third is solidarity as opposed to survival of the fittest. The fourth principle underlying collective bargaining is economic and social justice and fairness or equity (Budd et al, 2008).

Collective bargaining as one of the processes of industrial relations performs a variety of functions in work relations. It could be viewed as a means of industrial jurisprudence as well as a form of industrial democracy. It is a means for

resolving workplace conflict between labour and management as well as the determination of terms and conditions of employment. Davey (1972) views collective bargaining as "a continuing institutional relationship between an employer entity (government or private) and labour organization (union or association) representing exclusively a defined group of employees of said employer (appropriate bargaining unit) concerned with the negotiation, administration, interpretation and enforcement of written agreements covering joint understanding as to wages/salaries, rates of pay, hours of work and other conditions of employment". International Labour Organisation (ILO) (1960) views "collective bargaining as negotiations about working conditions and terms of employment between an employer, a group of employers or one or more employers" organization, on the one hand and one or more representative workers organization on the other, with a view to reaching agreement.

2.2 Dimensions of Collective Bargaining

Distributive Bargaining

The earliest form of bargaining was distributive or conjunctive bargaining in which the parties used to 'bargain' to distribute the existing 'cake' in the organisation. It created 'win' or 'lose' situations, where the loss of one is equivalent to the gain of the other. The distributive bargaining does not resolve the problems of workplace functioning, because the primary concern for both the parties is to maximize their respective gains at the cost of each other. In this bargaining the preoccupation is with wage rates, working conditions, concessions to labour. It is a one-way process. The union takes, the management gives, as demands are accepted in terms of 'factors such as cost of living index, ability to pay, regional practices, awards, precedents, dictates of union pressures, price to be paid to buy peace.

Integrative Bargaining

The integrative bargaining has no answer when the organisation is facing recession and the economic health of the industry is itself under threat. After the new industrial policy of liberalisation, competitiveness, market economy, arrival of multinationals, many industries are facing recession which is pushing labour and management into each other's arms in a bid for survival. In other words, labour and management have no option but to integrate their interest for surviving the crisis.

Productivity Bargaining

According to Joseph (2015), productivity bargaining is a process of negotiation in which labour improve productive efficiency and management increases the rewards. Productivity bargaining links workers' wages and monetary benefits with productivity. There is a corresponding increase or decrease in wages and benefits in relation to a standard productivity index/output. It is a win-win situation as management offers high rewards to workers' response in terms of greater effort, leading to lower or static unit labour cost. The provisions of productivity agreement ideally seek to remove irritants in the work environment and provide an opportunity to restructure collective relations by shifting the emphasis from confrontation and containment of conflict to constructive involvement and cooperation on a continuing basis (Akhaukwa, Maru & Byaruhanga, 2013).

Composite Bargaining

Akhaukwa, Maru & Byaruhanga (2013) comparatively asserted that composite bargaining is of recent origin. Furthermore, they proposed that in this bargaining, unions not only bargain on monetary issues but also negotiate on work norms, manning standards, sub-contracting practices, environmental and health hazards, recruitment and promotion patterns etc. By bargaining over manning standards, unions do not only try to ensure against upward workload revision, they also strive to maintain employment levels for the future.

2.3 The Concept of Management Contract

Kakwezi (2012) defines management contract as an arrangement under which operational control

of an organization is vested by contract in a separate enterprise that performs the necessary managerial functions in return for a fee. Management contracts involve not just selling a method of doing things but involve actually doing them. A management contract can involve a wide range of functions, such as technical operation and of a production facility, management of personnel, accounting, marketing services and training.

As Uher and Davenport (2009) noted, a businessman who owns several companies, cannot distribute his attention amongst every minute details of his companies. He needs some expert assistance with his work so he can concentrate on broader aspects. This assistance can be provided by the contract management companies and specified in the management contract. On hiring such companies, the owner will have more time to concentrate on the expansion of the business rather than day-to-day working of the companies. The businessman can distribute some of his basic responsibilities to these management companies such as recruitment, deployment and retention. It also involves practical monitoring, management and review of terms of contract established through the process of procurement, ensuring delivery is done appropriately. Contract management activities aim at ensuring that parties comply with the contractual terms and conditions, as well as documenting and accepting any necessary changes in the contract execution.

Since contract management is a process, it involves certain activities necessary to accomplish in order to realize its benefits. Common contract management practices include contractor monitoring and acceptance management; managing the contractor relationship; contract administration; dispute resolution; and contract closure. Contractor monitoring and acceptance management is about ensuring that the contractor is undertaking his duties and fulfilling his obligations in compliance with the contract. This also is helpful to the contracting authority in identifying any issues or problems in advance that could arise and offer timely solutions.

Entering into a management contracts might lead to difficulties and problems for the business owners. By entering into such agreements, businesses are risking their privacy. When a businessman handover his company's management to a third party, he may enter into confidential disputes. These contracts make the business expose to ethical breaches, fraud and public exposer. The information of the other contracts made by the business is also available to the management contract companies. Since their responsibilities ranges from price negotiation to stock control, they have full information about the vendors. Management responsibilities include record of all employees, their personal information and payments procedures. Management contract companies have the information of the business finance also. This puts the business in a vulnerable position (Cropper, 2008).

Blazey (2009) asserts that Hotel management contract is a written agreement between the owner and the operator of the hotel. The base of this relationship is that the operator handles the day-to-day working of the hotel and takes up all the additional responsibilities such as maintenance, front office, housekeeping, handling food and beverages and sale. The management contract company has the power to recruit and fire the employees. The owner will authorize and pay for the capital project of the hotel but the responsibility of it is assigned to the operator. The hotel management contracts can be lengthy and complicated and the negotiation of this agreement focusing the power of the owner and the rights of the operator. The initial draft is offered by the prospective operator. It usually is in favour of the operator so that operator can seek a long-term contract. It doesn't want any interference from the owner but at the same time wants continuous supply of investment for the expansion and growth of the project.

Furthermore, he noted the elements of hotel management contract as:
- Terms and conditions of the agreement
- Length and durability of the agreement
- Procedure for early termination by either party of the contract

- Insurance policies of the hotel and its fixed assets
- Management company ownership or investment required
- Contract terms in the event of sale of the hotel
- Incentive fees earned or penalties assessed related to operating performance
- The exclusivity of the management company
- Status of the employees

2.4 Collective Bargaining and Management Contract

2.4.1 Collective Bargaining and Supply-Service Contract

Collective bargaining had been noted to help promote cooperation and mutual understanding between workers and management by providing a framework for dealing with industrial relations issues without resort to strike and lockouts which hinders service delivery as proposed by the parties involved in the management contract. According to Gomez-Mejia et al (2003), fair and legal process would often result in successful collective bargaining, maintenance of industrial discipline and peace (distributive bargaining). In the same vein, Adewole and Adebola (2010) asserted that frequent outbreak of industrial conflicts between employers and employees could be effectively managed through collective negotiation and consultation with the workers' representatives.

One source of conflict, concerns the degree of worker control over their pay and working conditions. Labour market segmentation theorists argued that the structure of internal labour markets was the result of a struggle between employers and unions over the control of work – for example, over technologies and skill demarcations (productivity bargaining) (Rubery 1978; Grimshaw and Rubery 1998); and often served as a successful strategy by employers to control or marginalize union control on the shop floor (Stone, 1974). Thus, while performance may be improved under cooperative workplace initiatives, this is argued to often be at the expense of worker power, associated with reduced job security, work intensification, and increased 'capture' of gains from productivity improvements by management and owners (productivity bargaining) (Parker and Slaughter 1988; Kelly, 2004).

Though, there have been few studies that focus on the application of collective bargaining (Morrow and McElroy, 2006; Nurse and Devonish, 2007), Jensen and Rässler (2007) study indicated that effects of collective bargaining on wages and firm performance have received a great deal of interest. They noted this form of collective bargaining as the distributive dimension. In their work, it was established that distributive bargaining has a significant influence on the quality of service rendered in an organization. While Traxler and Brandl (2011) study showed that collective bargaining institutions had little or no impact on employment performance in the OECD countries. These empirical evidences showed mixed results that are inconclusive. Literature also decried limited scholarly contribution on industrial relations from developing nations especially the African continent (Budhwar, 2003; Wood and Dibben, 2006; Wood, 2008).

2.5 Collective Bargaining and Operational Management

Gomez et al. (2003), explains that parties are said to be showing good faith in bargaining when; they are willing to meet and confer with each other at a reasonable time and place; they are willing to negotiate over wages, hour and conditions of employment; they sign a written contract that formalizes their agreement and binds them to it; and each party gives the other adequate notice of termination or modification of the labour agreement before it expires (composite bargaining). Similarly, there should also be genuine willingness on the part of the parties to 'give and take' at the bargaining table, cooperation and consideration of fairness under the process (composite bargaining) as this influences the operations on the particular project or job.

Cole (2002) explains that, the process of negotiating collective agreement does not occur in a vacuum. The aim of the process, so far as

employees' representatives are concerned, is to achieve a workable relationship with management, found on mutual respect, in which tangible benefits are realized on agreed terms and not just on management's whim (composite bargaining). On their part, management representatives see collective bargaining as one method of attaining corporate objectives relating to pay and conduct of employee relations (integrative bargaining). Collective bargaining is therefore a rational process in which appeal to facts and to logic reconciles conflicting interests in the light of common interest of both parties for effective and efficient running of the organization or process (Bendix, 2001).

Hence, the application of the agreed set of rules to govern the substantive and the procedural terms of employment relationship between the employer and employee will influence industrial relations environment. The amount of trust built up between management and the trade union representatives, in particular, and management and workforce generally, during the process is a major factor in the quality of industrial relations. Where the trust is high, it is less likely that one side or the other will resort to sanctions (Cole, 2002).

Johnstone et al. (2004) revealed that lack of feedback, trust and accountability created tensions between the union representative and employees, hence denting credibility of the process (composite bargaining). This can also happen when the employer refuses to engage in meaningful bargaining (poor integrative bargaining), by making the first offers, final offers and impose changes in terms and conditions rather than negotiate over them as reported in the study by Gall, (2007) on bad faith bargaining. The study further pointed out that, alternatively, the reluctant employer could engage in "hard-nosed" bargaining where any concessions to the union are self-financing, whereby pay rises are only granted if workforce productivity is increased through redundancies, not filling vacant posts or longer working hours.

Gatchalian (1998) suggest that the negotiations should end up without anyone "losing face", feeling bitter and humiliated, or being personally aggrieved (integrative bargaining). Otherwise the process can develop into a personal confrontation, with each side forgetting the real issues and the main objective. Collective bargaining process is thus expected to be fair and legal, and should take place in an environment of trust in order for parties to achieve a workable relationship for easy operations of the facility management. Collective bargaining process is therefore expected to affect management contract. The literature shows that collective bargaining process influences the quality of services rendered through enhanced performance from already reached agreement in the management contract.

3. Methodology and Conclusion

The population of this study is the accessible components of the census normally established in numbers (Baridam, 2001). For this study, our population is the total number of 4 hotels in Port Harcourt was understudied. The researcher used the stratified sampling technique. 10 employees from each hotel were selected. This gave the researcher an accessible population of 60 respondents at the various understudied hotels.

Table 1: Table showing Population distribution

S/N	Stratum	Hotels	Respondents
1	Aba Road (Rumuomasi, Stadium Road, Mile 1)	Savannah, DMatel, Protea	30
2	Oluobasanjo (Waterlines, Oluobasanjo, GRA)	Beverly Hills, Brooklyn, Visa Carina	30
			60

A total of 60 employees in the hotels in Port Harcourt were sampled.
The researcher determined the sample size using the Taro Yamene's formula.
n = N

$$1 + N(e^2)$$

Where,
N = Population
n = Sample size sought
e = level of significance (0.05)

$$n = \frac{N}{1 + N(e^2)}$$

$$n = \frac{60}{1 + 60\ (0.05^2)}$$

= 52 employees are to be sampled.

For this study population of 60 employees were drawn from 4 hotels in 2 strata with 3hotels in each stratum in Port Harcourt through stratified sampling technique. 10 employees were selected from each hotel. In stratified sampling, the researcher deliberately selects the sampling units that are to be included in the study because he/she feels that they are representative of the target population (Baridam, 2001).
In analyzing the information for in this study, we will classify collected data into different groups with the aid of tables. This analysis is done using percentages and result adequately interpreted. The Spearman Rank Order Correlation Coefficient will be used in testing the stated hypotheses through the use of statistical package for social sciences (SPSS). The reason for choosing the Spearman Rank Order Correlation Coefficient as the statistical tool is because the research questions were asked in the ordinal form.

4. Data Analysis

The research hypotheses which were stated earlier in chapter one was tested with the help of responses from the questionnaires. The research hypotheses are here related and analyzed.

The formulated hypotheses will be tested in five step procedures, they are as follow:

- Formulation of hypothesis
- Identification of test statistics
- Formulation of decision rule
- Computation of the value of the test statistics
- Making a decision and interpretation.

4.1 The Rule for Decision Making

The decision for accepting or rejecting the stated hypotheses is based on the benchmark provided below as adapted from Guilford's scale (1956) as cited in Irving (2005).
r< .20 – slight correlation and negligible
.20 - .40 – low correlation/small relationship
.40 - .70 – moderate correlation/substantial relationship
.70 - .90 – high correlation/marked relationship
.90 and above – very high correlation/very dependable
Invariably, when the value of r < .20 is the benchmark for accepting null hypothesis; r $\geq$.20 is for rejecting null hypothesis.

Hypothesis 1

Ho_1: There is no significant relationship between integrative bargaining (INBAG) and supplier contract (SUPCT) in the hospitality industry.
The test statistics used in testing the above hypothesis is the spearman's rank order correlation coefficient. The computation of the value of the test statistics as done using SPSS is represented in the table below.

Table 2: Spearman rank order calculation
Correlations

			INBAG	SUPCT
Spearman's rho	INBAG	Correlation Coefficient	1.000	.560**
		Sig. (2-tailed)	.	.000
		N	52	52
	SUPCT	Correlation Coefficient	.560**	1.000
		Sig. (2-tailed)	.000	.
		N	52	52

**. Correlation is significant at the 0.01 level (2-tailed).
Source: *Survey data, 2018.*

The statistics gave an r value of 0.560 which it gives from our scaled list a highly marked correlation between the variables under investigation. The probability value from the table is 0.000, which implies that the variables are statistically significant. Therefore, we can reject the null hypothesis which states that "there is no significant relationship between integrative bargaining (INBAG) and supplier contract (SUPCT) in the hospitality industry in Port Harcourt", and accept the alternative hypothesis, "there is significant relationship between integrative bargaining (INBAG) and supplier contract (SUPCT) in the hospitality industry in Port Harcourt''.

Hypothesis 2

Ho_2: There is no significant relationship between integrative bargaining (INBAG) and operational management (OPMGT) in the hospitality industry in Port Harcourt.
The table below shows the computed value for the above hypothesis using Spearman rank order correlation coefficient through SPSS.

Table 3: Spearman rank order calculation
Correlations

			INBAG	OPMGT
Spearman's rho	INBAG	Correlation Coefficient	1.000	.630**
		Sig. (2-tailed)	.	.000
		N	52	52
	OPMGT	Correlation Coefficient	.630**	1.000
		Sig. (2-tailed)	.000	.
		N	52	52

**. Correlation is significant at the 0.01 level (2-tailed).
Source: Survey data, 2018.

The statistics gave an r value of 0.630 which it gives from our scaled list a substantial correlation between the variables under investigation. The probability value from the table is 0.000, which implies that the variables are statistically significant. Therefore, we can reject the null hypothesis which states that "there is no significant relationship between integrative bargaining (INBAG) and operational management (OPMGT) in the hospitality industry in Port Harcourt", and accept the alternative hypothesis, "there is

significant relationship between integrative bargaining (INBAG) and operational management (OPMGT) in the hospitality industry in Port Harcourt''.

Hypothesis 3

Ho_3: There is no significant relationship between composite bargaining (CMBAG) and supplier contract (SUPCT) in the hospitality industry in Port Harcourt.

The table below shows the computed value for the above hypothesis using Spearman rank order correlation coefficient through SPSS.

Table 4: Spearman rank order calculation

Correlations

			CMBAG	SUPCT
Spearman's rho	CMBAG	Correlation Coefficient	1.000	.570**
		Sig. (2-tailed)	.	.000
		N	52	52
	SUPCT	Correlation Coefficient	.570**	1.000
		Sig. (2-tailed)	.000	.
		N	52	52

**. Correlation is significant at the 0.01 level (2-tailed).

Source: *Survey data, 2018.*

The statistics gave an r value of 0.570 which it gives from our scaled list a substantial correlation between the variables under investigation. The probability value from the table is 0.000, which implies that the variables are statistically significant. Therefore, we can reject the null hypothesis which states that "there is no significant relationship between composite bargaining (CMBAG) and supplier contract (SUPCT) in the hospitality industry in Port Harcourt", and accept the alternative hypothesis, "there is significant relationship between composite bargaining (CMBAG) and supplier contract (SUPCT) in the hospitality industry in Port Harcourt''.

Hypothesis 4

Ho_4: There is no significant relationship between composite bargaining (CMBAG) and operational management (OPMGT) in the hospitality industryin Port Harcourt.

The table below shows the computed value for the above hypothesis using Spearman rank order correlation coefficient through SPSS.

Table 5: Spearman rank order calculation

Correlations

			CMBAG	OPMGT
Spearman's rho	CMBAG	Correlation Coefficient	1.000	.610**
		Sig. (2-tailed)	.	.000
		N	52	52
	OPMGT	Correlation Coefficient	.610**	1.000
		Sig. (2-tailed)	.000	.
		N	52	52

**. Correlation is significant at the 0.01 level (2-tailed).

Source: *Survey data, 2018.*

The statistics gave an r value of 0.610 which it gives from our scaled list a substantial correlation between the variables under investigation. The probability value from the table is 0.000, which implies that the variables are statistically significant. Therefore, we can reject the null hypothesis which states that "there is no significant relationship between composite bargaining (CMBAG) and operational management (OPMGT) in the hospitality industry in Port Harcourt", and accept the alternative hypothesis, "there is significant relationship between composite bargaining (CMBAG) and operational management (OPMGT) in the hospitality industry in Port Harcourt''.

The following discuss were seen from the research analysis:

- Integrative bargaining had a significant and positive correlation on both service contract and operation management in the studied hospitality industry.
- In like manner, composite bargaining had positive influence on both service contract and operation management in the hospitality industry.

5. Conclusion

This study investigated collective bargaining and management contract in the hospitality industry in Port Harcourt. Collective bargaining was seen from the dimensions of integrative bargaining and composite bargaining as focus, while management contract was looked at from the measures of service contract and operations management. The findings from this study provided better understanding of the process underlying the impact of collective bargaining on management contract outcome. The result proved that collective bargaining from the dimensions of integrative and composite had more influence on the operations management of the management contract (as seen from the quantitative analysis), whereas both the distributive and the productivity bargaining had more influence on the service delivery contract as seen from the reviewed literatures. These are likely due to the fact that the distributive bargaining hammers more on the wages which directly affects the worker, and in like manner, the productivity bargaining. The integrative and the composite bargaining dimensions hammer more on the management of the organization itself that is the likely reason its influence is more on the operational management contract measure. Therefore, it was reasonable to conclude that collective bargaining positively impacts on management contract as the dimensions of collective bargaining were significantly influencing the measures of management contract.

6. Recommendations

The following recommendations were made based on the findings of this research:

- Hospitality industry should endeavor to strike a balance on the various agreements reached with her employees as this will help enhance her operation.
- Integrative bargaining should be done for workers in the hospitality industry to improve their services rendered.

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Life Satisfaction and Personal Values as Mediators of Work Engagement and Turnover Intention among Medical Officers in South-West, Nigeria

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Abstract. Turnover intention among medical officers is a serious problem that could prove costly to healthcare services and the nation. Investigating the factors that could influence it is therefore a worthwhile undertaking. Consequently, this study examined life satisfaction and personal values as mediators of work engagement and turnover intention among medical officers in South-West, Nigeria. A sample of 397 medical officers made up of doctors and nurses was chosen from public hospitals in South-West Nigeria through the stratified random sampling technique. Instruments used for data collection were the Demographic Data Inventory (DDI), Satisfaction with Life Scale (SWLS), Personal Values Scale (PVS), Work Engagement Scale (WES), and Turnover Intention Scale – 6 (TIS-6). Four hypotheses were formulated and tested by means of simple linear regression analysis, Hayes' process model, and Pearson's rat the .05 level of significance. Results revealed a significant influence of work engagement on turnover intention (β = -.295, t = 14.275, p <.05), and significant mediating roles of life satisfaction (coeff. = .24, t = 8.40, p < .05) and personal values (coeff. = .24, t = 8.40, p < .05) in the influence of work engagement on turnover intention. There were significant relationships between life satisfaction and work engagement (r = .347, p < .05), personal values and work engagement (r = .162, p < .05), and life satisfaction and personal values (r = .127, p < .05) but non-significant relationship between personal values and turnover intention (r = .047, p > .05) among medical officers in South-West, Nigeria. It was subsequently recommended, among other things, that government should motivate medical officers in its employ in order to increase their life satisfaction.

Keywords: Life Satisfaction, Personal Values, Work Engagement, Turnover Intention, Medical Officers.

1. Introduction

All over the world, medical officers, specifically, doctors and nurses are the backbone hospital care and the health delivery system. Turnover among this category of people can therefore be detrimental to the provision of health services to patients (Snavely, 2016).Turnover among medical officers in healthcare is rampant and of serious concern. High turnover rate among employees hinders organizational performance due to the fact that employees are the major determinants of organizational performance and survival (Puteh & Arshad, 2015).Turnover intention as used in connection with employees refers to the likelihood of employees leaving their current jobs or organizations (Biswakarma, 2016). Turnover intention paves the way for the actual turnover behaviour in line with the theory of planned behaviour which avers that behaviour intention is a good predictor of actual behaviour (Ajzen, 1991). Turnover has been discovered to have high correlation with turnover behaviour by Herrbach, Mignonac and Gatignon (2004). In

effect, turnover intention is expected to predict turnover behaviour of workers.

There are various effects of high turnover in the healthcare sector which can affect both the employees and patient care. Examples of major costs associated with turnover include expenses of recruiting, selecting, and training of new employees, loss of knowledgeable and skilled manpower, and lower productivity (Maqbali, 2015; Yousaf, Sanders, & Abbas, 2015). Turnover of medical officers could also cause disruption to hospitals' operations, potentially leading to a decrease in patronage and loss of patients (Cascio & Boudreau, 2010). Retaining qualified and skilled medical officers may help hospitals maintain a stable workforce required for the effective healthcare delivery.

Some of the factors responsible for turnover behaviours among health workers in Nigeria include poor remuneration, dilapidating state of health and hospital facilities and poor conditions of Nigeria's health care (Odesola, Ojerinde, Isenyo, Itode, Babalola & Ede, 2019). This is evident in the exodus of many medical doctors and other health workers in the country to United Kingdom, Canada, Saudi Arabia, Kuwait, and other foreign countries in search of greener pastures. Quoting the president of the Nigerian Medical Association (NMA), they averred that 700 doctors leave Nigeria annually and that 60 doctors dump Lagos hospitals every six months. Turnover of qualified nurses also can have negative impact on the healthcare system and the medical profession as a whole. Almalki, Fitzgerald and Clark (2012) opined that nurse turnover can have adverse consequences on the capacity to meet patient needs and provide quality care. The consequences of high turnover of medical officers include instability in the employee group and long-term vacancy, an increased workload of for remaining employees and knowledge drain. Many Nigerian senior government officials and well-to-do individuals also do not help matters. At the slightest health complaint, they travel abroad for medical treatment or checkup. This is a clear indication that the Nigerian health system is deficient.

Perez (2008) identifies two types of turnover: Voluntary and involuntary turnover. He describes voluntary turnover as a situation in which an employee leaves his or her job in the organization by his or her will. Voluntary turnover has also been categorized into functional and dysfunctional turnover. Functional turnover refers to the resignation of poor performing employees, while dysfunctional turnover arises when effective or high performing employees leave the organization (Taylor, 1998). Dysfunctional turnover may be avoidable (for example, when caused by poor compensation or working conditions) or unavoidable (for example, when triggered by serious illness or death). Involuntary turnover can be described as a situation in which the leadership of an establishment forces workers out of the organization.

The need to minimize turnover intention among employees requires an understanding of the factors that could influence it. For example, an employee who is more loyal and committed to his or her organization is less likely to have turnover intention than another employee who does not feel any commitment to the organization. This leads the researcher to examine work engagement as a factor that could influence turnover intention among medical officers. As used in this context, the term "engagement" refers to involvement and commitment to an organization. Workers with high sense of engagement tend to be energetic and committed to their work. In other words, work engagement is connected to energy, commitment and efficiency which are the opposites of the three dimensions of burnout: Exhaustion, cynicism, and reduced accomplishment (Maslach & Leiter, 1997).Work engagement can also be viewed as a distinct concept that is negatively related to burnout. Schaufeli, Salanova, Gonzalez-Roma, and Bakker (2002) define it as a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption. Vigor refers to high levels of energy, effort, and mental resilience demonstrated by an employee at work; dedication refers to being strongly involved in one's work and experiencing a sense of significance, enthusiasm, inspiration, pride, and

challenge; while absorption is characterized by being fully concentrated such that time passes quickly and one has difficulties with detaching oneself from work.

Different researchers have identified several factors that could contribute to turnover intention among employees. These include demographic variables such as age, marital status, tenure, wage, position, and working department (Victoria & Olalekan, 2016); gender (Choong, Keh, Tan, & Tan, 2013); organizational justice (Ozturk, Eryesil, &Beduk, 2016); organizational climate (Thatcher, Stepnia, & Boyle, 2003); job stress (Jha, 2009); and job satisfaction (Bashir & Durrani, 2014). However, very few studies have investigated work engagement as an antecedent factor of turnover intention in Nigeria. According to Shuck and Wollard (2010), employees who are high on work engagement trait are those who are physically, cognitively, and emotionally connected with their jobs. Since these employees are more focused on their responsibilities and more emotionally attached to their tasks, they are more likely to have better job performance (Rich, Lepine, & Crawford, 2010; Bakker, Demerouti, & Sanz-Vergel, 2014). Logically, these employees are expected to have low turnover intention. Nevertheless several other variables could interfere in the relationship between work engagement and turnover intention. These may include the extent to which an employee is satisfied with his or her life and the values he or she holds dear.

Life satisfaction is a relative term that encompasses individuals' ability to earn decent living, maximize their potentials, and reach the highest possible positions in their choosing fields leading to attainment of a sense of self-fulfillment and personal accomplishment equivalent to Maslow's self-actualization paradigm. According to Maslow (1970), human needs are divergent and many ranging from the desire for basic necessities of life (physiological needs) through the desire for protection against threats and unsafe work conditions (security or safety needs), the desire to be loved and wanted in groups (affiliation needs), the desire for status, recognition, achievement, and confidence (esteem needs) to the pinnacle of needs which is the realization of one's full potential (self-actualization needs). The relevance of life satisfaction of medical officers to the effectiveness of the health delivery system cannot be over-emphasized because life satisfaction among doctors and nurses is crucial to the realization of the objectives of national health policies around the world. Life satisfaction refers to the extent to which individuals achieve self-fulfillment and feel satisfied about their achievements, standard of living, and accomplishments in life. One of the prominent determinants of life satisfaction is the nature and quality of daily experiences individuals derive at work (Wood & DeMenezes, 2008). Since life satisfaction of medical officers is crucial to the success of the health system, an investigation of the mediating role of this factor in the influence of work engagement on turnover intention among medical officers is very significant.

Personal values are the guiding principles in life and are critical organizational elements that can significantly affect employee and organizational performance. Schwartz's (1992) theory of basic human values is one of the most comprehensive and empirically grounded approaches to human values (Cieciuch, 2017). Personal values are considered to be desirable trans-situational goals, varying in importance and that serve as guiding principles in the life of a person or other social entity (Schwartz, 1994). This theory assumes that basic values form a universal, circular continuum and are organized in accordance with the motivation that they express. Relationships between motivations can be compatible, conflictual, or irrelevant to one another (Schwartz, 1992). Personal values are motivational since they provide direction and emotional intensity to action. This researcher posits that when an employee's personal values are in agreement with organizational values there would be positive work attitudes, greater work engagement, and other favourable organizational outcomes. On the other hand, when there is a clash between personal and organizational values, positive work attitudes, outcomes, and engagement would be less. Academic staff members of universities are

individuals upon whose shoulders higher education learning rests. The personal values of these people are reflected in their work behaviour and can impact on both organizational citizenship and work engagement. According to Arieli and Tenne-Gazit (2017), employees draw on their personal values in making decisions, choosing actions, and justifying their behaviour. The inability to live according to one's personal values in the workplace has been found to be positively related to job burnout (Retowski & Podsiadły, 2016) and negatively related to job satisfaction (Amos & Weathington, 2008). Hence, personal values are integrated into this study as a possible mediator of the influence of work engagement on turnover intention among medical officers in South-West, Nigeria. Besides, limited studies have been carried out on the effects of factors from positive psychology on turnover and turnover intention.

2. Hypotheses

- There is no significant influence of work engagement on turnover intention among medical officers in South-West, Nigeria.
- There is no significant mediating role of life satisfaction in the influence of work engagement on turnover intention among medical officers in South-West, Nigeria.
- There is no significant mediating role of personal values in the influence of work engagement on turnover intention among medical officers in South-West, Nigeria.
- There are no significant bivariate relationships between life satisfaction, personal values, work engagement, and turnover intention among medical officers in South-West, Nigeria.

3. Method

3.1 Design, Population, Sample, and Sampling Technique

Cross-sectional research design was adopted in this study. The study population comprises of 53,630 medical officers made up of 12,530 doctors and 37,570 nurses in public hospitals in South-West, Nigeria. The sample size was determined through the application of the Taro Yamane's formula which led to the selection of 397 medical personnel through stratified random sampling technique from the population divided into six strata according to the geopolitical arrangement of the six States making up South-West, Nigeria. These include Ekiti, Lagos, Ogun, Ondo, Osun, and Oyo States. However, the sample did not include staff from Olabisi Onabanjo University Teaching Hospital Sagamu where re-validation of the instruments was done.

3.2 Instruments

The instruments used for data collection in this investigation included the Demographic Data Inventory (DDI), Satisfaction with Life Scale (SWLS), Personal Values Scale (PVS), Work Engagement Scale (WES), and Turnover Intention Scale – 6 (TIS-6).

3.2.2 Satisfaction with Life Scale (SWLS)

The Satisfaction with Life Scale (SWLS) was developed by Diener, Emmons, Larsen, and Griffin (1985) as a general life success indicator. It consists of five positively worded items rated on a 7-point Likert-type scale with responses ranging from 1 = strongly disagree to 7 = strongly agree. Sample items on the scale are: "I am satisfied with my life" and "If I could live my life over, I would change almost nothing".

Pavot and Diener (1993) established the internal consistency and stability of the scale by reporting a Cronbach's alpha of .87 and a two-month test-retest stability coefficient of .82 for the SWLS. The convergent validity of the scale has been demonstrated by significant expected correlations with positive personality characteristics (Diener et al., 1985) while its discriminant validity has been supported by significant negative correlations with impulsivity and affect intensity (Pavot & Diener, 1993). To ensure that it is reliable in the present study, the instrument was administered on 20 medical personnel of the Olabisi Onabanjo University teaching hospital, Sagamu on two occasions and a coefficient of stability of .76 was observed.

3.2.3 Personal Values Scale (PVS)

The Personal Values Scale (PVS) was developed by Scott (1965) to measure personal values

using 12 sub-scales with four to six items per scale. The sub-scales measure the following: Intellectualism, kindness, social skills, loyalty, academic achievement, physical development, status, honesty, religiousness, self-control, creativity, and independence. The whole instrument is rated on a 3-point Likert-type scale with responses 1 = always dislike, 2 = depends on situation, and 3 = always admire. Sample items on the scale are: "Thinking and acting freely, without social restraints, and encouraging others to do likewise" and "Being able to get people to cooperate with you".

The developer reported reliability coefficients, using Cronbach's alpha, for the Personal Value Scale ranged from .80 to .89. Braithwaite (1979) reported comparable alpha reliability coefficients, ranging from .78 for independence and status to .92 for religiousness. In terms of validity, correlations between scores on the PVS and measures of religiosity and development were reasonably high, ranging from .66 to .81 respectively. Tammara (2013) also found that personal values significantly predicted perceived ethical work behaviour in the expected direction fairly well. In order to ensure the reliability of this instrument in the present study, the instrument was administered on 20 medical personnel of the Olabisi Onabanjo University teaching hospital, Sagamu on two occasions and a coefficient of stability of .83 was observed.

3.2.4 Work Engagement Scale (WES)

The Work Engagement Scale (WES) was developed by Angus and Robert (2017) as a standard measure of the three dimensions of work-engagement which form the sub-scales: Cognitive, emotional, and physical work engagement. The WES is a 5-point Likert-type instrument with 18 items. Responses on the scale range from 1 = strongly disagree to 5 = strongly agree. Sample items on the three sub-scales of the WES are: "I rarely think about time when I am working" (cognitive sub-scale), "I feel very good about the work that I do" (emotional sub-scale), and "I have a great deal of stamina for my work" (physical sub-scale).

Angus and Robert (2017) established the internal consistency reliability of the WES and reported Cronbach's alpha of .82, .79, and .87 for the cognitive work engagement, emotional work engagement, and physical work engagement sub-scales respectively, while the Cronbach's alpha for the scale as a whole was .84. They also demonstrated the construct validity of the WES through convergent and discriminant validation: Self-efficacy was found to have significant positive correlations with cognitive work engagement($r = .32$, $p < .001$), emotional work engagement ($r = .40$, $p < .001$), and physical work engagement ($r = .39$, $p < .001$), while turnover intention had significant negative correlations with emotional work engagement($r = -.29$, $p < .001$) and physical work engagement ($r = -.28$, $p < .001$), and a negative but non-significant correlation with cognitive work engagement ($r = -.14$, $p > .001$).

3.2.5 Turnover Intention Scale – 6 (TIS-6)

The Turnover Intention Scale – 6 (TIS-6) was developed by Michaels and Spector (1982) as a measure of the plan of an employee to leave his or her organization or job. It consists of six items in a 4-point Likert-type format with responses ranging from 1 = never to 4 = always. Sample items on the scale are "How often are you frustrated when not given the opportunity at work to achieve your personal work-related goals?" and "To what extent is your current job satisfying your personal needs?"A high score indicates stronger turnover intention, and the total score of all six items is an index of the respondent's turnover intention. Scores that are less than or equal to 15 indicate low turnover intention while scores that are greater than 15 point to high turnover intention.

The Cronbach's alpha for the TIS-6 was .75 (Wen, Zhang, Wang, & Tang, 2018). The validity of the scale was determined through item scrutiny: Items 1 and 6 were related to the intent to resign from the current job; items 2 and 3 were related to the motivation to search for other jobs; and items 4 and 5 were related to the probability of obtaining a new job (Wen et al., 2018). To ensure that it is reliable in the present study, the instrument was administered on 20 medical personnel of the Olabisi Onabanjo

University teaching hospital, Sagamu on two occasions and a coefficient of stability of .79 was observed.

3.3 Method of Data Analysis

The data collected were analyzed using appropriate statistics. Specifically, the first hypothesis was tested by means of simple linear regression analysis; the second and third hypotheses were analyzed by means of the Hayes' Process software; while the fourth hypothesis was tested using Pearson's correlation. All tests were carried out at the .05 level of significance.

4. Results

Hypothesis One

Ho1: There is no significant influence of work engagement on turnover intention among medical officers in South-West, Nigeria.

Table 1: Coefficients of the Simple Linear Regression Analysis for the Influence of Work Engagement on Turnover Intention

	B	Std Error	β	T	Sig.
(Constant)	2.688	6.583		16.048	.000
Work Engagement	-.093	.027	-.295	14.275	.000

Dependent Variable: Turnover Intention

Table 1 revealed significant results (β = -.295, t = 14.275, p <.05) leading to the rejection of the null hypothesis and the consequent upholding of the alternative hypothesis that there is a significant influence of work engagement on turnover intention among medical officers in South-West, Nigeria. Table 1 further revealed that the regression equation predicting turnover intention (denoted by Y) from work engagement (denoted by X) is as follows:

Y = -.093X + 2.688.

Hypothesis Two

Ho2: There is no significant mediating role of life satisfaction in the influence of work engagement on turnover intention among medical officers inSouth-West, Nigeria.

Table 2: Coefficients of the Regression Analysis for the Mediating Role of Life Satisfaction in the Influence of Work Engagement on Turnover Intention

Model	Coeff.	se	t	p	LLCI	ULCI
Constant	10.40	1.62	6.42	.00	7.21	13.60
Life Satisfaction	.24	.03	8.40	.00	.19	.30
Work Engagement	.26	.07	3.51	.00	.11	.40

Outcome Variable: Turnover Intention

Table 2 revealed significant results (coeff. = .24, t = 8.40, p < .05); the null hypothesis was therefore rejected in favour of the alternative hypothesis leading to the conclusion that there was a significant mediating role of life satisfaction in the influence of work engagement on turnover intention among medical officers inSouth-West, Nigeria.

Hypothesis Three

Ho3: There is no significant mediating role of personal values in the influence of work engagement on turnover intention among medical officers in South-West, Nigeria.

Table 3: Coefficients of the Regression Analysis for the Mediating Role of Personal Values in the Influence of Work Engagement on Turnover Intention

Model	Coeff.	se	t	p	LLCI	ULCI
Constant	8.72	1.58	5.85	.00	6.84	32.06
Personal Values	.18	.04	7.18	.00	.16	.37
Work Engagement	.23	.06	5.24	.00	.11	.42

Outcome Variable: Turnover Intention

Table 3 revealed significant results (coeff. = .24, t = 8.40, $p < .05$); the null hypothesis was therefore rejected in favour of the alternative hypothesis leading to the conclusion that there was a significant mediating role of personal values in the influence of work engagement on turnover intention among medical officers in South-West, Nigeria.

Hypothesis Four

Ho4: There are no significant bivariate relationships between life satisfaction, personal values, work engagement, and turnover intention among medical officers in South-West, Nigeria.

Table 4: Correlation Matrix for the Relationships between Life Satisfaction, Personal Values, Work Engagement, and Turnover Intention

	Life Satisfaction	**Personal Values**	**Work Engagement**	**Turnover Intention**
Life Satisfaction	1.000	.127*	.349*	-.264*
Personal Values		1.000	.162*	.047
Work Engagement			1.000	-.295*
Turnover Intention				1.000

*Correlation is significant at 0.05 level (2-tailed)

Table 3 revealed both significant and non-significant results. The null hypothesis was partly upheld and partly rejected in favour of the alternative hypothesis. Specifically, there were significant positive relationships between life satisfaction and work engagement ($r = .347$, $p < .05$), personal values and work engagement ($r = .162$, $p < .05$), and life satisfaction and personal values ($r = .127$, $p < .05$). There were significant negative relationships between work engagement and turnover intention ($r = -.295$, $p < .05$). Finally, there was a non-significant positive relationship between personal values and turnover intention ($r = .047$, $p > .05$).

4. Conclusion

The need to address the alarming rate at which medical doctors and nurses dump the country for greener pastures abroad has necessitated an investigation of some variables that could be influencing turnover intention among this category of professionals with a view of stemming the tide. Consequently, the researcher examined life satisfaction and personal values as mediators of work engagement and turnover intention among medical officers in South-West, Nigeria. This study revealed a significant influence of work engagement on turnover intention, with work engagement inhibiting turnover intention as well as significant mediating roles of life satisfaction and personal values in the influence of work engagement on turnover intention among the medical officers.

Based on these findings and conclusion, the following recommendations are made:

(i) Government should introduce and implement policies designed to enhance work engagement among medical officers. This should include the establishment of good working conditions,

provision of medical equipment and facilities, increased funding of the health sector, and attractive pay packages for medical officers.

(ii) Government should ensure that medical officers on its payroll are sufficiently motivated in order to increase both their job satisfaction and life satisfaction. This could be achieved through regular payment of entitlements so that they could be able to fulfill their responsibilities.

(iii) Government should organize seminars and workshops on the ethics of the medical and nursing professions and harp on the development of positive human values such as kindness, care, and compassion.

(iv) This study should be replicated in the other five geo-political zones of Nigeria, namely, South-East, South-South, North-West, North-Central, and North-East in order to determine the external validity or generalizability of the findings. This will hopefully help the government to understand the state of turnover intention among medical officers in all parts of the country and adopt a comprehensive national policy to tackle the problem.

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Effect of Managerial Enacted Safety Policies and Employee Performance: A Study of Inna Galaxy Group, Owaza in Ukwa-West Local Government Area (L.G.A.) of Abia State, Nigeria.

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Abstract. The focuses on exploring the Effect of Managerial Enacted Safety Policies and Employee Performance: A Study Of Inna Galaxy Group Owaza, Ukwa-West L.G.A, Abia State, Nigeria while the specific objectives were to: Inspect the workers' awareness to the managerial enacted safety policies and their performance.. This study adopted survey design. There are two sources of data collection for this study. They are the primary and secondary sources. Questionnaire and interview guide were the two major instrument used for data collection which was structure in Likert scale format. The sum population for this study was 514 workers of Jima Galaxy Group .The sample size of 225 was determined using Taro Yemen formula for this study. The hypotheses were tested using chi-square (X^2) statistical technique at 0.05 level of significance. The study reveals that there is no vital relationship between the awareness of enacted managerial safety policies and employee's fulfillment and performance. The study recommended that management should enact policies and structures that will in no small gauge advance wellbeing and security of their workers. However, administration should make provisions for allocation of funds and invest more on her workers through security programs. Thus, such programs should gear towards incidents investigations, risk assessment gauges and reporting near misses.

Keywords: Managerial Enacted Safety Policies, Employee Performance.

1. Introduction

The attainment of organizational goals is of immerse important and is directly proportional to employees' health and safety (H & S). However, Health and safety policies and programs are concerned with protecting employees and other people affected by an organization's activities, products and services against hazards. With limited resources to help reduce occupational injuries, companies struggle with how to best focus these resources to achieve the greatest reduction in injuries for the optimal cost. Safety culture has been identified as a critical factor that sets the tone for importance of safety within an organization (OToole, 2002). It is believed that the formulation of polices with its implementations are solely responsibility of any government so as to make sure a safe working surroundings. As one of the vital roles of the government, the policies formulated ought to be re-visited adequately as it guarantees the safety of everyone within the work surroundings.

Okojie (2010), Idubor and Osiamoje (2013) contend that the penalties which was stipulated by the OHS law seems to be inefficient in Nigeria as the offenders of these laws are not being deterred by the said penalties. Thus, most

of the stipulated laws by OHS are out-dated and can no-longer stand as laws to serve the purpose they were instituted for especially on the current realities and challenges of OHS. For instance, there is no regulation that stipulated what the distance between most industries and manufacturing sectors that produces hazardous waste (saw mills) and some other business ventures like petrol stations and residential buildings. In the industrial areas, it is obvious to note that there is no specific law or regulation that severely specifies the distance between one factory and the other. To this effect, the reason why the OSH regulations are not being observed or carried out in Nigeria today is because of nun-functionalities of those regulations.

Although, some organizations especially those in developing countries like Nigeria still aim at maintaining or increasing productivity and profitability at the expense of employee health and safety thereby reducing employee job performance (Pollitt, 2011). With increasing industrialization and its consequent increase in industrial accidents and exposure to dangerous chemicals with their accompanying health implications for employees and others, the issue of health and safety management has become more pressing than ever. Diugwu et al (2012) opines that the OSH administration system could not work in Nigeria as a consequence of non-functionality of the stipulated regulations.. It is on this ground the paper seeks to explore the Effect of Managerial Enacted Safety Policies and Employee Performance: A Study of Inna Galaxy Group Owaza, Ukwa-West L.G.A, Abia State.

1.1 Statement of the Problem

Occupational health and safety (OHS) at the workplace is important, not only for maintaining workers health and wellbeing, but as enabler for poverty reduction through employment, productivity, and economic efficiency of a country.

Despite its benefit, there are some challenges associated to OHS in organization among others: The penalties which were stipulated by the OHS law seems to be inefficient in Nigeria as the offenders of these laws are not being deterred by the said penalties. Thus, most of the stipulated laws by OHS are out-dated and can no-longer stand as laws to serve the purpose they were instituted for especially on the current realities and challenges of OHS. It is obvious to note that there is no specific law or regulation that severely specifies the distance between one factory and the other.

It is pertinent that management and employer of labour in organizations should have moral obligation to reasonably care for their employees. The government of Nigeria should formulate statutory laws to regulate health and safety at the workplace and put certain parameter to ensure that these laws are kept by organizations. Appropriate health and safety practices can go a long way to minimize costs associated with employee injuries and illnesses and employee turnover and performance in organization.

1.2 Aims and Objectives of the Study

The general aim of this work is to evaluate the Effect of Managerial Enacted Safety Policies and Employee Performance: A Study of Inna Galaxy Group Owaza, Ukwa-West L.G.A, Abia State while the specific objectives are to inspect the workers' awareness to the managerial enacted safety policies and their performance.

1.3 Research Questions

To what extent has the managerial enacted safety policies affected workers performance?

1.4 Research Hypotheses

There is a vital relationship between the awareness of enacted managerial safety policies and employee's fulfillment and performance.

2. Literature Review

2.1 Concept of Safe Working Environment

As was seen in the works of Abraham Maslow's concept of needs theory, safety is one of the essential needs of man. Aswathapa (2004) opines that safety means to be free from risk of

occupational injuries. He sees employee safety as staying safe from any form of industrial accidents; it is a condition of being completely secured from hurt or injury of fatality from the workplaces.

Safety/Security policies are geared towards proper elimination or reduction of industrial hazards. Aswathapa in his views on managerial security goals which includes:

- Security of workers and the general public
- Security to be given much priority over unimportant problems.
- Involvement of the administration, managers, workers, supervisors and other implementation agencies in the development and implementation of security policy.

Kalejaiye (2013) sees occupational security and health as a scheme that guarantees health, security and well-being of the people at their designated workplaces. In most of the organized private sectors, agencies like trade unions and government agencies do monitor the level of managerial fulfillment (especially the industries/manufacturing sectors) on security policies, workers' compensations, law and standards as regards to wellbeing and security of the workers and others in the workplace.

However, due to incessant nature of occupational injuries and its prevalent diseases among the workers especially within the informal sectors and other small enterprises, Refei (2004) opines for uninterrupted attention from the government and other regulatory agencies/bodies over the problems of industrial security.

Dodo et; al, (2011) in their account opined that wellbeing and security administration plans should be channeled at promoting, maintaining physical, mental and social well-being of both the workers and other people within the working surroundings. Hughes and Ferret (2005) in their opinion pointed out some of the guidelines from National Council of Occupational Wellbeing and Safety Committee in their effort to control workplace hazards: Distinguishing between wellbeing and safety issue, the guideline conditions that security problems or hazard reasons immediate injuries such as crushing of hands, eye damages and broken bones. However, wellbeing hazards lead to acute illness which last for a longer period of time. They see and listed categorically the safety hazards as unguarded machines, naked wires, unbalances walk-ways surfaces which the wellbeing hazards include chemical which some of them appear in form of dust, gases and vapour. These chemicals have the tendency of causing fire outbreak; explosion and can affect most of the body organs. To make sure adequate safe working surroundings, there should be up to-date security policy and regulations which ought to be known to all workers.

2.1.1 Occupational Health and Safety Regulations

It is believed that the formulation of polices with its implementations are solely responsibility of any government so as to make sure a safe working surroundings. As one of the vital roles of the government, the policies formulated ought to be re-visited adequately as it guarantees the safety of everyone within the work surroundings.

Okojie (2010), Idubor and Osiamoje (2013) contend that the penalties which was stipulated by the OHS law seems to be inefficient in Nigeria as the offenders of these laws are not being deterred by the said penalties. Thus, most of the stipulated laws by OHS are out-dated and can no-longer stand as laws to serve the purpose they were instituted for especially on the current realities and challenges of OHS. For instance, there is no regulation that stipulated what the distance between most industries and manufacturing sectors that produces hazardous waste (saw mills) and some other business ventures like petrol stations and residential buildings. In the industrial areas, it is obvious to note that there is no specific law or regulation that severely specifies the distance between one factory and the other. To this effect, the reason why the OSH regulations are not being observed or carried out in Nigeria today is because of nun-functionalities of those regulations. Diugwu et al

(2012) opines that the OSH administration system could not work in Nigeria as a consequence of non-functionality of the stipulated regulations.

2.1.2 Managerial Role and Attitude to Health and Safety

Managerial roles towards promoting wellbeing and safety can be seen as security administration which is related to attitude, customs, perception, information, belief and values that the workers share within them as it regards to security. In the managerial structure, managers offer a direct link between the administration and to the workers for efficient downward and upwards communication of wellbeing and security. Manager at this point determines how wellbeing and security can be perceived by their workers by influencing the wellbeing and security customs of their organizations. The customs of an organization stands to be a mirror/reflection in which such organization operates. It (customs) talks or describes how, where, who, when and why such an organization operate the way it operates. To this effect, every worker within the organization needs to appreciate the importance of wellbeing and security customs.

Stranks (2000) views health and security as a main concern of the administration. The kind of attitude and approach which the administration employs towards accident prevention reflects in the supervising force of an organization. Base on this, employers should show maximum concern over accident prevention in their organizations. This is because when an employer fails to show concern that means no one else can because every step towards accident prevention applies to administration function.

Beach (2000) reviews that accident control program starts from administration efforts and it's being carried /demonstrated by the workers; this means that administration has to set an information together with control system where wellbeing and security acts can be traced and monitored while at the same time corrective gauges need to be in place.

Pantry, (1995) contends that administration ought to make sure that the due process is being followed by making the supervisors accountable for wellbeing and security acts in their designated work places. This can be made possible by the administration providing them with help, guidance and training they need to carry out their functions efficiently.

2.1.3 Implementation of Occupational Safety and Health Regulations in Nigeria.

The Factory Act Cap 126, laws of the federation of Nigeria 1990 allows the inspectorate department of the Federal Ministry of Labor and productivity to enforce the minimum standard requirements of the factories Act of 1990 in Nigeria. It also demanded for the implementation of and implementation of OSH gauges in the working surroundings, protect lives and properties, carryout the OSH awareness, inspection of the working surroundings and to monitor the level of fulfillment to all the OSH regulations.

However, the implementation processes also requires issuing of warning or notice to offenders, and when they fail to adapt to the corrective measure the lower level of implementation which includes the sealing of defaulting factories takes place. Consequently, it is quite unfortunate that this is not feasible in Nigeria due to several problems which may include under-estimation of resources that ought to be used for the exercise while the obtainable resources offered for the exercise are not properly utilized. Though sealing notices are always issued out to defaulters, such notices are not properly enforced by the regulatory agencies.

Adeogun and Okafor [2013] view that the level of wellbeing exposure to risks of workers in the working surroundings made it known to all and sundry that OSH laws are not properly enforced in Nigeria. This however calls for daily monitoring of work surroundings by the monitoring team and monthly reports to the federal ministry of Labor and productivity, but this has been on the contrary.

It is quite evident that most factories that operate in Nigeria today were denied of their operational approval by the regulatory agencies due to

security problems and bad location of those factories, yet most of these factories are still in operation for a number of years. Most a times, the regulatory and implementation officers do not carry out their responsibilities adequately possibly due to manpower. These responsibilities of the implementation officers in Nigeria have not been realistic due to lack of implementation officers.

According to UNICEF (2013) Nigeria is the most populous black nation in Africa that has not less than 170 million occupants. To this effect, inspection /monitoring officers are very few to adequately enforce the OSH regulations in Nigeria. Based on this, it can be seen that lack of implementation personnel's and administration pledge in ensuring the implementation of OSH regulations in Nigeria contributes to the failure and non-fulfillment to OSH regulations.

2.1.4 Fulfillment of Occupational Safety and Health Regulations in Nigeria

It is believed that the role of employers and workers towards ensuring safe work-surroundings can only be seen in the ability of both parties to comply with the security policy and regulations. Thus, as employers of labor make sure that there is adequate security policy and guidance and its policies in place, having regular training of their staff, efficient communication together with the availability of security equipment, workers on their own part have to make sure that they comply adequately to the guidelines offered on daily basis then fellow-up the managerial method. Thus, in the cause of the literature review, a number of key gaps were identified by the researcher. This include; lack of administration pledge as regards to occupational wellbeing and security which was overlooked, poor attitude of administration towards workers wellbeing and security and poor level of workers fulfillment to HSE regulations.

3. Research Method

This study will make use of the survey method. There are two sources of data collection for this study. They are the primary and secondary sources. The Primary data is the first hand information which includes eye witness while secondary data are information retrieved from other peoples' work/write ups. The data collected for this work was done through questionnaire and interview guide which was structure in Likert scale format. The sum population for this study was 514 workers of Jima Galaxy Group. The sample size of 225 was determined using Taro Yemen formula for this study. The hypotheses for the study were tested using chi-square (X^2) statistical technique.

4. Presentation of Data

Table 4.1 Return Rate of the Questionnaire

Questionnaire	**Number**	**Percentage %**
Questionnaire Return	210	93.3%
Questionnaire not Retrieved	15	6.7%
Sum	**225**	**100**

Field Data: 2018.

The table above shows that sums of 225 questionnaires was distributed to the respondents at Jima Glaxy Group, Owaza. Thus, sum of 210 questionnaire out of 225 were retrieved which represent 93.3% while 15 questionnaire which represents 6.7% were not retrieved. Base on the retrieved number of questionnaire, analysis shall be made.

4.2 Hypothesis One

Table 4.2: H_{01}: There is no vital relationship between the awareness of enacted managerial safety polices and employee productivity.

Question number 10 will be used to test the hypothesis 3.

Question 10: Do you believe that the awareness of your managerial enacted safety policies can help to increase an employee's productivity?

Observed and expected frequencies

Category	**Yes**	**No**	**Sum**
Administration staff	9(5.4)	-	9
Line	11(8.5)	3(5.5)	14
Managers/Supervisors Workers	107(113.1)	80(73.9)	187
Sum	**127**	**83**	**210**

Source: *Field work, 2018 210*

Fo	**Fe**	**Fo-fe**	**$(fo-fe)^2$**	**$\frac{(fo-fe)^2}{2}$**
9	5.4	3.6	12.96	2.4
-	-	-	-	-
11	8.5	2.5	6.25	0.74
3	5.5	-2.5	6.25	1.14
107	113	-6.1	37.21	0.33
80	73.9	6.1	37.21	0.50
Sum				**5.11**

Cal. X^2 = $(fo-fe)^2$
Fe = 5.11 _____
Thus, degree of freedom (d.f) is gotten by
= (C-1)(r-1)
= (2-1)(3-1)
1x2 = 2
Therefore, level of significance is 0.05
Decision: Accept Ho at 0.05 level of significance

Conclusion/interpretation:
Since the Cal X^2 = 5.11 is less than the Tab X^2 = 5.99, the null (Ho) hypothesis will be accepted. Therefore, there is no vital relationship between the awareness of the managerial enacted safety policies and employee productivity.

5. Discussion of Findings

They were also accessed on their awareness of the managerial enacted safety policies and its effect on the employee's productivity. Although the most of the respondents claimed to be aware of their managerial enacted safety policies, yet several industrial problems seems to be in their increase.

The problem that the organization has in terms of wellbeing and safety standard is that most of her workers are not trained on security practices while most incidents happened due to some factors which include; human errors, unsafe actions due to ignorance ,poor supervisions, lack of training, while most at times are technical flaws and work arrangements.

The researcher was able to conclude that every organization seeks to make her workplace better and safe surroundings for all her workers. The essence of this is to prevent certain ugly incidents that are likely to occur and take an employee's life. Employers of Jima Galaxy Group should issue to her workers orientations on the legislations that guides and govern the wellbeing and safety of the organization.

However, copies of these regulations/policies should be made obtainable to every employee and training should also be given to all her workers as regards to safety in order to have accident free work-surroundings.

There should be severe implementation of those obtainable safety policies and a review of these policies should be carried out so as to meet up with the needful of the safety department of the organization.
However, adapting to managerial security measures, its policies and its procedures will not only guarantee the workers their security alone but to their entire family members who basically depend on them.

6. Conclusion

The study reveals that there is no vital relationship between the awareness of enacted managerial safety polices and employee productivity. Administration should see it as obligation to enforce all enacted managerial security policies, policy and regulations of OHS into compliance. This is because OHS regulations cannot be comply with by the workers unless it is properly enforced. In order to make it a reality, organizations should set a befitting penalty /sanctions on any employee who fails to comply severely with the OHS policy and regulations. Consequently the researcher was able to find out that most ugly incidents that have happened within the organization under study were as a consequence of lackadaisical attitudes of the workers and managerial monitoring team.

7. Recommendations

- Administration should enact policies and structures that will in no small gauge advance wellbeing and security of their workers. However, administration should make provisions for allocation of funds and invest more on her workers through security programs. Thus, such programs should gear towards incidents investigations, risk assessment gauges and reporting near misses.
- Workers should also embrace and comply severely with the lay down policy and policies of their managerial security policy.

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Challenges and Prospect of E-Registration in Ahmadu Bello University, Zaria, Nigeria

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Abstract. E- Registration system allows students through the internet to register, drop, or add courses within the registration period, E-registration site can be accessed from anywhere with an internet connection. The education system requires a great amount of data and documentation, and this e-registration solution allows institutions to focus less on processing paperwork and more on what matters most such as meeting the educational needs of their students by having a cost-efficient, secure registration process that allows for easy access to student's files. Many institutions in Nigeria have recognized the powerful transformational potential of portals and have developed and implemented their own. One of such is the portal of Ahmadu Bello University, Zaria. This paper tries to examine challenges and prospect of e–registration in Ahmadu Bello University, Zaria. The research relies on a quantitative analysis of the results gathered through questionnaire survey. The finding indicates that students faced some challenges during e-registration.

Keywords: E- Registration, Students, Challenges, Prospect, Ahmadu Bello University, Zaria

1. Introduction

The rapid change of technology effect almost all area of life, this changes necessitate universities and other tertiary institutions to change their registration system from offline or conversional system to e-registration. E- Registration system allows students through the internet to register, drop, or add courses within the registration period, E-registration site can be accessed from anywhere with an internet connection. The education system requires a great amount of data and documentation, and this e-registration solution allows institutions to focus less on processing paperwork and more on what matters most such as meeting the educational needs of their students by having a cost-efficient, secure registration process that allows for easy access to student's files. Many institutions in Nigeria have recognized the powerful transformational potential of portals and have developed and implemented their own. One of such is the portal of Ahmadu Bello University, Zaria. E-registration or online registration have lot of advantage to university and students, it reduced paper work and save time among others. Despite the advantages of online registration, students yet face some challenges. This study is aim at examining the challenges and prospect of e-registration at Ahmadu Bello University, Zaria.

2. Statement of the Problem

Electronic registration emerged because of the problems associated with manual handling of registration and student records. Such problems included mismanagement of students' academic records, mismanagement of courses registered for, etc. This is irrespective of several efforts to improve on manual registration in the University. It should be noted that in Africa, governments, corporate bodies and academic institutions decided to adopt e-solution in order to overcome the problems of manual operations.

This relates to the position by Sore (2005), who pointed out that e-government and associated paraphernalia were ways of getting things done electronically to overcome manual problems. This exactly is the rationale behind the creation of Ahmadu Bello Univerty, portal. Since the portal was created, students and staff have been using it; it is considered important to examine its level of acceptance and use for registration by the students of the university. Despite the enamors importance of the portal/e-registration students have issues in the process of registration or in accessing the portal. This study will provide a framework for the challenges and prospect of online registration at Ahmadu Bello university.

3. Literature Review

3.1 E-Registration:

E-registration is a system that could easily manage its student body while also providing added bonuses, with a main goal being to ease the transfer of information. The education system requires a tremendous amount of data and documentation, and this e-registration solution allows institutions to focus less on processing paperwork and more on what matters most meeting the educational needs of their students by having a cost-efficient, secure registration process that allows for easy access to student files (Olasina, 2011). Portals are supposed to provide an infrastructure through which end-users can gain effective access to information sources needed to assist in daily tasks such as effective decision making, planning and research (Brakel, 2003). Furthermore, Pena-Lopez (2007) describes a web portal as a site that functions as a point of access to information on the World Wide Web and portals present information from diverse sources.

Scope of e-registration include programmes which will contain a detailed information of the students since first date of enrolment and up to the graduation day including all student information and procedures required by the students during study semesters. (Olasina, 2011).

Lakos (2004), gives the key principles that should govern a portal rollout. These are:

Simplicity: This means that users want a simple and clear web environment.
Dependability: This means that the site and its contents should be available always and should be predictable.
Quantifiable value: Users should feel self-sufficient and realize added value from using the portal.
Personalization: the portal should be in a way that users can be able to change the site to their personal preferences.
Systematic management: long term success requires a systematic approach and long term commitment.

Adeyegbe (2007), argues that apart from the supply and configuration of hardware, there are other considerations as far as the system design and operation were concerned. First, the system had to be robust and self-validating, to reduce errors to the barest minimum. Secondly, the system should also be flexible as far as the mode of registration of school candidates (availability of offline or online options) is concerned. Thirdly, it should have an assurance of the security of the network, application, database and payment system. Fourthly, the system should have unified integration of the infrastructure with the existing resources.

Another consideration is that the system should have scalability and compliance of the architecture to ensure that it would be capable of handling future increases in volume of data and procedural changes. The system should also be user-friendly, easy to follow instructions worded in simple, precise language with help line support, eliminating the need for students to visit Offices to resolve any difficulties related to e-registration.

E-registration provides information in a real-time, electronic format that allows confirmation of students` enrolment status; Students are also able to find and schedule more of the courses

they need; it is used as confirmation of a student's intent to remain enrolled for the semester. E-registration is a system that could easily manage its student body while also providing added bonuses, with a main goal being to ease the transfer of information. It simplifies the registration process through a Web-enabled, user-friendly wizard and digitizes all supporting documents using intuitive processes and tools.

The education system requires a tremendous amount of data and documentation, and this e-registration solution allows institutions to focus less on processing paperwork and more on what matters most meeting the educational needs of their students by having a cost-efficient, secure registration process that allows for easy access to student files. Intranets and portals are supposed to provide an infrastructure through which end-users can gain effective access to information sources needed to assist in daily tasks such as effective decision making, planning and research (Brakel, 2003).

Gbola (2010), postulates that online/e-registration include programmes which contain a detailed information of the students since first date of enrolment and up to the graduation day. The registration includes all students' information and procedures required by the students during study semesters. For one to be recognized as a bonafide student of any institution, such a person must go through the registration procedures stipulated by the institution. He added that online registration allows institutions to focus less on processing paper work and more on what matters most meeting the educational needs of their students by having a cost efficient and secure registration process that allows for easy access to student's files.

Odero & Okoko (2013), supported Gbola that online registration emerged because of problems associated with manual handling of registration and student's records. Such problems according to them include mismanagement of students' academic records, mismanagement of courses registered for, among others. Manual registration brings about wear and tear during file handling and in most cases data are lost. This equally makes data sharing very difficult and reproduction cost is always very high. It is in view of these and other reasons that online registration was welcomed as a remedy to obsolete manual registration.

Many institutions in Nigeria including Ahmadu Bello University, have been somewhat quick to recognize the powerful transformational potential of portals and have developed and implemented their own. Broadly one could argue that an institution with large number of student, operating in a society with an increasing desire for instant access to information, needs to carefully consider new ways in which it can interact more effectively with its students.

4. Methodology

Survey research method is adopted for this research, and it is most suitable for this research because it allows for the study of a fair random representation of the entire population. Survey method is mostly used to assess thoughts, ideas, opinions and feelings. The instrument of data collection for this study is 'questionnaire.' Questionnaire elicits information that enables the researcher to answer objectives of the survey (Brace, 2013). The target population of the study was undergraduate students of Ahmadu Bello University, Zaria. This approach of research is most appropriate to gather accounts of students` experiences and communication gap on use of the e-registration portal and identify user requirements to further improve acceptability and use in the university. The sampling techniques employed for this research is 'simple random sampling'. As traditionally accepted in random sampling technique, each person is chosen randomly and entirely by chance, this means that each person has the same probability of being chosen at any stage during sampling process.

5. Result and Discussion

The students were required to indicate the nature of challenges they encountered in the process of doing online registration. This is in view of the fact that the problems encountered by students

may vary from student to student. In all a total of 11 problems were identified by the students in relation to online registration system.

S/N	NATURE OF PROBLEMS	FREQUENCY	%
1	Wrong registration of courses	16	16.9
2	Lack of frequent update of files	6	6.4
3	Financial details (Acceptance of School fees)	6	6.4
4	Insufficient/inadequate system	16	16.9
5	Invalid matric number/Missing Names	15	15.9
6	Slow download time of the websites	25	26.5
7	Server is down/ slow system/service	19	20.1
8	Delay from bank	2	2.1
9	Lack of security of student data	2	2.1
10	Inaccessibility of the site	2	2.1
11	Electricity	1	1.1

From the study it was discovered that the numbers of systems available to use by students either within the campus or even in the cybercafé are not adequate. This often leads to congestion, long and unnecessary queue, and wasting of time. All these will eventually lead to the delay in the completion of the registration process. A similar study conducted by Chinve (2006), indicated that unavailability of internet facilities is an impediment to its use. If the systems (facilities) are not readily available, certainly the process of registration will be further delay. Chinve further identified power failure, poor environment, and slow speed of server, system breakdown, and insufficient workstation as some of the problems affecting internet access in institution of higher learning. From the study lack of frequent updates of the websites is another major problem. Because of incidences of wrong data entry and wrong allocation of credits to courses, it is expected that the website should be updated from time to time once the complaints are made known to the authority. However, this is not often the case as the students keep on making the same complaints over and over.

The slow speed of the server which is as a result of either low bandwidth used by the cybercafé operator or the school is another major challenge. When there is traffic congestion accessibility to the site is at a snail speed. This tends to hamper the registration procedure. Commenting on the operation of existing and associated problem in relation to college portal, Sadiq, Momodu & Aladejubelo (2008), describe the epileptic nature of the electricity power supply in the country as a major constraint in the usage of internet application which online registration depends on mainly. Furthermore students majorly access the portals by visiting public internet centers popularly known as cybercafé. This may involve transportation from one place to another on the part of the students which is usually not convenient. Another challenges that the study figure out is the wrong registration of course.This involves a student being registered for a course that he/she has not been learning. More often than not, this occurs erroneously during the registration process. This inconveniences the student since they are not only unable to attempt the course(s) but are also irrelevant to his or her career. This eventually leads to incomplete examination result because some of the courses the student was not tested in some of the course he undertook in the course. The end result is that the student spends another year to re-sit the examination.

6. Conclusion and Recommendations

The results from this study clearly indicate that many problems are still militating against the students' online registration system. An exercise that is supposed to be simple, easy and stress free is nothing but rather tedious, time consuming and cumbersome despite the widely acclaimed technological innovation and advancement. Introduction of technology or more precisely an automated system should be devoid of most problems identified in this study. Therefore, in order to make this system usable,

accessible and interesting, the study recommends the following:

There should be adequate provision of enough systems for use for online registration. No doubt the population of the students is increasing session by session, so it is expected that there should be corresponding increase in the number of access points for students to do online registration. This will not only avoid congestion on the few available systems but it will also hasten the registration process.

A very good alternative is that the management should make concerted effort to partner with private or public organization so as to make laptop available for students at a very affordable price. This will allow students to do online registration on their own at any convenient time 24/7 using wireless network at any convenient location. There should also be increase in the bandwidth used for internet access.

There is need of proper and intensive orientation for fresh and returning students on how to register courses in order to avoid wrong registration of courses, most of the students identified such problems when they collected their exam card.

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Mentorship Culture and Academic Staff Job Effectiveness in Public Universities in North-Central Nigeria

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Abstract. The study examined the extent to which mentoring prgrammes encourage job effectiveness of public University lecturers in North-central Nigeria. The study utilized the survey method of research to sample opinion of respondents for the study. The population of this study consists of all the seven thousand seven hundred and forty seven (7747) academic staff members and two hundred and fifty three thousand eight hundred and seventy two (253872) students working and studying in the thirteen public Universities and the Federal Capital Territory in North-central Nigeria. The sample of 501 lecturers from two Universities was used. This was based on Yamene (1967) formula for sampling. Data was collected using the 'Academic Staff Mentorship Programme Questionnaire (ASMPQ) for lecturers and Academic Staff Effectiveness Questionnaire (ASEQ) for students. Mean and standard deviation were used to answer the research questions and the Pearson correlation was used to test the hypothesis at 0.05 level of significance. The result showed that there is a significant relationship between job effectiveness of academic staff and University mentoring programmes in public Universities in North-central Nigeria. The findings also revealed that mentorshipprogrammes for lecturers have positive influence on their job effectiveness. The study recommends that the University management should as a matter of policy develop and carry out mentorship programme strategy for junior academic staff to inbuilt it as an important skills learning tool for job effectiveness policy.

Keywords: Mentorship, Culture, Academic Staff, Job Effectiveness and North Central Universities.

1. Introduction

Universities over the years serve as training grounds of high-level manpower development centers for the various sectors of the economy. The primary responsibility of the University is to produce a world class certified graduate in character and learning. A lecturer is a key element in this process and the success or failure of it depends on individual lecturer effectiveness. The issue of lecturers' effectiveness has become an issue of serious concern because apart from the quality of graduates which is allegedly being challenged by students, parents, employers, government, the international labour market and many foreign Universities, majority of the Universities seem not to be making desired impact in the socio-economic and political development of the nation. University culture is the atmosphere that is created by the social and professional interactions of the individuals; values, beliefs and norms that exist at the University that can encourage or discourage effectiveness. Consistent employees' effectiveness relies heavily on their environment and assistance they obtain from it in the shape of supervisory or managerial support, consistence learning from seniors, training and development programmes and peer support. Employees who are cared and provided timely learning through training and mentoring at different intervals and on the job coaching are much encouraged and they

comparatively outperform those who are lacking these facilities. However, such Human Resource practices are inadequate as mentors appear inaccessible to mentees.

Due to changes in organizational trends and practices, more acceptable techniques and methods for effective performance of various routine activities with the need of the time are needed. Increased and consistently effective teaching, research and community service performance relies on the lecturers who are the assets of the Universities. This effectiveness relies much on their environment and assistance they obtain from it in the form supervisory support, learning from seniors and peer support. The relationship between a younger lecturer and an academic supervisor or mentor is critical to the success of the learning experience, to the sense of satisfaction of both participants, to the development of research skills, and to the shaping of successful career pathways of both parties. Mentoring is the sharing of personal experiences. It is to informally transmit the knowledge one had gained to someone less experienced, so that he may grow and practice as an individual. This is a relationship in which personal development is the key outcome. Mentoring is a process for the informal transmission of knowledge, social capital and psycho-social support perceived by the recipient as relevant to work, career or professional development. It entails informal communication, usually face to face and during a sustained period of time between a person who is perceived to have greater relevant knowledge, wisdom, or experience and a person who is perceived to have less (Bozeman & Freeney, 2007).The mentor is someone who engages in a long term, on-going relationship with a new or young employee by mutual agreement. While the relationship may be initiated by arrangements such as academic advising, or classroom teaching, normally for their personal ends. Mentoring is a holistic approach relating primarily to the identification and nurturing of potentials in a long relationship where the goals may change but always set by the learner, the learner owns both the goals and the process (Koontz & Weihrich, 2004). Mentoring function at work place can be performed by someone other than the immediate supervisor. Also mentoring in organizations have been described as a viable vehicle for effective management of employees capabilities, time and talent as well as a tool for grooming new and junior employees for future leadership roles Ogunrewo and Ngema in Njoku, (2017).

In order to help empower academics to become more effective and productive in their jobs and provide quality services mentoring programme is a veritable means in enhancement of job skills and competences in organizations. The concept is not new in the academic world but recently it has been emphasized in the academic circles in the region in Nigeria as there is a growing need for high job performance standard and the desire for academics to compete comparatively with other academics in the world. One of the ways to expand individual academics and collective skills, competences and maintain positive work attitudes and behaviours may be through mentoring- a development relationship that enhances individual and collective and professional growth. This is a cultural value whereby an experienced senior academic staff member helps to develop technical, interpersonal and organizational skills of a less experienced junior staff member, who is called the protégé (Darwin & Palmers, 2009). It is the idea of an older manager choosing a younger manager for whom he will act a coach, counselor or sponsor. It is a personal relationship between a superior and a subordinate that emphasizes on teaching and learning and facilitating improved job performance. It is the process of forming and maintaining intensive and lasting developmental relationship between a variety of developers and junior person. It is also a managerial process that aims at improving the organizational working relationship, culture and philosophy, identification and nurturing of potentials (Njoku, 2017). The purpose of mentoring programme is to achieve individually or in teams, and assists managers within team building. It also helps individuals gain clarity in their thinking, commitment, challenge and help individual to change limited beliefs. An effective mentoring programme helps managers to become a source of support rather than a threat, for example, to

assist them in bringing out the talent and potentials of their team, and identify and solve problems.

1.1 Statement of the Problem

The various sectors of the economy including the University system, employees are a tool of achieving the tasks without considering their emotions or requirements. This reduces their attention and interest in the work and they try to avoid performing effectively according to the will of the University. Such lecturers are least beneficial to the workplace as they are consistently lacking their interest in their work. Lecturers who are provided timely on the job coaching and mentoring are much encouraged and effective and outperform those who lack these facilities. In the private Universities some of these practices exist but public Universities are far away from this concept and, they hardly realize the importance of it. The benefits of these practices will attract attention of the public Universities and imbibe them as part of their plans and policies.

1.2 Purpose of the Study

The aim of the study is to:

- Examine the extent of academic staff mentoring in public Universities in North-central Nigeria.
- Determine the extent of job effectiveness of academic staff in public Universities in North-central Nigeria.
- Find out the influence of mentoring on academic staff effectiveness in public Universities in North-central Nigeria.

1.3 Research Questions

What is the extent of public Universities' mentoring programme in North-central Nigeria

1.4 Hypothesis

There is no significant relationship between mentoring and academic staff effectiveness in public Universities in North-central Nigeria.

2. Mentoring in Academic Environment

Mentoring is the technique of attaching the higher skilled or experienced person with the goal of making lesser skilled person grows and develops specific competences, skills and attitudes. Mentoring not only supports in polishing the abilities and competences of individuals and groups but also provides positive alteration of employees' skills to their improved performance and organizational outcomes Blass and Ferris, 2007, Ahmad and Shahzad , 2014 in (Tanoli, 2016). Mentoring helps and relaxes the employee' hehaviour as it guides them to develop and adjust themselves to their working environment. Hence it helps them to provide positive feedback. Planned mentoring programmes are a cost saving activity as its managing is less expensive in terms of avoidable mistakes by employees. In order to increase individual and team commitment to an organization and its goals; allow individuals to gain greater insight into the University workings, an effective mentoring programme in academic environments is useful. It can also help increase communication within the University, help to change organizational culture to a better level, give individuals the chance to meet different people within the university network, and improve levels of performance success.

Mentoring is a beneficial University tradition and value to the overall University growth in terms of early identification of talent that might otherwise go unnoticed, changing employee attitude and morale, and transmission of informal University expectations. For instance, mentoring explains the relationship between less experienced or junior employees with a senior and highly experienced person who can be a supervisor or a mentor. The mentor is responsible for grooming the younger employees in order to enhance their capabilities to accomplish their tasks in a perfect and effective manner (Tanoli, 2016). Mentors provide knowledge on the basis of their track experience and prepare less skilled and experienced employees for challenging tasks and advancement of their career. Bryan and Terberg in Njoku (2017) enumerate the advantage of mentoring to include increased success, increased publication rate, professional friends

and networking. Despite the benefits inherent in mentoring, there could be challenges when implementing a mentoring programme. such challenges includes where the University culture does support it or does not support it, favoritism and resentment from those not chosen to participate in the programme, unrealistic expectations of the mentoring programme, personality conflict and poor matching of mentors and those to be mentored (Njoku, 2017).

3. Co-supervision and Academic Staff Effectiveness

Co-supervision is a part of the mentoring programme. The practice enables younger academic staff members to understudy their senior colleagues in the process of supervision of graduate students' projects and attendance of seminars and conferences. This is a norm that was cherished in the Universities but it is declining so much that younger lecturers struggle to handle some research topics presented to them by graduate students for supervision due to lack of mentoring as they are left to find solutions to their problems. This has increased their levels of mistakes and reduced level of quality research outputs in the public Universities in the region. The job of supervising graduate students is a complex and demanding one. If supervisors can anticipate and avoid problems, supervision can be one of the most rewarding aspects of the teaching in a University environment. Supervision is an activity undertaken by someone occupying a formal role within an organization that has explicit expectations and accountabilities to both the person being supervised, and the organization which provides the context for the supervisory relationship. The relationship between a graduate student and an academic supervisor is critical to the success of the learning experience, to the sense of satisfaction of both participants, to the development of research skills, and to shaping of successful career of both student and the supervisor

In literature there is much debate around the advantages and challenges of co-supervision to the traditional single supervision model. However, the following merits are worth considering working with co-supervisor:

- The graduate student will benefit from different perspectives and experiences;
- The supervisors benefit from sharing the responsibilities, particularly if problems ever arise;
- There will always be support for the graduate student if for some reasons one supervisor becomes unavailable; and junior academics can be initiated into good practice by experienced supervisors.
- Both mentoring and supervision have role in the academy in relation to graduate student learning and younger academic staff members' development for effective job performance.

Traditionally, only the best should be supervisors. Graduate supervision especially was once the privilege of tenured faculty members (Njoku, 2017). As such, it is viewed in some academic cycles as an earned status reflecting the confidence of academics in their knowledge and skills to create the next generation of academics and practitioners. Graduate students challenge supervisors' assumptions, test their knowledge, ask intriguing questions, introduce new ideas, remind their them of old myths, and generally enrich academics' life in meaningful ways far more than in most academic meetings. But such culture is not enjoyed today by the younger academics for unknown reasons which form part of the basses for the study. The role of the supervisor is an intensive form of teaching, and guidance than just the transfer if knowledge. The role is a supportive one where the supervisor may be a mentor, coach, guide, model and manager, with the goal of preparing graduate students and younger academics for careers both within and outside the academia.

From the foregoing, it is clear that training in a work situation is concerned with extending and developing employees' capabilities and enabling an individual acquire abilities for better performance in their jobs and given tasks. Lecturers need constant training both on the job and off-the job in order to understand new

challenges taking place within the learning and teaching environment. This is because the efficiency of any institution depends on how well its members are trained and through training, more skills would be acquired and lecturers themselves would become great resources to the University. However, Hannagan (2002) argues that there is no guarantee that trained employees actually benefit from participation in training and that employees are usually unproductive especially while undergoing long-term training let alone the additional expenses. Although most of the studies posit that training is a correlate of individual job effectiveness, few are on the benefits as a motivator and none is found in the context of the area of the study. The above did not attempted to relate short term and long term training such as mentoring and co-supervision as factors in employee performance and more so, it was carried out in a different context.

The relevance of the concept of University culture especially mentoring and co-supervision for school effectiveness may certainly be an interesting lead for explaining the secret of effective schools and their employees; however, a major problem in linking school culture of mentorship to school academic effectiveness is that the measures of organizational culture still lack conceptual clarity. The persistent failure to hit annual effectiveness and performance targets by the Universities suggest that the region's Universities' academic programmes and policies are weak and unproductive. Effective and appropriate approaches in the Universities are very important in the achievement of University education goals. Effective teachers carefully plan and implement appropriate teaching and learning approaches as learning is dependent on the appropriate pedagogical approaches teachers use in the teaching and learning processes in the classrooms. However, some Universities' policies influence teacher pedagogy. Most Universities' administrators simply employ first and second class upper degree graduates to lecture even when some of them do not possess appropriate pedagogical approaches, attitudes, skills and competences. Yet the Universities seem to lack vibrant staff value orientation, induction and development programmes or fail to utilize such development programmes for training and retraining of such category of staff and others, leaving them to find solutions to such challenges. This gap seems to be further widened by inadequate or the non-mentoring of such younger lecturers who are not exposed by their senior lecturers. The lack of vibrant staff development programmes on a continuous basis will not help new lecturers to clarify and modify their attitudes, values, skills and competencies in modern methods and discoveries in their fields and they will soon become irrelevant (Adetoun, 2006).

The increasing pressure to catch up with the developed world regarding global competitiveness requires effective teachers. However, as a result of lack of proper recruitment processes by many of the Universities in North-central Nigeria, some of the lecturers possess little or no expertise experiences and knowledge on University job. Consequently, these present effectiveness challenges to the lecturers. Staff development programmes in terms of mentoring and co-supervision can link the interests of the University with the interests of their employees. Training has thus, added value to human resources hence become skilled. If the region's Universities are to enhance the job effectiveness of lecturers, then efforts should be made to facilitate these programmes if they perceive that this would be valuable. Universities do organize training programmes to enable the teachers improve their teaching methods and enhance their effectiveness or performance. Davenport (1999) contends that employees are not costs, factors of production, or assets but rather investors in a business. Nonetheless, staff development programmes may be viewed as generalized investments in human capital. Such investments can reassure employees that the expenditure of their time in the University will contribute to their development and thus improve employee commitment and loyalty.

Tiberondwa (2000) points out that staff development programmes include training, attendance of seminars, workshops, conferences and short courses within and outside the institution. They also include sabbatical leaves,

promotions which are expected to lead to effective performance in activities and in tertiary institutions. Staff development programmes primarily aimed at improving employee competence so as to ensure transfer of quality knowledge, skills as required attitudes of trainees, as well as improved performance on the job in the various work situations. Mentoring as argued by many authors is a component of staff development and if carried out effectively, it can lead to improvement in the performance of employees and it can either be on short term or long term basis. Odinga (2010) posits that short term training encompasses a wide variety of programmes such as seminars, workshops, conferences, and college diploma or certificate programmes varying from one to six months. Short term training contributes to individual's personal development, increases their productivity and income at work and facilitates every body's participation (Sheridan, Murdoch & Harder, 2015). In this regard, the Human Resource Manual of (University of Ilorin, 2014) posits that before going on training, staff members must have offered 'three years of uninterrupted service to the University'. Also, staff proceeding on study leave must be bonded for an equivalent period of study leaves.

4. Methodology

The research design adopted for this study is the descriptive survey method. The population of the study consists of six thousand six hundred and eighty two (6682) academic staff members and two hundred and forty thousand six hundred and forty four (240644) students of the two public Universities in North-central Nigeria. Six public Universities were randomly selected as sample size for the study with a population of 4678 lecturers and 123465 students. The sample of 469 lecturers and 2350 students from two Universities were used. This was based on Yamene (1967) formula for sampling. The questionnaire is used to collect data and two research instruments tagged 'Academic Staff Mentorship Programme Questionnaire (ASMPQ) for lecturers and Academic Staff Effectiveness Questionnaire (ASEQ) for students of public Universities in North-central Nigeria were used to collect data for the study. The Mean, Standard Deviation and Pearson Correlation coefficient were used to answer the research questions and test the hypothesis at 0.05 level of significance.

Research Question One: What is the extent of University mentorship programme in public Universities in North-central Nigeria?

Table 3: Mean and Standard Deviation Result of Public Universities' Mentorship Programme in North-Central Nigeria.

S/N	Item	N	Agg. Mean	Mean	Standard Deviation
1	Staff development programme	501	14.540	2.910	3.185
2	Research publications	501	28.870	3.609	5.043
3	Induction and value orientation	501	12.440	2.488	2.067
4	Mentorship	501	10.750	2.688	2.248

Table 3 shows mean and standard deviation result on extent of University mentorship programme in public Universities in North-central Nigeria. The result shows that item 3 have Mean score above the criterion Mean of 3.00, indicating that research publication of academic staff members is not affected by University mentorship programmes for academic staff. Also items 1, 3 and 4 have mean scores below the criterion mean of 3.00. This implies that staff development, value orientation and mentorship are variables that affect job effectiveness of academic staff of Universities. This is an indication that mentorship for younger academic staff matters most than other factors in term of academic staff effectiveness.

Hypothesis One: There is no significant relationship between mentorship and academic staff effectiveness in public Universities in North-central Nigeria

Table 11
Pearson Correlation of Relationship between University Culture of Mentorship and Academic Staff Effectiveness in Research in Public Universities in North-Central Nigeria

Variables		**N**	$\bar{X}$	**SD**	**r**	**P value**	**Decision**
Mentorship		501	66.63	8.30	0.009	0.848	Accept Ho
Academic staff effectiveness	501	363.59	85.95				

5. Discussion

The study examined the influence of University mentorship culture on academic staff job effectiveness in public Universities in North-central Nigeria. This was due to the perpetually observed problems of weak University culture and poor job performance of academic staff experienced in public Universities in North-central Nigeria. Results tend to show that University culture is weak and negatively influenced job effectiveness of academic staff of public Universities in North-central Nigeria and hence University goals are hardly attained. Nevertheless, there is a common reasoning that the Universities' academic programme designs and students' dress code policies have little or no influence on academic staff effectiveness in public Universities in North-central Nigeria. The finding showed that new lecturers do not get adequate support from members to help them adjust to their new environment. Value orientation programmes for new lecturers are required to ensure that departmental practices are learning-friendly.

With regards to information, majority of new lecturers were not given information booklets in the form of handbooks containing all they need to know about their University as well as their conditions of service. Personal experience shows that even the very senior lecturers that have spent years in the University system have never seen the University handbook. Adequate information is vital to put the new staff on the right footing to know the mission, vision as well as procedures and practices of the Universities.

The result corroborates Ajayi, Awosusi, Aroguntade and Ekundayo (2011), starting a new job in a new work environment presents series of challenges to an individual irrespective of previous experiences. Therefore, positive steps should be taken to cushion the effect of these demands and ensure an easy transition period for the new employee in terms of roles and responsibilities, organizational norms and relationship with work colleagues. Furthermore finding showed that mentoring positively influenced the effectiveness of academic staff but majority cannot access their mentors as shown. mentoring enhances ones job potentials; enhance ones inter-personal relationship with superiors; gain more clarity of job tasks, improve collaboration and networking at work place and developing initiatives and working under minimal supervision. This is confirmation that mentoring had influence on the performance of lecturers by making them gain clarity of their job duties, develop initiatives and working under minimal supervision and enhanced their job potentials. It implies that lecturers who had the opportunity of being properly mentored by seniors are more effective on their jobs. The finding is consistent with the outcome of Schmidt (2003), Hamlin and Sage (2011), Tanoli (2016) and Nojoku (2017) that mentoring provides better staff development opportunities for workers to learn to learn on the job and to cope with challenges of their work schedule. It also make workers to have a better understanding of their duties, enhances their output and operational efficiency. The implication of the finding is that attaching the younger employees with seniors or highly professionals of their own field maintain their abilities and provide correctness to their

mistakes they make in routine activities. This further implies that a mentoring oriented work place encourages the employees to work with commitment and they become the source of continuing these practices by delivering them to their new entrants, junior colleagues and less experienced team members.

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Part Five

Educational Technology

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Effect of Computer Simulation Instructional Strategy on Students' Attitude and Academic Achievement in Genetics

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Abstract. Concepts in genetics have been perceived to be very difficult by Nigerian students in recent times. This study therefore investigated the effect of computer simulation instructional strategy on senior secondary students' attitude and achievement in genetics. This was coupled with the moderating effects of gender and ability levels. The design of the study was quasi experimental, while 209 students drawn from four intact classes using purposive sampling techniques constituted the sample size. Six research questions guided the study and emerging hypotheses were tested at .05 level of significance. Quantitative data were collected using questionnaires and achievement tests. The results revealed that the use of computer simulation as a pedagogical tool significantly improve the achievement of students and bolsters their attitude towards biology. Similarly, findings revealed that the instructional use of computer simulation significantly improve the achievement of low ability learners who recorded higher mean gains than the medium and high ability groups respectively. Gendered difference in attitude and achievement did not yield any significant result thereby implying that the instructional use of computer simulations bridges the gap in attitude and achievement of male and female students respectively. The educational implications of these findings were extensively discussed.

Keywords: Computer Simulation, Science Attitude, Achievement, Ability Level and Genetics Concepts.

1. Introduction

Genetics has been identified as one of the most difficult and abstract concepts in high school biology. This is due to the invincible processes of cell divisions i.e. mitosis and meiosis (Brown, 1990; Stewart, Hafner & Dale, 1990). The abstractness of genetic concepts contributes to students' difficulties in understanding the concepts (Albaladejo and Lucas, 1988; Johnstone and Mahmoud, 1980) and the misconceptions they hold as regarding these concepts (Banet and Ayuso, 2003; Albaladejo and Lucas, 1988). In Nigeria, these problems escalate because an analysis of the performance of students paints a gloomy picture that reveal high failure rates in biology (Sakiyo and Badau, 2015). The poor performance of students in biology, especially in difficult conceptual areas such as genetics, ecology and energy transformation in nature etc. have been adjudged to poor teaching and learning approaches which often times require students learning by rote and a regurgitation of the teachers' idea among others (Ozcan, Yildrin & Ozgur, 2012; Agboghoroma and Oyovwi, 2015). These teacher-centered instructional approaches also contribute to compounded students' misconceptions of these particular conceptual areas (Brown, 1990; Kindfield, 1991; 1994; Ozcan et al., 2012).

Computer aided instructional media such as computer simulation have been identified as an effective instructional media for enhancing

students' learning of difficult and abstract concepts (Cheung, Slavin, Kim & Lake, 2016). Computer simulation incorporates multimedia elements such as graphics, animation, static pictures, simulation, photos, videos, text and narration on the computer screen (Akpan, 2001; Elangovan and Ismail, 2014). It is a software program that can be used to facilitate the teaching and learning of abstract concepts because it is specifically designed to help students visualize abstract concepts and create mental models of an observed phenomenon due to the integration of new knowledge gathered in the simulation learning environment with the previous ones (Ali and Zamzuri, Ndioho and Mumuni, 2016). Simulation also mimics the behavior of an ideal system, thus presenting abstract concepts in biology to students in a simplified manner (Hulya, Aslan & Rifat, 2011; Chinenye, Abraham & Willaims, 2019). Computer simulation-based learning modules thus have potentials for improving students' conceptual understanding of difficult and abstract concepts in biology (Goff, Reindl, Johnson, Mc Clean, Offerdahl, Schroeder & White, 2017). Biology teachers can also leverage on the use of this multimedia platform to effectively design classroom instructions that are interactive and time efficient (Deloizer and Rodes, 2016).

Furthermore, evidences synthesized from previous studies suggests that computer simulation is an effective pedagogical tool for learning difficult concept such as genetics e.g. (Elangovan and Ismail, 2014; Adebayo and Oladele, 2016; Asogwa, Muhammed, Asogwa & Ofoegbu, 2016) etc. A majority of these studies also document findings which reveal that the instructional use of computer simulation significantly improved the achievement and retention of students in genetics e.g. (Elangovan and Ismail, 2014, Asogwa et al., 2016'; Chinenye et al., 2019). Although, literatures that examine the pedagogical impact of computer simulation on students' learning outcomes such as achievement and retention are well established. Notwithstanding, studies that examine the effect of computer simulation instructional approach on students' attitude towards science and motivation to learn science are relatively scare. Also, only few studies have incorporated gender as a moderating variable e.g. (Asogwa et al., 2016; Amedu, 2015). This is because gender is a factor that influences students' achievement in sciences at the secondary school level (Gambari, Yusuf & Thomas, 2015). However, findings from previous studies that examined gendered influence on the performance of students in genetics are inconclusive.

In another dimension, high cognitive functioning is required for students to engage themselves in meaningful educational task. Witkin, Moore, Goodenough & Cox, (1977) termed this cognitive functioning as 'Ability level'. Witkins et al., (1977) further classified ability levels into low, medium and high ability levels respectively. Findings from previous studies suggests that technology enhanced learning bridges the gap in the performance of low, medium and high ability level students e.g. (Chen, Wang, Dede & Grotzer, 2017; Belland, Glazewski, & Richardson, 2011; Liu, Chen, & Chang, 2010). Nevertheless, we do not have enough empirical evidence with regards to the effect of computer simulation instructional strategy on students from low, medium and high ability groups respectively.

2. Theoretical Framework

The Cognitive Theory of Multimedia Learning (CTML) by (Paivio, 1986; Baddeley, 1986, 1999; Chandler & Sweller, 1991; Mayer, 1999a, 1999b) underpins the use of computer simulation instructional strategy. In the study, a collection of simulation learning module named "Virtual Cell Animation" was utilized. The development of the virtual cell (V cell) animation collectives incorporates research-based principles of multimedia instructional design. V cell animation presents a dynamic display of the multiple stages in intricate biological processes in a step-wise, moving series of on-screen events (Goff, Reindl, Johnson, Mc Clean, Offerdahl, Schroeder & White, 2016). The exposure of students to the computer simulation instructional strategy has potentials in fostering students' learning of abstract and difficult concepts in biology. It

presents students with multisensory pathways. First of all, students select relevant words and images from the simulation learning environment; after which they carry out a deep cognitive processing of the words and images and translate them into information which are later transferred to their long-term memory through the effective integration of this information with their prior knowledge. This helps students build a coherent mental structure of the concepts hence meaningful learning takes place. Based on these preconceptions, it is assumed that the computer simulation instructional strategy would facilitate students' learning outcomes because students can transfer knowledge acquired from the simulation learning environment to a real-world context.

3. Purpose of the Study

The study therefore explores the pedagogical effect of animated Computer Simulation Instructional Strategy (CSIS) on students' attitude towards biology and achievement, coupled with the moderating effects of gender and ability levels. In the study, computer simulation instructional media was utilized as a milieu for the teaching and learning of genetic concepts in Nigerian senior secondary school biology curriculum.

4. Research Questions

The study aims to provide answers to the following research questions:

RQ1: Is there any difference in attitude of students taught using CSIS and the Conventional Teaching Method (CTM)?
RQ2: Is there any difference in the achievement of students taught using CSIS and the CTM?
RQ3: What is the gendered difference in the attitude of students taught using CSIS and the CTM?
RQ4: What is the gendered difference in the achievement of students taught using CSIS and the CTM?
RQ5: Does ability levels influence the attitude of students taught with the CSIS and the CTM?
RQ6: Does ability levels influence the achievement of students taught with the CSIS and the CTM?

5. Research Methodology

5.1 Participants and Design

The study adopted the pre-test, post-test, non-randomized control group, quasi-experimental design. The participants in the study were recruited from four co-educational public senior secondary schools in Lagos metropolis. A purposive convenient sampling technique was used to select four senior secondary schools that have a well-equipped computer laboratory and ICT gadgets installed in all the classrooms. Intact classes drawn in the selected schools were thereafter randomly assigned to the experimental (N=95) and the control group (N=114) respectively. The sample comprised of 209 (127 males and 82 females).

5.2 Instruments

Three instruments were utilized for data collection. They are: Attitude Towards Biology (ATB) questionnaire, Students' Prior Knowledge Test on Genetics (SPKTG) and Achievement Test on Genetics (ATG) respectively. The ATB instrument was adapted from Fraser, (1981) and Ali, Moshin & Iqbal, (2013) respectively. The adapted instrument had the subscales; enjoyment of science lessons, interest leisure in science and career interest in science. ATB questionnaire comprised of 20 items measured under five-point Likert scale response format. The Cronbach Alpha reliability co-efficient of ATB questionnaire was 0.84.

The researchers' self-developed instruments tagged Students' Prior Knowledge Test on Genetics (SPKTG) and Achievement Test on Genetics (ATG) were administered as the pre-test and post-test respectively. Test items in the instruments were constructed based on a review of previous West African Examination Council (WAEC) examination questions between the periods of 2010-2018. The revised version of Blooms taxonomy of education objectives by Anderson and Krathwohl (2001) was employed

as a guide in the construction of the items under the cognitive levels of remembering, understanding and applying in other to ensure adequate coverage of the content areas in genetics. Both instruments were further subjected to experts' validation by three experienced biology teachers and two Professors of Biology education and Cell biology and genetics respectively. The reliability coefficient of the SPKTG and ATG were 0.89 and 0.78 respectively based on Kuder Richardson 20 statistics.

5.3 Procedure

The study procedure was carried out in four phases: the preparatory phase, the pretest administration phase, a learning phase and a posttest administration phase respectively. In the preparatory phase, permission was obtained from the respective school authorities while biology teachers were recruited as research assistants and trained on the procedure for delivering lessons that incorporated the computer simulation learning module. The teachers were guided by the researchers' carefully designed lesson plans for the experimental and control groups respectively. This procedure lasted for a duration of two weeks i.e. (two hours daily for ten working days respectively). The debriefing of the students and the administration of the pretest instruments i.e. (pre-ATB and SPKTG) was carried out in the pretest administration phase in the third week. Results from the Analysis of Variance (ANOVA) conducted on the pretest instruments in other to ascertain the equivalence of the treatment groups (experimental and control groups) at the beginning of the experiment did not yield any significant results ($F_{1,\ 208}$=3.45, p=0.06>.05) and ($F_{1,\ 208}$=2.204, p=0.139>.05) for the respective ATB and SPKTG pretest instruments. This implies that the groups were homogenous prior to the administration of the treatments i.e. (CSIS and CTM). The scores of students obtained from SPKTG was used to group the students into low, medium and high ability levels respectively.

In the learning phase, an enriched 80 mins per week lesson plan that incorporated the computer simulation learning module was use to deliver lessons to students in the experimental group, while students in the control group were taught the same lesson but without the computer simulation learning module using the Conventional Teaching Method (CTM). This procedure lasted for a consecutive period of four weeks. The posttest instruments of post-ATB and ATG were administered in the posttest administration phase in the last week of the procedure. Data gathered in the pretest and posttest administration phases were captured in SPSS 25 and analyzed using descriptive statistics of mean and standard deviation while Analysis of Covariance (ANCOVA) was used to test the emerging hypotheses at .05 level of significance.

6. Results

RQ 1: Is there any difference in attitude of students taught using CSIS and the Conventional Teaching Method (CTM)?

The computed descriptive statistics from table 1 reveal that the students who were taught using the CSIS had a more positive attitude towards biology (Mean gain=12.19) than those who were taught using the CTM (Mean gain =5.94). An Analysis of Covariance (ANCOVA) on the treatment groups with the pre-attitude as the covariate as indicated in table 2 below reveal that this mean difference was statistically significant ($F_{(1,208)}$ =38.657; P=.000< .05).

Table 1. Mean, standard deviation and mean gains for the treatment groups on their attitude towards Biology

Treatment Groups	N	Pre-Attitude		Post-Attitude		Mean Grain
		Mean	SD	Mean	SD	.
Experimental	95	75.36	8.20	87.55	7.10	12.19
Control	114	73.73	7.65	79.67	11.05	5.94

.

Table 2. ANCOVA summary for the main and interaction effects (gender and mental ability) of treatments on attitude of students towards biology.

Dependent Variable: Post-Attitude

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	6780.617[a]	12	565.051	7.382	.000
Intercept	20369.923	1	20369.923	266.106	.000
Pre-Attitude	768.795	1	768.795	10.043	.002
Treatment	2959.135	1	2959.135	38.657	.000
Gender	152.264	1	152.264	1.989	.160
Ability level	876.792	2	438.396	5.727	.004
Treatment * Gender	163.006	1	163.006	2.129	.146
Treatment* Ability level	326.939	2	163.470	2.136	.121
Gender * Ability level	516.647	2	258.323	3.375	.036
Treatment * Gender * Ability level	1255.439	2	627.720	8.200	.000
Error	15003.431	196	76.548		
Total	1470563.000	209			
Corrected Total	21784.048	208			

a. R Squared = .311 (Adjusted R Squared = .269)

RQ2: Is there any difference in the achievement of students taught using CSIS and the CTM?

Results from table 3 reveal that students who were taught genetics using the CSIS (Mean gain=2.8) outperformed those who were the same genetics concepts using the CTM (Mean gain=1.35). The ANCOVA summary with the pretest as the covariate reveals that the mean difference in the achievement of students taught using CSIS and the CTM was statistically significant ($F_{(1,208)}$ =19.384; P=.000< .05).

Table 3. Mean, standard deviation and mean gains for the treatment groups on their achievement in genetics

Treatment Groups	N	Pre-Test		Post-Test		Mean Grain .
		Mean	SD	Mean	SD	
Experimental	95	9.44	2.67	12.24	3.16	2.8
Control	114	8.79	2.40	10.14	2.54	1.35

Table 4. ANCOVA summary for the main and interaction effects (gender and mental ability) of treatments on achievement of students in genetics

Dependent Variable: Posttest

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	556.217[a]	12	46.351	6.760	.000
Intercept	224.048	1	224.048	32.677	.000
Pretest	40.010	1	40.010	5.835	.017
Treatment	132.907	1	132.907	19.384	.000
Gender	6.336	1	6.336	.924	.338
Ability level	35.951	2	17.975	2.622	.075
Treatment * Gender	6.357	1	6.357	.927	.337
Treatment * Ability level	75.260	2	37.630	5.488	.005
Gender * Ability level	74.084	2	37.042	5.402	.005
Treatment * Gender * Ability level	48.245	2	24.123	3.518	.032
Error	1343.869	196	6.856		
Total	27631.000	209			
Corrected Total	1900.086	208			

a. R Squared = .293 (Adjusted R Squared = .249)

RQ3: What is the gendered difference in the attitude of students taught using CSIS and the CTM?

Table 5 reveals that the male students (Mean gain=13.74) who were taught genetics using the CSIS have more positive attitude towards biology than their female counterparts who had a (Mean gain=9.54). Likewise, the male students from CSIS group had higher attitude towards biology than the male students (Mean gain=9.83) taught genetics using the CTM. Similarly, the female students from the CSIS group outperformed the females (Mean gain=0.38) taught using the CTM on the attitudinal scale. This indicates that CSIS improve the attitude of students towards biology with respect to their gender, favoring the males more than the females. Notwithstanding, gender differences in the attitude towards Biology as indicated in table 2 above was not significant ($F_{(1,208)}$ =1.986; P=.160>.05). In addition, the interaction effects of treatment and gender was not statistically significant ($F_{(1,208)}$ =2.129; P=.146>.05).

Table 5. Mean, standard deviation and mean gains for the treatment groups on their attitude towards Biology based on their gender

Gender	Treatment	N	Pre-Attitude		Post-Attitude		Mean Grain
			Mean	SD	Mean	SD	.
Male	Experimental	60	73.97	7.59	87.70	6.65	13.74
	Control	67	71.19	7.22	81.02	12.49	9.83
Female	Experimental	35	77.77	8.75	87.31	7.91	9.54
	Control	47	77.36	6.80	77.74	8.36	0.38

RQ4: What is the gendered difference in the achievement of students taught using CSIS and the CTM?

Table 6 shows that the male students (Mean gain=3.42) taught genetics using the CSIS outperformed their female counterparts (Mean gain=1.75). This data also indicates that the male and female students who were taught using the CSIS outwit the performance of the males (Mean gain=1.58) and females (Mean gain=1.03) students who were taught using the CTM respectively. However, mean difference in the achievement of males and female students is not statistically significant ($F_{(1,208)}$ =.924; P=.338>.05) as indicated in table 4 above. Likewise, the interaction effects of treatment and gender on the achievement of students in genetics is not significant ($F_{(1,208)}$ =.927; P=.337>.05). This imply that gender bridges the gap in the achievement of male and female students.

Table 6. Mean, standard deviation and mean gains for the treatment groups on their achievement in genetics based on gender

Gender	Treatment	N	Pre-Test		Post-Test		Mean Grain
			Mean	SD	Mean	SD	.
Male	Experimental	60	9.15	2.83	12.57	3.36	3.42
	Control	67	8.36	2.24	9.94	2.16	1.58
Female	Experimental	35	9.94	2.31	11.69	2.73	1.75
	Control	47	9.40	2.51	10.43	3.00	1.03

RQ5: Does ability levels influence the attitude of students taught with the CSIS and the CTM?

Table 7 indicates that the CSIS bolster the attitude of high ability levels (Mean gain 15.91), followed by the medium ability level (Mean gain 13.67) and then low ability level students (Mean gain=8.54) in that particular other. This performance outwits the attitude of students taught using the CTM in the high (Mean gain=3.87), Medium (Mean gain=4.0) and low (Mean gain=7.73) ability groups respectively. Table 2 above shows that there is a significant main effects of ability levels on the attitude of students towards biology ($F_{(2, 208)}$ =5.727; P=.004< .05). Likewise, there is significant interaction between gender and ability levels ($F_{(1,196}$ =3.375; P=.036< .05); treatment, gender and ability levels ($F_{(2, 208)}$ =8.200; P=.000< .05). Notwithstanding, there is no significant interaction between treatment and ability level ($F_{(2,}$

$_{208)}$ =2.136; P=.121> .05). This data reveals that the treatment, gender and ability levels jointly contribute to improve the attitude of students taught genetics using the CSIS.

Table 7. Mean, standard deviation and mean gains for the treatment groups on their attitude towards Biology based on their ability levels

Treatment Group	Ability Level	N	Pre-Test		Post-Test		Mean Grain .
			Mean	SD	Mean	SD	
	Low	37	75.81	7.55	84.35	7.33	8.54
Experimental	Medium	36	74.91	8.59	88.58	6.06	13.67
	High	22	75.36	8.93	91.27	6.17	15.91
	Low	60	71.40	7.46	79.13	12.41	7.73
Control	Medium	30	75.60	5.36	79.60	9.64	4.00
	High	24	77.25	8.78	81.12	9.25	3.87

RQ6: Does ability levels influence the achievement of students taught with the CSIS and the CTM?

Table 8 shows that CSIS improves the achievement of low ability students (Mean gain=5.45) and medium ability students (Mean gain=1.93) where as high ability students experienced a drop (Mean gain=-0.19) on their achievement. Notwithstanding, all low and medium ability groups students taught genetics using CSIS outwit the performance of students who we taught the same concepts using the CTM who had mean gains of 2.47 and -0.6) respectively. The high ability group students (Mean gain=1.0) from the control had higher mean gains when compared with the mean gain (-0.19) of the high ability students in experimental group. Table 2 above reveals that there is no significant main effect of ability levels on the achievement of students in genetics ($F_{(1,196}$ =2.622; P=.075> .05). However, treatment and ability levels ($F_{(2,\ 208)}$ =5.488; P=.005< .05); gender and ability level ($F_{(2,\ 208)}$ =5.402; P=.005< .05) and treatment, gender and ability levels ($F_{(2,\ 208)}$ =3.518; P=.032< .05) does interact to produce significant results respectively.

Table 8. Mean, standard deviation and mean gains for the treatment groups on their achievement in genetics based on ability levels

Treatment Group	Ability Level	N	Pre-Test		Post-Test		Mean Grain .
			Mean	SD	Mean	SD	
	Low	37	6.57	1.52	12.00	3.06	5.43
Experimental	Medium	36	10.50	0.50	12.42	3.78	1.93
	High	22	12.55	0.67	12.36	2.15	-0.19
	Low	60	7.00	1.87	9.47	2.96	2.47
Control	Medium	30	10.40	0.49	9.80	1.18	-0.06
	High	24	11.25	0.98	12.25	1.22	1.00

7. Discussion

The study is based on the instructional use of computer simulation for learning genetics. The result of the study shows that the computer simulation instructional strategy significantly improves the attitude of students towards biology ($F_{(1,208)}$ =38.657; P=.000< .05). This compares favorably with the findings of Chen and Howard, (2010) who opined that live simulation improves the attitude of students towards science and science learning. Hence computer simulation instructional approach proves to be an effective instrument for bolstering the attitude of students towards biology. Students developed positive attitude towards biology because computer simulation instructional strategy provide a drive for students to be actively involved in their own learning. It creates a feeling of enjoyment and interest among students which in turn bolster their performance in a particular subject (Dinah, 2013).

Furthermore, students who exposed to computer simulation instructional strategy significantly

outperformed their counterparts who were taught using the conventional method on the achievement test ($F_{(1,208)}$ =19.384; P=.000< .05). This is because interactive computer simulations foster the visualization and active cognitive processing of abstract information due to its features that combine word, text, pictures and videos in a single frame (Goff, Reindl, Johnson, Mc Clean, Offerdahl, Schroeder & White, 2016). This help students build a coherent mental model of abstract concepts due to the integration of information gathered in a simulation learning environment with prior knowledge (Ndioho and Mumuni, 2016; Ali and Zamzuri, 2007). In addition, computer simulation is effective in scaffolding biology instruction because its systematical guides the students through the learning process (Elangovan and Ismail, 2014). This is consistent with the findings from previous studies where computer simulation has proven to be an effective pedagogical tool for improving the achievements and retention of students in abstract concepts such as genetics e.g. (Goff et al., 2016; Yang,Jen, Chang, & Yeh, 2018; Asogwa et al., 2016; Chinenye et al., 2019). For instance, Yang et al., (2018) conducted a study that compared the instructional use of animated simulation to static pictures on the performance and cognitive load of students in genetics. The researchers discovered that students who were taught using animated simulation out performed those who were taught genetics with static pictures. Similarly, Asogwa et al., (2016) investigated the effect of interactive computer simulation on the achievement and retention of students in genetics. This quasi experimental design study documented findings which revealed that interactive computer simulation significantly improves the achievement and retention of students in genetic concepts.

Likewise, the quasi experimental design study conducted by Chinenye et al., (2019) revealed that the instructional use of computer simulation significantly improves the performance and retention of students when compared to those who were taught the same biology concept using teacher demonstration method. Notwithstanding, the finding from the study did not agree with the findings of Starbak, Erjavec & Peklaj, (2010) who reported that animated simulation does not significantly improve the performance of students.

Although findings from the study reveal that male students (Mean gain=13.74) have more positive attitude towards biology that their female counterparts (Mean gain=9.54). However, the study show that computer simulation instructional strategy bridges the gap in the attitude of male and female students towards biology. This is because there was no significant difference in the attitude of male and female students who were exposed to the treatment ($F_{(1,208)}$ =2.129; P=.146>.05). This is substantiated with the finding of Hussaini, Fong and Kamar, (2015) who also affirmed that male and female students do not differ in the attitude towards science. This view negates the claim of Chen and Howard, (2010) who posited that gender influence the attitude of students towards science after exposure to live simulation instructional approaches. The study also revealed that there is no significant effect of gender on the achievement of students who were exposed to the treatment ($F_{(1,208)}$ =.927; P=.337>.05). This finding supports the view of Asogwa et al., (2016) who posited that gender do not influence the achievement of students in genetics when exposed to computer simulation instructional strategy. Conversely, Amedu, (2015) reported that gender significantly impact on the achievement of students who are taught using simulations. It was also reported that the female students out performed their male counterparts on the achievement test.

A major finding from the study shows that there is a significant main effect of ability levels on the attitude of students towards biology ($F_{(2, 208)}$ =5.727; P=.004< .05). This implies that ability levels contribute to the attitude of students towards biology. High ability level students (Mean gain=15.91) have a more positive attitude towards biology than the medium ability level (Mean gain 13.67) and low ability level students (Mean gain=8.54) respectively. This is supported by the view of Ellah, (2016) who opined that students with high mental ability have a more positive attitude towards science than those with low and moderate mental ability respectively. Consequently, a post-hoc

comparison using Bonferroni corrections revealed that the significant main effect of ability levels on the attitude of students towards biology was due to the interaction between the High ability and low ability group only at p <.05. There was no significant gain in attitude between high and medium, low and medium ability groups respectively. This suggests that computer simulation instructional packages bridge the gap in the differential attitude of students from low ability and high ability levels. In another dimension, the study reveals that computer simulation instructional package significantly improve the achievement of students from the respective ability groups ($F_{(2, 208)}$ =5.488; P=.005< .05). Low ability group learners recorded higher mean gains on the achievement test (5.43) when compared to the mean gains of medium ability (1.93) and high ability (-0.19) groups respectively. A post-hoc comparison with Bonferroni corrections indicated that the low ability group recorded significant (p <.05) higher learning gains than the high and medium ability groups respectively. However, there was no significant difference in the learning gains observed between the high and medium, low and medium ability groups respectively. This corroborates with the findings of Chen, Wang, Dede & Grotzer, (2017) who reported that technology enhanced learning environment such as interactive simulation bridges the gap in the performance of students from the low ability groups. Similarly, Bellard et al., (2011) posited that cognitive tools and external representations significantly improve the learning gains of low ability students, thereby bridging the gap in the achievement of low, medium and high ability level students.

8. Conclusion and Recommendations

Computer simulations can be utilized as a pedagogical tool for maximizing the cognition of difficult and abstract concepts in biology. This ensures that learning take a paradigm shift from abstract to a more concrete reality. Findings from the study provides substantial evidence that the instructional use of computer simulations serves as a scaffold for learning genetic concepts irrespective of students' gender and ability levels. Computer simulation instructional media also have potentials for bolstering the attitude of students towards biology. Hence, computer simulation is hereby recommended for teachers in delivery of biology lessons to the students. Biology teachers can also deploy the use of computer simulations as a scaffold for the formative and summative evaluation of their students. Furthermore, preservice biology teachers should be trained on how to implement biology lessons that embeds interactive computer simulation as an instructional strategy. In addition, curriculum developers and educational technology specialists should intensify efforts aimed at developing interactive computer simulations for learning abstract concepts in biology. It is also recommended that computer simulations should incorporate design features that construct teaching and learning activities around it so that students are fully immersed in the simulation learning environment. Finally, Governmental education departments and ministry should ensure that schools are provided with the relevant technological facilities and support structures to facilitate the effective utilization of interactive computer simulations as a pedagogical tool.

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Improving Students' Academic Achievement in Biology, Using Information and Communication Technology Aided Instruction

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Abstract. Information and communication technologies (ICT) have changed the pedagogy in education from teacher-centered approach to student-centered approach and also enhance teaching and learning. The purpose of this study was to investigate how students' academic achievement in Biology can be improved using information and communication technology aided instruction**.** The moderating effect of gender was also examined. The study adapted pre-test, post-test, control group quasi-experimental design, involving 2x2 factorial matrix. The sample consisted of sixty four (64) SS 2 students offering Biology selected using purposive sampling technique from two out of thirty six schools in Sagamu Local Government Area of Ogun State. Randomization was used to place the schools into experimental and control groups. The experimental group was taught using ICT aided instruction powered by computer applications and while conventional method was used for control group. Three hypotheses were formulated and tested at 0.05 level of significance. A validated Biology Achievement Test (r=0.67) was used to measure students' achievement in Biology. Data were analyzed inferentially by analysis of covariance (ANCOVA) and also multiple classification analysis (MCA) was used to explain the magnitude of the mean post test achievement scores across the different levels of instructional strategy and gender. Findings indicated that there was significant effect of ICT aided instruction on students' achievement in Biology ($F_{(1,59)}$=183.103, P< 0.05). However, no significant main effect of gender was found on students' achievement in Biology ($F_{(1,59)}$= 0.052, P>0.05). No significant 2-way interaction effect of gender was found in students' achievement in Biology ($F_{(1,59)}$= 0.190, P>0.05). In view of the findings, it was recommended that government should provide ICT resources to secondary schools in Nigeria and also educational authorities should lay more emphasis on modern educational resources that promote effectiveness in teaching and learning process.

Keywords: Information and Communication Technology, ICT- aided Instruction, Students' Academic Achievement, Gender, Achievement in Biology

1. Introduction

Education is a lifelong process which enhances the individual's quality of life, build up his personality and enable him or her to contribute meaningfully and effectively to the development of his or her society. It is also the process which a society reproduces itself by passing on its quality and mode of life to younger generations. No matter what we do in the classroom or educational principles, we adopt in the process of teaching, all efforts would be fruitless if the learners do not understand the contents taught effectively (Mumtaz, 2013).

Biology is a subject in the field of science and also one of the science subjects at the senior secondary school (Federal Republic of Nigeria,

2014). Biology is the science of life that studies living matter, structure, function and behaviours of organism and also concerned with evolution, distribution and taxonomy of life. Research results have shown that despite the importance attached to Biology, students' academic achievement in the subject at the secondary level has been dwindling over the years (Adebanjo, 2019; Ayuba, 2016; Awobodu, 2016; Raji, 2017). Also, the performance of students in Biology has reported been low in Nigeria, especially in Senior Secondary School Certificate Examination (WAEC Chief Examiners' Report, 2018). Adebanjo (2019); Kurah (2015); Yusuf and Afolabi (2010) attributed that poor performance is caused by poor teaching methods, faulty instructional strategies among others. Furthermore, Adebanjo (2019) and Raji, 2017 reported that most Biology teachers in secondary schools were using lecture method and this has consistently lead to poor academic performance of the students especially in Biology. This is because according to Ajayi, (2017), the responsibility of the classroom teacher is to help students attain maximum achievement in their learning tasks.

In addition to teaching problem, the poor performance of Nigerian candidates in the School Certificate Biology Examinations conducted by the West African Examination Council has also attributed to some topics in Biology which students find difficult to answer correctly especially in the area of Ecology (Adebanjo, 2019; Raji, 2017). It is important to point out that proper understanding of Ecology by the students could assist in improving their performance in Biology, because according to Adebanjo (2019), difficulties exist in the teaching and learning of Ecology.

In spite of the prospect of Ecology for improving students' knowledge of their environment and helping them solve problems arising from its use, students performance in Biology continue to be poor (Chief Examiners' Reports 2009 - 2018).

However, questions are being set (i.e. pollution, conservation, ecosystem balance, population growth and quality of environment fall) consistently on ecological concepts in school certificate Biology examination as shown in the table 1

Table 1: Ecology Questions set by WAEC and the Year

Year of Exam	Theory Questions	Objective Questions
2009	Question 3 & 7	Questions 32 - 48
2010	Question 3 & 8	Questions 30 - 35, 41 - 43
2011	Question 3 & 7	Questions 34 - 49
2012	Question 3	Questions 37 - 49
2013	Question 3, 4 & 7	Questions 32 - 47
2014	Question 3 & 6	Questions 25 - 39
2015	Question 4 & 8	Questions 35 - 51
2016	Question 3 & 8	Questions 29 - 45
2017	Question 3 & 8	Questions 34 - 44
2018	Question 3,4 & 6	Questions 30 - 40

A detailed analysis of the questions in biology in Senior School Certificate Examination shows that from 2009 to 2018, at least one of the six (6) essay questions was on Ecology and out of the sixty (60) multiple choice items, at least ten were on Ecology.

Ecology is an area of Biology which deals with the interaction living things have with one another and with their environment as well as the problems arising from such interactions. It follows therefore that a study of Ecology can adequately equip students with the information, knowledge and skills needed for effective environment management. According to Okebukola (1990), an understanding of ecological principles will assist students in the rational use of the earth's resources to achieve the highest quality of living for mankind while reducing the likelihood of major environmental destruction.

Teachers are indispensable in any educational system and good teachers are necessary for good

education which in turn is indispensable for social change and national development (Ajayi, 2017). Teachers are learning facilitators, consultants, guides, innovators, mentors, inspirators and moderators. Therefore, teachers constitute the pivot upon which schooling rotates (Alebiosu & Bamiro, 2007). Teachers play an important role in terms of implementation of school curriculum, and influencing students' academic achievement. They play crucial role in educational attainment because teachers are responsible for translating educational policies into action during their interaction with the learners (Ajayi, 2017; Oni, 2017).

Teachers use innovative instructional strategies to attain higher performance and positive attitude of learners to school subjects. Also, the ability to use appropriate instructional strategies in teaching is among the competencies expected of a teacher. Hence, the instructional format provided by the teacher seems to be the medium of effective learning because good teaching helps the learners while poor teaching leads to poor learning and poor performance (Adebanjo, 2019).

Some researchers like Genry (2004) and Smith & Ragam (2011) stated that difficult concepts are better taught through learners' participations and using effective instructional strategies that attend to the needs of the learners. If teachers succeed in making instruction clear, students will grasp difficult concepts easily. Most of the teachers are using strategies that are not effective for teaching resulting in poor performance of secondary school students in Biology. The problem of poor performance in Biology sometimes is not limited to the students alone but could also be traceable to teachers' pedagogical strategies (Adebanjo (2019). Therefore, methods for teaching Biology should be made stimulating, interactive and attractive to students. As Biology includes complex relationships of unfamiliar and abstract concepts, it is quite difficult to learn and teach. Students often experience difficulty in understanding certain biological subjects and try to learn them via memorization without understanding (Raji,, 2017). The use of ICT can help understanding a difficult subject easily.

Information and communication technology (ICT) has become an important source of innovation and improvement of efficiency for many sectors across the globe. According to National Policy on Education (FRN, 2014), teachers shall continue to take cognizance of changes in methodology, curriculum and regularly be exposed to innovations in their profession. This is because teachers are the primary agents of educational innovation. As part of innovation, United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2002) stated that it is mandatory for education system globally to adopt the use of Information and Communication Technologies (ICTs) for delivery of classroom instructions to the students in order to impart the knowledge and the skills needed to function in the 21st century society.

Onwuagboke, Singh and Fook (2015) described Information and Communication Technology as a system that has the capacity to capture, store, retrieve, manipulate, transmit or receive information or data. They include television sets, bulletin boards, radio, record players, disc players, still camera, video camera, projectors, internet and the internet resources. They are electronic technologies used for information storage and retrieval, whose growth is partially determined by ability to establish a complementary interaction between technological innovation and human component (Mathew, Joro & Manasseh, 2015). This implies that the effectiveness of technologies depend on the ability of people (teachers) to interact with them. Adeoye, Oluwole and Loto (2013) observed that ICTs have revolutionized individuals' ways of life to the level of bringing unprecedented rapid technological, social, political and economic growth which makes it the pivot upon which other sectors (education inclusive) of economy revolve.

It is well established in the literature that the use of ICT in teaching facilitates better understanding, enhances better memory retention and improves learners' achievement (Alkan & Kocak, 2015; Arista & Kuswanto, 2018; Yusuf & Balogun, 2011). ICTs that are useable in the classroom include: Multimedia Projector, Photocopier, Desktop Computer,

Laptop Computer, Tablets, Microphones, Scanners, Pen Drive, Digital Cameras, Printer, Ipods, Webboards, Ipads, DVDs and CDs, Interactive Whiteboards, Flash Discs, Internet Moderm, Television Set, Presentation Clicker, Visualiser or document camera for displaying students' work, or presenting live feedback, Recording hardware/software for podcasting e.g. microphone, headphone and speakers (Yusuf & Balogun, 2011).

There is substantial evidence that ICT promotes quality education and effective teaching-learning atmosphere for both the students and teacher. Several research studies indicate that ICT provides educational opportunities and environment readiness for classroom instruction (Aiyebelehin, 2012; Olakulehin, 2007; Yusuf, 2000). ICTs have become very potent tools for teaching and learning. Many of these digital technologies have been produced specifically for use in delivering instruction to learners in the classroom for better performance (Yusuf & Balogun, 2011).

Technology in many ways is expanding globally and the need to adopt technology based packages to improve the teaching and learning of Biology for effective performance of students cannot be overemphasized. The use of technology in the classroom has proven to be effective in the teaching and learning of sciences (Biology is inclusive). One of the factors that may influence students' achievement in Biology is students' gender irrespective of the instructional strategies used. Several studies confirmed this (Awobodu, 2016 and Oludipe, 2015). However, Adebanjo (2019) found no significant difference in students' academic achievement with regard to gender. Raji (2017) found that male students had higher academic achievement in Biology than the female students These contradictory results showed that issue of gender in students' achievement in biology has not yet been conclesive and that is the reason why gender was included in this study. Therefore, this study was therefore geared towards investigating how students' academic achievement in Biology can be improved using information and communication technology aided instruction**.** The moderating effect of gender on the students' academic achievement was also investigated.

2. Statement of the Problem

The persistent poor performance of students in both internal and external Biology examinations is a pointer to the fact that teachers used faulty instructional strategies which do not promote teaching and learning but most teachers still use it in secondary school Biology classrooms. Moreover, WAEC attributed the dismal performance in Biology to some concepts that appear to be difficult for the students to answer correctly in the area of Ecology. It was established that the problem of poor performance in Biology sometimes is not limited to the students' factors alone but also to teachers' pedagogical strategies.

Despite all the numerous benefits inherent in the adoption of information and communication technology aided instruction approach, it has been observed that there is not much evidence that Biology teachers have integrated this approach into their teaching. Although a variety of approaches to the teaching of Biology abound, the use of information and communication technology aided instruction approach has not been integrated by teachers in Ogun State. Infact, literature revealed that most secondary schools teachers use lecture method in Biology classrooms which does not enhance teaching and learning resulting to poor performance in internal and external examinations.

In order to address the problem of the difficulty in teaching some Biology concepts, this study therefore, intends to investigate how students' academic achievement in Biology can be improved using information and communication technology aided instruction**.**

3. Hypotheses

The following hypotheses were generated to guide the study:

H_{o1}: There is no significant main effect of instructional strategy on students' achievement in Biology.

H_{o2}: There is no significant main effect of gender on students' achievement in Biology.

H_{o3}: There is no significant interaction effect of instructional strategy and gender on students' achievement in Biology.

4. Methodology

The study adopted a pre-test, post test, control group quasi-experimental design with 2x2 factorial matrix. The population for the study consisted of all SS II students offering Biology in public secondary schools in Ogun State, Nigeria. The sample for the study consisted of sixty four (64) students offering Biology while purposive sampling technique was used to select two schools out of thirty six secondary schools in Sagamu Local Government Area of Ogun State, Nigeria using the following criteria: they are public co-educational school with good number of male and female students because of the inclusion of gender as moderator variable in the study, schools not very close to another school participating in the study in order to prevent subject contamination that could affect the internal validity of the study. One instrument was used to collect data for the study named Biology Achievement Test (BAT).

Biology Achievement Test (BAT)

Biology Achievement Test (BAT) was a multiple choice test consisting of 30-items with four-options per item. The BAT measured students' achievement in Biology. The items selected were from the past questions of Senior School Certificate Examination (WAEC and NECO) from 2015 to 2018 that corresponded to Ecology topics (pollution, conservation, ecosystem balance, population growth and quality of environment). The validity of the BAT was ascertained by two experts in Biology for face and content validity. The researcher also made use of table of specification. Necessary corrections arising from their advice was effected before the final draft of the instrument. The 30 –item BAT was then administered on a sample of forty SS 2 students that are not part of the main study. Trial testing of BAT was done in an interval of two weeks and the reliability coefficient using test-retest reliability statistics was 0.67.

The data were collected by administering the BAT at the pre-test and the post-test stages of the experiment with the help of two research assistants. The teacher taught the experimental group with ICT aided instruction and also the control group was taught with conventional method. The students were exposed to four contacts lessons, one lesson per week for four weeks. At the end of the four weeks, a post-test was administered on the students to determine their achievements in Biology. Altogether, the study lasted for six weeks. The same BAT served as both the pre test and post test but the re-arranged items was administered the second time as post test. Data collected from this study were analyzed using ANCOVA and the pre-test scores served as covariate to test the null hypotheses at 0.05 level of significance. Multiple classification analysis (MCA) was used to show and explain the magnitudes of the mean post-test achievement scores across the different levels of instructional strategy and gender.

5. Results

Hypothesis 1: There is no significant main effect of instructional strategy on students' achievement in Biology.

Result of the Main and Interaction effects of Instructional Strategy and Gender on students' achievement in Biology

Table 1: Summary of Analysis of Covariance of students' achievement in Biology according to Treatment and Gender

Source of Variation	Sum of Squares	Df	Mean Square	F	Sig. of F
Main Effects	**167.215**	**1**	**167.215**	**117.743**	**.000**
Covariates (pre-test)	82.348	1	82.348	57.984	.001
TREATMENT	260.037	1	260.037	183.103	.000*****
GENDER	.073	1	.073	.052	.821
2-Way Interaction					
TREATMENT * GENDER	.269	1	.269	.190	.664
Explained	**687.615**	**4**	**62.510**	**44.016**	**.000**
Residual	**124.975**	**59**	**1.420**		
Corrected Total	**812.590**	**63**			

*** Indicate significant F at 0.05 level R Squared = .607 (Adjusted Squared = .582)**

Table 1 presents the summary of the analysis of covariance (ANCOVA) test on the effect of treatment and gender on the students' achievement scores in Biology. Table 1 shows the outcome of the main and interaction effects of the two levels of instructional strategy (ICT aided Instruction and Conventional Method used in the study) and two levels of gender (male and female) on students' achievement in Biology. The result shows significant main effect of treatment ($F_{(1, 59)} = 183.103$, $P < 0.05$) and this implies that there is significant difference in the mean post-test achievement scores of the students after their exposure to the two levels of instructional strategy. Therefore, the null hypothesis one (H_{01}) is rejected.

The multiple classification analysis (MCA) presented in table 2, shows the mean post-test achievement scores of the participants in the two levels of treatment and two levels of gender according to order of magnitudes as well as the contributions of the independent variables to the variance in the dependent variable (achievement in Biology).

Table 2: Multiple Classification Analysis of students' achievement in Biology according to Treatment and Gender

Grand Mean = 11.565

Variable+ Category\ Treatment	N	Unadjusted Deviation	Eta	Adjusted for Independent + Covariates	Beta
ICT Aided Instruction	30	2.388	**.855**	2.417	**.865**
Conventional Method	34	-2.486		-2.516	
Gender					
Male	25	0.085		-0.192	
Female	39	-0.067	**.027**	0.150	**.060**
Multiple R Square					**.607**
Multiple R					**.858**

*** Indicate significant F at 0.05 level**

Table 2 presents the summary of the MCA analysis and it shows the magnitudes of the adjusted mean post-test achievement scores of students in Biology after exposure to the two levels of learning strategy. The result shows that with a grand mean of 11.565, the students exposed to ICT Aided Instruction recorded higher adjusted mean post-test achievement score of 13.982 (i.e. 11.565 + 2.417) than the students exposed to conventional method who recorded adjusted mean post-test achievement score of 9.049 (i.e. 11.565 - 2.516). This outcome thus shows that ICT Aided Instruction, with the higher adjusted mean post-test achievement score appears to be a better strategy for teaching and improving students' achievement in Biology than the conventional method. The result in table 2 further shows that

learning strategy as a variable contributed 86.6% of the variance in students' achievement scores in Biology while the independent and moderator variables jointly accounted for 73.7% $(0.858)^2$ of the variance in students' achievement scores in Biology.

Hypothesis 2: There is no significant main effect of gender on the students' achievement scores in Biology.

The results of the main effect of gender in table 1 shows non-significant main effect of gender on the students' achievement scores ($F_{(1, 59)} = 0.052$, $P > 0.05$). This outcome implies that there was no significant difference between the scores obtained by the male and female participants in Biology achievement test. Therefore, the null hypothesis two is retained.

However, the result of multiple classification analysis (MCA) on gender in table 2 showed that with a grand mean of 11.565, the female students with adjusted mean post-test achievement score of 11.715 (i.e. 11.565 + 0.150) recorded higher mean achievement score than the male students with adjusted mean post-test achievement score of 11.373 (i.e. 11.565 - 0.192). This outcome shows that the female students recorded higher and better achievement scores than the male students in the experiment but the obtained difference is not statistically significant. The result in table 2 further shows that gender as a variable accounted for 5.4% of the variance in the students' achievement in Biology in the experiment.

Hypothesis 3: There is no significant interaction effect of instructional strategy and gender on students' achievement in Biology.

The results of the 2-way interaction effect of instructional strategy and gender in table 1 shows no significant interaction outcome of ($F_{(1, 59)} = 0.190$, $P > 0.05$). This outcome implied that the students' mean post-test achievement scores do not vary significantly between male and female students after their exposure to the treatment. This means there is no significant difference in the mean post-test achievement scores of the male and female participants exposed to the two learning strategies (ICT aided instruction and Conventional Method of Teaching). Hence, the null hypothesis three is retained.

6. Discussion

The result of the analysis of the null hypothesis which stated that 'There is no significant main effect of Instructional strategy (ICT aided instruction and Conventional Method of Teaching) on students' achievement in Biology revealed that the experimental group performed significantly better than the control group. It is evident and was clearly indicated that treatment was statistically significant on the students' achievement. A plausible reason for this outcome might be due to the fact that students exposed to ICT aided instruction were actively involved in the learning process. Active engagement helps students to construct knowledge and organize information into meaningful schema (Mayre, 2003). Thus, when learners are actively involved in the process of learning, they construct new information from his/her existing mental framework for meaningful learning to occur either through the process of accommodation and assimilation (Erinosho, 2015 and Raji, 2017). This is in line with one of the principles of learning that says students learn well when they are actively involved in the learning process (Smith, 2002).

The finding corroborated earlier findings of Alkan & Kocak, 2015; Arista & Kuswanto, 2018 who reported that the use of ICT in teaching and learning process facilitates better understanding, enhances better memory retention and improves learners' achievement.
The finding also agrees with Aiyebelehin, 2012 who reported that the use of ICT aided instruction in delivering instruction to learners in the classroom enhances better performance was more effective than Conventional Method of Teaching

The non-significant effect of gender on students' academic achievement may be an indication that the sequential stages of proper instructional design and presentation provided in the ICT aided instruction produced the same learning

effect on both gender. Hence, this implies that when appropriate stages of delivering instruction are employed and relevant instructional materials were used, the learners could acquire the best in whatever lesson or course of study irrespective of sex difference. The finding of this study regarding academic achievement base on gender is in agreement with that of Adebanjo (2019) who found that there was no significant difference in the performance of boys and girls. However, the result negates the findings of Awobodu (2016) who submitted that the male students perform better than the female students in sciences while Adekunle (2015) agreed that female students perform better than the male students in sciences.

The 2-way interaction effect on table 1 shows no significant interaction effect of the instructional strategy and gender on the students' achievement scores in Biology. This implies that there was no significant difference in the mean post-test achievement scores of the male and female participants exposed to the two learning strategies (ICT aided instruction and Conventional Method of Teaching). The effect of ICT aided instruction in improving students' achievement in Biology is the same for the male and female students who took part in the study. The reason might also be due to the equal treatment and equal opportunities given to both sexes during the treatment. This finding agrees with Adebanjo (2019) who reported that no gender differences in learning strategy and students' achievement in secondary school Biology. However, it contradicts Ayuba (2016) who reported that gender had significant difference in academic achievement in Biology, Similarly, the finding disagrees with Omoniyi (2004) who reported that gender had significant main effect on the performance of learners in tele-video instruction.

7. Conclusion and Recommendations

The poor performance of the Biology students in WASCE and NECO results was an indication that they were poorly taught and difficulty exists in teaching and learning Biology. The findings of the study led to the conclusion that ICT aided instruction proved more effective than the conventional method and it thus has the capacity of improving the performance of students in Biology. Also, gender is not a barrier to students' achievement in Biology.

In the light of the findings in this study, the following recommendations are suggested:

- Government should provide ICT resources to secondary schools in Nigeria.
- Policy makers and curriculum planners should lay more emphasis on modern educational resources that promote effectiveness in teaching and learning.
- Government should enforce biology teachers to attend relevant workshops, seminars and conferences on digital technologies for effective instructional delivery.

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Impact of Internet Usage on Undergraduates' Academic Performance in South West, Nigeria.

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Abstract. The way and manner students generally, and undergraduates in particular use the internet at their disposal is highly worrisome. A cursory look at this issue revealed the fact that many of the students do not make judicious use of this expensive and all-encompassing facility at their disposal. This study therefore investigated the impact of internet usage on the academic performance of undergraduates. Three hundred (300) undergraduates, randomly selected from 100 to 400 levels were involved in the study. A structured questionnaire designed by the researcher, titled Questionnaire on Internet Usage and tagged (QIU) was used to collect pertinent data for the study. Data were analyzed, using mean scores, mean rating, frequency count, and simple percentages. Findings showed that the main purpose for which undergraduates use the internet was to watch pornography and that they spent between 6 – 10 hours per day surfing the internet to upload pictures, for recreational activities, to get up-to-date news and to make cool money. It was also found that internet usage by undergraduates had negatively impacted on their academic performance due excessive use of internet on other activities other than academics amongst others. It was recommended that uncensored sites should be blocked and that Internet surfing should be encouraged in open places amongst others.

Keywords: Internet usage, Academic performance, Recreational activities, Pornography, Counseling Services, Uncensored Sites

1. Introduction

The advancement in science and technology, reducing the whole world to a global village is no doubt phenomenal. The impact of this development is felt virtually in all facets of our lives and human endeavors such as agriculture, medicine, banking, the judicial system, industries, religious, as well as institutions of learning.

However, there are always two sides to every issue in life- the good and the bad, merits and demerits, advantages and disadvantages. The development and the introduction of the internet into the global landscape is no exception. The Internet is described as global network of computers linked together over large distances. It is a global system of interconnected computer networks that use the standard Internet protocol suite to serve billions of users worldwide (Geoff, 2010). The internet can be conceived as a rich, multi-layered complex ever-changing text for information dissemination and a medium for collaborative interaction between individuals and computers without regards for geographical limitation of space. The internet today is a worldwide entity whose nature cannot be easily or simply defined. To many, the internet is a large computer network linking together millions of smaller computers at numerous sites

in various countries belonging to thousands of business, government, research, educational and other organizations.

Since the Internet is now available to a wider sector of the global population, many educational establishments including universities have taken advantage of its educational potential, as a valuable source of information for undergraduates looking for ideas for projects and assignments. World Internet Usage (2012) statistics showed that there are over 60 million web sites on the internet. The chances are that any information however obscured can be found by any individual, those in the university environment inclusive. The only tools required to find this information is patience, a decent search engine installed on a computer and internet connectivity. It also serves as a useful tool for university lecturers in helping to prepgeoffare lesson plans as there are a number of sites, dedicated to providing educational material (Ibegwam, 2014).

The Internet plays a crucial role in the field of education. The academic community has undergone profound transformation during these years, assuming new dimensions influenced by technology-driven applications. The Internet is a priceless source of information for undergraduates and a tool to enhance their productivity (Jones 2013; Metzger, Flanagin & Zwarun 2013; Kirschner & Karpinski 2015). This has made undergraduates to be heavy users of the Internet compared to the general public (Choi, et al., 2014; Ni, et al., 2014; Judd & Kennedy, 2010).

Contributing to the academic performance of undergraduate, Wagner (1998) saw internet as a forum that promotes group discussion which is time and distance independent. The worldwide web service provided by the internet with over 5 million web sites allows undergraduates of all disciplines to source for relevant information needed to build them up, as information rules the world. Busari (2001) sees the internet as a medium through which lecturers and students can meet without seeing each other. Undergraduates can also learn through teleconferencing, using small video camera and microphone, members of the group can actually see and hear each other. Following the idea above, the Internet can transform undergraduate learning process to student-centered learning rather than institution and faculty centered instruction, contributing immensely to proper development of undergraduates.

With the Internet, undergraduates can improve their learning by gaining access to information and materials available online, which they might read online or download and print to read later. The Internet is also not just a passive medium that undergraduates might explore to obtain information on their own. The Internet revolution is not limited to finding information but also fostering relationships that bring undergraduates together. Suhail & Bargees (2006) reported some benefits of the internet access for college students. They indicated that the internet usage impacts education in a positive way by increasing communication with classmates and professors, increasing access to libraries and educational databases, and improving study hours and study habits. The internet is one of the beneficial tools in this era of IT which is not only for business but also for academic purposes, as it enhances the skills and capabilities of undergraduates which assist them in their studies and professional life. Undergraduates use the internet as a hub for research in their various fields of study. This can be seen by the way the students consult the internet for assignments, presentations, research works and examinations

According to Dryli & Kinnaman (2014), the Internet enables undergraduates to find information and experts, as well as allowing users to think critically and creatively, become collaborative and cooperative in solving problems. Adeya & Oyelaran-Oyeyinka (2013) noted that the internet will increase undergraduates' access to education improve curriculum and quality of instruction and increase productivity of academic publications in universities. The internet enables most undergraduates to acquire the skills that are essential to succeed and support them in modern society. Exposure to computer technology permits undergraduates to become familiar with the necessary economic tools at an early age,

e.g. Forex, betting systems, and the easy selling and distribution of software for monetary reasons. By using the technology properly, they will also acquire better thinking skills to help them become informed citizens, active and productive community members.

In spite of the benefits of the Internet for academics and learning, the internet poses some problems generally, and in academics in particular. In other words, there is a growing concern as to whether the increasing number of hours spent by undergraduates browsing/surfing the Internet limits the amount of time and effort devoted by them to the actual reading and study of the materials obtained from or outside the internet. According to Paul, Baker & Cochran (2012) the time spent on online social networks pose significant negativity on academic performance of the undergraduates. This view was further supported by Kirschner & Karpinski (2010) saying that excess involvement or obsession with social networking by students can have negatively impact on their academic performances. Although the merits of the Internet make it an ideal research tool, undergraduates tend to experience significant challenges as they surf irrelevant websites, engage in chat room gossip, converse with Internet pen-pals, and play interactive games at the cost of productive activity.

Despite the positive impact of the internet on academic performance, research findings have shown that excessive internet usage adversely affects an undergraduate's academic performance (Akhter, 2013). Academic related problems includes decline in study habits, drastic drop in grades, missing classes and poor integration in extracurricular activities. Undergraduates may have difficulty completing home-work and/or assignments, studying for examinations, or getting enough sleep to be alert for class the next morning due to Internet misuse. Often, undergraduates may be unable to control their Internet use which may eventually results in poor grades, bad academic standing, academic probation, and even expulsion from the university.

2. Statement of Problem

Undergraduates are among the very populous groups of people that access the internet most often showing a certain degree of internet addiction. It is evident that young people show a remarkable ease to become addicted to the use of the internet. However, a casual observation of how undergraduates use the internet on their smart phones and/or at designated places revealed a preponderance of negative, indecent and unproductive use of the internet. More often than not, if they are not using it to upload pictures they were busy taken all-around, they would be watching home videos from You Tube, or watching pornography from other sites on the internet. This development becomes seriously worrisome given the high degree of man-hour expended on surfing the internet on activities that do not add values to their lives. Most undergraduates go out of their ways in buying gadgets, phones and expensive equipment that will consistently keep them online and alert to the happenings on the internet especially when it revolves around social networking, gambling, cyber dating, modeling, football, movies, music and a whole lot of other vices It is therefore generally believed that this ugly development will definitely impact the undergraduates' academic performance, which is why this study is conceptualized to provide empirical evidence to either validate or refute this wild speculation.

3. Purpose of Study

The main purpose of the study was to examine the influence of internet usage on the academic performance of undergraduates. Specific objectives include:

- To investigate the various purposes/activities for which undergraduates use the internet.
- To find out how much time is spent on the internet by undergraduates on each activity
- To examine the problems associated with the use of the internet on the academic performance of university undergraduates.
- To examine the influence internet usage on the academic performance of the undergraduates.

4. Research Questions

Based on the forgoing purposes, the study sought answers to the following research questions:

- What are the purposes/activities for which undergraduates use the internet?
- How much time do undergraduates spend surfing the internet on each activity?
- What are the problems associated with the use of the internet by the undergraduates?
- What are the impacts of internet usage on the academic performance of the undergraduates?

5. Research Design and Methods

The descriptive survey research design was adopted for this study, through which views and opinion were collected from undergraduates sampled. Descriptive survey are those studies concerned with collecting and describing in a systematic manner the characteristic features and facts about a given population. This design was considered suitable because it permits the collection of data from a large number of respondents, describes the present conditions as they exist in their natural settings and allows a representative of the population to be sampled. The quantitative research approach was adopted for its execution.

5.1 Population

The population for the study consisted of all undergraduates in Southwest Universities, Nigeria.

5.2 Sample and Sampling Techniques

The sample for this study was made up of three hundred (300) respondents in all. Seventy-five (75) students were selected from each level of 100 to 400 levels. While the random sampling technique was used to draw the sample for the study, the purposive sampling technique was used to select one of the populous universities southwest, Nigeria, where internet facility is available all the time. This allowed the researcher to collect pertinent information without any form of impediment, as the phenomenon being investigated was practically manifested and evident.

5.3 Research Instruments

A self-constructed, structured Likert scale questionnaire, consisting of 45 items divided into five sections was the main instrument used for data collection. The questionnaire items were arranged to reflect specific purposes and the research questions. Section A of the questionnaire contains items that were designed to obtain personal information from the respondents. Section B comprised 9 items designed to elicit information on the purposes or activities for which undergraduates use the internet. Section C comprises 9 items that were designed to obtain information on the time spent surfing the internet on various activities. Section D comprised 17 items that were designed to elicit information regarding the impacts of internet usage on the academic performance of undergraduates, while Section E has 10 items designed to elicit information about problems associated with the use of the internet by the undergraduates. However, in order to determine the validity of the instrument, the draft questionnaire was given to some of my senior colleagues and experts in test and measurement for comments, criticisms and corrections, in order to assure both face and content validity of the instrument. Their comments and corrections were thereafter used to produce the final copy of the questionnaire. The test re-test reliability method was employed to determine the consistency of the instruments. The questionnaire was administered on a different set of respondents who were not part of the sample for the study within an interval of two weeks. The test-retest method yielded 0.86 reliability index. Furthermore, the observational technique of data collection was used to complement and validate information collected through the questionnaire.

5.4 Data Collection Procedure

The researcher visited the university involved in the study to seek permission to carry the study, where he was directed to Dean, student affairs who then introduced him to some departments where copies of the questionnaire were administered on the students. The administration of the questionnaire lasted a week due to students' tight academic schedule. However, the researcher together with the research assistants was able to achieve 100% return rate of the questionnaires administered at the end of the exercise.

5.5 Method of Data Analysis

Descriptive statistical tools of mean scores and mean rating were used for the analysis of data collected for the study and to answer the research questions.

6. Results

Research Question 1: What are the activities for which undergraduates use the internet?

Table 1: Rank Order of Purposes/activities for which Undergraduates Use the Internet

S/N	Item	Mean	Ranking
8	I use the internet to watch pornography	2.73	**1st**
7	I use the internet to make cool money	2.22	**2nd**
5	I use the internet for recreation activities	1.84	**3rd**
9	I use the internet for academic activities	1.84	**3rd**
4	I use the internet for buying and selling of materials	1.82	**5th**
1	I make new friends through the internet	1.57	**6th**
6	I use the internet to upload pictures	1.53	**7th**
3	I use the internet to send and receive mails	1.52	**8th**
2	I get up-to-date news from the internet	1.44	**9th**

Source: Field Survey, 2018

Table 1 displayed the purposes/activities for which undergraduates use the internet. The main purpose for using the internet by undergraduates is to watch pornography which has a mean score of 2.73 and ranked first, while other purposes including academic activities had mean scores below 2.50 benchmark.

Research Question 2: How much time do undergraduates spend surfing the internet?

Table 2: Rank Order of how much time undergraduates spent surfing the internet

S/N	Items	Mean	Ranking
6	I use the internet to upload pictures	1.57	**1st**
5	I use the internet for recreational activities	1.56	**2nd**
2	I get up-to-date news from the internet	1.53	**3rd**
7	I use the internet to make cool money	1.52	**4th**
9	I use the internet for academic activities	1.44	**5th**
3	I use the internet to send and receive mails	1.44	**5th**
4	I use the internet for buying and selling of materials	1.42	**7th**
8	I use the internet to watch pornography	1.42	**7th**
1	I make new friends through the internet	1.29	**9th**

Source: Field Survey, 2018

Table 2 revealed the amount of time spent surfing the internet by the undergraduates. Respondents indicated that they spent between 6 – 10 hours per day surfing the internet for uploading pictures, recreation activities, get up-to-date news and to make cool money with mean scores of 1.57, 1.56, 1.53 and 1.52; and ranked 1st, 2nd, 3rd, and 4th respectively, while other purposes or activities had mean scores below the benchmark of 1.50, including being used for academic activities.

Research Question 3: What are the problems associated with the use of the internet by the undergraduates?

Table 3: Rank Order of Problems Associated with the Use of the Internet by the Undergraduates

S/N	Item	Mean	Ranking
1	The Internet exposes students to gambling	1.85	**10th**
2	The internet exposes students to theft/fraud	1.91	**7th**
3	Students tend to get engaged with illicit economic activities through the internet	1.94	**6th**
4	Students perception about making money tend to be clouded due to the information gotten from the internet	1.96	**5th**
5	The internet gives room to sex abuse	2.12	**3rd**
6	The internet reduces personal privacy	2.10	**4th**
7	The internet exposes students to immoral associations	2.53	**2nd**
8	Students spend too much time chatting on the internet and therefore risk improper time management	1.88	**9th**
9	Students regularly make friends with wrong people as a result of internet use	1.89	**8th**
10	Excessive use of the internet can lead to real life social isolation	2.56	**1st**

Source: Field Survey, 2018

Table 3 indicated the risks or problems associated with use of internet. The main problems associated with the use of the internet by the undergraduates was the fact that excessive use led to real life social isolation which had a mean score of 2.56 (1st), the internet exposes students to immoral associations which had a mean score of 2.53 (2nd), while other perceived problems had mean scores below 2.50 benchmark.

Research Question 4: What are the impacts of the use of internet on the academic performance of the undergraduates?

Table 4: Rank Order of the Impacts of Internet Usage on Undergraduates' Academic Performance

S/N	Item	Mean	Ranking
1	It gives me quick access to academic materials	1.22	**17th**
2	It saves time in doing my academic work	1.61	**15th**
3	I don't have enough time for academic work due to excessive engagement in online music	2.55	**1st**
4	The internet increases my curiosity	1.93	**7th**
5	I have been delayed for classes because of my engagement on social networks	2.49	**2nd**
6	I use the internet for my seminar presentation	1.72	**10th**
7	I use the internet for my project write up	1.73	**9th**
8	The internet helps students to work at their own pace	1.62	**14th**
9	I have less time for academic works due to excessive engagement in online games	2.48	**3rd**
10	The internet helps my research works faster	1.50	**16th**
11	It helps to collaborate with students and lecturers in other school	1.70	**12th**
12	I get less time for academic task due to excessive engagement in social networking sites	2.28	**4th**
13	The internet improves my collaboration with students and lecturers in the other schools	1.82	**8th**
14	The internet has provided new methods of cheating in examination to students	2.18	**5th**
15	The internet made me develop interest in the learning content	1.69	**13th**
16	I usually spend more time on social networking sites than academic sites	2.11	**6th**
17	The internet is a reliable source for academic materials	1.71	**11th**

Source: Field Survey, 2018

Table 4 showed the impacts of internet usage on respondents' academic performance. The main impact of internet usage on the academic performance of the undergraduates was that it does not give them enough time for academic work due to excessive engagement in online music with a mean score of 2.55, ranking first (1st), while other seemingly effects had mean scores below 2.50 benchmark.

7. Discussion

The study in Table 1 revealed that the main purpose for which undergraduates use the internet, was to watch pornography. This finding negates that of Toprakç (2007) who reported that students mostly use the Internet for correspondence via e-mail, 60 % log on to the

Internet out of the campus, and only less than 50% use it for educational purposes. Also, Baker, et al. (1999) found that accounting education students use internet for the purpose of academic.

Table 2 showed that the undergraduate spent between 6 – 10 hours per day surfing the internet to upload pictures, for recreational activities, get up-to-date news and to make cool money. This result like others, is a confirmation of the speculation that gave birth to this study in the first instance. The finding is however, incongruent with that of Kumah (2015) who reported that undergraduates in the University of Ghana spent between 5 to 10 hours everyday surfing the internet to search for academic materials and upload academic information.

Table 3 reveaved that the problem associated with the use of the internet by the undergraduates was that excessive use can lead to real life social isolation. This finding corroborates that of Jali, et. al. (2014) who reported that the main problem associated with the use of internet is improper time management, immoral associations and real life social isolation in Western Rajasthan, India. In addition, Al Hariri and Al Hattami (2017) reported that problem associated with the use of internet is that it may lead to risk of improper time management among health colleges students at the University of Dammam.

It was also found that undergraduates do not have enough time for academic works due to excessive engagement in online music and other non-academic activities, thereby leading to their poor academic performance. This result is not surprising though, as academic work that is supposed to be the main engagement of the undergraduates on the internet ranked low with a mean score of 1.84 (Table 1), which was below the 2.50 benchmark, coupled with an average mean score of 1.44 and ranking 5th in terms of how much time the students spent on different activities they engaged in on the internet as shown in table 2. The mean score of 1.44 is below the benchmark of 1.50, which implies that surfing the internet for academic purposes or activities was never the students' priority. This result lends credence to Akhter's (2013) who found that excessive internet usage adversely affects undergraduates' academic performance. The finding however, contradicts that of Markwei (2001) who reported that the use of internet has positive impact on academic activities of both staff and students of University of Ghana.

8. Conclusion

Arising from the results and subsequent discussion of the findings of this study, it may be concluded that internet usage by the undergraduates has impacted negatively on their academic performance due to various other purposes or activities for which they used internet other than their academic purpose, coupled with a high degree of man-hour they spent on other purposes like watching pornographic films, uploading of pictures, making illegal money and the like, all of which cannot add value to their lives. All these have taken a larger chunk of their time, leaving no room or time-space for their academic activities.

9. Recommendations

The following recommendations were made sequel to the data analysis, findings, and discussions of the study presented above:

- With internet access currently available on mobile devices owned by almost every student in universities, it is recommended that a similar study be conducted focusing on how students use current advancement in technology available to them to satisfy their information needs.
- Educational psychology and counseling centers may offer different types of services, including individual and group therapy options on a variety of issues ranging from using internet for pornography.
- Centres should be established in and around tertiary institutions of learning especially for educational psychologists and counselors where students could

visit and find solutions to problems they are facing in using internet.

- Nigerian government and educational agencies should encourage and sponsor the publication of books relevant to internet use for undergraduates.
- Contents of internet surfing need to be monitored by parents, internet service provider and telecommunication regulators.
- Duration of the internet surfing should be predefined by the university authorities.
- Internet surfing should be encouraged in open places to prevent immoral and indecent use of the facility.
- Telecommunication regulators should be empowered by Government to block uncensored sites.

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Digitized Education: Examining the Challenges of Digital Immigrant Educators in the Face of Net Generation Learners

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Abstract. There is no doubt that our society has been digitized. The newest waves of technological advances have taken grips of almost all aspects of our activities in the present times. The education sector is not exempted from the current scenario. Oblinger and Oblinger (2005) acknowledged that technology is advancing at such a rate that traditional ways of teaching and learning are now pushing students and teachers to their full potential. The education sector has gone digital with net generation learners considered to be technologically know-how and computer literate in view of their lifelong exposure to ever-present technology. Digital education requires digital teachers and learners (students), who have the capacity to manipulate digital technologies in teaching-learning situations. Prensky (2001) alleged that our students have changed radically as today's students are no longer the people our educational system was designed to teach, and students today are all "native speakers" of the digital language of computers, video games, and the Internet. It is on this premise that this paper attempts to study how the integration of these technological advances in the education industry have impacted on digital immigrant teachers. One of the goals of this paper is to discuss basic concepts related to the original work of Prensky in 2001 as well as other contributors to his idea. The paper further sheds some light on the challenges faced by the digital immigrant teachers in coping with digital native learning styles in the light of continuous technological developments. The study as well enumerated the characteristics of both digital immigrant teachers and the digital natives (net generation learners), and equally examined the learning preferences of the net generation students and how they learn. Finally, the authors recommended measures to be taken to ameliorate the digital divide.

Keywords: Digitization, Digital immigrant teachers, Digital natives, Digital divide Online learning.

1. Introduction / Review of Literature

This study was guided by Vygotsky's (1978) socio-cultural learning theory, which states that society, culture, and their technological offerings are impacting the learning and development of children. Therefore, meaning that the process of knowing is mediated by community and culture. Secondly, it also rests on Prensky's postulation of the division between "Digital Natives" and "Digital Immigrants" in his famous article (Prensky, 2001).

The 21st education demands more access to various types of technology. Jan (2017) affirmed

that the 21st century is rapidly changing humans in every dimension, be it politically, technologically economically, socially, etc. Hence, with rapid changes, complex problems are faced by teachers and other stakeholder in the education industry. Therefore, in view of these technological advancements as observed by (Jan, 2017), the teaching and learning is transforming from teacher-centered lecture-based instructional delivery to student-centered learning environment.

Teachers of online programs will need 21st Century teaching skills, and use a variety of web technologies to accomplish their tasks. These may include Skype, Ning, Learning Management Systems (Moodle) or others, such as, online tools or a variety of electronic gadgets. Prensky (2012) pointed out that we need to improve our teaching "meta" skills in order to aid students to develop critical thinking, problem solving, and to integrate video, and programming, just as we now integrate reading and writing.

As Baru (2018) observed, our students have changed dramatically in terms of slang, styles and clothes, which is due to rapid dissemination of technology in the 21st century. They grow up with technology and are surrounded by smart phones, computer devices, high speed Internet, Twitter, Instagram, e-mail, telegram, and Whatsapp. Satish and Priya (2012) also assert that the right implementation of these new technological tools will definitely count to the teachers' success in the classroom.

It is true that some of today's teachers were not born in today's digital world, but have become fascinated with the use of technology and have equally adopted many aspects of ICTs in their classes at some later point in their lives. As Galaviz and Normal (n.d.) asked, "Are the teachers who are not digitally compliance prepared for this?" Mabrito and Medley (n.d.) in the same manner, asked the same question; "Are educators rising to the challenge of teaching these students? The authors further probed on how confident are we (teachers) about using the Internet, computers, smartphones, tablets, or any other modern electronic devices? So, are you a technophobe or techno geek?

How many of us are ready to adopt and use these new technologies to cope with the demands of today's digital natives learning styles. Therefore, the onus lies on us to think and decide whether to be a digital teacher (digitally literate) in other to meet up with the demands of the net generation learners or remain technological backward and easily and timely quit the profession we have long cherished.

Nonetheless, Jan (2017) has observed that the recent advances in technology have affected almost every area of our life, including the way we talk and work with others; learn, teach, and as well has expanded our vocabulary, such as "Digital natives", "Digital immigrants", and "Digital divide", etc.

However, the understanding of the concepts or new vocaburaies will help to buttress or give more meaning to the topic or subject under discussion.

Digital: Jones-Kavalier & Flannigan (2006) refers to it as "information represented in numeric form and primarily for use by a computer" (P. 9).

Immigrant: This refers to a person who leaves one country and wants to settle permanently in another (Giraffa and Marczak, 2014). The term could as well be defined as anyone who lives in a country (either permanently or temporarily) where he or she was not born (UNESCO, 2005).

Digital Immigrants: They are persons who were not born in today's digital world but have, at some later point in our lives, become fascinated by and adopted many or most aspects of the new technology (Galaviz and Normal, n.d.). Prensky (2001) referred to digital immigrants as old-world settlers, who have lived in the analog age and immigrated to the digital world." He further described them as those who were not born in the digital world and had adopted many of the new technologies later in life (Prensky, 2001a). Prensky lastly referred to them as those who manage to learn to exist but who (in his view) will never be fully competent. They are people who come late to the world of

technology; probably the parents of those called digital natives (Galaviz and Normal, n.d.). Baru (2018) refers to them as those who were born earlier and adopted technology at a later part of their lives.

Digital Immigrant Teachers: The digital immigrant (Prensky, 2001a, 2001b, 2009, 2010, Palfrey and Gasser 2008) are educators/teachers, who grew up and were trained before digital technologies. Therefore, those teachers trained within this period will rightly be referred to as "digital immigrant teachers ". White and Cornu (2011) also referred to the digital immigrant teachers as "Visitors".

Digital Natives: The phrase "Digital Naives" (Prensky, 2001a, 2001b, 2009, 2010) and Palfrey and Gasser 2008) has been defined by Prensky (2001) as those born into an innate "new culture". Prensky described this people as those who are entirely at ease with digital environment (White and Cornue, 2011). In view of its long history, the term, "Digital Natives' has been branded with several other terms, which are in circulation today as affirmed by scholars. Oblinger & Oblinger, 2005; Prensky, 2001 and Tapscott, 2009,) referred to it as "Net Generation or N-Gen" While Jorgensen (2003), Weiler (2005) and McCrindle (2006) referred to it as "Generation Y‟ and "Millennials‟ (Howe and Strauss, 1991, 2000, 2003).

The same population, as affirmed by (Jones and Shao, 2011) are also less commonly referred to as the "IM Generation‟, which refers to the Instant Message Generation (Lenhart, Rainie, and Lewis, 2001); the "Gamer Generation‟ (Carstens and Beck, 2005) for the obvious reference to video games, and "Homo Zappiens‟ (Veen, 2003) for their ability to control information flows (Jones and Shao, 2011). As (Jones and Shao, 2011) observed, each of these terms definition is slightly different and differs in the way it is used by researchers. However, the authors affirmed in general terms, that they are used interchangeably.

As also observed by (Jones and Shao, 2011), a number of newer terms have emerged, which claim to identify a further generation in view of current technological advancements. Such terms are, "i-Generation" (Rosen 2010), "Google Generation" (Rowlands et al, 2008 and JISC-Ciber, 2008). Nonetheless, call it the next generation, N-Gen, the Google generation, or the millenials, these names as (Gibbons, 2007) posits is to highlight the significance and importance of new technologies within the lives of young people. They further emphasized that they are all "native speakers" of the digital language of computers, gadgets, video games and the Internet. As well, the term, "new millennium student" is currently in circulation (Pedró, 2009). Lastly, White and Cornu (2011) have referred to it as "Residents". Nevertheless, the use of these terms depends on each scholar, but all refers to current generation of students in schools.

Net Generation Learners: This is one of the phrases used to describe "Digital natives". Tapscott (1997) coined the term ***"Net Generation"***, which referred to young people who had grown up surrounded by digital media. They are the group of youthful people, who were born with technology in the early 1980s, who grew up in an environment in which they are constantly exposed to computer-based technology, and have acquired methods of learning that are different from those of previous generations (Tapscott, 1997),.

Digital divide: The differences of opportunity that exist between people who can regularly and esasily use the Internet and email, ands people who cannot do this is referred to as "Digital divid" (Dictionary of Contemporary English, 2009). This has as well been defined by Hargittai (2003) as, "The gap between those who have access to digital technologies and those who do not; or the gap between those who use digital technologies and those who do not understood in binary terms distinguishing the "haves" from the "havenots." Binary terms in this case as the scholar emphasized means someone either has access to the medium or does not, or someone either uses the Internet or does not. In the same development, digital divide has also been defined as the inequality in access to technology that exists between communities due to regional and demographic differences, particularly socio-economic groups (Tustin, 2015).

Generally, Baru (2018) stated that our students have changed dramatically in terms of slang, styles and clothes, which he attributed to rapid dissemination of technology in the 21st century, as they grow up with technology and are surrounded by smart phones, computer devices, high speed Internet, Twitter, Instagram, e-mail, telegram, and Whatsapp. Technolgical innovations have introduced new methods of instruction in all fields, including the education sector. Oblinger and Oblinger (2005) acknowledged that technology is advancing at such a rate that traditional ways of teaching and learning are not pushing students and teachers to their full potential. In the same manner, McNeely (2005) concords that the traditional lectures are not fulfilling the learning potential of typical students today. Prensky (2001b) suggests that 'Digital Natives' brains are likely physically different from those of previous generations as a result of the digital input they received growing up. Prensky was also concerned about the deep gap between the Digital Native students (the techno gurus) and the Digital Immigrant tutors (techno illiterates), which has created "the biggest single problem facing education today." (p. 2). Prensky further observed that the characteristics and learning preferences of Digital Native students, he argued, were incompatible with the teaching practice of their teachers.

Powell (2007) with reference to Palfrey noted that the arrival of digital natives at universities around the world presents a challenge, both for their teachers and their institutions. In the same manner, Hartman, Moskal and Dziuban (2005) in their write-up titled: "Preparing the academy of today for the learner of tomorrow" also observed that the digital natives entering higher institutions bring a blend of behaviours, attitudes, and expectations that creates opportunities, as well as challenges. This includes the shallowness of their reading and TV viewing habits, a comparative lack of critical thinking skills, naïve views on intellectual property and the authenticity of information found on the Internet, as well as high expectations combined with low satisfaction levels. These, the scholars observed pose lots of gap between most institutions' information technology environments and the preferred technology the Net Generation students' use.

As Hartman, et al (2005) noticed, the above preferences of 'digital natives' students have created greatest challenges for educators, administrators and the entire staff in view of the fact that majority of them belongs to earlier generations. Dede (2005a, 2005b) as well claimed that in all ages, that technology has always reshaped the mindset of students, and presently creating a "neomillennial" learning style. As a consequence, the scholars assert that teachers need to modify their teaching practices to accommodate a new technology-based educational trend and as well meet the new learning needs of the technologically sophisticated students (Jones and Shao, 2011). Hence, enabling environment and services that will suit the needs of this brand of students to achieve their goals must be provided. The problem at hand now is on how the digital immigrants teachers hope to meet the demands of net generation students, since today's learners, who are believed to be technological skilled may considerably require today's teachers (digital immigrant teachers), who can effectively manipulate these technological advances to the best benefit of the present digital learners.

Educators often rely on that assumption to justify changes to institutional curricula, technology initiatives, new classroom strategies, and calls for educators to meet the educational demands of the younger generation. In modern classrooms, teachers are faced with technologicl advances that can compliment or inhibit instruction (Morrison & Lowther, 2015). As Galaviz and Normal, n.d.) observed that there are wide varieties of information and communications technologies, including hardware and software, available for teachers. The methods of teaching today are quite different from what it used to be in the previous centuries, because teachers of today are confronted with new methods of delivering instructions to net generation learners/students.

Presently, Senjov-Makohon (2004) observed that teachers, who have extensive teaching

experience lack information and communication technology (ICT) knowledge and skills to cope with learning styles of the digital native learners. Traditional lectures are not fulfilling the learning potential of typical students today.

There is no doubt that the learning preferences of the digital natives are quite different from their predecessors. Among today's learning preferences include flexibility in the learning environment, collaboration (teamwork), student-based projects that incorporate challenging assignments, and *most importantly* respect for student voices (Clare, 2013). We are in era where the teachers have become facilitators, where the needs of the students need to be put forward first and allow them to be in the driver's seat (Clare, 2013). Galaviz and Normal, n.d.), in their contributions to the digital native learners vs digital immigrant educators, declared thus:

> "The use (of) technological tools, such as cell phones, multimedia, educational software, videos or television is the new kind of literacy that marks the generation gap between digital immigrants and digital natives". The scholar further raised the question, "How can we teachers of the XX century get prepared to evolve and follow the new trends of education in the XXI century?" (P. 147).

Prensky (2001) had already answered the above question when he stated that if digital immigrant educators really want to reach digital natives (i.e., all their students), they will have to change to the new pattern of teaching by embracing and adopting the new technologies. In the same manner, Akudolu, 2006) stressed that educators or teachers in institutions of learning should be equipped with information and communication technology skills to handle information and adopt a problem-solving approach in order to generate knowledge among net generation learners. Nonetheless, let's examine some of the major characteristics of digital immigrant teachers.

Major Characteristics of Digital Immigrant Teachers

Galaviz and Normal, n.d.) observed that there are still teachers who are reluctant to use technology in their classrooms today, stating that they just contented themselves with having a traditional learning environment, whether their students like it or not. One wonders how these teachers will contend with the digital learners, who are native speakers" of the digital language of computers, gadgets, videogames and the Internet? (Galaviz (n.d.). Prensky (2001) noted that the single biggest problem facing education today is that our digital immigrant instructors, who speak an outdated language (that of the pre-digital age), are struggling to teach a population that speaks entirely new language. The author further stated that the digital naives oftentimes feel as if unintelligible foreigners were brought to the class to lecture them.

In view of the above, the digital immigrants educators have continuously been resistant to change, they don't believe that today's learners are different as most of them don't yet believe their students can learn successfully while using new technologies, such as watching TV or listening to music, as these weren't opportune to their time. can't or ıey believe ıt the same them will

As Prensky (2001) noticed, digital educators prefer reading and editing their emails by printing them out on paper than reading on the screen. The scholar further affirmed that they prefer dealing with someone physically than through any of the new technologies. Prensky (2001) acknowledged that digital immigrants choose to do things their own way, that is, teach slowly, step-by-step, one thing at a time, individually, and seriously. Digital Immigrant teachers believe that Digital Natives don't always pay attention in class activities as they are usually glued to their smartphones.

Digital immigrants, or "Visitors" as referred to by White and Cornu (2011) believe in 'real' social life and choose not to socialize online and as well reluctant to using e–mail or Skype to maintain relationships. They are also cautious of creating a Facebook profile. Digital immigrants believe that the web is not a 'place' to think or to develop ideas and do much of their thinking off–line. Hence, they are users, not members of the

web. Again, they place little value in belonging online.

2. Characteristics of Digital Natives Learners

VanSlyke (2013) opined that kids born into any new culture learn the new language easily, and forcefully resist using the old. They grow up with technology and have spent their entire lives surrounded by and using the technology - computer devices, videogames, digital music players, video cams, cell phones or smart phones, high speed Internet, Twitter, Instagram, e-mail, telegram, and Whatsapp among others (Baru,2018 and VanSlyke, 2013).

Computer games, email, the Internet, cell phones and instant messaging are integral parts of their lives. Prensky (2001) assumed that our students' brains have physically changed, and they think different from ours as a result of the digital environment they grew up. Without much ado, we can certainty say that their thinking patterns have actually changed.

Digital natives see the Web as a place as a cluster of friends and colleagues, whom they can approach and share information about their life and work; a good proportion of their lives are, spent online, and a vital place to express opinions and relationships can also be formed and extended (White and Cornu, 2011). The scholars further stated that they are happy spending their time with others online simply because they 'belong' to a virtual community. They have a profile in social networking platforms, such as Facebook or Twitter and are comfortable expressing their persona in these online spaces The Web is a tool for online banking and shopping. It is as well used to maintain and develop a digital identity. They see social networking platforms as quick avenues for communication or interactions and their opinions are mostly expressed in blog posts or blog comments, Facebook, Twitter, Whatsapp, etc., and contents are constantly generated. They value smart phones, and they consult Google and Wikipedia for their immediate or relevant information or knowledge (White and Cornu, 2011).

Natives or residence see the Web primarily as a network of individuals or clusters of individuals who in turn generate content (Jan, 2017). The scholar further asserts that social networking, online games and tools as mobile phones, iPods are everyday use of students.

3. Learning Preferences of the Net Generation Students

Oblinger and Oblinger (2005), McNeely (2005), Wikipedia (2019), Kaminski, Seel, and Cullen, 2003) have indentified some of the preferences of the Net Generations students or learners as discussed hereunder:

- Values experiential learning (learning by doing). They learn by doing, and not by reading instruction manuals or listening to lectures
- They work in teams during learning processes
- Behaviours are expressed through technologies
- They prefer constructivist and connectivist methods of learning
- They are involved in multitasking activities z
- They value interactivity with computers, professors, websites, or classmates (McNeely, (2005)
- Early use of technologies. They start using computers between the ages of 5 and 8
- Plays with Internet tools (e-mail, chats, Instant messages, Whatsapp, Facebook, etc)
- Digital natives frequently surfs the Net.
- They use the latest in technology (Cell phones, Computers, PDAs, MP3 players, or Digital cameras (McNeely, 2005).
- They expect things to work properly and work fast.
- Net Geners require social component of learning. They value social networking as part of their learning activities.
- They prefer creating presentations in text and multimedia
- They need technological access and skills. Students must possess computer

or digital competency skills to excel in their chosen endeavours. They must have fundamental computer skills, such as Word processing, creating a spreadsheet, using Web browsers, and e-mail.
- They learn so much when operating a computer, such as using computers for homework, online chatting, checking e-mail, and surfing the Internet, write a simple Web page, update a ready-made blog site, or download music and movies, burn CDs, etc.
- They value learning through practical games, which is game-based learning.
- They learn through project-based, problem-based, and inquiry-based of instruction.
- They need to communicate quickly with each other, but in a centralized manner, such as with message board
- Natives prefer asking open-ended questions; hence, they seek for time for questions and share their thoughts and opinions
- Due learner-centeredness of the their nature, they prefer active to passive learning
- They prefer teachers to clearly explain objectives
- Natives students prefer to find and following their favour or excitements
- They believe that failure is a learning process.

Generally, the learning preferences of the Digital Native students include teamwork, flexibility in the learning environment, student-based projects that incorporate challenging assignments, and *most importantly* respect for student voices (Wikipedia, 2019).

4. How Net Generation Students Learn

There is no doubt that the children of today learn differently. Therefore, several learning styles have been adopted:

- Learning by doing
- Interaction, Not Isolation (use technology in their daily lives (relationships are a driving force in the learning process). Learning through social interaction is important.
- Feedback from the professor is vital, and working in groups is the norm (McNeely, 2005).
- Cut-and-Paste Culture (Plagiarism is the academic infraction of choice); Cheating is on the rise in universities
- Teamwork
- They all use computers in their class work and in their hobbies.
- They have a wide range of interests, outside their chosen area of study.
- They are not locked into one thing, although all are highly motivated and pursue their interests with passion.
- They use the latest in technology, whether cell phones, computers, PDAs, MP3 players, or digital cameras.
- They expect things to work properly and work fast.
- They get bored if not challenged properly, but when challenged, they excel in creative and innovative ways.
- Average student will use a computer for homework, online chatting, checking e-mail, and surfing the Internet.

5. General Impact of Technology on Digital Immigrant Teachers and Native Learners

Prensky (2001), in his famous article titled, "Digital Natives, Digital Immigrants" put forward the division between the two terms. The scholar defined “Digital Natives” as those individuals born into an innate "new culture" while the “Digital Immigrants” are old-world settlers, who have lived in the analog age and immigrated to the digital world. In the same manner, Wikipedia (2019) declared that a digital immigrant is an individual who was born before the existence of digital technology and adopted it to some extent later in life; while a digital native is an individual born during or after the digital explosion. These “Net generation learners” require technological competent reliant teachers, who will speak the same language with them.

Prensky (2001a) asserts clearly that as a result of digital natives interactions with technology, today's students think and process information fundamentally differently from their predecessors; hence has direct impact on ways they think, receive information really fast, and parallel process and multi-task. The scholar further affirmed that they function best in a networked environment. They thrive on instant gratification and frequent rewards. They prefer games to "serious" work. In view of the above, it provides an avenue for professional development of digital immigrant teachers. This is in conformity with Tapscott (1999) postulation that the whole generations of teachers need to learn new tools, new approaches, and new skills. It is on this premise that (Baru, 2018) recommended that today's educators should adopt and adapt the materials and methodologies to cater to the needs of the current students, and also in view of the fact that the 21st Century teaching and learning emphasizes the application of the integrate of 4 Cs (Critical thinking, Creativity, Communication, and Collaboration) in lesson, which makes teaching and learning easier and livelier.

It has been researched that young people's access and use of technologies differ considerably; hence, this has lots of implications for policy makers cum educational providers. They need to take the variability of these into account when designing educational systems and making changes at programme or institutional levels so that it will be capable of transforming students' social and academic lives. This is paramount because Shao (2011) asserts that it would be even more misleading to assume that being a member of the Net Generation/ Digital Native was synonymous with knowing how to use and adapt new technologies and tools to help with their learning in university (Shao, 2011).

6. Characteristics of "Digital Natives"

(i) They see the world in less hierarchical terms - the Internet levels the playing field, making everyone more equal online;

(ii) They live in the world of computers and video games;

(iii) They are constantly connected to the online world;

(iv) They have the capacity to use digital technology transparently;

(v) They express themselves in ways mediated by digital technologies;

(vi) They have plenty of friends in social networking sites (including people who they have never met in person);

(vii) They feel comfortable in online environments;

(viii) They rely on online spaces to search for all the information they need (they learn through browsing);

(ix) They have a tendency to attend to several things at once – multitasking

(x) They receive and process information at a rapid pace;

(xi) They share photos and videos with their friends all over the world;

(xii) They learn via participation rather than passively, as illustrated in the difference between Wikipedia and Britannica;

(xiii) They text speak. Their language is quite different from the digital immigrants. They use Text speak or chat terms they use today, which is becoming more prevalent and relevant in our present society weren't in existence before now. For instance, 2day represents today; B/C or BC represents because; DoB represents date of birth; PLZ represents Please; F2F or FTF represents Face to face; B4 represents Before; L8R represents HAK Hugs and kisses Later; ur represents your; 2morrow or TMRW represents Tomorrow represents; LOL represents Laughing out loud; HAND represents Have a nice day; txtspk represents Text speak; FB represents Facebook; ILU represents I love you, etc. (Galaviz and Normal, n.d.);

(xiv) They are in touch with Wikipedia and not Britannica or Americana;

(xv) Digital natives receive information very fast;
(xvi) They value graphics to texts;
(xvii) They work effectively by networking;
(xviii) They have desire for gratifications and rewards.

7. Basic Guidelines for Teaching the Digital Natives

The teaching and learning in the 21st Century has assumed a different dimension. Below are some of the guidelines for teaching in the digital world as suggested by Clare (2013):

- Explaining objectives clearly
- student-centered learning
- problem-based learning
- inquiry-based learning
- active learning
- asking the open-ended questions
- constructivism or co-constructing
- learning by doing
- allowing students to find and following their passion
- allowing time for questions and sharing their thoughts and opinions
- creating presentations in text and multimedia
- giving students guidance
- delivering material in the context
- creating rigor
- practice through games
- teach that failure is a learning process

With above methods of instruction, these teachers are not often comfortable with ICT, as they lack the competence(s) to manipulate the technological devices. Thus, the only alternative left for them is to adjust to these technological developments by learning the new and creative ways to enhance their technological skills or competences to enhance the new ways of delivering instruction to cope with the digital native learners' varying learning styles.

Suggestions/Recommendation

As suggested by Jones and Shao (2011), "The net generation and digitally native students were supposed to be forcing teachers to change their curricula and pedagogical models to cater for the needs of the new population of students entering university." Many teachers today are still resistant to change; not conversant with the use of technological devices/equipment for instructions. As a result, meeting the challenges to integrate digital technology requires change in the ways teachers are trained to use new technologies; changes in curriculum content; organization of curriculum time to accommodate personalized learning; teachers' professional development and reflection on pedagogic practices. This is in tandem with Tapscott (1999) postulation that a whole generation of teachers needs to learn new tools, new approaches, and new skills. Today's teachers have to learn to communicate in the language and style of their digital native students. Jones and Shao (2011) urged teachers to change in order to accommodate the new generation of students. Saddiqui (2008) opined that if technology is to be appropriately used to support student collaboration, inquiry, and interactive learning, teachers' beliefs about teaching/learning must change. Consequently, short programmes should be provided for teachers to professionally develop themselves to adequately handle today's learners' learning styles. There is need for educational reforms that will incorporate collaborative and learner-centred instructional strategy in line with the current scenario.

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Influence of Cyber-Phobia on Examination Performance of JAMB Candidates in Obio/Akpor Local Government Area of Rivers State, Nigeria

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Abstract. The study investigated the influence of cyber-phobia on examination performance of JAMB candidates in Obio/Akpor L.G.A of Rivers State. In view of actualizing the above purpose, four research questions were designed to guide the study. The study was a descriptive survey with a population comprising the entire 2018 JAMB candidates of Obio/Akpor L.G.A. at University of Port Harcourt (Uniport), Rivers State, and Rivers State University of Port Harcourt. All were 2000 in number. On □-10% basis, 200 JAMB candidates were randomly drawn as a sample from the above chosen universities through a simple random sampling technique. The instrument for data collection was Influence of Cyber-phobia on Examination Performance of JAMB Candidates Assessment Questionnaire (ICEPJCAQ). The validity was subjected to expert in measurement and evaluation while the coefficient value of reliability yielded an index of 0.82. Mean and standard deviation were used as statistical tools of analysis to provide answers to the three research questions. The study found fear due to time restraint of CBT, fear due to paperless nature of CBT, fear due to the instant award of scores to candidates and fear due to lack of moment to cheat, which are all categories of cyber-phobia influence on examination performance of JAMB, candidates negatively. Therefore the study recommended among others that JAMB should use other modes such as PPT and DBT in conducting further examination so as to eliminate the incident of poor performance, mostly among computer unfriendly and illiterate candidates.

Keywords: Cyber-phobia examination, JAMB, Candidates and Performance.

1. Introduction

In any academic setting, examination is very sacrosanct and indispensable. That is to say that every academic exercise is expected to end with the examination period under which students' or candidates' understanding and knowledge on given fields of study or a particular field of study is put to test. Thus, the main rationale behind the conduct of any academic examination is to ascertain and measure the extent students or candidates understand and know what they have been taught or read.

According to Bridge cited in Quincy (2016), an academic examination refers basically to an intentional and well-structured set of questions, objective or essay based, or practical tasks designed by any competent and authorized person or persons or body called the examiner to

ascertain or measure the extent each student or candidate has able to understand and know the subject matter(s) or skill(s) to which he or she has been exposed to within a given period by way of awarding score to each accordingly. In education, examination could be defined as written exercises, oral questions or practical tasks, set to test a candidate's knowledge or skill.

Generally, academically-designed examination is more of a fact-finding endeavour geared towards forming decisions on what to do next. That is to decide whether or not to promote or demote; whether to admit or not to admit a student or candidate as the case may be. From Bridge's definition, it is clear that, for an academic-based examination to qualify to be so, it must possess the following qualities or characteristics:

- It must be intentional in that the reason for conducting it must be clear and understandable;
- It must be a well-structured set of questions which can be in form of objective or essay or both meant to be answered by examinees concerned;
- The person or persons or body to conduct the examination usually called the examiner must be competent, that means qualified and has the authority to conduct such examination;
- The main reason or objectives of its conduct must be to ascertain or know whether or not the examinees have understood or known what are expected of them at that given time or period: it must be indeed periodic; and
- Each examinee must be awarded score according to his or her performance.

Examination performance therefore refers to the score obtained by each examinee after the conduct of any given academic examination. Examinees may be graded on a poor (low), average, or high basis. For instance, in an examination of 100% grading, 0-45% may be described as low grade; 46-59% as average and 60% and above as high grade.

There is no gainsaying that the conduct of examinations for students or candidates has some advantages.
For instance, in absence of academic examination, the true test of knowledge and understanding of what has been taught or read about cannot be ascertained. Thus, the efficacy and effectiveness of teaching and learning will be totally defeated. Again, students or candidates can learn their strengths and weaknesses through examination process (Uchendu, 2010). Examination provides a solid basis for assessing, reviewing, modifying and changing the educational system and particularly approaches and methods of teaching and learning. It serves a prerequisite for promoting or demoting of students or candidates. Therefore, it promotes the objectivity of the entire educational system in that the promotion or demotion, admission or non-admission of students or candidates is based on the grades they obtained. It also guarantees educational accountability in that, any educational system is judged by the performance of the students or candidates under examination situation.

It is pertinent to note that the academic grading by JAMB does not include any form of continuous assessment as being done in normal school setting; rather each candidate is graded based on the score obtained in a given academic examination administered by JAMB. This sets the difference between the grading patterns of JAMB candidates and that of the pupils/ students in a normal school setting such as primary, secondary and tertiary institutions.

Examinations for admission into tertiary institutions in Nigeria are usually organized and conducted by JAMB, which in full means Joint Admissions and Matriculation Board. JAMB was established on 13th February, 1978 under the then Federal Military Government headed by General Olusegun Obasanjo by Decree No. 2 of 1978. It has branch offices all over the thirty-six (36) states of the Federation with a headquarters located in Abuja, the Federal Capital Territory. Apart from this, JAMB maintains services outlets in 774 local government areas in Nigeria.

Furthermore, the cyber-based examination otherwise called the Computer-Based Test

(CBT) was introduced on 3rd October, 2012 by JAMB under the leadership of its registrar in the person of Professor Dibu Ojerinde. He announced three (3) options with which the candidates could avail themselves during 2013/2014 session of the Unified Tertiary Matriculation Examination. These were Paper and Pencil Test (PPT), Dual- Based Test (DBT), where questions would be presented in computers and answers would be on paper and Computer-Based Test (CBT), where both questions and answers could be on computers. In 2015, the Board went full-blast with CBT. The use of eight (8) Keys without a mouse, which was basically consolidated innovation of CBT, was introduced by Professor Is-haq Olarewaju, the current JAMB registrar, on 30th March, 2017. The keys are A - for choosing options in response to questions A ; B - for choosing B option; C - represents option C ;D - for selecting option D ;P - represents previous questions; N - is for next; S - is for submit; and R - stands for reverse.

With the above critical innovations, cyber-based examinations (CBT) became reinforced and consolidated in Nigeria. Cyber denotes computer with the internet or intranet connectivity for the purpose of collecting, storing, processing, retrieving, circulating, disseminating, sharing and exchanging information or information resources. It is an integral part of Information and Communication Technology (ICT). CBT has thrown up a challenge which could be called cyber-phobia among JAMB candidates recently. Phobia could be conceptualized as a mental construct resulting in fear of a given thing or object, which may not necessarily cause fear in the minds of others, but still triggers fear in the mind of the fear-sufferer. Thus, phobia is more of psychological discourse. Therefore, cyber-phobia means the state of being under anxiety or fear of computer or other subject matters relating to it such computer software applications, networking, the internet connectivity and the rest. It is the fear of computer by a person or group of persons facilitated by lack of basic computer knowledge, literacy, skills and competence. Studies by Ayodele (2017) and Umezurike (2015) showed a negative influence of cyber-based test on examination achievement of Post-UTME candidates, which basically is discovered to be induced by fear of computer. The studies further revealed that, despite being able to manipulate their smart phones, high level of CBT-phobia is still prevalent and recorded among the majority of the Post-UTME candidates.

Cyber-phobia among JAMB candidates has been linked to the following categories; fear due to lack of preparation, due to time restraint, due to the high volume of questions to cover under limited time, due to paperless nature of CBT, due to the instant award of scores to candidates, due to the absence of opportunity to ask others for answers, due to lack of moment to cheat, due to highly structured nature of CBT-based questions, due to presence of security agents and fear of being placed under tough and stern invigilation. All these categories of fear have been found to exert some adverse influence on the JAMB candidates in Nigeria.

2. Statement of the Problem

As Nigeria is gradually embracing the adoption of CBT, majority of the candidates still prefer PPT to CBT as clearly demonstrated in the 2013 UTME with the belief that their inadequate familiarity with the computers and the fear of using the computers generally might lower their performances in CBT. CBT was introduced to ensure prompt delivery of raw scores, eliminate cases of incomplete results, eliminate result blackout and check examination malpractices. These objectives will be an illusion if majority of the candidates continue to embrace PPT 'and shun CBT. Again, the abysmal performance of the majority of the JAMB candidates in the immediate past 2018 UTME, which indicated that many of them, especially those seeking admission into universities, obtained a score below 180 as a minimum stipulated cut-off point raises a great deal of concern of the adverse influence of cyber-phobia over the candidate's individual performance. This study was embarked upon to investigate the influence of cyber-phobia on examination performance of JAMB candidates in Obio/Akpor L.G.A of Rivers State.

3. Aim and Objectives

The aim of this study is to investigate the influence of cyber-phobia on examination performance of JAMB candidates in Obio/Akpor L.G.A of Rivers State. More specifically, this study sought to achieve the following objectives:

- To find out how fear due to time restraint of CBT influences examination performance of JAMB candidates in Obio/Akpor L.G.A of Rivers State.
- To examine how fear due to paperless nature of CBT influences examination performance of JAMB candidates in Obio/Akpor L.G.A of Rivers State.
- To ascertain how fear due to the instant award of scores to candidates influences examination performance of JAMB candidates in Obio/Akpor L.G.A of Rivers State.
- To determine how fear due to lack of moment to cheat influences examination performance of JAMB candidates in Obio/Akpor L.G.A of Rivers State.

4. Research Questions

The following research questions guided the conduct of the study:

- How does fear due to time restraint of CBT influence examination performance of JAMB candidates in Obio/Akpor L.G.A of Rivers State?
- How does fear due to paperless nature of CBT influence examination performance of JAMB candidates in Obio/Akpor L.G.A of Rivers State?
- How does fear due to instant award of scores to candidates influences influence examination performance of JAMB candidates in Obio/Akpor L.G.A of Rivers State?
- How does fear due to lack of moment to cheat influence examination performance of JAMB candidates in Obio/Akpor L.G.A of Rivers State?

5. Significance of the Study

This study would be significant as it would clear some issues on the perceived problems of CBT among the prospective candidates. It would also provide empirical data that will assist university managements and JAMB to improve on the conduct and administration of CBT in Nigeria. The study would add to the pool of scholarly researched works on the subject-matter investigated herein.

6. Methodology

This study was descriptive survey design. It is so because the variables adopted in this study were used to describe the current influence of cyber-phobia on examination performance of JAMB candidates in Obio/Aknor L. G.A. of Rivers State.

The population of this study is 2000, comprised the entire 2018 JAMB candidates of Obio/Akpor L.G.A. origin that chose to study at University of Port Harcourt, and Rivers State University, Port Harcourt.
The sample of the study consisted of 200 JAMB candidates randomly drawn from the above chosen universities. On a 10% basis, 100 students each were randomly selected from the two universities using simple random sampling technique.

The instrument for data collection was a questionnaire code-named the Influence of Cyber-phobia on Examination Performance of JAMB Candidates Assessment Questionnaire (ICEPJCAQ). The instrument had two (2) parts; Part A and Part B. Part A sought information on the personal data of the candidates while Part B contained a-20 item questionnaire with a modified Likert Scale of Strongly Agree, Agree, Disagree and Strongly Disagree which were assigned 4, 3, 2 and 1 points respectively.

The instrument underwent face validation. To achieve this, a copy of the instrument was given to two experts in the Department of Educational Psychology, Guidance and Counseling. University of Port-Harcourt. Corrections, modifications and suggestions made by them

were incorporated into the study, thereby leading to the emergence of the final version of the instrument for collection of data.

In other to ensure that the instrument measures what it purports to measure, test-retest method was used. To achieve this, 10 copies of the instrument were administered to 10 respondents that did not form part of the sample. After two (2) weeks, the same process was repeated using the same set of respondents. The two sets of administration were collated and correlated using the Pearson Product Moment Correlation Coefficient, which yielded the coefficient index of 0.82.

The researcher personally administered 200 copies of the questionnaire to the respondents. Out of 200 copies of questionnaire administered, 192 were well-filled and retrieved, hence used for the study. This (192) constituted 96% of the total copies of the questionnaire administered.
Mean and standard deviation were used as the statistical tools of analysis to answer the research questions. In other to obtain the criterion mean for scoring the questionnaire, the modified likert points were summed up and divided by 4, that is 4+3+2+1/4 = 2.50. Thus, any mean value that is 2.50 and above indicates acceptance of the item measured, while any mean value below 2.50 indicates otherwise.

7. Results and Discussion of the Finding

Research Question 1: How does fear due to time restraint of CBT influence the examination performance of JAMB candidates in Obio/Akpor L.G.A. of Rivers State?

Table 1.1: Mean and Standard Deviation Presenting How Fear Due to Time Restraint of CBT influences Examination Performance of JAMB Candidate

S/N	ITEMS	CANDIDATES: N= 192		
		X	S	Remark
1.	I am afraid of CBT because it does not permit time to think thoroughly.	2.90	0.84	Agree
2.	CBT scares me because time allotted to answer each question is very short.	3.19	1.10	Agree
3.	I do not like CBT.	3.23	0.86	Agree
4.	I am afraid of CBT because computer shuts you out the very moment the programmed time got exhausted.	3.21	1.05	Agree
5.	I am afraid of CBT because enough time is not given to weigh options.	3.30	1.06	Agree
	Grand Weighted Mean	**3.17**	**0.98**	

Table 1.1 shows that all the items had their calculated mean value above the criterion mean of 2.50. This result therefore indicates that fear due to time restraint of CBT , which is a category of cyber-phobia adversely influences the examination performance of JAMB candidates in Obio/Akpor L.G.A. of Rivers State in the following ways: it does not permit candidates time to think thoroughly, time allotted to answer each question is very short., computer never gives extra-time, computer shuts candidates out the very moment the programmed time got exhausted, and enough time is not given to weigh options. This result is further affirmed by the calculated grand mean (x= 3.17) which fell above the criterion mean of 2.50. Therefore, cyber-phobia of fear due to time restraint negatively influences the" examination performance of JAMB candidates in Obio/Akpor L.G.A. of Rivers State.

Obtaining scores below the expectation of all and sundry attests to such negative influence. This result is in consonance with the studies of Ayodele (2017) and Umezurike (2015) which revealed that time restraint of CBT, which at large is a form of cyber-phobia negatively influences their examination performance.

Research Question 2: How does Fear Due to Paperless Nature of CBT influences examination performance of JAMB candidate in Obio/Akpor L.G.A. of Rivers State?

Table 1.2: Mean and Standard Deviation Presenting How Pear Due to Paperless Nature of CBT influences Examination Performance of JAMB Candidate

S/N	ITEMS	CANDIDATES: N= 192		
		X	S	Remark
6.	I am much more paper friendly than; computer friendly.	3.26	0.74	Agree
7.	I am more comfortable with the paper based exam than computer based one.	3.21	1.06	Agree
8.	CBT makes me very anxious throughout the exam.	3.44	0.78	Agree
9.	Not having questions on the paper makes the exam look difficult and strange to me.	3.46	0.84	Agree
10.	Not having questions on the paper slows down my thinking about best possible options to answers.	3.23	0.93	Agree
	Grand Weighted Mean	**3.32**	**0.87**	

Table 1.2 shows that all the items had their calculated mean value above the criterion mean of 2.50. This result therefore indicates that fear due to paperless nature of CBT, which is a category of cyber-phobia, adversely influences the examination performance of JAMB candidates in Obio/Akpor L.G.A. of Rivers State in the following ways: being more paper friendly than computer friendly, candidates are more comfortable with the paper-based exam than computer-based one, CBT makes candidates very anxious throughout the exam, not having questions on the paper makes the exam look difficult and strange to candidates and slows down candidates' thinking about best possible options to answers. This result is further affirmed by the calculated grand mean (x = 3.32) which fell above the criterion mean of 2.50. Therefore, cyber-phobia negatively influences the examination performance of JAMB candidates in Obio/Akpor L.G.A. of Rivers State.

By and large, all the foregoing bothers on cyber-phobia which is capable of making JAMB candidates to perform poorly in examination. The deduction therefore is that the more paperless the exam, the more afraid non-computer friendly candidates would be, and as such more likely that many candidates will continue in recording poor performance. Available studies indicated that many Nigerian youths are not computer friendly, thus computer phobic. This result is in conformity with the study of Tekinarslan (2008) that revealed that cyber-phobia induced by paperless nature of CBT can influence candidates' performance in CBT negatively.

Research Question 3: How does fear due to the Instant Award of Scores to candidates influence the examination performance of JAMB candidates in Obio/Akpor L.G.A. of Rivers State?

Table 1.3: Mean and Standard Deviation Presenting How Fear Due to the Instant Award of Scores to Candidates influences Examination Performance of JAMB Candidate

S/N	ITEMS	CANDIDATES: N= 192		
		X	S	Remark
11.	I always want the anxiety of exam to cool off before releasing the result.	3.39	0.86	Agree
12.	Instant award of scores of CBT makes anxious about my parents/guardians scorn in the event of performing poorly.	3.22	1.02	Agree
13.	Instant award of scores to me in CBT subject causes anxiety that my friends will scold me in the case of my poor performance.	3.17	1.05	Agree
14.	Instant award of scores to me in CBT will kill my spirit to fight on in the event where performance is poor.	3.39	0.10	Agree
15.	Instant award of scores in CBT subject to me causes unnecessary pressure and anxiety capable of making one forget right answer.	3.15	0.82	Agree
	Grand Weighted Mean	**3.26**	**0.93**	

Table 1.3 reveals that all the items had their calculated mean value above the criterion mean of 2.50. This result therefore indicates that fear due to instant award of scores, which is a category of cyber-phobia adversely influences the examination performance of JAMB candidates in Obio/Akpor L.G.A. of Rivers State in the following ways: does not allow the anxiety of exam to cool off before releasing the result, CBT makes candidates anxious about their parents'/guardians' scorn in the event of performing poorly, instant award of scores to candidates subjects them to anxiety that their friends will scold them in the case of their poor performance, kills their spirit to fight on in the event where performance is poor and subjects candidates to unnecessary pressure and anxiety capable of making them forget right answers. This result is further affirmed by the calculated grand mean ($\bar{x}$ = 3.26) which fell above the criterion mean of 2.50. Therefore, cyber-phobia negatively influences the examination performance of JAMB candidates in Obio/Akpor L.G.A. of Rivers State.

This result is in conformity with the studies of Tekinarslan (2008), Ayodele (2017) and Umezurike (2015) which revealed that the candidates' mind-frame that they would be instantly award scores by the computer without allowing passion of anxiety to cool adversely influences their overall performance.

Research Question 4: How does fear due to lack of moment to cheat influence the examination performance of JAMB candidates in Obio/Akpor L.G.A. of Rivers State?

Table 1.4: Mean and Standard Deviation Presenting How Fear Due to Lack of Moment to Cheat influences Examination Performance of JAMB Candidate

S/N	ITEMS	CANDIDATES: N= 192		
		X	S	Remark
16.	I am anxious about CBT because it does not allow me ask others for answer I know not.	2.99	1.09	Agree
17.	I am anxious about CBT because it leaves one with the option of minding a computer set without any other option to get answers.	3.06	0.97	Agree
18.	I am not comfortable with CBT for the reason that it removes the possibility of getting answer from friend or fellow candidate.	3.07	1.09	Agree
19.	CBT make me very nervous because answers to question cannot be smuggled in the computer system.	2.97	1.12	Agree
20.	I am nervous about CBT because questions to be answered are randomly selected by the computer thereby giving no room to ask others for answers.	2.99	0.95	Agree
	Grand Weighted Mean	**3.02**	**0.82**	

Table 1.4 reveals that all the items had their calculated mean value above the criterion mean of 2.50. This result therefore indicates that fear due to lack of moment to cheat, which is a category of cyber-phobia adversely influences the examination performance of JAMB candidates in Obio/Akpor L.G.A. of Rivers State in the following ways: it does not allow candidates ask others for answers they know not., it leaves one with the option of minding a computer set without any other options to get answers, it removes the possibility of getting answers from friends or fellow candidates, CBT makes candidates very nervous because answers to questions cannot be smuggled into the computer system and questions to be answered are randomly selected by the computer thereby giving no room to ask others for answers. This result is further affirmed by the calculated grand mean ($\bar{x}$ = 3.06) which fell above the criterion mean of 2.50. Therefore, cyber-phobia negatively influences the examination performance of JAMB candidates in Obio/Akpor L.G.A. of Rivers State.

This result is in agreement with the study of Tekinarslan (2008) and Ayodele (2017) which revealed that lack of moment to cheat in CBT can influence Candidates' performance in an exam negatively.

8. Conclusion

The overall findings indicated that cyber-phobia

whose categories were investigated in this study as fear due to time restraint of CBT, fear due to paperless nature of CBT, fear due to instant award of scores to candidates and fear due to lack of moment to cheat can have adverse influence on candidates' performance in CBT. Although, computer anxiety alone did not show significant influence in CBT performance but inadequate knowledge of computer could trigger computer anxiety which could invariably influence candidates' performance in CBT negatively. This study implies that human personal characteristics as captured above could influence candidates' performance in CBT, most especially the

CBT candidates of 2018 UTME. CBT was made optional in 2013 UTME, but JAMB is now making it compulsory for all candidates, and also, it is being made mandatory by some universities in conducting POST-UTME without considering whether the prospective candidates are computer friendly, literate or not.

9. Recommendations

Based on the findings, the following recommendations were made:

- JAMB should programme the computers used for CBT in such a way that candidates will be given extra-time.
- Government should provide secondary schools in the country with adequate computers and internet facilities to make students have enough practical sessions.
- CBT training centres should as a matter of urgency be set up by the institutions of higher learning and computer training institutes to train candidates on CBT before their examinations.
- JAMB should use other modes such as PPT and DBT in conducting further examination so as to eliminate the incident of poor performance, mostly among computer unfriendly and illiterate candidates.

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Social Media on Skill Acquisition and Academic Performance of Business Education Students in Colleges of Education in Enugu State, Nigeria

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Abstract. This paper scrutinized social media influence on skill acquisition and Business Education students' Academic Performance in Colleges of Education in Enugu State, Nigeria. Survey research design was adopted in line with three questions and two null hypotheses. The population of the study consists of 119 subjects made up of 24 Lecturers in Business education / 95 NCE III Business Education students in Federal College of Education, Eha-amufu and Enugu State College of Education (Technical), Enugu State. The sample constituted 119 subjects for the study, selected through purposive sampling since all population were used. Data collection for the study was done through a 32-item structured questionnaire. Three experts face-validated the instrument with a Cronbach Alpha reliability coefficient of 0.87. The data collected was analyzed using frequency, percentage and mean for answering the research questions while null hypotheses was tested utilizing t-test statistics at 0.05 level of significance. The study recognized Facebook, WhatsApp, wiki, Google among others as social media platforms for learning Business Education. The findings equally showed that the use of social media has positively influenced skill acquisition and Business Education academic performance of students in Colleges of Education in the study area. The study among others recommended improved use of social medial platforms to complement teaching and learning in Nigerian schools.

Keywords: Social Media, Skill Acquisition, Academic Performance, Business Education, Colleges of Education.

1. Introduction

Tertiary institution system in contemporary Nigeria recognizes the reality that mastering the vital skills and concepts of new technologies as the hub of edification must be the key plank through which revolution outline in education could be realized. This is because education is a catalyst for any significant transformation in the society. One of the major skill-based disciplines in Nigeria higher education system is Business Education.

Business education is a facet of total educational series which provides the recipients with knowledge, skills, understanding and required mind-set to perform well in the business globe as a producer or consumer of commodities and services (Abdullahi, 2002). Correspondingly, Umoru (2015) described Business education as vital academic programme in Nigeria tertiary institution that has the capacity to bring about the requisite liberation and stimulation of the citizens for national progress. Holistically, Business education is described by Osuala (2004) as a broad district of knowledge that deals with a nation's fiscal structure and also identifies and explains the rate of business gratification and experience that train persons for valuable involvement as citizens, workers and consumers. In another view The National

Open University of Nigeria (NOUN) (2008) refers to Business education as a facet of vocational education that equips people with indispensable skills and theoretical facts required for performance in business world either for compensated occupation or self-employment. Specifically, Umoru (2015) stated that the skills to be accomplished by students of Business education are methodological, manipulative and thinking habits applied to social media utensils and equipment, tasks, procedures and operations. These skills are obligatory to maneuver new technologies that social media platforms depend in the real world of work and are vital globally by businesses, employees, and individuals. According to Aliyu (2013), some of the aims of Business education include the need to prepare learners' career for specialized instruction in business, developing in students' fundamental tutoring to smooth the progress of them assume their fiscal roles as consumers, labour force and citizens and equipping them with milieu training to sustain them in preparing for specialized lifework interest to proceed in their study. It's vital to state that the achievement of these noteworthy aims and objectives cannot be actualized in modern technology-driven world with adequate utilization of technologies to exploit social media. This is because, the surfacing of social media, according to Musa (2015), has modified the way students communicate, interact, and develop academic skills, knowledge and understanding.

Social media are computer-mediated technologies that assist the conception and sharing of information, ideas, professional interests and other forms of expression through inherent communities and networks (Hajirnis, 2015). As reported by Obar and Wildman (2015), through web-based technologies, users access social media services on desktop, laptops, or download services that offer social media functionality to their mobile devices such as smart phones and tablet computers. Holland and Tiggerman (2016) stated that users can build vastly interactive platforms through which individuals, communities, and organizations can contribute to, co-create, thrash out, and mutate user-generated content or pre-made content posted online.

In tertiary institution, the use of social networks among Nigerian students is becoming all-encompassing. Omekwu, Eke and Odoh (2014) noted that social media platforms are the solution to collective and interpersonal communication for academic accomplishment. Abdulsalam and Azizah (2014) reported that social media is a network and a two way process which can make easy teaching and learning by allowing for prolong interaction between the provider; which the teacher and the beneficiary of the education (learner of students) has the effect of providing the recipient with reinforcing information in order to progresses. Whiting and Williams (2013) also reported that student's reason of using new media is to communicate and share educational information. Whiting and Williams (2013) reported further that social media are establishing ground in some higher institutions of learning, particularly in the students' learning process, participants of this study believed that learning through social media is motivational, simple, and could help them in writing assignments. Common social media platforms according to Musa (2015) are Facebook, Whatsapp, Twitter, YouTube, Skype, Instagram and Wiki among other social media platforms have turn out to be an imperative part of students' classroom activities, socialization and life of entertainment. As an upshot of this improvement, studies on social media among higher institutions students is gathering momentum and receiving attention from academics and classroom teachers alike.

Despite overwhelming significance of social media in boosting learning, no empirical study available to the researcher had focused on measuring the social media influence on skills and Business education student's academic performance at any level of Nigerian tertiary institution. This is considered essential because, the present rate of acceptance of information technologies in Business education teaching and learning is still very low most especially at colleges of education level. Consequently, this study investigated the social media influence on skill acquisition and academic performance of

students of Business Education in Colleges of Education in Enugu state, Nigeria.

1.1 Purpose of the Study

The main objective of this study was to see how social media influence skill acquisition and Business Education students' Academic Performance in Colleges of Education in Enugu State, Nigeria. Also to identify diverse social media platforms available for business education instructions. Finally, to see how these findings could be generalised to all higher institutions in Nigeria.

1.2 Statement of Problem

These days people, especially in Nigeria are of the opinion that social media like facebook, whatsapp, google etc might spell doom for academic lives of our students rather than enhancing it. It is believed that usage phones with all these applications will lead to students' frivolity rather than helping them to excel in psychomotor and cognitive domain in their learning processes. Some parents are even denying their children opportunity of purchasing these phones, even the laptop under the pretext that they might result to distraction. Whether we like it or not the world has turned to a global village, making acquisition of skill and knowledge in business education and other disciplines dependent mostly on social media. This study was however embarked upon to see the influence of social media on skill acquisition and Business Education students' Academic Performance in Colleges of Education in Enugu State, Nigeria.

1.3 Research Questions

The following research questions guided the study:

- What are the diverse social media platforms for Business education instruction in Colleges of Education in Enugu State?
- What are the influences of social media on skill acquisition of students of Business Education students in Colleges of Education in Enugu State?
- What are the influences of social media on academic performance of students of Business Education in Colleges of Education in Enugu State?

1.4 Hypotheses

$H0_1$: Business education lecturers and students will not be sources of significant disparity in the mean ratings of social media influence on skill acquisition of Business Education students in Colleges of Education in Enugu State?

$H0_2$: Business education lecturers and students will not be sources of significant disparity in the mean ratings of social media influence on academic performance of Business Education students in Colleges of Education in Enugu State?

2. Methodology

This paper adopted three research questions which were answered, while two hypotheses were formulated and tested at $p \leq 0.05$ level of significance. This paper utilized survey research design. Survey research design as reported by Anaekwe (2002) the compilation of data for the rationale of describing and interpreting existing situation on practice, beliefs and attitude. The study was carried out in Enugu, Nigeria.

The sample constituted 119 team made up of 24 lecturers of Business education and 95 NCE III students of Business education in Federal College of education, Eha-amufu and Enugu State College of Education (Technical), Enugu State. The entire population of 119 subjects were involved due to the manageable size; hence, no sampling was involved. A 32-item structured questionnaire titled: "Influence of Social Media on Skill Acquisition and Academic Performance Questionnaire (ISMSAAPQ) was the instrument used for collection of data. The questionnaire was prearranged into four sections (A, B, C and D). Section A was used to draw out data on personal characteristics of the respondents. Section B was prepared on dichotomous responses of Yes or No to attain responses of the respondents on the assorted social media

platforms that are used for Business education instruction in the study area. Section C was planned to gather responses of the respondents on influences of social media on skill acquisition of Business Education students while Section D was structured to obtain data on influences of social media on educational performance of Business Education students. The reply for sections C and D were 4-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with matching values of 4, 3, 2 and 1 respectively. Three experts were utilized to face-validate the instrument with a Cronbach Alpha reliability coefficient of 0.87. The two colleges were covered via two research assistances as major sources of data collection and the envisaged 100% return rate was achieved. The analysed data collected use frequency, percentage and mean for answering the research questions while hypotheses in null is tested utilizing t-test statistics at 0.05 level of significance. The values attached to the response options for computing the cut-off point value for research question 2 and three are:

Strongly Agree (SA) = 4
Agree (A) = 3
Disagree (D) = 2
Strongly Disagree (SD) = 1

The values was computed using The arithmetic mean as:

$$\frac{4+3+2+1}{4} = \frac{10}{4} \quad = \mathbf{2.50} \text{ (cut off point)}$$

Therefore, in interpreting the research questions, cut-off point value of 2.50 on 4-point rating scoring was used. However, any items with means of 2.50 or above was interpreted as "Agreed" while items with mean rating that fell below 2.50 was interpreted as "Disagree" for answering research questions 2 and 3. The hypothesis of no source of significant disparity was established for items whose p-values (sig.) were superlative than 0.05 level of significance. In order words, the hypothesis of no source of significant disparity was cast off for items whose p-values (sig.) were below 0.05 level of significance.

3. Results

Research Question One: What are the diverse social media platforms for Business education instruction in Colleges of Education in Enugu State?

This table present data for answering research question one

Table 1: Frequency & Percentage Distribution of Diverse Social Media Platforms Use for Business Education Instruction in Colleges of Education in Enugu State (n = 119)

SN	Social Media Platforms	Frequency	Percentage (%)
1	Facebook	76*	63.9
2	Twitter	40*	33.6
3	WhatsApp	89*	74.8
4	YouTube	58*	48.7
5	Instagram	32*	26.9
6	Skype	81*	68.1
7	Blog	38*	31.9
8	LinkedIn	23*	19.3
9	Wiki	99*	83.2
10	MySpace	47*	39.5
11	Google	108*	90.8
12	Research Gate	94*	79.0
13	Video Conferencing	49*	41.2

Note: * Indicates Multiple Responses

The data in table I present the percentage rejoinder of the respondents on the rate of use of various social media platforms for Business education instruction. From the table, it was revealed that 6 out of the 13 platforms such as Facebook (63.9), WhatsApp (74.8), Skype (68.1), Wiki (83.2), Google (90.8) and Research Gate (79.0) have their percentage value superlative than 50%. This indicates that these identified social media platforms are mostly used for instruction in Business education in Colleges of education in Enugu State.

On the other hand, social media platforms with their respective percentage values such as Twitter (33.6), YouTube (48.7), Instagram (26.9), Blog (31.9), LinkedIn (19.3), MySpace (39.5) and Video Conferencing (41.2) having percentage values that are less than 50%. This implies that the social media platforms are not commonly used for teaching and learning in Business education in Colleges of education in Enugu State.

Research Question Two: What is the social media influence on skill acquisition of Business Education students in Colleges of Education in Enugu State?

Hypothesis One: There is no source of significant disparity in the mean ratings of Business education lecturers and students on the social media influence on skill acquisition of Business Education students in Colleges of Education in Enugu State?

This table presents data for answering research two and testing hypothesis three

Table 2: Mean Ratings and t-test Statistics of the Responses of Business Education Lecturers and Students Influences of Social Media on Skill Acquisition of Business Education Students (n = 119).

S.N	Influence of Social Media on Skill Acquisition of Business Education Students include:	$\overline{X_L}$	$\overline{X_S}$	$\overline{X_G}$	SD	p-value	Remarks	
							RQ	H0
1	The use of social media platforms for teaching and learning assists students' psychomotor ability.	3.41	3.49	**3.45**	0.71	0.19	**A**	**NS**
2	It stimulates their interest in learning new skills and competencies in Business education.	3.33	3.46	**3.40**	0.80	0.10	**A**	**NS**
3	The use of social media facilitates vocational technical skills of Business education students.	3.54	3.73	**3.63**	0.68	0.04	**A**	**S***
4	Social media instruction enhances students' knowledge of computer.	3.73	3.74	**3.74**	0.62	0.11	**A**	**NS**
5	Social media helps learners in relating school experience to work practices.	3.28	3.31	**3.30**	0.85	0.58	**A**	**NS**
6	It helps in complementing vocational technical teaching skills in Nigerian higher institutions	3.63	3.57	**3.60**	0.72	0.93	**A**	**NS**
7	Social media teaching and learning helps in development of skilled professionals	3.67	3.41	**3.54**	0.69	0.01	**A**	**S***
8	The use of social media make possible acquisition of clerical skills	3.76	3.73	**3.75**	0.77	0.54	**A**	**NS**
9	Social media teaching and learning assists learners in building strong value for technologically-advanced workforce	3.53	3.55	**3.54**	0.74	0.37	**A**	**NS**

Note: $\overline{X_L}$ = Mean of Lecturers; $\overline{X_S}$ = Mean of Students; $\overline{X_G}$ = Grand Mean; **A** = Agreed; **N** = Number of Respondents; **S*** = Significant; **NS** = Not Significant; Sig. at **0.05.**

Table 2 presents data revealed that the elevated mean ratings of respondents on 9 items from the table ranged from 3.30 to 3.75 which are all superlative than the cut-off point of 2.50 on four point rating scoring. This indicated that 9 identified items in the table are effects of social media on skill acquisition of Business Education students in Colleges of Education in Enugu State. The values of standard deviation of 9 items ranged from 0.62 to 0.85 which shows the responses of the respondents are proximate to one another and the mean.

The data in the table on t-test statistics showed the p-values of items 7 out of 9 identified items from the table ranged from 0.10 to 0.93 which are all superlative than 0.05 level of significance. This indicates that there are no sources of significant disparity in the mean ratings of Business education lecturers and students on the 7 influences of social media on skill acquisition of Business Education students. Therefore, the hypothesis of no source of significant disparity in the mean ratings of lecturer and students is accepted on the 7 items in the table. The p-values of the remaining two items, which are items 3 and 7 with p-values of 0.04 and 0.01 respectively which are in each case below 0.05 level of significance. This indicates that there were source of significant differences in the mean ratings of the responses of Business education lecturers and students on the 2 influences of social media on skill acquisition of Business Education students. Hence, the hypothesis of no sources of significant disparity in ratings the mean of lecturers and students are rejected on two items.

Research Question Three: What are the influences of social media on academic performance of Business Education students in Colleges of Education in Enugu State?

Hypothesis Two: There is no source of significant disparity in the mean ratings of Business education lecturers and students on the influences of social media on academic performance of Business Education students in Colleges of Education in Enugu State?

This table presents Data for answering research three and hypothesis testing two.

Table 3: Mean Ratings and t-test Statistics of the Responses of Business Education Lecturers and Students Influences of Social Media on Academic Performance of Business Education Students (n = 119).

S.N	Influence of social media on academic performance of Bus education students include:	$\bar{X}_L$	$\bar{X}_S$	$\bar{X}_G$	SD	p-value	Remarks	
							RQ	H0
1	The exploit of social media platforms has helped in obtaining recent research information related to Business education.	3.55	3.57	**3.56**	0.70	0.59	**A**	**NS**
2	Social medial platforms enhancing students' rapid access to e-resources for higher academic attainment.	3.60	3.65	**3.62**	0.68	0.57	**A**	**NS**
3	Social media platforms assist students share relevant academic information to peers for advanced performance.	3.39	3.35	**3.37**	0.82	0.51	**A**	**NS**
4	The exploit of social media platforms assist students to have higher retention of learning	3.44	3.40	**3.42**	0.96	0.94	**A**	**NS**
5	The use of social media for instruction motivates students' interest in further learning and attainment	3.50	3.49	**3.49**	0.88	0.33	**A**	**NS**
6	Social media platforms facilitates teaching and learning of Business Education in information age	3.57	3.27	**3.39**	0.84	0.02	**A**	**S***
7	Social media platforms help students for higher achievement without location obstruction	3.58	3.49	**3.53**	0.79	0.27	**A**	**NS**
8	Most materials for assignments, and examination are easily accessed on social media	3.56	3.51	**3.53**	0.86	0.11	**A**	**NS**
9	The use of social media for instructional delivery amplify academic achievement and performance of students	3.58	3.55	**3.57**	0.89	0.47	**A**	**NS**
10	The use of social media makes instruction more clearer to learners	3.57	3.54	**3.56**	0.68	0.57	**A**	**NS**

Note: $\bar{X}_L$ = Mean of Lecturers; $\bar{X}_S$ = Mean of Students; $\bar{X}_G$ = Grand Mean; **A** = Agreed; **N** = Number of Respondents; **S*** = Significant; **NS** = Not Significant; Sig. at **0.05.**

Table 3 presented data showed that the elevated mean ratings of respondents on the 10 items in the table ranged from 3.37 to 3.62 which are superlative than the cut-off point value of 2.50 on four point rating scoring. This indicated that the 10 identified items in the table are influences of social media on educational performance of Business Education students in Colleges of Education in Enugu State. The value of standard deviation of 10 items ranged from 0.68 to 0.96 which shows that the responses of the respondents are proximate to one another and the mean.

The data in the table on t-test statistics showed that the p-values of items 9 out of 10 identified items in the table ranged from 0.11 to 0.94 which are all superlative than 0.05 level of significance. This specifies that there are no source of significant differences in the mean ratings of Business education lecturers and students on the 9 influences of social media on academic achievement of Business Education students. Therefore, the hypothesis of no significant difference in the mean ratings of lecturer and students is accepted on 9 items in the table. The p-value of the outstanding one item, specifically item 6 was 0.02 which was less than 0.05 level of significance. This indicates that there was significant disparity in the mean ratings of the responses of Business education lecturers and students on item 6. Consequently, the hypothesis of no significant difference in the mean ratings of lecturers and students is rejected on item 6 in the table.

4. Discussion of Findings

Social media platforms mostly use for instruction in colleges of education in Enugu State include: Facebook, WhatsApp, Skype, Wiki, Google and Research Gate. This finding agreed with that of Musa (2015) who investigated social media in the learning process of Nigerian students of Mass Communication and found that Facebook, WhatsApp, Google and YouTube are the most frequent social media platforms among students of Kano State Polytechnics. This finding is also comparable to that of Papoola (2014) who identified regular social media platforms that supports learning among Nigerian students to include Facebook, WhatsApp among others.

The study identified the influence of social media on skill acquisition of Business education students to include: helping to arouse students' psychomotor ability, stimulates their attention in learning new skills in Business education, increase students' knowledge of computer, helping students in relating school experience to work practices, social media instruction helps in development of skilled professionals and that the use of social media make possible acquisition of clerical skills. The study identified the influence of Business education students academic performance to include: obtaining current research information related to Business education, quick access to e-resources for higher academic attainment, sharing relevant academic information to peers for higher performance, helping students to have advanced retention of learning and social media for instruction stimulates students' interest in further learning and achievement among others. This findings agreed with that of Abdulsalam and Azizah (2014) who found that social media is a dual process and thus a social network which can make easy teaching and knowledge by allowing for prolong interaction amid the provider; which the teacher and the schooling recipient (learner of students) has to offer reinforcing information for the recipient progresses. In addition, the result of this study supported that of Whiting and Williams (2013) who reported that a variety of reasons why students use new media are to communicate and share academic information. The authors reported further that social media are establishing ground in some higher institutions of learning, particularly in the students' learning process, participants of this study believed that learning through social media is motivational, easy, and could help them in writing assignments.

5. Conclusion and Recommendations

The significance of social media platforms in encouraging instruction and knowledge as recognized in literature cannot be overemphasized. Unfortunately, the current rate of acceptance of information technologies for teaching and learning in Business education is still low most especially at colleges of education level. Therefore, this paper was carried out to examine the influence of social media on skill acquisition and academic performance of Business Education students in Colleges of Education in Enugu state, Nigeria. From the data collected and analysed, the study identified Facebook, WhatsApp, wiki, Google among others as social media platforms for learning Business education. In addition, the study also established that the use of social media has positively influenced skill and educational attainment of Business Education students in

Colleges of Education in the schoolwork. Following these findings, recommendations were made that:

- There should be improved adoption and use of social medial platforms to harmonize teaching and learning in Nigerian schools.
- There should be sanctions against illicit or immoral use of social media such as pornography, scam, fraud, or malpractice among staff and students within the school.
- There should be adequate training and retraining of lecturers and students on educational use of social media for effective instruction and knowledge in information age.

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Effects of Formative Assessment Strategy on Post Basic Students' Attitude and Achievement in Social Studies in Katsina Metropolis, Nigeria

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Abstract. Social Studies is a core subject in post basic schools in Nigeria because of the vital role it plays in the attitudinal development of Nigeria citizenry. A shortfall in the knowledge of the students in Social Studies means that the goal may not be realized, hence the need to improve instructional practices for solving the problem of poor achievement in the subject. This study investigated the effects of formative assessment strategy on post basic students' attitude and achievement in Social Studies in katsina metropolis, Nigeria, using a quasi-experimental design. A simple random sample of 84 Post Basic two (JSS 2) students was selected for the study from a population of 5,996 JS 2 students. A Social Studies attitude questionnaire and Social Studies achievement test were used for data collection. Data were analyzed using descriptive and inferential statistical techniques. The findings revealed that formative assessment lead to increase positive attitude towards Social Studies and improved Social Studies achievement of the students. It was recommended that post basic school teachers should be trained and re-trained to update their knowledge in the use of formative assessment for making the teaching and learning of Social Studies more interesting and rewarding.

Keywords: Formative assessment, Social Studies, students attitudes, achievement.

1. Introduction

Basic education in Nigeria is considered to be one of the rights of the individual. This is because education in Nigeria is considered as an 'instrument per excellence' for effecting national development (Federal Republic of Nigeria (FRN), 2014). The levels of education in Nigeria includes; early childhood education, basic education (lower and post or upper basic), senior secondary education and tertiary education. While the lower basic is the primary school, the post basic (PB) also known as upper basic (UB) education is the junior secondary (JS). In Nigeria, the post basic (JS/UB) is the last three years of the basic education system and students' are usually admitted into this level after they might have passed the primary (lower basic) school leaving certificate examination.

The curriculum at the post basic level is geared towards the development of good virtues, some forms of literacy and vocational skills that would make learners to be law-abiding and contribute meaningfully to national development. At this level, some of the subjects taught include: English Language; Mathematics; Basic Science; Basic technology; Social Studies; Pre-Vocational studies among others (FRN, 2014). Social Studies is a dynamic subject with major focus on how to reshape the thinking patterns; social life; skills; attitudes and values of

recipients.' The subject is aimed at developing in the student appropriate skills and attitudes needed for the development of the community.

The above position was seen to be in line with Ibhafidon (2011) view of Social Studies as a subject that equip students' with the capability to make sound judgments and take appropriate actions that will contribute to sustainable development of human society. It is a subject that is geared towards self realization, better human relationship, individual and national efficiency, effective citizenship, national unity, national consciousness among other forms of behavior of positive value in the society in which the individual lives. The realization of the importance of Social Studies to Nigerian society accorded it a pride of place in the school curriculum as a core subject at the lower and post basic school level (FRN, 2014). From the discourse thus far, no doubt Social Studies is an important subject in Nigeria school curriculum, but what about its pedagogy and other problems associated with teaching the subject? Without effective teaching could the subject still be considered an innovative and versatile?

The problems associated with Social Studies instructional practices made the Katsina State Government to organize workshops from 2010-2017 in Katsina metropolis for teachers to improve their instructional practices. Despite these efforts there is still persistent poor achievement in Social Studies in the Junior School Certificate Examination (JSCE). According to Education Resource Centre, Katsina State, the JSCE result between 2012 and 2017 showed students inability to score high in Social Studies in Katsina metropolis. The failure rate ranged from 60.00% to 84.25%.

Report from National Education Research and Development Council (NERDC) (FRN 2007) indicates that most students are generally weak in their understanding of basic concepts regarding topics in culture, social issues, science and technology. The NERDC report revealed that practicing and pre-service teachers of Social Studies encounter great difficulty when teaching these contents. This observation requires that investigation be carried out on how these concepts can be taught. This is because curriculum contents that are not assimilated by students can lead to poor achievement.

Social Studies instructional practices in most Nigerian post basic schools have continued to be the conventional practices. These practices have been found to promote superficial learning and thus learners' inability to internalize the learned knowledge, attitudes and values and thus poor achievement in school subjects (Teresa- de-Sousa 2007; James & Folorunso, 2012; Mehmood, Hussain, Khalid & Azam,2012; James, Amos & Adeniyi, 2013; Kline, 2013; James, 2014; Benjamin, 2014; Ebuoh,2014;). Therefore for learners' to be able to internalize learned knowledge, attitudes and values, Social Studies should be taught using contemporary classroom practices that enable the learners to conceptualize, analyze and synthesizes issues.

Other factors that have been identified to be responsible for the poor achievement of students in Social Studies in Katsina metropolis include non utilization of instructional materials, student's lack of interest in the subject (Ekpenyong, 2015), lack of appropriate assessment techniques ((Ibhafidon, 2011; Udonkpong, 2015); general apathy by students due to perception of Social Studies as very easy and parents' perception of the subject (Okon, 2014). These observations necessitated this present study that investigated the effects of formative assessment strategy on post basic students' attitude and achievement in Social Studies.

Formative assessment also known as "assessment for learning" is a range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student attainment. Formative assessment focuses on classroom practices in which evidence about student achievement is elicited, interpreted, and used by teachers and learners to make decisions about the next steps in instruction that are likely to be better, than the decisions they would have taken in the absence of the evidence that was elicited (Black & Wiliam, 2009).

Formative assessment is concern about the efficacy of teaching and learning, it is against the traditional goal-oriented evaluation model. It emphasizes students' initiative and comprehensive development in cognition, emotion and attitude, it also emphasizes the

process of students' learning, and hence the teacher and learners can both obtain timely the relevant feedback information which gives chances to students to participate in modifying or planning the upcoming classes. To James and Folorunso (2012), James, Amos and Adeniyi (2013) and James (2014) Moyosore (2015), Ugodulunwa and Okolo (2015), Kivuti (2015), Eremina and Reginald (2016), Amina and Hafida (2017), Ozan and (Kincal) (2018), Huisman (2018) Chemeli (2019) and Kenyon, (2019) students who are taught using formative assessment, perform better than those taught using the conventional method. Formative assessment tools include self-assessment forms, learning portfolios, peer reviews, quizzes, questionnaires among others.

At the center of formative assessment is the concept of feedback. According to Ebuoh (2014) feedback is information transmitted to students that allows or encourages students' to organize their thoughts or behaviors in order to improve their learning. This explained why Black (2015) concluded that the impact of formative assessment is dependent on the strength of the feedback provided to students about their learning and to teachers about their teaching. Therefore feedback provided through formative assessment has significant benefits when motivating students, helping students improve their learning, reinforcing students' work and helping students to develop positive attitude towards school subjects. The present study thus made feedback an integral part of the study.

Attitude may be defined as a predisposition to respond in a favourable or unfavourable manner with respect to a given person or object. It is an internal belief that influences personal actions which is learned through a person's experience (Adu, 2012). Therefore when a person believes that a particular person or object is beneficial to him or her, a positive attitude is developed. This is in line with Udonkpong (2015) observation that perception determines the direction of attitude formation. To the author, the perception a student has about a subject influences the students' attitude towards that subject. Teachers thus need to make classroom instructional practices interesting in order to motivate student's interest in school subjects. Also Thiveos and Moroz (2001), Hansberry and Moroz (2001), Khaled (2013), Ayaaba (2013), Ciftci (2013), Benjamin (2014) and Udonkpong (2015) findings revealed that attitude of students towards school subjects can be influenced positively when classroom instructional practices is changed from teacher centred approach to student centred approach To this end, it can be concluded that teachers' instructional practices can influence students' attitude toward school subject. The trust of this research therefore is to determine the effect of formative assessment strategy on students' attitude towards Social Studies.

2. Theoretical Framework, Aim, Research Question and Hypotheses

The theoretical foundation upon which this study is build is the theory of socio-cultural learning by Lev Vygotsky. This theory has had a profound impact in classroom instruction for all subjects at all levels. Vygotsky (1978) postulated that learning is best achieved by determining what the students' have already internalized known as zone of proximal development (ZPD) and what students' are capable of learning through the help of an educational intervention.

The present study employed Vygotsky's theory in the arrangement of the learning tasks within the Formative Assessment Strategy from known to unknown. Efforts was also made before teaching any concept to ascertain what prior knowledge students had and to use that as prerequisite for new learning. The purpose was to examine the effects of formative assessment on Upper Basic Students' attitude and academic achievements in Social Studies in Katsina Metropolis, Nigeria. Also investigated was the direction of attitude of students towards social studies before and after the experiment. In order to achieve these purposes, the following hypotheses were tested at .05 level of significance:

- There is no significant difference between the attitude mean scores of the experimental and control groups before and after exposure to treatment.
- There is no significant difference between the achievement mean scores of

the control and the experimental group before and after exposure to treatment

3. Methodology

3.1 Design

This study adopted a quasi-experimental design, specifically the non-randomized pretest posttest control group design. The choice of this design was based on the fact that it is an experimental study using intact classes. It also provides major control against factors like differential selection of students, testing procedures, instrumentation and statistical regression that could constitute a threat to the internal validity of the experiment. The selection was based on students in the same class of JS 2 suitable to study of the concept Culture, Social issues, Science and Technology within the students' curriculum. Students that were not administered the pretest were not used for the experimental study and the provision of major controls was introduced through the use of a Social Studies teacher in the experimental school.

2.2 Population and Sample

The population for the study consisted of all public post basic school class two (PB2/UP2 /JS2) students in Katsina metropolis, Nigeria. The sample for the study was randomly selected from a population of 5,996 JS2 students distributed among 15 public secondary schools in Katisina metropolis. The choice of post basic 2 students was informed by the fact that the topics practicing and pre-service teachers of Social Studies find difficult to teach are within post basic 2 Social Studies curriculum. Also students at this level were assumed to have acquired some basic concepts, knowledge and skills in Social Studies to enable them answer the pretest items. A sample of 86 students in intact classes from one school within Katsina metropolis was selected. The selection of classes into control and experimental group was done by balloting. This study used 44 students in the intact class as the experimental group and 42 students as the control group. There were 25 male and 19 female students in the experimental group, 24 male and 18 female students in the control group. Altogether, 49 male students and 37 female students from the school participated in the study.

3.3 Instrument for Data Collection

Social Studies Achievement Tests (SSAT) and Students Attitude towards Social Studies Questionnaire (SATSSQ) were the instruments for data collection. The Social Studies achievement test (SSAT) has two sections. Section A which sought demographic data like gender and section B which was a multiple choice, objective test consisting of 50 items with four options lettered A – D adopted by the researchers from NECO questions from 2014-2018. This tests was used for the pre-test and post-test. The SSAT covered the Social Studies themes selected for the study. These themes were culture, social issues, science and technology. In addition, essay items were constructed each week as a teacher-made test. These essay questions were used for assessing students' understanding of subject-matter content and their ability to reason with their knowledge of the concepts under investigation.

Students' attitude towards Social Studies questionnaire (SATSSQ) had two sections. Section A which sought the demographic data like gender and the section B which contained 21 items constructed to determine students' attitude towards Social Studies. The SATSSQ had a 4 point modified likert-type response scale. The respondents (Social Studies students) indicated their degree of agreement or disagreement on a number of statements. The scale included: Strongly Agree (SA); Agree (A); Disagree (D) and Strongly Disagree (SD).

3.4 Validity and reliability of instrument

The content validity of the SSAT was ascertained through the use of a table of specification and by subjecting the instrument to experts' scrutiny. Three experts in Social Studies and two test constructions, expert in Research Measurement and Evaluation Unit from the University of Jos, Nigeria, were requested to vet the items in terms of comprehensiveness, clarity of words, appropriateness of language to the class levels and plausibility of distracters. The

observations of the experts were strictly adhered to accordingly. While the content validity for SATSSQ was also ascertained by subjecting the instrument to the scrutiny of three experts in Social Studies and two test constructions, expert in Research Measurement and Evaluation Unit from the University of Jos, Nigeria, to make sure that the statements used relate only to students' attitudes towards Social Studies, construct validation for the SATSSQ was ascertained through factor analysis.

The reliability of internal consistency of SSAT was determined using Pearson Product Moment Correlation Co-efficient technique. The SSAT was administered to 54 JS 2 Social Studies students of Government Day Secondary school Batagarawa, Batagarawa Local Government Area of Katsina state. The scores obtained through test-retest were used to compute the coefficient of internal consistency of SSAT at 0.05 level of significance. The reliability coefficient of 0.962 was obtained for the SSAT.

The reliability of internal consistency of SATSSQ was ensured using the Cronbach alpha procedure. The researcher administered the final SATSSQ to 54 upper basic 2 Social Studies students from Government Day Secondary school Batagarawa. The responses were used to compute the coefficient of internal consistency of SATSSQ and the result was 0.966.

3.5 Procedure for Data Collection

One research assistant was trained in a five- day training programme by the researchers to assist in the study. The research assistant was a senior Social Studies teacher in a post basic school with a B.Ed. degree in Social Studies with three years' post qualification experience. These qualities were necessary to ensure that the teacher had good knowledge of the subject matter and also possessed the professional qualification required for the successful conduct of the study. The objectives of the training was to enable the teacher acquire the necessary competencies for implementing the experimental conditions. The items that were addressed during the training included; the objectives of the schedules, review of the lesson plan prepared by the researcher, review of contents and topics, familiarization with the key concepts in the study, review of teacher and students' activities, test administration, scoring of tests papers, feedback and remediation. Before the start of the experiment, students that did not form part of the experiment were used in illustrating to the research assistant the techniques of formative assessment strategy. On the fifth day of the training, the research assistant was given the opportunity to demonstrate the use of the strategy in teaching the experimental group and the use of conventional method with the control group before the commencement of the experiment.

The SATSSQ was administered within 25 minutes followed by the SSAT which lasted for 50 minutes as pretest to both groups for the purpose of determining students' attitude towards Social Studies and to ascertain student's prior knowledge of the concept, culture, social issues, science and technology before the treatment was given to the experimental group. During the period of testing, the researchers and research assistant ensured that the students were not cheating. Students were required to thick the options that suit their attitude towards the subject as well as circle the correct option out of four alternatives provided for each question on the question paper. After the time allocated for the test, the scripts were collected, marked and scored using a marking scheme.

The Formative Assessment schedule was developed by the researchers, using the post basic 2 curriculum. The scheme of work was split into weeks and days. Sixteen lessons were taught within nine weeks; weekly formative assessments; feedback and the remediation procedure, which focuses on correction of misconceptions. The daily topic was developed into a lesson plan. The objectives were tested using formative assessment during the lessons. Assessments were conducted at the beginning of each lesson, during lesson delivery to monitor students'strengths and weaknesses, and at the end of the lesson. Assignments were given at the end of each lesson, weekly feedback and remediation of areas of difficulty encountered during instruction were addressed. The schedule was subjected to evaluation by three secondary

school Social Studies teachers and two experts from the University of Jos.

While the experimental group was taught using this Formative Assessment strategy, the control group were exposed to a conventional method of teaching. Although they were taught all the topics using lesson plans and were given a monthly test, there were no feedback and remediation. The researchers frequently visited the classes during each treatment session to ensure that the research assistant complied with the instructions given in the schedule. At the end of the nine weeks of teaching, the posttest on SATSSQ and SSAT were administered to both the experimental and control groups. The posttest lasted for one hour fifteen minutes, twenty-five minutes for the SATSSQ and fifty minutes for the SSAT. The pretest and posttest results on the SATSSQ and SSAT were compared to obtain the gain scores of the experimental and control groups. The scripts were collected after the posttest and given to the researchers who scored them personally using the marking scheme.

For SSAT, two marks were awarded to every correctly answered item in the SSAT. The highest obtainable mark was 100 while the lowest score was 0. The scores in the first administration of the test were the pretest scores and the score in the second administration of the same test were the posttest scores. With respect to SATSSQ, scoring, for positive items were; strongly Agree (SA) = 4 points; Agree (A) = 3 points; Disagree (D) = 2 points Strongly Disagree (SD) = 1 point. For negative items, it was: Strongly Agree =1 point; Agree =2 points; Disagree = 3 points; Strongly Disagree = 4 points. The highest scores were 84 and the lowest scores were 21. The data collected were analysed using frequency counts, means, standard deviation, t-test, and analysis of covariance (ANCOVA) techniques. The results are presented in tables.

4. Results

4.1 The direction of attitude of the experimental and control groups before the experiment

Table 1: Result of the Direction of Attitude of the Experimental and Control Groups before the Experiment

		Control Pre- test					Experimental Pre-test				
S/No	**Items**	**SA**	**A**	**D**	**SD**	**Total**	**SA**	**A**	**D**	**SD**	**Total**
1	Social Studies is my favourite subject	00	00 (39.0%)	16 (61.0%)	25 (100%)	41	00	00	22 (50%)	22 (50%)	44 100%
2	I like attending Social Studies Lesson	00	00	16 (39.0%)	25 (61.0%)	41 (100%)	00	00	00	44 (100%)	44 100%
3	During Social Studies lesson I copy note in other subjects	16 (39.0%)	25 (61%)	00	00	41	22 100%	22 (50%)	00 (50%)	00	44 100%
4	I am happy when the Social Studies teacher is absent from the class	16 (39.0%)	25 (61.0%)	00	00	41 100%	22 (50%)	22 (50%)	00	00	44 100%
5	I usually complete My Social Studies Assignment in time	00	00	24 (58.5%)	17 (41.5%)	41 (100%)	00	00	44 (100%)	00	44 100%
6	I enjoy studying Social Studies on	00	00	16 (39.0%)	25 (61.0%)	41 100%	00	00	22 (50%)	22 (50%)	44 100%

	My own											
7	I enjoy pasting Social Studies write -ups on the wall of my room	00	00 (39.0%)	16 (61.0%)	25 100%	41			22 (50.0%)	22 (50.0%)	44 100%	

Table 1 showed that the direction of attitude of students' in both control and experimental groups towards Social Studies before the experiment tilted toward the negative. This is because the responses to all the items by students' from both groups indicated students' disfavour for the subject.

4.2 The direction of attitude of the experimental and control groups after the experiment

Table 2: Result of the direction of Attitude of the Experimental and Control Groups after the Experiment

		Control Pre- test					Experimental Pre-test				
S/No	**Items**	**SA**	**A**	**D**	**SD**	**Total**	**SA**	**A**	**D**	**SD**	**Total**
1	Social Studies is my favourite subject	00	00 (65.1%)	28 (34.9%)	15 (100%)	43 (40.0%)	26 (57.8%)	26 (2.26%)	1 100%	00	45
2	I like attending Social Studies Lessons	00	00 (83.7%)	36 (16.3%)	7 (100%)	43 (42.2%)	19 (55.6%)	25 (2.5%)	1 100%	00	45
3	During Social Studies lesson I copy note in other subjects	7 (16.3%)	36 (83.7%)	00	00 100%	43	00 (2.2%)	1 (17.8%)	8 (80.3%)	36 100%	45
4	I am happy when The Social Studies Teacher is absent From the class	16 (37.2%)	27 (62.8%)	00	00 100%	43	00 (2.2%)	1 (22.2%)	10 (75.5%)	34 100%	45
5	I usually complete my Social Studies Assignment in time	00	00	15 (34.9%)	28 (65.1%)	43 (100%)	32 (71.1%)	11 (24.4%)	1 (2.2%)	1 (2.2%)	45 100%
6	I enjoy studying Social Studies on My own	00	00	28 (65.1%)	15 (34.9%)	43 100%	37 (82.2%)	7 (15.6%)	1 (2.2%)	00 100%	45
7	I enjoy pasting Social Studies write-ups on the well of my room	00	00 (34.9%)	15 (65.1%)	28 100%	43	00	00 (46.7%)	21 (53.3%)	24 100%	45

Table 2 showed that after the experiment, the direction of attitude of students in the control group towards Social Studies remained negative. Although there was shift in the direction of attitude either from strongly disagree to disagree, or from agree to strongly agree, students' response in this group still indicated a disfavour towards Social Studies after the experiment. On the other hand, the direction of attitude of students in the experimental group towards Social Studies after exposure to treatment tilted towards the positive direction. Although the direction of attitude towards the last items (I enjoy pasting Social Studies write-ups on the wall of my room) before and after the experiment remained the same (negative direction), the response of students in this group indicated a favour for Social Studies after the intervention. This is contrary to the students' responses before the experiment.

4.3. Attitude mean scores of students before and after the experiment

Table 3: Result of Analysis of Covariance (ANCOVA) of students' overall Attitude Mean Scores in SATSS before and after Experiment.(Tests of Between-Subjects Effects)

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	5.556[a]	2	2.778	306.911	.000	.883
Intercept	1.367	1	1.367	151.048	.000	.651
PRE_TEST	.016	1	.016	1.818	.181	.022
GROUPS	3.548	1	3.548	392.022	.000	.829
Error	.733	81	.009			
Total	499.583	84				
Corrected Total	6.289	83				

The F calculated for SATSS was 392.022 against the critical value of .829 at the 0.05 level of significance, 1 df for numerator and 81 df for denominator. Since the calculated value exceeded the critical value, the null hypothesis of no significant difference in the mean attitude scores is rejected. It is therefore inferred that the effect of formative assessment strategy on students' attitude towards Social Studies is significant.

4.4. Achievement mean scores of students before and after the experiment

Table 4: Results of Analysis of Covariance (ANCOVA) of students' overall Achievement mean scores in SSAT before and after the Experiment.(Tests of Between-Subjects Effects)

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	25159.251[a]	2	12579.626	1601.697	.000	.976
Intercept	1585.804	1	1585.804	201.912	.000	.716
PRE_TEST	2.820	1	2.820	.359	.551	.004
GROUPS	23961.977	1	23961.977	3050.951	.000	.974
Error	628.315	80	7.854			
Total	386544.000	83				
Corrected Total	25787.566	82				

The F calculated for formative assessment strategy in SSAT was 3050.951 at the 0.05 level of significance and 80 degree of freedom (df) while the F critical value was .974 Since F calculated (3050.951) was greater than f critical (.974), the decision was to reject the null hypothesis. This implies that there is a significant ($P<0.05$) difference between the two groups (experimental and control) as measured by the students' mean SSAT scores using Analysis of Covariance (ANCOVA). This appears equally to suggest that the early observed difference between the means of the two groups was not attributed to chance error but due to the treatment.

5. Discussions

The findings revealed that the direction of attitude of students' towards Social Studies in both control and experimental groups before the experiment tilted toward the negative direction. This is because students' responses to all the items by both groups indicated students' disfavour for the subject. However, while the direction of attitude of students' towards Social

Studies in the control group after the experiment still tilted towards the negative direction, the direction of attitude of students' towards Social Studies in the Experimental group after the experiment tilted towards the positive direction. This is because the responses of students in the experimental group after the experiment indicated students' favour for Social Studies.

This findings is in line with Thiveos and Moroz (2001), Hansberry and Moroz (2001), Khaled (2013), Ayaaba (2013), Ciftci (2013), Benjamin (2014) and Udonkpong (2015) findings that attitude of students towards school subjects can be influenced positively when classroom instructional practices is changed from teacher centred approach to student centred approach. Therefore the study has shown that formative assessment in the form of divergent classroom questions, assignment, weekly test, feedback and remediation make students develop love for Social Studies and thus has positive effects on student's attitudes towards the subject. This in turn enhanced learning and improves achievement.

The findings revealed that while the pre-test and post-test Social Studies achievement of students in the control group, as well as the pre-test scores of students in the experimental group were generally low, the posttest scores of students in the experimental group is higher than students' pretest scores. The poor performance in the pre-test of students' in both groups is in line with the National Examinations Council (NECO) Chief Examiner's report that candidates exhibited significant weakness in culture, social issues, science and technology. This is also in agreement with NERDC (2007) observation that culture, social issues science and technology are areas of difficulty for practicing and pre-service teachers of Social Studies during classroom instructional practices.

Again, the poor performance of students in the control group is in agreement with the findings of Teresa- de- Sousa (2007), James and Folorunso (2012), Mehmood, Hussain, Khalid and Azam (2012), James, Amos and Adeniyi (2013), Kline (2013), James (2014), Benjamin (2014), Ebuoh (2014), Moyosore (2015), Ugodulunwa and Okolo (2015), Kivuti (2015), Eremina, Reginald (2016), Amina and Hafida (2017), Ozan and Kincal (2018), Huisman (2018) , Chemeli (2019) and Kenyon (2019). These scholars revealed that conventional method used in teaching students, is ineffective and could lead to poor performance of students'. This explains the poor performance of students in the control group who were taught using conventional classroom practice and the high performance of students in the experiment group who were taught with formative assessment strategy. However this finding is contrary to Ruland (2011) findings that conventional method is supportive of effective and efficient subject learning.

The result of this study also shows that the use of formative assessment improved students' understanding of the concepts taught and the strategies employed improved their achievement. With formative assessment, teachers are able to assess students often and to re-teach concepts students' find difficult to learn in culture, social issues, science and technology. this agrees with the earlier findings of James and Folorunso (2012), James, Amos and Adeniyi (2013) and James (2014), that students who are taught using formative assessment, perform better than those taught using the conventional method. Generally, the findings of this study corroborated earlier findings and demonstrated the efficacy of the Formative Assessment Strategy developed and validated in this study.

6. Conclusion

The focus of this study was to establish the efficacy of formative assessment strategy for increasing post basic school students' attitude towards Social Studies and improving their achievement in the subject. The ultimate goal was to solve the problem of poor achievement in Social Studies, particularly in the concepts culture, social issues, science and technology. The findings of the study has shown that formative assessment can be used to increase students' attitude towards Social Studies in order to improve achievement of post basic school students in the concepts culture, social

issues, science and technology in particular and social studies in general.

One limitation of the research is that opinions of the students were sought on their attitude towards the subject without triangulation with other data sources to validate their responses. In future research, the use of mixed methods approach and the application of information and communication technology driven formative assessment technique could yield interesting comparisons. Nonetheless the findings have implications for Social Studies education. Therefore Social Studies teachers should be trained and re-trained on the development and use of formative assessment strategies in teaching for effective implementation of post basic school curriculum in Social Studies. This will go a long way in meeting the learning needs of students in the subject and solving the problem of fluctuation in the performance in social studies at post basic school level of education in Nigeria.

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